

وزارة التعليم العالي والبحث العلمي

MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

ⵎⵓⵊⵓⵔ ⵎⵓⵎⵎⵉⵔ ⵉⵏⵉⵙⵉⵔ ⵉⵜ ⵉⵏⵉⵙⵉⵔ  
ⵏ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ  
ⵏ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ  
ⵏ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ ⵉⵏⵉⵙⵉⵔ

MOULOUD MAMMERI UNIVERSITY OF TIZI-OUZOU  
FACULTY OF LETTERS & LANGUAGES  
DEPARTMENT OF ENGLISH



جامعة مولود معمري - تيزي وزو  
كلية الآداب واللغات  
قسم الإنجليزية

A dissertation submitted in partial fulfillment of the requirements for  
the degree of Master in English

FIELD: Foreign Languages

SPECIALISM: DIDACTICS OF FOREIGN LANGUAGES

Title

*Teacher Training and Teachers' Challenges  
Between Theory and Practice in the Light of the  
Competency-Based Approach in EFL Classes:  
the Case of High School Teachers in Béjaïa,  
Boumerdes & Tizi-Ouzou*

Presented by

- Ms. Safia BELHOCINE

Supervised by

Dr. Kamila AMMOUR

Pannel of Examiners

Mr. Madjid CHETOUANE, M.A.A. Mouloud Mammeri University, Tizi-Ouzou, Chairman.

Mrs. Karima ADEM, M.A.A, Mouloud Mammeri University, Tizi-Ouzou, Examiner.

Dr Kamila AMMOUR, M.C.A. Mouloud Mammeri University, Tizi-Ouzou, Supervisor

Academic Year: 2022-2023

## *Abstract*

This dissertation aims to shed light upon the issue of pre-service teacher training (TT) in Algeria, more specifically English as a foreign language teacher training (EFL TT) in the light of the Competency-Based Approach (CBA). It documents the alignment between the pre-service theoretical EFL TT and the principles of CBA. It also investigates the challenges teachers face while implementing the Competency-Based Approach in their classrooms.

The overall scope is to contribute to the improvement of teacher training in Algeria so that it efficiently prepares teachers for the implementation of CBA. The data collection took the form of questionnaires addressed to graduate EFL teachers, interviews held with in-service TEFL inspectors together with a content analysis of the official documents related to the application of the CBA in the Algerian education system. The findings of this empirical investigation reveal a prevalence of the pre-service TT theoretical curriculum in disfavour of the teaching practice. This state of things prevents the student teachers from practising the CBA principles and justifies many of the challenges in-service teachers face in their classrooms. Henceforth, the alignment of the insufficient pre-service teaching practice in the EFL TT with these challenges is confirmed. These findings indicate the need for enhancing pre-service EFL TT by adjusting it to the CBA principles. This can occur through the Curriculum update as well as with the collaboration of the inspectors of National Education and teachers who are best indicated for providing feedback about the pre-service teacher training weaknesses.

**Key words:** challenges; Competency-Based Approach; pre-service teaching practice; pre-service theoretical curriculum; teacher training.

## TABLE OF CONTENTS

DEDICATION.....	I
ACKNOWLEDGMENTS .....	II
ABSTRACT.....	III
LIST OF ABBREVIATIONS & ACRONYMS.....	IV
LIST OF TABLES, DIAGRAMS AND PIE CHARTS.....	V
GENERAL INTRODUCTION	4
Statement of the Problem.....	4
Aim and Significance of the Research.....	6
Research Questions and Hypotheses .....	8
Research Methodology.....	8
Structure of the Dissertation.....	9
CHAPTER ONE: REVIEW OF THE LITERATURE	11
Introduction.....	11
1.1. Learning Theories and Language Learning/ Teaching.....	11
1.1.1. Learning Theories and Language Learning .....	11
1.1.2. EFL Teaching Approaches .....	13
1.2.1. Background and Characteristics .....	14
1.2.2. CBA and EFL Teaching/Learning .....	16
1.2.3. Teacher Training and CBA.....	20
1.2. The Algerian Context.....	23
1.2.1. Competency- based Education: official Documents .....	23
1.2.2. CBE and Foreign Languages .....	24
1.2.3. Teacher-Training.....	25
1.2.4. Pre-service Teacher-Training in ENS .....	25
1.2.5. In-service Teacher-Training .....	26
1.2.6. CBA Implementation and Teachers' Challenges .....	26
Conclusion .....	28
CHAPTER TWO: RESEARCH DESIGN	29

## ***Dedication***

*In the memory of my father and mother,*

*To my supportive husband,*

*To my encouraging children,*

*To my beloved family at large,*

*To Skander,*

*To everyone who has believed in me.*

*In the memory of Fariza Cherief, a knowledgeable colleague.*

*To all my teachers, to my colleagues, to my pupils, students, teacher trainees and inspectors, who have contributed to the teacher I am today,*

*To my Master teachers, and to my 2021-2023 Master classmates.*

## ***Acknowledgments***

*I would like to express my highest gratitude to Dr Kamila Ammour for her invaluable advice and meticulous follow up of this project.*

*I am most grateful to Mrs Karima Adem and Mr Madjid Chetouane who kindly accepted to examine my work.*

*I am highly thankful to all the Inspectors from Bejaïa, Boumerdes and Tizi Ouzou and their teachers for their enthusiastic collaboration during my investigation.*

*My warmest thanks go to Mrs Fatima Abdelaali and Mrs Zoubida Maameria for their enriching advice and availability.*

*I am grateful to my daughter Leila Zemirli for her precious assistance in the formatting of this dissertation.*

## *Abstract*

This dissertation aims to shed light upon the issue of pre-service teacher training (TT) in Algeria, more specifically English as a foreign language teacher training (EFL TT) in the light of the Competency-Based Approach (CBA). It documents the alignment between the pre-service theoretical EFL TT and the principles of CBA. It also investigates the challenges teachers face while implementing the Competency-Based Approach in their classrooms.

The overall scope is to contribute to the improvement of teacher training in Algeria so that it efficiently prepares teachers for the implementation of CBA. The data collection took the form of questionnaires addressed to graduate EFL teachers, interviews held with in-service TEFL inspectors together with a content analysis of the official documents related to the application of the CBA in the Algerian education system. The findings of this empirical investigation reveal a prevalence of the pre-service TT theoretical curriculum in disfavour of the teaching practice. This state of things prevents the student teachers from practising the CBA principles and justifies many of the challenges in-service teachers face in their classrooms. Henceforth, the alignment of the insufficient pre-service teaching practice in the EFL TT with these challenges is confirmed. These findings indicate the need for enhancing pre-service EFL TT by adjusting it to the CBA principles. This can occur through the Curriculum update as well as with the collaboration of the inspectors of National Education and teachers who are best indicated for providing feedback about the pre-service teacher training weaknesses.

**Key words:** challenges; Competency-Based Approach; pre-service teaching practice; pre-service theoretical curriculum; teacher training.

## *List of abbreviations & acronyms*

**CBA** : Competency-based approach

**CBE**: Competency- based education

**EFL**: English as a foreign language

**EFLTs**: English as a foreign language teachers

**EFLTT**: English as a foreign language teacher training

**GL**: Guideline law (Loi d'orientation de l'Education Nationale)

**ENS**: École Normale Supérieure (Higher education teacher training school)

**ENS Cu**: ENS curriculum

**In**: Inspector

**Lr**: learner

**SB**: Support booklet (Document d'Accompagnement, 2011 pour l'enseignement de l'anglais)

**SI**: situation of integration

**STs**: student teachers

**TT**: Teacher training

**TEFL**: Teaching English as a foreign language

**3AS**: High school third year

## ***List of tables, diagrams and pie charts***

*In the order they appear in the dissertation*

**Table 01:** Hourly volume of subjects related to TEFL in the ENS Cu

**Diagram 01:** ZPD & Scaffolding

**Diagram 02:** Clarity in the definition of some CBA principles during theoretical training at ENS.

**Pie Chart 01:** Frequency of CBA implementation

**Diagram 03:** Organisation of CBA tasks implementation

**Pie Chart 02:** Frequency of how to plan lessons-practice

**Pie Chart 03:** Frequency of following ready-made lesson plans during the internship

**Pie Chart 04:** Frequency of student teachers' trying out their own ideas for lesson planning

**Diagram 04:** Frequency of the various supports students teachers focused on for lesson planning

**Pie Chart 05:** Frequency of student teachers following the CBA procedures

**Pie Chart 06:** Frequency of student teachers' difficulties in implementing the CBA

**Diagram 05:** Factors preventing student teachers from implementing the CBA

**Pie Chart 07:** Frequency of post-performance discussions

**Pie Chart 08:** Frequency of teachers managing to develop the targeted competencies in their learners

**Pie Chart 09:** Frequency of teachers considering their teaching as based on learner-centeredness

**Pie Chart 10:** Frequency of in-service teachers managing to teach through problem-solving situations

**Diagram 06:** Frequency of in-service teachers resorting to various supports

**Diagram 07:** Frequency of teachers relating their teaching to the immediate environment of the learners

**Pie Chart 11:** Frequency of in-service teachers meeting difficulties in implementing the CBA principles

**Diagram 08:** Frequency of in-service teachers sharing their difficulties with their colleagues and their inspector

**Diagram 09:** Frequency of in-service teachers getting advice / counselling from their colleagues and their inspector

**Diagram 10:** Frequency of the ways in-service teachers deal with the situation of integration

## TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>I</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>II</b>
<b>ABSTRACT.....</b>	<b>III</b>
<b>LIST OF ABBREVIATIONS &amp; ACRONYMS.....</b>	<b>IV</b>
<b>LIST OF TABLES, DIAGRAMS AND PIE CHARTS.....</b>	<b>V</b>
<b>GENERAL INTRODUCTION</b>	<b>4</b>
<b>Statement of the Problem .....</b>	<b>4</b>
<b>Aim and Significance of the Research.....</b>	<b>6</b>
<b>Research Questions and Hypotheses.....</b>	<b>8</b>
<b>Research Methodology.....</b>	<b>8</b>
<b>Structure of the Dissertation.....</b>	<b>9</b>
<b>CHAPTER ONE: REVIEW OF THE LITERATURE</b>	<b>11</b>
<b>Introduction .....</b>	<b>11</b>
<b>1.1. Learning Theories and Language Learning/ Teaching.....</b>	<b>11</b>
1.1.1. Learning Theories and Language Learning.....	11
1.1.2. EFL Teaching Approaches .....	13
1.2.1. Background and Characteristics .....	14
1.2.2. CBA and EFL Teaching/Learning .....	16
1.2.3. Teacher Training and CBA .....	20
<b>1.2. The Algerian Context.....</b>	<b>23</b>
1.2.1. Competency- based Education: official Documents .....	23
1.2.2. CBE and Foreign Languages.....	24
1.2.3. Teacher-Training .....	25
1.2.4. Pre-service Teacher-Training in ENS .....	25
1.2.5. In-service Teacher-Training .....	26
1.2.6. CBA Implementation and Teachers' Challenges .....	26
<b>Conclusion.....</b>	<b>28</b>
<b>CHAPTER TWO: RESEARCH DESIGN</b>	<b>29</b>

<b>Introduction .....</b>	<b>29</b>
<b>2.1. Research Method.....</b>	<b>29</b>
<b>2.2. Data Collection Procedure .....</b>	<b>30</b>
2.2.1. Context and Setting .....	30
2.2.2. Sampling Procedure .....	31
2.2.2.1. Interviews.....	31
2.2.2.2. Questionnaires .....	32
2.2.3 Data Collection Tools.....	32
2.2.3.1. Questionnaires .....	32
2.2.3.1.1. Definition of Questionnaires .....	32
2.2.3.1.2. Description of the Questionnaire .....	33
2.2.3.1.3. Pilot Study.....	34
2.2.3.3. Documentary Materials.....	36
<b>2.3. Data Analysis Procedure .....</b>	<b>37</b>
2.3.1. Quantitative Analysis .....	37
2.3.2. Qualitative Analysis .....	38
<b>Conclusion.....</b>	<b>39</b>
<b>CHAPTER THREE: PRESENTATION OF THE FINDINGS</b>	<b>40</b>
<b>Introduction .....</b>	<b>40</b>
<b>Findings of Qualitative Analysis.....</b>	<b>40</b>
<b>3.1. Guideline Law (GL) .....</b>	<b>40</b>
3.1.1. The theme of CBA .....	41
3.1.2. The Theme of Foreign Languages .....	41
3.1.3. The Theme of Teacher Training .....	41
<b>3.2. ENS Pre-service Teacher Training.....</b>	<b>42</b>
3.2.1. Theoretical part of EFLTT dispensed at the ENS .....	42
3.2.1.1. Aims of theoretical courses.....	42
3.2.1.2. Hourly Volume of Subjects Related to TEFL .....	43
3.2.1.3. Pre-service Teaching Practice.....	44
3.2.2.. In-service Teacher-Training .....	44
3.3.1. Document d’Accompagnement, 2011 (SB).....	44
<b>3.3. Findings of the Inspectors’ Interviews .....</b>	<b>46</b>
<b>3.4. Findings of the open-ended responses from the teachers’ questionnaires.....</b>	<b>54</b>

<b>Quantitative data collection results:</b> .....	<b>59</b>
<b>Pre-service training at the ENS</b> .....	<b>59</b>
<b>Conclusion</b> .....	<b>78</b>
<b>CHAPTER FOUR: DISCUSSION OF THE FINDINGS</b>	<b>79</b>
<b>Introduction</b> .....	<b>79</b>
<b>4.1. Answer to Research Question One:</b> .....	<b>80</b>
4.1.1. Official objectives to EFLTT .....	80
4.1.1.1. CBA principles .....	80
4.1.1.2. Teacher training and official objectives.....	80
<b>4.2. Answer to Research Question Two:</b> .....	<b>82</b>
4.2.1. In the classroom.....	82
4.2.2. Shortcomings of Teacher Training.....	83
<b>4.3. Answer to Research Question Three:</b> .....	<b>86</b>
4.3.1. Inspectors' confirmation of Ts' challenges .....	86
4.3.2. Inspectors' palliation strategies .....	87
4.3.3. Inspectors' suggestions.....	90
4.3.3.1. CBA implementation .....	90
4.3.3.2. Pre-service Teacher Training, in-service Teacher Training .....	91
4.3.3.3. Human resources.....	91
<b>4.4. Implications of the study</b> .....	<b>93</b>
<b>Conclusion</b> .....	<b>95</b>
<b>GENERAL CONCLUSION</b>	<b>96</b>
<b>REFERENCE LIST</b>	<b>100</b>
<b>APPENDICES</b>	<b>104</b>

## ***General Introduction***

### **Statement of the Problem**

A wide range of applied linguistics research covers the field of language teaching and learning. Following the theories on language acquisition and learning that developed during the second half of the 20<sup>th</sup> century, and with the spread of second and foreign language teaching, various teaching approaches and methods were designed. Each of them came in accordance with the learning theory advocated at a given time. By a way of illustration, there is behaviourism and its habit-formation approach, or constructivism and its learner-centered approach. The various theories and their approaches and methods gave birth to a wealthy literature. For instance, ever since its advent in the 1980s, the competency-based approach (CBA) to education has been the focus of a consequent literature (Bral and Cunningham, 2016). One of the main concerns of this literature is language education, particularly the teaching and learning of English as a second or foreign language (ESL/EFL) and how an effective implementation of CBA favours the teaching and learning process. If most studies target how learners' competencies should be developed and through what techniques and means, objective evidence shows that this effectiveness also relies on the teachers and their preparation (Cydis, 2014; Fraser et al, 2007; Harmer, 1998).

However, and as stated by Richards and Nunan (1995), "*The field of teacher education is a relatively underexplored one in both second and foreign language*

*teaching*” (p.xi). The term ‘teacher education’ goes beyond those of ‘teacher preparation’ or ‘teacher training’ as it comprehends all of “*familiarizing student teachers with techniques and skills to apply in the classroom*” (Richards and Nunan, 1995, p.xi) and helping them develop such aptitudes as their self-observation, self-awareness and self- evaluation.

This under-exploration of teacher education is verified as concerns Algeria. Many works carried out by Algerian scholars did deal with the issues of CBA (Benadala, 2012; Khelifi, 2018; Mansour, 2021,) in relation to the Algerian Education System context, but with little concern given to teacher training as such. In 2015, for instance, Bader and Hamada (2015) in ENS Constantine carried out a study on whether teacher-trainees could transpose the theoretical curriculum about CBA into EFL classroom practices during their pre-service teaching practice. They showed that only 4% of the pre-service trainees were able to set real life-like tasks to their learners as an assessment of their competency acquisition.

In his survey about the correlation between EFL teacher-training (TT) and learners’ low grades at EFL in the baccalaureate exam, Meddoui (2017) reveals that 80% of the teacher participants in his survey admitted they only needed more adequate training for the sake of their own self-development. A year later, in his attempt to account for the failure of the CBA in the Algerian schools, Bouhadiba (2018) cites the lack of preparation of teachers among the reasons and factors behind this failure.

Alike these works, many other empirical investigations do mention teacher training in relation with the CBA (Ammour, 2009; Ameziane & Guendouzi, 2013). TT appears either as being part of the problematic implementation of CBA or in the recommendations concluding these investigations. All of them focus on the CBA classroom practices. No work has been carried out upstream. In other words, there is no study aiming at exploring what pre-service theoretical curriculum EFL teacher trainees benefit from and how they are prepared to transfer it into their classroom practices. This is precisely where this study falls.

### **Aim and Significance of the Research**

Our concern is to determine whether the theoretical pre-service TT aligns with the CBA principles and with the challenges teachers face in its implementation in their EFL classrooms in the context of Algerian schools today. The first step is to outline what the Algerian official texts stipulate about the adoption of CBA in education and its application to the theoretical EFL teacher training and teaching. The second objective is to determine the EFL teachers' challenges when it comes to transfer this theoretical knowledge to practice in their classrooms. The EFL teachers involved in this study are high school teachers from the wilayas (counties) of Béjaïa, Boumerdes and Tizi Ouzou. The third stage is to verify whether the EFL in service inspectors from the abovementioned wilayas confirm the existence of these challenges and what they think about the pre-service TT. This comes as a complement to the previous objective and ensures the validity of its outcomes.

The present study is significant in that it directly addresses an educational issue that has not been explored so far and which is EFL teacher training in Algeria. The

overall outcomes are expected to enable the formulation of some suggestions of adjustments that will contribute to its improvement.

## **Research Questions and Hypotheses**

Keeping in mind that this study targets EFL TT in the Algerian educational context, the following research questions need to be raised:

1. Do the official objectives set to EFL teacher training align with the principles of CBA?
2. What are the challenges encountered by EFLTs while implementing the CBA in their classrooms?
3. What are the inspectors' views about the efficiency of the ENS pre-service TT?

The hypotheses for the three research questions are respectively as follows :

**Question One:** The official objectives of EFLTT do not align with the principles of CBA.

**Question Two:** EFLTs encounter challenges in the exploitation of CBA principles when it comes to their transfer from theory to practice in the classroom.

**Question Three:** The inspectors impute the EFLTs' difficulty to transfer theoretical knowledge into classroom practices to insufficient pre-service TT.

## **Research Methodology**

Before proceeding to the data collection as such, and to ensure a higher validity of the investigation, a study of the official texts promulgated by the Algerian authorities about the CBA and its implementation to the teaching of EFL

is expected to shed light on how these official directives are put into application on the field.

As concerns the data collection and analysis, it follows the mixed-methods research with both quantitative and qualitative techniques. The quantitative method declines in the form of a questionnaire with closed-ended and open-ended items targeting a sample of forty five teacher participants. They are high school teachers from Béjaïa, Boumerdes, and Tizi Ouzou who have undergone a pre-service teacher training in ENS (Higher Education Teacher Training School). The quantitative results of the closed-ended questions are displayed through numbers and statistics. The qualitative method focuses on the open ended items of the teachers' questionnaires and on the outcomes of interviews addressed to five EFL high school inspectors working in Béjaïa, Boumerdes and Tizi Ouzou. The interviews take the form of open-ended questions mainly. A third source of qualitative analysis reposes on the corpus study of the Algerian official documents about the CBA. The findings of the qualitative analysis appear in the form of texts.

### **Structure of the Dissertation**

This study follows the simple traditional model of research. It comprehends a general introduction, four body-chapters and a general conclusion. The 'General Introduction' allows the presentation of the problem on the basis of theoretical and empirical backgrounds leading to a gap statement which the study attempts to fill. It also states the significance of the research. The first chapter, 'Review of

Literature’, synthesizes the theory and the previous works in relation with the present research topic, and defines the various concepts and terms used in this study. It ends up with the presentation of the theoretical framework of this investigation. The second chapter relates to the ‘Research Methodology’. It explains the conceptual framework that underpins the study and presents the data collection tools as well as the participants in the investigation. It is followed by the presentation of the results in the ‘Findings’ chapter. Here, the results of the study are displayed along with the instruments utilised for its analysis according to the methods adopted for the data collection. The fourth chapter is ‘Discussion of the Findings’ where the results are analysed, evaluated, contrasted or combined, and related to the theoretical framework. This discussion allows the confirmation or invalidation of the suggested hypotheses, leading to the verification of the overall aim of the research. It is followed by some implications. The General Conclusion, is a wrap up of the whole study including the outcomes of the preceding chapter and the limitations of the investigation. It is completed with suggestions for further research and recommendations about EFL TT in Algeria in the light of the results of the study.

## ***Chapter One: Review of the literature***

### **Introduction**

This chapter consists in displaying the theoretical background covering the various notions that help shed light on the related issues raised in this study. It is organized in three major sections, the first one dealing with the development of learning theories and language learning, their implications on language teaching with various language teaching approaches, precisely EFL teaching approaches. The second section focuses on the history of CBA, its adaptation to EFL teaching/learning along with the implications on EFL TT. The third section sets an eye on the Algerian official documents that stipulate the application of CBA in the National Education and what EFL teacher training consists of in accordance with the above application. This last section also explores the pre-service TT at the so-called ENS where future teachers undergo their training before joining their working places in high schools. This third section is completed with a view on the in-service training carried out all through their teaching career. Relying on these three sections, this research investigates Algerian high school EFL teachers' challenges when implementing CBA.

### **1.1. Learning Theories and Language Learning/ Teaching**

#### ***1.1.1. Learning Theories and Language Learning***

The four major 20<sup>th</sup> century learning theories ended up respectively with a language learning theory:

- Behaviourism with its stimulus- response and habit-formation, which led Skinner to explain that children learn their first language by listening to what adults say around them, repeating it and imitating it, and by getting reinforcement from their care-takers to end up producing “verbal behaviour” (Skinner, 1957).
- Cognitivism/mentalism with its innate mental “Language Acquisition Device” (Chomsky, 1959) that enables us to acquire our first language and develop our understanding of how language functions through a ‘Universal Grammar’ (Chomsky, 1959). This confirms Piaget’s theory of Cognitive Development (1936) which reposes on inner biological cognitive capacities, and on our interaction with the external environment. Piaget (1936) declines his principle of acquiring knowledge through ‘constructivism’, meaning that children build up new knowledge upon what they already know and master.
- Social constructivism/ Scaffolding with Vygotsky’s works (1960s to 1980s) who adds a social dimension to Piaget’s theory. For Vygotsky, language serves as the adults’ medium to communicate information to children. It is the tool for children to develop their own knowledge, and to communicate with the outside world through collaborative and social interaction with others.
- Humanism adds the affective factor to the learning process. Among various traits of humanism, Manslow (1970) includes the security feeling of belonging to one’s human group as it is social interactions, mainly through language, that trigger self-esteem, intrinsic motivation and the will to go further in learning.
- Connectivism depicts the collaborative/social interactions as connections between

individuals. Siemens (2004) and Downes (2005) associate this learning with digital information and communication via social networks.

Concerning communication and foreign language learning, Widdowson (1970, p.1) states that one needs to acquire the ability to know “*how sentences are used to communicative effect*”. He was talking about the communicative approach to EFL teaching, one among other EFL teaching approaches.

### ***1.1.2. EFL Teaching Approaches***

The “*changes in the economic and political roles of English in the world*” (Brumfit, 1982, p.112), did influence the teaching of English as a foreign language through time. Indeed, teaching methods developed in accordance with teaching approaches which themselves were inspired by one or more language learning theories. An approach is a theoretical basis for both syllabus design and for teaching and assessment strategies-development. Approaches determine the methods, techniques, procedures and practices teachers resort to for developing their learners’ proficiency in the four linguistic skills along with that of communication in English. The early EFL approaches were the behaviourist-structural approach together with the cognitive approach which encouraged learners’ understanding skill as well as those of analysing and monitoring. Then came the communicative approach, which primarily helps learners to communicate in English via interaction with peers and real-life language use. This approach was followed by the Competency based approach aiming at fostering learners’ competencies in problem-solving, cooperative activities etc. This approach is dealt with in the second section of this chapter.

All these language teaching/ learning approaches and methods present efficient aspects that can be combined eclectically as Brumfit's stance tells (1982, p.x). The only concern however, is the expected outcomes. Krashen (2003) sums it up clearly when he states "*We can simply ask, for each approach to classroom teaching, to what extent it satisfies the requirements for optimal input and to what extent it puts learning in its proper place*" (p.126). The key medium for all this in the classroom is obviously the teacher whose role and preparation is presented in the coming section.

## **1.2. CBA: A Teaching/Learning Approach to EFL**

### ***1.2.1. Background and Characteristics***

The turn of the millennium witnessed two major facts: globalization and digitalization which came with requirements one should satisfy in order to be update with the challenges the 21<sup>st</sup> century will impose. Mastery of literacies (information literacy, digital literacy, 21<sup>st</sup> century skills), speaking foreign languages (mainly English), holding competencies in various fields (professional, communicative to name a few) stand among these requirements. Hence, the role of Education takes all its dimension when it comes to preparing valid 21<sup>st</sup> century's citizens. Such preparation is expected to cover the abovementioned requirements through educational policies such as the Competency-Based Education (CBE) which Schenck (1978, p vi) described as "*outcome-based*" and "*adaptive to the changing needs of students, teachers and the community...*" (cited in Rodgers and Richards, 2001, p.141). By 'adaptive' Schenck means the non-rigidity of this kind of education as well as its flexibility and 'malleability' in relation to the growing and changing needs it has to satisfy in learners. By 'outcome-based' he insinuates that

much importance is given to the objectives of the educational process, aiming at developing competencies which “*have to do with the formation of the person, the exercise of citizenship, participation in community and preparation for work in a broader sense...*” (Operti, 2022, p.2). Petrovskaya (cited in Butova, 2015, p.4) named them “*global competencies*” which themselves were decomposed by Delors into “*learning to know, learning to do, learning to live together, and learning to be*” (cited in Butova, 2015, p.4). In fact, these ‘global competencies’ originate from the list of vocational competencies set by the ESL curriculum of CBA when it was first used in USA in the 1970s. It targeted non-speakers of English among refugees and immigrants. It aimed at teaching them the necessary amount of English needed for them to accomplish the professional activity they were preparing for. This is what Richards and Rodgers (2001, p.141) called “*work-related and survival-oriented language teaching programs for adults*”. This ‘work-relatedness’ had already been developed in 1994 by Docking who went even further in his definition of competency:

An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. Nothing is excluded that can be shown to contribute to performance. An element of competency has meaning independent of context and time. It is the building block for competency specifications for education, training, assessment, qualifications, tasks and jobs. (cited in Richards and Rodgers, 2001, p 145)

Although his definition of competency in the fields of the ‘know’ and the ‘know how to do’ looks exhaustive, Docking (1994) neglects the socializing and communicative

dimensions when he talks about an individual's performance as if this individual were evolving in a vacuum, with no interaction nor communication with others. As mentioned earlier, CBE favours the 'know how to be' along with the 'know how to live together' in all fields of life, and in all subjects of study. This comes to say that CBA is supposed to advocate communication, cooperation, collaboration and so forth, which already exist in some language teaching and learning approaches and methods. This multi-facets characteristic of CBA applied to EFL is described as "*mosaic*" by Richards and Rodgers (2001, p.143). It is this 'mosaicity' that is presented in the coming section about CBA and EFL teaching/learning.

### ***1.2.2. CBA and EFL Teaching/Learning***

The array of CBA definitions we have come across targets various principles, ranging from language learning theories to links with the previous EFL Teaching/Learning approaches and methods.

One of the language learning theories underpinning CBA is undoubtedly Vygotsky's sociocultural and socio-constructivist theory (1978). According to Saul Mcleod (2023), Vygotsky (1978) suggests that learning also depends on interacting with others. For Vygotsky, (1978) this social interaction plays a central role in the understanding of the world thanks to collaboration with others. He concludes that the child's/learner's cognitive abilities are socially guided and constructed especially when interacting with what he named "More Knowledgeable Others", or MKOS, who help children/learners go beyond their "Zone of Proximal Development", ZPD, and build new knowledge and abilities upon what they already

know (see figure taken from Saul Mcleod, 2023). This takes us back to the scaffolding theory based on the principle of progressive learning and autonomy acquisition.

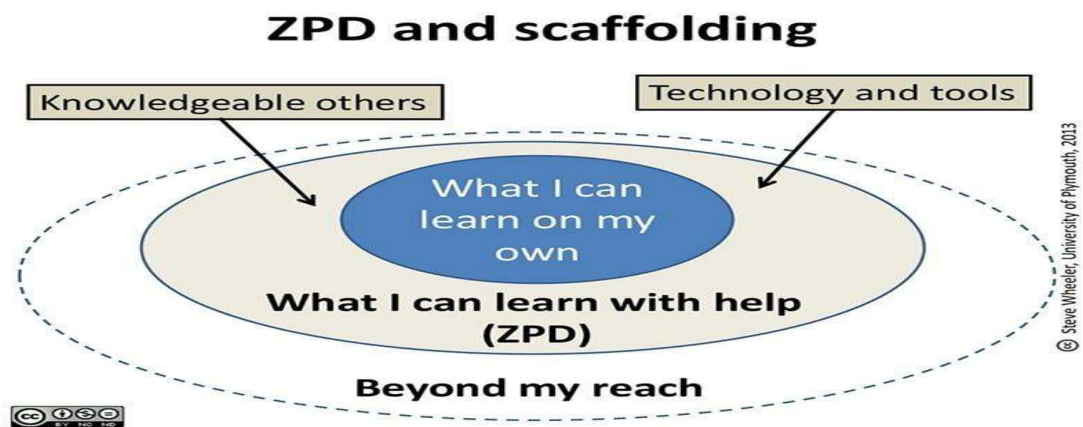


Diagram 1 : ZPD and scaffolding (Steve Wheeler, University of Plymouth, 2013)

In 2001, Richards and Rodgers defined the objectives of CBA for Teaching/Learning as “*precise measurable descriptions of the knowledge, skills, and behaviour students should possess at the end of a course study*” (2001, p.141). Such objectives could be called ‘a competencies package’ learners are expected to come out with once their curriculum is over. This ‘competency package’ builds up through a slow cognitive and practical process that UNESCO IBE Senior Expert Operti (2022, p.1) describes as a “*laborious process of selecting, integrating and mobilizing ourselves to be able to respond competently to situations / problems / challenges.*” Opertis’ “laborious process” defines the notion of competence. Such challenges are found in CBE curricula since learners are supposed to develop strategies for problem-solving, decision-making, task-management among others. CBE curricula prove to be

learner-centred as they target an active involvement of learners in the teaching/learning event. To lend support to this, one can mention Nunan's work (1988) in which he provides a list of aims relating to the development of learning skills including "*efficient learning strategies*", "*setting their own objectives*", or developing their "*skills in self-evaluation*" (p.3).

All the abilities that need to be developed in learners have to be done in the English language. Henceforth, the four linguistic skills (listening, speaking, reading, writing) are included in the apprenticeship. CBA did in fact borrow from its elder approaches what it needed for the teaching of the language per se. Richards and Rodgers (2001) state that CBA borrowed the functional and interactive dimension from the Functional/Notional Approach, and even from the Behaviourist/Structural approach to language teaching/learning (p.143). But it is more the Communicative Approach that provided CBA with most 'sub-approaches'. It obviously starts with the notion of communicative competence that develops when learners negotiate meaning to ensure meaningful communication. Then, there comes the cooperative/ collaborative activities involving learners in pairs or groups to carry out tasks in the classroom or in the form of real-life projects to carry out from outside the classroom. It is the outcomes of these activities that assess the amount of knowledge acquired and the new skills developed. In CBA, assessment is not content- based. It is more formative since it indicates how far learners have got in their acquisition/development of various competencies. Assessment is both done by the teacher and by the learners themselves (peer assessment and self-

various competencies. Assessment is both done by the teacher and by the learners themselves (peer assessment and self-assessment) all through the teaching/ learning process. The level at which this assessment is the most complete and effective is in the outcome phase of any CBA teaching/learning unit. It helps verifying if the learners have been able to integrate previously or newly acquired abilities and language, to invest them in a problem-solving situation, or to combine them with previous knowledge to produce a piece of writing on a given subject, or to present an oral report of a project-based task.

### **1.2.3. Teacher Training and CBA**

Be it called “*teacher training*” (Brumfit, 1982) or “*teacher education*” (Richards & Nunan, 1995), the process aims at equipping future teachers or student teachers (STs) with key components such as proficiency in English, knowledge in pedagogical principles, and general culture background. However, this preparation should not be restricted to academic and theoretical curricula only. Practice should occupy a large place in the process. Richards & Nunan (1995) go further when they state that:

[As] we move from a period of “teacher training”, characterised by approaches that view teacher preparation as familiarising student teachers with techniques and skills to apply in the classroom, to “teacher education”, characterised by approaches that involve teachers in developing theories of teaching, understanding the nature of teacher decision making, and strategies for critical self-awareness and self-evaluation [...] (p. xi).

Richards & Nunan (1995) target three aspects of TT. Firstly, if we want TT to be efficient, such training needs the involvement of STs in the very TT process especially in the practical part of it. Secondly, this practice should go beyond the ‘mechanical’ performance of a lesson in that a lesson is preceded by its planning on the basis of teaching/learning objectives for instance. Thirdly, that by involving STs, we help them develop awareness about various important elements of teaching that can only be detected during practice. This awareness dimension is well explicated by Ellis (in Richards and Nunan, 1995) who states that “teacher preparation practices” follow two distinct but complementary directions: the “*experiential*”(p. 26) one and the “*awareness-raising*” one (p. 27). This latter triggers STs’ consciousness about issues that arise during the teaching act

(experiential direction) leading them to decision-making, problem-solving, self-evaluation, peer-evaluation among other (awareness-raising direction).

Altstaedter et al (2016) focused their reflexion upon the internship phase of TT pinpointing the relevance of the ‘co-teaching model’, a recent teacher-training approach that fosters STs’ ability to reflect on their practices, to take an active part when it comes to planning, teaching and assessment of learners during their internship. Much value is given to the active involvement of STs in their apprenticeship with the opportunity to invest their theoretical knowledge and to try out ways of doing through co-planning, co-teaching, co-reflecting, co-evaluating and confronting both their own performances as well as their peers’ ones. Altstaedter et al. (2016) draw attention to the positive STs’ affect when their co-teaching internship offers good working and relational conditions.

This TT profile prepares STs to “*engage in continuing career-long professional development*” (Day, 1999, p.1), be it during in-service training sessions or through their own self-development. When Day (1999, p.2) further states that teachers should not “*be developed*”, but “*develop*”, he insinuates that their active involvement in their initial preparation paves their way to autonomous life-long development. Such teacher preparation practices certainly contribute to an efficient preparation of EFL teachers mainly with the challenge of the CBA ranging from the ‘Know’ to the ‘know to be’ via the ‘know how’ and the ‘know how to behave with others’.

Incidentally, the ‘Know how to be’ and the ‘Know how to behave’ were alluded to by Medgyes (1986, in Rossner and Bolitho, 1990, p.104):

The communicative classroom requires a teacher of extraordinary abilities: a multi-dimensional, high-tech, Wizard -of -Oz -like super-person—yet of flesh and blood. He or she must be confident without being conceited, judicious without being judgemental, ingenious without being unbridled, technically skilled without being pedantic, far-sighted without being far-fetched, down-to-earth without being earth-bound, enquiring without being inquisitive — the list is endless. But above all he or she must be *learner-centred*.

It is noteworthy that when Medgyes (1986) suggested this ‘endless’ list, he was adding new criteria to the ones of proficiency in English, knowledge in pedagogical principles, and general culture background, by drawing a personality portrait of the adequate teachers for the 1980s-90s Communicative Approach. Surprisingly, all these requirements and many more, apply to nowadays’ EFL teachers in the light of CBA.

In this perspective, one must admit that to ensure an optimum pre-service TT for EFL teachers in the light of CBA, it would be pertinent to take Medgyes’s list (1986) the other way round and see what a teacher should avoid being. It sounds easier to know the don’ts so that all the positive abilities of the future teachers are triggered easily. Indeed, if STs are encouraged to avoid being ‘conceited’, ‘judgemental’, ‘unbridled’, ‘pedantic’, ‘far-fetched’, ‘earth-bound’, ‘inquisitive’, they are encouraged to be non-prescriptive, open-minded, encouraging, receptive, respectful of learners’ learning differences, introspective, and so forth. This is a possible way to guarantee an acceptable complement in EFLTT for CBA as teachers are expected to be more of a partner/guide/counsellor than a knowledge detainer/provider in a teacher-centred classroom. Learner-centred Teaching/Learning means learning by doing. Learning by doing means learning through situation- problems, problem-solving, projects, decision- making, negotiating, to mention

a few. When it comes to EFLTT, for CBA, this means that the pre-service EFL teacher-training for CBA follows a ‘trainee-centred’ training. ‘Trainee-centred’ means STs learn to teach by practising teaching in its competencies dimension.

## **1.2. The Algerian Context**

### ***1.2.1. Competency-based Education: official Documents***

Alike many countries worldwide, Algeria adopted the CBE policy within the framework of its Education System reform at the turn of the millennium (2003).

The preamble of the “*Loi d’Orientation*”, or guidelines of the reform (GL), enacted in January 2008 stipulates that the finality of the reform is to ‘forge tomorrow’s Algerian citizen’. Autonomy, ability to cope with and adapt to life challenges, ability to analyse data and synthesize it for problem-solving, are among the traits characterizing the 21<sup>st</sup> century’s Algerian citizen. For this, the new educational approach aims at developing ‘solid, pertinent, sustainable, and lasting competencies in the learners up to enable them to engage actively in the social, cultural and economic life’ (GL, 2008, Art 4). These competencies are completed in the 53<sup>rd</sup> article which describes the missions of high school education insisting on those of ‘developing learners’ ability in individual and teamwork, in reasoning and judging, in communicating, and in responsibility-taking’ (GL, 2008, Art 53). As it appears, learners are expected to become good performance-individuals who possess a given type of ‘know’ and of ‘know how to do’ which determine the behaviour of that individual in a given task or situation. Good performance-individuals are those people who exploit, in an integrative way, various pieces of knowledge taken from various fields, along with various pieces of ‘know how to do’ and who combine them to

cope with problem-solving situations and daily life challenges ‘know what to do with’. This sends us back to the concepts of competency and competence.

### ***1.2.2. CBE and Foreign Languages***

The mastery of these languages is regarded as indispensable for effective and efficient inter-cultural exchanges and direct access to universal knowledge . In this case, dropping the content-based way of doing in the teaching of foreign languages and adopting the CBA becomes a ‘Must’ starting with the mutation of the teacher-centred pedagogical practices into learner-centred ones. These practices will aim at developing not only the four language skills and the ability to communicate effectively via the FL, but also the aptitude to summon up resources from other subjects, and even from one’s life experiences, in an integrative way in order to carry out tasks, projects, or to cope with situation- problems.

If we relate this to what has been said in the previous section of this Review of the Literature, we confirm that the FL learners are actively engaged in their competencies development. This apprenticeship starts with the planning of the activities, by setting the objectives as well as the ways and tools to fulfil them. It continues with the difficulties or lacks the learners encounter while executing the activities, and the adjustments they work in order to overcome these difficulties and remedy the lacks. It ends up with the experiences they live, individually and with their peers, while doing their tasks, projects or while solving problems. All this apprenticeship occurs in full cooperation both with their peers and with the teacher. It goes without saying that during the whole apprenticeship process learners practise

monitoring, by making pauses for self-reflection, self-assessment, peer-assessment about their linguistic abilities and about the strategies they have exploited to reach their achievements; all this under the guidance of the teacher who needs a consistent preparation.

### ***1.2.3. Teacher-Training***

Two articles refer respectively to pre-service teacher training (GL, 2008, Art 77, p.54) and to in-service teacher training (GL, 2008, Art 78, p.55). If the first type of training is left to specialised university-level structures commonly named ENS, the second takes place mainly in the schools where teachers work and '*aims at updating teachers' knowledge, teacher- development and recycling*' (GL, 2008, Art 78, p.55). EFLTT is presented below.

### ***1.2.4. Pre-service Teacher-Training in ENS***

The five-year TT curriculum implemented in the ENS of Bouzareah, Algiers (ENS curriculum) comprises subjects related to teaching. Indeed, many theoretical subjects preparing for TEFL are included in the curriculum: General and Applied Linguistics, Error and Discourse Analysis, learning theories to quote a few. The introduction to the fourth year TEFL course presents its aim as: "*to explain thoroughly the basic foundations of classroom tasks and activities, the use of appropriate teaching / learning steps and designing evaluation tests*" (ENS Cu, p.74). The teaching practice starts at this level with tutorials that further the theoretical contents of the course. Real-life practice takes place weekly in the fourth and fifth years. It is rounded off with an internship scheduled in the

fifth year. Both the weekly practice and the internship occur in high schools where STs get involved in the teaching activities of their ‘application teacher’.

#### ***1.2.5. In-service Teacher-Training***

The training of graduate ENS teachers continues in the high schools where they work via two human resources. The first one is the trainer teacher , an experienced colleague of theirs with whom they are expected to share their fresh experiences and difficulties, to attend each other’s classes, to cooperate and collaborate. The second resource is the Inspector who visits the freshly graduated teachers and provides advice. The inspector is also in charge of organizing seminars, day- conferences on teaching subjects and issues.

In June 2011, the Ministry of Education issued three guiding documents or support booklet (SB), addressing respectively the 1AS, 2AS 3AS teachers with a display of the project-based method (Support Booklet, 2011, pp 5-10), the learning by doing method (p.10) and of the various types of assessment (Support Booklet, 2011, pp 13-15). The Glossary presents a definition of the ‘integrative pedagogy’ the ‘terminal’ objective of which is defined as the ability to ‘*synthesise the acquired knowledge of a whole cycle to invest in a situation of integration*’ (Support Booklet, 2011). Nevertheless, the implementation of CBA proves problematic as developed in the coming section.

#### ***1.2.6. CBA Implementation and Teachers’ Challenges***

The literature produced by Algerian scholars about the implementation of CBA in the teaching of EFL ranges from the early wondering about whether CBA would be the solution to the failing National Education System (Fodil, 2005) to the established fact that

CBA's expected outcomes haven't materialized (Benabed, 2011; Bouhadiba, 2018). Most other studies cover a realm of subjects dealing with CB EFL Teaching/Learning classroom practices such as active learning, learner's autonomy, analytical thinking, the Teaching/Learning of the language skills, to name a few. Almost all studies end up recommending a more adequate preparation of teachers that would facilitate their implementation of the CBA and would help them overcome the challenges CBA raises. These recommendations do confirm the existence of difficulties faced by teachers in their classrooms and implicitly suggest a correlation between TT and these challenges which Benabed (2011) called "constraints and obstacles" for the teaching/ learning process. It refers more to the hardships teachers go through while trying to manipulate teaching/learning strategies, assessment procedures, combined with the unpredictable and unsuspected classroom situations during the teaching/learning act. Those situations where teachers need to gear up their analytical thinking, decision-making and problem-solving competencies to manage the situation on the spot. This is what is better called 'challenges'.

It is this implicit reference to lacks in TT in the Algerian literature that stands as a rationale to our research. Indeed, our study directly targets the EFLTT system and aspires to shed light on the discrepancy between pre-service TT and its outcome teachers' competence when facing classroom challenges.

## **Conclusion**

This chapter has displayed a review of the literature related to our subject of study. It is divided into three main headings. The first one has highlighted the learning theories underpinning the language learning/teaching theories and approaches to EFL. The second section has scrutinized the CBA principles and their implications on EFL Teaching/Learning and on TT. The third heading, had shed light on what the Algerian National Education reform stipulates about CBE finalities and their implications on EFL Teaching/Learning. Both the pre-service training of teachers and in-service one have been presented according to official documents. The last part of the third heading has declined works of Algerian scholars about the CBA and its implementation in EFLT. Such works that have pinpointed the need for TT to be more up to the challenges teachers face in their classroom practices. This has led to the rationale behind the present study.

## ***Chapter Two: Research Design***

### **Introduction**

The coming chapter displays the design of our empirical investigation starting with the research method. It defines the study, presents the setting and population involved in the enquiry. It develops the data collection tools and the rationale behind it together with that behind the analytical framework.

### **2.1. Research Method**

Following scientific research protocols based on theoretical backgrounds and empirical investigations, EFLTeaching/Learning research aims at explaining a fact or phenomenon related to the EFLTeaching/Learning field, and at bringing about new knowledge up to improve the transfer of EFLTeaching/Learning theoretical knowledge into classroom practices. In this context, Altman (1988)) states that “ *Second language teaching, like any other discipline, can progress only to the extent that the gap between theory and practice can be continually narrowed*” (in Brown, 1988, p. vii). This is precisely what part of the present study attempts to do by scrutinizing EFLTT in the Algerian context to ascertain the convergence of the pre-service TT with the CBA principles and implementation in classrooms. For doing so, the investigation follows an inductive pattern starting by collecting primary source data that helps draw answers to our research questions. This exploratory inductive investigation takes the form of a case study as summed up by Biggan (2015, p.151): “ *A case study is a study of one example of a particular something.*” The ‘particular something’ being TT, and the ‘one example’

being the Ts' challenges for the CBA implementation in high schools of the wilayas of Béjaïa, Boumerdes and Tizi Ouzou.

The main research task is to verify the hypotheses set to the three research questions under a triangular prism following Cohen et al's suggestion that "*where possible, studies combining several levels of analysis are to be preferred.*" (2007, p. 143). Triangulation reposes on Mixed-Methods Research (MMR) taking from both the Positivist philosophy, with its quantifying principle, and the Interpretivist one, with its qualitative approach to data analysis. Positivism considers that it is the society and its facts that shape the individuals as well as their behaviour. Conversely, Interpretivism asserts that it is the individuals who shape their society. They understand the same reality in different ways, which makes them act accordingly. Subsequently, the data is provided via three different tools: Questionnaires, interviews, and official documents examination, adding a corpus study dimension to our research design. The perspective is to map the respective findings in order to tackle our three research questions.

## **2.2. Data Collection Procedure**

### ***2.2.1. Context and Setting***

Questionnaires and interviews in the present case study concern five public high school districts from the wilayas of Béjaïa, Boumerdes and Tizi Ouzou. It started on March 20<sup>th</sup>, 2023, in Béjaïa with the first meeting with the first Inspector. He put us in touch with his other colleagues in Béjaïa, Boumerdes and Tizi Ouzou via the social networks or telephone numbers. Individual interviews were planned on dates and places suggested by the inspectors themselves. Two interviews took place in Béjaïa. One on Wednesday, May 3<sup>rd</sup>, 2023, at 10:00, at Lycée Chouhada Mokrane. The second was held

on Wednesday, May 17<sup>h</sup> at 13:30, at Lycée Anane. Two other ones were held in Tizi Ouzou respectively on Saturday, May 6<sup>th</sup>, 2003, at 9:30, in 'Speak up English', a private language school, and on Wednesday, May 10<sup>th</sup>, 2023, at 08:30, at Lycée Abane Ramdane. We met the fifth inspector on Monday, May 8<sup>th</sup>, 2023, at 12:00, at Lycée Frantz Fanon in Boumerdes.

All the Inspectors accessed us to those of their teachers who are ENS graduates. It was either via their FB accounts or via their email inboxes. Two inspectors integrated us in their FB professional groups to facilitate contacts. We were even invited to attend a seminar in Béjaïa on Monday, March, 21<sup>st</sup>, 2023, in order to present our project to the teachers susceptible of participating in the data collection phase.

### **2.2.2. Sampling Procedure**

#### **2.2.2.1. Interviews**

For Del Bayle (1991), a sample is that part of the 'universe' (Del Bayle, 1991, p.48) that is under effective investigation the outcomes of which will apply to the whole 'universe'. In our case, the whole universe comprises respectively high school ENS graduate EFLTs and Inspectors from the abovementioned districts. However, given the small number of Inspectors, there has been no sampling. Each of them was formally invited provided that they were actively in service and had consented to engage in collaboration. Accordingly, the sampling followed the convenience pattern. Biggan (2015) defines it as being "*convenient to the researcher*" and as "*a form of exploratory research*" (p.165). We managed to meet five out of the eight Inspectors exercising in the districts. All participants provided their consent to be audio-recorded and were duly

apprised of the confidential nature of the interview. The audios of the interviews were then transcribed into written corpora to analyse. Extra written notes were taken by the interviewer during each interview for possible use.

#### ***2.2.2.2. Questionnaires***

As concerns the questionnaires, the sampling of the EFLTs did follow the convenience pattern as their number was unevenly distributed with fifteen in Béjaïa, fifty in Boumerdes, and forty-six in Tizi Ouzou. No criteria other than that of their graduation from ENS was taken into consideration. An explanatory text accompanied the online calls for answering the questionnaire (Appendix E). The calls were launched to teachers either individually or in groups. This call was repeated regularly to make sure most Ts would come across it. The questionnaire was then addressed individually and solely to the forty-five teachers who agreed to respond.

### ***2.2.3 Data Collection Tools***

#### ***2.2.3.1. Questionnaires***

##### **2.2.3.1.1. Definition of Questionnaires**

A questionnaire is a list of questions addressed to participants who are expected to answer it and return it. In research, Wilson, and McLean (1994) present the questionnaire as a practical tool for gathering structured information that is easily turned into numerical data (In Cohen et al, 2007). Indeed, questionnaires reach a large number of participants in a rather short time and can be “*administered without the presence of the researcher*” (Cohen et al, 2007, p.317). The design of questionnaires abides by specific

principles ranging from the lay out, the type of questions, the number of items and their order of appearance, to the questions formulation regarding ethical and psychological considerations (Cohen et al, 2007). Depending on the objectives of the questionnaire, the questions can be closed-ended or open-ended. The latter allow comments from respondents. Cohen et al (2007, p. 330) precise that *“It is the open-ended responses that might contain the ‘germs’ of information that otherwise may not be caught in the questionnaire”* if its design reposes solely on closed-ended questions. Such questions simply require the ticking of numbers or boxes, or the ranking of suggested answers for instance.

#### **2.2.3.1.2. Description of the Questionnaire**

The selection of this tool is expected to unveil the real-life implementation of the CBE from the Ts’ perspective. It contains thirty items: closed-ended questions along with open-ended ones within three sections: Pre-service training with four items, Internship with twelve items, and In-service training with fourteen items. The closed-ended items take the form of dichotomous ones such as Yes/No questions. Some of these items lead to funnelled subsequent open-ended questions in order to induce more precise information on a given matter. This is the case of Question 2. MCQ items are generally in multiple answer mode to simplify coding as well as to give the frequency of a given occurrence like in Question 23. Items 4, 5, 17, 20, 24 are rating scale questions with ‘Yes/No/Not always’ alternative answers. The open-ended questions 14, 15, 16 and 30 invite the respondents to provide full-sentence answers about given issues.

The questionnaire design follows a precautionary selection and preparation of the items (Appendix E), careful wording to guarantee their intelligibility by the participants as well as their treatment afterwards. The questionnaire is edited on Google Forms, to be sent to the participants via their email inboxes. It is returned on Google Forms insuring total confidentiality.

#### **2.2.3.1.3. Pilot Study**

Piloting is a core phase in data collection through questionnaires. It targets a small number of respondents holding the same criteria as the sample population. Bell (1987, p. 65) claims that the aim of a pilot questionnaire is to check how long it takes to be completed, to make sure the formulation of all questions and instructions are explicit, and to decide about deleting any irrelevant items. The first version of our questionnaire was submitted to three Ts for the piloting stage. Their responses raised the need to replace the CBA initials by the full naming of the Competency Based Approach as ‘CBA’ initials could easily be read as ‘Curriculum Based Assessment’ by the teachers. Two titles have been reformulated: For the section “Internship”, the French translation “stage bloqué” was added. The section “In service” was completed with “ Now that you are in the field”.

#### **2.2.3.2. Interviews**

Interviews come “*in conjunction with other methods in a research undertaking*” (Cohen et al; 2007, p. 351) and allow the collecting of qualitative data. Denzin and Lincoln (1994, in Biggan, 2015, p. 163) assert that such qualitative data attempt “*to make sense of, or interpret, phenomena in terms of the meaning people bring to them*”. In the present study, this data-gathering tool targets our second convenience population, more

precisely, the five EFL Inspectors in charge with the in-service TT in their respective districts. The face-to-face semi-structured interviews aim at offering a new angle of exploration in the present investigation since they depict the inspectors' perception of the challenges the Ts encounter in their classrooms.

For Bell (1987), in such interviews, "*respondents are given the freedom to talk about the topic and give their views in their own time.*" (p.72). Our semi-structured interviews allow flexibility in the process of interviewer/interviewee interaction in that the verbal formulation and submission of the seventeen questions varies according to the interviewee's previous answers and follow-ups. Most questions are open-ended, covering the inspectors' missions as in-service trainers and counsellors (Questions 1, 2, 3, 4, 5), and their view about Ts' classroom practices (Questions 6, 7, 8, 9). The dichotomous items implicitly lead to argumentative responses generating further information (Questions 10, 12, 14, 15).

As concerns the construction and holding of our interviews (Appendix D), no question incited the interviewees' personal positions, apart when dealing with the professional field. There was a formal atmosphere but with moments of conviviality. Indeed, given the expected data to gather, there was no time limitation set for the interviews nor any interrupting of the interviewees. Although the respondents were encouraged to develop arguments, mention cases, anecdotes, or instances related to the issues raised in the questions, the interviewer abided by minimum directional influence.

### **2.2.3.3. Documental Materials**

The use of documents in research falls in the scope of qualitative data collection and analysis. The term 'document' covers any "*impression left by a human being on a physical object*" (Travers, 1964, in Bell, 1987). Bell (1987) divides this data source into primary and secondary types, the first one being the original form and issue of the document under study. Bell (1987) narrows her description of such documentary material by qualifying it as "*inadvertent sources*" (p.54) when they have been issued for a given purpose but can serve for research. It is precisely this type that our study resorts to, adding that it complies with the convenience sampling once more, and with EFL, CBA, and TT in Algeria.

The three documents under study are:

1. The “Bulletin Officiel de l’Education Nationale” or Guideline law (GL), Number 8, of January 23<sup>rd</sup>, 2008, presenting the guidelines of the Educational Reform based on CBE in Algeria (Appendix A).
2. The 5 years ENS EFLTT curriculum (ENSCu) collected in ENS of Bouzareah (Appendix B).
3. The “*Document d’Accompagnement, 2011 pour l’Enseignement de l’Anglais*” or Support booklet (SB) issued by The Ministry of National Education in January 2008, and addressed to EFLTs in the field (Appendix C).

The first document gives a view of the upstream guidelines of CBE in Algeria while the second and third ones reflect the way Competency Based Education guidelines are put into effect both at the TT phase and in the classroom. Parts of these corpora are content analysed in relation with our research questions.

### **2.3. Data Analysis Procedure**

Determined by the MM approach to data collection, the analysis framework subsequently resorts to both quantitative and qualitative data analysis.

#### **2.3.1. Quantitative Analysis**

Quantitative data analysis is used for calculating the occurrence of responses to closed-ended items in questionnaires. Its benefit is to sum up the responses to the same question and turn them into percentages, which allows the translation of facts in precise figures. (Del Bayle, 1991). In the present study, Quantitative analysis follows the

Descriptive Statistical Method to process the responses to the closed-ended questions in the questionnaires. As mentioned by Cohen et al (2007), this method makes “*no inferences or predictions*” (p.504), and “simply report what has been found, in a variety of ways” (p.504). The present case study ends up with outcomes in the form of pie-charts, bar-charts, and other diagrams. These outcomes are expected to contribute to the elucidation of the three research questions raised in our Statement of the Problem.

### **2.3.2. Qualitative Analysis**

Qualitative data analysis’s concern is the exploitation of the contents of data collection corpora. Content analysis takes up a host of approaches among which one can cite the thematic or the summative ones. It is the former that is adopted for our documentary data analysis. Biggam (2015) asserts that data should be broken down into identified themes to make it easily analysable. In the present content data analysis, the themes are already determined by the research questions, henceforth matching the Deductive coding principle. This principle serves for studying specific corpora extracted from the documentary data collection. It identifies any relevant datum by coding the contents in relation with predetermined themes. These codes are then set into their appropriate categories to enable the calculation of their occurrence together with their frequency.

Conversely, it is the Inductive coding principle that prevails in the instance of the Ts’ responses to open-ended questions in the questionnaires and in the interviews. Inductive coding reposes on the coding of themes that appear in the datum, then proceeding to the calculation as for the deductive coding.

A narrowing in the Thematic Content Analysis of interviews borrows from the Responsive Interviews Approach. What is sought with this approach is the meaning the respondents “*attribute*” to “*what they have seen, heard, or experienced*” (Owen Gregory T, 2014). This paves the way to an interpretative analysis of the interview’s corpora.

Eventually, the three qualitative data analysis outcomes are compared/contrasted/combined with the quantitative data analysis findings in order to verify the alignment between TT and CBA Challenges. This triangular procedure helps make sure the data analysis is valid and reliable.

## **Conclusion**

This chapter has shaped the roadmap of our empirical investigation. Based on the research questions, it has defined the study, presented the setting and population involved in the enquiry. It has developed the rationale behind the data collection tools together with that behind the analytical framework.

## *Chapter Three: Presentation of the Findings*

### **Introduction**

This chapter is devoted to the presentation of the data collected during our investigation. It covers the qualitative data collection outcomes of the official documents in Section One. Section Two presents the findings of the study of the corpora related to pre-service TT. The third section displays the outcomes of the examination of the 3AS TEFL support booklet (SB) addressed to high school Ts. Section Four covers the results of the Inspectors' interviews as well as the findings of the open ended questions set to the teachers. Section Five unveils the findings of the questionnaires closed-ended items submitted to in-service high school EFLs.

### **Findings of Qualitative Analysis**

The qualitative analysis of this study covered four corpora: three official documents: the guideline law, the ENS pre-service EFLTT curriculum and the teacher support booklet. The fourth corpus is the INEs' responses to the interviews.

#### **3.1. Guideline Law (GL)**

The thematic content analysis of the GL has targeted the theme of CBA along with those of FL and of TT.

### ***3.1.1. The theme of CBA***

Many terms alluding to CBA are included in the Preamble of the GL when it gives the exit profile of tomorrow's Algerian Citizen. The GL talks about approaches that would favour the learner's acquisition of pertinent and lasting competencies, learner's autonomy, ability, real-life challenges, problem-solving, competencies, analyse and synthesize data, capability to adapt to unpredicted situations and find solutions to problems (Loi d'Orientation, 2008, p.20), as well as being capable of creativity and initiative –taking. (Loi d'Orientation, 2008, Article V, p.39). The 'Know' and 'Know how to do' are mentioned in Article VI (Loi d'Orientation, 2008, p.39). Active verbs such as observing, reasoning, judging, communicating and responsibility- taking do appear in Article 45 (Loi d'Orientation, 2008, p.47).

### ***3.1.2. The Theme of Foreign Languages***

The mastery of foreign languages is regarded as indispensable for effective and efficient inter-cultural exchanges and direct access to universal knowledge (Loi d'Orientation, 2008, pp.16-17).

### ***3.1.3. The Theme of Teacher Training***

This theme covers two types of TT: pre-service TT and in-service TT. Pre-service training aims at providing the would be Ts with the necessary knowledge and "know how to do" for the exercise of their profession (Loi d'Orientation, 2008, Article 77, p. 54).

The in-service TT concerns the Ts in activity. It aims essentially at the updating of Ts' knowledge along with the improving of their teaching practices (Loi d'Orientation, 2008, Article 78, p.55)

### **3.2. ENS Pre-service Teacher Training**

The examination of the ENS Cu (ENS Cu) showed that there are no global nor final objectives of this pre-service teacher training. No exit profile of EFLT is mentioned either. Subsequently, we turned to the aims of the various subjects in direct relation with TEFL. They were examined, focussing on three target themes: the objectives of TT, its theoretical part and that of the teaching practice. Those theoretical subjects related to TEFL and presenting aims are Applied linguistics, TEFL approaches, Material design and development, Syllabus design.

#### ***3.2.1. Theoretical part of EFLT dispensed at the ENS***

##### ***3.2.1.1. Aims of theoretical courses***

- The objectives of the third and fourth year TEFL program are: to provide the would-be teachers with tools that would help them in their future career. (ENS Cu, p.37) and to explain thoroughly the basic foundations of classroom tasks and activities, the use of appropriate teaching / learning steps and designing evaluation tests. (ENS Cu, p.74)
- The aim of the course of Material design and development states that the StTs are expected to be able to select, grade and use materials with appropriate media (ENS Cu, p.76)
- The fifth year Applied Linguistics course aims to raise the StTs' awareness of the discourse varieties introduced in the English textbooks, and to help them analyse

texts accordingly (ENS Cu, p.79).

- The fifth year Syllabus design workshop named “Teachers’ autonomy” is to “develop critical analysis of syllabus” (ENS Cu, p.86).

### 3.2.1.2. Hourly Volume of Subjects Related to TEFL

The examination of the hourly volume of subjects related to TEFL allows the calculation of the proportion of hours devoted to these subjects.

Year	Weekly volume of hours	Related subject	Percentage
1st year (p.1)	21 hours	1,5 hour	7,14%
2nd year (p.13)	21 hours	1,5 hour	7,14%
3rd year (p.24)	25 hours	6 hours	24%
4th year (p.62)	24 hours	7,5 hours	31,25%
5th year (p.78)	22 hours	9 hours	40,91%
Total	113 hours	25,5 hours	22,12%

Table 1: Hourly volume of subjects related to TEFL in the ENS Cu

This table displays the number of hours devoted to the subjects in relation with the EFL teaching profession as compared to the global hourly volume. A percentage has been calculated for each of the five years. It has revealed the following rates:

- 7,14% of the weekly volume of hours were related to the subject for 1<sup>st</sup> years;
- 7,14% of the weekly volume of hours were related to the subject for 2<sup>nd</sup> years;
- 24% of the weekly volume of hours were related to the subject for 3<sup>rd</sup> years;
- 31,25% of the weekly volume of hours were related to the subject for 4<sup>th</sup> years; and
- 40,91% of the weekly volume of hours were related to the subject for 5<sup>th</sup> years.

- In total, out of 25,5 weekly hours (all years combined), 22,12% were related to the subject.

### ***3.2.1.3. Pre-service Teaching Practice***

The examination of the TEFL syllabus has revealed that practice starts in the fourth year with some **tutorials and workshops**, at the ENS, as shown in the Syllabus design (ENS Cu, p.86), and about lesson planning. (ENS Cu, p.74).

- The teaching practice as such takes place during the fourth and fifth years in the form of a **six-hour weekly practice** in both years.
- The **Internship appears nowhere** in the ENS curriculum we have examined.

### ***3.2.2.. In-service Teacher-Training***

Our exploration reposed on three sources. The first one is the “*Document d’Accompagnement, 2011 de l’enseignement d’anglais*” or Support book for the teaching of English (SB) followed by the interviews we held with Inspectors, and the questionnaire we addressed to high school TEFL teachers. The two first ones fall in the QLT data analysis together with the open ended questions of the questionnaires.

#### ***3.3.1. Document d’Accompagnement, 2011 (SB)***

This official document is a support booklet (SB) addressed to high school EFLTs. It aims at familiarizing them with their concrete missions. It helps them get to the heart of the matter thanks to an exhaustive description of the various facets of the TEFL profession. The 3AS SB hosts most information pinpointing the teaching of English following CBA.

Our thematic content analysis targeting the CBA in relation with our research questions has revealed the following:

- **Teacher's role**, based on its apprenticeship principle, the CBA helps the teacher to “free themselves from the restraints of ‘teaching cards’ that ignore the specificities proper to every learner”. The teacher “mustn't merely dispense contents”, they must “guide, help and encourage the learner to get involved of the process of Teaching/Learning”. (Document d'Accompagnement, 2011, p.10)
- **Project-based method** is displayed in the form of a description of its characteristics and material requirements followed by a step-by-step procedure together with the role of both teacher and learner (Document d'Accompagnement, 2011, pp.5-10) .
- **The learning by doing method** which explains that the learners learn because they do and through what they do as mentioned in the learner's role below (Document d'Accompagnement, 2011, p.11) .
- The **'integrative pedagogy'** is defined as a way of dealing with the apprenticeships based on the attempt to distinguish between trivial and important things, and on encouraging the learners to exploit their acquisitions in situations close to real-life ones. (Document d'Accompagnement, 2011, p.23). The 'terminal' objective of this pedagogy is stated as the ability to synthesise the acquired knowledge of a whole cycle to invest in a situation of integration. (Document d'Accompagnement, 2011, p.23).
- **Learner's role:** The learner is no longer the passive receptacle of knowledge, playing mostly the main role in the Teaching/Learning process. She / he is entitled to freedom of speech, to agree or disagree with what is suggested to her / him, and

to express it. The learner is capable of self-projecting in the future. Taking into account the constructiveness of learning, the learner learns by doing and while doing. She/ he acquires competencies in problem-solving and increases her / his mental potential. In other words, this approach (CBA) allows the partnership between teacher and learner in which the learner is responsible for her / his apprenticeship (Document d'Accompagnement, 2011, pp.11).

### **3.3. Findings of the Inspectors' Interviews**

The data collection from the Inspectors' interviews followed the inductive coding principle. The five Inspectors appear under the following: In1, In2, In3, In4, In5.

#### **1. Can you define your role and objectives as an inspector?**

In1 and In3 have mentioned their administrative duties: to “*supervise*”, to “*check*” and “*control*” the coverage of the syllabus. Four of them have described their role as that of “*training*”, “*coaching*” and “*monitoring*” the teachers. For In3 and In5 it is to “*accompany*” and “*encourage*” their “*Teachers' Continual Professional Development*”. In4 has described their role as a trigger of “*Teachers' autonomy*” and “*decision-making*”. “*Making sure Ts acquire the necessary competencies and skills to face their classes*” is what In5 has answered while for In2, it is to “*boost teachers' engagement*” in “*encouraging their learners' emotional social learning*”.

**2. Could you please describe the way or the procedure you follow when supervising teachers' work?**

The five Inspectors have mentioned class visits to experienced teachers for updating them for their self-development. The visits they devote to novice teachers help them shedding light on “novice Ts” needs, which helps set objectives for training sessions” for In5 and In3. All Inspectors target the “relation teacher/learner”: “how Ls learn”, “the way they are evaluated”, “the way they interact”. In2 has summed it up by saying that the supervision covers “professional, pedagogical, didactic, cultural, ICTs, thematic etc.”.

**3. How often do you organize in-service training sessions?**

All inspectors have agreed about the average number of five or six in-service training sessions. Four sessions for all Ts (information days). Training days address respectively trainees or experienced Ts, Coordinators or Trainer Teachers in coordination sessions. Trainer Teachers are those among experienced teachers who are in charge of ongoing training of the novice teacher colleagues. In5 and In2 have said that they organise internal/proximity sessions for respectively the Ts of the same high school, or the high schools of the same district.

**4. How do you organize them?**

The inspectors devote these sessions to Ts' self-development, to satisfy the needs or remedy the weaknesses noticed during class visits. According to In3 these weaknesses and needs range from the CBA principles to class management and the four language skills, or any theoretical background. In1 targets the syllabus coverage and the “demultiplication of the outcomes”. In5 has said that they use Zoom and Viber beside the

face-to-face gatherings. In3 encourages workshops and free initiatives during proximity sessions. In5 and In2 invite teachers to share any interesting teaching experiences or even to do class demonstrations.

### **5. What do you check when inspecting EFL classes?**

Apart from the administrative official report Inspectors have to send to the Ministry of National Education about the Ts' documents (mentioned by In5 and In2), the language mastery has been stated by In1. The concern of In2, In3, and In5 is whether there is learning. Lesson-plans, class management, the relation TEACHING/LEARNING and interaction in the class have been pointed out by the five Inspectors.

### **6. When you attend teachers' classes, what aspects of the class do you focus your observation on?**

Four aspects have been mentioned. Firstly, Ts' behaviour and the way they monitor their Lrs.

Secondly, T's awareness of what is happening in the classroom, of their Ls' learning styles, Lrs' involvement and interaction during the teaching/learning process. Thirdly, the environment including space management with the position of the teacher and the board management, or the place where the course takes place. Fourthly, all aspects of the language mastery.

**7. How do you describe the practices of the fresh-recruited teachers especially when dealing with the situation of integration?**

In3 has answered that “Ts do not know what it is” and “can’t formulate a SI”. In5 has insisted on the “difficulty to transfer theory to classroom work”, lack of practice. In5 and In4 have replied that the “textbooks contents are inadequate with SI”. In2 and In5 have deplored “the absence of relation with the Lrs’ environment” and daily life. In3 has suggested that “Lrs should be involved as citizens” and that Ts should operate a “gradual release of responsibility”. In1 has mentioned a successful PB presentation with “complete withdrawal of the T”.

**8. How about the project-based tasks?**

The five Inspectors see project-based tasks positively. According to In4, they favour the “reinvestment of acquired knowledge”. In5 and In4 have added they foster progress and “learning by doing”. In2 has stated that this activity is time-consuming, but it is “time-saving in the amount of learning and unlocking acquisitions”. In3 has admitted that “only motivated Ts succeed in such tasks”. In2 has deplored the “absence of involvement of the public institutions” as all projects are carried out *intra muros*, that within the school grounds.

**9. As concerns the teachers’ practices in their classrooms, what lacks have you noticed so far?**

In5 has insisted on the lack of experience of Ts due to the lack of “pre-service training”. In3 has added “practice”. For In2 and In4, Ts lack experience in methodology, strategies and techniques. Ts are “unable to formulate a learning objective”. Lack of

classroom interaction has been raised by In1 and In3. In1 has talked about teacher-centeredness. The lack of means and material has been raised by some Inspectors.

#### **10. Are they related to the CBA principles?**

All Inspectors have agreed that the lacks mentioned in Question Nine are mostly related to CBA. For In2, they are due to Ts 'lack of preparation and who ignore even the difference between competence and competency" and have "no knowledge of group work objectives". In3 has added that Ts "do not follow any scaffolding". In1 and In2 have mentioned the Lrs' passiveness and the absence of learner-centeredness. In5 has deplored that Lrs are not introduced to the "What do I Know? What do I Want? and What do I Learn?" process. In1 has added that there is "no learning by doing" in most classes. In2 and In4 have stated that Ts follow the textbooks.

#### **11. How do you palliate?**

The five Inspectors have declared they hold discussions with the T immediately after the visit. In3 and In2 happen to give the feedback in the presence of the colleagues. In5 advises their Ts to hold a reflection book where they put down "what worked during the lesson and what did not". Remediation continues during the training sessions where In2 and In3 focus on the pedagogy related to the lacks observed. "Project works" are set to the Ts by In5, and In2 encourages "proximity collaboration among Ts". All Inspectors practise regular checking of the Ts presenting lacks.

#### **12. Are these lacks common to many teachers?**

The five Inspectors have stated that it is the great majority of novice Ts that present the lacks mentioned in Question Nine.

**13. If so, do you happen to share them among the other teachers?**

The five Inspectors initiate sharing interesting experiences during training sessions. In5 has mentioned “class demonstrations”. In3 has said that they encourage “classroom investigation”. All of In2, In3 and In4 give feedback in the presence of other Ts.

**14. Are you expected to send feedback to the pre-service trainers at the ENS?**

The five Inspectors have deplored the inexistence of any official and organized contact between the pre-service trainers and them. In1, In2, and In4 have admitted they had informal contacts with the pre-service trainers as colleagues. In1 has added that some trainers are” part-time teachers so there is no continuity” among the pre-service training staff. In5 has deplored the fact that even the “local trainer teachers are out of date and do quite the opposite of what is advocated for the CBA”.

**15. What suggestions would you make to improve the pre-service training at the ENS so that the lacks you have been noticing would no longer exist?**

All Inspectors’ answers have converged about the inappropriateness of the pre-service teaching practice. Its duration and frequency should increase. In3 has added that all the people in charge of preparing Ts should undergo an adequate training in order to get rid of “fossilized ways of doing”. For In5, the theoretical curriculum should be “updated” in relation with “the 21<sup>st</sup> century skills” to prevent “contradictory positions” between trainers and trainees. In1, In2 and In5 have agreed that a “bridge” should be set between ENS and the MNE. In2 has thought of a “collaboration framework” that would shape this “teamwork” between ENS trainers and Inspectors for instance. In1 has concluded that “more money should be injected in the business”.

**16. To which extent do you think that teachers' training and the teaching environment are conducive to efficient implementation of the CBA in the Algerian context?**

According to In1, the efficient implementation of CBA in the Algerian context depends upon the time factor: "Setting a syllabus and urging teachers to finish the programme goes against this approach"(In 1). Overcrowded classes has been mentioned both by In1 and In5: CBA implementation requires small groups of learners. Lack of material and ICTs is a crucial impediment for CBA according to In3 and In5. In3 has summed it up saying "CBA requires means". In2 has regretted that the "teaching environment doesn't go beyond the school", arguing that "As long as we confine the process to the classroom, we remain in an artificial environment"; which goes against the CBA concept of "learner-citizen". In3 and In4 have referred to the Ts' resistance to change and their reluctance to leave their comfort zone, obliging novice Ts to follow the way of doing of their elders (In2) instead of "bringing in some fresh blood to the profession" and "to instil innovation" in In2's words. In5 has suggested that skilled in-service trainees should be invited to share their interesting ideas and experiences in seminars concluding that this is the "starting point of learner-centeredness".

Concerning the in-service training In2 has raised the issue of the training of Inspectors who should undo themselves from their "authoritaristic and prescriptive" status. In3 has expressed frustration about the fact that Inspectors are not "being listened to" by the other intervening actors of Teacher Training. This lack of contact, cooperation, collaboration and coordination has been deplored by the other Inspectors. In2 has

suggested a “collaboration framework” between all the concerned parts. In5 has wondered whether “trainer teachers” are “well prepared” for their “heavy task”.

Three Inspectors have focused on the Lrs’ training for autonomy. In2 has insisted on the “students’ affect” and their “right to be encouraged emotionally, which would facilitate their involvement in the Teaching/Learning act as put forward by In1.

### **3.4. Findings of the open-ended responses from the teachers' questionnaires**

#### **Question 10: Did you meet difficulties in implementing the CBA?**

Almost all the respondents have mentioned the production stage as being the biggest difficulty. This production stage could be after a listening, speaking or reading activity. Overcrowded classes and the level of the Lrs have been cited by some respondents. Some have put forward the lack of material.

#### **Question 12: If you have ticked “Other” in question 11, give details, please. (*Previous question: Was your difficulty in implementing the CBA due to...* )**

Apart from the level of the Lrs and large classes, some respondents have said that they are obliged to finish the programme. One has explained that it is due to the fact that “the teaching and learning procedures that help implement the competency-based approach were not clearly defined.”

#### **Question 14: In what way did these discussions benefit you? (*Previous question: Were your performances followed by discussions?*)**

Most respondents have replied that the discussions that followed their performances did shed light on their strengths and weaknesses. Some have added that they could adjust their teaching practices and techniques . Some others have stated that these discussions helped them improve their relation with their learners who were encouraged to interact. One has concluded that it allowed more learner centred procedures.

#### **Question 15: In sight of all your answers about the internship (*stage bloqué*), what would you suggest to make it better in the future?**

The majority of the participants have thought of the duration of the internship. Some have suggested “to extend it to the whole fifth year” or even to the preceding year. Being “encouraged to take initiatives instead of always following the trainer-teachers’ instructions” has been suggested by another teacher. Others have replied that they need “more guidance” with “a better selection and preparation of the trainer- teachers”.

**Question 16: How do you view your pre-service training at the ENS as a whole?**

The participants’ responses have ranged from “very fruitful” to “acceptable”, “not bad” and “poor”. Many have stated that it was of “great help especially concerning class management”. Others have added that it armed them with the various pedagogical, psychological and linguistic competences”. As concerns Teacher preparation, a respondent has affirmed that pre-service training “boosts the confidence and knowledge of the trainee”. Another participant has confirmed saying that it “helps him/her make basic decisions” that are “very necessary to start his/her career”.

Many respondents have admitted that this pre-service training “didn't cover all the needed aspects of the teaching task” and was “inadequate and insufficient”. A participant has argued that the “duration was not enough”. Other respondents have added that they “were limited only to some practice”.

**Question 19: Can you explain your answer please? (Previous question: Do you consider your teaching as based on learner-centeredness?)**

“CBA is learner-centered” is one among the various justifications. Most of those who have said Yes, have referred to the general principles of CBA such as “to focus more on the students competencies” and their “autonomy through group and pair work” which allows them to “learn from each other”. A participant has noted that they “do not spoon-

feed their Lrs”. Many respondents have said that they concentrate on their “Lrs’ needs and learning styles”. Some have argued that learner-centeredness favours “Lr involvement”. Many Trs have referred to their role as a guide, monitor, helper.

Many arguments have been given by the participants who do not follow learner-centeredness. Most of them have said that the level of the learners does not favour this approach. Others have added the factor of overloaded classes and that Trs are time-bound as they have a programme to finish.

**Question 22: Could you explain your answer, please?** (*Previous question: In order to design these problem-solving situations, do you ...*)

The entirety of the respondents have answered that they relate problem-solving situations to their learners’ real life. Many have argued that “by putting students in real life situations, you are helping them to generate ideas naturally”. Others have added that they try to make the task authentic and up to learners’ interests and needs. Other respondents have added that they contextualize the situations to make them realistic. Most participants have suggested that they rely on variation of materials ,skills and tasks for problem-solving situations. They have said that they resort to pictures, maps and diagrams, and use online resources and videos. Apart from 5 respondents who admitted using the textbook, the others have rejected its use arguing that it is outdated, in comparison with learners’ needs and interests.

**Question 25: If your answer is YES, what are these difficulties?** (*Previous question: As a whole, do yo meet difficulties in implementing the Competency-based Approach principles?*)

The majority have presented the problem of overcrowded classes, of shortage of time and time management as a crucial impediment to the implementation of CBA. They have all raised the lack of material and “modern tools” which are not available in the schools. The third factor that has been mentioned by the respondents is the Lrs level. Some teachers have raised their poor background, their lack of attention and interest. A participant has summed this difficulty saying: “to apply CBA we need a classroom full of excellent students”. Another respondent has put forward the insufficient preparation for designing tasks using CBA. A teacher has concluded that they “need practical and extensive trainings on CBA”.

**Question 29: Could you explain your answer, please?** (*Previous question; When it comes to the situation of integration, do you deal with it as...*)

For many respondents the SI is a follow up activity. Some have described it as “a great mechanism through which the learner can” reinvest his resources with his mates”, “we gather and re-use what has been learned and taught”. Those who have associated the SI with a round up session have also presented similar arguments. A teacher has explained that “The situation of integration is where learners use what they have learned during the whole unit”. Others have argued that SI is “the final result of the lesson” “in the form of “an essay or grammar exercises”. Some Ts have affirmed that they deal with it as “a separate lesson” for “the writing skill”. Another responded that the Lrs use “all what they have learned in the SI”. A teacher has explained that “the result of this final stage permits the checking whether the Lrs’ acquisition is satisfactory”.

**Question 30: In the light of your pre-service training at the ENS, and your present teaching experience, what would you suggest to make the pre-service training at the ENS more efficient in the future?**

The responses to this item have followed four trends:

Firstly, the majority of the respondents have suggested that “the teaching practice and internship be longer”. Some of them have expressed the wish that “the internship covers the whole fifth year of the pre-service”. Others have regretted that “The theoretical side took over the practical side”. A teacher has concluded that “teaching is doing it”. Teaching practice also reposes on the trainer teachers’ experience. Some have made the suggestion that an internship trainee should have the chance to work with “various trainer teachers” in order to benefit from different experiences and “get the most guidance possible”. Secondly, many respondents have deplored the fact that too many subjects seem useless in the theoretical part. A participant has seen the improvement of pre-service training through “reducing the number of useless theoretical modules to give more time for the preparation of the lessons”. Thirdly, a teacher has wished more time be devoted to “classroom management and psychology to know how to deal with different situations that might occur in your classroom”. Fourthly, learning to plan lessons according to the CBA has been put forward by another respondent. Someone has suggested to focus more on “didactics, methodology, psychology, the four skills” as these are “things that we need to use in the classes”. A participant has mentioned the idea of attending seminars. The issue of technological means has been raised by some participants.

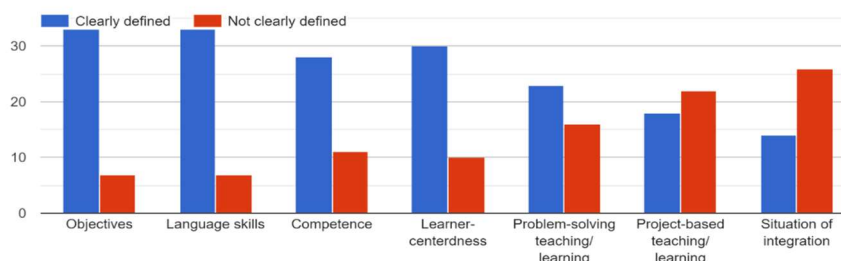
### Quantitative data collection results:

This section displays the results gathered from the 45 questionnaires submitted to high school EFLTs and returned. These quantitative results have been taken from the Google Forms synthesis of the teachers' responses and appear in the form of graphs and diagrams and percentages for closed-ended items. The open-ended responses have been synthesized in paragraphs and included in the qualitative section.

### Pre-service training at the ENS

**Question 1: During your theoretical training at the ENS, were the following principles of the Competency-Based Approach clearly defined for you ?**

During your theoretical training at the ENS, were the following principles of the Competency-Based Approach clearly defined for you?



*Diagram 2: Clarity in the definition of some CBA principles during theoretical training at ENS.*

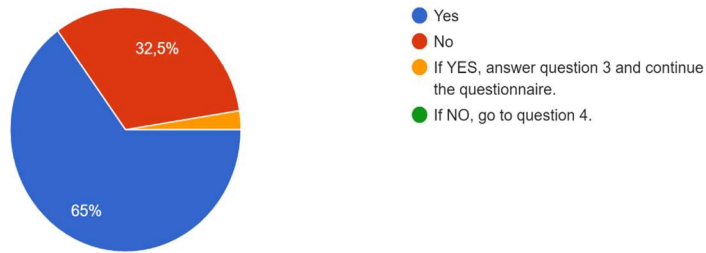
40 people have answered the question in which they had to say if either proposition was “clearly defined” or “not clearly defined”.

-Objectives: 33 people said it was clearly defined (82,5%), while 7 people said it was not clearly defined (17,5%);

- Language skills: 33 people said it was clearly defined (82,5%), while 7 people said it was not clearly defined (17,5%);
- Competence : 28 people said it was clearly defined (70%), while 11 people said it was not clearly defined (30%);
- Learner-centerdness: 30 people said it was clearly defined (75%), while 10 people said it was not clearly defined (25%) ;
- Problem-solving teaching / learning: 23 people said it was clearly defined (57,5%), while 16 people said it was not clearly defined (42,5%);
- Project-based teaching / learning: 18 people said it was clearly defined (45%), while 22 people said it was not clearly defined (55%);
- Situation of integration: 14 people said it was clearly defined (35%), while 26 people said it was not clearly defined (65%).

## Question 2: Did you carry out any tasks about the implementation of the Competency-Based Approach ?

2. Did you carry out any tasks about the implementation of the Competency-Based Approach?  
40 réponses



*Pie chart 1: Frequency of CBA implementation.*

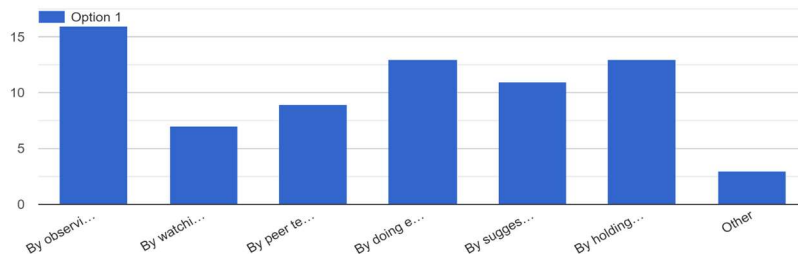
This question has been answered 40 times :

-65% for Yes (26 people);

-32,5% for No (14 people).

### Question 3: How were these tasks organized?

3. How were these tasks organized?



*Diagram 3: Organisation of CBA tasks implementation*

There were 7 possible answers which could be:

-By observing your trainers' performances : this has been ticked 16 times (40%);

-By watching Competency-based approach classes videos : this has been ticked 7 times (17,5%);

-By peer teaching simulations : this has been ticked 9 times (22,5%);

-By doing exposés : this has been ticked 13 times (32,5%);

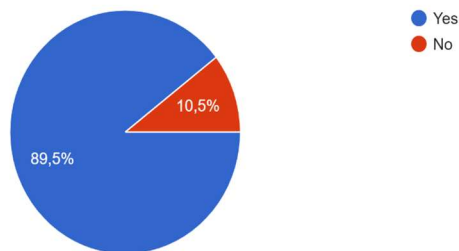
-By suggesting your own ideas : this has been ticked 11 times (27,5%) ;

-By holding discussions and debates : this has been ticked 13 times (32,5%);

-Other : this has been ticked 3 times (7,5%).

#### Question 4: Did you practice how to plan lessons?

4. Did you practise how to plan lessons?  
38 réponses



*Pie Chart 2: Frequency of how to plan lessons-practice*

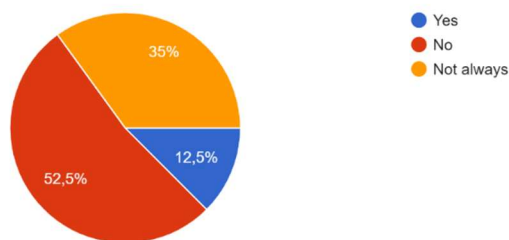
This question has been answered 38 times:

-34 people (89,5%) for Yes;

-4 people (10,5%) for No.

#### Question 5: During your internship, did you have to follow ready-made lesson plans?

5. During your internship, did you have to follow ready-made lesson plans?  
40 réponses



*Pie Chart 3: Frequency of following ready-made lesson plans during the internship*

This question has been answered 40 times:

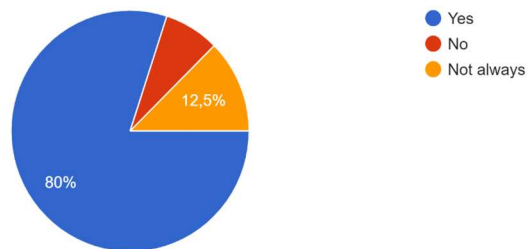
-5 people (12,5%) for Yes;

-21 people (52,5%) for No;

-14 people (35%) for Not always.

### Question 6: Were you encouraged to try out your own lesson planning?

6. Were you encouraged to try out your own ideas for your lesson planning?  
40 réponses



*Pie Chart 4: Frequency of student teachers' trying out their own ideas for lesson planning.*

This question has been answered 40 times:

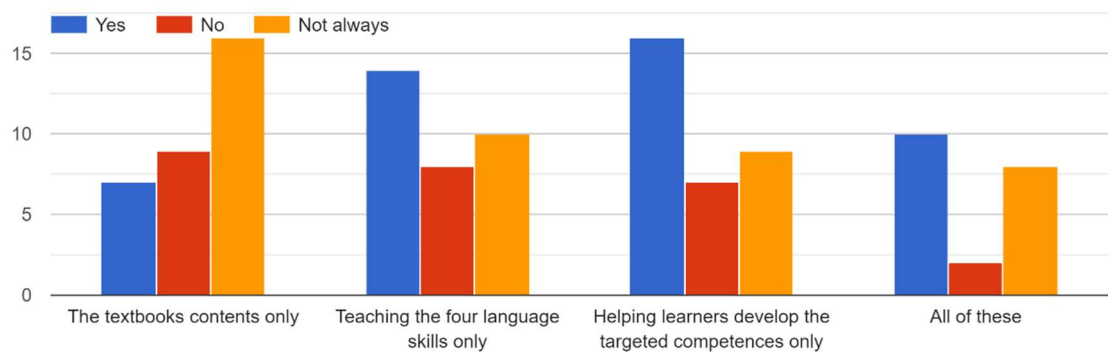
-32 people (80%) for Yes;

-3 people (7,5%) for No;

-5 people (12,5%) for Not always.

**Question 7: Did you focus on textbook contents only, teaching the four language skills only, helping learners develop targeted competences only, and all of these.**

7. Did you focus on ...



*Diagram 4: Frequency of the various supports student teachers focused on for lesson planning*

For this question, 4 propositions were given. To each, the possible answers were Yes, No and Not always:

-The textbooks contents only: 7 people have answered Yes (17,5%), 9 people No (22,5%), 16 people Not always (40%) ;

-Teaching the four language skills only: 14 people have said Yes (35%), 8 people No (20%), 10 people Not always (25%) ;

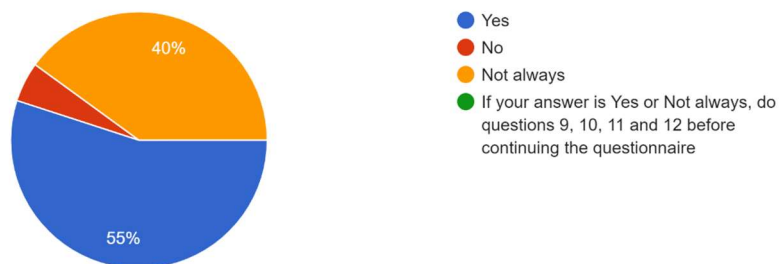
-Helping learners develop the targeted competences only: 16 people have replied Yes (40%), 7 people No (17,5%), 9 people Not always (22,5%);

-All of these: 10 people have answered Yes (25%), 2 people No (5%), 8 people Not always (20%).

### Question 8: Did your lessons follow the Competency-Based Approach procedures ?

8. Did your lessons follow the Competency-Based Approach procedures?

40 réponses



*Pie Chart 5: Frequency of Student teachers following the CBA procedures.*

This question has been answered 40 times :

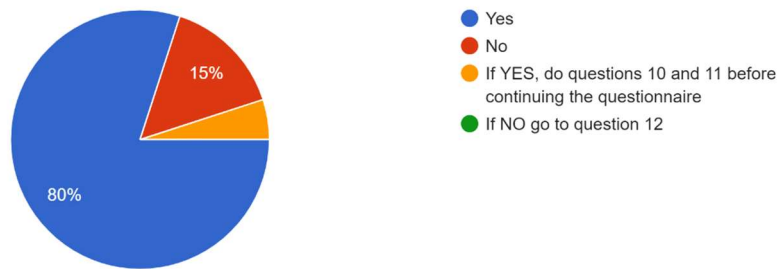
-22 people (55%) for Yes;

-2 people (5%) for No;

-16 people (40%) for Not always.

**Question 9: Did you meet the difficulties in implementing the Competency-Based Approach ?**

9. Did you meet difficulties in implementing the the Competency-Based Approach?  
40 réponses



*Pie Chart 6: Frequency of student teachers' difficulties in implementing the CBA.*

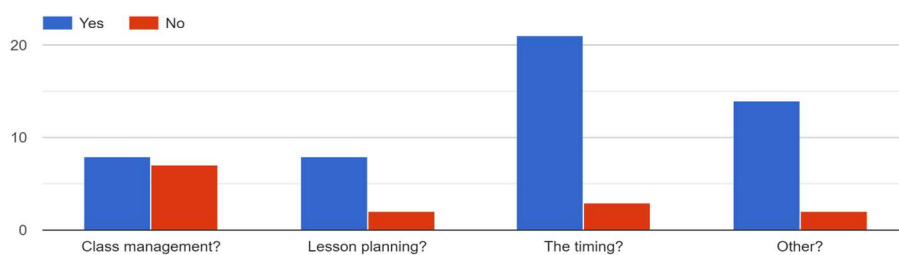
This question has been answered 40 times:

-32 people (80%) for Yes; and

-8 people (20%) for No.

**Question 11: Was it due to**

11. Was it due to



*Diagram 5: Factors preventing student teachers from implementing the CBA.*

This question had 4 possible options of answers:

-Class management: 8 people have answered Yes (20%), while 7 people have said No (17,5%).

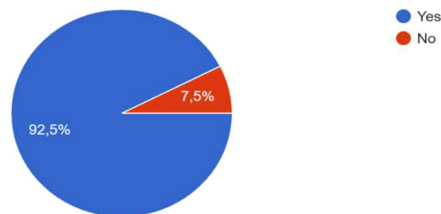
-Lesson planning: 8 people have replied Yes (20%), and 2 people No (5%).

-The timing: 21 people have said Yes (52%), 3 people No (6%).

-Other: 14 people have said Yes (35%), 2 people No (5%)

### Question 13: Were your performances followed by discussions ?

13. Were your performances followed by discussions?  
40 réponses



*Pie Chart 7: Frequency of post-performance discussions.*

This question has been answered 40 times:

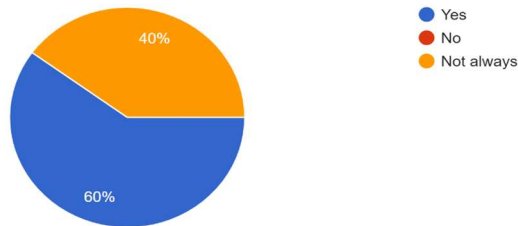
-37 people (92,5%) for Yes;

-3 people (7,5%) for No.

**In-service: Now that you are in the field...**

**Question 17: Do you manage to develop the targeted competencies in your learners?**

17. Do you manage to develop the targeted competencies in your learners?  
40 réponses



*Pie Chart 8: Frequency of teachers managing to develop the targeted competencies in their learners.*

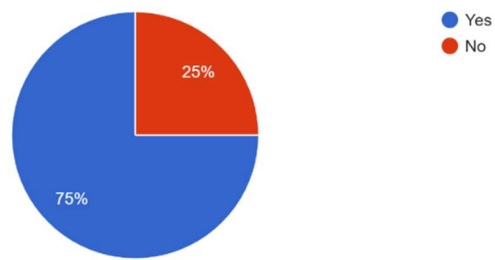
This question has been answered 40 times:

-24 people (60%) for Yes;

-16 people (40%) for Not always.

**Question 18: Do you consider your teaching as based on learner-centerdness?**

18. Do you consider your teaching as based on learner-centerdness?  
40 réponses



*Pie Chart 9: Frequency of teachers considering their teaching as based on learner-centerdness.*

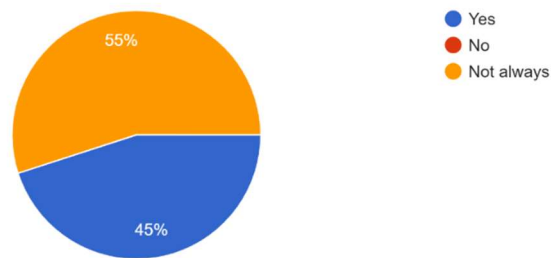
This question has been answered 40 times:

-30 people (75%) for Yes;

-10 people (25%) for No.

## Question 20: Do you manage to teach through problem-solving situations?

20. Do you manage to teach through problem-solving situations?  
40 réponses



*Pie chart 10: Frequency of in-service teachers managing to teach through problem-solving situations.*

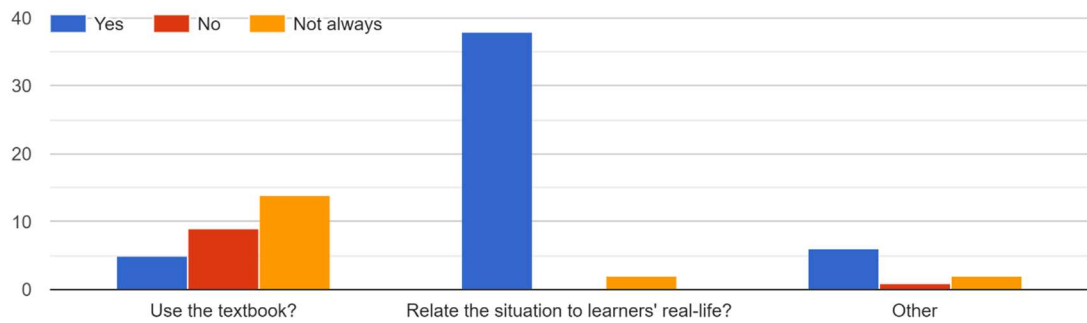
This question has been answered 40 times:

-18 people (45%) for Yes;

-22 people (55%) for Not always.

**Question 21: In order to design these problem-solving situations, do you...**

21. In order to design these problem-solving situations, do you...



*Diagram 6: Frequency of in-service teachers resorting to various supports.*

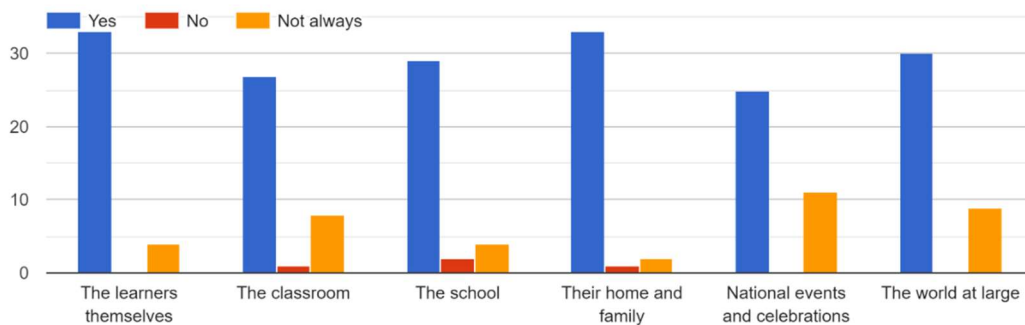
-Use the textbook: 5 people have said Yes (12,5%), 9 people No (22,5%), 14 people Not always (35%);

-Relate the situation to learners' real-life: 38 people have replied Yes (95%), 2 people said Not always (5%);

-Other: 6 people have said Yes (15%), 1 person answered No (2,5%), and 2 people replied Not always (5%).

**Question 23: Do you relate your teaching to the immediate environment of the learners?**

23. Do you relate your teaching to the immediate environment of the learners?



*Diagram 7: Frequency of teachers relating their teaching to the immediate environment of the learners.*

This question had 6 possible answers. To each, there were 3 choices:

-The learners themselves: 33 people have replied Yes (82%), 4 people Not always (10%);

-The classroom: 27 people have answered Yes (77%), 1 person have answered No (2,5%), and 8 people Not always (25%);

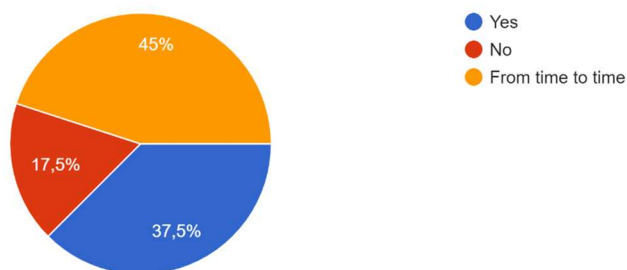
-The school: 29 people have said Yes (72,5%), 2 people have said No (5%), 4 people have said Not always (10%).

-Their home and family: 33 people have replied Yes (82,5%), 1 person No (2,5%), and 2 people Not always (5%);

-National events and celebrations: 25 people have said Yes (62,5%), 11 people said Not always (27,5%).

**Question 24: As a whole, do you meet difficulties in implementing the CBA principles?**

24. As a whole, do you meet difficulties in implementing the Competency-Based Approach principles?  
40 réponses



*Pie chart 11: Frequency of in-service teachers meeting difficulties in implementing the CBA principles.*

This question got 40 answers:

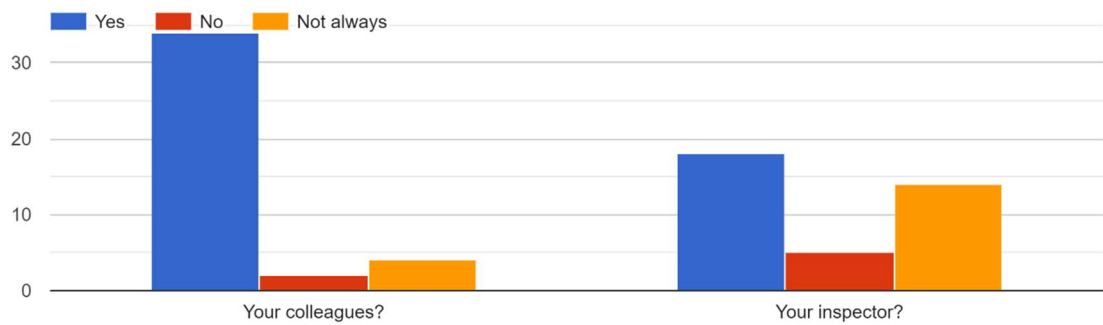
-15 people (37,5%) for Yes;

-7 people (17,5%) for No;

-18 people (45%) for from time to time.

**Question 26: Do you share your difficulties with your colleagues, and your inspector?**

26. Do you share your difficulties with



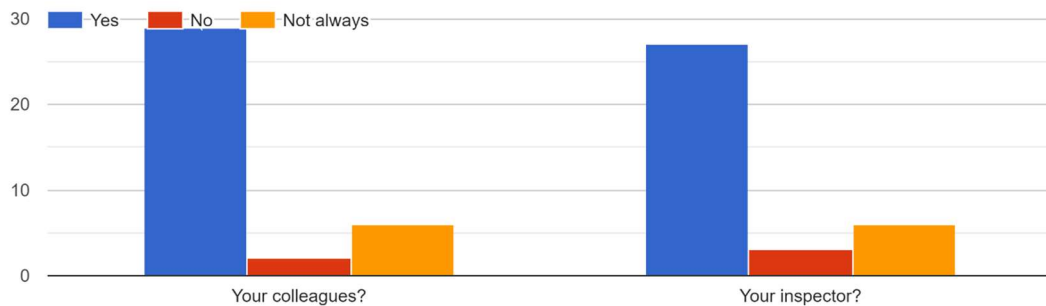
*Diagram 8: Frequency of in-service teachers sharing their difficulties with their colleagues, and your inspector.*

-Your colleagues: 34 people have replied Yes (45%), 2 people No (12,5%), 4 people have said Not always (35%);

-Your inspector: 18 people have answered Yes (85%), 5 people No (5%), 14 people have said Not always (10%).

**Question 27: Do you get any advice/counselling from your colleagues and your inspector?**

27. Do you get any advice/ counselling from



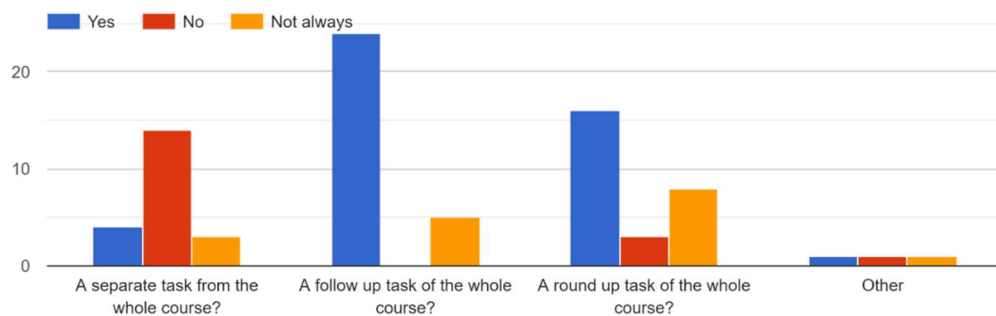
*Diagram 9: Frequency of in-service teachers getting advice/counselling from their colleagues and their inspector.*

-Your colleagues: 29 people have said Yes (67,5%), 2 people No (7,5%), 6 people Not always (15%);

-Your inspector: 27 people have answered Yes (62,5%), 3 people No (5%), 6 people Not always (15%).

**Question 28 : When it comes to the situation of integration, do you deal with it as...  
a separated task from the whole course, a follow up task of the whole course, a  
round up task of the whole course, or other.**

28. When it comes to the situation of integration, do you deal with it as ...



*Diagram 10: Frequency of the ways in-service teachers deal with the situation of integration.*

Here are the answers to this question:

-A separate task from the whole course: 4 people have said Yes (10%), 14 No (10%), and 3 Not always (7,5%);

-A follow up task of the whole course: 24 people have replied Yes (60%), and 5 Not always (12,5%);

-A round up task of the whole course: 16 people have answered Yes (40%), 3 No (7,5%), and 8 Not always (20%);

-Other: 1 person has said Yes (2,5%), 1 person No (2,5%), 1 person Not always (2,5%) .

## **Conclusion**

The four sections of this chapter have presented the findings of the qualitative data collection from the official documents, the Support Booklet, the Inspectors' interviews and the open-ended questions from the questionnaires set to the in-service EFLTs. The last section has been devoted to the presentation of the quantitative findings from the questionnaires set to the above mentioned teachers.

## *Chapter Four: Discussion of the Findings*

### **Introduction**

This chapter hosts the discussion and interpretation of the results presented in the previous chapter. It aspires to answer the Research Questions raised in the general introduction and to bring elements of response to the main issue of our study: **Does the theoretical pre-service TT align with the CBA requirements and the challenges Ts face while implementing the CBA in the EFL classrooms?**

The chapter is organized in four sections. The first one presents the discussion and interpretation of the outcomes of the thematic content analysis of the official documents corpora in order to answer Research Question One. The two following sections tackle respectively the issues of Research Question Two and Research Question Three on the basis of both the findings of the quantitative analysis of the questionnaires set to EFLTs and the results generated from the content analysis of the Inspectors' interviews and the teachers' open-ended responses. Section four is destined to answer Research Question Two and Research Question Three through the triangulation research framework and draw the implications of the outcomes of the above discussions merged together.

## **4.1. Answer to Research Question One: Do the official objectives set to EFLTT align with the CBA principles?**

### ***4.1.1. Official objectives to EFLTT***

#### ***4.1.1.1. CBA principles***

The data collected from the GL reveal a significant relation with most of the CBE foundations such as the ‘*Know*’ and the ‘*Know how*’ aiming at the *learner’s autonomy*, and *their ability for problem-solving in real-life challenges, competency to analyse and synthesize data* (Loi d’Orientation, 2008, p.20). Such competencies that would ensure the making of *the Algerian citizen capable of adapting to unpredicted situations and find solutions to problems* (Loi d’Orientation, 2008, p.20). These competencies are illustrated by active verbs such as *observing, reasoning, judging, communicating and responsibility-taking* in Article 45 (Loi d’Orientation, 2008, p.47). It is noteworthy that in the case of EFL TEACHING/LEARNING, communication takes place in English the mastery of which is declared as indispensable by the GL (Loi d’Orientation, 2008, pp.16-17). These findings underscore the numerous ‘**Musts**’ set to the EFL teachers who are expected **to unburden themselves of the restraints of teaching cards or content dispensers**, and to act as a **counsellor, guide, facilitator, negotiator** (Document d’Accompagnement, 2011, p.11) among other requirements.

#### ***4.1.1.2. Teacher training and official objectives***

Article 77 of the GL specifies that the pre-service TT aims at *providing the STs with the necessary knowledge and the ‘How to do’ for the exercise of their profession* (Loi d’Orientation, 2008, p.54). This TT objective is relayed by the ENS Cu for the TEFL pre-

service TT which suggests that the objective of TEFL courses is **“to provide would-be Ts with tools that would help them in their future career”** (ENS Cu, p.37). The ‘*How to do*’ is more explicit in **“to explain thoroughly the basic foundations of classroom tasks and activities, the use of appropriate teaching/learning steps...”** (ENS Cu, p.74). The matching of both the GL global objective to TT and the ones from the ENS Cu set to TEFL courses may be indicative of a prescriptive TT approach which is limited to mere *“familiarizing student teachers with techniques and skills to apply in the classroom”* (Richards and Nunan, 1995, p.xi). In such a case, the STs are not equipped with the ‘*Know how to do with the Know*’, the ‘*Know*’ being the theoretical knowledge, and the ‘*Know how to do with*’ being the teaching in practice. Furthermore, STs are not equipped with the ‘*Know how to be*’ and ‘*Know how to behave*’ competencies that enable them to face the challenges CBA implementation brings about in their future classrooms. This way of doing opposes the CBA integrative pedagogy mentioned in the Support Booklet Glossary (Document d’Accompagnement, 2011, p.23) that fosters competencies such as *“selecting, integrating and mobilizing ourselves to be able to respond competently to situations/problems/challenges.”* (Operti, 2022, p. 1).

Our examination of the three official documents (GL, ENS Cu, SB) we have accessed has revealed that there are no explicit objectives set to TT destined to TEFL per se. It is the finality of the Competency- based Education adopted by Algeria in 2008 which shapes the exit profile of the Algerian citizen presented in the GL (Document d’Accompagnement, 2011, p.20) that has allowed a parallel with the CBA principles.

## **4.2. Answer to Research Question Two: What are the challenges encountered by EFLTs while implementing CBA in their classrooms?**

### ***4.2.1. In the classroom***

The quantitative data indicate that high school EFLTs face two types of challenges in their classrooms: those due to the logistics or classroom management, and those inherent to the CBA itself. Among the 80% of respondents who admit facing challenges, 65.6% mention that they are “**time bound**” with the syllabus to cover. A second collective grievance concerns the textbook which all Ts reject arguing that it is “**outdated in comparison with the Lrs’ needs and interests**” (Question 22). The size of the classes and the level of the learners, along with the lack of adequate material and technological tools are common challenges among the participants. All these issues contradict some of the CBA principles as Inspectors state: “**Setting a syllabus and urging Ts to finish the programme goes against this approach**” or “**CBA requires means**”, or else “**CBA requires small groups of Lrs**”.

The challenges inherent to CBA itself concern the theoretical knowledge of the approach per se as well as its related methodologies. The three outstanding reasons the T respondents put forward are that of “**insufficient preparation for designing tasks using the CBA**” (Question 25), or that “**the teaching and learning procedures that help implement the CBA were not clearly defined**” (Question 12). The latter argument is confirmed by Inspectors who state that in-service Ts are “**unable to formulate a learning objective**”, “**do not follow any scaffolding method**”, and “**ignore even the difference between competence and competency**”. Such findings relay K. Ammour’s recommendation at the end of her study about teaching reading strategies and skills

*“raising teachers’ awareness about the theories lying behind the Algerian reform becomes more than compulsory” (2009, p.131).*

#### **4.2.2. Shortcomings of Teacher Training**

A possible interpretation of the above findings is the pre-service TT approach at the level of the ENS. The five years ENS Cu encompasses various subjects in English among which the theoretical syllabus. Table 1 (p.43) of the weekly hours volume of the theoretical subjects related to TEFL reflects *the rate allocated to these subjects with a total of 22.12% over the five years of training, that is less than a quarter of the whole timing.* The aims of the related subjects include phrases like **‘to provide would-be teachers’, ‘to explain’, ‘to clarify’, ‘to make the trainees aware’**. This may suppose a passive position of STs who do not get involved in their training. Such a situation outlines the traditional prescriptive TT tendency rather than a trainee-centred one which Richards and Nunan advocate (1995) by involving STs in the whole training process. Coming back to the theoretical syllabus, the outcomes of the first question (Question 1) set to the Ts display an unbalance between the notional knowledge about some TEFL principles and the ones related to CBA. If 82% say that the notion of ‘objectives’ and the ‘language skills’ were clearly defined in their pre-service preparation, the rates fall when it comes to the notion of **‘competence’ with 70%, learner-centeredness with 75%, and 57% for problem-solving teaching/ learning.** As for **the situation of integration (SI), 86.66%** state that they **do not know what it is**, which is relayed by three Inspectors whose comments are: **“Ts do not know what it is”, “Ts can’t formulate a SI”**. The high rate of Ts who ignore the meaning of the SI is illustrated by the various functions Ts give to SI when it comes to its implementation in class (Question 29). Some Ts present it as “a

**mechanism through which the Lr can reinvest his resources with his mates**". In other words, Lrs "**gather and re-use what has been learned and taught**". A teacher says they consider it as "**the final result of the lesson**" whereas another states it is "**where Lrs use what they have learned during the whole unit**". A T considers it as a round up session in "**the form of an essay or grammar exercises**", "**for the writing skill**". It is noteworthy that none of the respondents linked their arguments with Integrative pedagogy. Yet, the Support Booklet glossary shapes *Integrative pedagogy* by stating that it is the channel through which '*Lrs summon their acquisitions from various fields, disciplines and skills, and merge them in order to tackle real life-like situations up to prepare them for later problem-solving challenges*' (Document d'Accompagnement, 2011, p.23). The variety of implementation ways of the SI by teachers underscores the plausible inadequacy and impreciseness of the theoretical pre-service curriculum about CBA, with its integrative principle in this case. In his inquiry into language learning strategies in the Algerian middle school, A. Benkheddoudja (2022) came out with a conclusion that "*Teachers need to be provided with theoretical and practical knowledge [...] to become aware of the application of strategies [...] in their classes*" (2022, p. 267). Benkheddoudja's conclusion supports the hypothesis of discrepancy between the theoretical knowledge of CBA principles and their execution in the classrooms supposed to start during the pre-service TT practice.

The pre-service TT practice occurs in the fourth and fifth years. Apart from the hourly volume of six hours in Year Four and Year Five, no other detail is mentioned in the ENS Cu we have explored. Neither is the internship which takes place in the fifth year. However, the content analysis outcomes from the Ts' open-ended questions do shed

light on the weak facets of the pre-service teaching practice. The two major grievances expressed by Ts relate to its short duration and low frequency. Some Ts suggest that **“the internship cover the whole fifth year of the pre-service”** because STs **“need practical and extensive training on CBA”**. A teacher deplores the fact that **“the theoretical part took over the practical side”**. These results enforce the responses to Question 9 where **80% of Ts answered that they meet difficulties in implementing the CBA**. They are consistent with the findings of Bader and Hamada in a study about pre-service middle school teachers in the ENS of Constantine in 2015. They investigated “the extent to which these STs were able to put into practice the CBA tenets” during their internship (Bader and Hamada, 2015, p.7). They concluded that the middle school STs *“are unable to transfer this knowledge into a practical context of use”* (Bader and Hamada, 2015, p.15) as 96% of the STs *“could not express competency in terms of performance that bears a real life task”* (Bader and Hamada, 2015, p.16). One of their recommendations is that the ENS *“provide more practical training opportunities”* (Bader and Hamada, 2015, p.16).

The above discussion and interpretation reveal that teachers face three types of challenges when it comes to their implementation of the CBA in their classrooms: classroom management challenges, mastery of the notional and theoretical principles of the CBA, and the insufficiency of pre-service teaching practice.

### **4.3. Answer to Research Question Three: What are the Inspectors' views about the efficiency of ENS pre-service training**

#### ***4.3.1. Inspectors' confirmation of Ts' challenges***

Bader and Hamada's recommendation (2015) that ENS should provide STs with more practical opportunities meets consistency in the Inspectors' affirmation that **“the great majority of novice Ts”** suffer from **“lack of pre-service training and practice”**. They meet **“difficulty to transfer theory to classroom work”**, are **“unable to formulate a learning objective”**, **“do not follow any scaffolding”** and **“ignore even the difference between competence and competency”**. Lrs' **“involvement”** and **“interaction”** in the Teaching/Learning process represent one of the Inspectors' concerns. They pinpoint the **“Lrs' passiveness”** due to the **“absence of learner-centeredness”**, and thus **“the absence of the ‘learning by doing’** CBA principle. As developed in the Review of the literature chapter (p.11), the *‘Learning by doing’* is an omnipresent trait of CBA in problem-solving, decision-making, project-based tasks. Inspectors consider that *‘learning by doing’* **“fosters progress”**, **“autonomy”** and favours the **“reinvestment of acquired knowledge”**. They admit, however, that teachers must find *‘learning by doing’* **“time-consuming but it is time-saving in the amount of learning and unlocking acquisitions”**. When they visit Ts in their classes Inspectors witness the **“no learning by doing”** because Lrs are not introduced to the **“What do I know, What do I need/want, What do I learn”** rule of three which should accompany every step of the Teaching/Learning act. Inspectors explain that **“only motivated Ts succeed in such tasks”** and incriminate **the obligation of syllabus-coverage** Ts are subject to along with their **“lack of preparation”**.

The classroom management issues raised by Ts preoccupies Inspectors too. During the visits they carry out in classes, they often note the exploitation of the classroom space with its **“appropriateness”** or not, **“the position of the teacher”**, **“the board management”** or **“what is happening in the classroom”** as well as **“whether teachers are aware of their learners”**, of **“their learning styles”**, and of **“their own teaching”**. The **“relation Teacher/Learner”** and **“learners’ affect”** is put forward by Inspectors who insist on the Lrs’ **“right to be encouraged emotionally, which would facilitate their involvement in the Teaching /Learning act”**.

This exhaustive outcome of our content analysis of the Inspectors’ interviews does align with the challenges Ts face when implementing CBA in their classrooms. The Inspectors’ outside eye goes beyond the Ts’ challenges by unveiling the issues of Teacher/Learner relation, Lrs’ learning styles, their involvement in the Teaching/Learning process, and their affect, all in order to help Ts overcome their challenges and self-develop. Gaies and Bowers name this *“clinical supervision”* or *“monitoring, guiding, and improving the performance of practising teachers”* (in Richards and Nunan, 1995, p.167). Inspectors’ counselling role takes its full significance at this level since they are the ones who indulge into palliating most in-service Ts’ pedagogical challenges.

#### ***4.3.2. Inspectors’ palliation strategies***

As ‘inspectors’, the Inspectors state that they **“check”** and **“control”** Ts’ teaching documents, and what is completed by them as far as the syllabus is concerned. They just draw attention to the **inadequacy of some EFL class places** (school libraries or

amphitheatres) or deplore the issue of the bound of the **“syllabus implementation and coverage”** Ts are submitted to. However, their role of supervisors and counsellors is effective when it comes to **“coaching”**, **“training”**, **“monitoring”** the Ts. They **“accompany”** and **“encourage”** the novice Ts to palliate the pedagogical challenges they face in their classrooms. For this, Inspectors develop various strategies within the official in-service training framework and calendar. Inspectors state that the calendar presupposes the holding of one or two seminars, and an average frequency of six training days per year, some of which they devote to the training of novice Ts from the whole district. It is their class visits that shed light on the **“Ts’s needs, which help set objectives for the training sessions”**. During these sessions Inspectors focus on the **“pedagogy related to the lacks observed”**, a way of benefitting all the Ts with the **“de multiplication of the outcomes”** of the class visits. During these training sessions some Inspectors invite Ts to **“share any interesting teaching experience with their colleagues”**. It happens that **“a lesson demonstration”** is performed by one of the Ts to pave the way to debates on the procedure followed, or to follow up **“workshops”**. These follow up workshops are ‘delayed palliation tasks’ organized during **“internal or proximity sessions”**. They involve the Ts of the same high school or those from two or three neighbouring high schools. They are led by experienced teachers or Trainer Teachers, and **“favour free initiatives”**. The use of 21<sup>st</sup> century means of communication facilitates the sharing of the outcomes of internal/proximity sessions online. Another Inspector uses Zoom or Viber beside the face-to-face meetings. This approach to in-service TT, which encourages **“proximity collaboration among Ts”** and helps develop their **“autonomy”**, reflects the principle of ‘*trainee-centerdness*’ mentioned in the

Review of the literature chapter (p.11) and Vygotsky socio-constructive learning with its ZPD & Scaffolding (p.17), all based on progressive learning and autonomy acquisition.

Apart from generating the objectives of training sessions, the traditional class visits followed by immediate **“discussion”** with the visited T encourage them to **“self-reflect”** on their class performance. It happens that the **“feedback is given in the presence of the colleagues”** (although not frequently as some Ts resent it). Delayed palliation can take the form of a **“project-work”** carried out by the T on the major weakness spotted in their performance. An Inspector encourages Ts to hold a **“reflection book”** where they record **“what worked during the lesson and what did not”**. Another Inspector uses a **“personal observation grid”** and a **“post-course evaluation one”** which the visited T completes before discussing it on the basis of the observations the Inspector has noted during the lesson. The five Inspectors practise **“regular checking of the Ts presenting lacks”** to accompany them in their improvement with regular counselling, which 75% of the respondent Ts admit receiving from their respective Inspectors (Question 27).

The display of these procedures shows that Inspectors’ palliation strategies are varied but they all obey the following ongoing process: Firstly, immediate discussion and feedback given to the T by the Inspector just after the lesson. Secondly, delayed palliation activities, either individual, or/and in proximity groups, or/and during collective training sessions. Thirdly, regular accompaniment and counselling of the teacher presenting lacks by the Inspector. All the strategies can be summed up in Gaies and Bowers words: *“Clinical Supervision is aimed at the needs and problems of individual teachers, and the supervising process itself is based on direct examination of individual teaching*

*performance.*” ( as cited in Richards and Nunan, 1995, p 169). However, Gaies and Bowers refer to internship clinical supervision, of which both Ts and Inspectors deplore the scarcity in the context of the ENS pre-service TT. Indeed, some Ts raise the poor management of their pre-service teaching practice arguing that it is **“limited only to some practice”** and that it necessitates frequency and **“ a better selection of the trainer teachers”** and their multiplicity (of trainer teachers) to benefit from wider **“guidance”**. Thanks to this selection, Ts would be **“encouraged to take initiatives instead of always following the trainer teacher’s instructions”** (Questions 15-16). Some Inspectors do relay these Ts’ grievances when they note that some trainer teachers are not **“well prepared ”** to take in charge the internship supervision, and that it is a **“ heavy task”**. Therefore, Levi Altstadter et al’s (2016) work on co-teaching model of pre-service teaching practice cannot be verified as ENS STs do not get opportunities to optimise their theoretical knowledge through *co-planning, co-teaching, co-reflecting, co-evaluating their performances* with the help of their ‘clinical teacher’.

#### ***4.3.3. Inspectors’ suggestions***

The wide range of Inspectors’ views about what they encounter during their visits to Ts in the field does not go without some suggestions as concerns both the ENS pre-service TT and the in-service one, and the implementation of CBA.

##### ***4.3.3.1. CBA implementation***

Apart from the wished availability of **“material and ICTs tools”**, Inspectors suggest that **“more money should be injected in the business”**. They also suggest that the **“teaching environment go beyond the school”** arguing that **“as long as we confine**

**the Teaching/Learning process to the classroom, we remain in an artificial environment**”, which goes against the CBA concept of **“learner-citizen”**. This idea is developed by an Inspector who wonders why the environment of CBE is intramural while **“it should be open to the society and vice-versa”** and benefit from **“the involvement of institutions such as museums, stadiums, counties etc. especially for the preparation and presentation of Lrs’ projects”**.

#### ***4.3.3.2. Pre-service Teacher Training, in-service Teacher Training***

The first suggestion Inspectors present is that **“the theoretical curriculum should be updated”** and aligned with **“the 21<sup>st</sup> century skills”**. Inspectors suggest that the Teacher Trainers should not be **“part-time ones”** as it prevents **“continuity”** in the teacher training process. Another suggestion is that the teaching practice be adjusted both in its **“duration and frequency”** and taken in charge by **“well prepared”** trainer teachers. The latter suggestion applies to internship and in-service trainer teachers who need **“adequate training”** in order to **“get rid of fossilized ways of doing”** mainly **“to prevent contradictory positions”** between teacher trainers at the ENS, STs, trainer teachers in the high schools, teachers, and Inspectors, these four being the human resources upon which efficient CBE reposes.

#### ***4.3.3.3. Human resources***

Inspectors make two major suggestions about human resources. The first one is that **“all the people in charge of preparing Ts should undergo adequate training”** starting by themselves who should **“undo themselves from their authoritarianistic and prescriptive”** reflexes. The same suggestion is made about the trainer teachers in charge

of accompanying novice Ts in the high schools and who show “**resistance to change and reluctance to leave their comfort zone**”. These attitudes prevent novice Ts from “**bringing in some fresh blood to the profession**” and “**instilling innovation**”.

The second outstanding suggestion targets the **collaboration/cooperation/coordination** aspect TT should benefit from. Inspectors agree that a “**bridge**” should be set between “**the stakeholders of the Ministry of National Education and the ENS**” in order to coordinate between the official decisions and the TT objectives. Downstream, Inspectors put forward the suggestion that the same ‘bridge’ should exist between pre-service teacher trainers and Inspectors. A “**collaboration framework**” should be designed that would shape “**teamwork**” between these two actors with a ‘to-and-fro’ communication about the Ts’ lacks witnessed by the Inspectors so that adjustment in the pre-service TT can be made. This adjustment should be possible if Inspectors were solicited for sending “**a regular report of most lacks noticed among the Ts**” along with “**a copy of the report they write after each novice T class visit**”. Last but not least, Inspectors wish they were “**listened to**” by all those upstream people in charge of the preparation of Ts. This coordination may be a way of preventing the redundancy of the novice Ts’ teaching challenges and weaknesses year after year. The present lack of coordination is clearly stated by K. Ammour when she writes that “*the most alarming weakness [...] is the lack of coordination between the different compartments of the global teaching operation...*” (2009, p.133).

The discussion and interpretation of the findings of the content analysis of the Inspectors’ interviews imply that Inspectors consider the ENS pre-service TT presents some insufficiencies in various fields starting at the theoretical level since novice Ts do

suffer from their poor mastery of the CBA principles. When it comes to the teaching practice, Inspectors deplore the fact that it does not prepare STs well enough for their future teaching task as most of novice Ts do not know how to put CBA principles into practice. Finally, Inspectors believe that the ENS training staff needs to be regular and perennial to ensure efficient training to STs and allow coordination with the Inspectors.

#### **4.4. Implications of the study**

The overall concern of this study was to determine whether the theoretical pre-service TT aligns with the CBA principles and the challenges teachers face while implementing the CBA in their EFL classrooms in the context of Algerian high schools today, more specifically in high school districts from the wilayas of Béjaïa, Boumerdes and Tizi Ouzou.

The answers to the three research questions indicate four implications among which we raise two discrepancies:

- The first lies between the principles of CBA and the way Ts are prepared for their implementation. Indeed, the findings indicate that the approach to TT does not train STs in accordance with learner-centeredness and the integrative pedagogy that is indispensable for problem-solving and project-based tasks. Knowing that the Teaching/Learning processes repose mainly on these CBA principles, the TT approach needs to adopt a trainee-centred trend.
- The second discrepancy stands between the theoretical ENS Cu and the pre-service teaching practice. The outcomes of our study imply that the reasons for these contradictions may be related to how Competency-based Education (CBE)

and CBA are understood and shaped at the apex (by the stakeholders and decision-makers) through to the syllabus and textbook designers according to how they themselves perceive the official texts. It continues down to TT institutions who conceive TT programs in adequacy with how they get the meaning of CBA principles. Finally, it ends up in the classroom to be implemented by Ts who are trained in consequence. Some findings show a dissonance between the apex and the basis concerning the CBE and CBA. The exit profile of tomorrow's Algerian citizen (as described in the GL) is supposed to determine today's "*profile of the Algerian teacher*" (Ameziane, Guendouzi, 2015, p 17). To guarantee efficient Ts, a new trend named "Training Engineering" (Akkacha et al, 2019, p.3) may be a solution for EFL TT. This methodology is based on the analysis of the training needs, their translation into objectives, their planification in the form of training tasks, their management, the coordination of the actions and the evaluation of the training.

- The third implication of this study is the wealthy information inspectors detain about the reality of the teaching field. Being in the heart of the matter, inspectors appear to be the best placed to put a finger on the discordances of TT. This can benefit pre-service TT provided inspectors are given the opportunity to share it both with teacher trainers and STs during seminars at the level of the ENS within a collaboration and partnership framework for instance.
- The fourth implication comes as a complement to the above one. It concerns the coordination between the stakeholders at the level of the Ministry of National Education and the executors of decisions at the level of schools where the

concrete implementation of CBA is witnessed with its contradictions and difficulties. Such a coordination needs to be bottom-up with the contribution of Ts and inspectors as put forward by Rodgers and Nunan (1995) who suggest “*less emphasis on prescriptions and top-down directives and more emphasis on an enquiry-based and discovery-oriented approach to learning (bottom-up)*” (1995, p.xii).

### **Conclusion**

In this chapter we have discussed and interpreted the results gathered and presented in the previous chapter. The three first sections tackled respectively the three Research Questions raised in the General Introduction. The fourth section dealt with some implications our study has generated.

## *General conclusion*

This exploratory study falls in the scope of TT, more precisely pre-service TT of teachers of English as a foreign language in the Algerian context, in the perspective of helping improve its efficiency. This investigation ambitioned to shed light on the alignment between pre-service TT at the ENS and Ts' challenges when it comes to their implementation of the CBA in their classrooms. We investigated the case of high school TEFL teachers from Bejaïa, Boumerdes and Tizi Ouzou following the mixed-methods procedure including qualitative and quantitative data collection and analysis. Questionnaires were addressed to the Ts, interviews were held with their respective Inspectors and three official documents were examined. The two first ones are the Guideline Law and the Support Booklet, both issued by the Ministry of Education, and the third one is the ENS Curriculum. The data were examined for thematic content analysis in order to find out:

- whether the official objectives set to EFL TT align with the CBA principles,
- what challenges EFL Ts face in their classrooms while implementing the CBA,
- the Inspectors' views about the efficiency of pre-service TT.

The multiple findings enabled us to conclude that the pre-service EFL TT at the ENS presents an unbalanced hourly volume devoted to TEFL subjects. Moreover, the teaching practice is allotted a poor amount of time over the five years of pre-service, which does not benefit the STs. These insufficiencies have repercussions on Ts' performances in the field as brought out by the questionnaires and the interviews outcomes. It also comes as

an evidence for the conclusions or recommendations of previous works (Ammour, 2009; Ameziane and Guendouzi, 2009 ; Bader and Hamada, 2015; Benkheddoudja, 2022). All these scholars insist on the necessity of a more efficient pre-service teacher training for a better performance of Ts.

On the other hand, this investigation has come out with other findings related to in-service practice of the teaching profession. The Inspectors ‘good knowledge of the field and the rich potential they detain concerning the palliation strategies they have developed to help in-service Ts overcome their challenges. This potential can prove to be a useful asset for the re-shaping of the pre-service TT in relation with ST preparation. However, our research presents some limitations:

- The sampling of ENS graduate teachers proved unbalanced as these Ts are not sufficient in number, mainly in the high school districts in Bejaïa and Tizi Ouzou, to ensure more credible results thanks to a higher number of participants to the quantitative enquiry.
- We could interview only five inspectors from the three districts, which cannot be representative of this professional corporation.
- We have not been able to access any official document about the overall objectives of EFL TT. Therefore, we relied upon the content analysis of the objectives set to some TEFL theoretical subjects of the ENS Cu in order to shape out the ENS TT profile for TEFL.

Subsequently, the low number of participants and low amount of corpora do not allow any generalisation of our findings. Nevertheless, we hope this case study has

modestly enlightened the heart of the issue of CBA implementation in Algerian schools, especially the role of TT. We expect it will motivate similar investigations on a larger scale targeting both the TT approach and the human resources among them teachers and inspectors. We hope it will contribute to the reflection about the issue of TT in Algeria and its various facets, allowing its improvement. These limitations and the overall outcomes of the study raise some recommendations:

- To improve TEFL TT and TT in general all its actors should be involved in the decision-making, especially those actors in the field naming teachers and inspectors who know best the reality of the EFL teaching profession. Therefore, a bottom-up collaboration should be promoted.
- An efficient TT should obey a methodical approach starting with a clearly defined teacher exit profile and explicit TT objectives that would ensure the concretisation of that teacher exit profile.
- The human resources should be correctly prepared and encouraged to coordinate their missions at all levels of the TT process. This can be made possible thanks to the “Training engineering” approach that starts with analysing the needs and ends with the evaluation of the training.
- For a successful Training engineering, a ‘5 Cs’ rule should reign upon the whole process: Contact, Communication, Cooperation, Collaboration, Coordination should be part of the leading ‘Know how to be’ and ‘Know how to behave’ principles of CBA, and adopted by all the intervening partners.
- The ‘5Cs’ rule should concretise through the organisation of seminars in ENS

where teacher trainers, student teachers, inspectors, and trainer teachers bring their experience together for the benefit of TT.

- To raise Ts' self-development, they should be encouraged to participate in, or initiate, forums that would host reflections and discussions upon teaching issues.
- For a better accompaniment of in-service Ts, the number of inspectors should be raised and their training updated and adapted to the CBA principles.
- Discourse analysis research should be launched on the understanding and perception of official texts, theoretical concepts and notions by the stake-holders and the executors of the decisions.
- Enquiries should be encouraged about the outcomes of in-service training on Ts' improvement thanks to inspectors' counselling.
- This case study should be enlarged to other high school districts in a comparative perspective to verify or contradict the outcomes of this investigation.

The field of research about teacher training is infinite.

# ***REFERENCE LIST***

- ACTFL/CARP Program Standards for the Preparation of Foreign Language Teachers.*  
(2013/2015).
- Akkacha. (2020). *Training Engineering, a Strategic Tool in the Development of Skills.*
- Altstaedter, L. L., Smith, J. J., & Fogarty, E. (2016). *Hispanics, December 2016, Vol. 99, No.4, pp. 635-649.* American Association.
- Ameziane, H., & Guendouzi, A. (2009). *The New Approach to Elt in Algeria: what teacher profile for what purpose?*
- Ammour, K. (2009). *Teaching reading strategies and skills in the Algerian middle school: the case of Tizi Ouzou.*
- Bader, F., & Hamada, H. (2015). *Competency based approach between theory and practice. Sciences Humaines, 24 (VOL A), pp. 07-10.*
- Bayle, J.-L. L. (1978). *Introduction aux Méthodes des Sciences Sociales.* Privat.
- Bell, J. (1987). *Doing your Research Project.* Milton Keynes, Philadelphia: Open University Press.
- Benabed, A. (2017). *Teacher training adaptation to respond to the new 21st century requirements: English teacher case study.*
- Benkheddoudja, A. (2022). *Language e-learning Strategies in the Algerian Middle School - Case of Fourth Year Pupils. .*
- Biggan, J. (2015). *Succeeding with your Master's dissertation.* Open University Press.
- Bouhadiba, F. (2018). *Some notes on CBLT in Algeria. Cahiers de Linguistique et Didactique (CLD) N7, pp. 74-101.*
- Brown, J .D, Brown (1988). *Understanding research in Second language learning.* Cambridge University Press.

- Brumfit, C. J. (1982). *Problems and practices in English teaching*. Oxford, England: Pergamon Institute of English.
- Brumfit, C., & Johnson, K. (1979). *The Communicative Approach to Language Teaching*. OUP.
- Butova, Y. (2015). *History of the development of C-B Education*. European scientific journal.
- Cohen, L., Manion, L., & MORRISON, K. (2007). *Research methods in education. 6th ed. Routledge*. Taylor & Francis e-Library.
- Day, C. (1999). *Teachers' development: the challenge of lifelong learning*. Falmer Press.
- Delors, J. (2015). in *Butova, Y.'s History of the development of C-B Education*. European scientific journal.
- Document d'accompagnement du Programme e l'Anglais de 3<sup>ème</sup> année secondaire (2011), Ministère de l'Education Nationale.
- Ellis, R. (n.d.). *Activities and procedures for teacher preparation, in Second language teacher education (pp.26-36)*.
- Gaies, S., & Bowers, R. (1995). *Clinical supervision of language, teaching: the supervisor and trainer and educator, Jack, see Richard, David Nunan ed, the second language teacher education*. Cambridge: Cambridge UP.
- Krashen, S. D. (2009). *1987/2003, Principles and practice in 2nd language acquisition*. First internet Ed.
- Petrovskaya, L. (2015). in *Yelena Butova's History of the development of C-B Education*. European scientific journal.
- Loi d'Orientation sur l'Education Nationale (2008)
- McLeod, S. (2023). *Vygostky's sociocultural theory of cognitive development*. Simply psychology.org/ Vygostky.

- Meddoui, M. (2017). The efficacy of in-service teacher- training optimizing EFL learning in the south of Algeria: the case of Biskra. *Revue des Sciences Humaines- Universié Mohamed Khider Biskra*, 67-76.
- Medgyes, P. (1986) in Rossner & Bolitho's *Language Education in a Changing World : Challenges and Opportunities*, 2020 Multilingual Matters.
- Nunan, D. (1988). *The learner-centred curriculum*. The Cambridge Applied Linguistics Series, Michael H. Long and Jack C. Richards. CUP.
- Nunan, D., & Richards, J. C. (1995). *Second language teacher education*. Cambridge : Cambridge University Press.
- Opertti, R. (2022). *Curriculum on the move- UNESCO IBE thematic N 11, On competencies in education*.
- Petrovskaya,L. (2015). *in Yelena Butova's History of the development of C-B Education*. European scientific journal.
- Richards, J. C. (1978). *Understanding second and foreign-language learning, issues and approaches*. Newbury House Publishers.
- Van-Els, T. (1984). *Applied linguistics and the learning and teaching of foreign languages*. Edward Arnold.
- Widdowson, H. (1979). *Teaching language as communication*. OUP.
- Young. (2018). *2002 : Investigation of the role of teachers as facilitators in year five classes*.

# ***APPENDICES***

## Appendices

### Appendix A: Loi d'Orientation sur l'Education Nationale (2008)



**Algérie**

Loi n° 08-04 du 15 Moharram 1429 correspondant  
au 23 janvier 2008 portant loi d'orientation sur l'éducation nationale

**(Dispositions linguistiques)**

---

La loi du 23 janvier 2008 no 08-04 portant loi d'orientation sur l'éducation nationale, appelée aussi plus simplement *Loi d'orientation sur l'éducation nationale* fixe les dispositions fondamentales régissant le système d'éducation et redéfinit les missions de l'école et les principes fondamentaux de l'éducation nationale. La loi est précédée d'un long préambule qui sert à présenter l'idéologie arabo-musulmane devant imprégner l'école algérienne. L'article 105 abroge l'[ordonnance n° 76-35 du 16 avril 1976 portant organisation de l'éducation et de la formation](#).

### Appendix B: ENS program

**ENS**

**ARCHITECTURE GLOBALE DE LA FORMATION  
(TRONC COMMUN) PROFESSEUR  
D'ENSEIGNEMENT FONDAMENTAL  
ET PROFESSEUR D'ENSEIGNEMENT SECONDAIRE  
(3ans)**

## Appendix C: LAEA

REPUBLIQUE ALGERIENNE  
DEMOCRATIQUE ET POPULAIRE MINISTERE DE  
L'EDUCATION NATIONALE

Direction de l'Enseignement Secondaire  
Général et Technologique

Sous Direction des Programmes  
D'Enseignement

**DOCUMENT D'ACCOMPAGNEMENT  
DU PROGRAMME D'ANGLAIS  
DE 3<sup>ème</sup> ANNEE SECONDAIRE**

Juin 2011

Document d'accompagnement des programmes d'anglais- 3ème AS- JUIN 2011 **1**

#### **Appendix D: Interview**

1. Can you define your role and objectives as an inspector?
2. Could you please describe the way or the procedure you follow when supervising teachers' work?
3. How often do you organize in-service training sessions?
4. How do you organize them?
5. What do you check when inspecting EFL classes?
6. When you attend teachers' classes, what aspects of the class do you focus your observation on?
7. How do you describe the practices of the fresh-recruited teachers especially when dealing with the situation of integration?
8. How about the project based tasks?
9. As concerns the teachers' practices in their classrooms, what lacks have you noticed so far?
10. Are they related to the CBA principles?
11. How do you palliate?
12. Are they common to many teachers?
13. If so, do you happen to share them among the others?
14. Are you expected to send feedback to the pre-service trainers?
15. What suggestions would you make to improve the pre-service training so that the lacks you have been noticing would no longer exist?

16. To which extent, do you think, that teachers' training and the teaching environment are conducive to efficient implementation of the CBA in the Algerian context?

**Appendix E: Questionnaire**

# Questionnaire

## Pre-service training

1. **During your theoretical training at the ENS, were the following principles of the Competency-Based Approach clearly defined for you?**

*Plusieurs réponses possibles.*

	Clearly defined	Not clearly defined
<b>Objectives</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language skills</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Competence</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learner-centerdness</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Problem-solving teaching/learning</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Project-based teaching/learning</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Situation of integration</b>	<input type="checkbox"/>	<input type="checkbox"/>

2. **2. Did you carry out any tasks about the implementation of the Competency-Based Approach?**

*Une seule réponse possible.*

- Yes
- No
- If YES, answer question 3 and continue the questionnaire.
- If NO, go to question 4.

3. **3. How were these tasks organized?**

*Plusieurs réponses possibles.*

	Option 1
<b>By observing your trainers' performances</b>	<input type="checkbox"/>
<b>By watching Competency- based approach classes videos</b>	<input type="checkbox"/>
<b>By peer teaching simulations</b>	<input type="checkbox"/>
<b>By doing exposés</b>	<input type="checkbox"/>
<b>By suggesting your own ideas</b>	<input type="checkbox"/>
<b>By holding discussions and debates</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

4. **4. Did you practise how to plan lessons?**

*Une seule réponse possible.*

Yes

No

**Internship (stage bloqué)**

5. **5. During your internship, did you have to follow ready-made lesson plans?**

*Une seule réponse possible.*

- Yes  
 No  
 Not always

6. **6. Were you encouraged to try out your own ideas for your lesson planning?**

*Une seule réponse possible.*

- Yes  
 No  
 Not always

7. **7. Did you focus on ...**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>The textbooks contents only</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching the four language skills only</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Helping learners develop the targeted competences only</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>All of these</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **8. Did your lessons follow the Competency-Based Approach procedures?**

*Une seule réponse possible.*

- Yes
- No
- Not always
- If your answer is Yes or Not always, do questions 9, 10, 11 and 12 before continuing the questionnaire
- Autre : \_\_\_\_\_

9. **9. Did you meet difficulties in implementing the the Competency-Based Approach?**

*Une seule réponse possible.*

- Yes
- No
- If YES, do questions 10 and 11 before continuing the questionnaire
- If NO go to question 12

10. **10. What stage(s) proved difficult for you?**

\_\_\_\_\_

11. **11. Was it due to**

*Plusieurs réponses possibles.*

	Yes	No
<b>Class management?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lesson planning?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The timing?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other?</b>	<input type="checkbox"/>	<input type="checkbox"/>

12. **12. If you have ticked "Other" in question 11, give details, please.**

---

13. **13. Were your performances followed by discussions?**

*Une seule réponse possible.*

Yes

No

14. **14. In what way did these discussions benefit you?**

---

---

---

---

---

15. **15. In the light of all your answers about the internship (sage bloqué), what would you suggest to make it better in the future?**

---

---

---

---

---

16. **16. How do you view your pre-service training at the ENS as a whole?**

---

---

---

---

---

**In-service**

Now that you are in the field,

17. **17. Do you manage to develop the targeted competencies in your learners?**

*Une seule réponse possible.*

- Yes
- No
- Not always

18. **18. Do you consider your teaching as based on learner-centeredness?**

*Une seule réponse possible.*

- Yes
- No

19. **19. Can you explain your answer, please?**

---

---

---

---

---

20. **20. Do you manage to teach through problem-solving situations?**

*Une seule réponse possible.*

- Yes
- No
- Not always

21. **21. In order to design these problem-solving situations, do you...**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>Use the textbook?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Relate the situation to learners' real-life?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. **22. Could you explain your answer, please?**

---

---

---

---

---

23. **23. Do you relate your teaching to the immediate environment of the learners?**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>The learners themselves</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The classroom</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The school</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Their home and family</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>National events and celebrations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The world at large</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. **24. As a whole, do you meet difficulties in implementing the Competency-Based Approach principles?**

*Une seule réponse possible.*

- Yes
- No
- From time to time

25. **25. If your answer is YES, what are these difficulties?**

---

---

---

---

---

26. **26. Do you share your difficulties with**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>Your colleagues?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Your inspector?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. **27. Do you get any advice/ counselling from**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>Your colleagues?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Your inspector?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. **28. When it comes to the situation of integration, do you deal with it as ...**

*Plusieurs réponses possibles.*

	Yes	No	Not always
<b>A separate task from the whole course?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A follow up task of the whole course?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A round up task of the whole course?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. **29. Could you explain your answer, please?**

---

---

---

---

---

30. **30. In the light of your pre-service training at the ENS, and your present teaching experience, what would you suggest to make the pre-service training at the ENS more efficient in the future?**

---

---

---

---

---

Ce contenu n'est ni rédigé, ni cautionné par Google.

# Google Forms