Teaching Educational Psychology Challenges and Perspectives:

Second Year Master Didactics Students as a Case Study

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I dedicate this work:

To my beloved parents who always believed in me, whom unconditional love and endless support shaped the best version of me

To my dearest brothers and sisters for lifting my mood when I was down, for all the cherished moments we had together, and for always being around

To all my best friends without whom it would not be possible to carry out this work

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Abstract

Teaching educational psychology is classified among the greatest concerns of teachers when addressing the students' safety and well-being. This research investigation is designed to inquire into the importance of educational psychology, the perspectives molded, and challenges confronted from students' and teachers' prospect. The participants of this study consist of four educational psychology teachers and 30 Master two students from the English department of Saida University. Three data tools were used in conducting this investigation; a questionnaire, an interview, and a class observation. First, a questionnaire was administered to Master two students to know about their attitudes toward the module of educational psychology in addition to their standpoint concerning the teacher and the classroom environment. Second, an interview was addressed to educational psychology teachers and its aim was to uncover their perception of the significance of the module and its essential techniques, as well as the challenges encountered on the part of learners with special needs, and the way to create a positive learning environment. Lastly, a class observation was carried out within two sessions with Master one students so as to bring to light every detail concerning the classroom atmosphere and the students' cognitive skills. The results obtained in this research investigation indicated that teachers face various difficulties in terms of teaching and choosing the appropriate techniques in order to fulfill the learners' needs, and that teaching educational psychology is highly important to enhance the teaching- learning processes. At last, the researcher concluded this research study by putting forward a series of recommendations and suggestions to take into consideration afterwards. These recommendations invite teachers of educational psychology to be flexible and updated to recent procedures of the teaching-learning processes, and to be eclectic in terms of choosing the appropriate methods and techniques.

Keywords: Educational Psychology, Teaching Challenges, Perspectives

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General Introduction

General Introduction

Teaching educational psychology has always been a challenging process for both teachers and learners. Seemingly through applying psychology into educational settings, teachers might create an effective learning environment through which different techniques of teaching, effective communication and success might take place. Teachers of educational psychology repeatedly encounter challenges in the classroom that limit their overall effectiveness, and that is due to some aspects such as finding difficulties in terms of controlling and managing the classroom, as well as dealing with special needs learners.

Teachers on the other hand play a vital role in creating positive teaching atmosphere marked by success and efficacy on the behalf of both teachers and learners. Simplifying the learning process and taking into account the psychological part of learners make managing the classroom an easy process to discharge.

Moreover, teaching educational psychology has been a considerable matter for teachers even those with years of experiences. On that account, teachers need to take into consideration learners' demands, through recognizing individuals' different ways of understanding by implementing the appropriate methods and techniques for a better teaching-learning process. Therefore, a detailed investigation has been followed to scrutinize different challenging aspects that hinder teachers' efficacy to conduct the relevant procedures to fit in learners' needs and how, regarding Master Two students at SAIDA University.

The research main objective is to shed light on whether teachers are going to be able to meet learners' needs by conducting the appropriate methods and techniques on one hand, and on succeeding in adjusting the previous methods according to learners' diversities and disabilities on the other hand. To pursue that, the following questions are formulated:

1_ what is the importance of educational psychology in the teaching process?

2_ what makes teaching educational psychology a challenging process?

In this regard it is hypothesized that:

1_ Educational psychology has a significant role in guiding the teacher toward an effective learning environment through applying different methods and strategies.

2_ Teachers encounter major difficulties while teaching educational psychology, therefore teaching the latter is highly challenging.

To test these hypotheses the research undertook a case study comprising 30 Master two students from the academic year (2019-2020) and four educational psychology teachers.

For the sake of data gathering, the study followed both quantitative and qualitative methods. The first research tool is a questionnaire addressed to learners (Appendix A) to investigate their attitudes towards the module of educational psychology, the teacher, and the classroom environment. The second research tool is an interview addressed to teachers of educational psychology (Appendix B) to examine the importance of the subject matter in general and its techniques and methods in particular, in addition to the challenges faced to fulfill the learners' needs to construct a positive learning environment. The last research tool is a class observation conducted with Master one students due to time constrain and the current pandemic (Appendix C) to review the different angles of the classroom setting and learners use of cognitive skills.

The present work is divided into four chapters; the first chapter is related to the descriptive part. It describes the methodology used to collect the data needed for this investigation and it reveals why the researcher selected each method to conduct the study. The same chapter also uncovers the different concepts, definitions, and notions concerning the field of educational psychology.

The second chapter is related to the literature review. It starts by tackling the historical background of educational psychology, and then its major theories of learning and the way they are applied in the movie "Dangerous Minds". Moreover, the third chapter is devoted to data analysis and interpretation of the main findings. And as far as the fourth chapter is concerned, it is dedicated to recommendations and suggestions for better teaching-learning experiences.

The researcher encountered various barriers while conducting this research, for instance; lack of sources especially when writing the literature review and providing several citations, as well as the absence of internet from time to time.

Chapter One: Key concepts Description and Methodology

1.1. Introduction

Teaching educational psychology is not as easy as it seems, particularly on account of the challenges encountered, and the perspectives molded. For the sake of experiencing an effective teaching process symbolized by trust and positiveness and shaped by curiosity and excitement, teachers work on forming different perspectives toward a successful learning process; the different techniques and strategies held to adequately meet the learners' needs, besides working hard to overcome the challenges faced. This chapter sheds light on the concept of teaching, in parallel educational psychology, its importance for teachers and education, the teacher-learner relationship, the relationship between education and psychology, in addition to classroom management, teachers' perspectives on teaching and learning. Furthermore, this chapter introduces a number of disabilities and mental health disorders and the appropriate teaching strategies used to fulfill a successful objective.

1.2 Methodology

1.2.1 Research Design

The research design is a structure of methods and techniques selected to link different research constituents in a proper rational manner in order to ensure that the research problem is effectively operated.

1.2.2 The Population

The target population of this study is master two students of Dr. Moulay Tahar, Saida University, The department of English langue, the selection of this type of population is predicated on the hypothesis that Master two students have educational psychology as a module and they have a teacher who uses various teaching methods. Since this study focuses on teaching educational psychology the choice of the participants will incorporate those who study and teach this module as a separate subject.

1.2.2.1 Learners' Profile

The students' population represents Master two students of English at Saida University. The population addresses thirty (30) students; five (5) males and twenty five (25) females, their age range between twenty one (21) to fifty five (55) years old. The underlying reason of this selection is that Master two students are more deliberate and conscious concerning the target subject, for this sake they are submissive and flexible to collaborate with the directed

data, given that they are knocking on careers door whereby educational psychology matters in the teaching process.

1.2.2.2 Teachers' Profile

The present work deals with a sample of five (5) teachers chosen randomly from the entire population of about thirty five (35) teachers. The participants were doctors and set-teachers who currently teach educational psychology or previously did the underlying motive behind tackling this selection is to examine the teachers' awareness of teaching educational psychology in general and in specific the learners' psychological state in terms of dealing with their disabilities and mental health issues, in addition to confronting and resolving the various challenges for the sake of creating an effective learning atmosphere.

1.3 The Research Tools

The purpose behind the research instruments is to cover how far teaching educational psychology is important for both the teacher and the learner, and what challenges and perspectives are faced and shaped that hinder the teacher from managing the learning environment as much as positive and effective as it can be.

1.3.1 The Students' Questionnaire

A questionnaire is a set of questions designed to generate the data necessary to achieve research objectives.

The questionnaire is divided into three (3) sections. The first section addresses the students background information; containing three (3) questions; one close-ended question and two (2) multiple choice questions. The second part of the questionnaire is about learners' attitude toward the module of educational psychology; it restrains three (3) questions; one close-ended question, followed by a multiple choice question and then a closed question. As far as the third section is concerned it tackles the learners' attitude towards the teacher and the classroom. It contains four (4) questions; three (3) closed questions, and one closed-ended question

The questionnaire was addressed to one class of thirty nine (39) students only thirty (30) of which answered .the participants were informed about the timing in which it took them only 10 minutes to finish answering, as well as being notified that their responses will be kept unidentified (available in the appendices).

1.3.2 The Teachers' Interview

Interviewing is one of the most common methods of collecting information from individuals. It can be defined as a qualitative research technique.

For the present research work, the structured interview is used in order to gather data. It is designed for English teachers who taught or are now teaching educational psychology. It is conducted for the sake of understanding the teachers' notions and standpoints regarding teaching educational psychology challenges and perspectives. The interview contains eight (8) questions discussed as follow:

The first question addresses the teachers' understanding of the educational psychology subject. The following two questions discuss the different techniques used to improve learners' level of performance and whether these techniques are regularly adjusted by the teacher or kept the same. The fourth and the fifth question reviews the procedures held by the teacher to create a positive, motivating environment and the factors that impede the educators' performance in association with learners' motivation. The last three questions examine the various challenges encountered to treat misbehaviors and whether they had special needs learners during their career or not and the way they challenged these disabilities and realized satisfying results.

1.3.3 Classroom Observation

Observation is a data collection method that is considered as a participatory study since the research is immersed in a setting that includes the directed participants and work on taking notes or recording.

In the present study, a classroom observation was selected to measure the evidences and triangulate data with the aim of illuminating, categorizing and describing emerging findings, and To be aware of the teaching-learning processes and to construct relationships with the participants. Two attendances took place in the same classroom, for the intention to observe and depict the setting to reinforce the results of the research questions. Presences occurred weekly over the same time with Master two classes. The observation also incorporated description of the setting of the classroom, the lectures held by the teacher, how they manage to create an effective learning environment from involving the appropriate techniques and methods to handling misbehaviors and other challenges, in addition to the teacher- learner relationship and the learners' interactions and participation.
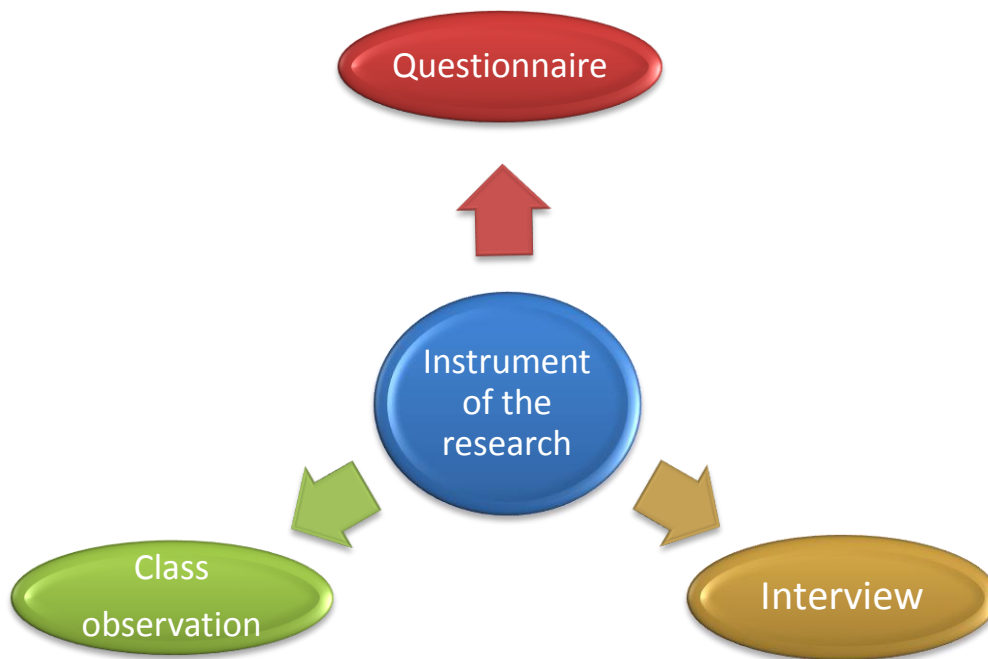
Figure 1.1 Instruments of the Research

1.4 Teaching

The more a specific word is wide spread, the more it indicates its actual importance. The concept of teaching is concerned with what topic to teach, which points to tackle, how to plan a lesson, how to manage classes and so on.

1.4.1 The Concept of Teaching

In present-day, the words teaching and teacher are tied up with schooling and schools. It is what teachers do and the way they do it that defines the teaching process. In this regard, teaching is the art of fulfilling learners' needs, so they can be able to obtain knowledge easily and in an effective way.

1.5 Understanding Educational Psychology

The educational system back then and nowadays is completely different due to its complexity growth through the years. The approaches that used to work for almost everyone does not suit today's learners. This is precisely why educational psychologists started concentrating and studying the different techniques and approaches to comprehend the way learners perceive and grasp knowledge in one hand, and on the other hand investigating the importance behind the different settings that require specific approaches for the purpose of creating an effective learning environment. Some psychologists spotlight the various social, emotional and mental processes in the learning process while others concentrate on learners with special needs and working toward reaching the suitable solutions to these challenges.

Therefore, educational psychology is defined according to E.Skinner (1958) as the part of psychology that deals with both teaching and learning processes.

1.6 The Importance of Educational Psychology for Teachers and Education

1.6.1 The Importance of Educational Psychology for Teachers

The teacher as a controller, facilitator, prompter, organizer, and an assessor, according to Harmer (57) works on directing his learners toward a successful understanding of the lecture. It is in teaching educational psychology that teachers are allowed to use different teaching techniques while trying their best to transmit knowledge while taking the full responsibility over that.

-It helps the teacher to pave the way for learners to reach their target needs.

- It makes it clear for the teacher to know how a lesson can be launched and allows him to grasp the different ways in which motivation and memorization are concerned.

-Educational psychology enables the teacher to understand how learning takes place.

-Since the educational process is mainly directed to learners' personality development, it gives the teachers the efficacy to evolve individuals' personalities.

-It facilitates the process of recognizing the concerns of individual differences and how to overcome these challenges.

-It traces the teachers' way to fully understand learners' and their capacities.

-It helps teachers to frequently modify their teaching strategies and that is according to the learners' request.

Figure 1. 1 the Importance of Educational Psychology for Teachers

1.6.2 The Importance of Educational Psychology in Education

There are different points that cover the importance of educational psychology in education, and they are as follow:

1.6.2.1 Learner

For the sake of having an idea about the learners' personality, mental state and behaviors, different methods are taken into consideration, as well as directing more attention to learners' home environment, social surroundings, emotional feelings and sanity etc.

1.6.2.2 The Learning Process

In this case educational psychology explores the way knowledge is conveyed and which methods are used.

1.6.2.3 The Learning Situation

It deals with how to manage a classroom and obtain a positive learning atmosphere. Besides it, it gives much importance to Audio-Video Aids and the way it facilitates the learning-teaching process.

1.6.2.4 Curriculum Development

Educational psychology helps curriculum promoters to create the appropriate curriculum with the suitable content for teachers to transmit to the coming generation.

1.6.2.5 Evaluation Techniques

Educational psychology enables teachers to have an idea about which evaluation technique should be used in order to make sure whether knowledge has been transmitted or not.

1.7 The Role of the Teacher in the Classroom

Teachers play an important role in educating students; they represent guiding forces that help mold learners' perceptions of the world. The best teachers are those who teach you how to think, rather than what to think. Life is surely shaped, motivated, and inspired by great teachers since they work on managing the classroom environment, guide and care for learners showing a sense of role modeling along with being attentive and conscientious toward learners and their misbehaviors.

1.7.1 Teaching Knowledge

Teachers must follow a certain curriculum based and changed afterwards according to learners' needs and by means of which teachers make sure that all the knowledge is transferred successfully.

1.7.2 Creating Classroom Environment

Students are likely to imitate their teachers' actions, therefore if the teacher had a strong personality and works with enthusiasm and joy, students will obviously enjoy class, however if students feel that the teacher is upset and irritated, they might respond adversely and therefore learning can be interfered and weekend. That is why it is teachers' major role in managing the classroom atmosphere whether it be a negative or a positive one.

1.7.3 Role Modeling

Teachers are remarkably respected by everyone in the community and are considered as role models to learners and even their parents, even if teachers do not see themselves as role models. Learners are likely to meet their teachers more than anyone else on a daily basis here is why they consider them as role models. Teachers do not only teach learners but also cherish, appreciate and love them.

1.7.4 Mentoring

Mentoring is the teachers' role whether it is done on purpose or not. This moreover can have positive or negative impacts on learners. It is how teachers support learners to do better and to progress. This comprises of the ways in which the teachers fosters the learners' confidence and guides them to success through listening and taking their needs into consideration.

1.7.5 Sign of Trouble

An additional role of the teacher is to detect signs of trouble in the learners so as to protect them. When the teacher notices misbehavior, he is required to look into it in order to surpass it.

1.8 The Role of the Learner

A learner is an individual who is interested in grasping a new way of thinking; he is eager to explore and cross the ultimate boundaries imposed by anything and anyone who tries to limit his/her overall efficacy. Learners are traditionally thought to be the only ones who learn, but even teachers are still considered as students. a good learner is one who recognizes his/her own mistakes and work upon solving them by using them as stepping stones so as to improve. Learning is something one does unconsciously it is about figuring out priorities.

1.9 Teacher-Learner Relationship

Learners spend thousands of hours with their teachers more than they do with their family throughout school year. That is sufficient duration to contrast a relationship that lightens learners' lifelong learning. How well students learn has always been educators' major concern. However, recent researches are providing a clearer image of how strong a teacher-learner relationship can be structured and build. Marry Helen-yang a cognitive neuroscientist

at the university of Southern California who studies the effect of emotions and mindsets on learning clarified that: "teachers have strong capabilities to socially get along with learners, but it is quite insufficient" she said. "you have to dig deeper than that and start engaging with learners around their interests, their concerns, their habits of mind through understanding and approaching material to really be an effective teacher".

1.9.1 How Can Teachers Improve their Relationship with Learners?

Researchers have found that teachers who nurture empathy with learners are more likely to manage their behaviors and academic success. Teachers have to discuss with their learners in order to have an idea about their differences awareness and class anticipations so as to pave the way for a successful learning process.

1.9.2 How Can Teachers Maintain Healthy Boundaries with Students?

Experts reported that teacher-learner relationship does not have to be an online friendship, since many districts applied rules opposing social media relationships between teachers and learners considering that misunderstanding and unsuitable behaviors from learners may occur and cause conflict and disagreement.

1.10 Relationship between Education and Psychology

In ancient times the upper classes were the only ones that had the chance and right to learn. But since psychology appeared in education it started changing the old notions believing that a teacher cannot teach appropriately without the knowledge of educational psychology. Nowadays psychology takes part and influence education in the field of teaching and learning considering that it gives education the assumption of individual differences and that every learner has his own mental capacities that enable him/her to learn in a specific way.

-The use of visual Aid to smooth and enhance the teaching-learning process.

-Psychology provides education with new theories of learning.

-Psychologists direct more attention toward motivation and preparedness in classroom.

-Psychologists propose the use of various strategies in the teaching-learning process for a better outcome.

-Educational psychology deals with educational problems and thus studying and modifying human behavior.

Figure 1. 2 Education-Psychology Relationship

1.10.1 Psychology and Teacher

_Psychology helps teachers adjust learners' behaviors and changing them from a negative to a positive one.

_Psychology molds the teachers' attitudes toward his learners.

_Psychology serve the teacher recognize learners' deficiencies and solving them.

_Psychology helps the teacher in the evaluation and measurement of his learners' performance and accomplishments.

_ Psychology enables the teacher to understand the learners' mental state.

_Psychology creates and develops current learning theories for better education.

Psychology presents recent mental test to help teachers evaluate learners.

_Psychology helps teachers understand the reasons behind learners' behaviors in certain situations.

Figure 1. 3 Teacher- Psychology Relationship

1.10.2 Educational Psychology and Curriculum

The curriculum should be designed and prepared according to the learners' needs and mental level in terms of differences and disabilities;

◆ What to teach and how to teach?

◆ Gradual preparation of the curriculum from easy to difficult access.

◆ Psychology takes into consideration individual differences, for this reason the curriculum has to be flexible and adjusted when needed.

1.10.3 Educational Psychology and Method of Teaching

Teaching students according to their mental level and their interest is what make them more excited and eager to learn. It is the personality of the learner that shapes the teachers' perspectives toward choosing the appropriate strategies and techniques to fit the learners' needs.

1.10.4 Educational Psychology and Different Stages of Growth

The different stages of the individuals' personality and mental capabilities i.e. child hood and adult hood. Can make a great impact at the level of learners' way of grasping knowledge since growth and mental maturity are not the same for both stages.

1.10.5 Educational Psychology and Development of Personality

The major purpose behind education is developing individuals' personality; through studying the stimuli and responses of personality their causes and amendments. And this cannot be done without proper psychology knowledge.

1.10.6 Educational Psychology and Mental Health

The primary goal of a psychologist is to provide pure mental conditions to help learners adjust themselves within society. Mental deceleration is formed as a result of bad environment, inappropriate food, as well as the emotional and social needs.

1.10.7 Educational Psychology and Learners of Special Attention

Learners with physical disabilities have several problems for instance, educational, emotional and social ones. In order to make their life successful and eliminate their psychological issues, psychologists support them becoming the best version of themselves in the society.

1.10.8 Educational Psychology and School Organization

As stated by psychologists school plays a vital role in shaping learners' personalities in a balanced and steady way. So as to obtain some traits such as self confidence, leadership, collaboration, decision making and problem solving the schools' social environment has to be effective and operative. Educational psychology has an essential role in helping learners over instruction and counseling especially those with social, emotional or physical development problems.

1.11 Classroom Management and the Learning Environment

1.11.1 Why Classroom Management Matters?

Managing the learning environment is both a major responsibility and an ongoing concern for all teachers even those with years of experiences (Good &Brophy, 2002). There are various reasons, in the first place, a lot of actions might take place at the same time in the classroom, while learners appear to be busy doing their tasks a closer look can reveal the opposite. Some learners may be trapped and puzzled while dealing with a certain problem. Others have finished and are now chit-chatting rather than moving to another task. At this point the teachers have to deal with every individual differently according to their needs, from delivering information, providing hints to encouraging and motivating them.

Another reason is that teachers can not anticipate everything that will happen in class that is why managing a classroom environment is a challenging process. Sometimes planning a lesson cannot be as successful as an unplanned one. Because often unintended moments may turn out to be motivating and exciting to enrich the learning process, since it gives teachers spontaneous resilience to do their best in the most creative way.

A third reason for the importance of management is that learners have their own way in shaping notions and thoughts about the way the teaching process is done. The efforts made by teachers to encourage a shy learner to participate might be viewed as "Forced participation".

And for an extrovert learner may think of this act as neglecting or disregarding those who are willing to participate.

In the broadest sense, learners' physical presence in the classroom is not a sign that they want to learn. On the contrary, their presence is a sign that teachers have a great chance to inspire and encourage them to learn. However, in spite of what teachers do some learners enjoy learning and appreciate being in school due to the endless efforts and hard work done by teachers to create the most effective, enjoyable and engaging classroom atmosphere.

1.12 Preventing Management Problems

1.12.1 Arranging Classroom Space

Classrooms are organized in a certain specific way according to the philosophy of the teacher, the size of the rooms and the subject to be taught. Whatsoever arrangement the teacher determines it has to give the learner the chance to stay concentrated on tasks and diminish the possibilities of distractions. The best arrangement depends on what your students needs and on the kind of teaching that you prefer and feel able to provide (Boyner, 2003; Nations&Boyett, 2002.P.136).

1.12.2 Displays and Wall Space

Classrooms as any other rooms have walls, and the way the teacher fill them can change the frame of mind and atmosphere into a more positive and effective one. However, too many displays can also be disturbing, for this reason walls have to be filled wisely and carefully to meet the curriculum content and learners' needs in order for the learning process to be effective and successful.

1.12.3 Visibility of and Interactions with Students and Spatial Arrangements

Placing the classroom equipments in a way that makes all learners appear in the teachers' field of vision can minimize distraction and maximize effective learning. This may not take place if the room is small or arranged in an unusual way. Sometimes teachers experience challenges in terms of arranging a room that each time they have to move to another teachers' room since they don't have their own, and this can be annoying if done frequently.

1.12.4 Establishing Classroom Rules

Classroom rules convey the individuals' behavior in which they have to be responsible and in charge of their actions, in a sense of supporting learners to show respect to others and to be accountable and reliable. Exhibit 8 reveals a set of classroom rules.

Treat others with kindness and helpfulness.

Make sure to come with class supplies and finalized homewokrs.

Be on time for class.

Respect the teacher, the property and others.

Follow all school rules.

Figure 1. 4 Sample Set of Classroom Rules

The examples in the figure display three major features. The first one is that the table lists only five rules no more. The majority of educational experts suggest keeping these rules to a minimum number for the sake of remaining easy to remember (Thorson, 2003; Brophy, 2004). Another thing is that the rules are indicated in a positive manner ("Do X ...") instead of a negative one ("Do not do Y ..."), which highlights and elucidate what learners are required to do in contrast to what they should prevent. A third aspect is that every rule unfolds various other rules. For instance, the rule "come prepared with class supplies", means bringing pencils, textbooks, homework papers... According to Brookfield and Kohn (2006) rules that can be scheduled by teachers alone can also be scheduled with learners recommendation, through rules" laid on" by the teacher may be more effective and persistent.

1.13 Understanding Teachers' Perspectives on Teaching and Learning

Classroom guidance plays a vital role in the educational system; an essential role," where the rubber meets the road". Teachers have to have an idea about how to modify, regulate and clarify their procedures in order to meet students' needs and that is the consequence of instruction behind meaningful learning. However, despite the crucial role the teachers' play in

terms of the understandings of the teaching-learning process to fulfill the students' needs, there is still very little understanding about how to make teachers able to construct the best decisions for their students, or realize how and why teachers choose a certain way in doing things in their classes. The national systematic school reform effort has believed that transmitting apparent and persistent signals to teachers, students, and parents about the things that are most important with regard to teaching and learning is a vital element of school progression (Knapp, 1997).

1.13.1 Who is Responsible for the Students' Performance?

Teachers believe that they could teach students as efficiently as they had in previous times only if parents performed greater parenting skills, made better decisions, and sent their children to school prepared to learn. They stated that today's students are not the same as the students they used to teach, since they asserted that the current generation are immature, luck interest, and are sluggish and discourteous.

Other teachers recognized that the problems often happening may be due to their own actions that didn't help by a way or another to fulfill the students' needs. On the basis of the teaching content, carrying out the discussed curriculum appropriately is important. They were concerned that their conditions for determining students for the descriptive program might be invalid. This concern gave them a push toward watching over their classroom assessment practices and the use of strategies so as to help students.

In a study about what teachers think of students' differences, Greenleaf, Hull, and Reilly (1994) revealed that when teachers work together the damage view of students is both challenges reinforced. (p.536). some groups learned toward challenging and discussing negative views along with exploring the appropriate solutions to enhance the situation.

It is a matter now of stepping aside of the current existing black and white thinking of blame and accountability toward a realistic position, in which teachers' actions play a significant role in students' performance. Teachers back at the time failed to realize the essential role they play thereby they could not think profoundly or even question the need to ameliorate their practice. It is about shedding light on what can teachers control in their classrooms rather than placing blames, which helps them realize how much important their decisions are toward learners' performance while taking the full responsibility over that. However, teachers still cannot manage different learning processes all at once in which it

gives them a sense of accountability independence that it is not necessary to settle every students' misbehavior, and this deliverance gives teachers a push further to roll the dice and adopts new ways of practice. By means of figuring out that they are not accountable for everything, they can become accountable for something.

1.13.2 Five Perspectives on Teaching

1.13.2.1 Transmission Perspective

Teachers' orientation toward a transmission perspective is highly common in higher education and this involves the idea that teachers give much importance to full content proficiency along with assuming that the learning process is additive. For the sake of delivering knowledge from teacher to learner, they set clear goals, grant structured lectures, modify the velocity of lecturing, appropriate use of class time, answer questions, determine major requirements and establish target means to assess learning.

Nevertheless, transmission teachers still face some challenges in terms of dealing with learners who do not understand the logical meaning behind the content being delivered. Besides that some of them drain excessive time talking since their main focus is on the content rather than the learner.

1.13.2.2 Development Perspective

Progressively developing students' intricate and complex ways of reasoning and problem solving is the major orientation of a developmental teacher. They are concerned in evaluating their learners' needs and working on creating connections between the current state of the learners and to where they want them to be. Their crucial aim is modifying the learners' way of thinking instead of developing authentic knowledge base. Developmental educators do this by way of being efficient questioners and through contrasting significant examples that can help learners associate with their existing experiences.

This also has some difficulties. Since being as a good questioner is not that easy. Seeking the appropriate way to provoke and excite thinking and involve learner is very complicated. Teachers sometimes fall into frustration moments when waiting for the learner to make a step forward answering a question for instance because they feel a sense of impatience and that they want to quickly move to another idea. Ultimately developing assignments and evaluation mechanisms that are persistent with sophisticated reasoning is highly challenging.

1.13.2.3 Apprenticeship Perspective

The idea behind this perspective is that teachers assume that learning takes place when learners work on genuine tasks in actual settings. Teachers with apprenticeship perspective consider themselves as tutors who work on not merely constructing learners' competencies but also converting their identities to assimilate them toward an occupation. Alternatively stated, based on these teachers learning is a mixture of establishing learners who possess both discipline competence and social identity among an exercitation community, using "scaffolding" or progressively shift learners' focus toward greater understanding and teaching them gradually from the easiest to the hardest is the core emphasis of apprenticeship teachers in creating learners' competency and identity. Teachers in this perspective use the case study approach or project-oriented tasks to imitate authentic practice as precisely as possible, since for them finding "actual" tasks in the classroom is highly challenging.

1.13.2.4 The Nurturing Perspective

According to nurturing perspective teachers sustainable consistent endeavors to accomplish come from the heart, not the head. The support shared by peers and teachers can minimize the learners' fear of failure and maximize their motivation yet the achievement fully depends on one's own efforts not on the teachers' courtesy; These teachers work on supplying an atmosphere based on confidence' sympathy and challenge. Amongst the major strategies used by these teachers incorporate listening and responding to learners' emotional and intellectual requirements, as well as offering a substantial amount of encouragement and help, besides setting clear prospects and proper objectives for each learner.

However, when it comes to fostering success, evaluation is challenging notably when institutional anticipations vary from personal convictions. Nurturing teachers frequently work hard or else disregard other significant work. Ultimately, despite the critics shared by colleagues the nurturing perspective teachers always find a way to defend their own standpoints.

1.13.2.5. Social Reform Perspective

This perspective is highly challenging to depict and rare to find. Teachers with social reform perspective function through three speculations. First, their standards are essential for

a greater society, second, their principles are relevant regarding all, and third, the ultimate purpose of teaching is to generate social development. Though they have great deal of similarities with other dynamic teachers whom they share diverse perspectives. They are organized, they tend to create different practice communities, ask investigative questions, and work hard to boost their learners self-respect.

In order to be considered effective, learners have to bear in mind that the guiding regulations are just as significant to them as they are to teachers. It is never an easy task when it comes to tackling and/or modifying students' fundamental principles.
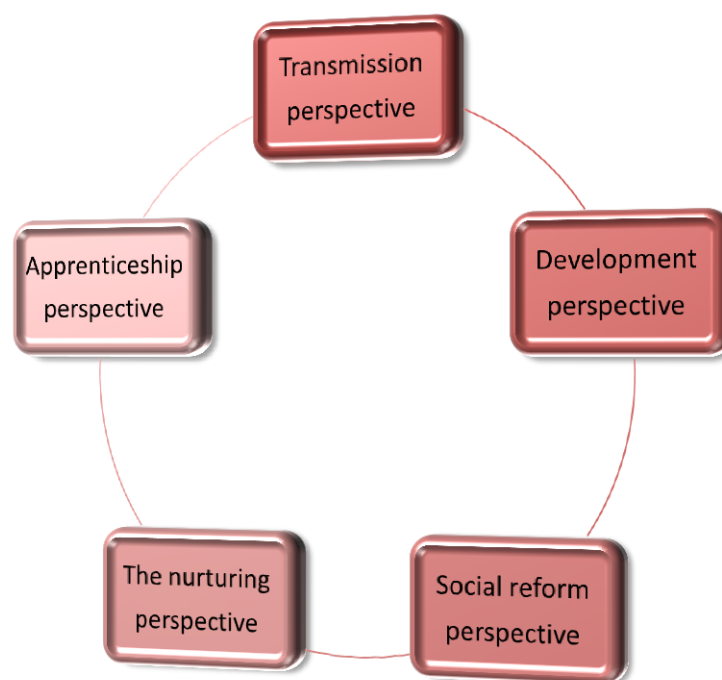
Figure 1. 5The Five Perspectives on Teaching

1.14 Understanding Disabilities and Mental Health Disorders and Teaching Strategies

A teacher is an inspiration of hope and optimism, his noble job enables him to lighten thousands of peoples' pathways toward success leaving unforgettable prints in everyones' minds. An educator is always expected to act and show more efforts despite the teaching constraint timing they have per day. Teaching would be much easier if only done by teaching merely the subject matter. But this job is far more important since teachers put their hearts and souls to deliver as much knowledge as they can in the most appropriate and efficient way.

As education is the key to success, teachers are success in itself considering that they symbolize different personalities at once; they act as advisors, parents, disciplinarians, instructors, and more. They are required to plan, develop and organize instructions, implement assessment, manage the classroom environment, paperwork, staying in touch with parents… ect.

Classrooms consist of students from different cultural backgrounds, with diverse personalities and one or two individuals with disabilities or mental health disorders if not more. This particular unique category typifies a great challenge to educators considering that they require much attention and care so their learning process can stay in harmony with the other learners.

1.14.1 Recognizing Learning Disorders in the Classroom

Usually teachers are the first to observe that a learner is troubled with a learning disorder. For instance some learners make huge efforts to learn but end up failing, or finding difficulties to stick to time tables… but signs are not always recognizable since some learners try hard not to show their struggle so as to not feel embarrassed and weak among their peers.

_Struggle working on homework or not preparing it on time if not missing it.

_Attract attention and act up to be recognized.

_Not living up to his potential.

_Depression and feelings of shame and low self-esteem.

_Struggling with managing their time.

_Low self esteem, shyness and trying to hid out so as to not be noticed.

_Hardly sticking to directions and remembering assignments.

_Making efforts to avoid attending class.

_Stressing before every test.

Figure 1. 6 Sings to Recognize a Learning Disorder in the Classroom

1.14.2 Common Mental Health Disorders and Disabilities among Students and Teaching Strategies

1.14.2.1 Blindness/Low Vision

A person who is "blind" encounters 100% of lack vision that cannot be rectified with glasses or lenses, this variety usually rely on other senses for instance hearing and touch to collect information. On the other hand "a legally blind" person is one who has an angle of twenty degrees of vision; a field where he/she cant still have some light and colors perception.

The enormous quantities of written documents, the excessive use of videos, films, power points and computers represent a huge burden for students, since they find it hard to successfully cope with normal learning processes.

- Using screen reading software and PDF paperwork with good quality.

- Supplying the appropriate accommodations according to individuals' needs.

- Speaking loudly when writing on the board.

- Using the words "look" and "see".

- The use of assistive technology; screen readers, graphic organizers, recording devices…
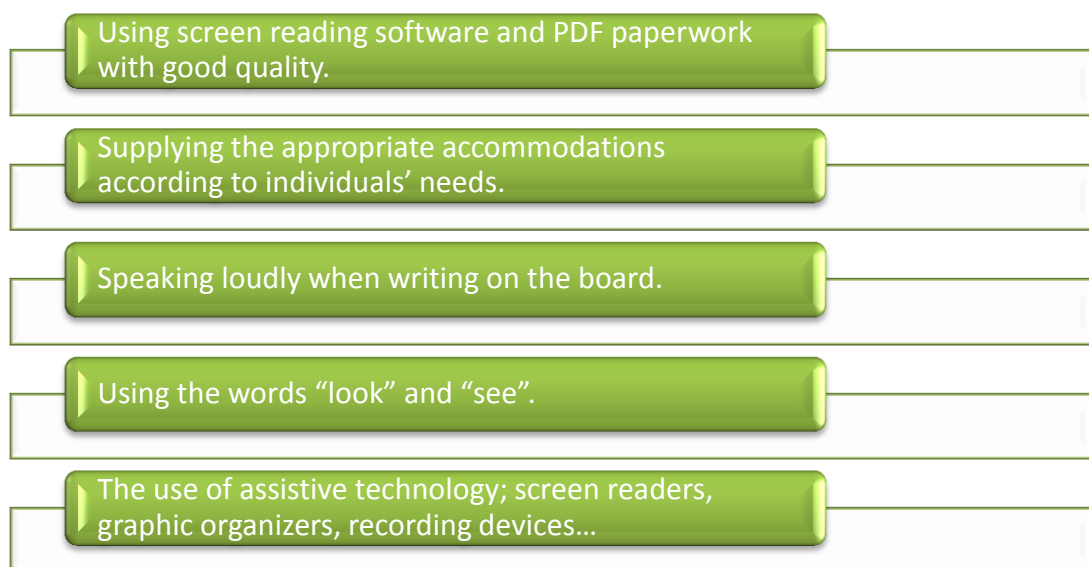
Figure 1. 7 Blindness/Low Vision Teaching Strategies

1.14.2.2 Mobility Impairments

Refers to a variety of disabilities comprising spinal cord injuries, pulmonary or cardiovascular diseases, amputations and back disorders… students with mobility impairments find it hard to physically reach the university since they use wheelchairs,

prosthesis or other helpful walking facilities. They are always in a necessity for others' support and assistance to move around.

_Sometimes a physical disability has nothing to do with cognition, but if it does surely it requires more attention.

_When a discussion with a handicapped takes more than a minute or two the teacher has to sit or kneel to reach a balanced eye contact level.

_It is totally fine for a handicapped to access to his phone during class to take notes if he is not able to use his hands properly to catch a pen.

_It is better for the college to provide transportation if needed.

_A handicapped assistive wheelchair is a personal space; a teacher must never hang on it.

Figure 1. 8 Mobility Impairments Teaching Strategies

1.14.2.3 Substance Abuse Disorder

It takes twenty five years for the brain to fully develop so any drug, alcohol use, or trauma taking place before that can discontinue the development process which makes it hard to remember, learn, concentrate and focus properly.

Students with substance addiction are more likely to have depression anxiety and lower grades, skip and miss college a lot or even drop out. In order for the teacher to show support and help to this category he might include drug education into one of his class lectures so as to reveal and shed light on the seriousness of the situation as he can also try to create a friendly safe environment based on trust so the students' can feel comfortable to express themselves at any time along with involving parents when things get serious.

1.15 Conclusion

In this chapter a humble investigation has been undertaken upon the methodology and the concept of teaching educational psychology; despite the fact that it is difficult to fully attain a thriving learning experience. Therefore, this chapter seized a way starting with tackling the different instruments of methodology and then defining the concept of teaching and educational psychology considering its importance and the vital role of both the learner and the teacher with regard to teaching this matter. Afterwards, the chapter shifted to some other crucial concepts including the relationship of education and psychology signifying the different relationships and educational concerns that paved the way to clarifying the importance of psychology in education. Henceforth, classroom management and teachers perspectives toward teaching and learning were drawn to the point of revealing the five perspectives on teaching due to teachers' diverse standpoints. Consequently, it was important to point out to the several challenges comprising disabilities, mental health issues and the different strategies applied to manage these problems.

Chapter Two: Literature Review

2.1 Introduction

Educational psychology has come a long way since its very beginning from the ancient Greek era, to the modern period of present day. Through the various tremendous adjustments and developments in the field of educational psychology, different approaches and methods took place and paved the way to more effective learning and teaching processes, since it takes the individuals' different educational and psychological challenges into consideration.

The aim of this chapter is to reveal the developmental stages of educational psychology and different theories emerged from diverse scholars.

2.2 The Early Years

Despite the fact that educational psychology is a contemporary area of investigation, it traced its' roots back at the time of Plato and Aristotle. It was not considered as a precise practice and it did not appear until individuals started questioning the teaching and the learning processes in terms of the psychological characteristics that identify each individual on his/her own assessment, development, the kind of subject being delivered, problem solving as well as learning transmission.

2.2.1 Plato and Aristotle

Educational psychology goes back to the time of the ancient Greek philosophers Plato and Aristotle. Plato and Aristotles' main focus was on investigating the individual differences, body training and developing the psycho-motor skills with regard to the physical skills such as coordination, movement, manipulation… as well as constructing solid personalities and taking into account the appropriate opportunities and boundaries concerning moral education.

In addition, they discussed another educational concern regarding the effectiveness of music, poetry and other arts on individuals' development, the role of the teacher, and the teacher-learner relationship. Plato viewed knowledge acquisition as a natural inborn capacity that progresses over realizing the outside world and experience. Aristotle investigated and facilitated learning processes through the phenomenon of "Association" whereupon he indicated his four laws of association comprising succession, contiguity, similarity, and contrast.

2.3 Before 1990

2.3.1 Juan Vives (1493-1540)

Juan Vives suggested inductive reasoning as a method of reflection in which the investigation is based upon generalizations out of observations, and he also banked on the direct observation and the examination of naturalist (the study of nature). He was classified among the conspicuous scholars that highlighted and stressed on the importance of school location to learning. He recommended that the place where a school is situated needs to be calm, peaceful and away from disturbance; a fresh relaxing atmosphere, in addition to providing food for both learners and teachers. Vives proposed practice as a significant learning instrument to improve performance and focused on individual differences among students; to what extent it is important and the way it must be realized.

Juans' book "De Anima et Vita", 1538, holds his various ideas about educational psychology, one of which is moral philosophy illustrating that the several body parts work uniquely and specifically. One of his books comprises the different "Souls": "The Vegetative Soul"; the soul of sustenance, reproduction and evolution, "The Sensitive Soul"; that includes the five special senses, "The Cognitive Soul"; which implies the internal senses and cognitive facilities. Another book tackled the operation of the rational soul: memory, mind and desire, and the analysis of emotions were explained in another third book.

2.3.2 Johan Herbart (1776-1841)

Johan Herbart is believed to be the father of educational psychology. He considered that the learners' curiosity regarding the teacher and the subject matter is what influences learning. He assumed that educators need to take into account the learners' existing knowledge when submitting a new one. Herbart established five measures that should be used by the teachers; these measures are precisely referred to as the formal steps:
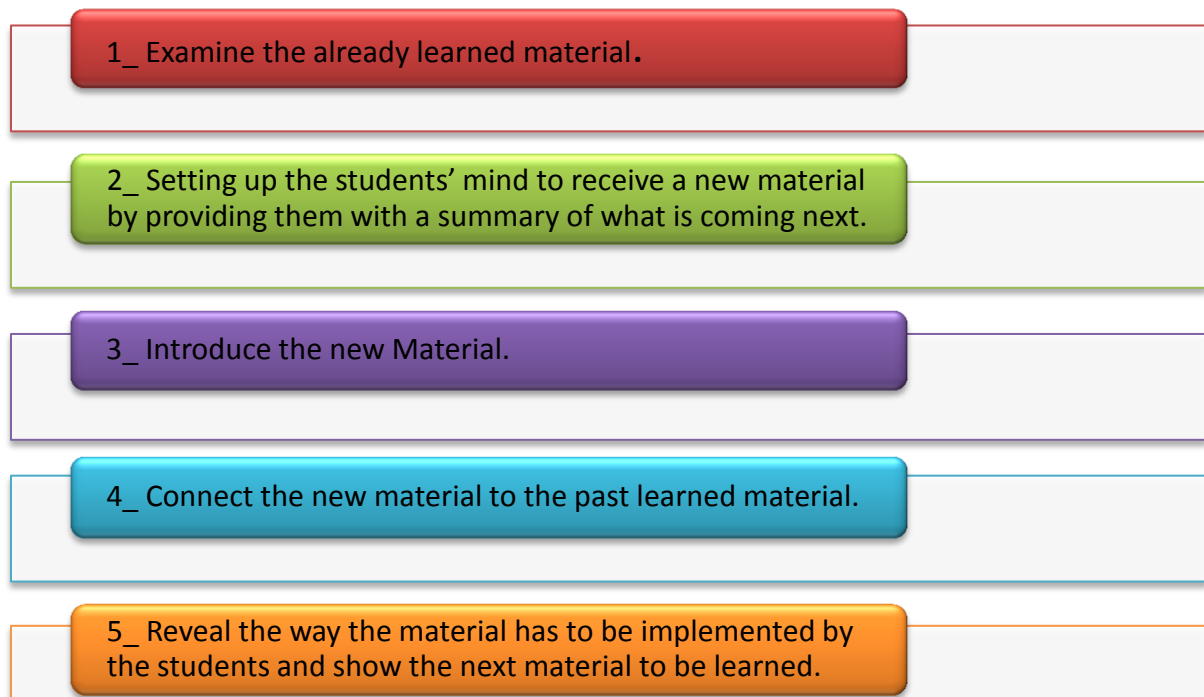
Figure 2. 1 The Five Formal Steps of Johan Herbart

2.4 The Founding Period (1890-1920)

2.4.1 William James (1890-1910)

The duration of 1890-1920 is addressed as the golden epoch of educational psychology where yearnings and hopes attributed to the recent discipline build on the implementation of the scientific methods of examination and investigation to educational issues. Covering the period of 1840-1920 a large number of people measured of 37 million moved to the United States. The latter generated an enlargement at the level of primary schools and high schools. The educational psychologists took advantage over the expansion of the immigration to apply intelligence testing to examine and check immigrants at Ellis Island. Notably at that time educational psychologists were affected by the Darwins' theory; believing that all living creatures have their genesis in other types that already existed and that the differentiation discrepancies are as a result of the changes within the coming generations. The American psychologist William James noted that: "psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediate inventive mind must make that application, by using its originality". (William James, 1899, p.15).

In Williams' collection of lectures *Talk to teachers on psychology,* released in 1899, he states that "education is the organization of acquired habits of conduct and tendencies to behavior". (1899, p.37) He indicates that teachers should comprehend the relevance of habit and intuition; they should provide unambiguous and interesting materials that have a connection with the students' prior knowledge. They should prepare the learner to behavior ensuring that he is going to adapt and accommodate with the society and the real world. Moreover, attention, association of ideas and memory are among the essential issues tackled by James.

In spite of the fact that James privately addresses teachers as they have pedestrian minds; lacking imagination and intelligence, he trusts the classroom teacher to lead and direct students toward gaining appropriate habits.

2.4.2 Alfred Binet

The relevance and interest in intelligence is not a recent concern but a matter that goes back to over thousands of years.

In 1898 Alfred Binet released *Mental Fatigue*, whereupon experimental method has been implemented to educational psychology. In this method two kinds of experiments were supported, experiments carried out in the laboratory and others conducted in the classroom. At the beginning of the 1900s, Binet had been requested to assist the French government schools through differentiating students with learning difficulties, four years later exactly in 1904 he was assigned the Minister of public education, and by that moment his journey toward discriminating individuals' developmental disabilities started. Binet deeply believed that irregularity can be treated that's why he always endorsed special education programs. Binet and his associate, Theodore Simon, thought of creating a test that includes a set of questions, concerning memory, attention, and problem-solving skills. According to Binet studying individual differences has to be among children of the same age, and that teachers should take into consideration all the students with no exceptions and their needs when teaching, in order to create a successful learning environment. Moreover, he believed that teachers need to be trained in observation so they can be able to recognize individual differences within learners and adapt the teaching strategies and the curriculum when necessary.
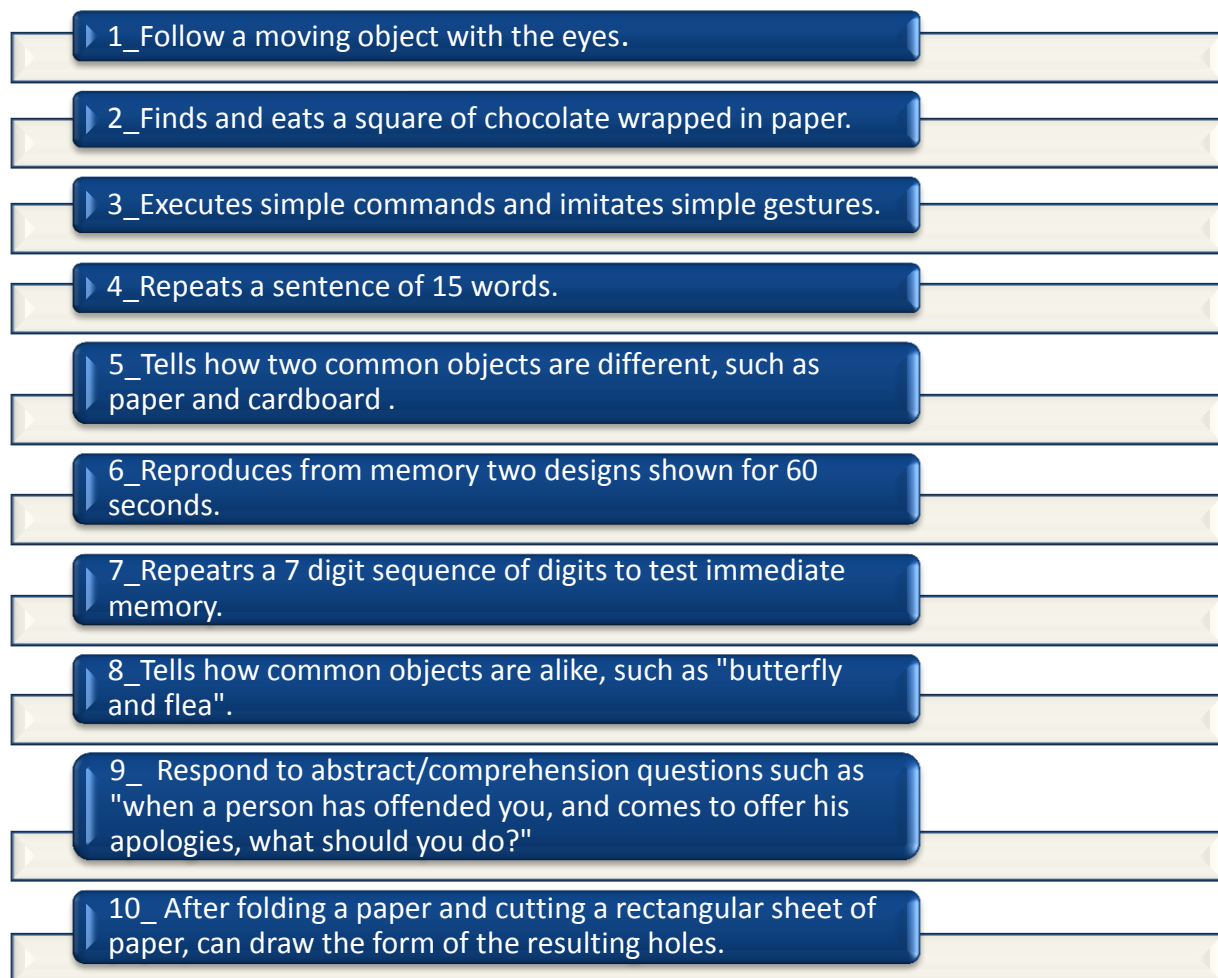
1_Follow a moving object with the eyes.

2_Finds and eats a square of chocolate wrapped in paper.

3_Executes simple commands and imitates simple gestures.

4_Repeats a sentence of 15 words.

5_Tells how two common objects are different, such as paper and cardboard .

6_Reproduces from memory two designs shown for 60 seconds.

7_Repeatrs a 7 digit sequence of digits to test immediate memory.

8_Tells how common objects are alike, such as "butterfly and flea".

9_ Respond to abstract/comprehension questions such as "when a person has offended you, and comes to offer his apologies, what should you do?"

10_ After folding a paper and cutting a rectangular sheet of paper, can draw the form of the resulting holes.

Figure 2. 2 the Sample Items from the Binet-Simon Intelligence Scale (1905)

The Binet-Simon scale took its way long to the United States where it was appreciated and rated as beneficial. In 1916 the psychologist Lewis Terman generalized Binets' test through a case of American participants. At the same year the adjusted test was released and names The Stanford-Binet Intelligence scale. The latter applied numbers to portray intelligence score. In contrast to Binet, Terman was engaged in watching over identifying talented and clever children and later on discovered that talented children grow to be talented adults.

- 4 • Name objects from memory; complete analogies (fire is hot; ice is _____); identify objects of similar shape; answer simple questions (why do we have schools?)

- 6 • Define simple words; explain differences (between a fish and a horse); identify missing parts of a picture; count out objects.

- 8 • Answer questions about a simple story; explain smilarities and differences among objects; tell how to handle certain situations (finding a stray puppy).

- 10 • Define more difficult words; give explanations (about why people should be quiet in a library); list as many words as possible; repeat 6 digit numbers.

- 12 • Identify more difficult verbal and picture absurdities; repeat 5 digit numbers in reverse order; define abstract words (sorrow); fill in a missing word in a sentence.

- Adults • Supply several missing words for incomplete sentences; repeat 6 digit numbers in reverse order; create a sentence using several unrelated words; describe similarities between concepts.

Figure 2. 3Sample Stanford - Binet test Items

April 1905:

Development of Binet-Simon Test announced at a conference in Rome.

June 1905:

 Binet-Simon Intelligence Test introduced.

1916:

Stanford-Binet Fisrt Edition by Terman.
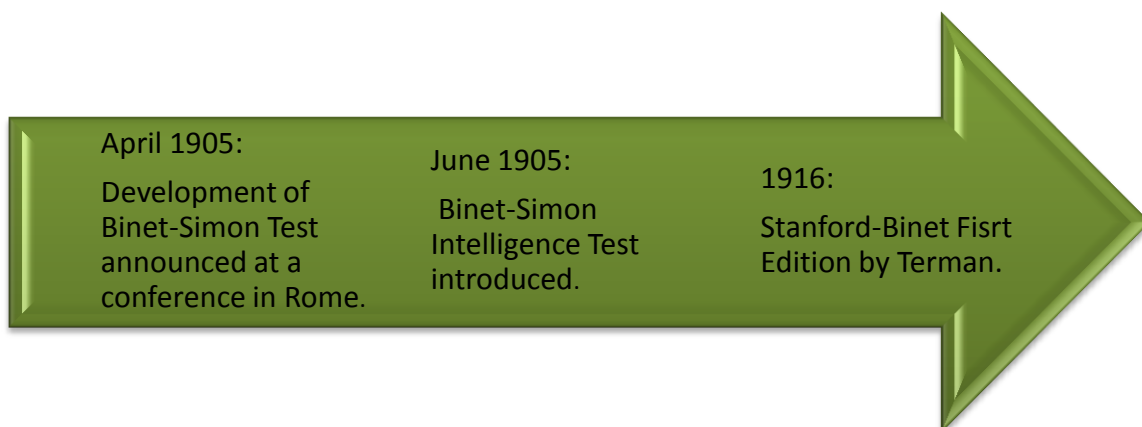
Figure 2. 4Timeline of Intelligence Tests

2.4.3 Edward Thorndike (1874_1949)

According to Thorndike experimental and realist proof and evaluation are the basis of teaching traineeship. He developed the instrumental conditioning theory also known as the Law of effect by the year 1898. This theory asserts that reactions pursued by pleasure and gratification are enhanced and reinforced, while reactions that are pursued by distress and inconvenience are decreased and weakened. This law suggested that: "responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation,

and responses that produce a discomforting effect become less likely to occur again in that situation" (Gray 2011, p. 108–109)

Thorndikes' procedure when testing includes locking hungry animals inside boxes. The latter can escape through conducting a certain behavior. His well-known experiment was the cat in the puzzle box experiment. It involves 15 woody boxes with doors that a cat is able to unlock by sparking the appropriate contrivance. In Thorndikes' thesis the Box K was presented and it needed three diverted responses (press a pedal, draw a rope, and impel the bar door open) cats main concentration was on finding a way to escape the box instead of watching over the food positioned outside the cage. At the very beginning the cat strives hard to find a way out, but sooner it turns out to be more conscious and attentive when locked several times.

First Trial in box
Situation: Stimuli inside of the puzzle box.
• scratch at bars.
• push at ceiling.
• dig at floor.
• Howl.
• Press lever.

After many Trials in box
Situation: Stimuli inside of the puzzle box.
• Press lever immediatly.
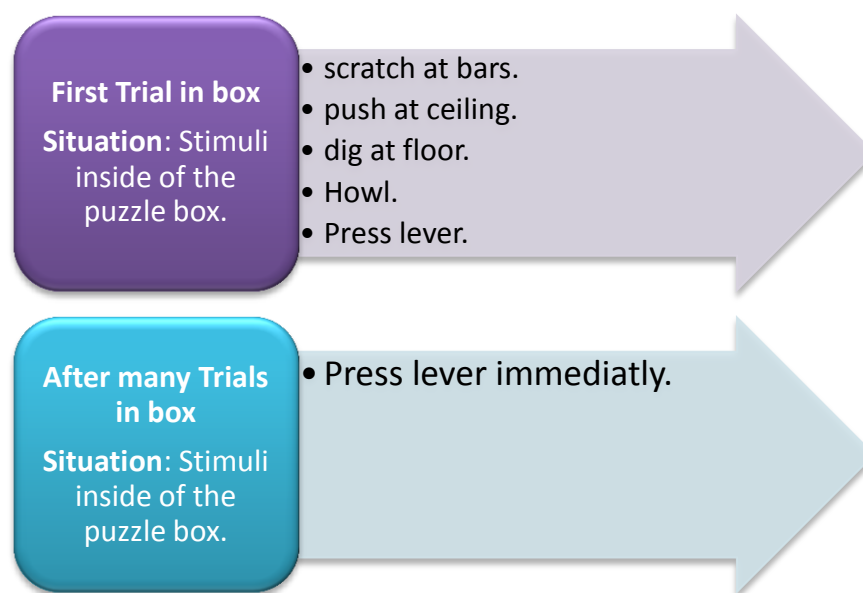
Figure 2. 5 Thorndikes' Box Experiment 1898

Thorndike noted that learning is an involuntary and a spontaneous operation, and that all the learning rules implement to all living creatures. According to the theory of transfer held by Thorndike and Robert Woodworth it claims that when two tasks share common stimulus characteristics are more likely to affect the individuals' learning capability. This breakthrough resulted to reduced significance on acquiring the classics since it is discovered that reviewing

the classics does not provide an entire general intelligence. Thorndike was among the first to state that individual differences in subconscious and cognitive assignments were as a consequence of the amount of stimulus response templates an individual had as distinguished from an overall intellectual ability.

2.4.4 John Dewey (1859_1952)

According to Dewey the classroom is the place where students will be trained and equipped to serve as decent citizens. He supported practical training that can be done outside of the educational framework. He also claimed that learning needs to be learners-centered, not subject-centered. He believed in the individuals' imagination and constant thinking of something different and new through problem solving and observation. Lastly he highlighted that the matter being taught should meet the students curiosity and interest as well as having a link with the students' firsthand experience.

2.5 The Rise to Prominence Period (1920_1960)

This period was marked by a considerable research impact of Lev-Vygotsky and Jean Piaget. These two researchers contributed to the educational discipline by providing plenty of clarifications concerning the cognitive learning types and proficiencies of children.

Piaget (1896_1980) was amongst the greatest investigators throughout the 20th century in the field of developmental psychology. He believed that children intelligence endure four cognitive developmental stages so as to achieve complete human intelligence. The Sensorimotor stage is the period from birth to two years old, this duration is marked by a great curiosity of wanting to explore above what usually inspected from desiring to flavor food, smell roses, to listening and wanting to speak. The Pre-Operational stage is the time period from two years old to seven years old; this period is characterized by an inability to implement particular cognitive activities (for this reason it is called pre-operational) however, in this span we are able to distinguish images, gestures, symbols as well as learning speak. Concrete Operational stage from the age of seven to the age of 11, in this time span we develop rigid cognitive processes, we tend to be more conscious about ourselves; comprehending our considerations and emotions. And the final stage which is the Formal Operational stage from 12 years old and up, we at this moment are capable of comprehending abstract notions for instance, love and hate, we are as well able to shape profound understandings of ourselves.

During this period, another psychologist called Lev-Vygotsky emerged and launched a substitute to Piagets' phases of cognitive development. The developmental theory of socioculture influenced the field of education and psychology. According to Vygotsky social interaction is highly significant in cognitive development. Vygotsky (1978) states:

"Every function in the childs' cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals" (Vygotsky, 1987, nd, p.57)

Another feature of Vygotskys' theory is that the possibility with regard to cognitive development relies on the "zone of proximal development" (ZPD): achieving a degree of development when involved in social behavior. Adults' instructions and cooperation empower the children different skills, paving the way to full development of ZPD.

According to vygotsky (1935) the zone of proximal development is defined as: "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (Vygotsky, 1935, nd, p.86)


What i can do.

What i can do with help (ZPD).

What i can not do.
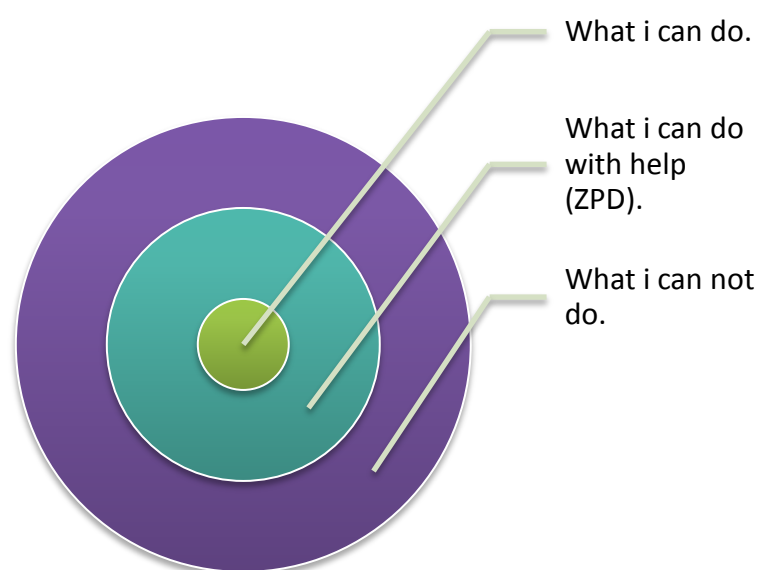
Figure 2. 6 Zone of Proximal Development (ZPD)

Regardless of the crucial role of ZPD, it has received an overall focus in Western cultures that distorted its significance and minimized the sophistication of Vygotskys' theory. As indicated by Tudge and Scrimsher (2003):

> *Moreover, the concept itself has too often been viewed in a rather limited way that emphasized the interpersonal at the expense of the individual and cultural-historical levels and treats the concept in a unidirectional fashion. As if the concept were synonymous with "scaffolding," too many authors have focused on the role of the more competent other, particularly the teacher, whose role is to provide assistance just in advance of the child's current thinking…The concept thus has become equated with what sensitive teachers might do with their children and has lost much of the complexity with which it was imbued by Vygotsky, missing both what the child brings to the interaction and the broader setting (cultural and historical) in which the interaction takes place (Tudge and Scrimsher, 2003, p.211)*

The affect of the cultural-historical context is clearly obvious in the conviction of Vygotsky that education is significant not in the sense that it was important for scaffolding children but, more accurately, in view of the fact that it gave them the ability to grow higher consciousness and understanding of themselves, their part in the world order, and their language. The cultural world training helps convert mental functioning in contrast with merely speeding up the process that in any case could have advanced. In general terms, consequently, the ZPD is relevant to the current forms of consciousness which takes place when individuals communicate and engage with their societies' institutions.

2.6 The Modern Period (1960 to present)

2.6.1 Benjamin Bloom (1903_1999)

Benjamin Bloom the American educational psychologist served to categorize the educational objectives within the Mastering learning theory. In 1956 he developed a category of hierarchical patterns called Blooms' Taxonomy which enables teachers to empower critical thinking abilities in their students, considering that the latter level and the course level must be taken into consideration, since the taxonomy is built under certain rules that the lower (simple set of levels) must be first mastered by the students followed by the higher levels (more complex levels). Blooms' taxonomy was later on revised by Lorin Anderson in 2001.

Original Taxonomy (1956)   **Revised Taxonomy (2001)**

Evaluation   Create

Synthesis   Evaluate

Analysis   Analyse

Application   Apply

Comprehension   Understand

Knowledge   Remember

NOUN   **Increasing difficulty**   **To VERB form**
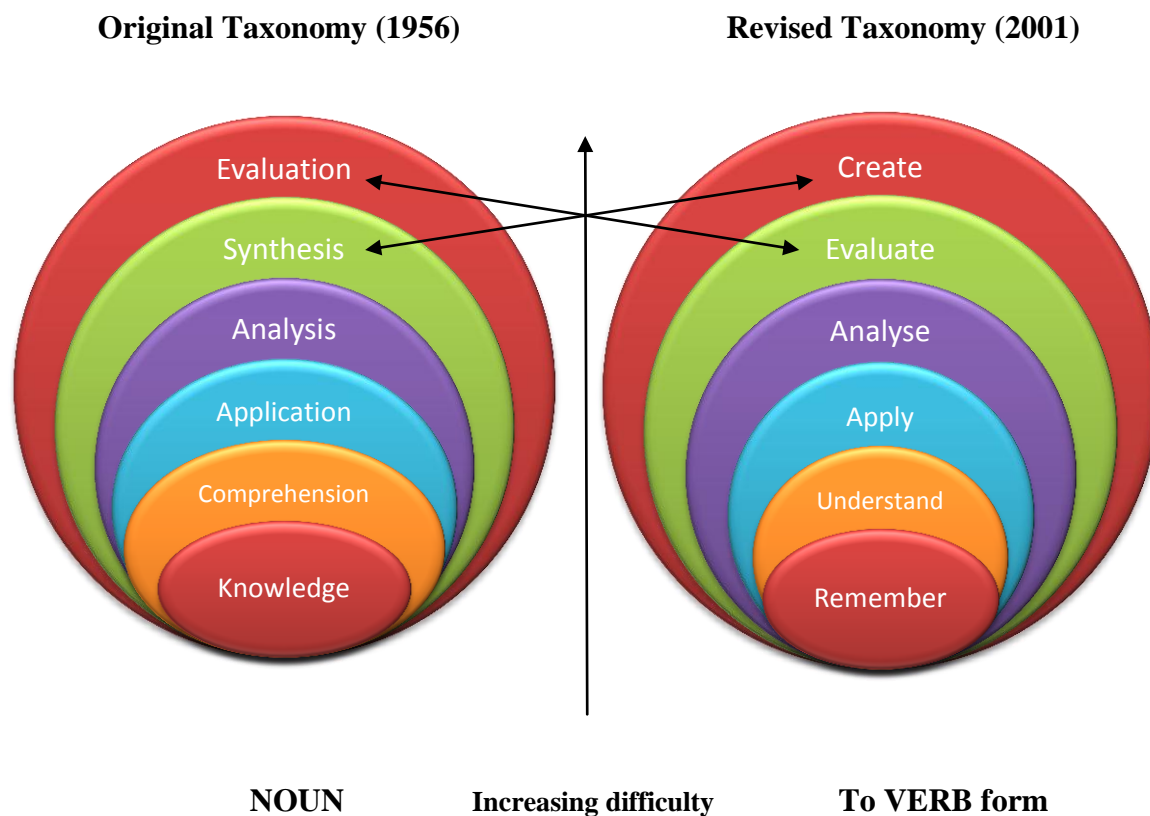
Figure 2. 7 Blooms' Original and Revised Taxonomy

According to Bloom all students can learn. He also assumed that teachers ought to comment out on the students' flaws and strengths for better learning results, he as well proceeded an investigation on the problem solving operations of college students, he discovered that the foundation and the concepts of the problem are poorly understood, ha also observed that the procedure and the attitude over the problem differ from one student to another.

2.6.2 Jerome Bruner (1915-2016)

Bruner developed the theory of development which indicates that the learning process is effective when shifting from rigid to theoretical in a procedure of three sequential stages. First comes Enactive; learning through action or movement, for example playing with a book. Then Iconic; learning through icons or images, for instance looking at pictures. And finally Symbolic; learning through abstract symbols, such as reading for research.

In Jeroms' book *The Process of Education* he indicated that the content to be delivered and the learners' cognitive capacities are substantial in learning. He considered that the subjects' structure should meet the learners' level of understanding, as well as building it in a simple clear manner.

2.7 The Major Theories of Learning and the Way they are applied in The Movie 'Dangerous Minds'

Despite the fact that educational psychology consists of various learning approaches, there are three major fundamental types of learning theories: behaviorism, social cognitive, and constructivism. These learning approaches were represented in 'Dangerous Minds' a movie classified among the best movies about teaching. It is premised on actual events outlined by author Louanne Johnson, in her novel '*my posse don't do homework*' (1922), by which she demonstrates her real life teaching background (Lalar, 2005). In the year 1989, the movie was set in a high school located in California City, United States. Louanne an earlier marine starts teaching deprived disobedient students from distressed neighborhoods. She sparks hope and concealed abilities in those students' eyes, the thing that pushes her further to work hard and face challenges, in order to give them the most effective learning experience, using different methods and pedagogies.

2.7.1 Behaviorism Theory

Around the end of the 19th century, the behaviorist learning theory emerged upon the achievements of Edward Thorndike and Ivan Pavlov. And got popular by the first half of the 20th century over the work of John B. Watson, BE. Skinner, and others.

According to behaviorism learning is a discernible behavioral change that takes place when reflecting to environmental Incentives. People determine whether a be behavior should be repeated or prevented by the procedure of conditioning; when the stimuli is positive there is a reward, that is why the person is likely to repeat that certain behavior, but when the stimuli is negative a punishment is required, for this reason the behavior is neglected and ignored.

In accordance with motivational stimuli a behavior can be anticipated and examined, and that is according to behaviorism. On the other hand, the education takes advantage of the negative and positive reinforcement processes in order to stimulate or restrain behaviors. Seifert & Sutton (200) stated that Behaviorism is a perspective on learning that focuses on

changes in individuals' observable behaviors-changes in what people say or do (p.23). Moreover, Richards and Schmidt (2002) expressed:

"*Behaviorism is 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 stimuli) caused a change in the behavior of an individual (a response), based on a history of reinforcement*" (Richards and Schmidt, 2002, nd, p.49)
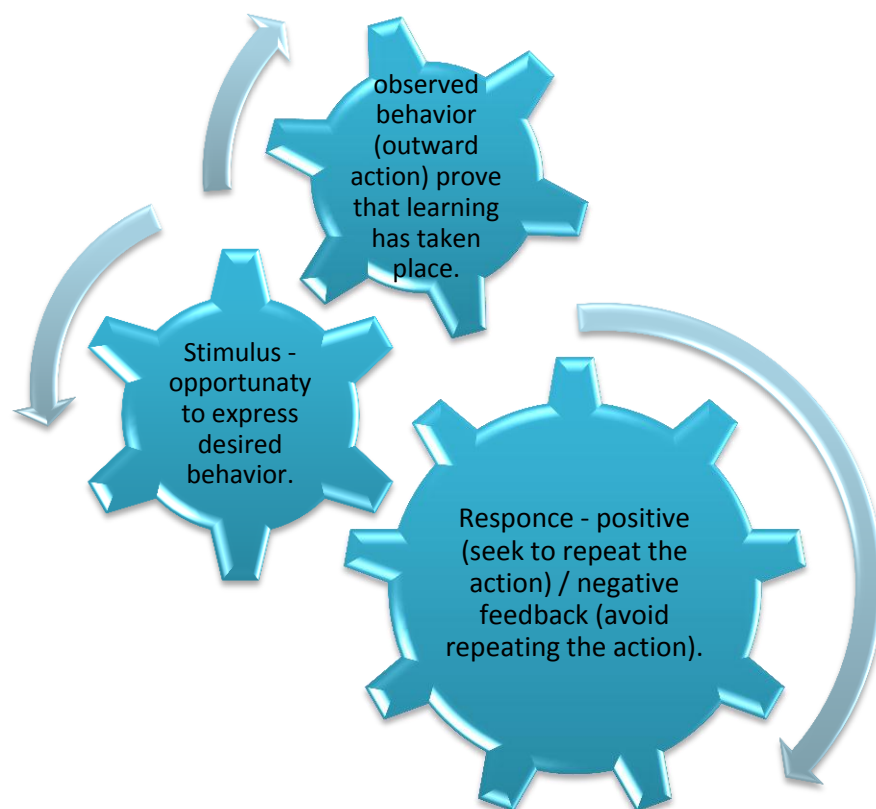
Figure 2. 8 Key Components of Behaviorism

2.7.1.1 Trial and Error

At the outset of the movie the teacher Louanne walks into the classroom happy and ready to have a great learning experience, but sooner reality hits her hard as she finds herself surrounded by a bunch of aggressive adolescents. One of the students started teasing and making fun of her, Louanne was astonished by that behavior and could not help but write the students' name on the board, the other students detected her low self-esteem and confidence so they started mocking her until she left the classroom since they were uncontrollable.

Another scene from the movie shows Louanne telling her colleague that those students' misbehaviors are unmanageable and that she is not going to teach them, he told her, "Yes you can, all you have to do is get their attention, or quit". This scene demonstrates how Ms. Louanne attempted to make use of trial and error given that she was not ready and had no idea how to deal with those students seeing that they are unpredictable; particularly that it was her very first experience dealing with such group.

Thorndike (2012) assumed that: " learning takes place over trial and error and that it appears progressively, that the positive stimuli causing success are fostered by the teacher, while the negative unsuccessful ones are neglected" (Schunk, 2012, np). Low self-efficacy a concept in the theory of social cognitive was highly revealed in the teachers' character the moment she had no idea which approach to use with them and that she was incompetent to teach them out in the first place. Teacher's self-efficacy which is the belief teachers have about their teaching capability is associated with many factors including, students achievement and motivation, job commitment and satisfaction, as well as external factors which put limitations to what they can accomplish (Klassen & Ghiu 2010).

2.7.1.2 Self Control: Social Cognitive and Positive Reinforcement

As any determined teacher Louanne chose not to give up and decided to make some researches in order to bring some new approaches to the table, to be able to deal with those students. The first thing she did was changing her outside appearance through modifying her stance and the way she dresses, just so the students will not have a sense of inferiority, awkwardness, or that she is completely unlike them. The teachers' act of maintaining the capability to take part in a specific behavior so as to attain a certain goal is clear in the scene under the social cognitive theory as the concept of self-control of performance. Bandura (1991) believe that self-regulation works over three criteria: affective self-reaction, the self-monitoring of ones' behavior, and self-efficacy notion that has a powerful influence on motivation, action, and thought (Bandura 1991, nd, np)

Ms. Louanne next unexpected move to captivate the students' attention was teaching them Karate, in addition to using marks as a positive reinforcement, the moment she said," *If you want to pass you have to try, because at this point everyone has an A, but it is up to you to keep it".* In this respect, she applied a mixture of concepts from behaviorism theory, which are positive reinforcement and the premack method; by way of implementing the premack principle, she picked helpful reinforces since she was aware that they are intelligent students

with poor self-image, she also knew that they had never reached an A previously. She effectively sparked their attention of having the target to keep that A, and that was noticed when a student stated," What if it is true, I never had an A before". Schunk (2012) claimed that objectives influence how individuals process information, and direct their interest toward appropriate task components, conducted behaviors, and capacity results.

2.8 Social Cognitive Theory

The social cognitive theory a theory uttered by Albert Bandura, portrays the affect of environmental constituents, other individuals' actions, and experiences on ones' own behaviors; individuals' behaviors are molded through their environment. In order to adjust a behavior the social cognitive theory offers social assistance over the use of observational learning, self-efficacy, and other reinforcements.
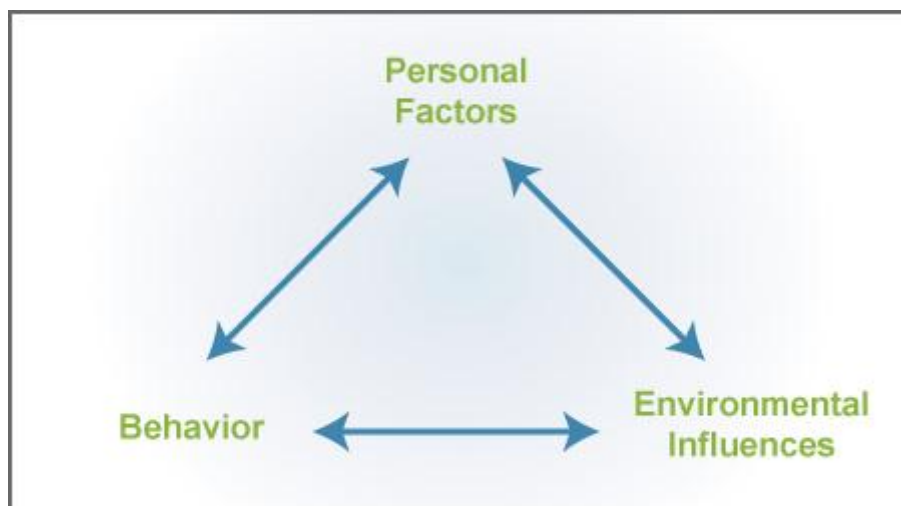
Figure 2. 9 Social Cognitive Theory

Fundamental elements of the social cognitive theory toward the change of the individuals' behavior:

◆**Self-Efficacy:** the conviction that an individual can manage and carry out his/her own behavior.

◆**Behavioral capability:** the comprehension and skillfulness to conduct a certain behavior.

◆**Expectations:** identifying the consequences of behavior change.

◆**Self-Control:** adjusting and supervising individual behavior.

◆**Observational learning:** watching over the results of the performance and patterning of others desired behaviors.

◆**Reinforcements:** encouraging and rewarding behavior change.

2.8.1 Managing Emotional Arousal and Reciprocal Determinism

The next scene of the movie reveals Ms. Louanne rewarding the students who answer her questions with candy bars and pledging to take them to an entertainment park, demonstrating that she continues to merge the social cognitive theory with the behaviorist theory, for instance managing reciprocal determinism and emotional arousal. The unreasonable emotional arousal obstructs the learning process as the teacher aims to get in touch the students. Simultaneously, in reciprocal determinism it is obvious that the connection between the teacher, the individuals' prior experience, and the current environment is a result of the behavior of both the teacher and the student. Bandura (1978) reported that : "behaviors are examined with regard to reciprocal determinism and that is based on social cognitive theory, that individuals' actions are firmed by their previous incidents or experiences, therefore the individuals' behaviors is impacted by external influence" (Bandura 1978,nd,np). And this is obvious in the way the student' "Emilio" behaves.

2.8.2 Vicarious Consequences to Models

Based on social cognitive theory: "Learning is largely information processing activity in which information about the structure of behavior and about environmental events is transformed into symbolic representations that serve as guides for action (Bandura, 1986, p. 51)

According to Bandura (1986):

> *"Vicarious consequences to models can affect observers' learning and performance of modeled actions. Observers who watch as models are rewarded for their actions are more likely to attend to the models and rehearse and code their actions for retention. Vicarious rewards motivate observers to perform the same actions themselves. Thus, vicarious consequences serve to inform and motivate (Bandura, 1986, np)*

In this regard, Ms. Louanne eventually earned Emilios' attention, the moment she delivered a speech about choice and students were asked to discuss it. The student Emilio is the one who controls and commands the students, and his interest and interaction with the teacher paved the way for others to do the same and starts discussing the poem, answering the teachers' questions, and cooperating with her and with each other as well. This is related to the notion vicarious consequences to models, that is associated to social cognitive theory which emphasize on the significance of resemblance to models. As indicated by Schunk (2012) the more alike observers are to models, the greater is the probability that observers will concider similar actions socially appropriate for them to perform.

2.9 Constructivism Theory: Changes in the Way Students Think

Constructivism is a psychological and philosophical perspective contending that individuals form or construct much of what they learn and understand (Bruning et al, 2004). Furthermore, constructivism is not a theory but rather an epistemology, or philosophical explanation about the nature of learning (Hyslop-Margison & Strobel, 2008; Simpson, 2002)

It is already known that the behaviorist patterns of learning enables the teacher to comprehend and influence students' actions and behaviors, however teachers want to be aware of the way students think as well as the things they think about so they can try to find ways to enhance and strengthen their thinking process.   This is why conducting constructivism is the best way to accomplish this target, since constructivism is a learning perspective that concentrates on how students actively construct knowledge based on experiences.

In the constructivist model, background knowledge is highly significant in the learning process. Nevertheless, there are two different types of constructivism; cognitive constructivism developed by Piaget in 1973 and social constructivism developed by Vygotsky in 1978. The cognitive constructivism points out that learners do not obtain knowledge but they build it instead. On the other hand, and as far as the social constructivism is concerned it indicates that learners actively posses a sense of breakthrough into social context and interactions. According to Bruner (1960, 1966, and 1996) suitable guidance and means, when granted students, may support ideal learning outcomes.
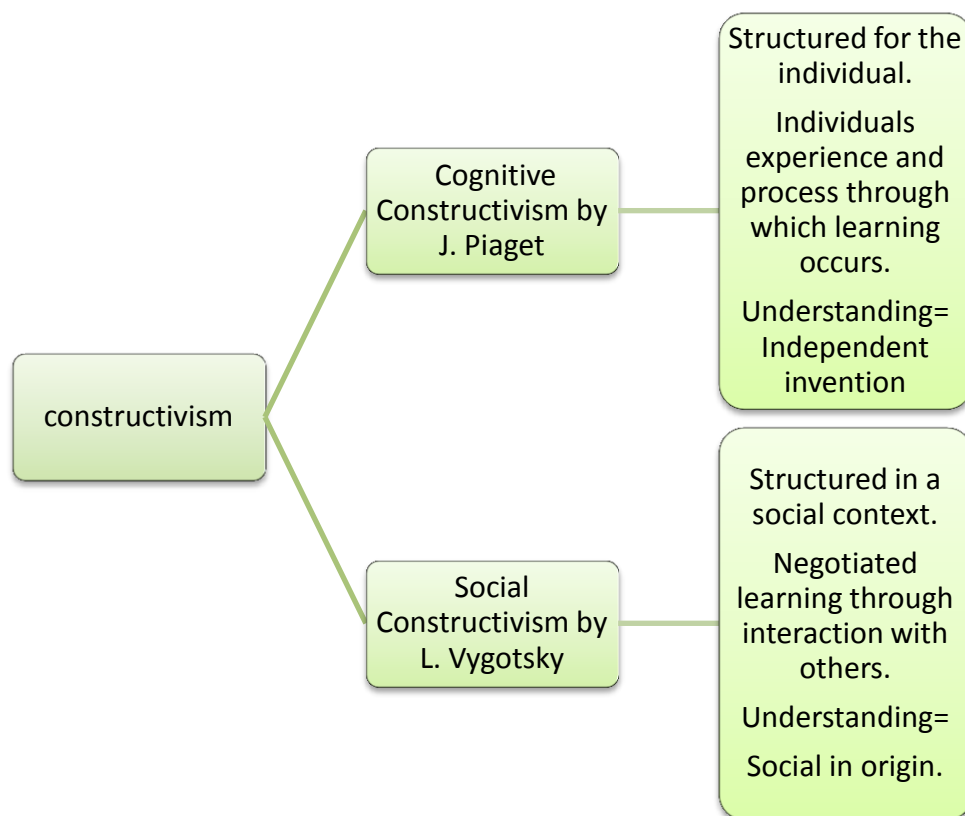
Figure 2. 10 Constructivism Theory

2.9.1 Facilitation and Scaffolding

The facilitation approach is classified among the most eminent concepts in the constructivist theory. It has been applied by Ms. Louanne, when she gave her students a poem to read and discuss its meaning. Moreover, she associated what the students are familiar with in realistic-situations with the character in the poem; the moment she stated,"Let us assume the tambourine man is a drug dealer". By this method she is directing them toward seeking the proper answer, and it is also scaffolding method, for the sake of carrying them to climb the stairway to greater understanding. As believed by Bruner (1978):" [Scaffolding] refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring" (Bruner, 1978, p. 19)

As believed by Vygotsky such facilitation methods frame students to self-learning in an effort to attain the higher order of critical thinking goal, and that this generates from

reciprocities with those who hold additional knowledge that the learner (Sanders and Welk 2005).

2.9.2 Collaborative Learning

Ms. Louanne started excavating and digging deeper within the constructivist framework in her techniques with her students. Since her purpose was to ease change and the learning process, she began moving further from teaching to learning. In this regard, and so as to have her students read and understand poetry, she set up the Dylan – Dylan competition. Students developed a sense of leadership, interest, and control over their own learning, considering that they started interacting with each other, making researches, summarizing, analyzing, and justifying their own ideas. The collaborative learning concepts were evident in the students' team work.

According to constructivists learners have to detect and convert complicated information on their own within interactions with each other or else their context, and that is if they are to make it by themselves (Nyikos and Hashimoto 1997 p.509). Louanne realized that empowering her students in the classroom is highly significant for this reason she chose to act as a facilitator. The cooperative team work allowed students to discover more about themselves, relate what they learn in the classroom to their outside reality; the fact that they got themselves engaged in critical thinking.

2.9.3 Intrinsic, Independent, and Autonomous Learners

Continuing with the constructivist framework, a strong discussion between Louanne and one of her students took place; the student asked her "what is the prize we are going to get for learning this poem?" directing the students to self empowerment was the essence of the constructivist theory, highlighted by Louannes' persuasive answer. Ms. Louanne has been resourcing more to extrinsic motivation through applying positive reinforcement; in terms of using candy bars and leisure parks. In this respect, she was daring her students to develop into more independent individuals and autonomous learners. With the aim of educating intrinsic motivation to students, providing that learning is the reward, that understanding and learning something new impacts them with additional options in their lifetime, consequently arming them with self-empowerment. "Within education, self-perseverance in the shape of autonomous internalization and intrinsic motivation has become more evident, and it drives to

valuable results for both society and individuals (Deci, Vallerand, Pelletier and Ryan 1991 p.342)

2.9.4 Self-Discovery and Self-Empowerment

At the end of the movie Ms. Louanne declared that she is not going to teach at the school the coming year, the thing that made her students feel lost and sad. After the hard times Louanne spent to teach them to admire reading poetry, now they are versing from the poetry they learned in her class, they are finally capable of connecting their reality to what have been learned. They even proposed her a candy bar and acknowledged their respect and that she is their light and tambourine man; they followed the same methods she used to apply on them. Through the teachers' great responsibility, strong character, and modeling role the students grow a perception of self-efficacy.

Theorists of social cognitive indicate that significance sources of information in support of self-efficacy measurement are provided by the models in ones' own environment and that the prominent key models in the social environments of children are teachers and coaches (Schunk 2012). The teachers' use of social cognitive and constructivist approaches directed the students' pathway toward self-empowerment and self-discovery. Louanne successful empowered them, and that is the prime focus of constructivism.

2.10 Conclusion

By way of conclusion, this chapter started with discussing the progress of educational psychology field through time, starting with the early years period that comprises both philosophers Plato and Aristotle, and then followed by the era before 1990 which included Juan Vives as well as Johan Herbart. Additionally, the founding period took place around 1890-1920 which in particular indicated the golden epoch of educational psychology, this duration was marked by the work of both Alfred Binet, Edward Thorndike, and John Dewey. Subsequently, Lev Vygotsky and Jean Piaget traced their presence through a substantial research impact under what is known as the rise to prominence period.

Furthermore, the light was casted on the major theories of learning; behaviorism, social cognitive, and the constructivist theory. In this sense, the researcher took the movie "Dangerous Minds" as a core example to connect the real life setting of what happens in the classroom in the movie scenes with the different learning theories applied by the teacher Louanne Johnson, and the way the approaches were evident to show the great importance of

educational psychology in general, and the individuals' psychological state that must be taken into consideration in particular.

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

After dealing with the theoretical segment the investigation paves its way toward tackling the practical portion. This chapter seeks the participants' anticipations upon teaching educational psychology at the Department of English at Saida University, via the analysis and the findings of the data obtained so as to reach the traced of the research questions. This chapter is divided into two parts; the first part is devoted to data presentation and analysis, while the second part is targeted to suggestions and recommendations.

3.2 Part One: Data Presentation and Analysis

This portion approaches the presentation and analysis of the collected data throughout this investigation.

3.3. Administration of the Questionnaire

The questionnaire was administered to Master two students, at the department English language and literature, University of Saida. The classroom contains 39 students and with a total of 39 copies of the questionnaire, 30 of which were returned back to the investigator. The former comprises questions presented in background questions and two other sections:

 1- Background information.

 2- Learners' attitude toward the module of educational psychology.

 3- Learners' attitude toward the teacher and the classroom.

3.4 Administration of The Questionnaire

3.4.1 Section One: Background Information

This section deals with Personal Information and Self-evaluation

Table 3. 1 Age range

Age	21	22	23	24	55	Total
Number	2	12	13	2	1	30
%	7%	40%	43%	7%	3%	100%

A quick glimpse at the table above mirrors that the classroom restrains different ages. The participants are predominantly teenagers whose ages fluctuate between 21 and 24 years old

and only one quinquagenarian 55 years old. The interference to the stated age diversities might be examined as follow: out of the total number of the population 30, there are two participants who represent (7%) of the entire population (100%) who are 21 years old; this might be due to their early primary school entry. (40%) of the participants are 22 years old and another (43%) are 23 years old, they stand as the majority of the students; they could be the kind of students who made it through all their academic years with no grade retention. A percentage of (7%) of the participants aged 24 years old typify those learners whom either failed a grade in their academic years or not having started their primary education early. Merely one student who represent (3%) out of the total (100%) population who is 55 years old, and this might be due to the desire and passion to study more believing that age is nothing but a number.

Table 3. 2 Students' Gender

Gender	Male	Female	Total
Number	5	25	30
%	17%	83%	100%

As demonstrated in the table above, the majority of the participants are females 25 with superiority of (83%) nevertheless the rest are males five with (10%), this might be related to motivation and seriousness matters since females are known for their devotion and interest to studies over the male gender.

Table 3. 3 Level of Proficiency in English

choices	proficient (C2)	Advanced (C1)	Upper intermediate (B2)	Intermediate (B1)	Total
Number	3	7	12	8	30
%	10%	23%	40%	27%	100%

Figure 3. 1 Students Consideration for their Level in English
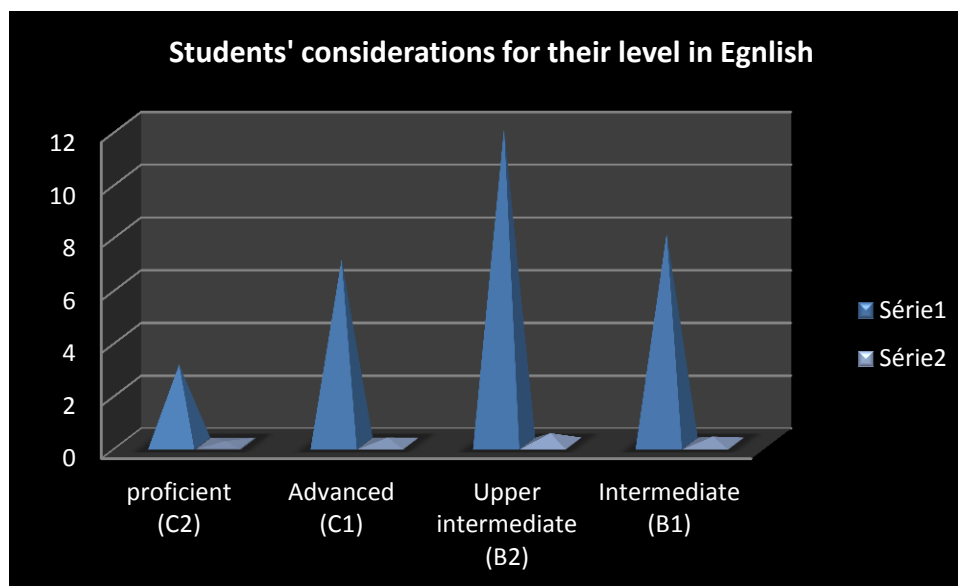
The table and the Bar-Chart above reveal the different proficiency levels in English. 12 participants making up (40%) out of the total population (30) stated that their level of English is upper intermediate (B2). Seven Participants representing (23%) acknowledged that their level is advanced (C2), while extra eight participants portraying (27%) said that their level is intermediate (B1). Lastly only three participants symbolizing (10%) stated their level of English is proficient (C2).

3.4.2 Section Two: Learners' Attitudes towards the Module of Educational Psychology

The second section involves three questions that seek to inspect the participants' notions regarding the importance and understanding of educational psychology.

Table 3. 4 Students Understanding of Educational Psychology

According to the participants answers the understanding of educational psychology is summarized as follow:

The question	Students answers	Number	%
What is your understanding of educational psychology?	-It stands for applying psychology in educational settings.	10	33%
	-It paves the way to an effective teaching-learning process.	3	10%
	-It tackles the psychological side of both the learner and the teacher and contributes to create the proper solutions to establish a proper learning environment.	5	17%
	-It includes the use of different strategies and methods to fulfill the learners' needs.	4	13%
	-It gives the teacher a chance to better understand the learners and their personalities and serves to strengthen the teacher-learner relationship.	8	27%
Total	/	30	100%

The previous table demonstrates that all the participants' responses ensure that they already have a general idea about the meaning of educational psychology.

Table 3. 5 The Significance of the Subject Matter

	Very important	Important	Slightly Important	Not important	Total
Number	23	7	0	0	30
%	77%	23%	0%	0%	100%

Figure 3. 2 The Importance of Educational Psychology
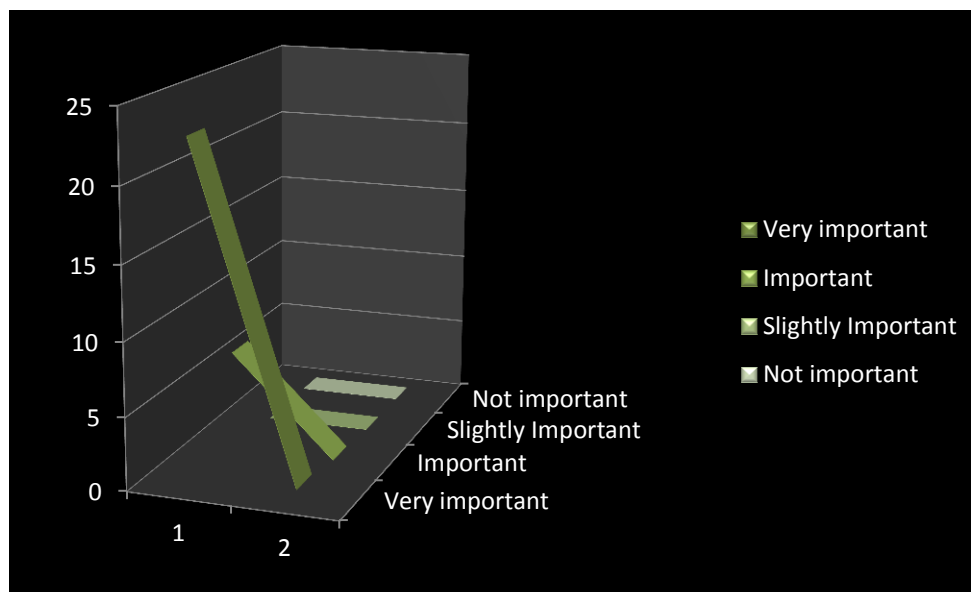
As revealed in the table and the graph above, the majority of the participants 23 representing (77%) indicated that educational psychology is very important, that is to say they are conscious about the significance of educational psychology in the teaching-learning process. Moreover seven participants portraying (23%) noted that educational psychology is important, while no one claimed that it is not important.

Table 3. 6 The distinction of Educational Psychology from the Other Modules

	Yes	No	Total
Number	28	2	30
%	93%	7%	100%

Figure 3. 3 The Distinction of Educational Psychology from the Other Modules
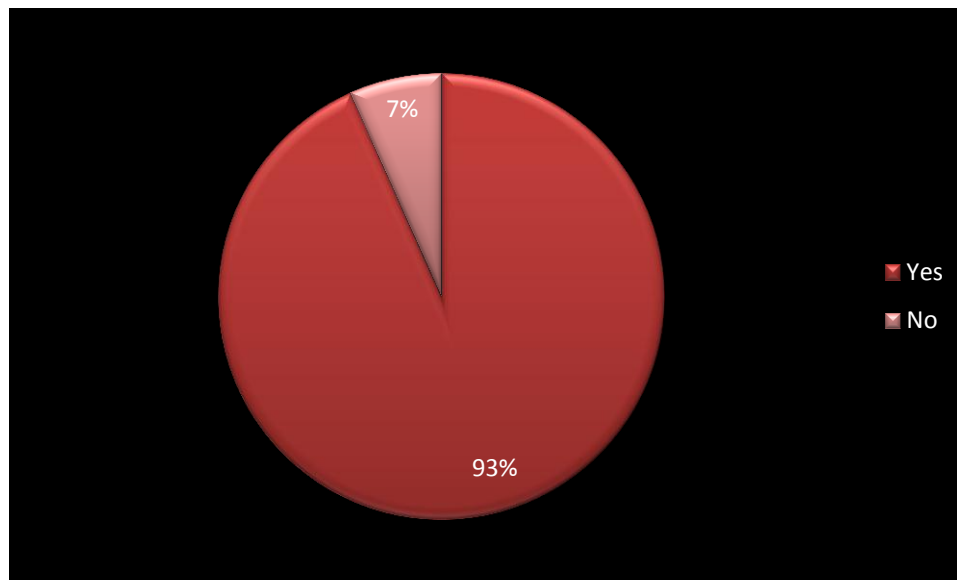
As demonstrated in the table above, we can notice visibly from the table and the pie-chartthat only two students representing (7%) claim that the module of educational psychology does not differ from the other modules, while 28 students representing (93%) claim that the module does differ from the other modules.

Table 3. 7 Students Justifications

| choices	Students' Justification	Number	%
Yes	- Because it takes into consideration the psychological state of the learner.	8	27%
	- It helps the teacher to identify individuals' personalities and differences.	7	23%
	-Because it is the only module that studies the psychology of the learner.	6	20%
	- It helps the teacher to regularly adjust his/her techniques and methods to facilitate the teaching and the learning processes.	7	23%
No	- They think the module overlaps and go hand in hand with the other modules, and have a strong connection with them.	2	7%
Total	/	30	100%

The table above points out that among 30 participants; two students representing (7%) think that the module of educational psychology cannot stand on its own without the other modules believing that the latter are connected. While the majority representing 28 students making up (93%) declares that the module differs from other subject matters in various ways. As far as the (Yes) category is concerned; 8 students representing (27%) assume that this module takes into consideration the psychological state of the learner while, 7 other students representing (23%) assert that the subject matter helps the teacher to identify individuals' personalities and discrepancies. Another (20%) opt for proclaiming that educational psychology is the only module that studies the psychology of the learner whereas, seven students portraying (23%) state that this module differ from the other subject matter in terms of giving the teacher the chance to adjust his/her techniques and methods to facilitate the teaching and the learning processes. On the other hand only two students representing (7%) claim that the module does not vary amidst of the other modules thinking that it overlaps and go hand in hand and have a strong connection with them.

3.4.3 Section Three: Learners' Attitude towards the Teacher and the Classroom

The third section tackles the learners' attitude toward the teacher and the classroom. It includes four questions that aspire to examine the learners' standpoints over the teacher and the classroom environment.

Table 3. 8 Teacher-Learner Relationship

	Yes	No	Total
Number	26	4	30
%	87%	13%	100%

Figure 3. 4 Teacher-Learner Relationship
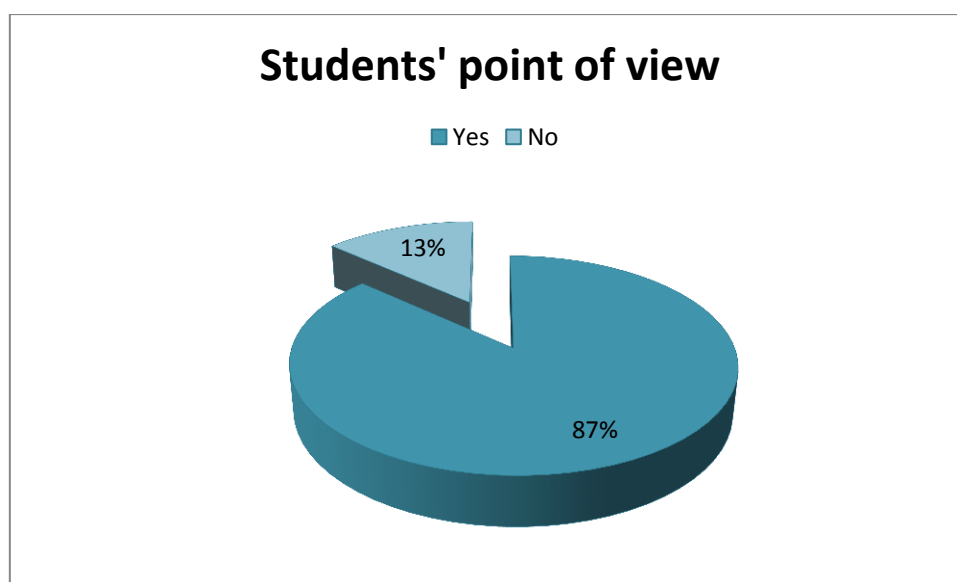
According to the points of view of students that are gathered in the table and the Pie-Chart above, we observe clearly that 26 learners representing (87%) report that they have a great relationship with their teacher. While only four learners representing (13%) claim that they do not have a good relationship with their teacher.

Table 3. 9 The Use of Different Strategies and Methods on the Teachers' Behalf

	Yes	No	Total
Number	16	14	30
%	53%	47%	100%

Figure 3. 5 Students' Standpoints Concerning their Teachers' Use of Different Techniques
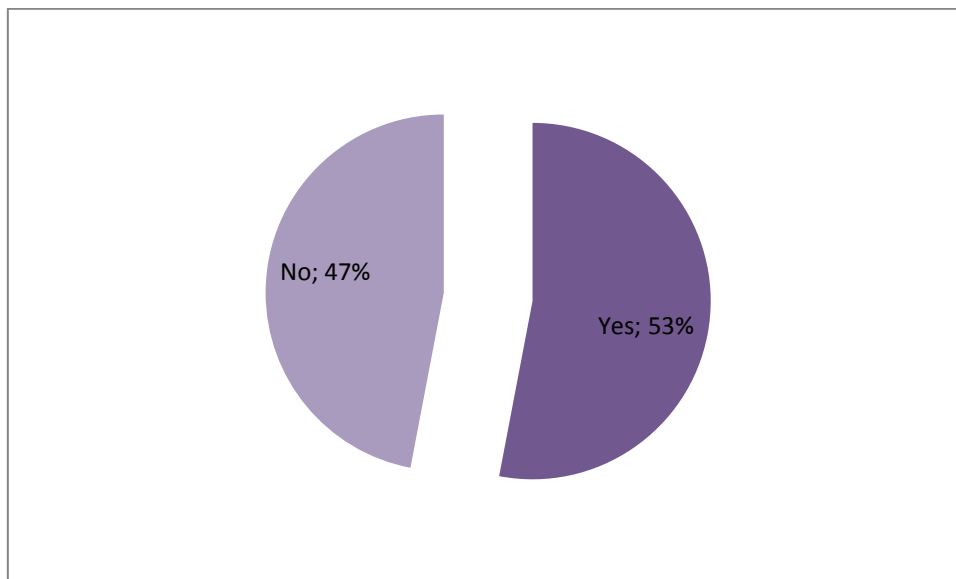
The table and the Pie-Chart above indicates that almost half of the students about 14 student representing (47%) declare that teachers do not use different strategies and methods, while 16 of them representing (53%) state that teachers apply different methods and strategies while teaching.

Table 3. 10 Students' Justifications behind their Choices

| choices	Students' Justification	Number	%
Yes	- The teacher uses the Student-Centered discussions method by giving learners' the chance to do lectures, and then correcting their mistakes using jokes and interesting examples as well.	2	7%
	- Using the Visualization method through displaying photos and videos on walls or whiteboards.	4	13%
	- The teacher applies both eclecticism and communicative approach.	7	23%
	- The teacher uses the Present, Practice, produce method; the task based teaching method, the communicative language teaching method, and the audio-lingual method.	3	10%
No	- Students are not asked to justify their No answers.	14	47%
	/	30	100%

According to the students perspective in the table above, we notice that two student representing (7%) justified that the teacher uses the Students-Centered discussion method by giving learners the opportunity to do lectures themselves, and then correcting them using jokes and interesting examples as well. Four students making up (13%) state that the teacher uses the visualization method through displaying photos and videos on walls and whiteboards. Seven students representing (23%) show that the teacher applies eclecticism and the communicative approach. While three students making up (10%) claim that the teacher uses the present, practice, produce method, the task-based teaching method, the communicative language teaching method, and the audio-lingual method. These results show that the teacher is aware of what to appropriately use in terms of approaches, strategies, and methods in order

to gain an effective atmosphere and that half of the learners are conscious and knowledgeable of the different teaching methods and strategies.

Table 3. 11 The Classroom Environment Setting

	Yes	No	Total
Number	19	11	30
%	63%	37%	100%

Figure 3. 6 The Prediction of the Classroom Environment
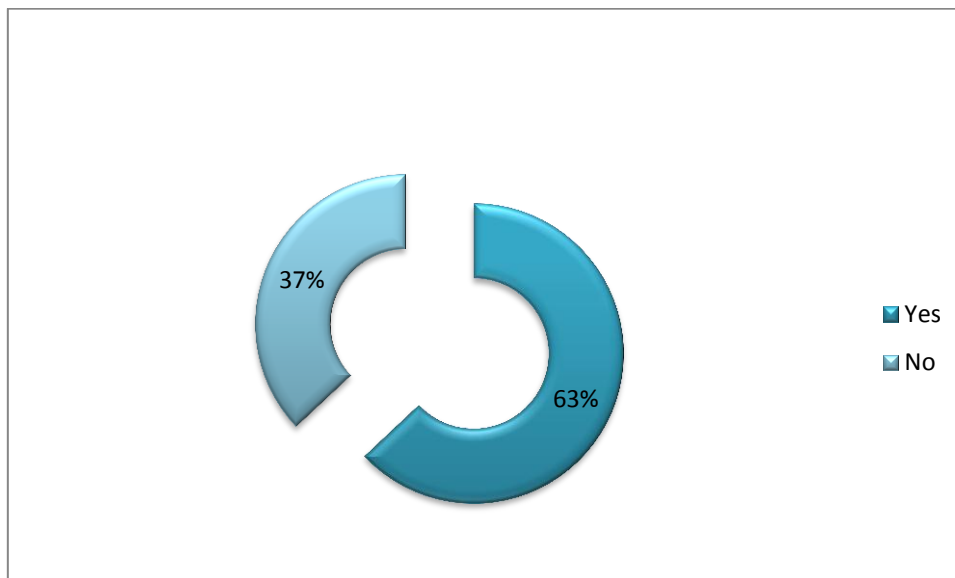
As can be clearly observed form the table and graph above, 19 students representing (63%) report that the classroom atmosphere is motivating and encouraging to learn, while 11 students representing (37%) claim that the classroom environment has nothing to do with motivating students to learn.

Table 3. 12 Students' Justifications behind their Choices

	Justification	Number	%
No, the classroom environment does not motivate or encourage the students to learn.	-Teachers do not pay much attention to motivate students to learn, and are often moody.	1	9%
	-Only theoretical classes; practice barely takes place.	1	9%
	-Dirty atmosphere and uncomfortable equipments.	2	18%
/	-Students who did not justify their answers.	7	64%
Total	/	11	100%

As revealed in the table above only four students over 11 justified their (No) answers. One student representing (9%) claim that the reason behind the uninspiring and demoralizing classroom atmosphere is highly related to those teachers who do not take into account their learners' motivational state, besides to being moody and unpredictable. Another student representing (9%) state that not only the myriad of theoretical classes give the classroom a boring climate, but also luck of practice result in disappointing and discouraging students to learn. Two students representing (18%) report that dirty classrooms and uncomfortable equipments reduce their desire and determination to learn.

Table 3. 13 Students' Perspectives Concerning the Most Frequent Misbehaviors in the

	Students' Standpoint	Number	%
The most frequent misbehaviors in the classroom. And how the teacher responds to these concerns?	- Talking while the teacher is explaining and disturbing the other. What usually works is direct eye contact, rising the tone of the voice, or simply involving the students in the discussion.	20	95%
	-At our level, I do not think there are misbehaviors.	1	5%

Classroom, and the Way the Teacher Respond to these Concerns

Figure 3. 7 The Students' Points of Views toward the Common Misbehaviors, and the Way the Teacher Deals with These Concerns
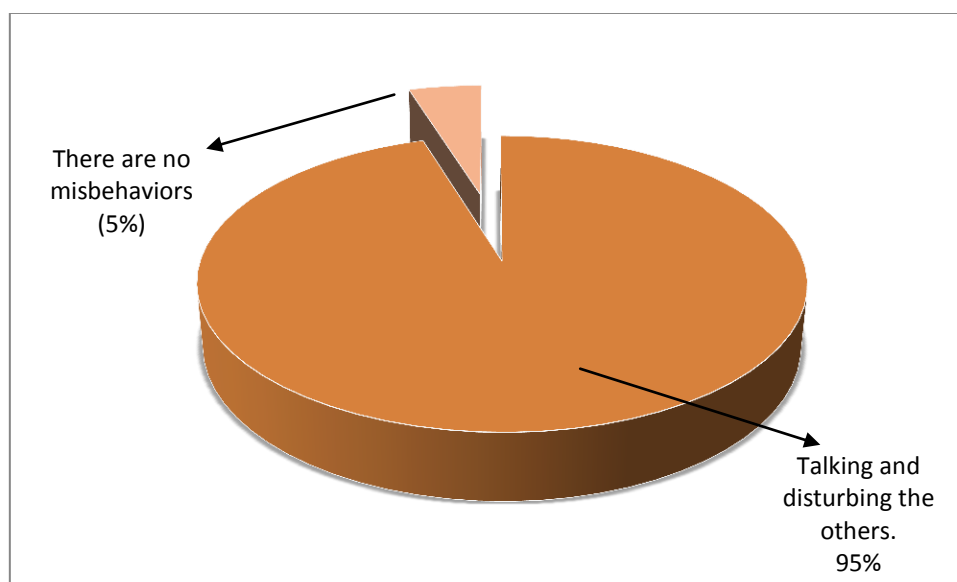
The previous table and graph demonstrates the students' perspectives toward the common misbehaviors that occur in the classroom, and by what means the teacher cope with these issues. Over 30 students only 21 answered the question. As can be vividly seen from the table

and the graph above, it is clear that although the students responses were formed differently the majority of them; 20 student portraying (95%) state that the mostly recurrent misbehavior in the classroom is the noise resulting from gossip and chitchat among peers in the middle of the lecture which disturb the educator and the flow of the lecture. While the other student representing (5%) claim that there are no misbehaviors at the level of Master Two University.

3.5 Administration of the Interview

The interview was done with   teachers via email and that is due to the current situation; the pandemic and the lock down. All the   teachers were collaborative and considerate in answering the questions. This interview contains eight questions that seek to comprehend the teachers' standpoints concerning the different techniques and strategies used to obtain an encouraging learning atmosphere, as well as the challenges confronted during class, particularly learners with special needs and the way teachers fulfill their requirements.

Question 01: What do you think about the module of Educational psychology?

Teacher 01: It is a central module for its importance concerning leaners' training and formation. This module will help novice teachers know how to do with their future learners.

Teacher 02: It is very important, because it enables students to learn about learning and teaching processes.

Teacher 03: Very interesting and necessary one. We cannot prepare didactics students to become future teachers without getting them instructed in Educational Psychology.

Teacher 04: Highly important module that helps teachers not only to manage the classroom barriers but also giving them the ability to decide upon the right teaching styles, and understanding the learners' psychological state.

According to teachers' answers it is clearly obvious that they all share the same belief somehow, that educational psychology as a module is very important in shaping both the learner and the teacher to achieve the best teaching-learning experience.

Question 02: What are the techniques you mostly think are important to improve learners' level of performance?

Teacher 01: Depending on his/her learners' level, the teacher should adapt and apply the relevant techniques. Good educational psychologist should equip himself with material: readings, continuous formation and update his knowledge.

Teacher 02: collaborative learning; peer works, and being an eclectic teacher basing on competency based approach method and the communicative approach.

Teacher 03: I think interactive techniques are very important. Communication is a basic element for learning improvement and optimum performance.

Teacher 04: learners need comprehensible input, they need a role model, enough practice, and they need it in a way that suits their personalities and their learning style.

> The responses reveal that each teacher has his/her own style of teaching, in terms of using different techniques and methods. One teacher reveals that being eclectic is the best choice; you give according to the diversities and differences you see.

Question 03: Do you often realize that your teaching strategies need to be changed? Justify.

Teacher 01: Not really changed but adapted according to the learners' needs.

Teacher 02: They are adjusted according to the students' needs and level.

Teacher 03: Yes. It always depends on who your students are and which perceptions they have about learning in general and the subject matter in particular. Sometimes you need to change the strategies simply because they are not working anymore.

Teacher 04: yes, because simply you can not use the same technique or method over every student and every learning situation, since what works with a small group does not work with a large one, and what works with boys does not work with girls, what works with students when they are motivated and eager to learn does not work with them when they are unmotivated, and finally what works with an interesting material does not work with something that is boring.

> Teachers almost agreed upon the same response; they adjust and change their teaching strategies according to their learners needs.

Question 04: How do you manage to create a positive learning environment symbolized by motivation, trust, and passion?

Teacher 01: By first installing confidence in students, then accept their visions and teach them how to listen to each other, and discuss in a peaceful learning environment.

Teacher 02: Motivation is very important for the learning process. I motivate my students through engaging them in adequate tasks and creating a good learning atmosphere such as providing texts to be read that suit their age and that are not beyond their cognitive level (Easy to be understood so that they can discuss it).

Teacher 03: The most important thing is to establish positive rapport. We can never create a favorable atmosphere without establishing first a relationship with all students based on mutual respect and trust.

Teacher 04: being a good teacher; knowledgeable teacher, being a partner in the teaching-learning processes, giving the opportunity to learners to express themselves, and tolerate learners' errors and mistakes.

Based on the teachers' standpoints, it is clear that in some way they share the same belief about creating a positive learning environment, since some teachers pointed that confidence, motivation, and acceptance generate an encouraging learning atmosphere, while other teachers marked that the teacher-learner relationship and allowing learners to express themselves are the core components of setting up a favorable learning environment.

Question 05: What do you think are the most tiring factors that hinder your performance along with learners' motivation?

Teacher 01: classroom atmosphere such as no heating, dirt some students are reluctant and unwilling to learn.

Teacher 02: I believe shyness and frustration are the most important factors that stand as a barrier in the learning process.

Teacher 03: Students' non engagement and lack of respect are two detrimental agents that harm to a large extent classroom environment and thus reduce both students' and teacher's motivation.

Teacher 04: the biggest problem that I have in students is that they do not care about learning. We have students who did not choose English as a specialty; it was kind of imposed on them, and this is the most unmotivated category. Then we have students who

came to the university with a lot of hope but then reality was something else, since they do not have much knowledge about the university in general and the Algerian system in particular. Well the real concern is actually in how to motivate them to learn, how to get them to participate and to try to learn, as stated in a proverb: "you can lead a horse to water but you can not make it drink", I can present them with the information they need, the syllabus they need, I can try all different methodologies as well, but if they do not want to learn they will not just because they simply do not want to.

Teachers do not agree upon the same factors that impede their production in conjunction with learners' motivation. Some teachers blame it on the learning setting, for instance dirt and no heating, others believe that learners' timidity, disappointment, lack of respect, and non-involvement obstruct the learning process, while the other teacher assumes that learners need to build a huge interest toward learning, and the rest depends on the teacher since the only thing a teacher needs is a roof and four walls to do whatever it takes to make his/her learners' comfortable and passionate about learning.

Question 06: What are the challenges that you encounter with regard to managing students' misbehaviors?

Teacher 01: Generally speaking, I didn't meet real misbehavior, so I largely manage my students.

Teacher 02: They are adults, there are no challenges.

Teacher 03: When you cannot reach some students and fail to get them engaged in the classroom events, I think the task will be very challenging to focus on appropriately transmitting the desired message.

Teacher 04: this might have been the case when I was a teacher at the level of high school but not now at the university, they are adults you do not really get in that side of trouble where students just misbehave for the sake of misbehaving, the only problem I have with learners is while supervising them during the exams and if you are not the kind of teacher who allow that to happen you might get into trouble with them.

> The majority of teachers agreed over the same perspective; that university students are adults who do not cause trouble in the classroom. Nevertheless, the others stated that when it is hard to involve learners it is difficult as well to deliver the required input and that during exams it is challenging to keep everyone disciplined since students are willing to cheat anyways and no matter what.

Question 07: Have you ever had learners with special needs during your teaching years? If yes, what are these disabilities?

Teacher 01: Yes I had, I got handicapped students.

Teacher 02: Yes, there are always students with learning disabilities such as: some students do not understand at the first place, but it needs to be repeated several times (but this kind is a minority) Disabilities in writing and speaking.

Teacher 03: Yes, I have. Once I had a great student on a wheelchair.

Teacher 04: yes, blind and handicapped students.

> According to teachers responses they all had special needs learners, some had handicapped and blind students, while others had mentally retarded learners.

Question 08: How did you fulfill the needs of your learners with special needs?

Teacher 01: They were treated in the same way as their mates and their results were great at the end of the year.

Teacher 02: Via redundancy I fulfill the students' needs.

Teacher 03: As far as the case I mentioned is concerned, I tried to pay attention to turn allocation more than in any other class. I did not want to make that student feel at any time that he is different from the others.

Teacher 04: learners with special needs require much care and involvement, they need to be integrated and overseen by the teacher.

> As reported by the teachers it is important to direct much attention and care toward the special needs learners. Since they are unique on their own special way and that they require specific care.

3.6 Administration of the Observation

Classroom observation was selected as a 3rd instrument for gathering data from Master one class at the level of "Saida University". The observation was conducted with two teachers, who teach educational psychology. This observation investigates the different methods that are used in teaching educational psychology, as well as the strategies regarding classroom management that are performed by the teachers, and the different challenges that limits the flow of lectures.

3.6.1 Classroom Atmosphere

As it has been observed, the classroom in which the students have lectures with the first teacher is very small and closefitting, with dusty desks and benches, uncomfortable seating haphazardly arranged and cracked windows. This uneasy and incommodious atmosphere makes it more difficult and challenging for teaching and learning to take place. It was also obvious that the teacher did rarely move from his desk and learners were extremely unmotivated and misbehaving the whole time since the room was crowded and students had to sit very close to each other.

As far as the second class with the second teacher is concerned, it was airy and spacious; learners were sitting comfortably with desk and benches utterly organized. They were also somehow motivated to learn, since the teacher each time boosts their encouragement state with clever knowledge displayed in an easy and effective way, for instance using data show to demonstrate images and videos. As well as using the students centered discussions to perfectly involve learners.

3.6.2 Discipline

During the first session it was observed that, the teacher did not address learners' needs in any way, it was obvious that there was neither a feeling of intimacy and belonging, nor to support and positive attitude. However, the teacher was working his best to deliver the information even if took him the whole day repeating the same thing. As far as providing feedback is concerned the teacher did not bother himself pointing out the students' shortcomings so they can build strong and consistent sense of encouragement and positiveness. It was observed that the teacher did not involve learners in any kind of games or group works, since the room was unsuitable for that. On the other hand, it was also

noticed that learners were physically and mentally not stable and not fully engaged, maybe due to the discouraging classroom atmosphere; hear and cold, dust, the noise outside the classroom …

On the contrary, the second session with the other teacher was alive full of participation and engagement since lectures were based on group works and games that made it enthusiastic and exciting to learn, and learners were corrected in a funny and interesting manner including good examples which made it easier to remember the lesson.

3.6.3 Use of Learning Aids

In the first session it was noticeable that the teacher did not use any audiovisuals or demonstrative materials. Since the whole lecture was based on theory rather than practice. Though, the two must go hand in hand in order to experience a successful teaching-learning environment.

Concerning the second session the teacher used the data show to display different audio and visual material which grasped the learners' attention and got them completely occupied.

3.6.4 Cognitive Skills

As far as the cognitive skills are concerned it was not easy to spot or recognize them however, the table below demonstrates the major brain functions concerned with cognition, and to what extent they were relevant in both sessions.

	First session	Second session
Perception	In both sessions it was recognized that individuals are all able to recognize and interpret sensory stimuli (smell, touch, hearing, ect).	
Attention	Less attention; some students were focusing on small distractions the other students ignore.	The majority of students were concentrating and paying attention.
Motor skills	In both sessions students were capable of mobilizing their muscles and bodies freely and appropriately.	

Language	It was not fully recognized since the majority do not participate.	Some students were able to translate sounds and gestures into words since they were paying attention, and they can also generate verbal output.
Visual and spatial processing	No visual stimuli.	Students were able to process incoming stimuli, understand, and visualize images and scenarios.
Working memory	Difficulty following guidelines and forgetting what the teacher just said.	Capability using information and remembering it at the same time.
Speed processing	Procrastinating and taking a long time finishing tasks if not ignoring doing them from first place.	The students who were involved and attentive, worked on finishing their tasks on time.
Results	Weak cognitive skills; academic learning is not at its best.	Somehow strong cognitive skills; academic learning is fast, easy, efficient, and fun.

Table 3. 14the main brain functions involved in cognition for both sessions

3.6.5 Challenges of learning

From what has been observed in the first session the challenges that occurred in the classroom were chitchats among peers, discussions in the middle of class, learners were dealing with subject matters and activities that are unrelated to educational psychology.

External factors for instance, Interruptions during the class time, in addition to a category of learners who seem not interested to learn and were absent-minded. The teacher dealt with oral disturbance by eye contacting the doers or raising the tone of the voice, and in terms of the unasked external perturbing factors learners always find it a great chance to talk and misbehave but as long as the teacher inters the classroom everyone keep quiet. As

far as the absent-minded category is concerned, they are totally marginalized since the teacher generally deals with minority who sit in the front.

On the other hand, the second session with the second teacher revealed a sense of discipline and the teacher was in charge and in sign of everything happening in the classroom. He dealt with chitchats and talks almost the same way the first teacher did, but since misbehaviors do not occur so often the teacher choose to not respond to these concerns at all by giving the students the chance to feel responsible about their own actions. Otherwise, almost every learner was involved in the learning process, the educator did not allow for boredom to take place, he worked on fulfilling his learners needs basing on the idea that every individual learner can learn, it just takes some effort and encouragement to light up everything out.

3.6.6 Subject Knowledge

Both teachers had rich knowledge about the course standards and the curriculum, but each one of them have things done according to their preference or decision, considering that the difference is in the vibe of confidence in the teaching style

3.6.7 Teaching Techniques and Procedures

The first session showed that the teacher devoured most of the class time explaining the lesson instead of allowing space for games and debates, and this is one of the main reasons behind the learners' discouragement and non-involvement. While, as observed in the second session the teacher made a great balance between theory and practice, and when it comes to tasks he worked as a facilitator, a guide, and a source of consultation.

3.7 Discussion of the Main Findings

According to the results obtained from the data of the research work (questionnaire, interview, and the classroom observation), and in the respect of answering the research questions and verifying the research hypothesis, the tools of the research were tackled with the assistance of both teachers and Master Two didactic students at the English department of Saida University. The present study aims to uncover the importance behind teaching educational psychology, the challenges faced, and the perspectives molded in the teaching-learning processes.

Based on the questionnaire findings, most of the learners have knowledge and are aware of the essence understanding of educational psychology, and consider the subject matter highly important. On the other hand, the majority of learners claimed that this module differ from the other modules. In this respect, learners state that this module gives great importance to the psychological state of the learners, since it addresses every learner according to his/her special learning needs. In addition, it helps the teacher to distinguish individuals' personalities and differences in order to have a clear goal to reach successfully, besides that the participants declare that the module also enables teachers to adjust their techniques and methods in order to facilitate the teaching-learning processes. Furthermore, the respondents claim that the teacher does not use any variety of methods and that the classroom atmosphere seems not inspiring and motivating to learn. In this regard, they suggested that the teacher must show interest and pay attention to encourage students to learn, involve more practice, games, debates, group works … and that the classroom must be clean and rearranged in a way that suits the learners, so that learning and teaching are effectively achieved, as far as the occurrence of misbehaviors is concerned, the participants revealed that the most frequent trouble is being talkative and that the teacher always finds a way to end it and gets the course back on track.

On the other hand, the results of the teachers' interview also revealed the significance of teaching educational psychology, since they all agreed on its importance in paving the way toward the most effective and positive learning environment. Furthermore, each one of them applies certain techniques and methods to flavor their teaching styles, while others consider being eclectic the finest option so as to attain trust among individuals' differences and diversities. In addition to that, and regarding teachers performance in relation to learners' motivation, every teacher had a separate idea; some revealed that the change is all on the uncomfortable classroom settings, while others blame it on the learners' shyness and non-involvement. Therefore, educators assume that a positive learning environment including, confidence, motivation, acceptance, and a great teacher-learner relationship provoke an encouraging learning atmosphere. Concerning misbehaviors some teachers disclosed that university students do not misbehave, while others assumed that involving them into discussions is a real challenge in itself, whereas the rest revealed that learners do misbehave a lot during exams. Moreover, and as reported by the teachers each one of them faced a learning disability throughout their school years, some encountered blind learners, and some handicapped, while others dealt with mentally retarded learners, for this reason

they emphasize on the great importance of treating these delicate categories smoothly and with care and patience.

Into the bargain, the results of the classroom observation indicated that one of the teachers did not use any of the techniques and methods related to educational psychology which made it a challenging process to gain the learners' trust and sense of involvement, as well as the discouraging classroom setting by a way of rating it as one of the main reasons behind these concerns, while the other teachers' acknowledgment and responsibility of the great importance of educational psychology to reach every individual learner made it easy for him to win their reliance and confidence and to fulfill their learning needs.

All the previously mentioned findings strengthened the background ideas of this research work. They strongly confirmed the two hypotheses which assume the significance role of educational psychology in the teaching process and in mapping boundaries against the different experienced challenges and concerns.

3.8 Conclusion

This chapter aimed at analyzing and interpreting the data collected from the questionnaire, the interview, and the classroom observation with the help of both teachers' and learners' perspectives. The findings of this research confirm and assist the hypotheses. As a matter of fact, both of teachers and learners agreed on the importance of educational psychology in creating a positive learning environment. Furthermore, when teachers integrate helping and interesting procedures and methods, learners end up involved and motivated to learn. At the same time, the results indicate that incorporating educational psychology and its methods and strategies is declassed and not provided adequately, regardless of its utility and relevance in forming a favorable learning atmosphere.

Chapter Four: Suggestions and Recommendations

4.1 Introduction

According to what has been previously exposed the purpose behind this study is to investigate the importance of teaching educational psychology and the use of different strategies and methods by English teachers at Dr.Mouley Tahar, Saida University. And to what extent does the teacher use these strategies to effectively gain learners' attention. The findings are introduced in two parts the theoretical and the practical one.

4.2 Theoretical Part

The following results are applicable to students' questionnaire and the teachers' interview.

4.2.1 Teachers' Convictions about the Importance of Educational Psychology

Concerning teachers' opinions about the importance of educational psychology, the results of the interview have revealed that the responses of English teachers of Saida University are ranging around the same view. This view indicates that the module of educational psychology sheds light on using different strategies and methods that helps the teacher reach his/her students on one hand, and on the other hand satisfies students by fulfilling their educational needs.

4.2.2 Teachers' Convictions about the Things that Makes Teaching Educational Psychology a Challenging Process

Regarding the perspectives of teachers about educational psychology teaching challenges, the findings of the research tool indicate that the reactions of Saidian Educational Psychology Teachers twist around two views. The first view states that generally there are no misbehaviors at the level of higher education; since they see college students as mature individuals with manageable behaviors. As far as the other teachers' standpoint is concerned, involving the students is the most challenging part, given that the inability to engage them into discussions may hinder teachers' performance along with delivering the appropriate knowledge, as well as finding difficulties managing students during exams when supervising them, in view of the fact that they work hard only to cheat.

4.3 The Practical Part

According to the observation results, the research has revealed that the use of different strategies and methods related to educational psychology helps ease the teaching-learning processes, in accordance with the positive learning environment, discipline, the use of learning aids, and obtaining cognitive skills given that, the second teacher worked hard on involving the students while underscoring their differences and needs so as to gain their trust and eventually experience a great learning process. On the other hand, disregarding the importance of educational psychology and its significant methods, in addition to disregarding the students and their will to learn or discriminating a category over the other, results in absolute chaos and poor knowledge conveyance.

After this investigation the researcher found that the teachers of Dr. Moulay Tahar University promote using the strategies of educational psychology in teaching the subject matter. The teachers assume that managing the learning environment effectively through considering the learners differences and needs, and being aware of the significance of teaching educational psychology, will increase the effectiveness of the learning process, and enhance academic achievement. Thus, the researchers' hypotheses are confirmed.

4.4 Recommendations

1- Teachers should be strong individuals with tough personalities, and they should also feel competent in order to grow a sense of professionals. The proficient growth of a teacher must concentrate on guiding teachers to use "efficient performance" informative traineeship and procedures – providing feedback, formative assessment, lucidity in explanation – that reveal implications on the level of the students' learning process (Hattie, 2009).

2- Teachers need to be eclectic in terms of choosing the appropriate methods, since working under a single method will not carry out the job effectively. As stated by Rogers (2006): "once the language, the techniques, and the manners applied for the students are well managed by the teacher he is successfully engaging them to cooperate" (P. 22, 23)

3- Teachers require support on the behalf of the administration, peers, supervisory support… When trained support individuals and supervisors provide teachers with feedback and endless support, they are likely going to develop new methods and skills and acquire vast array of pedagogical strategies compared to those teachers who are not supported (Schowers and Joyce, 1996)

4- Teachers need to be updated to the most recent techniques, methods, and procedures of the teaching-learning processes by the Algerian administrative board of education. Since various changes affect the educational research, and that to be informed and checked and this is concerning the curriculum, the economic realities and assessment arrangements.

5- Teachers should be flexible in terms of embracing recent and different novelties (Granovetter and Soong, 1983). They should also cooperate and team up with colleagues so as to enhance their efficacy and strengthen their students' grades (Kraft and Papay, 2014). The collaboration process could be for instance encouraging peer to peer classroom visits.

6- Teachers should be employed based on their perception and awareness of the teaching methods both practically and theoretically. In view of the fact that, good teaching methods enable learners to be motivated and involved in the learning process, and hence help the teachers to easily convey and transmit knowledge.

7- The ministry of education should arrange various intensive training conferences for teachers and educators, so as to help them develop their techniques and strategies concerning good classroom atmosphere given that this is one of the objectives of the Educational Reform of Algeria.

Educational psychology is very important not only to teach as a module but a notion to work upon in order to bear in mind the learners' psychological state, and that is why the Ministry of higher education and scientific research of Algeria have to include it in the teaching process. According to Rogers (2006): "having the right personality is not that important comparing to being aware of how to communicate efficiently which leads to eminent learning environment management" (p.96)

8- Verifying the students' level of comprehension is the back bone of efficacious instruction. That is why teachers need to control their students' degree of understanding when the lecture is being delivered and taught, so as to have an idea about which points they need to adjust or change. Written and oral tests may also give the educator the chance to discover his students' flaws and shortcomings In order to improve and upgrade the learning process.

9- Being skillful, educated, and well-versed is the most considerable purse in any academic institution. And for this reason well experienced teachers should instruct and tutor novice teachers on the different major approaches of educational psychology. The teacher should take full accountability since he is the turning point in the learning process; whether

experiencing a successful or an unsuccessful process and it all depends on the way he involves learners and transmits knowledge.

A start up training gives teachers the confidence and reliance to take over even the most challenging classrooms, not as effectively from the very beginning but it surely boosts their will to take control over curious and unfamiliar situations.

10- The university embraces different kinds of learners; visual, auditory, reading/writing, and kinesthetic. Each learning type requires a specific teaching strategy, that is why teachers should be aware of these various learning categories in order to make sure that the message is delivered to everyone in the classroom, but unfortunately teachers can not provide diverse learning aids by themselves since the only available aids are a personal computer and data shows. The different equipments of teaching encourage and boost the learners' senses to better understand and perceive knowledge.

11- It is essential for teachers to use various techniques and methods based on the learners' needs, concerns, and diverse educational capacities while shedding light on the constructivist methods since the constructivist learning atmosphere is symbolized by giving the students greater attention and importance. The wheel of learning only spins around them while applying their skills and abilities to increase and level-up the lesson content and progress. In light of this, learners will have an idea on how to restrain their thoughts and draw out change.

12- The Algerian Ministry of higher education should reduce the classrooms size and number since the majority of the classrooms exceed more than thirty students while others hold beyond forty students, and this is one of the reasons why teachers feel frustrated and worn out. As reported by Nolasco and Arthur (1988): "large classes provoke five expected issues for instance convincing learners to use English, dealing with noise and disturbance, organizing the introduction and establishing informative tasks, having restricted resources, and supervising individuals work during class" (p.5)

13- Teachers need to grant a great deal of their time reading about the different approaches concerning the field of educational psychology in order to be enlightened with their main features and method of use.

14- Teachers have to introduce lectures in a promising and a positive learning environment and serve to facilitate the materials that effect the students' performance and academic achievement positively.

15- Teachers should supply students with proper abilities to use the English language more effectively in a daily occurrence through real-life situations.

16- Teachers should develop a strong relationship with their students so as to be able to encode their shortcomings and personalities in general.

17- Teachers need to concentrate on both practice and theory in delivering lectures instead of just basing every lecture on theory.

18- Classrooms need to be airy, clean, and organized since a clean classroom promotes healthy habits, preserve great teachers, minimize absences, and construct a pleasant learning atmosphere.

19- Educational psychology should stand on its own as a separate branch, in order to give learners the chance to earn a degree as an educational psychologist. Since the training in psychology is not only needed in teaching educational psychology as a subject matter in only some specific areas but it is highly important even for teachers who teach math, at least the subject matter should be generalized over all fields since the learners' psychological state is crucial in every learning setting.

20- Teachers should discuss the lectures' content with their students, so as to gain their trust and involve them with appropriate and interesting ways of delivering knowledge.

4.5 Suggestions for Further Studies

The procedure of doing this study has elevated numerous concerns and fields which the investigator thinks that these issues need to be examined and considered in the Algerian context.

Within these are the following:

1- The effect of inadequate learning environments on students' academic achievement.

2- The role of teachers in nurturing the major strategies of educational psychology to enhance the learning environment and the students' academic performance.

3- Supporting college students and teachers with psychological issues to better improve the teaching-learning processes.

4- What matters for learners with special needs and psychological problems? a question of sense of belonging and institutional satisfaction.

5- Blended techniques investigation of the influence of supplying therapy to traumatized learners.

4.6 Limitations of the Study

The current investigation encountered several limitations that affected its integrity and validity regarding the outcomes.

One of the main limitations of the study was conducting an undesired research instead of deciding to work upon a proper theme voluntarily chosen. The majority of the students still do not have an idea about how to appropriately respond to a questionnaire; almost all students do not give much importance to answer the whole questions, while others respond in a careless way. For this reason, the researcher found it difficult and exhausting to read and interpret the answers.

In addition, due to the confusing current situation in connection with corona virus and that the government had to close schools for the sake of slowing the spread of covid 19 the researcher had to conduct the interview with teachers through internet via creating a formula in the word processor Google Doc. Unfortunately only four teachers answered the questions and in a very brief way. Besides that, it has been hard for the researcher to conduct the classroom observation since it was performed with Master one students instead of Master two given that the classroom observation took time over the second semester due to the limited time and that Master Two students study only the first semester.

Finally yet importantly, the two sessions of the observation were recorded using a mobile phone recorder program which later on made it hard for the researcher to transcribe date due to the poor quality of the audio tapes. In spite of everything, the researcher worked hard on observing and giving importance to every detail happening in the classroom so as to reach the desired objective.

General Conclusion

General Conclusion

The field of education has always been marked by teachers' effectiveness and learners' well-being. However, the ongoing challenges that occur in the classroom restrict both teachers' and learners' efficacy, and that is when educational psychology took place and flipped the script to become one of the major spheres in the history of education.

The motivation behind investigating the topic was to explore the importance of teaching educational psychology, and challenges behind this process. To investigate that, the researcher used three research tools; a questionnaire, an interview, and a class observation. The researcher incorporated three theoretical chapters and a practical one; the first chapter started with describing the methodology and introducing definitions of the related key concepts of the investigation. As for the second chapter, it discussed the historical background and the different learning theories concerning the present study. The third chapter analyzed and interpreted the data gathered from the questionnaire that was disseminated to 30 Master two students of English at the level of Saida University, the interview that was addressed to four educational psychology teachers from the same university, and two sessions of observation with Master one students. And finally, the fourth chapter dealt with recommendations and suggestions. All set for the purpose of confirming the hypotheses and answering the research questions.

The results of this study confirmed the two hypotheses. They indicated that teaching educational psychology and using its different techniques and methods is highly important to enhance both teachers' effectiveness and learners' level of achievement. They also uncovered that the teaching challenges were mainly at the level of conducting the appropriate methods, managing the classroom environment, and dealing with learners' disabilities. Therefore, this work will hopefully encourage both teachers and learners to take into consideration educational psychology and its major aspects in the teaching-learning experiences given the positive impact that it has on teachers' efficacy and learners' accomplishment.

Considering that this work indicated some teachers' inadequacy in understanding the relevance of educational psychology, and do not have an idea about which method works best for each learner, or even how to fulfill their needs effectively, the researcher recommend that teachers should adopt new teaching methods and strategies, and stay updated to the most

recent ones so as to help themselves and their students overcome these issues. Moreover, the administration, educational psychology teachers, and the higher ministry of education should adopt other crucial recommendations afterwards.

The researcher while conducting this study encountered some difficulties related to time constraint due to the current pandemic and the non collaboration of some students in answering the questions and some teachers in answering the interview.

The present research study revealed the significance of teaching educational psychology, by way of uncovering its positive effect in not only equipping teachers with various teaching methods and techniques, but also in empowering them to create an effective learning environment. This humble research may pave the way for further studies; such as the role of teachers in nurturing the major strategies of educational psychology to enhance the learning environment and students' academic performance.

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Appendices

Appendix A: Student's Questionnaire

Dear participants.

You are kindly invited to fill in the following questionnaire concerning teaching the module of educational psychology and its challenges. This survey will only take 4 to 5 minutes to complete. Be assured that all your answers will be kept strictly confidential.

Please put a tick in the proper chosen answer.

Section One: Background Information:

a) Please insert your age: …..

b) Gender:

Male ☐   Female ☐

c) What is your level of proficiency in English?

- Proficient (C2).   ☐
-Advanced (C1).   ☐
-Upper intermediate (B2). ☐
-Intermediate (B1).   ☐

d) You are studying English as a branch because:

  - It is interesting and you love it.   ☐

  - Somebody else forced you to choose it.   ☐

  -You didn't have any other suitable option. ☐

Section Two : Learners' Attitude towards The Module of Educational Psychology.

1) What is your understanding of educational psychology?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………....

2) This subject matter is:

   a) Very important.   ☐
   b) Important.   ☐
   c) Slightly important.   ☐

d) Not at all important. ☐

3) In your opinion does this module differ from the other modules?

   Yes ☐   No ☐

Justify…………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
…......

Section Three : Learners' Attitude towards The Teacher and The Classroom.

1) Do you have a good relationship with your teacher?

   Yes ☐   No ☐

 If no, why?
………………………………………………………………………………………………………
………………………………………………………………………………………………………

 2) Does your teacher use variety of strategies and methods?

   Yes ☐   No ☐

If yes, what are they?
………………………………………………………………………………………………………
………………………………………………………………………………………………………
……………………………………………………………………………………………………….

3) Does the classroom environment seem motivating and encouraging to learn?

   Yes ☐   No ☐

If no, what do you suggest?
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

4) According to your standpoint what are the most frequent misbehaviors in the classroom? And how the teacher responds to these concerns?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Appendix B: Teacher's Interview

My name is SETTI Samiha, Iam preparing for my thesis of **« Master Two »**, specialty:
« Didactics. ». My humble research is entitled:
« Teaching Educational Psychology Challenges and Perspectives » Master two students as
a case study at the « English » faculty , university of Moulay Tahar , Saida .You are
humbly requested to answer the following questions.

      Thank you for taking the time to answer the questions fully and thoughtfully.

1) What do you think about the module of Educational psychology?

2) What are the techniques you mostly think are important to improve learners' level of
performance?

3) Do you often realize that your teaching strategies need to be changed?
  Justify

4) How do you manage to create a positive learning environment symbolized by motivation,
trust, and passion?

5) What do you think are the most tiring factors that hinder your performance along with
learners' motivation?

6) What are the challenges that you encounter with regard to managing students'
misbehaviors?

7) Have you ever had learners with special needs during your teaching years?
If yes, what are these disabilities?

8) How did you fulfill the needs of your learners with special needs?

Appendix C: Classroom Observation

Aspects of the learning environment	Teachers' and learners' role concerning both sessions
1) Classroom atmosphere	
2) Discipline	
3) Use of learning aids	
4) Use of cognitive skills	
5) Challenges of learning	
6) Subject knowledge	
7) Teaching techniques and procedures	