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Educational Psychology and Teacher Professionalism
Case study of First Year Master Student of English at Saïda
University

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Master Degree in Didactics

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Dedication

This work is dedicated to my lovely parents.

To my dear sisters Khawla and Imane.

To my brothers Ahmed and Abd el hake.

My lovely soul mate HOUBAD. Fatiha who supports me every time.

As well as, to my best friends Asma.A, Zineb.M, Fadila.B, Manel.B, Fatiha.G
Mirna.B and Fatma.B.

This research is also dedicate to my uncle Derder. Bachir who really offered his
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List of Abbreviations

CR: Conditioned Response.

CS: Conditioned Stimulus.

CIP: Cognitive Information Processing.

EFL: English as Foreign Language.

LMD: License, Master, Doctorate.

LTM: Long Term Memory.

MKOs: More Knowledgeable Others.

STM: Short Term Memory.

UCR: Unconditioned Response.

UCS: Unconditioned Stimulus.

Abstract

This research is about the role of educational psychology in the teaching professionalism.

Educational psychology is an important field that supplied teachers with the principles of teaching and training them to reach the professionalism degree. Therefore; in this work the researcher attempt to focus on the major theories and approaches which are provided by educational psychology branch and tries to check the significance of teaching this field as module, finally to see the attitudes and opinions of both teachers and students towards the role of this discipline in teaching and learning process.

In order to reach this objective, an interview was addressed for teachers and a questionnaire for the first year master students. The data was analyzed both qualitatively and quantitatively.

The results obtained through analyzing the interview and the questionnaire display that both teachers and students are conscious about the big role that educational psychology plays in enhancing both teaching process and teacher professionalism.

At last, the major purpose of this work is to inform teachers and students to be aware about the importance of theories and strategies provided by educational psychology to affect both teaching and learning.

I. General Introduction

Educational psychology is the branch of psychology that provides several methods and strategies to improve both teaching and learning process. It studies the students' behavior, social, and cognitive growth from childhood to adulthood.

Educational psychologists as we have mentioned above provide instructions how to apply these theories in teaching, learning, and in human development to decide which one the most efficient is for teach students.

This research is an inquiry about the role of educational psychology in the teaching EFL classrooms. The aim of this study is to better up and enhance the strategies of teaching by executing some techniques, and methods. The intent of this work also is to examine the importance of educational psychology in assisting teachers for realizing the teaching' objectives and improve their competence.

I. 1. The Statement of the Problem:

Since educational psychology is an essential branch that develop teaching and learning, the lack of teachers' knowledge about this branch build a big distance between them and their students. And of course this distance affect negatively on both learning and teaching processes.

If teachers are not familiar with the methods and strategies which established by educational psychology; they will face various matters in their profession for instance, in their classroom managements introductions of courses, their conscience, and their interaction with student and students' interests.

Teachers must recognize the compatible ways which help learners to learn and study effectively; and which provide good outcomes. They also have to know the ability, needs, interests and differences of students. Teachers need to

master educational psychology in the sake of resolving and facing any challenges.

In this research the problem we will tackle is that how educational psychology assists teachers of EFL classrooms in the teaching process.

I. 2. Research Questions:

This research requires replying the next questions:

- ✓ What are the convenient theories and strategies of educational psychology to the teaching process? And how can it assist teacher in teaching EFL classroom?
- ✓ How does educational psychology increase the teacher professionalism?

I. 3. Hypothesis:

We hypothesize that Educational psychology plays a great role in developing teaching, since; it supplied effective methods and theories for the teaching process which help teachers to recognize well the learning process and apply them in classroom.

I. 4. The Aim of the Study:

The goal of this research is to see the role of educational psychology in the teaching process and show teachers and students how to treat with the theories and strategies that educational psychology put so as to evolve teaching and learning.

The major target of this study is to identify which efficient strategies, and methods can support teachers of EFL classroom. In other words, we will exhibit the participation of educational psychology in advancing the efficacy of both teaching and teacher proficiency.

I. 5. The Significance of the Study:

This work will emphasize on the significance of Educational psychology in the teaching EFL classroom. In this research, we will discuss how educational psychology improves different strategies and methods which are useful for developing the efficiency of teaching process and the teacher professionalism.

In educational psychology, the students grasp the various teaching strategies to make their learning styles active. Our objective in this work is to prove that the knowledge of these theories and strategies is not enough, but the most important is to recognize how to employ them.

I. 6. Research Methodology:

➤ Choice of the method:

“Research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon” (Leedy & Ormrod).

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

In the case of our research study, the descriptive method is the proper once as we tend to present the different methods strategies of teaching and to describe their real life application at an EFL class.

➤ Population of the study:

This study will be directed to teachers of educational psychology and teachers of other modules in English department at Saida University. As we will check their opinions towards this subject matter and their consciousness about educational psychology.

In addition to the teachers, we submit a questionnaire to the students of first year master didactics in the English department in which we select at random thirty students to reply it.

we select the student of first master because they study the module of educational psychology, thus, they are supposed to be the compatible population to examine their degree of knowledge towards the value of teaching educational psychology and its application' strategies by the teachers.

➤ **Data Gathering Tools:**

We will use two prime research tools; a questionnaire and a survey.

A questionnaire is a research device consisting of a range of questions for the sake of collecting information and data from respondents then assessing them.

In this study, we will make a survey with teachers of educational psychology and other teachers of several modules to discuss their opinions about the role of educational psychology while they teaching and observation of learners' needs and difficulties. Students' questionnaire would be pointed to first year master students in the department of English at the University of Saida; in order to examine the students' attitudes towards the module of educational psychology and its importance.

I. 7. Structure of the Dissertation:

The present research is basically divided into two parts.

The first part is about the literature review and the second part is concerned with the field work.

Part one includes two major chapters.

Chapter one: we shed light on the history of educational psychology and its approaches and methods to the teaching process. It explores the methods, models, and strategies of teaching that are provided by educational psychology.

Chapter two: it describes the role of educational psychology in advancing the teacher to be professional and how the teacher applies those strategies in managing the classroom.

Part two includes the field work .It displays the analysis of the teachers' survey and the students' questionnaire outcomes.

I. 8. The Limitations of the Study:

Despite this research has reached its objectives, there are some inescapable limitations.

First, because of the lack of resources at Saida University library, we refuge to Mascara and Sidi Belabbes universities' libraries to obtain the convenient books to our work.

Second we face troubles in distributing questionnaires to students some of them were not cooperative.

Finally, we find difficulties in making interviews with teachers; it was too hard to find them in order to answer the questions.

Chapter one: An Introduction to Educational Psychology.

II.1. Introduction:

Nowadays educational psychology is a dynamic discipline that is participating to the education of both teachers and learners. It tries to describe and explain the changes which occur in individuals' several stages of development. Addition to that, it concerns with the conditions that enhance or retard human. Educational psychology contains two words psychology and education. General psychology is a lucid science. Educational psychology is the application of psychology in the domain of education as we have mentioned above; in order to socializing human and modifying his behavior, because it elucidates and characterizes the individual's learning experiences from birth through old age. Educational psychology is one of the fields of applies psychology interested with the application of the principles, techniques of psychology to solve the problems that may face the teacher in the growth of children towards specific objectives. More specifically, we may say educational psychology take into consideration the understanding of the child's development and needs and the learning state and processes, then the ways to make learning effective. Educational psychology has advanced over many periods of time. The origin of educational psychology is raised from the era of ancient Greek philosophers and through time it improved to become an impressive branch in education. Through these developments a lot of theories and approaches appeared and studied several matters which have relationships either with education or psychology. Each one of these theories has a distinct point of views on the teaching and learning process.

In this chapter, we try to take a glance about the development of educational psychology and its different approaches. First we have to see the historical background of educational psychology briefly then we disclose the necessary approaches of educational psychology.

II.2. Historical background of Educational Psychology:

Educational psychology as a domain started with the ancient Greek philosophers like Plato and Aristotle. Now, educational psychology is emerged to debate the suitable methods and strategies of teaching and the matters concerning the learning process like the relation between a student and a teacher and the nature of learning.

the Spanish philosopher Juan Vibes in the sixteenth-century, concentrate on the importance of adapting teaching methods in relation to the level and needs of students. Also he thought that self-comparison assessment methods use is suitable than competition to evaluate the students' work.

Johan Amos Comenius in the 1600s was the first who inserted visual aids in the classroom; he asserted that understanding is the aim of teaching not memorizing.

In 1700 s saw a lot of European philosophers for instance, Johan Friedrich Herbat, Jean – Jacques Rousseau and Friedrich Wilhelm Frobel; they focused on interest and previous experience of students; and on the values of activity. All these ideas are agree with immediate work in educational psychology.

In the 1890 s, the philosopher William James supplied American education psychology with a set off lectures for educators given around the country called “Talks to Teachers about Psychology” which was about the application of psychology in education after his writing of the textbook principles of educational psychology. He backing the idea that stress on the significance of observing teaching and learning in classroom in order to better education. His methods have taken effect: James' student, G. Stanley Hall, founded the American Psychological Association. Hall wrote a lot about children and adolescents, encouraging teachers to keep records of the academic development of their students.

The father of the progressive education movement was John Dewey the student of Hall. Edward Lee Thorndike; was also one of James's students started the Journal of Educational Psychology in 1910. On twentieth century Thorndike wrote the first textbook on educational psychology. For the first half of the century, educational development and psychology stayed closely tied, as demonstrated by the contributions to education provided by renowned psychologists Jean Piaget, Alfred Binet, and Benjamin Bloom.

Modern educational psychology in 1960 s was well known with the participation of Jerome Bruner and David Ausubel. Jerome Bruner affirmed on the research into inductive reasoning and discovery learning, but Ausubel disagreed because he confirmed that the learning process must occur deductively.

There are three perspectives in educational psychology study: Behaviorism, cognitive and constructivism. Behaviorism is an approach which was emerged by B.F.Skinner it sees learning as the information of habits. Environment aspects are seen more important than the student's mental, internal aspects. Cognitive psychologist consider the learning as a result of mental operations and the emphasis is not on behavior or behavior change, but on the mental process

Finally, constructivism is a kind of learning theory in which focus is placed on the prior "knowing" and experience of the learner ,as well as on social and cultural elements of learning operation. To the constructivist view in educational psychology, Students must construct knowledge in their own minds and not depends only on the knowledge given by teachers.

II.3. Definitions:

II.3.1. What is Education?

According to Oxford dictionary (2000), *Education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.*

According to Oxford dictionary (2008), *Education is: the process of teaching, training, and learning.*

In Longman dictionary (1984), *Education is teaching or the training of mind and character: she has had a good education.*

II.3.2. What is psychology?

Psychology is defined in Oxford dictionary (2000), as *the scientific study of the mind and how it influences behaviour.*

According to Oxford dictionary (2008), Psychology is: *the scientific study of the mind and how it influences behavior.*

According to Longman (1984), psychology is *the study or science of the mind and the way it works.*

II.3.3. What is Educational Psychology?

There are various definitions of educational psychology:

As early as 1880s, Louisa Parsons Hopkins wrote about realizing the importance of psychology in education.

“It would be as absurd for one to undertake to educate the young with no knowledge of ... psychology , as for one to attempt to produce a sonata while ignorant of the phenomena of sound” (Hopkins, 1886,p.3,as cited in Glover & Bruning 1990).

“Educational psychology is the scientific discipline concerned with the development, evaluation, and application of principles and theories of human learning” (Wittrock & Farley, 1989:08).

“Educational psychology is the branch of psychology that specializes in understanding teaching and learning in educational settings. Both science and practice play important roles in educational psychology”. (Calfee, 1999; Shuell, 1996: 04).

According to Grinder, 1981, Educational psychology is all the information obtained from the field of psychology and applied in classes.

“Educational Psychology is a combination or overlapping of two separate fields of study; psychology and education. It is a distinct discipline with its own theories, research methods, problems and techniques. Educational psychology is distinct from other fields of psychology due to its focus on understanding the processes of teaching and learning that takes place in formal environments. Educational psychologists study what people think and do as they teach and learn a particular curriculum in a particular environment where education and training are intended to take place. They help in developing instructional methods and materials used to train people in both educational and work settings. They are also concerned with research on issues of relevance for education, counselling and learning problems”. (Dr Arvind Kumar, Educational Psychology p: 06).

Clifford (1984) defines educational psychology as the implementation of the psychology methods to studying the process of education.

“Educational psychology can provide teachers with the principles and theories they will need to make good decisions in the classroom as well as with the concepts needed to discuss and reflect on their decisions”. (Roxana Moreno 2009:08)

II.4. Educational Psychology Approaches:

Several changes within educational psychology have enabled this field to develop. Many approaches are appeared through these changes in educational psychology. The most important approaches in this branch are Behaviorism, Cognitivism, Developmental approach constructivism and Humanism; each approach has its different way to deal with educational psychology according to its principles. Although these approaches are different their purpose is the same which is to refine persons’ level by reaching their efforts and capacities.

II.4.1. Behaviorist approach:

“A theory of psychology which states that human and animal behavior can and should be studied only in terms of physical processes, without reference to mind. It led to theories of learning which explained how an external event (a stimulus) caused a change in the behavior of an individual (a response), based on a history of reinforcement” (Richards and Schmidt 2002: 49)

This theory focuses on the study of human behavior rather than the human mind; *Behaviorism is perspective that psychology should be focused on the study of human behavior instead of the human mind.* Roxana Moreno (2009:157). Therefore, behaviorists use animals in their researches since the focus is on behaviors not mental process. Behaviorism is one of the approaches of educational psychology which is concerned with the role of learning in human behaviors. Also it is the theoretical approach in which learning and behavior are described and explained in terms of stimulus - response

relationships; as well as it deals with learning which claimed that the learner acquired the behavior through conditioning. Behaviorism has developed by very well-known psychologists such as John B. Watson¹ who considered as the father of behaviorism, B.F. Skinner² who is known for operant conditioning, Ivan Pavlov³ who is the founder of classical conditioning, and Edward Thorndike⁴ who is known for the law of effect.

“Behaviorism is a perspective on learning that focuses on changes in individuals’ observable behaviors- changes in what people say or do” Seifert & Sutton (2009:23)

The Russian scientist Ivan Pavlov (1927) was the first who studied systematically the stimuli and response dealing with dogs rather than humans. He attached a small tube to the side of dogs’ mouths that let him to measure how much the dogs salivated when fed. But he soon remarked a problem with the procedure: as the dogs gained experience with the experiment, they often salivated before they began eating. In fact the most experienced dogs sometimes began salivating before they even saw any food, solely when Pavlov himself entered the room!

¹ John B. Watson (1878-1958) in South Carolina. A psychologist who played an important role in developing behaviorism. He has many works like, Watson, J. B. (1913). Psychology as the behaviorist views it.

² B. F. Skinner (1904-1990) an American psychologist best-known for his influence on behaviorism. Operant conditioning, Schedules of Reinforcement. From his works: Skinner, B. F. (1938). The Behavior of organisms: An experimental analysis. New York: Appleton-Century.

³ Ivan Pavlov (1849-1936) a Russian physiologist best known in psychology for his discovery of classical conditioning, Research on physiology and digestion. He got a Nobel Prize in Physiology in 1904. One of his works, Pavlov, I. P. (1927). Conditioned reflexes. London: Routledge and Kegan Paul.

⁴ Edward Thorndike (1874-1949) in Massachusetts. A psychologist who is the founder of modern educational psychology. He was perhaps best-known for his famous puzzle box experiments with cats which led to the development of his law of effect.

Psychologists called the process respondent conditioning because it describes changes in responses to stimuli.

Food: Unconditioned Stimulus (UCS) / Salivation: Unconditioned Response (UCR).

Before Conditioning:

- (UCS) Food → Salivation (UCR)
- (UCS) Bell → No response (UCR)

During Conditioning:

- Bell + Food → Salivation

After Conditioning:

- (CS) Bell only → Salivation (CR)

Seifert & Sutton (2009:25).

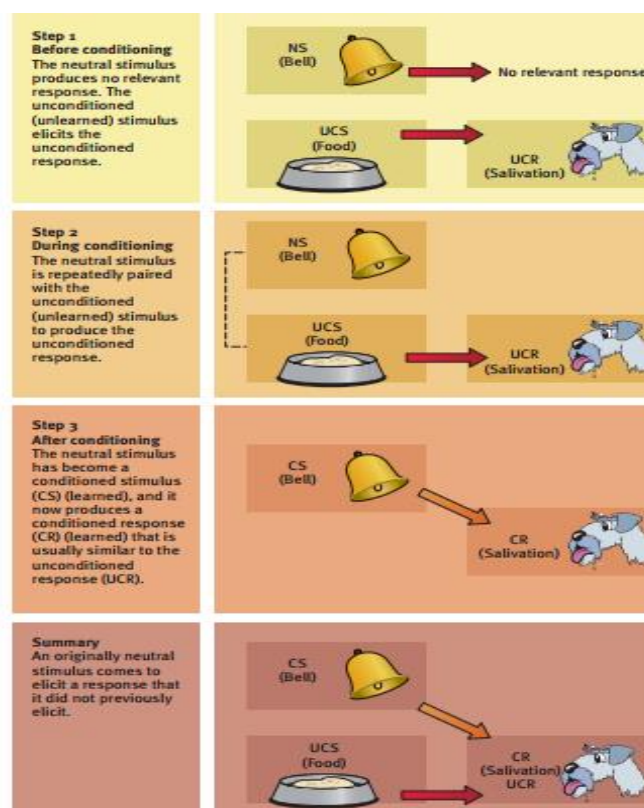


Figure 1: Pavlov's paradigm for studying classical conditioning.

Respondent Conditioning and Students:

Respondent conditioning may happen to animals. But does anything like this happen in classrooms?

Teaching is usually about affecting students' conscious words and thoughts, and not their automatic behaviours. But teaching is not just about encouraging thinking and talking. Teachers, like parents and the public, also look for positive changes in students' attitudes and feelings such as love for learning and self-confidence.

Example 1:

Before Conditioning:

(UCS) Seeing Teacher Smile → Student Smiles (UCR)

(UCS) Seeing Classroom → No response (UCR)

During Conditioning:

Seeing Teacher Smile + Seeing Classroom → Student Smiles

After Conditioning:

(CS) Seeing Classroom → Student Smiles (CR)

Example 2:

Before Conditioning:

(UCS) Mr. Horrible Frowns → Student Cringes (UCR)

(UCS) Mr. Horrible's Classroom → No response (UCR)

During Conditioning:

Mr. Horrible Frowns + Sight of Classroom → Student Cringes

After Conditioning:

(CS) Seeing Classroom → Student Cringes (CR)

Seifert & Sutton (2009:26.27).

From the two examples we can see that the changes described are significant because they can affect students' attitude about school and thence also their motivation to learn.

In the positive case, the child becomes more inclined to please the teacher and to present to what they have to offer.

In the negative case, the opposite occurs. Due to the changes in attitude happen "inside" the child. They are best thought of as one way that a child can acquire **intrinsic motivation**.

A wish or tendency to direct attention and energy in a special way that arises from the child himself or herself.

Intrinsic motivation is sometimes contrasted to extrinsic motivation, a tendency to direct attention and energy that arises from outside of the child.

Classical conditioning can affect students' intrinsic motivation in a positive or negative way

Three key ideas about respondent conditioning:

1. Extinction:

This term backs to the disappearance of a link between the conditioned stimulus and the conditioned response.

Because the link between the classroom and your smile is no longer repeated or associated, the child's response gradually fade away until it has disappeared totally.

Extinction can also happen with negative examples of classical conditioning. Whether the conditioned stimulus is positive or negative, extinction does not happen suddenly or immediately, but unfolds over time.

2. Generalization:

It is the tendency for similar stimuli to reduce a conditioned response.

When Pavlov studied conditioning in dogs, he observed that the original conditioned stimulus was not the only neutral stimulus that reduced the conditioned response.

The child being conditioned to your smile, for instance, might learn to associate your smile not only with being present in your classroom, but also to being present in other, similar classrooms.

The child's conditioned smiles may be strongest where he learned them initially (in your own room), but though visible to a wide extent in other teachers' classrooms. To the extent that this happens, he has generalized his learning. It is of course good news; it means that we can say that the child is beginning to "learn to like school" in general, and not just your room. Regrettably, the opposite can also happen.

3. Discrimination:

Among similar stimuli can be reduced if only one of the similar stimuli is associated with the unconditioned response, while the others are not.

When this happens, psychologists say that discrimination learning has occurred, that is to say individual has learned to respond differently to one stimulus than to another.

The child is old enough to attend middle school, and then has many teachers across the day. You with your smiles are one, but so are Mr. Horrible and Ms. Neutral.

At first the child may generalize his classically conditioned smiles to the other teachers' classrooms. But the other teachers do not smile like you do, and this fact causes the child's smiling to wane somewhat in their rooms.

At the same time, you keep smiling in your room. Lastly the child is smiling only in your room and not in the other rooms.

When this happens, we say that discrimination has occurred, this means that the conditioned associations happen only to a single version of the unconditioned stimuli in this case, only to your smiles, and rarely this occurs in the other classrooms.

The child makes a distinction between your room and others if he judges by his behavior.

According to John Watson behaviorism was the science of observable behavior. Solely behavior that could be observed, recorded and measured was of any real value for the study of humans or animals. Watson's thinking was very influenced by the earlier classical conditioning experiments of Russian psychologist Ivan Pavlov. He refused the concept of the unconscious and the internal mental state of a person because it was not remarkable and was subject to the psychologist's subjective interpretation. In addition He refused the concept of the unconscious and the internal mental state of a person because it was not remarkable and was subject to the psychologist's subjective interpretation. He claimed that he could make from a group of adults whatever of types he wants. He argued that wrong behavior was the result of wrong learning rather than ego defense, and that it could be changed by conditioning. He also focused on the role of environment in the development of behavior.

Edward Thorndike (1913) and B. F. Skinner (1953) are two psychologists who tested Watson's behaviorist theory in the laboratory and played a big role in the development of operant conditioning theory.

Edward Thorndike, who presented the law of effect by observing the behavior of animals trying to escape from puzzle boxes, Although B.F. Skinner is the father of operant conditioning his work was based on Thorndike's law of effect. His research on the principles of stimulus and response behavior was first performed on animals using his own invention, the Operant Conditioning room, or as it known 'Skinner's Box'. Through these experiments, Skinner discovered that consequences for the animal played a big role in their response behavior. For example, when a rat pulled a lever, it would receive food. Subsequently, the rat made frequent pulls on the lever.

Skinner believed that teachers could use reinforcement to change any behavior that they wanted in the classroom and positive reinforcing behavior is an efficient way to get better or build new desired behavior.

Behaviorism is based on behaviors we can notice, so it become easier to measure and collect data in performing a research .due to efficient therapeutic techniques like intensive behavioral intervention, rational therapy. As well as it is very helpful in changing children and adults' maladaptive or harmful behaviors, since it deals with the values of reinforcements as rewards, punishments , when these techniques are correctly used, it will help in learning things.

II.4.2. Cognitive Approach:

In the late 1950s, learning theory start shift away from the use of behavioral models to an approach that based on learning theories and models from the cognitive sciences. Psychologists and educators began to stress on cognitive processes such as thinking, problem solving, language, concept formation and information processing (Snelbecker, 1983).

The cognitive approach shows how things like memories, beliefs, motivation and emotions participate in the learning process. It focuses on understanding how people think, learn, remember, and process information. So

it is counter to behaviorism it emphasizes on the mental process behind the human behavior.

II.4.2.1. Cognitive Information Processing (CIP):

Cognitive information processing approach claimed that the human mind is like a computer or information processor instead of responding to stimuli as the behaviourist approach said. It supposes that information that comes from the environment is subject to mental process behind a simple stimulus-response style. “Input” from the environment goes through the cognitive system which is then measured by the “Output”. Information that is received can take several paths depending on attention, encoding, recognition, and storage.

The Information Processing Approach has three main parts of memory which are Sensory memory, Short-term memory, and Long-term memory.

1. Sensory Memory: In this stage, sensory information from the environment is stored for a short period of time, usually for visual information half of second and three or four seconds for auditory information.

2. Short-term Memory: It is called active memory. This memory in Freudian psychology would be indicated to as the conscious mind. Most of the information stored will be kept for twenty or thirty seconds.

3. Long-term Memory: In Freudian psychology, long-term memory is the preconscious and unconscious. This information is outside of our awareness, but can be called into working memory to be used when needed. Some of this information is easy to recall, while other memories are more difficult to access.

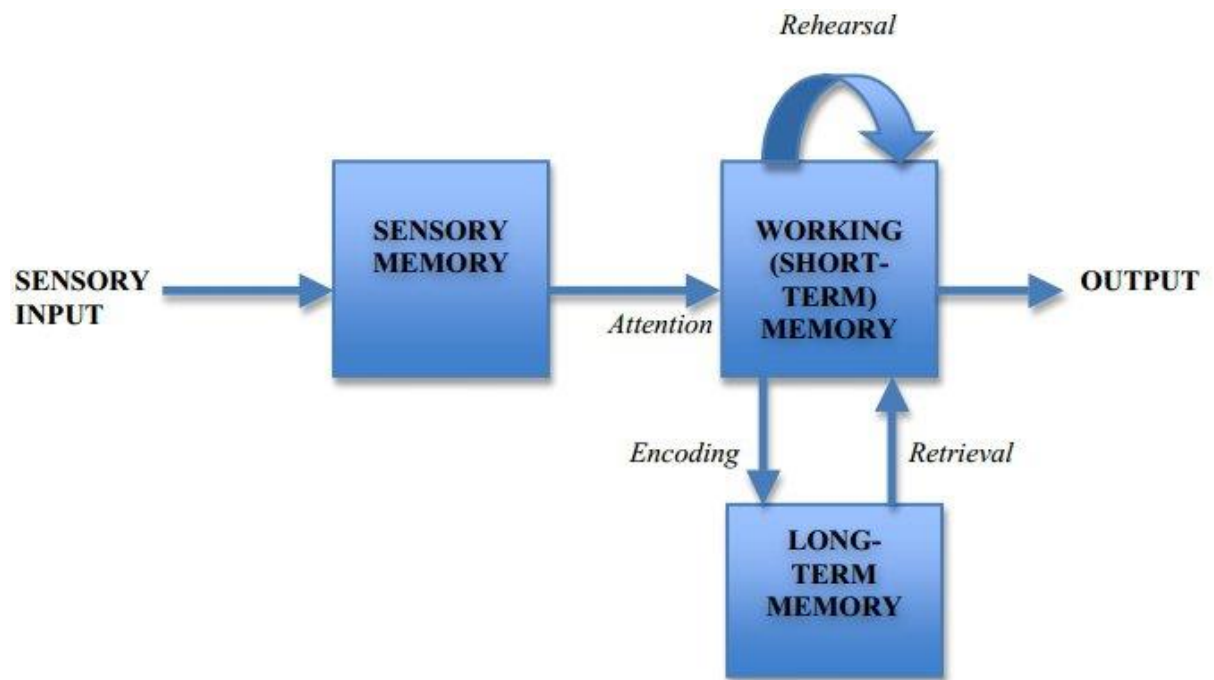


Figure 2: Information Processing Model.

Here are examples of how we can use the Information Processing approach in the teaching process and the classroom

Using the information processing approach in the classroom	
Principle	Example
1. Attract the students attention	<ul style="list-style-type: none"> • Use signal when you are ready to begin like voice projection.
2. Invite relevant prior knowledge to mind	<ul style="list-style-type: none"> • Discuss the previous lesson.
3. Focus on important information	<ul style="list-style-type: none"> • Give handouts or use the board.
4. Produce information in well-structured way	<ul style="list-style-type: none"> • Use a logical sequence to concepts and skills. • Start from simple to complex when presenting new data.
5. Show students how to categorize related information	<ul style="list-style-type: none"> • Teach inductive reasoning • Present information in categories.
6. Give students the chances to elaborate new information	<ul style="list-style-type: none"> • Link new information to something they already know. • Have group discussions.
7. Teach students how to use coding when memorizing lists.	<ul style="list-style-type: none"> • Use mental imagery techniques such as the keyword method, acronyms...
8. Give chance for repetition of learning.	<ul style="list-style-type: none"> • Denote the important points each time in various ways during presentation of information.
9. Give chances to learn major concepts and skills.	<ul style="list-style-type: none"> • Use daily drill for arithmetic facts.

(Huit, W.2003).

Table 1: The use of the information processing approach in the classroom.

According to this example, the information process is an essential model which the teachers can guide teachers in order to make their teaching effective and interesting.

II.4.3. Developmental Approach:

Developmental psychology and typically the psychology of cognitive development is a part of psychology that attempts to clarify the development of humans over time, both in the micro sense, as they grew from babies to mature adults, and in the macro sense, as the culture itself develop through the years.

Since developmental psychology is actively an umbrella term used to describe a set of disciplines which focused on the same purpose, it is hard to make a large investigation about the developmental psychology.

II.4.3.1. Jean Piaget ⁵ Theory:

Jean Piaget is a famous scientist in developmental psychology .He is the first who elaborate a "stage theory" and claimed that all humans develop through similar stages, and each stage has different characteristics and goals.

The stage theory proposed that children learn by building knowledge by experience, which they gain through environment; therefore, Piaget's theory has found many backings from those who feel it makes for a successful pedagogical approach.

Experiments leaded by Piaget aide to support his view and to fix a certain responsibility on the part of adults in guiding the learning of developing children. In order to encourage children towards greater understanding of their actions these experiments included the use of engaging in Socratic questioning.

⁵ Jean Piaget (1896, 1980). Swiss psychologist and genetic epistemologist he is best known for: theory of cognitive development and Genetic epistemology. He has several works such as, Piaget, J. (1936) *Origins of intelligence in the child*. London: Routledge & Kegan Paul.

Famously, he organized candy into two lines; one is long with fewer pieces and the other is short with more pieces. When children said that the longer line had "more" because it was bigger, Socratic questioning was used to take them backwards through the decision making process, after which they were able to apply this reasoning in other situations.

This theory **identifies four stages:**

1. The sensorimotor stage: The first stage of development which lasts from birth to age two. At this stage, children know the world primarily by their senses and motor movements.
2. The preoperational stage: The second stage of development which lasts from the ages of two to seven and is described by the development of language and symbolic play.
3. The concrete operational stage: The third stage of cognitive development which lasts from the ages of seven to age 11. At this stage, logical thought develops but children still struggle with abstract and theoretical thinking.
4. The formal operation stage: In the fourth and final stage of cognitive development, lasting from age 12 and into adulthood, children become more skilful and deductive reasoning.

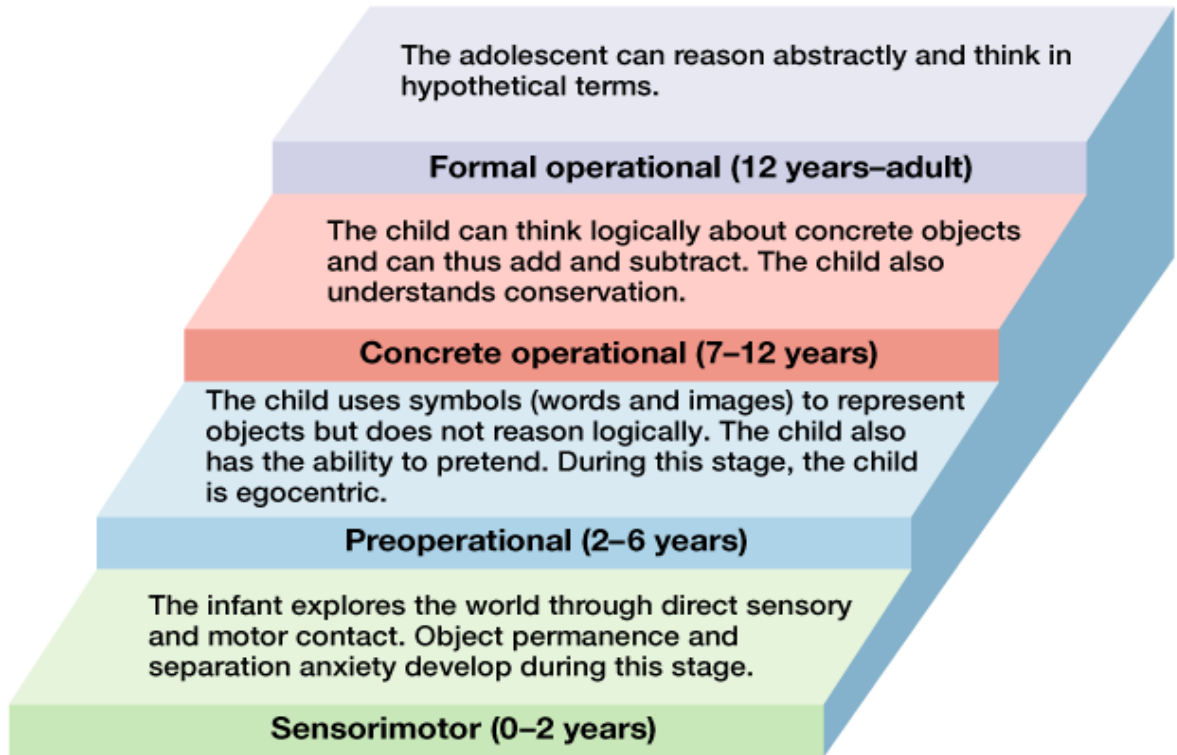


Figure 3: Piaget's Four Stages of Developmental approach.

II.4.3.2. Lev Vygotsky⁶ Theory:

According to Adam Waude 9th Jun, 2010

“Another researcher in developmental psychology, Lev Vygotsky, also believed that adults had the responsibility of aiding in the development of children. Instead of a directly didactic approach, however, he favored that adults only intervene in development during critical stages known as "zones of proximal development", when a child was nearing progression from one developmental stage to the next. The ZPD is an important principle of Vygotsky's. It can be defined as the difference

⁶ Lev Vygotsky (1896, 1934). Russian psychologist who is best-known for his sociocultural theory and zone of proximal development. From his various works: Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

between what a child can achieve on their own in problem solving and what can be achieved with the help of an adult or peer” (Butterworth & Harris 1994).

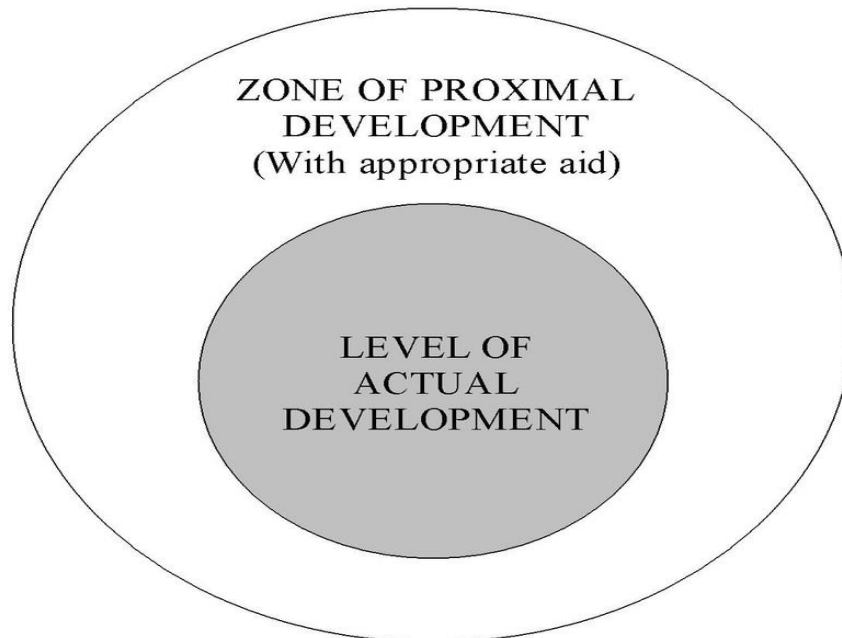


Figure 4: The Zone of Proximal Development.

For example, a child could not solve a puzzle and take a long time to do so but he was able to solve it after interaction with an adult. The adults or peers who are more knowledgeable or experienced than the student (the ones who can guide them) are known as more knowledgeable others, or (MKOs).

The support given by MKOs for the student is called scaffolding. The idea that guidance in the form of scaffolding get better cognitive development supported by Conner, Knight and Cross (1997) who deduced that in follow-up sessions, children who had received good scaffolding performed better than children who had received poor scaffolding.

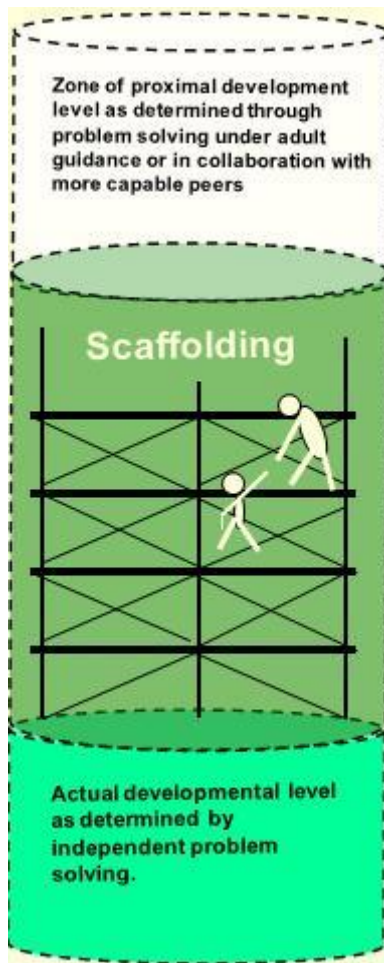


Figure 5: Scaffolding through Vygotsky theory.

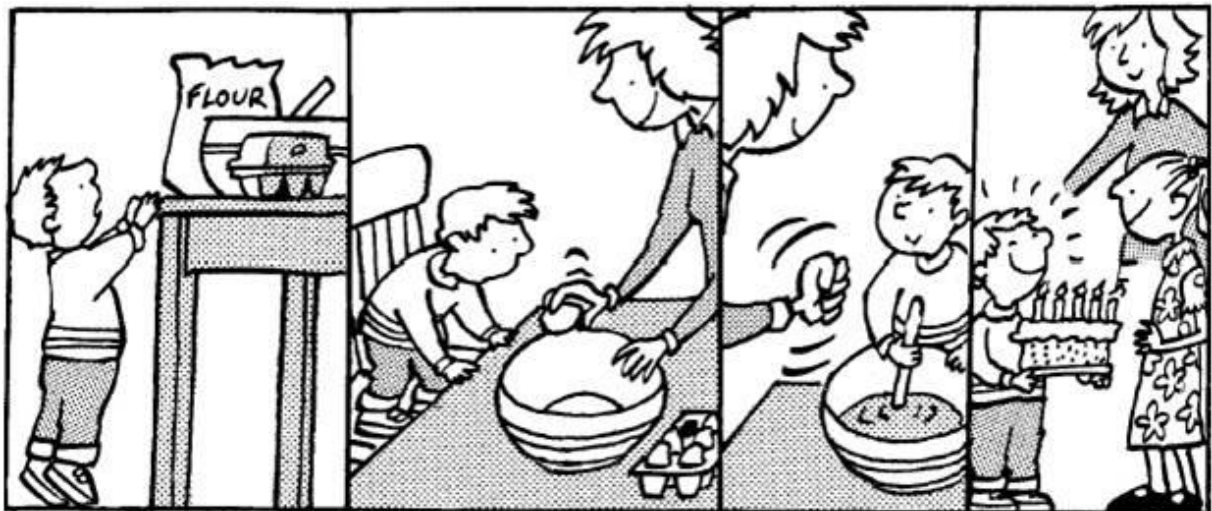


Figure 6: Scaffolding in action. The mother models what to do and given encouragement, so making a cake moves from the ZPD to the ADL.

Importantly, Vygotsky would go on to expand this theory to spread a broader perspective of society as a whole. Just as Piaget felt that learning and

development undergo a transmission from adult to child, Vygotsky claim that development start on the social level then to the individual level over time. In other words, the predominant culture into which an individual is born has an effect on individual's development. Thus asserted, he went on to case that culture itself has a responsibility to play in personal development.

Vygotsky first put these views in an essay called "The Problem of the Cultural Development of the Child" 1929, in which he defined his experimental methods. Most of these experiments stressed on goal-oriented behavior, such as a child learning to kick a mobile for the purpose of making it spin. The implication was that the stimuli and environment put forth by culture would determine the chances a child had to learn skills and how to place these skills into a general hierarchy of values. He considered that the implications could be amazing: consider how different, for instance, a child brought up in poverty can be from a child brought up in an isolate wealth.

II.4.4. Constructivist Approach:

“Constructivism is the idea that students actively construct their knowledge from their personal experiences with others and the environment” (Simpson, 2001: 554).

Constructivism is an educational and social philosophy which believes that knowledge is not passively received it constructed actively by learners, and cognition is an adaptive process that arranges the experiential world of learners.

“According to this learning perspective, individuals have a natural tendency to search for understanding as they interact with the environment. Social interactions are not heavily emphasized and are considered to be only one of the mechanisms that facilitate cognitive growth” (Palincsar, 1998: 299)

Constructivism in language teaching focuses on learning strategies, learner beliefs, teacher thinking which emphasize the individual and personal contributions of learners to learning.

A constructivist view of teaching makes teachers using their sense in their classrooms and taking on the role of a reflective practitioner. Richards & Schmidt (2002:113). It is a perspective on learning stressed on how students actively create or build knowledge through experiences.

“Constructivist models of learning differ about how much a learner constructs knowledge independently, compared to how much he or she takes cues from people who may be more of an expert and who help the learner's efforts” (Fosnot, 2005; Rockmore, 2005: 33).

These are called psychological constructivism and social constructivism, both stress on thinking within individuals instead of their behavior.

II.4.4.1. Psychological constructivism: the independent investigator:

The major notion of psychological constructivism is that a person learns new information or experiences by mentally organizing and reorganizing. The organization happens partly by relating new experiences to prior knowledge that is already meaningful and well understood.

John Dewey⁷ the famous psychologist in this approach (1859-1952) argued that if students in fact learn primarily by building their own knowledge, then teachers should modify the curriculum to fit students' prior knowledge and interests as fully as possible.

⁷ John Dewey Biography (1859-1952) an American philosopher and educator who helped found pragmatism. His famous work is : Democracy and Education (1916).

Piaget characterized learning as interplay between two mental activities that he named assimilation and accommodation.

Assimilation is the interpretation of new information in terms of pre-existing concepts, information or ideas. A preschool child who already understands the concept of bird, for instance, he might initially label any flying object with this term even butterflies or mosquitoes.

Accommodation is the revision or modification of pre-existing concepts in terms of new information or experience. The preschooler who initially generalizes the concept of bird to involve any flying object, for instance, finally modify the concept to include only particular kinds of flying objects, such as robins and sparrows, and not others, like mosquitoes or airplanes. According to Piaget, assimilation and accommodation work together to enrich a child's thinking and to create what he called cognitive equilibrium, which is a balance between reliance on prior information and openness to new information. Cognitive equilibrium includes of an ever-growing repertoire of mental representations for objects and experiences. Piaget called each mental representation a schema. A schema is not merely a concept, but an elaborated mixture of vocabulary, actions, and experience related to the concept. A child's schema for bird, for example, consists not only the relevant verbal knowledge (like knowing how to define the word "bird"), but also the child's experiences with birds, pictures of birds, and conversations about birds.

II.4.4.2. Social Constructivism: Assisted Performance:

It stresses on the relationship between a learner and experts or more experienced people. According to Jerome Bruner⁸ (1960, 1966, 1996) compatible guidance and resources, when given to students, may participate to

⁸ Jerome Seymour Bruner (1915- 2016) in New York is a psychologist who has made immensely meaningful contributions to cognitive learning theory and human cognitive psychology in the field of educational psychology. He has many books like, *The Process of Education* (1960) and *The culture of education* (1996).

excellent learning results. He called this support instructional scaffolding which literally means a temporary framework, as the one used in constructing a building that permits a stronger structure to be built within it. When scaffolding is provided students become competent smart and intelligent.

The Russian psychologist Lev Vygotsky (1978) had discovered how a child's or novice's thinking is impacted by relationships with others who are more knowledgeable or expert than the learner. He proposes that when a child (or any novice) is learning a new skill or solving a new problem, he or she can perform better if accompanied and helped by an expert than if performing alone. He named the difference between solo performance and assisted performance the Zone of Proximal Development which means the place or area of immediate change.

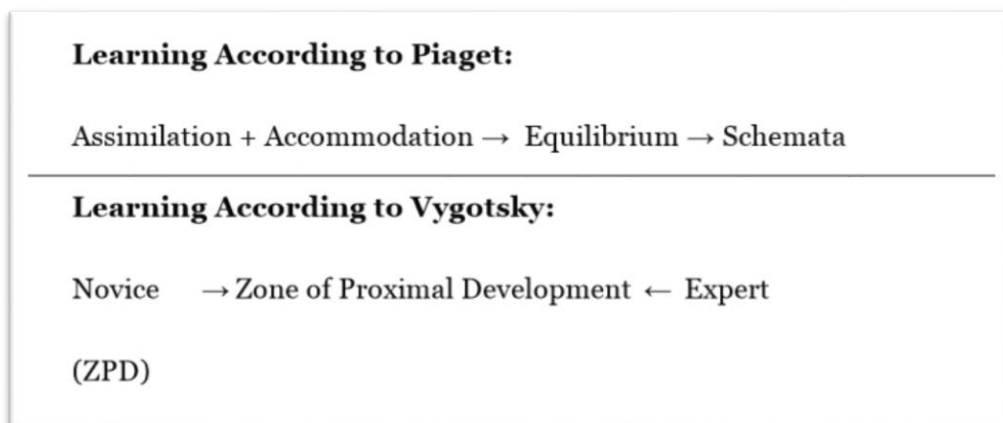


Figure 7: Constructivist models of learning by Piaget and Vygotsky.

II.4.5. Humanistic Approach:

Humanistic psychology was developed in the 1950s. Unlike the previous theories we mentioned (behaviorist, cognitive, sociocognitive); humanistic theories focus on philosophy and on fundamental issues of life, like identity, death, and freedom. Humanistic theories of motivation use motivation to learn within a hierarchy of human needs. For example, a student is more likely to be motivated to learn if he or she has basic needs met (shelter, food).

II.4.5.1. Maslow⁹'s Hierarchy of Needs:

Abraham Maslow (1954, 1971), one of the founders of humanistic psychology, suggested that all human beings have a hierarchy of needs, organizing from the most basic to the highest-order needs. According to Maslow, humans first need to satisfy their basic needs before trying to satisfy more advanced needs. The various needs can be divided in two important parts: deficiency needs, and growth needs. As humans satisfy their most basic physiological needs (e.g., food, water, sleep, shelter), they can move to satisfy other psychological needs (e.g., love and belongingness, self-esteem, knowing and understanding). Then humans might achieve the highest needs of Maslow's: self-actualization, the development of one's full potential as a human being.

“In Maslow's view, people who are capable to satisfy the most basic needs are at risk of suffering serious psychological consequences. Students who never completely address their needs for food or safety at home, for example, are impaired in their cognitive growth” (Graham & Long, 1986), “and those who are threatened with violence at school may never feel safe again and have difficulty focusing on their studies”(Kreitler et al., 1995: 346).

The need for knowing and understanding is one human growth need and can be well satisfied in the school environment. Recall from Piaget (1952) who claimed that children have a natural need for understanding and finding cognitive equilibrium. This natural curiosity to learn and understand, however, may be compromised by the lack of fulfillment of basic needs. On the other

⁹ Abraham Maslow (1908-1970) an American psychologist best known as one of the founders of humanistic psychology and for his famous hierarchy of needs. Some of his works; Maslow, A.(1954). *Motivation and Personality*. NY: Harper. And Maslow, A. (1962). *Toward a Psychology of Being*. NY: Van Nostrand.

hand, when lower needs are satisfied and the search for understanding is perfect individuals can enrich their lives by appreciating the beauty in the world then reach self-actualization. People who have fulfilled their growth needs can seek intellectual challenges (i.e., motivation to learn). They might find pleasure in artistic activities or devote part of their energy to serving the needs of others.

“Research suggests that even when the financial situation of a student improves in the future, the negative effects of not having basic needs fulfilled at an early age may prevent him/her from moving up and addressing higher growth needs” (Graham & Weiner, 1996:346).

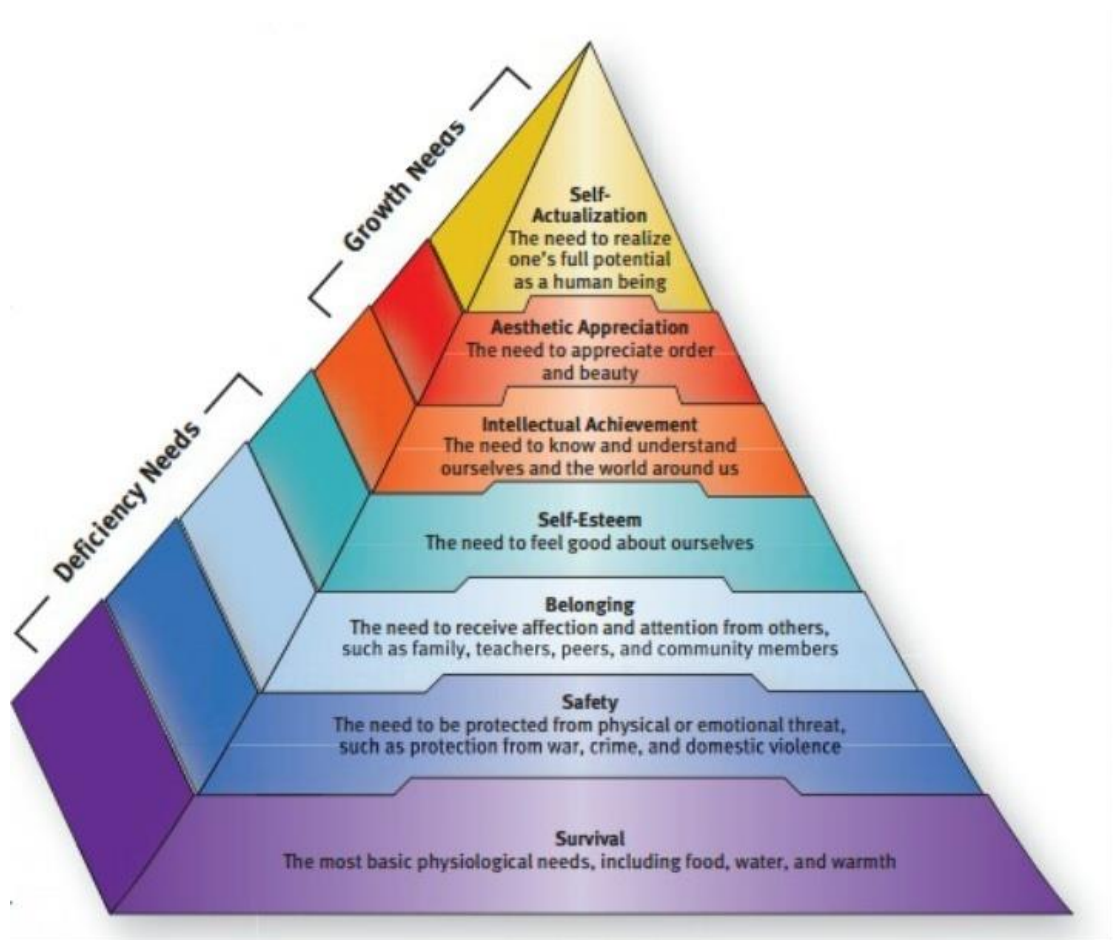


Figure 8: Maslow's hierarchy of needs.

II.4.5.2. Limitations to Maslow's Theory:

“The most common criticism of Maslow's theory is the lack of research evidence to support it” (Pintrich & Schunk, 2002: 347).

The first limitation of Maslow's theory is his lack of a strict scientific methodology in deriving it. Maslow focused in his theory on the reports of a few people that he selected based on his belief that they were self-actualized individuals. As well as, his assumptions about the hierarchal nature of human needs that is, the order of human needs and their development have been criticized (Frame, 2005). For example, unlike Piaget (1952), who claimed that children are naturally curious and motivated by the need to understand the world around them, Maslow believed that students are most likely to become really interested in gaining knowledge at a much later stage (e.g., college).

“For instance, some cultures detect to place social needs before any others. Also, the need hierarchy is unable to explain motivational cases such as the “starving artist,” where a person neglects physical needs in pursuit of aesthetic or spiritual needs. Furthermore, there is little evidence to suggest that people are motivated to satisfy one need at a time before moving to the next need, except in situations where needs conflict with each other” (Drenth, Thierry, Willems, & de Wolff, 1984: 347).

Finally, motivation researchers have found evidence for higher needs that are either not accounted for by Maslow's hierarchy or defined differently in it. The following are some examples:

- *The need for power, which includes the need to control others and be publicly recognized (McClelland & Teague, 1975; Winter, 1973:347).*

- *The need for achievement, which is the drive to excel and succeed (McClelland, 1985: 347).*

- *The need for affiliation, which includes not only the need to belong but also the need to avoid arguments* (Exline, 1962) and competition (Terhune, 1968: 347).

II.4.5.3. Carl Roger¹⁰'s Development of the Personality:

Carl Rogers was one of the founding psychologists of the humanist movement. Along with Abraham Maslow, he stressed on the growth of healthy individuals and greatly participated to our understanding of the self and personality.

Rogers argued that the human person is an active, creative, experiencing being who lives in the present and subjectively responds to current perceptions, relationships, and encounters. He brought the term actualizing tendency, which refers to a person's basic instinct to succeed at his or her highest possible capacity. Through person-centered counseling and scientific therapy research, Rogers formed his theory of personality development.

Rogers identified individual's self-concept as the frame which personality is sophisticated. It is the aim of each person to seek congruence and balance in three areas of their lives. This balance is achieved with self-actualization. As explained below, self-actualization deals with three areas such as self-worth, self-image, and ideal self.

¹⁰ Carl Rogers Biography (1902-1987) an American psychologist known for his influential psychotherapy method known as client-centered therapy. He has several works such as, Rogers, C. (1951) Client-centered Therapy: Its current practice, implications and theory. Boston: Houghton Mifflin.

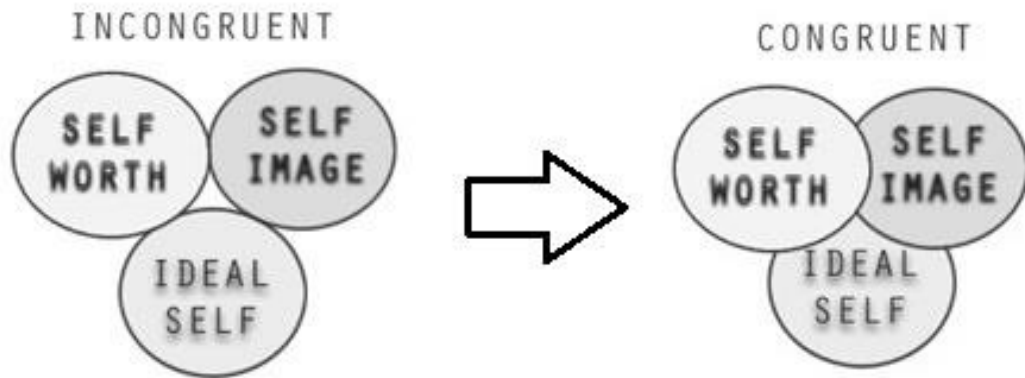


Figure 9: Carl Roger Personality Development.

Self-actualization is impossible if these images (especially self-image and ideal-self) don't overlap. This is so called "incongruent" view and the role of therapist is to transform this view to a congruent one, both by modifying one's perception of self-image and self-worth as well as making an "ideal self" more realistic. The self-actualization process will lead to enhancing overlap between these areas and will participate in one's satisfaction with life. Within Rogers' schema each of the three areas has specific tasks. Until a person succeeds in self-actualization, they will have issues and stay out of balance in how they link to their world. Rogers emphasized the personality of each person is very unique, with regard to self-actualization.

II.6. Conclusion:

In this chapter we have taken an overview about Educational psychology history and its approaches and theories with their advantages and disadvantages. According to the history of educational psychology we can remark the senior contribution which is made by several approaches and theories.

Regarding to those latter, we started with the most valuable approach in educational psychology, Behaviorism which is a perspective on learning that focuses on changes in individuals' observable behaviors changes in what

people say or do. After that we dealt with Cognitive psychology which is the theoretical perspective that focuses on learning based on how people perceive, remember, think, speak and problem-solve. Then we saw the developmental approach that studies change that occurs in learners over the course of a long period of time. Also we talked about the interesting theory in educational psychology Constructivism which views that people construct knowledge through their experiences and interactions with the world. Finally, we dealt with an important approach Humanism which studies the whole person, and the uniqueness of each individual. This approaches facilitating teaching and make the teacher capable to understand, predict and control the control the student's behavior; and to be aware about the differences of the students and how to deal with them. Although these approaches are different, they have the identical goal which is the explanation and the development of human behavior.

In short, educational psychology approaches have a big contribution in the teaching and learning process in education. The teacher must know these approaches with their application to attain the goal of education and teaching and learning process.

As well as; they should master educational psychology field in order to solve any complex situation that may face them in teaching, and increase their professionalism as we will tackle this in the next chapter.

Chapter Two: Teacher Professionalism and Educational Psychology.

II.1. Introduction:

In This chapter we will deal with the definition of teaching, profession, teaching as profession, teacher, professionalism and professional. Then, we will shed the light on the nature of teaching and its changes from the past. We also talk about teaching as profession. After that we have tackle professionalism as whole and move to teacher professionalism as our title shows.

II.2. Definitions:

II.2.1. Teaching:

According to Oxford dictionary (2008), *to teach is to give lessons to students in a school, college, university ...etc. to help somebody learn something by giving information about it.*

II.2.2. Professions:

In Longman dictionary (1984), *profession is defined as a form of employment, especially one that is respected in society and is possible only after training such as, law, medicine.*

In Oxford dictionary (2000), *profession is a type of job that needs special training or skills, especially one that needs a high level of education: the medical/ legal/ teaching profession.*

II.2.3. Teaching as profession:

Teaching may be carried out informally. Within the family (home schooling) or the wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status some society's equivalence with physicians, lawyers and engineers.

II.2.4. Teacher:

According to Longman dictionary (1984), *teacher is a person who teaches, especially a profession example: a history teacher.*

II.2.5. Professionalism:

According to Longman dictionary (1984), *professionalism is the behavior, skill, or the qualities shown by a professional person.*

According to Oxford dictionary (2000), *Professionalism is the high standard that you expect from a person who is well trained in a particular job.*

“Professionalism is defined as “an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers” (Pratte & Rury, 1991, p60).

II.2.6. Professional:

According to Oxford dictionary (2000), *professional is connected with a job that needs special training or skill, especially one that needs a high level of education.*

II.2.7. Language Education:

Language education refers to the teaching learning of a language. It can refer to improving a learner’s native language; however, it is more commonly used with regard to second language acquisition, that is, the learning of foreign or second language. As such; language education is a branch of applied linguistics.

II.3. The Nature of Teaching:

Teaching is the expert application of knowledge and skills which are designed to supply unique service to achieve the educational needs of the individual and of society, in the sake of facilitating learning. It facilitates

learning. The choice of learning activities is the responsibility of the teaching profession.

Teaching emphasizes the development of values and guides students in their social relationships by giving students learning chances to meet curriculum outcomes. Teachers use activities that develop students' positive self-concept.

II.4. Teaching is Different from in the Past:

Teaching has changed from the past, these Changes have influenced on the opportunities and the challenges of teaching, as well as the attitudes, knowledge, and skills needed to achieve a teaching career.

There are four new trends in education, at how they have changed what teachers do.

1. Increased diversity:

“Differences among students are more common than there used to be. Diversity has made teaching more fulfilling as a career, but also made more challenging in certain respects”. (Seifert & Sutton, 2009:10)

2. Increased instructional technology:

“Classrooms, schools, and students use computers more often today than in the past for research, writing, communicating, and keeping records. Technology has created new ways for students to learn. It has also altered how teachers can teach most effectively, and even raised issues about what constitutes “true” teaching and learning”. (Seifert & Sutton, 2009:10)

3. Greater accountability in education:

“Both the public and educators themselves pay more attention than in the past to how to assess

learning and good quality teaching. The attention has increased the importance of education to the public (a good thing) and improved education for some students. But it has also created new constraints on what teachers teach and what students learn”. (*Seifert & Sutton, 2009:10*)

4. Increased professionalism of teachers:

“Now, teachers are able to evaluate the quality of their own work as well as that of colleagues, and to take steps to improve it when necessary. Professionalism improves teaching, but by creating higher standards of practice it also creates greater worries about whether particular teachers and schools are “good enough””.(*Seifert & Sutton, 2009:11*)

II.5. Teaching as a Profession:

Since professionalism is an elusive concept; there are six criteria are used to define a profession. The teaching profession realizes those criteria in the following ways:

1. Teachers are equipped with such a body of knowledge, a series of teaching methods and a large background in the world and its culture.
2. Teachers carry responsibilities deliberate with social purpose. Through a strict and self-imposed adherence to the Code of Professional Conduct, that determines their duties and responsibilities.
3. Cooperation plays a significant role in the development of the teaching profession because it aims to achieve the desired purposes. Professional preparation and strict engagement to the Code of Professional Conduct, urges every teacher to treat each student within trust.

4. There is a formal period of preparation and a use for continuous growth and development. Teachers are required to complete a teacher preparation program which pursued by a period of induction or internship prior to being granted permanent certification. This period contains backing for teachers' formative growth and judgments about their competence. Teachers are devoted to continuous development of their ability to convey their service.

5. The professional have a degree of autonomy. Teachers have chances to make decisions about the main aspects of their work. In order to diagnosing educational needs, and achieving instructional programs, and evaluating the progress of students; Teachers apply reasoned judgment and build professional decision

6. The profession has impact over education standards, admissions, professional expansion, ethical and performance standards, and professional discipline. The Teaching Quality Standard determines the knowledge, skills and attributes.

II.6. The Rewards of the Teaching Profession:

“If you are a pre-service or beginning teacher, you may wonder if the hard work of reflecting on your practice will be worth the effort. The reports of experienced teachers are very positive in this regard. In one study of high school teachers, the vast majority stated that they would choose the teaching profession if they had to start their careers all over again” (Brunetti, 2001: 19).

Teaching profession has many rewards or joys but at first you should like it to can reach these joys.

“Teachers’ sense of satisfaction seems to be intimately connected to making a difference in the well-being of their students and families,

particularly when they had a positive influence in the lives of “hard to reach” or “problem” students. Both elementary and secondary teachers report that their joy of teaching comes mainly from interacting and connecting with children and adolescents, watching how their students learn and grow, and seeing that former students have succeeded” (Marston, et al, 2005; Stanford, 2001: 19).

To sum up, the joy that many experienced teachers feel may seem a hard path for exploration today; however, time, practice, and thinking will reward you with the chance to professionally grow and make a significant difference in your students’ lives.

II.6.1. Why Becomes a Teacher:

Michael Huberman and his group of researchers (Huberman, 1993: 113–117), depending on their conclusions on interviews with 160 teachers in Europe, found the following common reasons for teaching:

- The pleasure of connect with people.
- The love of a particular subject commonly linked to the desire to impart it to others.
- Help others understand and facilitate their learning.
- The desire to have an impact on people.

Fullan and Hargreaves (1992: 33) claimed that:

“The greatest satisfactions of [...] teaching are found not in pay, prestige or promotion but in what Lortie (1975) called the psychic rewards of teaching. By this, he meant the joys and satisfactions of caring for and working with young people. The teachers in the [...] study talked a lot about the pleasures of being ‘with the kids’. They spoke of the immense pleasure of hearing a child

read his or her first word or sentence [...] Several were eager to say that while they had been critical of certain aspects of their work they did not want the interviewer to think they disliked teaching [...] Even when bureaucratic pressures and constraints seemed overbearing, it was the kids and being with the kids as they learnt that kept these teachers going”.

II.7. The Challenges of Teaching Profession:

II.7.1. The Challenge of Behavior Management: This is considered as one of the most important challenges that beginning teacher may face, because teacher must realize the complexities of each child and work to get their best.

II.7.2. The Challenge of Planning and Programming: so teachers have to decide and create new learning experiences and perform the plan. There are a lot of factors to consider when programming a work such as the students' needs and interests.

II.7.3. The Challenge of Assessment: This challenge has link to the planning and programming phase. Teachers are always collect information about the children they teach in the sake of better up learning chances for their classes. So they write both formative and summative assessments regularly to gathering relevant evidence of students’ performance quality, and to determine strengths and weaknesses of curriculum and instruction.

II.7.4. The Challenge of Communication with Parents: Children learn in active way when there is a communication between school and home. Thus teacher prepares for conferences with parents (before, during and after the conference); in order to solve any issues or matters and inform them about their children's academic and social progress.

II.7.5. The Challenge of Technology: This varies from teacher to teacher, school to school. The challenge is learning how to use the ready technologies in some schools. In others it can be learning how to apprise how to use

technologies. In any condition, teachers should use the efficient tools that serve the students' needs

II.8. Teachers Professionalism:

To begin with, Freidson (1994, p. 169) supposes, *“Much of the debate about professionalism is clouded by unstated assumptions and inconsistent and incomplete usages»*. Fox (1992, p. 2) claims: *“Professionalism means different things to different people. Without a language police, however, it is unlikely that the term professionalism will be used in only one concrete way”*. In addition, Hoyle (2001, p. 146) illustrates that professionalism used *“to describe enhancement of the quality of service”*. As well as Sockett (1996, p. 23) says that *“Professionalism is about the quality of practice”*. Boyt, Lusch and Naylor’s (2001, p. 322) argue that, *“Professionalism consists of the attitudes and behavior one possesses toward one’s profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations”*. Helsby (1995, p. 320) says about teacher professionalism: *“If the notion of “professionalism” is socially constructed, then teachers are potentially key players in that construction, accepting or resisting external control and asserting or denying their autonomy.”*

Professional in core backs to the deepness of knowledge, skill, and ethics in the performing of the function. It thus includes a several attributes which identify and explain a professional. In Marrian-webster dictionary these attributes consist; specialized knowledge, competence, honesty, integrity, accountability, self-regulation and image.

The Teachers Registration Council of Nigeria (2005, p2) attests that:

“professionalism guarantees that ethics are imbibed, the rules of the game exist and are obeyed by all, clients get value for their money and efforts, public interest is protected, priority is given to nation

building, and above all that the professionals are regarded with dignity and awe”.

II.9. Teacher Professionalism Main Principles:

The teaching profession is a learning profession; it is based on developing knowledge of: learning, students and their interests and needs.

Teachers’ professional role focused on care for students and responsibility for their learning. Therefore, teachers need to build relationships with students and their families

The teaching profession designs a theoretical understanding and knowledge in the sake of adapting teaching practices and methods to student need.

Teacher professionalism is about exercising judgments on curriculum, assessment and pedagogy.

Teachers have to make equilibrium between their own professional values and their responsibilities to the organizations in which they work. Further, there has to be equilibrium between teacher autonomy and accountability measures set by government.

II.10. Characteristics of Professionalism:

There are some characteristics that show professionalism such as,

Skill based on theoretical knowledge: Professionals must have:

- Wide theoretical knowledge.
- Skills based on that knowledge.
- Able to apply in practice.

Extensive period of education: professions usually require:

- At least three years at university.

- Undertaking doctoral research can add a further 4–5 years to this period of education.

Institutional training: In addition to examinations, there is usually a requirement:

- Long period of institutionalized training - in some sort of trainee role.
- Continuous upgrading of skills through professional development.

Work autonomy:

- Professionals tend to retain control over their work.
- Control over their theoretical knowledge.

Code of professional conduct or ethics:

- Have codes of conduct or ethics.
- Disciplinary procedures for those who infringe the rules.

II.11. Elements that Contribute to the Professionalism of Teachers:

II.11.1. Knowledge:

- By knowledge of the subject.
- By knowledge of the teaching and learning process (including being up to date with relevant outcomes of educational research).
- By knowledge of society o Knowledge of policy and organization in education.

II.11.2. Skills:

- Able to communicate and discuss educational issues with audience.
- Able to conduct research within the practice of schools.
- Able to participate to collaborative learning of professional communities.

- Able to translate outcomes of educational research to innovations in the classroom/school.

II.11.3. Attitudes:

- Devoted to the learning of students.
- Tied to the profession and the collective group of professionals.
- Ready to participate to the common knowledge of the profession.
- Tied to the ethical code of the profession and the integrity of his/her work.
- Emphasized on continuous professional development.
- Based on improvement and innovation of teaching.

II.12. Teachers as Professionals:

The teacher is the important element in the distribution of instruction to students. Teachers acquired their professional knowledge and skills through formal preparation and experience. They supply personal caring service to students by personates their needs and by planning, selecting and using methods and evaluation procedures intended to promote learning.

The processes of teaching comprise:

- Understanding of legal frameworks and policies.
- Identifying and responding to student learning needs.
- Giving efficient and responsive instruction that evaluating and communicating student learning.
- Respectful environment conducive to student learning;
- Constructing professional relationships.

The educational benefits of students are served by teachers who practice under conditions that enable them to training professional judgment. Teachers have a right to contribute in all decisions that inspire them or their work, and be responsible to the issues concerning to their professional practice.

II.13. What Makes an Effective Teacher?

II.13.1. Professional Knowledge:

Researchers claim that effective teachers use the following kinds of knowledge (Bransford, Darling-Hammond, 2005; Darling-Hammond & Baratz Snowden, 2005; Shulman, 1986: 12).

II.13.1. a. Content Knowledge:

Teachers are obliged to know the subject matter that they want to teach, also known as content knowledge. “*Effective teachers know their subject matter extremely well*” (Borko & Putnam, 1996; Windschitl, 2002:12).

In most institutions, teachers understand the content knowledge through courses in the disciplined fields such as math and science.

“Some studies suggest that strong subject matter knowledge, typically measured as having a major that is relevant to the field to be taught, is associated with teacher effectiveness and having a master’s degree in the field contributes more to teacher effectiveness than having a master’s degree in a different field” (Goldhaber & Brewer, 1998;2000; Wenglinsky, 2002: 13).

II.13.1. b. Pedagogical Knowledge:

Though it is important, developed content knowledge is not adequate to make someone a good teacher. Or “*all experts in any domain would be good teachers by definition, and that is not the case. In fact, many experts lack the ability to verbalize the knowledge and skills that they have developed over time*” (Bereiter & Scardamalia, 1993: 13).

So, “*in addition to content knowledge, it is necessary to have general pedagogical knowledge, an understanding of principles of learning,*

development, classroom management, motivation, and assessment that can be used across content domains “(Shulman, 1987:13).

General pedagogical knowledge is usually learned in educational psychology courses. For instance, you will soon learn that efficient teachers are aware that students make more than take new information.

“This learning principle was derived from many years of research and suggests that it will be most dynamic to encourage learning by using methods where students are actively engaged in the meaning-making process, such as collaborating in groups with the orientation of the teacher”(Henson, 2004; Ornstein, Lasley, & Mindes,2005: 13).

Research exhibits that new teachers who had coursework in learning and development principles are likely to stay in the teaching profession than those who did not (National Commission on Teaching and America’s Future, 2003).

In addition to having pedagogic knowledge, which is knowledge that can be applied to any subject, teachers also need to enhance pedagogical content knowledge, teaching strategies that are related to the content to be taught. For example, a chemistry teacher demonstrates pedagogical content knowledge when using visual representations like molecular diagrams. “*Effective teachers have a large repertoire of strategies for teaching a variety of subjects*” (Borko & Putnam, 1996; Cochran & Jones, 1998; Shulman, 1986:13).

II.13.1. c. Knowledge about Learners:

Active teaching requires important knowledge about the plenty ways in which learners think and behave depending on their characteristics. Teachers should know how to outline instruction that is developmentally appropriate for

students of various ages (Darling-Hammond & Bransford, 2005; Horowitz et al., 2005), and they should be sensitive to the needs of students from different backgrounds (Bennett, 2007; Diaz, Pelletier, & Provenzo, 2006; Okagaki, 2006).

II.13.1. d. Knowledge about Curriculum:

Teachers need to know what to teach based on the guidelines provided by national, state, and local standards even if they are supplied with materials of instructions like books.

Knowledge about curriculum, consisting standards and benchmarks for each teacher to make significant instructional decisions including the selection of materials, the design and plan of tasks that meet students' learning needs, and how to evaluate students' learning.

II.13.2. Professional Skills:

Professional knowledge is all the information that you have aware of about teaching and learning; professional skill is the ability to use that knowledge effectively and easily in the classroom. Remember that a teacher might have read many books and journal articles about classroom management (knowledge), but if he is very confused or hasn't developed active classroom routines (skills), consequently he won't be a very effective teacher for his students. Effective teachers explain skills in many areas with planning, communication, motivation, classroom management, assessment, and technology.

II.13.2. a. Planning Skills:

"Teachers need to set a variety of learning goals and organize plans for reaching those goals" (Blumenfeld, Marx, & Harris, 2006: 14). As teachers outlined instruction, they think how instruction should occur and when, what tasks students should do, and the types of assessments which help to assess

students' learning. Planning demands gathering of all professional knowledge types discussed in the previous section, consisting good knowledge of curriculum, subject matter, content pedagogical knowledge, general pedagogical knowledge, and knowledge of learners.

II.13.2. b. Communication Skills:

The relationship between the ways teachers communicate and students' learning and behavior. Teachers need to be good verbal and nonverbal communicators. Effective teachers talk clearly, listen carefully to students and parents, explain students' body language, and resolve conflicts in the classroom. They also work to perfect students' communication skills (Powell & Caseau, 2004).

II.13.2. c. Motivation Skills:

“Effective teachers give students the opportunity to think about their personal interests and goals and use strategies to help them become self-motivated and responsible for their own learning “(Anderman & Wolters, 2006: 14).

To reinforce motivation to learn, teacher should assign each student a story that is challenging for their own comprehension level instead assign a story that is at the average grade level. Assignments that are too hard or too easy can be discouraged and hinder students' motivation. Teachers can design the students' excitement to learn and the value of learning in order to reinforce motivation in classroom.

As well as, *“teachers with good motivation skills set high standards for all students yet adjust the level of challenge and support to different ability levels to ensure that every child becomes motivated to succeed “(Wigfield, Byrnes, & Eccles, 2006: 14)*

II.13.2. d. Classroom Management Skills:

Teachers need to arrange their classrooms to create a successful, organized environment that is useful to learning. Therefore, active teachers use a repertoire of strategies for developing classroom rules and procedures, monitoring and banning misbehavior, and intervening when discipline problems arise (Evertson, Emmer, & Worsham, 2006).

II.13.2. e. Assessment Skills:

Students' presentations, quizzes, assignments, and tests considered as formal assessments. As well as teachers can use informal assessments, such as portfolios of student work, student journals, and examination of students' questions, comments, and behaviors during classroom and group tasks. These ranges of skills contain the planning, development, administration, evaluation, and revision of classroom assessments and the administration and evaluation of tests.

II.13.2. f. Technology Skills:

“Effective teachers also have well-developed technological skills and critically evaluate the potential of technology before integrating computers into their classrooms” (Cruz & Duplass, 2007; Sawyer, 2006: 15).

There are some conditions that must be taken into consideration in order to improve learning that based on technology

Among these conditions:

- The design of technology should be focused on theories of learning and motivation.
- Teachers need to be versed how to use of technology.
- Technology should be established in learner-centered classrooms, where students are providing chances to actively build knowledge and skills (Bereiter

& Scardamalia, 2006; Berson, Crum, Duplass, & Johnston, 2007; Bitter & Legacy, 2006).

II.14. What Makes An Expert Teacher?

Educational psychologists have studied the characteristics of expert teachers as in order to grasp how to develop teaching skills.

"Expert teachers have a large body of quality knowledge, such as the content knowledge, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and curriculum discussed in prior sections" (Garmston, 1998; Peterson & Comeaux, 1989: 15).

When the knowledge is better organized, the teacher can easily make good decisions in the classroom. The well-developed professional knowledge of expert teachers also permit them to understand the complexities in the classroom and check the compatible information to respond to them (Berliner, 2001).

As well as , "although they do not possess higher ability or memory than beginning teachers, the expert teachers are characterized by having automatized classroom procedures and skills through years of practice, allowing them to accomplish more things in less time" (Schneider, 1999: 16).

Expert teachers have developed automatic control skills, which award them to observe and impede discipline problems without interrupting classroom activities (Sabers, Cushing, & Berliner, 1991). Commonly, *"variety of activities without having to stop and think about how to do them"* (Berliner, 2000:16).

"Expert teachers also regularly reflect on their practices and carefully plan, monitor, and evaluate progress toward previously set goals" (Copeland,

et al., 1993; Moallem, 1997: 16). Expert teachers devote more time to plan their lessons and trying to understand classroom problems than novice teachers (Swanson, O'Connor, & Cooney, 1990), and their plans are generally more flexible and adaptive to changes in the classroom than those of novices (Borko & Livingston, 1989; Tsui, 2003).

Teachers with high personal teaching efficiency approve that they can make a important change in students' lives (Woolfolk & Hoy, 1990).

Teaching efficiency is established to be positively associated with the quality of the teacher's decision-making process, students' achievement and self-efficacy levels, teacher expectations for students, the range of strategies taught, and the amount of time concentrate on learning (Alderman, 1999; Goddard, Hoy, & Woolfolk Hoy, 2000; Langer, 2000; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

II.14.1. From Novice to Expert Teacher:

"A number of stage theories have been proposed to describe teachers' professional development" (Berliner, 1994; Richardson & Placier, 2001; Sprinthall et al., 1996: 16). Therefore; Fuller (1969) suggests that new teachers develop by two prime stages. First, they concentrate on themselves and their teaching, mostly on their capacity to monitor the classroom and the supervisor's perceptions of their teaching quality. This stage gradually moves to a focus on matters that refer to students and their learning, such as curriculum design, instructional strategies, assessment, and, the conditions of school.

Other theories have focused on the differences between expert and novice teachers (Carter, Cushing, Sabers, Stein, & Berliner, 1988). For instance, Berliner (1994) claimed that teachers develop by the stages of novice, advanced beginner, competent, proficient, and finally expert teacher. This gradation exhibits a progress over time from learning the basic elements of the teaching tasks, to gathering knowledge about learning and learners, in the sake

of making wise decisions about their practices, to reflecting on the efficacy of their practices.

According to this research, “*teachers develop their expertise over the course of five to seven years, with only a small percentage of teachers developing into experts*” (Berliner, 2001: 17).

II.15. Classroom Management:

“Classroom management refers to the skills and strategies that teachers use to organize instruction and maximize the productive use of their instructional time. In a well managed classroom, students’ behaviors rarely interfere with the achievement of instructional objectives “(Bohn, et al, 2004; Doyle, 1990; Pressley et al., 2003: 408).

Classroom management is used by teachers to innovate a supportive atmosphere for the students’ academic and social emotional learning. Everson and Weinstein (2006). In order to reach a high quality of classroom management, they identify five models of actions:

1. Teachers must care, and build a supportive relationship with students.
2. Teachers construct and perform instruction to improve students’ access to learning.
3. Teachers should promote students’ engagement in academic tasks.
4. Teachers must encourage the development of students’ social skills and self-regulation.
5. Teachers should be able to use suitable interventions to help students with behavior problems.

The last two actions presented by Evertson and Weinstein (2006) denote that active classroom management ameliorates student behavior. So, classroom management is a continuous interaction between teachers and their students.

Brophy (2006) presents an identical definition:

“Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)” (p. 17).

Both definitions focus on the importance of actions used by the teacher to facilitate learning among the students.

II.15.1. Why Classroom Management Matters:

“Managing the learning environment is both a major responsibility and an on-going concern for all teachers, even those with years of experience” (Good & Brophy, 2002: 139). A lot goes on in classrooms together, even when students seem to be doing only one task in common.

Managing the environment is challenging is because a teacher cannot predict everything that will happen in a class. The importance of management is that students compose opinions and perceptions about your teaching.

Students' presence is just a signal that there are chances for teachers to motivate students to learn, because Students' presence in a classroom does not indicate that they desire learning.

Some students do enjoy learning and being in school, regardless of what teachers do!

Others do enjoy school, but only because teachers have worked hard to make classroom life pleasant and interesting. Those students become motivated

because you formed a positive learning environment and perform it with skillful management.

II.15.2. Preventing management problems:

Make students concentrate on learning. Even before the school year starts, you can reduce behavior problems by arranging classroom furniture and materials in ways that foster a focus on learning. Then, you can set procedures and rules that favor a focus on learning.

II.15.3. Arranging classroom space:

Differences exist because of class level, the subjects taught the teacher's philosophy of education, and the size of the room and the furniture available.

Whatever the arrangement that you select, it should assist students to focus on learning process and reduce the chances of distractions.

“The best arrangement depends on what your students need and on the kind of teaching that you prefer and feel able to provide” (Boyner, 2003; Nations & Boyett, 2002: 140).

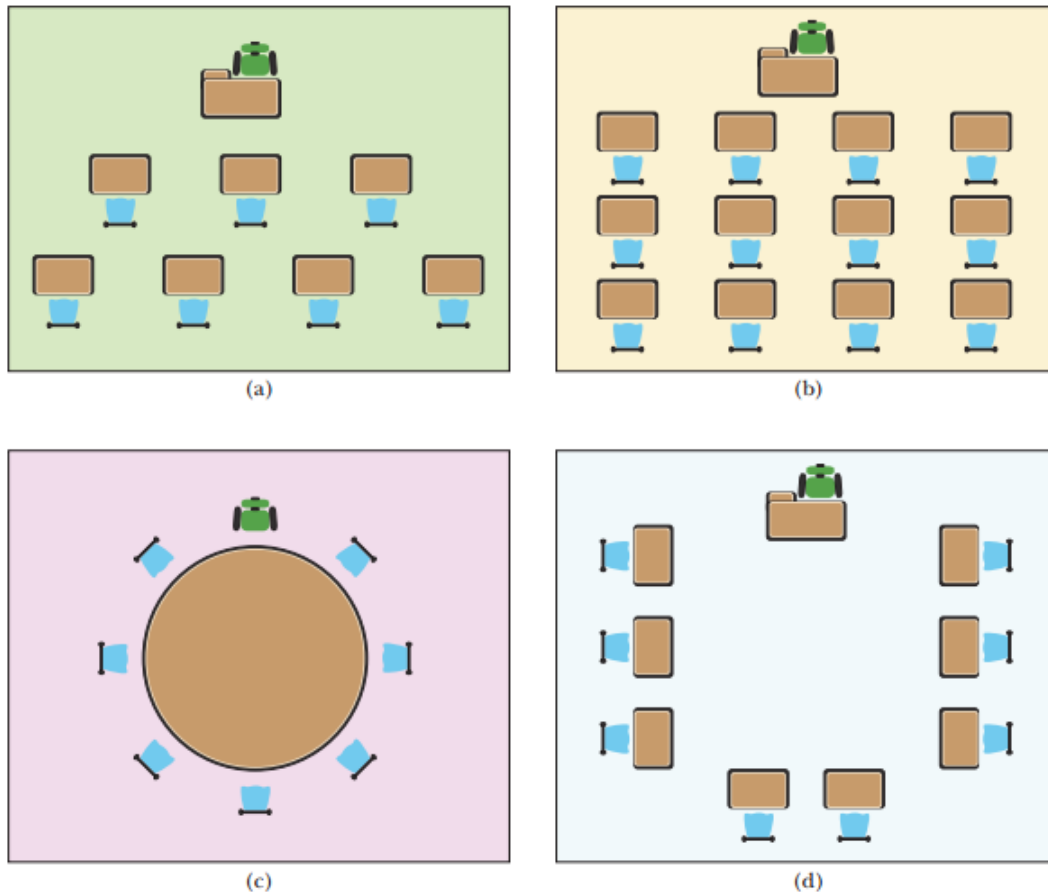


Figure 1: A sample of seating arrangements: (a) an offset arrangement, (b) an auditorium arrangement, (c) a seminar arrangement, and (d) a face-to-face arrangement.

II.15.4. Displays and wall space:

How you fill the walls of classroom can impact the mood or feeling of a classroom.

Ample displays make a room enjoyable and can be used to support curriculum goals and display students' work.

Too many displays can also make a room seem “busy” or distracting thus, it should be interesting and organized.

II.15.5. Computers in the classroom:

You need to think about computer placement early in the process of organizing the room. Once the location of computers is set, locations for desks,

shelves, and other moveable items can be chosen more sensibly in general, to reduce distractions to students and to avoid unnecessary traffic congestion.

II.15.6. Visibility of and interactions with students:

Learning is facilitated if the furniture and space permit you to see all students and to interact with them from a comfortable distance. Generally, the central part of the room where desks and tables need to be located as open and spacious as possible.

II.15.7. Establishing daily procedures and routines:

Procedures or routines are certain ways of doing common, repeated classroom tasks or activities. Such as, checking daily attendance, dealing with students who arrive late, or giving permission to leave the classroom for an errand.

Academically linked procedures contain ways of turning in daily homework; for example, putting it on a certain shelf at a particular time), of gaining the teacher's attention during quiet seat work like, raising your hand and waiting.

II.15.8. Establishing classroom rules:

“Classroom rules list the “dos and don'ts” of classroom behaviors and corresponding consequences and can be thought of as classroom expectations” (Campbell, 1999: 417).

It is different from procedures or routines, rules express criteria of behavior for which individual students need to be responsible for. Though they are like procedures in that they sometimes help in ensure the efficiency of classroom tasks, they are indeed about supporting students to be responsible for learning and showing respect for each other.

Here an example about classroom rules taken from: Seifert & Sutton (2009:143)

- Treat others with courtesy and politeness.
- Make sure to bring required materials to class and to activities.
- Be on time for class and other activities.
- Listen to the teacher and to the others when they are speaking.
- Follow all school rules.

II.16. Responding to student misbehavior:

Those ideas provided for preventing management problems important, but they are not enough to deny all behavior problems.

For several reasons, students sometimes still do things that bother other students or hinder the flow of activities.

"Misbehaviours left alone can be contagious, a process educator sometimes call the ripple effect" (Kounin, 1970: 150).

Chatting between two students, for instance, can gradually extend to six students; rudeness by one can lastly become rudeness by several; and so on.

II.16.1. Ignoring misbehaviors:

A lot of misbehaviors are not important or frequent enough to merit any response at all. They are possible to disappear simply if left alone.

If a student who is commonly quiet during class happens to whisper his / her classmate once in awhile, it is maybe less disruptive and just more effective to ignore the infraction than to respond to it.

Some misbehavior may not be significant to response even if they are frequent, as long as they do not seem to disturb others.

Ignoring the behavior may be conscious because, there is little danger of the behavior bothering other students or of becoming more frequent. Interrupting your activities or the students' might cause more nuisance than simply ignoring the problem.

However, there can still be problems in deciding whether a special misbehavior is truly minor, infrequent, or unnoticed by others.

II.16.2. Gesturing nonverbally:

Sometimes it is useful to communicate using gestures, eye contact, or “body language” that includes little or no speaking.

“Misinterpretation of nonverbal gestures and cues is more likely with young children, who are still learning the subtleties of adults’ nonverbal “language”” (Guerrero & Floyd, 2005; Heimann, et al., 2006: 151).

Nonverbal cues are often convenient if misbehavior is not serious or frequent to ignore, but not serious or frequent enough to worth taking the time deliberately to speak to or talk with the student. Even if these responses are not sufficient, they may help to hold the off-task behavior from extending to other students.

Some students cannot understand meaning of nonverbal gestures, or they don’t notice them at all.

“It is also more likely with students who speak limited English or whose cultural background differs significantly from your own. These students may have learned different nonverbal gestures from your own as part of their participation in their original culture” (Marsh, Elfenbein, & Ambady, 2003:151).

II.17. Natural and logical consequences:

Consequences are the results of an action. When managing a classroom, two types of consequence are especially active for effecting students' behavior: natural consequences and logical consequences.

Natural consequences: occur “naturally”, without deliberate intention by anyone. If a student is late for class, for instance, a natural consequence is that he forgets information or material that is needed to do an assignment.

Logical consequences: are ones that occur due to the responses of or decisions by others, but that also have a clear or “logical” relationship to the original action.

If one student steals another’s pen, for example, a logical consequence might be for the thief to reimburse the victim for the cost of the pen.

Natural and logical consequences are often knitted together is difficult to differentiate: if one student chooses a fight with another student, a natural consequence might be injury not only to the victim, but also to the aggressor, but a logical consequence might be to lose friends (the response of others to fighting). In practice both may occur.

“A problem with natural and logical consequences is that they can easily be confused with deliberate punishment” (Kohn, 2006: 152).

The difference is important. Consequences are concentrating on repairing damage and restoring relationships, hence they focus on the future.

Consequences tend concentrate on solution while, Punishments highlight a mistake or wrongdoing and focus on the past.

II.18. What a Successful Learning Environment Looks Like:

A successful learning environment is not one in which students being quiet and organized but one in which their voices and behaviors serve the goal of learning.

Thus, we should not deduce that a calm classroom is a forerunner of an effective management. We should think on whether the management methods that we use in our classrooms are helpful to the learning and motivation of all students. *“Effective classroom management increase student’s learning*

opportunities” (Evertson, et al., 2006; Evertson & Weinstein, 2006; Weinstein & Mignano, 2007: 409).

“Management that promotes student passivity and compliance with external rules, on the other hand, hinders student engagement and high-order thinking” (Charles & Senter, 2005; Jones & Jones, 2004: 409).

Intensify classroom management in teacher education is vital because the changes in schools present more challenging and danger management issues. For example, students in the 1950s were easier to manage than students today; gum chewing was among the top-10 teacher concerns. Now, violence and drug use are among the top-ten teacher concerns (Astor, et al., 2002; Elam & Rose, 1995: 409). as well as, managerial awkwardness are the major source of teacher stress, exhaustion, and burnout (Emmer & Stough, 2001) and the major reason teachers leave the profession during their first three years of practice (Weiner, 2002). Preparation in classroom management will help you enhance your competence and teaching self-efficacy.

II.19. The Impact of Good Classroom Management on Learning:

By applying the professional knowledge to meet the needs of all learners, teachers can promote the academic achievement of all students (Darling-Hammond & Bransford, 2005). “So why is it so important for teachers to have strong classroom management skills? Isn’t it more important to provide quality instruction to accomplish classroom objectives? Research has consistently shown that classroom management is the teacher variable that has the greatest effect on student achievement “(Marzano & Marzano, 2003; Wang, Haertel, & Walber, 1993).

Students learn more and are more motivated to learn in well-organized classrooms (Barth, 2002; Good & Brophy, 2003; Purkey & Smith, 1983).

II.20. Assessment:

“Assessment is an integrated process of gaining information about students’ learning and making value judgments about their progress” (Linn & Miller, 2005: 241).

Assessment happens when teachers notice students as they resolve problems in class, when they listen and analyze students’ answers to questions. In order to design a conclusion or make a judgment about students’ strengths and weaknesses as well as to check the effectiveness of the instructional methods; teachers use verbal and nonverbal student information.

Assessment consists of all processes that determine the decisions about students’ learning progress; it considered as an integral part of teaching and learning. (Nitko, 2004).

“Assessments refer to all the different ways in which teachers gather evidence about how well the students are progressing toward the goals” (Mislevy & Haertel, 2006; M. Wilson & Sloane, 2000, chapter 1 p 05).

There are some terms associated to assessment: evaluation, measurement, and testing. Evaluation is a part to the judgment process implicated in assessing students’ learning. Teacher evaluating students learning by asking himself “How are his students doing?” or “How much his teaching methods support students learn?”

Measurement is the quantification of students’ knowledge and skills using some type of level such as results of exams. Teacher measuring learning by asking himself “How much did his students learn?” or “How much progress did his students achieve?”

Testing contains of using a standardized process to gain quantified information about a behavior and cognitive process like quiz.

II.20.1. Reason for Assessment:

Effective assessment takes significant teacher time and effort. Teachers spend up to a third of their time assessing students' learning (Stiggins, 2004, 2005). The next elements are an answer to why do teachers take much time with classroom assessment?

II.20.1. a. Promote Learning:

The significant function of assessment is to enhance learning. *“Students learn significantly more in classrooms that integrate assessment and instruction effectively”* (McGlinchey & Hixson, 2004; Stiggins, 2005). Classroom assessments raise learning by providing teachers with a mechanism for thinking on the effectiveness of their instructional methods.

“Classroom assessments can help teachers identify students' strengths and areas for improvement and suggest the need for special instructional methods such as tutoring, enrichment programs, and so on” (Carmichael & Caldwell, 1988; Kindsvatter, et al., 1996). By using various assessments, teachers can understand well whether they meet their instructional objectives and whether their instructional methods are useful for students.

II.20.1. b. Increase Motivation:

The second cause for assessments is to motivate students to learn. *“Students are more motivated to learn when they are made aware that their learning will be assessed than when they are simply told to learn the material”* (Frederiksen, 1984; Halpin & Halpin, 1982).

Well-designed classroom assessments will reinforce students' motivation to learn (Black, Harrison, Lee, Marshall, & Wiliam, 2004).

Assessments which inform learners about their skills are more motivating than those which give whole information about performance such as grades. (Stipek, 2002).

“When assessments are informational, students are likely to perceive them as a mechanism for helping them improve rather than as an evaluation of their performance” (Spaulding, 1992: 452).

Moreover, assessments are active motivators when they are aligned with instructional goals. (Pintrich & Schunk, 2002)

II.20.1. c. Accountability:

“Accountability is the idea that schools and teachers must demonstrate their effectiveness in terms of student learning”. (Roxana Moreno, 2009: 452).

Accountability exceeds the realm of standardized testing. It deals with the information about how individual students, classrooms, or schools are doing.

In short, assessments supply teachers with beneficial information about their teaching practices and help them think on how to improve instruction (Otero, 2006).

When classroom assessments are carefully prepared, they become significant learning and motivational tools for students and supply parents and school administrators with evidence.

II.20.2. Formal and Informal Assessments:

Generally, formal assessments are constructed early in order to know what students have learned such as midterm exam. Formal assessments consist classroom tests and quizzes.

Informal assessments are automatically methods of collecting information about students’ knowledge and skills. It usually occurs during the course of instruction. *“Informal assessments are crucial in guiding instruction”* (Black et al., 2004: 453). Since, informal assessments are not systematic; they can give an incomplete or inaccurate picture of students’ learning. Some students will be more likely to participate in classroom discussions than others, and evidence of their understanding should not be taken as evidence that the whole class has

understood a topic. Thus, teachers have to use both of formal and informal assessments.

II.20.3. Formative and Summative Assessments:

“Formative assessments are useful if they are informative, aligned with the curriculum being taught, timely, and frequent” (McMillan, 2007: 453)

Formative assessments give information to teachers and students while teaching and learning are still occurring; as well as it explain how instruction work so that changes can be made before the end of instruction to ensure ongoing improvement. The goal of formative assessments is to establish the learning objective. So teachers can ask students the following questions:

- Give students few questions to answer before leaving class.
- Ask quick question about the previous lesson before engaging in the new one.
- Give little time to answer a question during a classroom activity.

“A special type of formative assessments is pre-tests or pre-instruction assessments, which help teachers, determine what students already know about a topic before instruction is designed. Many pre-tests are informal and include observations of students’ verbal and nonverbal behaviors in the classroom, such as listening to students’ responses to questions and observing facial expressions that are indicative of confusion or boredom” (Doyle, 2006: 454).

Summative Assessments are Assessments that provide information about student performance at the end of instruction and which are typically used for grade assignment and promotion decisions

Summative assessments give information the performance of students at the end of instruction (the end of a unit, term, or year)

The goal of summative assessments is to supply teachers, students, parents, and administrators with information about how well students have mastered the content, their grades, and if they are prepared for the next unit (McMillan, 2007).

II.21. What skills do teacher need to create successful learning environment:

Jacob Kounin (1977) was one of the researchers who study classroom management who lead a range of studies to check the influences of various teacher management methods on students' behavior. According to Kounin (1977), the term classroom management establishes the ability in teacher to block problems from occurring. Generally 80% of an efficient management plan requires anticipating classroom disruptions and establishing the conditions to hinder them (Freiberg, 1999). Prevention stress on organizing the classroom environment conditions before the occurrence of a disruption. By focusing on prevention, teachers can minimize their need to discipline students in the classroom. So we will see the convenient skills and classroom conditions that assist teachers impede disciplinary issues and create an effective learning environment.

II.21.1. Planning:

It is hard to keep classroom organized when planning is poor. Unless classroom activities are well structured and carefully decided, students show undesirable classroom behaviors and discouragement since they do not know where to direct their mental and physical energy (Good & Brophy, 2003; Rimm-Kaufman, La Paro, Downer, & Pianta, 2005). Moreover, when teachers have well-sophisticated plans, students become engaged in productive activities. (Anderson & Krathwohl, 2001; Doyle, 1990). A well developed plan has the next features:

- It is linked with your learning objectives as well as to your learning experiences
- It deals with the diversity of students' needs, interests, and goals.
- It is established on best practices as provided by educational theory.
- It is flexible, permit changes that result from unexpected student responses.

“Good planning minimizes management problems because students understand the objective, rationale, and value of the academic goals, which is likely to increase their motivation to learn “(Pintrich & Schunk, 2002: 410). Moreover, a well-developed plan can assist teachers devoting valuable instructional time by having materials ready and several strategies at hand to fit into the content of instruction as needed.

II.21.2. Organizations:

Teachers with good arranged skills, like good use of time, prepare instructional materials for the lesson; can also prevent classroom management issues. Differences in lengths of schooldays and number of schooldays per year among different districts have only a minor effect on student achievement (Karweit, 1981; Walberg, 1988). Further, time-on-task (The number of minutes spent on learning activities), that spent on learning activities is a strong indication of learning (Marks, 2000; Rowan, et al., 2002).

Teachers with effective classroom management skills raise time on-task using the following methods:

- 1- Tell students that learning is worth their time and effort and that school time is for learning (Salganik, 1980).
- 2- Organized materials and equipment that you need early.
- 3- Provide clear instructions about learning tasks (Weinert & Helmke, 1995).
- 4-”*Teach engaging lessons by emphasizing active learning rather than passive, individual seatwork*” (Bransford, Brown, & Cocking, 2000: 411).
5. Keep focus during instruction (Kounin, 1977).

6- *“Maximize students’ time-on-task by creating a system whereby those who finish a task earlier have something else to do”* (Emmer, Evertson, & Worsham, 2006:411).

7-*“Manage transitions effectively because they are the points at which classroom order is most likely to fall apart”* (Burns, 1984: 411).

II.21.3. Withitness:

Teachers who exhibit withitness are more aware and attentive to everything that happens in their classroom (Kounin, 1977). *“Teachers who have developed this skill prevent management problems by immediately picking up on students’ cues and responding to them before they become a discipline problem”*(Davis & Thomas, 1989; Hogan, et al., 2003: 412).

Withitness contains three components (Doyle, 2006):

- Monitor behavior, with more attention to contradictions from the prepared program of action.
- Control the speed, rhythm, and period of classroom events and check whether the activities run fluently.
- Be aware of what is occurring in the classroom including individual behaviors and activities within small groups.

“Students are more likely to stay on-task and display desirable behaviors when teachers demonstrate withitness, especially from the beginning of the school year” (Woolfolk & Brooks, 1985: 412)

Beginning teachers can improve this skill through students’ behavior controlling and awareness of what every student is doing, for example using eye contact and body language.

II.21.4. Overlapping:

A teachers' ability to tackle behavioral matters without impede instruction. For instance, you might observe that one of your students is writing a text message in his cell phone under his table. You can pretend overlapping by walking around the class and standing next to the student's table without hindering your explanation to the rest of the class. Or, you can then solve this matter personally with the student after class. "*Overlapping helps teachers maximize time on-task and is strongly associated with classroom order and achievement*" (Charles, 2002: 412).

II.21.5. Adapting:

Studies of teacher strategies show that the most effective classroom managers adapt instruction to particular student needs, and ineffective classroom managers appear insensitive to the diverse needs of their students (Brophy, 1996; Brophy & McCaslin, 1992).

Active classroom managers are conscious of the various needs of their students and use of methods to reach these needs (Marzano, 2003a). When students misbehave, beginning teachers may be too assiduous to think about what students are doing wrong.

More experienced teachers usually think about what they can do to maintain students' on-task and adapt instruction (Emmer & Stough, 2001; Sabers, Cushing, & Berliner, 1991). Students become motivated and involve in off-task activities when classroom activities are adapted to their knowledge and skill levels (Robinson & Griesemer, 2006).

II.21.6. Leadership:

Many studies showed that the quality of teacher and student relationships is the keystone for all other aspects of classroom management (Marzano, 2003a). Commonly, teachers who have high-quality relationships with their students have 31% fewer discipline matters over the school year than those who do not?

According to management experts, high-quality relationships do not link to the teacher's personality. Instead, they rely on setting a proper level of control in the classroom. In a study that interviewing over 700 students in grades 4 to 7, students told that they prefer strong teacher orientation and control over a more permissive style (Chiu & Tulley, 1997).

Students like teachers' democratic leadership over authoritarian leadership types, which are described by too little or too much control, therefore; the perfect control level for classroom management is when teachers give strong structure for student behavior then display caring and flexibility.

II.22. Collaborating with parents and other teachers:

"Students' education is greatly enhanced when their parents become involved in the classroom" (Weinstein & Mignano, 2007: 419).

Parents' contribution in your management plan will help you become a more effective teacher. Collaborating with parents and other teachers assist in creating a successful learning environment.

II.22.1. Parent Collaboration:

"Parental involvement is associated with higher long-term achievement and motivation as well as more positive attitudes and behaviors in the classroom" (Garcia, 2004; Hong & Ho, 2005: 420).

Parents can help you become an active classroom manager by promoting your classroom management plan with their children and adolescents.

"Teachers who are successful at collaborating with parents report more favorable feelings about teaching and their school and have more positive expectations about parental involvement" (Epstein, 2001: 419).

According to Seifert & Sutton (2009) it is important to involve the learners' parents in the assessment process through clear communication.

“Teachers need to be able to explain to parents the purpose of the assessment, why they selected this assessment technique, and what the criteria for success are. Some teachers send home newsletters monthly or at the beginning of a major assessment task explaining the purpose and nature of the task, any additional support that is needed (e.g. materials, library visits), and due dates”. Seifert & Sutton (2009: 270)

Cooperation with parents and teachers support their child’s education and reinforce lines of communication between home and school.

Regular communication with parents can be by sending home reports and samples of students’ work and calling parents after school hours if needed. (Emmer et al., 2006).

Teachers then have to inform parents about their children’s performance of the tasks concerned providing some comments on what was done well and what needs work (Seifert & Sutton, 2009).

Moreover, face-to-face conferences permit parents to be informed about their children's academic and social progress. *“Another advantage of face to-face meetings is that they help you understand students’ home conditions (e.g., family expectations, marital problems, and parents’ language barrier)”*. (Lindeman, 2001: 420).

Teachers need to carefully plan for the event in order to succeed the conference.

In other words, do not stress on students’ weaknesses or problems. Use the Parents’ feedback and cooperation when make an intervention plan, and sharing students’ strengths and achievements will better your teacher–parent partnership.

II.22.2. Collaborating with Other Teachers:

“Classroom teachers have higher self-efficacy about their teaching and are much more effective when they collaborate regularly with other teachers to identify obstacles to students’ learning and find ways to overcome such obstacles” (Battistich, et al, 1997; Gottfredson, 2001; Langer, 2000: 421).

According to many studies, teachers who collaborate with each other have a higher mutual self-efficacy, when working as a team can have an influence on students’ achievement (Bandura, 2000; Goddard, Hoy, & Woolfolk, 2000). Working collaboratively supply students with a sense of school community, which, foster more positive attitudes toward school and behaviors in the classroom.

New teachers report has greater confidence in their capacity to help their students when they orderly collaborate with their colleagues, especially when working with students who are at risk of failure in school (Chester & Beaudin, 1996).

II.23. The Role of Learning Educational Psychology:

Educational psychology offers numerous suggestions and options to become a successful teacher. (Clark, Hong, & Schoeppache, 1996)

In addition, educational psychology helps teachers a lot in the improvement of the effective learning process. It helps to:

II.23.1. Understanding Individual Differences:

A teacher is obliged to treat students in the classroom carefully, because each student has a various characteristics. Hence, it is necessary to understand

and grasp these students' characteristics at several levels of development in order to construct an active and effective learning.

Educational psychology allows teachers and to understand the divergence in student characteristics.

II.23.2. Creation of a Compatible Learning Climate in the Classroom:

Good understanding of the classroom used in the learning process support teachers to convey material to students actively. Teacher must build a compatible Climate to learning to reach an active learning. A teacher is obliged to be aware about the correct principles in teaching and learning

Educational psychology plays a major role in helping teachers to make socio-emotional climate that is helpful in the classroom.

II.23.3. Selections of Learning Strategies and Methods:

Teaching methods are established on the characteristics of students' growth. Educational psychology make teachers able to decide which proper method or strategy of learning they must use with consider to the students' characteristics and levels of development.

II.23.4. Provide Guidance to Students:

A teacher has various roles in the school, not only in the accomplishment of learning, but also performs as mentors for students. Guidance is considered as a type of aid to students so that to resolve problems they facing.

Be familiar with educational psychology permit teachers to supply the essential educational and professional guidance for students at several ages.

II.23.5. Evaluate Learning Results:

Teachers need to make two significant activities in their classrooms as teaching and evaluating.

The evaluation assists in measuring student learning consequences.

Educational psychology support teachers to enhance the assessment of student learning through the basics of evaluation it provides.

II.24. Conclusion:

This chapter tackled the term professionalism and the changes of teaching from past to nowadays, starting with identifying the meaning of teaching, professions and teacher professionalism as well teacher's professional development without forgetting the rewards and the challenges of teaching profession.

It has also described the major bases of professionalism; its concept, principles, and different characteristics of professionalism.

As well as, it contains how to make novice teacher effective and expert teacher; in addition we deals with classroom management and assessments and how they are useful in both facilitating the learning process enhancing the teacher' professional development.

Then, we talk about the skills that teacher can use to create a successful learning environment in order to make students enthusiasm and motivate about the learning process. And also we see the importance of collaboration of teachers with both parents and other teachers or colleagues.

Finally, we deal with the role of educational psychology and its contributions in both succeeding the learning and developing the teacher professionalism.

Chapter three: Analysis Teachers' Interview and Students' Questionnaire.

III.1. Introduction:

This chapter is present a quantitative and a qualitative study of data collection. Both of the teacher's interview and the students' questionnaire were analyzed.

III.2. Analysis of Teachers' Interview:

III.2.1 Procedures for Data Collection:

We select the interview as a tool of research in order to collect data about the teachers' awareness and attitudes towards the role of educational psychology and its importance in the teaching process.

The interview (see a model in appendix 1) contains 16 questions; the first question was about age to ascertain the experience of each teacher and if this latter impacted and reinforced their professionalism.

The other 14 questions were about general information concerning teachers such as the modules they were teaching and if they enjoy their profession. In addition they were about educational psychology importance and its role in improving the teachers' professionalism. As well as, we ask teachers to give advice and instructions for the novice teachers, and to add comments about educational psychology.

The interview respondents were five English teachers at Saida department; two of them are teachers of Educational psychology while others are teachers of different modules. All teachers had time to think and answer comfortably. They were interested and helpful.

III.2.2. The Data Analysis:

Question 01: How many years have you been teaching?

Subject one: 26 years.

Subject two: 15 years.

Subject three: 11 years.

Subject four: 8 years.

Subject five: 10 years.

From this question, we see that those teachers have a long experience which impacted and increase their professionalism and their methods of teaching.

Question 02: What do you think about the teaching profession?

Subject one: it is noble and hard at the same time I enjoy this job.

Subject two: for me it is a mission and I like it; it is a joy for me.

Subject three: so subservient and relevant.

Subject four: it is noble and tired.

Subject five: it is great but very tired.

All those teachers enjoy and love the teaching profession although it has many difficulties and challenges.

Question 03: What kind of constraints you have faced in your first years of teaching?

Subject one: I found difficulty in communicating with learners and how to implement what was studied at university.

Subject two: I faced issues in communication with students and difficulty in students' assessment and evaluation.

Subject three: The syllabus, making lectures that go in parallel with my students' needs and interests.

Subject four: lack of respect of students, lack of instruments of teaching and very bad condition classrooms.

Subject five: the preparation of lectures, difficulty in motivating students and interacting with them.

The teachers answers reveal that the majority them found constraints in communicating with students, assessing and motivating them. The other teachers faced troubles like the lack of respect from students and the lack of teaching instruments

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

Subject one: grammar, morphology, educational psychology, methodology, psychology and CCE (reading and comprehension).

Subject two: business English, oral expression, the origin of language, educational psychology, British literature, and British drama.

Subject three: cognitive development and language, learning abilities and learning problems.

Subject four: research methodology, sociolinguistics, psycholinguistics and writing and oral expression.

Subject five: American civilization, British literature and research methodology.

This question implies that the teachers' careers are full of achievement since they are teaching different modules. This makes them expert and knowledgeable in the diverse modules and subject.

Question 05: Do you use a particular method in teaching EFL classroom?

Subject one: yes I do, such as CBA and CLT methods.

Subject two: yes of course, such as communicative and humanistic approaches.

Subject three: yes, such as competency based approach.

Subject four: no, I don't use only one method; I mixed methods.

Subject five: yes I do, such as competency based and communicative approaches.

Most of the teachers use the similar way of teaching which the communicative approach is. All of them agree on the significance of this approach as an effective method in teaching that meets the students' needs.

Question 06: Do you think that your students enjoy your lecture?

Subject one: maybe yes.

Subject two: I think yes.

Subject three: yes, to some extent.

Subject four: yes, I think.

Subject five: I don't know.

From the teachers' answers, we notice that they are confident of the way they transmit knowledge thus, they can understand when their students enjoy the lecture and when they feel bored.

Question 07: Have you ever taken notes about your students' needs?

Subject one: yes, every time.

Subject two: of course yes.

Subject three: yes, I have so as to be the pillar for my coming lectures.

Subject four: yes of course.

Subject five: yes always.

The teachers replies show that all of them take the students need into consideration, this reflect that they care about the students' weakness and strength, and aim to improve their performance.

Question 08: What do you think about the module of educational psychology?

Subject one: it is central for the learning process.

Subject two: it is must.

Subject three: this module is important to everyone who is concerned about education and learning.

Subject four: it is important because it facilitates the teaching process.

Subject five: it is an important useful module.

From the teachers' replies we remark that they are aware about the importance and the great role of educational psychology module.

Question 09: According to you, what is the role of Educational psychology in both teaching and learning?

Subject one: it helps teacher to understand how to deal and interact with students.

Subject two: it shows how to understand the students' psychology and how to get if they understand the input or not.

Subject three: the role of educational psychology is that it incorporates new insights and current trends with the field of both teaching and learning.

Subject four: it explains better the teaching and learning process. So it provides several helpful theories for better teaching and learning.

Subject five: it interprets how to teach since it provides us with the important strategies to improve the teaching process.

The teachers' answers display that they are conscious and aware about the major role that educational psychology plays in the teaching profession, since it helps them to understand the psychology of the students and how to react with them.

Question 10: Educational psychology supplied the teaching process with various theories and approaches in the teaching process. Do you think that they are helpful for teachers?

Subject one: yes of course.

Subject two: yes it helps.

Subject three: of course, they are so useful and helpful.

Subject four: yes I do.

Subject five: yes of course.

Through the teachers' responses, we discover that all the teachers agree on the great help (several theories and strategies) that educational psychology supplied to the teaching process. Those theories and techniques participate in understanding the human brain and enhance the teaching process' evolution.

Question 11: Do you use some of those methods in your teaching?

Subject one: certainly.

Subject two: yes I do, for instance I use the humanistic approach, affective modeling and constructivism.

Subject three: yes I do, like students- centered approach.

Subject four: yes I do, such as constructivist approach.

Subject five: yes I do, I use positivist approach and competency based approach.

From The teachers' answers we recognize that all the teachers know about the usefulness of the techniques and strategies of educational psychology so they use it usually. This exhibits the value and the great role of educational psychology in the teaching process.

Question 12: Does educational psychology develop the teacher professionalism?

Subject one: sure it develops.

Subject two: of course it does.

Subject three: yes it does, since it supports the constructivist perspectives.

Subject four: yes it does.

Subject five: yes it does.

All the teachers agree that educational psychology develops the teacher professionalism. Hence educational psychology increases the teachers' professionalism because it instructs and guides them.

Question 13: do you think that teachers who do not have knowledge about the methods and strategies of educational psychology about the teaching process can succeed in their mission?

Subject one: I don't think so.

Subject two: it would be very hard for them if they do not have knowledge about it.

Subject three: yes, they can succeed but not to the same extent of those who are fruitfully knowledgeable about the essence of educational psychology.

Subject four: I don't think they can succeed without knowing this central field.

Subject five: I don't think that they can.

All those teachers endorse that a teacher cannot be successful and will fail in his / her mission if s/he does not know educational psychology and its basics. Only one teacher said that they can succeed but their success not big as those who are aware about educational psychology.

Question 14: What is your advice to the novice teacher of English?

Subject one: read and read, search and ask older teachers.

Subject two: training, reading about educational psychology, participates in conferences, do some action research project and keep asking questions to experts.

Subject three: explore the connections between knowledge and practice.

Subject four: I ask them to improve themselves and search a lot.

Subject five: they have to know more about this field and to search.

The teachers provide various advices such as:

- Take into considered the students' needs.
- Keep in touch with the skilled and expert teachers.
- Join guided conferences.
- Search and read a lot.
- Learn about Educational Psychology.
- Use modern suitable methods.

Question 15: Nowadays Technology becomes a wide spread field; do you think that its use promote the teaching process?

Subject one: certainly, but the right use.

Subject two: yes it does. It helps us to use authentic language.

Subject three: I think yes it promote the teaching.

Subject four: yes because it facilitates the researches and provides various knowledge.

Subject five: yes of course. It supports the teaching process.

The teachers agree that the use of technology promote the teaching process because it makes the latter easy, vital and active. According to them the right use of technology will help to encourage teaching.

Question 16: Any comments?

The major comments of the teachers were:

- Teaching is a noble hard valuable mission therefore it is obliged to cover everything related to this profession.
- Educational psychology is a central and interesting module.
- Teacher must learn a lot about educational psychology branch.
- The students should teach the basics of educational psychology.
- Make students aware about the importance of educational psychology.
- Teachers must work with conscience.

III.3. Analysis of the students' Questionnaire:

III 3. 3.1 Procedures for Data Collection:

The major purpose of this questionnaire is to give precise information about students' attitudes towards educational psychology module and its significance in learning

The questionnaire (see a model in Appendix 2) was addressed to thirty four students from first year master at the department of English in Saida University. From thirty four copies we obtained thirty.

The questionnaire contained 17 questions split into three parts:

- 1- Background information.
- 2- Students' attitudes toward the teacher and the classroom.
- 3- The students 'attitudes towards the educational psychology module.

From the first part we can obtain general information about the age, gender, and how students find English as branch of study.

From The second part we examine the students' attitudes toward the teacher and classroom.

The third part contains the students' attitudes towards the module of educational psychology thus we concentrate on the role of educational psychology module and the teachers of this module.

III.3.2. The Data Analysis:

Rubric one: Background information.

A: Age classification:

Table 01: Students' age classification.

Answers	22	23	24	25	32
Number of students	18	8	2	1	1
Percentage	60%	26.67%	6.67%	3.33%	3.33%

From the table, we remark that our population is very young. We discover that first year master students age range between 22 (60%) and 32 (3,

33%) the students of 23 age represent (26, 66%) while students of 24 (6, 66). Few students represent (3, 33%) are 25, and 32 years old.

So from this finding, we may say that English as field of study attract the young learners and to study and learn has no relation with age.

B: Gender classification:

Table 02: Students’ sex classification.

Sex	Response	Percentage
Male	8	26.67%
Female	22	73.33%
Total	30	100%

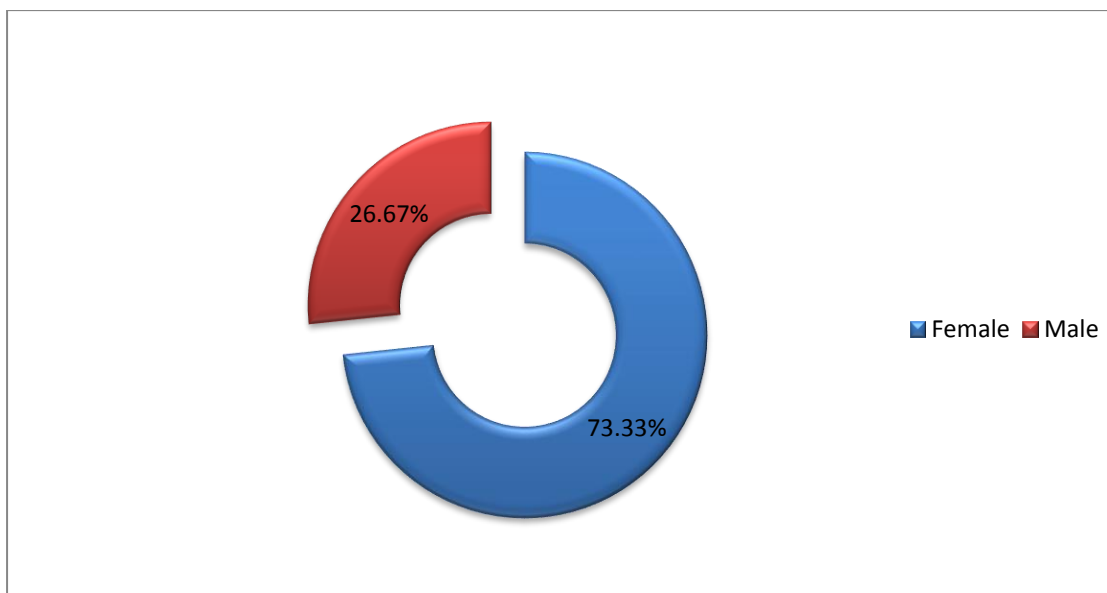


Figure 01: Students’ sex classification.

The table indicates that the majority of the students are female (73, 33%) and the male represent solely (26, 67%).

We return that to the interest of female with English language which considered as the language of world; in addition it is a prestigious language and women like to show prestige I their speeches. Thus, they are interested to

acquire this language through listen to English music and watch English movies.

While boys are interested in studying scientific, technical, engineering, manufacturing, business and law branches.

C: English as branch of study:

Table 03: Students’ attitudes towards English as branch of study.

Answers	Response	Percentage
Important	29	96.67%
Interesting	1	3.33%
Useless	0	0%
Total	30	100%

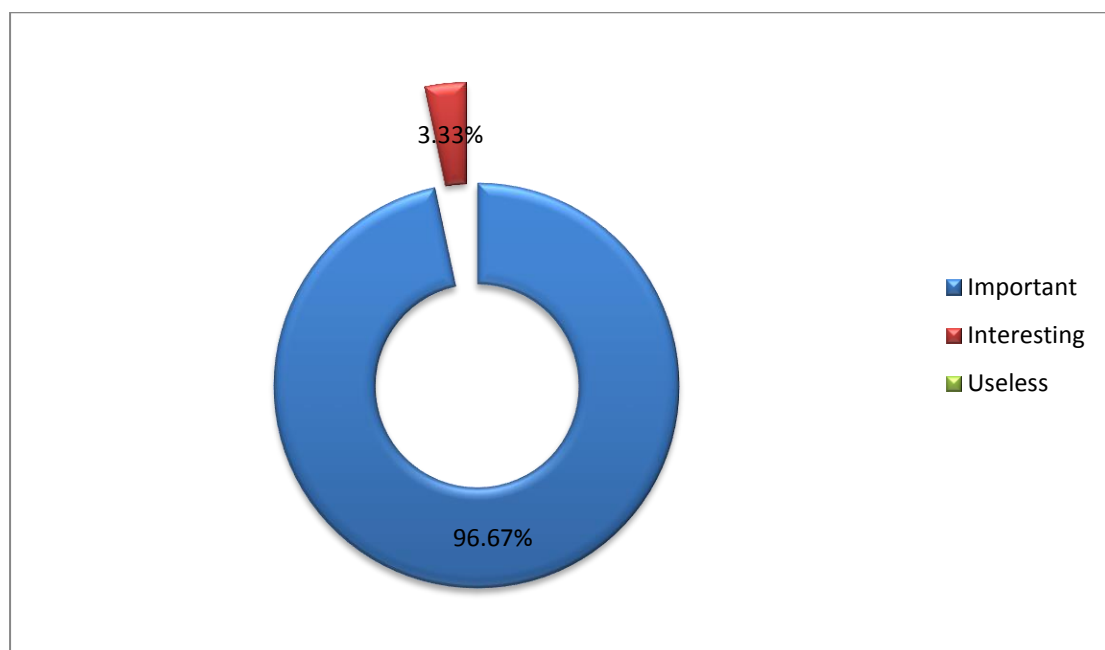


Figure 02: Students’ attitudes towards English as branch of study.

From the table we notice that (96, 67%) said that English is an important branch to study as well (3, 33%) claimed that it is interesting. Hence English is dominant in several fields such as communication, business, and culture and so on.

Nowadays the world's top films, books and music are published and produced in English. So by studying English human can reach to this level of culture and pleasure.

In addition, most of the content created on the internet (50%) is in English. thus knowing English will permit you discover great deal of information you need.

Rubric two: Students' Attitude towards the teacher and the classroom

a- What kind of atmosphere is common in your classroom?

Table 04: Students' point of view about the common class' atmosphere.

Answers	Response	Percentage
Enjoyable	13	43.33%
Tedious	2	6.67%
Neutral	15	50%
Total	30	100%

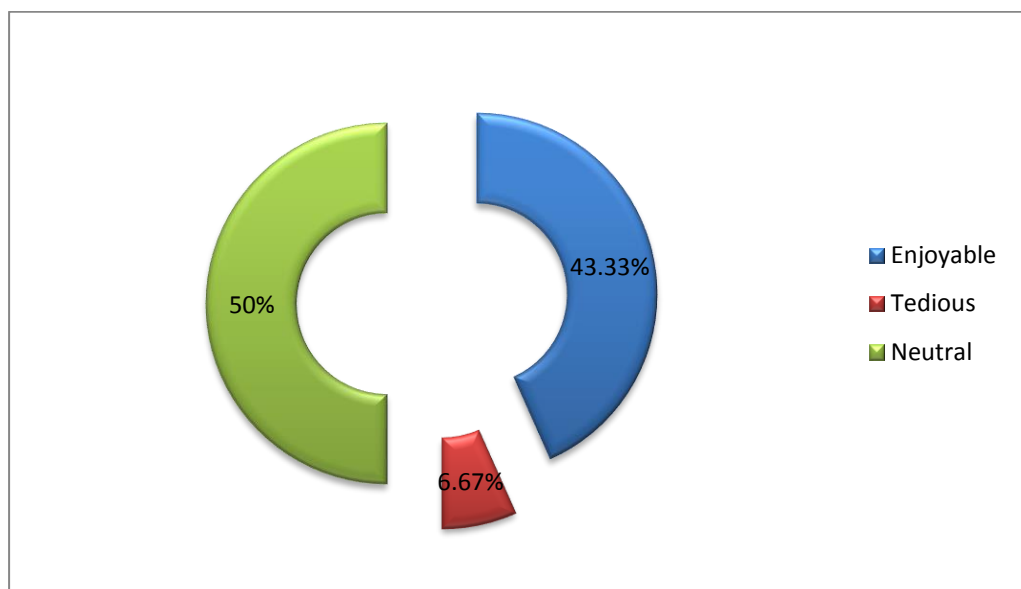


Figure 03: Students' point of view about the common class' atmosphere.

This table displays that there is a compatible atmosphere in the classroom which enhance both teaching and learning.

from the data we have we realize that the majority of students said that there are a enjoyable and convenient atmosphere in the classroom (50%) and (43,33%). Only(6,67%) of students claimed that the atmosphere is tedious and boring maybe because they are not agree with the teacher method or they are not close to their classmates or they do not like to learn.

b- What is the way that teachers treat you with?

Table 05: Students’ answers about how teachers treat them.

Answers	Response	percentage
Good	28	93.33%
Bad	0	0%
Neutral	2	6.67%
Total	30	100%

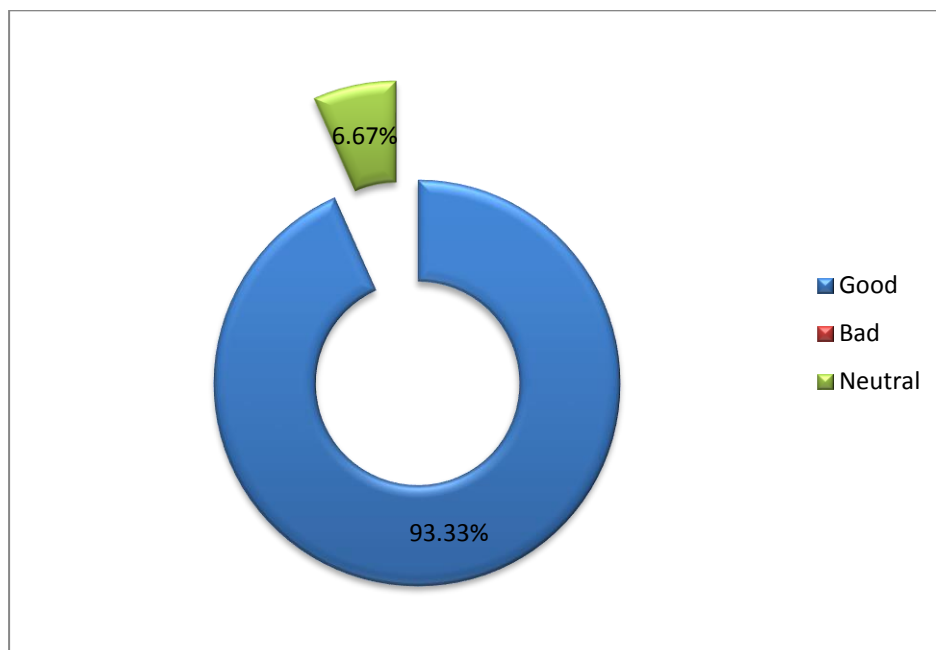


Figure 04: Students’ answers about how teachers treat them.

This table shows that there are two parts of students. The first parts represent (93, 33) they assert that the teachers treat them with good way; so this

means that the teacher is qualified and aware about educational psychology instructions.

The second part (6, 67%) also said that their relation with teacher is normal. With regard to this table we discover that no one claimed that the teacher treat them badly.

These answers reveal that the teacher take into consideration the students' psychological diversities since, there is kindly relation between him/her and students.

Thus, the effective learning and teaching surroundings cannot be achieved unless the atmosphere of the classroom is cordial.

c-Did your teachers apply several methods in teaching?

Table 06: Students' points of view about the teachers' application of teaching methods.

Answers	Response	Percentage
Yes	10	33.33%
No	20	66.67%
Total	30	100%

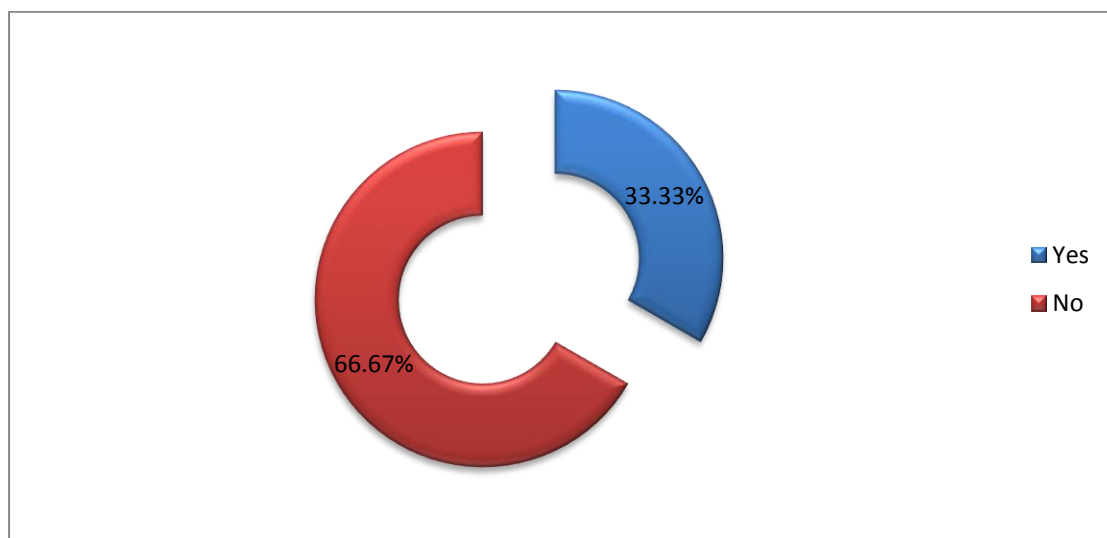


Figure 05: Students' points of view about the teachers' application of teaching methods.

In this table, most of the students (66, 67%) deny the application of the teacher to the several methods in the classroom. According to the student' answers the reason behind that is that:

- The teacher follows only one method from the beginning of the academic year till the end of the year in the explanation of the course and in the interaction with students
- The teacher does not take into consideration the students' needs and levels to chose the appropriate methods.
- The teacher use the way he / she educated by.
- The teacher uses the method which is appropriate for him/her.
- The teacher is not aware about the different methods.
- The teacher chose one method for teaching to be sufficient.
- The teacher use the easy method for him/ her.
- The teacher is obliged to finish the syllabus therefore she/he use only one method.
- Since the teacher is the one who can control,guide,and facilitate the learning process he/ she uses the method that help him/her.
- The teacher just teach without care if the students understand or not.
- The teacher get used to his/her method so he cannot change it.
- The teacher is not able to teach in different methods.

Further, we get (33, 33%) of students agree that teacher apply several methods in teaching

According to those students' answers the teacher applies methods such as:

- Using direct and indirect methods such as, TBL, PPP
- Using data show.
- Making cooperative groups.

- Ask questions to know if students understand or not.
- Explain lectures several times.
- Providing handout.
- Giving students the opportunity to discuss and voice their ideas.
- Motivating the students and fit their needs.

This result exhibits that there are some teachers who apply some methods in their classrooms; in order to engage the learner in real interaction and to increase the level and get more feedback.

f-Did your teachers take into consideration your interests and needs?

Table 07: Students’ responses about whether the teachers meet their needs.

Answers	Response	Percentage
Most of them	10	33.33%
Some of them	16	53.34%
Not at all	4	13.33%
Total	3	100%

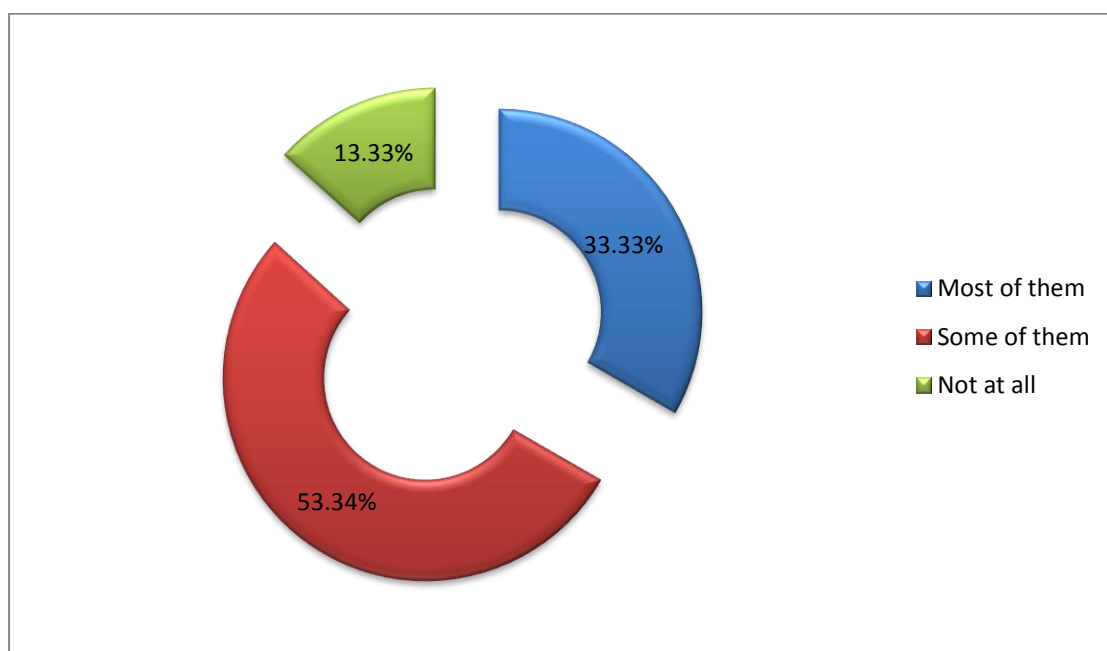


Figure 06: Students' responses about whether the teachers meet their needs.

The students' judgments are different in this table, we recognize that some teacher meet the students' needs (53, 34%) which mean that the teacher work hard to overlay the students interests, addition to that, (33, 33%) of students claimed that all the teachers take into consideration their interests; while (13, 33%) ignore that totally.

This outcome displays the great role of the teacher in the teaching process.

h- Are you pleased with the modules you are studying at your level?

Table 08: Students' opinion about the modules they learn.

Answers	Response	Percentage
Yes	25	83.33%
No	5	16.67%
total	30	100%

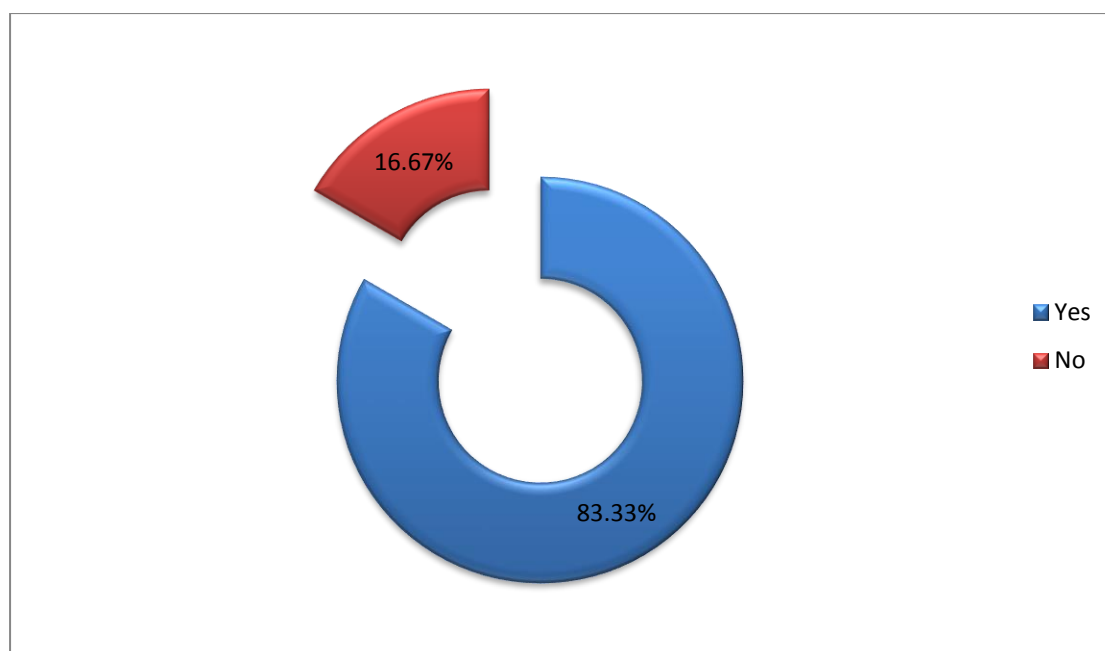


Figure 07: Students' opinion about the modules they learn.

Consequently the table indicates that, the major part of the students, strictly (83, 33%), asserted they are pleased with the modules since those latter are adequate in constructing their knowledge to be effective teachers.

Whereas the other part of them around (16, 67%), argued that they don't enjoy what they learn and there is a need to delete some modules at this level. May be because they interest in specific modules or they want to learn only the modules which return to their specialty.

Rubric three: The students 'attitudes towards the educational psychology module:

a- Do you know what educational psychology is?

Table 09: Students' knowledge of educational psychology.

Answers	Response	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

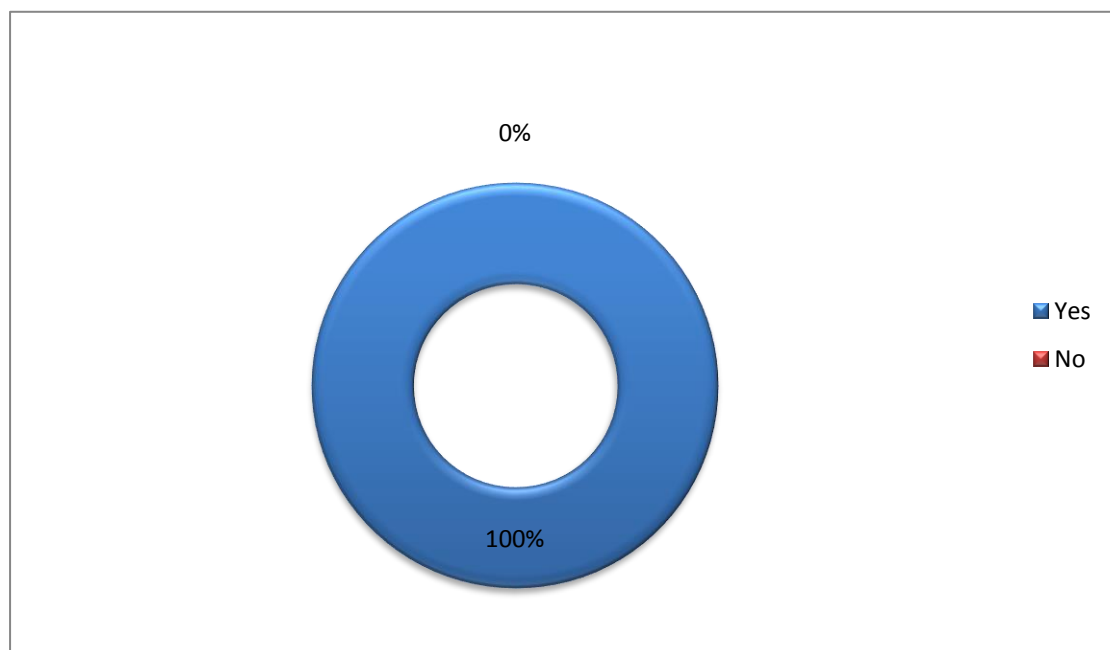


Figure 08: Students' knowledge of educational psychology.

The results obtained in the table above; completely (100%) appeared that all the students are aware and know what educational psychology is. So we may say that they do care about their field of study and understand its principles.

b- How do you find educational psychology module?

Table 10: Students' viewpoints about educational psychology module.

Answers	Response	Percentage
Interesting	30	100%
Boring	0	0%
Neutral	0	0%
Total	30	100%

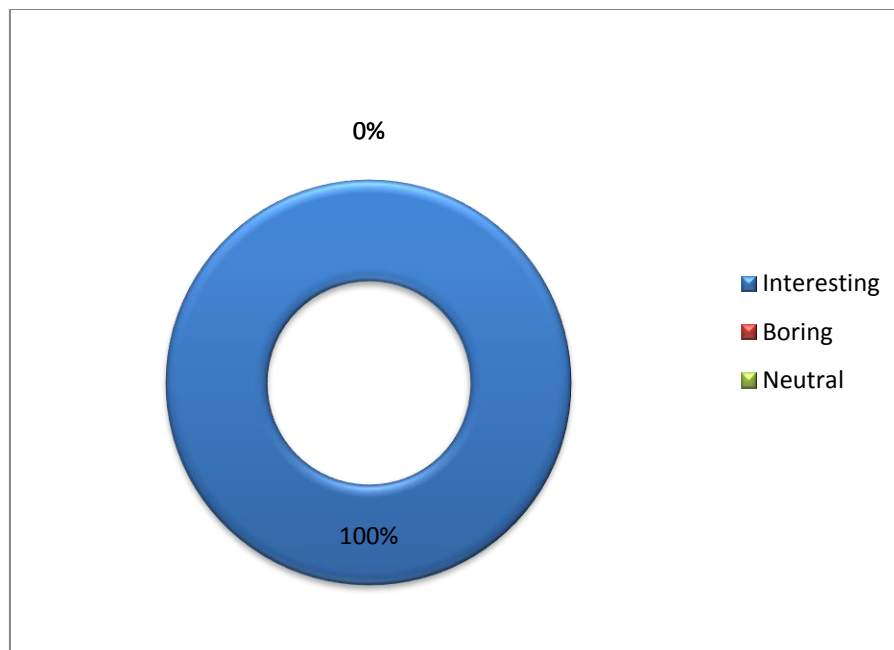


Figure 09: Students' viewpoints about educational psychology module.

From the table above, we find that all the students (100%) confirmed that educational psychology module is an interesting and important module since, it contains interesting subjects that promote teaching and learning. therefore; the students are conscious about the role which this subject plays in succeeding learning and teaching process.

c- What is the major role of this module in learning and teaching processes?

According to the students' responses about this question, a great part of them emphasize on the usefulness and the importance of educational psychology module in both learning and teaching.

They said that it gives the most important instructions and the basic ideas to teachers in order to understand how to teach. As well as it deals with the psychological side of learners; and supplies teacher with various theories and strategies to facilitate his/her profession.

d-Did you know the common approaches and theories of educational psychology?

Table 11: Students' knowledge about the common approaches and theories of educational psychology.

Answers	Response	Percentage
Yes	13	43.33%
No	17	56.67%
Total	30	100%

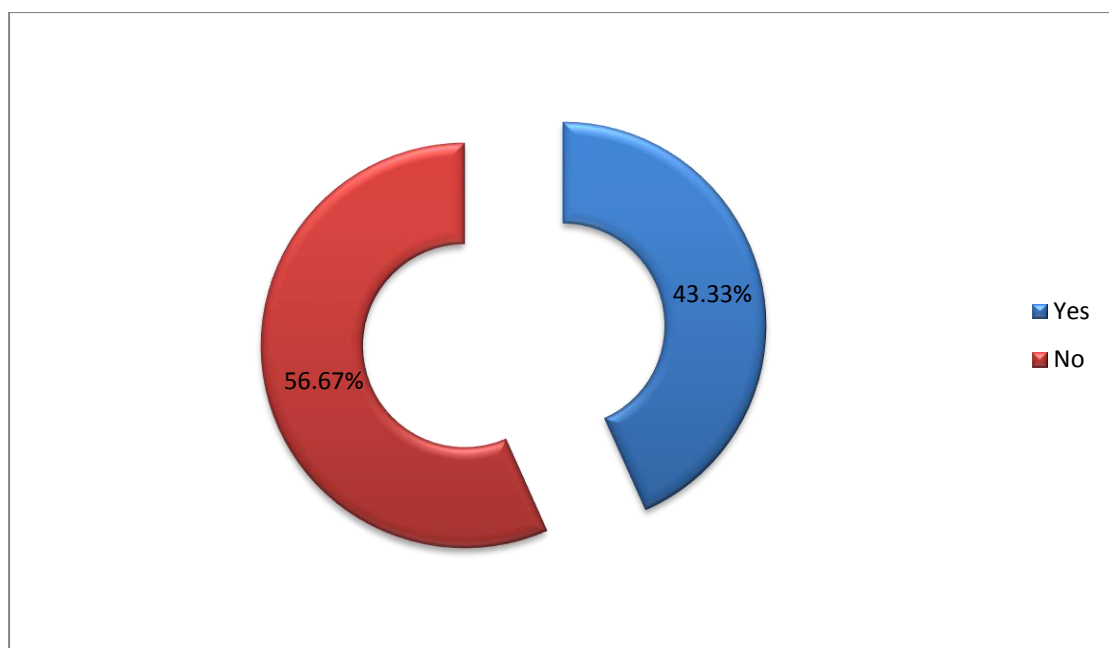


Figure 10: Students’ knowledge about the common approaches and theories of educational psychology.

As stated in the students’ replies, we view that a great number of students around (56, 67%) are not informed about the common approaches and theories of educational psychology. while (43, 33%) have a notion about it.

This finding may show that either students are not care and interesting about educational psychology theories or the teachers do not involve students with these theories and approaches.

e-If yes, did your teachers use those approaches and theories in the teaching process?

Table 12: Students’ answers about their teachers’ use approaches and theories in the teaching process.

Answers	Response	Percentage
Yes	11	84.62%
No	2	15.38%
Total	13	100%

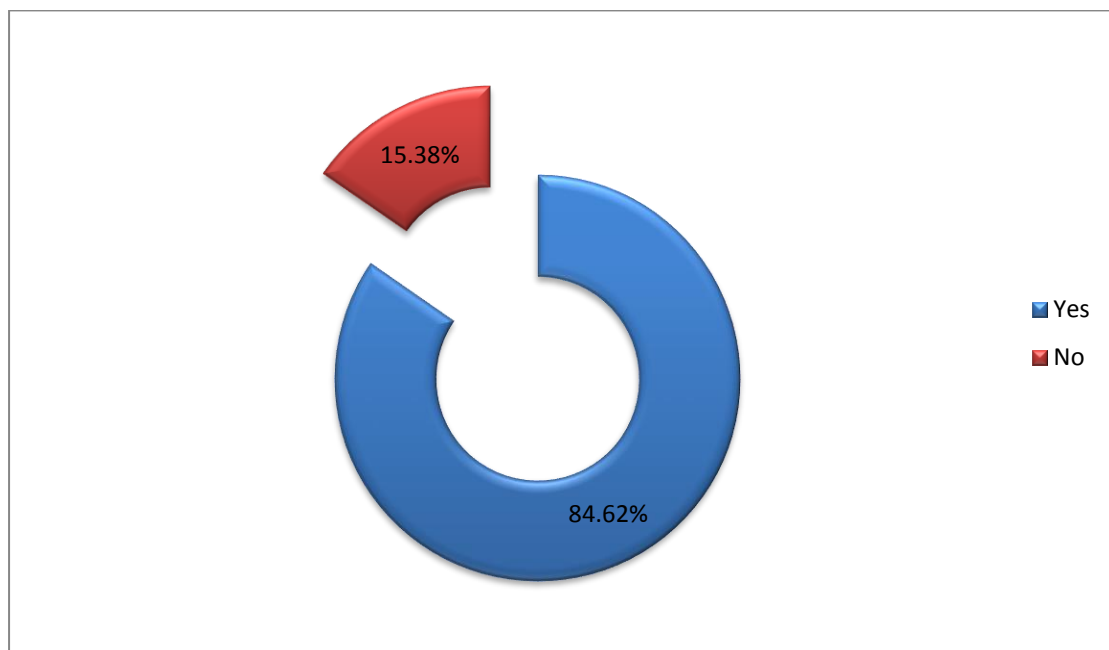


Figure 11: Students’ answers about their teachers’ use approaches and theories in the teaching process.

in connection to the answers of this question, the greater part of the students (84, 62%) stated that their teachers use those and approaches while teaching. slight number of the students (15, 38%)said that their teacher does not use those theories in the teaching process.

f- Is the module of educational psychology help you to improve your skills of learning?

Table 13: Students’ replies about the role of educational psychology in improving their skills

Answers	Response	Percentage
Yes	29	96.67%
No	1	3.33%
Total	30	100%

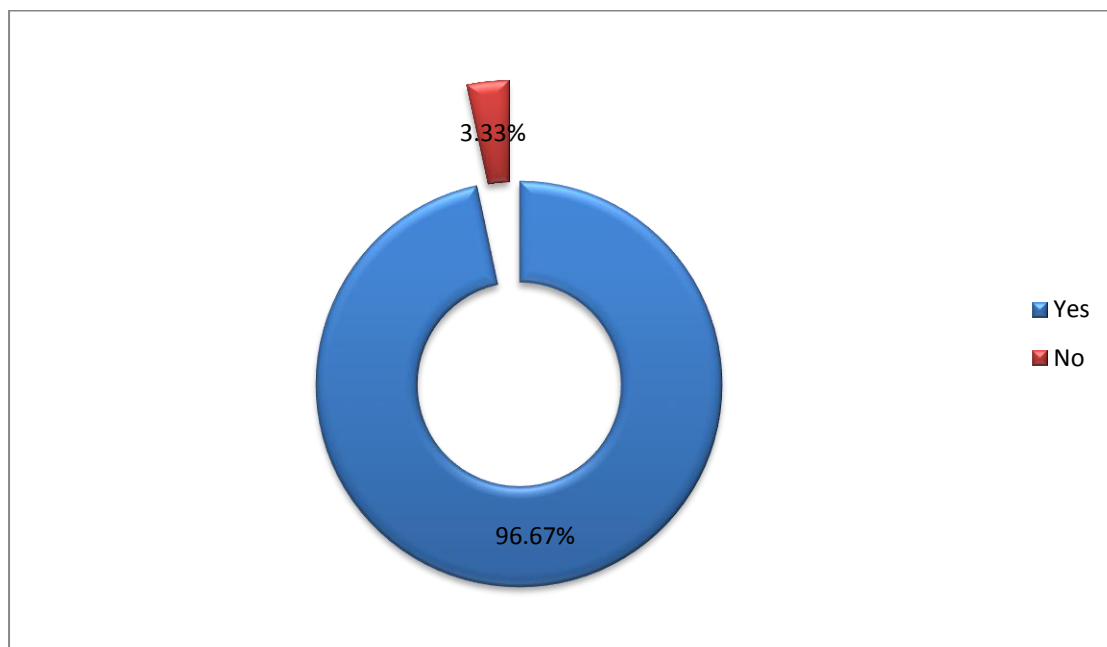


Figure 12: Students’ replies about the role of educational psychology in improving their skills.

In regard to this question' answers, (96, 67%) of our sample asserted that educational psychology module help them to improve their learning skills.

Here are some justifications they rely on:

- As future teachers, educational psychology helps us a lot to know what is meant by teaching and how to practice this profession successfully.
- It is very important module that facilitates both learning and teaching.
- It increases the teacher professionalism.
- It based on the psychology of students.
- it helps us to grasp information
- It solves any problems in the classroom.
- It guides us to be active teachers.
- It helps students to be motivated.
- It contains interesting subjects that enhance teaching and learning.
- Helps students to learn and solve their problems alone.
- Helps us to understand various ways of learning and teaching.
- Helps us to know how to treat teachers and classmates.
- Provides strategies that help us to learn and improve our levels.
- It deals with the psychology of the students and their problems.

From these answers we can say that the students are aware about the significance of this module and its basics in learning and teaching.

Moreover, only one student (3, 33%) told that he do not find that educational psychology improve his skills because of the intricacy and the large amount of theories and strategies it provides.

g- Are the teachers of educational psychology treat you differently from the other teachers of other modules?

Table 14: Students' attitudes towards the teachers of educational psychology module.

Answers	Response	Percentage
Yes	14	46.67%
No	16	53.33%
Total	30	100%

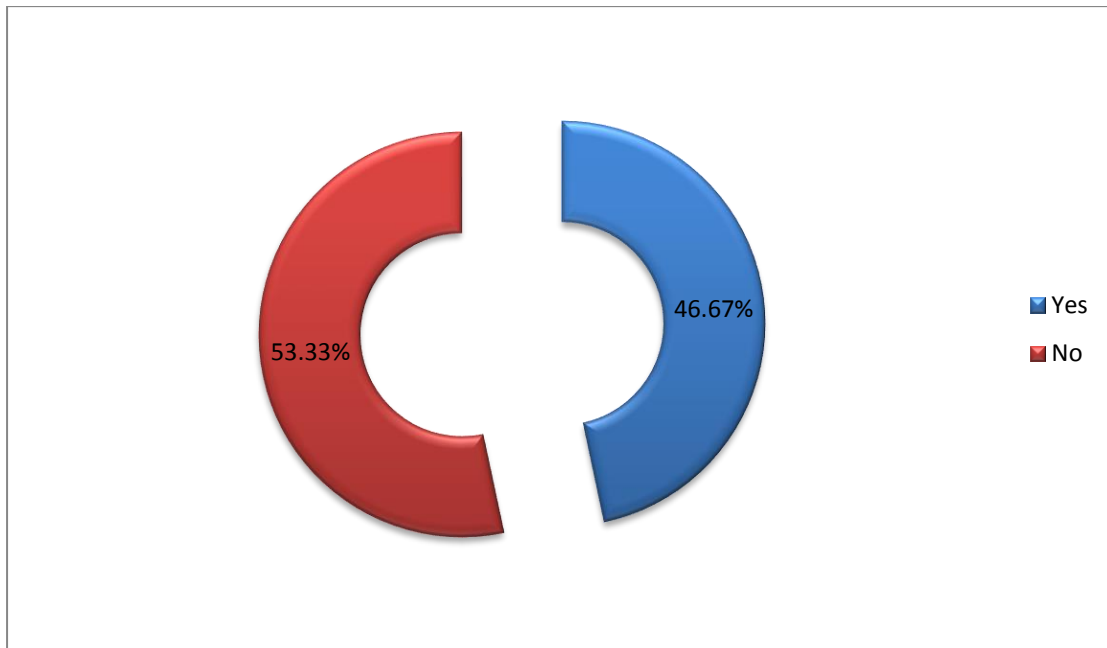


Figure 13: Students’ attitudes towards the teachers of educational psychology module.

This table exhibits that there is equilibrium in the students' answers. Large number of students (53, 33%) told that the teachers of educational psychology treat them the same as the teachers of other modules. They think that all the teachers apply the similar ways, methods, and strategies in teaching; they merely provide input and information regardless to the level and the needs of the students.

In the other hand, 14 students (46, 67%) argued that the teachers of educational psychology treat them differently from the other teachers; because they care about the individuals' differences, behaviors, needs and outcomes. in addition, they create a positive atmosphere in the classroom and make us close to them.

Also, teachers of educational psychology are aware about the challenges, joys, difficulties and problems of teaching so they can solve any issues that face them.

III.4. Conclusion:

The obtained data of the interview reveals that the teachers are conscious about the great role of educational psychology in the teaching process. Therefore; most of them apply educational psychology theories and approaches in their classroom.

While the analysis of students' questionnaire, shows that great deals of students argue on the significance of educational psychology module in both learning and teaching process; and they have good relationships with their teachers who are conscious and interest with their needs.

As well as, it shows that they are aware about educational psychology module as future teachers since they recognize the strategies and techniques it provides.

Moreover, these findings assert on the great helps of educational psychology as a guide to encourage teaching and learning.

IV. General conclusion

The research we have launched shed light on the role of educational psychology in teaching EFL classrooms and increasing teachers' professionalism.

From the three chapters that we presented, we have gained valuable information about this interesting branch. Some of them are answers to important questions. In order to make our findings understandable and clear; we preferred to sum up every chapter' findings alone.

In the first chapter, we have seen in brief the history of educational psychology and its approaches and theories. All of them aim to facilitate teaching the process.

The second chapter tackled how teaching changes from the past and provided the main principles and characteristics of professionalism.

As well as, it stated the role of teachers in assessing and managing classrooms; and how they advance from novice to effective and expert teachers.

At the end of this chapter, we exhibited the great role of educational psychology in succeeding teaching and promoting the teacher professionalism.

The third chapter findings indicate that educational psychology has a bigger role in teaching ; and the majority of teachers and students are aware about the usefulness this prestigious branch since it supports the teachers with several theories and strategies for effecting the teaching and learning process.

In addition this chapter reveals that the module of educational psychology is an essential, interesting module in teaching EFL classrooms. Thus, the findings of our teachers' interview and students' questionnaire assert our hypothesis that educational psychology plays a great role in developing and effecting teaching process through the various strategies and methods it supplied.

IV. Recommendations

With regard to our findings and results, we would like to devote some creative suggestions and recommendation for English students and teachers to assist them in order to solve any issues they may face; and to fit their needs and enhance learning and teaching in general.

To begin with, educational psychology is a vital central branch that deals with some matters such as, the construction of good teaching procedures and the evaluation of teaching in an objective manner.

Hence, the teachers are obliged to read and read about this field to be familiar with its basics and principles. As well as, teachers have to involve students with the various theories and methods which are provided by educational psychology in the sake of informing the students who will be future teachers to about the great role of these basics (theories, strategies and methods) which guide and orient them to affect their teaching and learning as well.

Addition to what we have said, the teachers should use different but compatible strategies in teaching to make the students interesting. Also they must prepare a good and enjoyable environment in the classroom to attract and motivate them.

The teachers play a central role not only in presenting knowledge, but also they are considered as an example or a model for their students. Therefore; they must be a good model.

Furthermore, the teachers need to make educational psychology subjects easy and clear for students to understand it well. And they should take into account their needs and interests. Then they have to involve students in cooperative groups; this method obtains good outcomes and results.

Moreover, it is necessary for teachers to keep in touch with the experienced and expert teachers (asking them, seeking their advices...) in order to reach the professionalism.

Finally, it is very important for EFL students to learn and know educational psychology branch; because that will help them to become an effective and excellent teachers in the future.

Attention has been paid to the importance and the significance of educational psychology in enhancing and promoting both learning and teaching process.

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Figures resources of chapter one:

Figure 1: Roxana Moreno (2009:158)

Figure 2: <https://elearningindustry.com/information-processing-theory>

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Figure 7: Seifert & Sutton (2009:35).

Figure 8: Roxana Moreno (2009:347)

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Figures of chapter two:

Figure 01: Roxana Moreno (2009:416)

Appendix A

Teachers' Interview

Dear teachers, this interview aims to gather data about the role of educational psychology in the teaching process and the significance of teaching it as a module at the university.

We would be thankful if you could reply these questions to assist us in our research for the Master's degree in Language Sciences.

1. How many years have you been teaching?
2. What do you think about the teaching profession?
3. What kind of constraints you have faced in your first years of teaching?
4. What are the major subjects you have been teaching?
5. Do you use a particular method in teaching EFL classroom?
6. Do you think that your students enjoy your lecture?
7. Have you ever taken notes about your students' needs?
8. What do you think about the module of educational psychology?
9. According to you, what is the role of Educational psychology in both teaching and learning?
10. Educational psychology supplied the teaching process with various theories and approaches in the teaching process. Do you think that they are helpful for teachers?
11. Do you use some of those methods in your teaching?
12. Does educational psychology develop the teacher professionalism?
13. Do you think that teachers who do not have knowledge about the methods and strategies of educational psychology about the teaching process can succeed in their mission?
14. What is your advice to the novice teacher of English?
15. Nowadays Technology becomes a wide spread field; do you think that its use promote the teaching process?
16. Any comments?

Appendix B

Students' Questionnaire

Dear students. Would you please answer the following questionnaire sincerely, in order to know your attitudes towards the significance and implementation of the educational psychology module?

1. Background information:

a. Age

b. Gender: Male Female

c. How do you find English as a branch of study?

Important Interesting Useless

If it is useless tell why?

.....

2. Students' attitudes toward the teacher and the classroom.

a- What kind of atmosphere is common in your classroom?

Enjoyable tedious neutral

b- What is the way that teachers treat you with?

Good bad neutral

c-Did your teachers apply several methods in teaching?

Yes No

d- If yes, what are these methods?

.....

e- If not, why they did not?

.....

f-Did your teachers take into consideration your interests and needs?

Most of them some of them not at all

h- Are you pleased with the modules you are studying at your level?

Yes No

If no, why?

.....
.....

3. The students 'attitudes towards the educational psychology module:

a- Do you know what educational psychology is?

Yes No

b- How do you find educational psychology module?

Interesting boring neutral

c- What is the major role of this module in learning and teaching processes?

.....
.....

d-Did you know the common approaches and theories of educational psychology?

Yes No

e-If yes, did your teachers use those approaches and theories in the teaching process?

Yes No

f- Is the module of educational psychology help you to improve your skills of learning?

Yes

No

Justify.....

.....

g- Are the teachers of educational psychology treat you differently from the other teachers of other modules?

Yes

No

Justify.....

.....

.....

Thank you

Résumé

Le but de Cette étude est purement sur l'importance de la psychologie éducative dans l'enseignement de l'anglais comme une langue étrangère.

La psychologie éducative est considérée comme un pont pour atteindre professionnel pour les enseignants car il leur fournit les théories et les principes qui les aideront le processus d'éducation.

Cette recherche a pour but de pour vérifier les attitudes des professeurs et des étudiants vers la psychologie éducative. Nous avons des entretiens avec des professeurs et distribué un certain nombre de questions aux étudiants de première année Master.

Les résultats de l'analyse des interviews et le questionnaire révélés l'étendue des connaissances des professeurs et des étudiants de l'importance de la psychologie éducative et son rôle pour aider les enseignants à atteindre le sommet du professionnalisme.

Cette recherche vise également à inviter les professeurs à une connaissance approfondie de toutes les stratégies offrent par la psychologie éducative pour réussir dans leur mission et carrière professionnelle.

ملخص

لقد هدفت هذه الدراسة إلى البحث حول أهمية علم النفس التربوي في عملية تدريس اللغة الانجليزية كلغة أجنبية.

يعتبر علم النفس التربوي جسرا للوصول إلى الاحترافية بالنسبة للأساتذة حيث انه يزودهم بجل النظريات و المبادئ التي تقوم عليها عملية التعليم.

هذا البحث يسعى إلى التحقق من مواقف الأساتذة و الطلاب نحو علم النفس التربوي. فقد قمنا بمقابلات مع الأساتذة و وزعنا عدد من الأسئلة على طلاب السنة الأولى ماستر.

كشفت نتائج تحليل كل من المقابلات و الاستبيان عن مدى معرفة الأساتذة و الطلبة بأهمية علم النفس التربوي و دوره في مساعدة الأساتذة لوصول قمة الاحتراف.

يهدف كذلك هذا البحث إلى دعوة الأساتذة إلى التعمق في معرفة كل ما يقدمه علم النفس التربوي من استراتيجيات و طرق للنجاح في مهمتهم ومسارهم المهني

