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Teacher Training and Educational Reforms: Contextualizing the Change in the
Algerian System

A comparative study between the Algerian Ministry of National Education
framework and the Common European Framework of Reference in teaching
languages

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didactics and applied languages

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Dedication

I would like to dedicate this work to whoever reads it, only those are worthy of it.

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Abstract

We live in an increasingly globalized world which is experiencing very rapid and fundamental transformations. Hence communication in various languages has become an indispensable necessity in society. These transformations require quality training in order to meet the objectives of teaching, the needs of learners and the interests of the society. To this end, the present work aims to investigate Foreign language teachers' views toward the effectiveness of the current reform approach and its role in teacher training in Algeria, while analysing the Common European Framework of Reference to uncover the necessary competencies the foreign languages teacher must have. The research holds both a quantitative and qualitative nature as it addresses surveys to a sample of thirty teachers and an interview with two European pedagogy representatives. The first chapter in this dissertation offers insights about the previous literature in the field of teacher training and educational reforms. The second chapter presents the description and explanation of the practical side of this research. In the third chapter the results of this study are demonstrated as it displays the teachers' concerns about the current status of teacher training and the currently used approach. The chapter, then, ends with a suggested model inspired by the Common European Framework of Reference which can play a major role to enhance the current situation.

Key words: Educational reforms, the Common European Framework of Reference, Teacher training, foreign languages teaching.

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List of Acronyms

CBA: Competency Based Approach

ELT: English language teaching

FL: Foreign languages

CEFR: Common European Framework of Reference

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General Introduction

Faced with the many challenges ahead, education constitutes an indispensable instrument for humanity to progress towards the ideals of peace, freedom and social justice. The essential role of education in the continuous development of the person and societies, not as a miracle remedy - the "Open Sesame" of a world that has realized all these ideals - but as a way, certainly among others but more than others, at the service of a more harmonious, more genuine human development, to push back poverty, exclusion, misunderstandings, oppressions and wars. Educational policies are considered as a permanent process of enrichment of knowledge, technical capacity, but also, and perhaps above all, as a privileged structuring of the person and of the relationships between individuals, between groups and between nations.

The status that the profession of foreign language teacher has reached in Algeria is noticeable to a nearly sufficient extent, thanks to the fact that they have been assigned the responsibility of generating teaching-learning processes to ensure that all students can be fully competitive in the global context. In addition, they have been given greater responsibility, when they are entrusted to raise the levels of academic quality in the specific discipline and at the same time, group the appropriation of another culture as bases of differentiation on their own culture and language, thus achieving productive interaction with others. Though the data on papers may somewhat differ from the results achieved on the field, the goal of the language teacher is to help students and individuals become efficient, creative and critical users of the English language. In other words, language teachers must ensure that people can use languages to develop themselves and the world in which they live. As a result, these teachers must study both language use and policies in educational contexts and pedagogical processes involved in language teaching and learning.

The present study attempts to analyse the levels of articulation in the categories formulated by the Algerian Ministry of National Education in comparison with the Common European Framework of Reference -CEFR- regarding the training of teachers in foreign languages as a referential guideline and to inquire about the general and communicative competencies that Algerian foreign language teachers must develop in their training process according to the Ministry of National Education's periodical reformations. Furthermore, the study includes an invitation to rethink the standards teacher training is based on. This is grounded on the assumption that the expectations of the Ministry of National Education do not comply with the real-world demands, as what we produce now in the schooling system belongs to the whole world and not just to national demands that remain unfulfilled. This piece of research aims at questioning the existing orthodoxy while prompting the movement toward efficient change in teacher training through adopting and adapting to a pre-defined framework of reference.

This research is found on the following questions:

- What are the general and communicative competences that Algerian foreign language teachers must develop in their training process, according to the Ministry of National Education's current reform?
- To what extent has the Competency based approach achieved success and applicability among the teaching community?
- What is the next step toward a well-rounded foundation in teacher training?

This work is based on the following hypotheses:

- Teacher training, in general sense and foreign languages teacher training specifically, is detached from the social and economic needs of the country because of the lack of a well-defined framework.
- Teachers training, under the current CBA reform, is progressing in a slow but steady pace and might be welcoming to change, especially one that generates more knowledge-grounded, autonomous and creative students.
- The Algerian educational system might be in need of an update that catalyses foreign languages teaching with social and educational progress.

To conduct this study of qualitative and analytical nature, contact agents from 2 different European universities were interviewed in which they were asked to express their views and understandings on the Common European Framework of Reference for the Learning, Teaching and Assessment of Foreign Languages, as well as a web-based survey posted through educational forums targeting teachers from Algerian educational system to investigate the issues encountered in the application process of the Algerian Competency Based Approach (CBA). Furthermore, a thorough critical analysis of the educational reforms and their effect on teacher's role in the 21st century education was carried out in order to focus on the problem and the strategies to address it. To that end, the questions addressed to the contact agents tackle mainly the advantages, feasibility and effectiveness of the suggested framework in a different cultural community such as Algeria. the intention behind tools used are the search, classification and storage of information related to the adaptation and conceptualization of competences by means of semi-thematic files that will try to give validity to the effectiveness of the suggested framework.

The work is divided into three chapters. The first chapter discusses previous literature in the field of teacher training including a brief history of the shift on teacher training in a new world order as well as a briefing on political and educational Context of the European

Reference Framework for the Learning, Teaching and Assessment of Foreign Languages.

This chapter, thus, highlights the interest of understanding the approaches, transformations, discontinuities and tensions that have occurred in Algeria after the formulation of the concept of Competency Based Approach as a guide for teacher training programs in a foreign language such as English, while at the same time trying to analyse the influence that the Common European Framework of Reference for the Learning, Teaching and Evaluation of Foreign Languages -CEFR- would have on the guidelines currently defined by the Ministry of National Education for the training of teachers in this area of knowledge.

The second chapter consists of the practical side of this research. It starts by clarifying the aims of the research which include directing the spotlight toward the existing “traditions” in the field of teacher training and the required competencies of the modern age foreign language teacher through the existing CBA. Also, an enquiry about the differences and applicability of the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages in the Algerian context. This section of the research also encompasses the intentions that have driven this investigation, namely that the competencies required by the Ministry of National Education 2008 reform, need an update. The reasons for the choice of the populations and the sampling method are then stated together with their practicality for the quantitative, qualitative and analytical nature of the enquiry. The data collection tools selected are questionnaires and web-based interviews that incorporates six questions that vary from open to close ended to obtain insights from the teaching community on the European educational framework together with the feedback from Algerian teachers on the CBA effect on the ongoing teacher training, as well as, the reasons behind holding such views. The data analysis of the answers is then advanced and presented.

The third chapter discusses the implications of the data collected. The answers are analysed critically then followed by the overall implications of the interviews answers which

demonstrate the key points of the targeted competencies in teachers according to the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages.

Chapter One

1.1. Introduction

This chapter presents literature that demonstrates the different models of teachers training that respond to the socio-educational mentality and to the political expectation at that moment, since the teachers' training colleges, have a strategical place in historical evolution. In addition, the political and ideological structure, the academical underestimation and the budget limitations, are difficulties that conditioned the shape of the curriculum.

1.2. The teaching profession: from actor to employee

The work of teaching is closely linked to the history of humanity. However, some elements that make it possible to characterize this activity as a profession are only found from the formation of educational systems as a result of the structuring of nation states. The so-called teaching profession constitutes, without a doubt, one of the activities that has invited study and reflection on the history of Eastern and Western thought. It does not matter what are the denominations with which this practice has been defined: teacher, professor or tutor; There is ample evidence of interest in analysing this practice even before the educational system of the national State was formed. Thus, Greeks and Romans, or the Fathers of the Church, from Saint Augustine to Thomas Aquinas, left various reflections on the teacher. These last two authors maintained a worldview of teaching as an apostolate, projecting a professional identity close to a personification of "prototypes of men" —an ideal model— that somehow still has some repercussion in our days.

Let us bear in mind that teaching activity, as we know it, was only formed as soon as the educational system was structured. Certainly, the didactics of the Reformation and the

Counter-Reformation, mainly from Comenius, established a discussion about the role of the teacher, which is linked to a religious ethic as the global orientation of this practice. At the same time, a model of acting supported by work techniques in the classroom. Only the conformation of educational systems, as a result of the integration of national states, will create conditions for the structure of teaching activity that we know. That is, a subject who receives a contract to perform the task of teaching, who receives formal preparation for it.

In the mid-nineteenth century, a transition from religious to professional perspective began to take place. The teaching function that we know today, especially at the basic level, has become a fundamental activity for the State, responsible for the functioning of the educational system, and for a considerable number of subjects - about 25 million on the planet dedicated to basic education. Those who have an employment contract and obtain a professional identity, that is, in generic terms, they are teachers.

In the discourse, the teacher is a professional who is at the level of others, that is, it is a job with an intellectual emphasis, with clear rules of operation, where there are specific mechanisms for entering the profession and that has a body own knowledge. The sociology of professions establishes other characteristic elements of a task, such as having high status, the existence of a professional union that cares about the advancement of the professional body of knowledge, and the presence of mechanisms to authorize those who may or may not can practice the profession. Certainly, these last points do not exist in the case of the so-called teaching profession.

However, we can identify another trend that ritualizes or bureaucratizes teaching work, which arises from the link that the teaching task has with state projects. Ultimately, the teacher acts on the basis of a state project regardless of whether his contract is in a public or

private school. That is, there is no liberal exercise of the profession; On the contrary, the teacher receives a series of prescriptions on his performance - the regulations for the exercise of teaching establish that he must possess the nationality of the country where he teaches, the only profession where it is legislated in this way - and must comply with time and schedule , deliver the class diary, complete a program, record the grades in certain minutes, for all of which he receives a salary. These points marked the beginning of the end, where the country's system detached itself from the reality the teacher experiences in the field. By result, the expected competencies from teacher training began to fall short in the face of real-world challenges.

When reflecting specifically on the foreign language teacher, (Higgins, 2008) points out that today's society has instrumentalist expectations about their work, since people are looking for instructors capable of teaching them languages through expeditious, simple and inexpensive techniques and strategies, which should also involve as little time and discipline as possible. For their part, the State and educational institutions often define the role of the FL teacher as an educator capable of innovative pedagogy, social responsibility and critical research from discourses focused on educational quality and efficiency. In this way, it is expected that the FL teacher will be a professional in languages who can satisfy the functionalist interests of their students while being an educator who can respond to the commercial demands of the dominant educational system. For this part, we affirm that, by acting as a co-star of the educational act, the FL teacher needs to exhibit a solid scientific training and an intense pedagogical-didactic preparation. Likewise, we affirm that the latter must assume his work responsibly and dedicatedly, worrying at all times to optimize the quality of his teaching in order to guarantee efficient learning. As a result, the FL teacher must be a critical expert, prepared to, in the words of Zheng and Davidson (2008), adapt to

the reality of their classrooms and the particularity of their students, and with their own capacity and initiative to propose pedagogical alternatives". But what happens when the declared acts render the teaching process sterile, especially in the field of foreign languages. The near absence of intercultural development in teacher training, for example, creates a precipitous barrier for the learner to overcome. Thus, we often notice young learner either adopting the newly learned language culture instead of adapting the latter to their prior understanding or an arbitrary rejection for what the new cultural content the language introduces.

1.3. The historical Background: Algerian context

In Algeria, following numerous criticisms of the school, (Kennouche, 1979; Haddab, 1979; Benghabrit, 1999), Reform of 2003, and then the Guidance Act of 2008 emphasized the need to improve initial training. The professionalisation of future teachers is a major challenge; it is part of an alternation scheme, between the university and the school, which places an increasing emphasis on the field. Internships contribute to the construction and development of professional skills (Jackel, 2011) of future teachers as well as to the learning of profession. As a result, we have witnessed an increase in the level of education for primary and middle school teachers, trained until 2003 in the Institutes of Educational Technology (ITE). This initial training, which has long been enrolled in the alternation (ITE), Higher Normal Schools (ENS) and schools, attributes the apprenticeship of the trade to internships. However, the challenge of reform lies in breaking with the old model and engaging in a logic of professionalization.

Historically, the part of the field in initial training was different depending on the target level. The training of primary teachers, in teacher training colleges, has always been

strongly associated with this model. The Organic Decree of 1887 established a network of secondary schools with classes and "Teacher trainers". It is the teachers of these classes who welcomed the trainees, "student teachers" and contributed to their learning of the profession.

As for secondary school teachers, their professional competence seems all the more linked to the knowledge acquired during their four or five years of university studies, as no place has been made for the aforementioned "learning the trade" (Condette, 2007). It was only belatedly that the regional pedagogical centres (CPR) created in 1952 offered the same training model as that of teachers. According to Pelpel (2002), the teachers who welcome the trainee pursue the same objective and serve an identical model "whether they are educational advisers, tutors or experienced trainers. These seasoned teachers showed, prescribed, shared their experience, in short allowed themselves to be observed in their classes and "lent their students during field courses". It is in fact a predominantly modelling training where the learning of the trade depends on the ability of the trainee, the novice teacher to observe the real environment, the classroom situations and to integrate the advice given to him. It is training based on the demonstration of model lessons.

Currently in the ENSs, pedagogical training is provided in the form of theoretical courses in the sciences of education, at a rate of one to three hours per week, from the first year and it is only in the last year that future teachers, are put in contact with the reality of the profession, (Senouci, 2007; 2012). The practical component only takes place at the end of curriculum through the "field" course that takes place during the academic year, at the rate of half a weekly part of a two-week "blocked" course at the end of the second term. However, the system remains subject to random factors such as trainee absences and repetitive strikes, reducing the overall annual hourly volume of practical internships to less than 80 hours. The

share given to the fieldwork is therefore derisory in view of the stakes of professional training.

Furthermore, the Guidance Act 2008 urges teachers to place students at the centre of the teaching/learning process; the active role of the student, in the construction of his knowledge and the resolution of problem situations, is highlighted. But for these goals to be achieved, should we not propose new training methods for the future teacher and his trainers? If we have designated the teachers who welcome the trainees in their classes by the name of tutor it is because we felt that it best meets our problem and reflects a new conception of initial professionalizing training. This design is based on the references of professional teacher trainers, whose essential skills are autonomy and reflexive attitude. The role and place of reflexivity is currently at the heart of a new professionalism of tutoring actors. It is a notion that Schon (1984) defines as a work of "remoteness", of reflection on and in action; it guides the subject's activity and many researchers refer to it as "a reflexive turning point." By refuting the application model, the reflexive practitioner paradigm places the professional at the centre of the action. Thus, teacher trainers in general must train their trainees in the practical analysis which becomes a key skill in the construction of professionalism.

1.4. Teacher training: definition and perspectives

Teacher training accounts for both undergraduate and graduate programs that mark a continuous process of formal and non-formal experiences, aimed at the professional preparation of teachers (UNESCO, 1990: 2). In this regard, Villegas-Reimers (2002) defines teacher training as a long-term process that includes eventualities and programmed experiences to promote growth and development in the profession. For Loughran (2006: 5-8), teacher training has two fundamental focuses: learning about teaching and teaching. These

focuses involve the acquisition and development of a wide range of skills, knowledge and competencies. Furthermore, these foci are complicated by cognitive and affective tensions present in practice that influence learning and professional growth.

For his part, Feiman-Nemser (1990) discusses five different theoretical and methodological orientations that reflect the emphasis that different programs give to different issues of teacher training: a) technological orientation, which emphasizes scientific knowledge and systematized instruction; b) practical orientation, which emphasizes the "wisdom of practice" and learning derived from experience; c) personal orientation, which exalts the teacher as a person and student, alluding that personal training is a precondition for teaching; d) academic orientation, which exalts the teacher's role as an intellectual leader, and e) critical orientation, which ponders the questioning of the assumptions about teaching, learning and knowledge, and the responsibility of creating classes that radiate democratic notions.

In the 21st century, teacher education is at a challenging time both in terms of initial teacher preparation and in terms of qualifying practicing teachers (Adler, 2004: 2). This challenge arises because the State and society seek that schools ensure that all students learn and achieve high levels of performance. However, these estates do not measure the reality of schools full of a heterogeneous population that brings to their learning process a wide range of cultural backgrounds, cognitive styles and socio-affective conditions. In this way, teacher training is forced to meet social and state expectations about the teacher's work, which entails offering programs whose objectives, processes and practices are limited to providing the appropriation of teaching and evaluation strategies that allow " adjust "instruction in an appropriate and timely manner (Adler, 2004: 3).

For Byram (2008), there is a need to promote new and better training activities as a result of the rapid changes in the world and the speed of knowledge production. These training processes must transform traditional practices based on teachers' conceptions as simple reproductive technicians of knowledge elaborated by others. Furthermore, these educational bets should, above all, redefine the role of the teacher, "re-legitimizing and guaranteeing their place in the classroom as an agent for the transmission of values and content" (Byram, 2008).

Unfortunately, and despite various attempts at innovation, Prozesky (2000) claim that teacher training tends to show teachers procedures on what and how to do things (technical instruction) instead of providing them with tools to decisively intervene in their educational contexts (research reflective). This state of affairs restricts their possibilities to exercise reflection, dialogue, innovation and autonomy. If teachers in training and in practice are expected to become educational agents, Prozesky explain that they cannot continue to be treated as mere consumers of knowledge, but must be recognized as legitimate actors in the transformation of training situations that they experience.

In the Algerian context, the reality regarding teacher training is paradoxical as a consequence of the Statute of Teacher Professionalization, consigned in the Decree of 2008. Pelpel (2002) explain this paradox by noting that, on the one hand, this Decree advocates the preparation of suitable teachers for the exercise of teaching work, but, on the other hand, it allows non-teaching professionals to officially assume teaching-learning processes just by taking a test then passing by three months training in an institution of higher education. For these authors, such provision is in contrast to a tradition of state efforts and pedagogical efforts, oriented towards the qualification of teacher professionalization in Algeria. Unquestionably, the essence of this statute transgresses history, international politics and,

above all, the possibility of guaranteeing new generations a school capable of responding to their present (Pelpel, 2002).

1.5. Competency-based approach

The APC appeared in the early 1990s. It is an approach centred on the learner, but also and above all on the activity of the learner and therefore on learning (active). This approach is inspired by the New School movement at the beginning of the previous century, in particular in line with the socio-constructivist trend (Boutin, 2005) and is thus one of the models that "assigns the learner a decisive role in building his skills, knowledge and knowledge" (Carbonneau and Legendre, 2002).

It is advocated that the logic of the transmission of encyclopaedic knowledge, by the teacher to a passive learner, be abandoned in favour of the logic of learning, which relies more on the activity of learners. The behaviourist underpinnings of objective pedagogy is also rejected in favour of cognitivism. The importance of promoting the transfer of learning outside of school is also often emphasized (Ait Djida, 2009; Ammouden, 2017; Perrenoud, 2008). In the presentation of Perrenoud's book (2008) on this approach, it is explained that:

Success in school is not an end in itself. (...) Students should be able to mobilize their academic skills outside of school in a variety of complex, unpredictable situations. Today, this concern is expressed in what is quite often called the problem of knowledge transfer or skills building.

These principles require the use of educational approaches and devices, such as student projects (Huber, 2005), which promote interdisciplinarity, the development of high-level skills and transfer: the CBA involves problem-situation learning "as part of a project pedagogy" and requires learners to be "active and engaged in their learning" (Perrenoud,

1995). Following Beacco (2007), we can thus consider that the CBA is a bridge between communicative and action-based approaches. Finally, the CBA involves reducing programmes (Perrenoud, 2008), because skills development requires more time than the transmission of knowledge. One of the things that the reform was described as comprehensive was that it also involved the training of key players in education. However, M'hand Ammouden (2018) analysis of the inescapable question, have teachers understood the implications of the competency approach? Only 17% say yes. Most teachers in all three levels - with very close percentages - think they have little (52%) or not at all (31%) understood the principles of this approach. The criticism starts from the problem that comes from the level of teachers who land on the stands without pedagogical prerequisites. Also, that the theories are learned and not acquired at university and whose practice is absent in institutions for lack of training. Adding to that the reform that the Algerian school has experienced is doomed to failure since by omitting the cornerstone of the entire education system that is the teacher. His right to receive adequate continuing education, training that will support him, to strengthen him. A training between theory and practice

1.6. The Political and Educational Contexts of the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages

The European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages -MCERL- is a proposal that arose, in a legal framework, in the Council of Europe in 1991, however, this proposal was thought in the seventies trying to clarify to the entire European community, from one of its multiple functions, what the Council of Europe was and what its functions were. The proposal was launched by specialists in applied linguistics, pedagogy and didactics, who are part of one of the council's bodies; Such

specialists came from the different states that make up the European community (41 states at that time).

This document provides information on certain concepts that have to do with the learning, teaching and evaluation of foreign languages and second languages, of course depending on the place and the language that is the object of learning. When it is said that it provides information about what has to do with the language to be learned, it talks about the linguistic and the non-linguistic and how the evaluation and feedback process should be, the skills, and the levels to follow to make foreign language learning an effective tool as a means of re-culturing and appropriating different contexts, since through linguistic and cultural identification, it is possible to understand other cultures and what they entail in relation to what linguistic and non-linguistic.

When doing an investigation of the intentionality of the CEFR, it was found that the Council for the Cooperation of Europe, regarding modern languages. designed three basic principles established in Recommendation R (82) 18 of the Committee of Ministers of the Council of Europe, which are:

- That the rich heritage of the different languages and cultures of Europe constitutes a very valuable common resource that must be protected and developed.
- That only through a better knowledge of modern European languages will it be possible to facilitate communication and interaction between Europeans who have different mother tongues in order to promote mobility in Europe, mutual understanding and collaboration, and overcome prejudices and discrimination.
- That the member states, when adopting or elaborating national policies in the field of language learning and teaching. can achieve greater convergence at European level

through appropriate agreements for continued cooperation and coordination of their policies.

Though it may seem at first sight purely political, it is without a doubt a framework that prompted a great intercultural exchange and gave birth to strong foundations of foreign languages teaching, at the same time, contributing to a great social, economic and educational thrive.

1.7. Conclusion

This chapter exhibits the shift of the role the teacher from an active member that plays a pivotal role in the construct of social and economic change, to an employee chained by the guidelines of state policy. Though it renders the task easier when a pre-made framework is well constructed, in most cases, however, it creates delimitations for the teacher to innovate since the latter's focus will be around the bureaucratic challenges thus maintaining a relatively idle status. The chapter also highlighted the numerous Algerian state acts and reforms that effected the acquired competencies. Moreover, the chapter defined teacher training through the various perspectives and it is evident that the ongoing debate about what constitutes a productive training and the paradoxical nature of state attempts affirms the need for a critical analysis of the problem. Furthermore, the chapter drew on the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages and its political and educational representation which gives it validity as a referential guide for the state members in Europe, which prompts the desire to not merely adopt but adapt the latter in effort to solve the existing educational predicaments.

Chapter Two

2.1. Introduction

The type of analysis we have chosen has led us to choose two types of data collection tools. First by creating a web-based survey targeting teachers responsible foreign languages subjects. It consists of thirteen questions. The choice of questions was made according to the initial hypotheses. Questions that will allow teachers to tell us about their positions in relation to teaching through the competencies and pedagogy in the Algerian context, but also to measure their adaptations to the application of this pedagogical approach, by comparing their classroom practices as they appear in reality and in theory imposed by the CBA.

As for the second, the interview comprises of Five (5) questions. Through these latter, we wanted to identify the role that the European Framework of Reference for languages plays in the 21st century teacher training and how it is perceived in the teaching community in Europe, as well as, flexibility in application process.

Our survey aims to gain a realistic vision of the application of the competency-based approach in comparison with the prior training acquired in universities or institutions in the Algerian educational system.

This research project attempts first to investigate the efficiency and the applicability progress of CBA in relation to the acquired competencies through the pre and ongoing training provided by the Ministry of National Education and whether it should be questioned. Second, it enquires about teachers' opinions on the effectiveness of the adoption of alternative framework reference namely the European framework of reference for languages. Third, this research attempts to uncover where the Algerian teachers stand in current academic debate about which competencies the teacher is required to have on the field.

The present study attempts to bring an update teacher training in Algeria through investigating teachers' insights on current standing point of the educational reforms suggested by the State and whether it equips the new teacher with the necessary arsenal to face the challenges of real-world fieldwork.

2.2. The Context

.. This investigation took place during 2019/2020 academic year at Abdelhamid Ibn Badis University in Mostaganem, outside of the premise of the university. Due to unprecedented events, the researcher was forced to conduct the investigation through web-based methods which resulted in the switch and expansion of the scope from a localized case study to general investigation from various states in Algeria.

The introduction of the skills-based approach by the orientation law on national education in Algeria N08-04 of 23 JANUARY 2008 has as main objective the opening of the education system to the world, with emphasis on institutional mechanisms allowing the school to remain competitive on a global level. The implementation of this method of teaching languages in Algeria comes after the questioning of the traditional method "pedagogy by objectives" which requires a purely receptive if not passive pupil. The Competency-based approach (CBA) is a teaching strategy which is at the heart of the communicative approach and which aims to give the learner of a target language the ability to communicate in a foreign language in an operational way, with emphasis on factors such as motivation, personality and aptitude of the learner.

2.3. The Participants

For this study, the population targeted is foreign languages teachers responsible for teaching in the compulsory education levels, whose identities are kept confidential. The

sample consists of 30 teachers, novice and experienced, chosen with regard to their degrees, and professional experience. The nature of the survey provided a random geographical sampling that we saw as suitable to get an overview of opinions of the teachers. As the goal was to select a sample that is likely to be representative of the rest of the population i.e. the Algerian foreign languages teachers (Vanderstoep and Johnston, 2009). A random sample or a probabilistic sample is described by Vanderstoep and Johnston as “is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant.” (2009, p.27). Because this study deals with the classification, storage and analysis of teachers’ perspective as they are constantly engaged in reflecting and decision making through the entire process of teaching.

2.4. The method of Enquiry

The approach selected complies with the target results we needed to acquire. Vanderstoep and Johnston argue that, “In general, quantitative research specifies numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual descriptions of the phenomena under study” (2009, P.7).

Almost all of the articles agree on some undeniable advantages offered by Internet surveys. The most obvious effect is of course the significant democratization of research that it allows (Kaplowitz et al., 2004). As Couper and Miller (2008) point out, it is no longer necessary to have a large budget to conduct a solid survey. Analysing two recent surveys (carried out respectively by European Social Survey and Ivox), Loosveldt and Sonck (2008) calculate that if each face-to-face questionnaire costs money, time and close distance where we meet the participants, all of which were not available due to the special circumstances of 2020. However, to send a questionnaire to members of an online panel (set of people recruited to take part in Internet surveys) made up of a polling institute costs around € 3. Even if these

proportions are far from being generalizable, they confirm an opinion widely shared: The Internet survey is the cheapest and fastest way to carry out a quantitative survey. One of the salutary consequences is that the researcher finds himself much less tied to sponsors who provide funds for the realization of his surveys (Couper and Miller, 2008)

2.5. Data Collection Tools

Vanderstoep and Johnston mention that among the advantages of using questionnaires “is the efficiency with which data can be collected” Adding that “data collection can be done with copies of the questionnaire, pencils, and a group of randomly selected participants” (2009, p.66-67). It was also taken into consideration that questionnaires are less personal and ensure more confidentiality, in the sense that, participants are neither recorded nor filmed, hence participants would not hesitate to participate in the study. To this end, the questionnaire was chosen for its practicality in this case.

The effects of writing and presenting a classic questionnaire on the responses generated are well known and recommendations have been made (see, for example, Evrard, Pras and Roux, 1993). Regarding the more recent web surveys, studies have already been carried out (and in particular in the United States) to measure the effects of the form of the multimedia questionnaire on the response rate and on the nature of the responses. Among the various experiments carried out, the width of the response zone was varied for example (Couper, Traugott & Lamias, 2001), which produced significant effects on the percentage of invalid responses. In another research of the same type, for the same question, a “refuse to answer” modality was alternately highlighted or concealed, in a third case, an automatic interactive relaunch of non-responses was carried out. Very significant effects were recorded on the non-response rates. In other very comprehensive works, the effects of images have been tested (Kenyon, Couper, & Tourangeau, 2001). The same question was asked (how

many times have you had a meal away from your home since March 1?) And illustrated in different ways (fast food or gourmet restaurant). The average number of meals eaten away from home varies significantly for the two situations presented. In the same line of research, the impact of a human presence in the response form has been demonstrated on the nature of the responses recorded (Tourangeau, Couper & Stegier, 2001). Nevertheless, Previous work has highlighted certain advantages relating to the use of the Internet for carrying out qualitative surveys. Respondents' willingness to express themselves more freely online is a frequently cited asset (Hanna et al., 2005; Joinson, 2001; Pincott and Branthwaite, 2000; Sweet, 2001; Tse, 1999). Thus, the interviewees would reveal more personal information when they interact with a machine due to the physical absence of the interviewer (Joinson, 2001). Moreover, many authors agree that while respondents are less immersed online, they are more likely to freely express their opinion than in a traditional interview (Pincott and Branthwaite 2000; Sweet 2001; Tse 1999). However, this point of view is not unanimous among the authors; This is the case, for example, of Lombard and Ditton (1997) who assert that once the consumer can be in a state of immersion, he is then fully involved, absorbed and engaged in what he is doing.

In interviews, information is obtained through questions and recorded by enumerators. Structured interviews are conducted using survey forms, while open interviews are notes taken during the conversation with reporters. The notes are then structured (interpreted) for analysis. Open interviews, which should be interpreted and analysed even during the interview, should be carried out by well-trained observers and / or enumerators.

As with preparing a questionnaire, it is important to test the forms designed for the interviews. No matter how carefully the designer tries to clarify and focus the questionnaire, he cannot foresee all the possible interpretations that the declarant will make. Small-scale testing before it is actually used for data collection will result in better data and avoid wasted

time and money. Although structured interviews can be used to obtain virtually any kind of information, the information, as with questionnaires, is based on personal opinions. Data on variables such as catch or effort are potentially subject to significant errors, due to poor estimates or intentional errors if they are sensitive issues.

2.6.1. The Description of the Questionnaire

The questionnaire designed for this study is composed of 10 questions and figures to fill. The aim of questions fulfils the purpose of the study. It yields a satisfactory amount of information on the attitudes and visions of teachers concerning the current used teaching approach in relation with the training provided by the state.

The questionnaire embodies different types of questions aimed at collecting attitudinal data about the respondents, such as:

- Open questions: which allow teachers to respond using their own vocabulary and organize their answers freely.
- Closed questions: to facilitate on one hand, the analysis an interpretation of data; on the other hand, to make it easier for teachers to fully engage their interest in the topic.
- Multiple choice or dichotomous questions: allows to tick the answers easily

2.6.2. The Description of the interviews

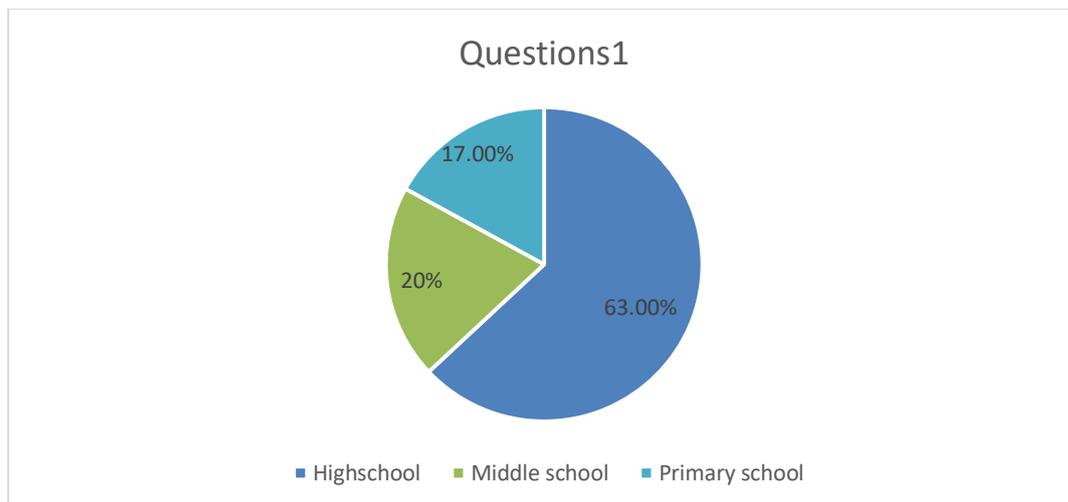
the Video-conferencing interview designed for this study is composed of 5 questions. These latter were conducted in real-time, synchronous, video interviews as a qualitative data collection method. It encompasses information and views on the efficiency and results of the European frame work of reference as well as the possibility to adapt and adopt the suggested framework to the Algerian context of foreign language teaching.

2.7. Questions and data analysis

Question number 1. Our approach aims to measure the degree of use of the competency-based approach, as well as the difficulties encountered by teachers in its implementation, but also to explain the reasons for the drop in the level of Foreign languages teaching-learning process in the compulsory cycles. the questionnaire starts with a general question. It aims to classify the participants according to the level they teach. The data obtained from this question is presented in a circle chart in which it can be seen that 63% of the participant consisted of high school teachers, 20% ticked by those in middle school and the remaining 17% are primary school teachers.

Figure 2.1.

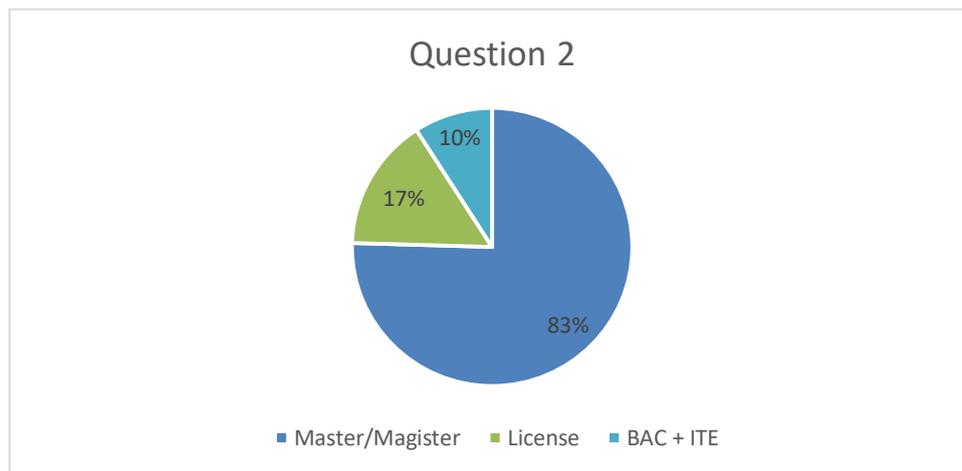
The participant's occupation levels.



Question number 2. The second question enquires about the respondents' degrees. The objective behind this question is to assess whether the requirements to attain the profession of teacher are met and to what degree it affects the adaptive abilities to the already existing framework. As shown in the chart below 83% said they have master's or equivalent degrees. 17% have license and the remaining 10% are from the previous educational regime.

Figure 2.2

The degrees attained by the participants through their academic career.

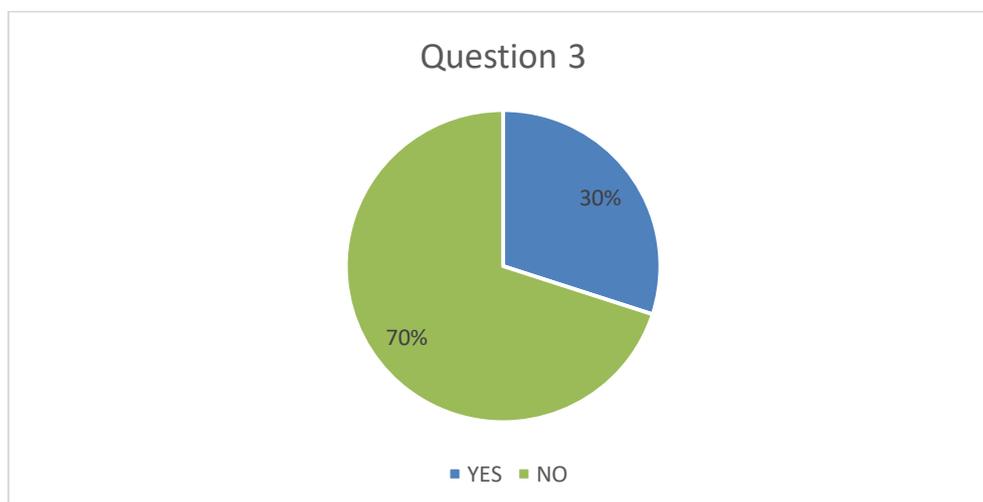


Question number 3. The third question seeks more information about the additional training and degrees attained by the teachers. The aim behind the question is to scope out the level of the ongoing self-development in the Algerian teachers.

As shown below in figure 3, out of 30 participants only 9 answered yes.

Figure 2.3

participants with additional degrees and qualification.

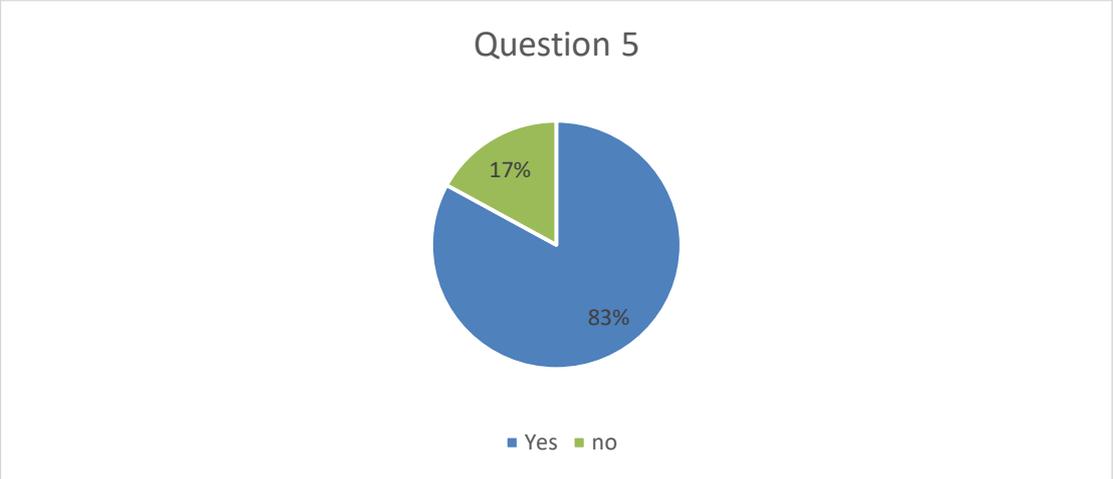


Question number 4. This open-ended question enquires about the teachers' understanding of the CBA as a framework for foreign languages teaching. The results will be discussed in the following chapter

Question number 5. This question enquires about the availability and involvement in any type of in-service training offered by the governments. As seen in the chart below 83% answered yes.

Figure 2.5

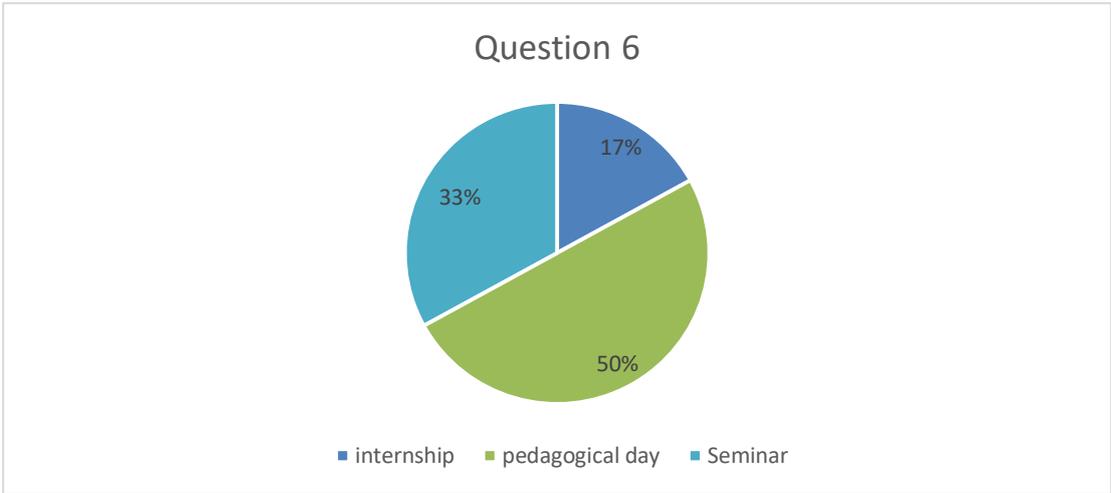
participants involvement in in-service training.



Question number 6. This question addresses whether the participants were trained about the key elements of the CBA and its aspects and what form the training took. The data is manifested in the chart below as thzpro50% chose pedagogical day 33% chose seminars and the rest 17% stated that it was in a form of internship.

Figure 2.6

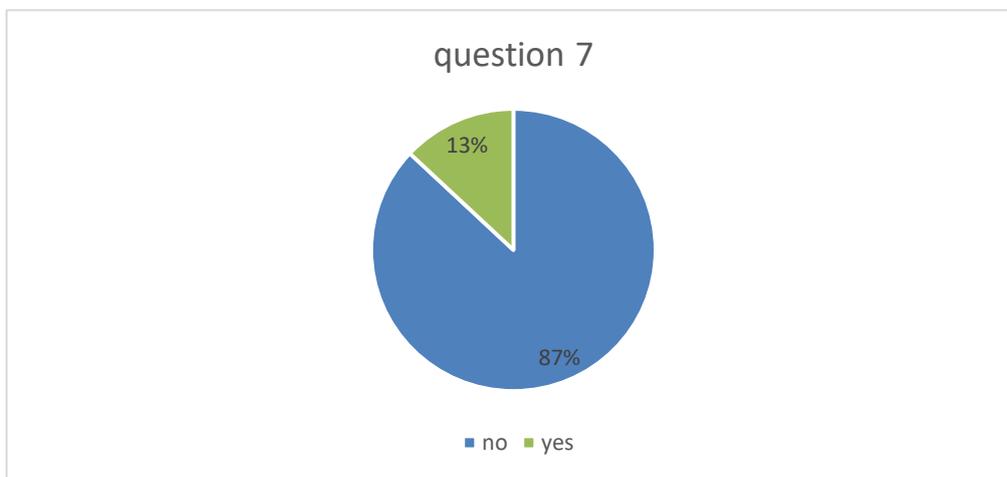
participants involved in CBA training



Question number 7. The seventh question addresses the efficiency of the CBA training according to the participants, additional commentary section was provided in both cases. Those who answered yes where prompted to answer ‘How’ while the remaining who answered no, where prompted to answer “why”. As observed in the chart below, 87% answered by no. Further commentary was added after the prompted question indicates the reason behind the unsatisfied views of the current training.

Figure 2.7

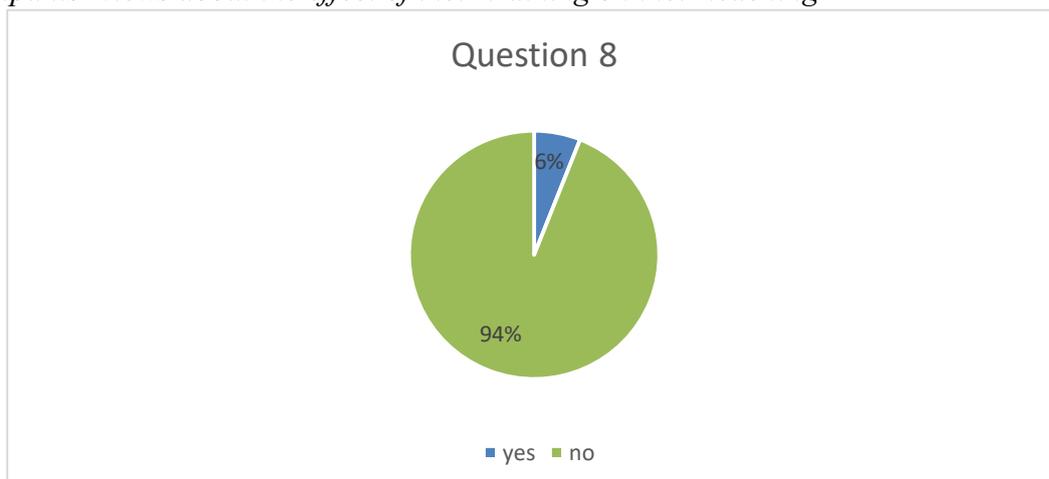
participants’ satisfaction with the provided CBA training



Question number 8. In the eighth question, teachers are asked whether the application of this pedagogy represent positive aspects on their language teaching-learning process. 94% of participants answered no, the latter were automatically prompted to explain the meaning behind their answer. The answers play an important role in uncovering the suggested solutions to the issues discussed throughout our research.

Figure 2.8

participants’ views about the effect of their training on their teaching



Question number 9. This question attempts to explore teachers views about the underlying reasons which they consider as difficulties encountered in the application of their training. The offered options are ordered here from the most to the least ticked. The most ticked option is ‘oversized classrooms’ then in the second position comes ‘the teachers have not been trained on the Competency based approach’. In the third position, ‘curricular overload’. Next, ‘absence of clear national guideline’ as well as ‘lack of coherence between theory and practice’.

Question number 10. Question number 10 is an open-ended question. The participants were asked to write their views on what shapes a positive training that would contribute effectively in preparing new teachers against the real-world challenges.

The interview:

The presented interview includes five questions addressed to 2 pedagogical representatives or members of pedagogic council from 3 European universities (university of Helsinki in Finland, University of Montpellier “Paul Valery” in France).

The video conference was programmed to take place on separate days depending on the availability of the interviewee. Question sheet was prepared before the call with a separate sheet to note the answers, the latter will be discussed in the following chapter. After exchanging greetings and pleasantries the following questions were asked:

Question number 1. “CEFR represent a starting point for reflection and exchange, what is your university pedagogic view on this statement”

The aim of this question is to investigate the intentions behind the CEFR as a framework of reference in the European educational system specially since its’ foci are established around teaching, learning and evaluation foreign languages.

Question number 2. “how useful the CEFR has proved to be so far in your country in relation with planning and the development of teacher training in any of the educational sectors (primary, secondary, higher)?”

This aim behind this question is to uncover and pinpoint the advantages brought by the CEFR since the latter’s main methodological implications all concern planning.

Question number 3. “what are Competencies of the teacher as defined by the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages”

The purpose of this question is to serve as a reference guide in comparison with the current requisites in Algeria, both contact agents were kind enough to provide extensive detailed documents on this matter.

Question number 4. “Can the CEFR guidelines be adapted into countries outside Europe?”

The question targets the key elements that make the suggested framework flexible and gives validity to the recommendation proposed in this research

Discussion of the Results

3.1. Introduction

After analysing the data and presenting it in charts and tables for clarity reasons, this chapter seeks to interpret the collected data. The participants' responses are discussed and deconstructed to uncover the meaning behind them. An interpretation of the provided documents is reconstructed in a form of table as our recommendation of the target competencies required in the 21st century foreign language teacher.

3.2. The interpretation of the participants' answers

3.2.1 Question number 1. The first question in the questionnaire clarifies the level of the participants in our research, the response rate varies as it can be observed. Nineteen out of thirty were high school teachers. Since we provided an opportunity to add the number of years they worked in their position, we can observe the existing contrast amongst the participants. The majority fall under three (3) to five (5) years of work experience.

The results dictate that the subject of adapting to the existing framework of reference makes an engaging issue for the current teaching generation. Despite the fact that the last reform happened in 2008, these numbers reflect the ever-existing ambiguity among foreign languages teachers on how to apply the CBA within their classroom.

3.2.2 Question number 2. For the second question participants were asked to fill in a table where they state their attained degrees and qualifications through their academic career. This data adds relevance to the topic in hand. 83% said they have reached master's level which is the current requirement for high school teaching.

Despite the fact that the teachers are academically qualified, they still lack an essential part to handle the real-world pedagogic challenges. There is a distance between theory and practice.

3.2.3 Question number 3. In the third question we asked participants about the ongoing development. As only nine out of 30 participants answered yes, the remaining participants highlighted the shortcomings in the current pedagogic planning that prevented further development, such as lack of ongoing training, the hourly volume, the curricular overload and classroom overload. Further arguments describe the work place as a closed loop, as one participant said “where everyday repeats itself for the rest of the year”. The fact that teachers want to break from the orthodoxy of the existing pedagogy constitutes a driving force for the ongoing research.

3.2.4 Question number 4. This question tackles the extent to which teachers formed a clear understanding of the current competency-based approach used, in relation to language teaching and teacher training. The data collected shows that this curricular approach is still ambiguous to most. Although the information was disseminated widely through the various administrative channels, a kind of deafness was the major obstacle to raising awareness of the reform process. For about 20 years, most of the teachers surveyed say, foreign languages curricula were worded in terms of methodological and notional objectives, in other words, the skills and knowledge to be acquired. Why a new approach? question those for whom the confusion of the concepts of capacity and competence is almost total.

3.2.5 Question number 5. The fifth question tackles the extent to which teachers are involved in the governmental efforts in the training field. The data indicates high rates of participation, however, in the additional comments provided we understood that teachers were involved forcibly in these programs. We added an additional commentary section to those

who answered yes, in which all participants provided answers such as: “it was not sufficient”, “yes, but I still have no idea what it is” and other expressions that implicates vagueness and lack of professionalism of the provided training.

3.2.6 Question number 6. This question is related to the previous question. It sorts out the types of the received training the participants received. The results implicate insufficient amount of received training as the majority stated that their training took the form of pedagogical day. It is evident that one day in the span of 3-4 months does not qualify as practical or efficient in-service training.

3.2.7 Question number 7. As the data description demonstrates in the previous chapter, most participants agree that the provided training is not effective when it comes to in-class action. teachers explain that the inspectors/trainers themselves did not understand this approach, other participants used the term “administrative officer” to describe their trainers referring to the rigidity of their explanation and interaction with the teachers attending these workshops. We can deduce that the trainers themselves in the Algerian context lack the pre-requisite to transfer the knowledge and skill needed to tackle the currently used approach. The remaining participants that answered “yes” explain that the resources provided by their trainers, further developed their understanding, videos, international conferences, and personal effort clarified the target skills and necessary activities to better apply the competency-based approach inside their classrooms

3.2.8 Question number 8. This question is a follow up to the previous questions, the aim is to localise the pros and cons of the CBA in relation to language teaching-learning process. From the described results we conclude that while the reform on paper brings forth innovative curricula and newly designed textbooks, it fails to prepare the teacher for the latter’s application. The participants think both are ill-conceived. The repeated mistakes and logical

inconsistencies render the teacher stuck between resistance and rejection. How can we accept that a teacher can build a list of skills without questioning the knowledge involved and without questioning its meaning? Epistemological and didactic issues are at the heart of the competency approach, but they must be clear enough for all!

3.2.9 Question number 9. The ninth question tackles the difficulties encountered by teachers, the results as described before indicates an imbalance between what is taught in theory versus what the teacher finds on the field. The oversized classrooms consist a primary reason for inefficiency of the used approach. Because the number of students exceeds the capacity of the teacher, we cannot confirm that all students reached the lesson objectives even with perfect application of the guides. The training, or lack of it, to be precise is our focus point. The teacher is not equipped with the right tools to transfer the knowledge. This does not mean he is not aware of the content, but the way to motivate the students to interact with the lesson. Student centredness is what CBA based on, thus failure to achieve that leads to idleness inside the classroom, where students are listening or hearing and the teacher is constantly talking. At the third-place, curricular overload is mainly due to the lack of good lesson planning skills, yet another aspect that can be further developed in teacher training, finally the absence of clear national guide as well as lack of coherence is reflected in the discrepancies between the educational policy makers' theoretical background and field expertise. As our social and economic reality is always changing, we are in need of "hands-on" policy makers to monitor the current status of educational development.

3.2.10 Question number 10. this question completes the previous question. The aim is to collect the necessary data to understand clearly what skills language teachers need to face the educational challenges in the 21st century Algeria. we analysed the collected data and synthesised the following points:

- High-quality professional development.
- Innovative lesson planning techniques.
- Collaboration on national and international level to exchange expertise
- Planning in relation to need analysis, action orientation and teacher's self-assessment.

As we can see the foreign languages teachers' needs evolved from the basic skills required to handle a classroom, to an up-to-date requisite of 21st century classrooms.

3.3. The interpretation of the interview:

The interviews conducted were of a semi-structured type, researching the competencies that characterize the common European framework of reference for languages, analysing how the discourse of the interviewees related to the proposed model. We synthesised the provided data of each question as follows:

Question 1. The Common European Framework of Reference for Languages (CEFR) was born in 2001 after ten years of research by expert groups within the framework of the European Commission and the Council of Europe. The aim was to create a framework to accurately describe a person's language skills and thereby increase transparency in Language Education. Since its publication, CEFR has become the global standard for language evaluation. It is a flexible tool to be adapted to the specific context of use. Hence all members of the union found it easy to apply.

Question 2. When mentioning the CEFR in relation to teacher training the general view drifts toward the common requisites such as B1, B2...etc however, it may come as a surprise to many that the CEFR encompasses a descriptive scheme as a way of conceptualising language learning and use, as well as the "action-oriented approach" and how

it inspires teaching. Another point the CEFR focuses on is practical guidance for curriculum developers since the latter will be briefing the teaching community about the techniques used to handle and apply the presented lessons within language classrooms. In 2007, the Council of Europe stated the need to develop training kits for teachers, with materials illustrating the implication of the proficiency levels in different context. The CEFR focuses on the ease of access to all types of materials that helps language teachers in 3 necessary pillars which are: planning, teaching and assessment. The main methodological implication of the CEFR tackles with great intensity the subject of planning, the teacher must be able to analyse the needs of his students. The selected objectives must convey a contextual reality rather teaching obscure parts of the grammar. Through action-oriented approach, the CEFR presents objectives in terms of what the learner will be able to do in the languages, as well as, connecting the newly learned structures to the prior assimilated knowledge in the fluency practice in communicative tasks. The teacher must inform the learner about the target objective to maintain transparency, this allows the learner to be a member in the monitoring of their achievement even as far as the teacher's self-assessment.

Question 3. The provided documents included several pages that we used to design a modest recommendation model that fits the Algerian context in regards to the collected data and criticism of the participants

Table1

The Required Competencies inspired by the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages

The General Competences

1. Declarative knowledge	Knowledge of the world	Places Institutions Organizations Persons Objects and events
	Sociocultural knowledge	Daily life The life conditions Personal relationships: family, work ... The values and beliefs Body language. Social conventions: Ritual behaviour.
	Intercultural knowledge	Knowledge and perception of the communities that make the society of the teacher.
2. Skills and abilities	Practical skills and abilities	Social Skills Professional skills Leisure skills
	Intercultural skills	Ability to relate between foreign cultures. Cultural sensitivity for other cultures.
3. Existential competence	Attitudes	Openness to new experiences.
	Motivations	Intrinsic, extrinsic.

	Values	Ethical and moral.	
	Beliefs	Religious. ideological. philosophical	
	Cognitive styles	Convergent, divergent, holistic	
	Personality factors	Loquacity, sparseness, optimism, flexibility, self-esteem, diligence.	
4. Learning competence	Reflection on the language and communication system	Sensitivity towards the language Knowledge	
	Reflection on the system	Ability to distinguish and criticize	
	Study skills	Using kit materials to learn	
	The Heuristic skills of discovery and analysis	Adaptability to new situations. Exercising multiple skills. Ability to use new tools (ICT)	
Communicative Competencies			
Linguistic competence	Lexical competence: knowledge of the vocabulary of a language	Lexical elements	Expressions made, fixed formulas, idioms, metaphors, fixed structures, polysemy, semantic regime
		Grammatical elements	Articles, quantifiers, demonstratives, personal pronouns, relative pronouns and interrogative, possessive

			adverbs, prepositions, auxiliary verbs, conjunctions ...
Grammatical competence: Knowledge of the grammatical resources of a language and the ability to use them	Grammatical organization		Specification of the elements, categories, classes, structures, processes and relationships that govern language
	Morphology: internal organization of words		Word formation: roots, affixes, classification
			Various ways of modifying words.
	Morpho-phonology		Variation of morphemes. pronunciation according to levels. Vulgarisms, hyper correction
	Syntax		the arrangement of words and phrases to create well-formed sentences in a language.
Semantic competence: awareness and control	Lexical semantics		The meaning of the words in relation to the general context,

	of the organization of meaning		connotation, synonymy, antonymy, metonymy ...
		Grammatical semantics	Meaning of the elements, categories, structures that consist a sentence
	Phonological competence	<p>Knowledge and skill in:</p> <p>the perception and production of sound units of the language and their realization in specific contexts.</p> <p>Phonetic features that distinguish phonemes.</p> <p>Phonetic composition of words</p> <p>Phonics sentences, accent and rhythm</p> <p>Knowledge of spelling conventions</p> <p>Ability to consult a dictionary and identify phonetic symbols</p> <p>Ability to resolve sonic ambiguity based on context</p>	
	Writing Competence	<p>Knowledge and skill in</p> <p>perception and production of symbols of written texts:</p> <p>letter shapes. spelling of words. contractions, punctuation marks and rules of use, typographic conventions, commonly used signs ...</p>	
Sociolinguistic competence	Linguistic markers of social relationships	Greetings, farewells, presentations, forms of treatment, conventions for speaking time, interjections ...	
	Courtesy rules	They vary from culture to culture and are a source of misunderstandings, positive courtesy. What is rude ...	

	Expressions of popular wisdom	Sayings. idioms. colloquial quotes. expressions that reflect beliefs. Attitudes and Values. graffiti, slogans. phrases on television, posters. posters. cards.
	Registry differences	Varieties of the language used in different contexts. Levels of formality ...
	Dialect and accent	Ability to recognize linguistic markers of social class, regional origin, national origin, ethnic group. professional group: vocabulary, grammar, phonology, rhythm. volume. body language...
Pragmatic competence	Discursive competence	Ability to order sentences in sequences to produce coherent fragments of language, structure and control discourse based on: the thematic organization, coherence and cohesion, the logical order, the style and register, the rhetorical efficacy. The organization of the text: knowledge of the rules of organization of information, to describe, narrate, argue, write a letter ...

	Functional competence	<p>Use of spoken speech and written texts in communication for specific functional purposes:</p> <ul style="list-style-type: none"> • Micro functions: offer and seek information, express and discover attitudes, persuade, social life, structuring of discourse, correctness of communication. • Macro functions: Extension of oral or written speech in sequences of sentences: description, narration, comment, argumentation ... • Interaction schemes: models of social interaction that underlie communication: question-answer, agree-disagreement, request-acceptance, rejection.
	Organizational competence	Ability to generate sequences in messages according to interaction schemes

The aforementioned competencies represent what we perceive is the necessary requisites for the 21st century foreign languages teacher and thus what pre-service and in-service training should include to achieve a better level of progress.

Question 4. Since the Council of Europe designed the CEFR with attention to intercultural aspects and the social difference of each member in mind, it is extremely flexible to adapt this framework to any language educational system. As mentioned before, the CEFR

focuses on the contextualising the lessons. The latter can be tweaked by curriculum developers to fit the social and economic needs of the country.

3.4. Findings and Conclusion:

Early results highlight many constraints that could hinder the objectives of the reform. Improving the practical training of future teachers requires an ENS/school rotation scheme, designed with a view to professionalisation. However, the survey shows that the place given to the field remains less and less. Internships are still considered an end-of-study period, not representing a major issue and not yet demanding the attention they deserve, as an inescapable dimension of an initial professional training. The weakness, if not the absence of institutional requirements, is not without consequences on the perception of the different actors of the initial training. Teachers who receive trainees do not see themselves as full-fledged trainers, having to accompany the first steps of their trainees in an autonomous and responsible approach. They remain confined to the traditional model. However, they are calling for a clearly defined status and many of them are not opposed to specific training of trainers. They also deplore the lack of collaboration with university teachers whose role and place are not specified in this scheme. The data shows that the increase in the level of certification provided by the university of training is not enough to train an educational professional; what is currently emerging is that the various actors involved in this training do not seem to be part of a well-grounded training if they themselves are not trained in this perspective.

It is evident that the suggested model inspired by the Common European Framework of Reference for the Learning, Teaching and Assessment of Foreign Languages -CEFR- expresses with clarity which should be the competences (General and communicative) acquired by the subject who faces teaching or learning a foreign language, since one does not exist without the other. Which results in language users having to reconfigure competences

with the intention of re-conceptualizing them for our context, thus allowing a new configuration of teacher training curricula in the field of foreign language - English - where competencies must be incorporated not only as a requirement but as a practice subject to the experience of learning, teaching and evaluating.

This chapter included my recommendation in a form of a table (table 1) as an alpha stage guide for the required teacher competencies as inspired by the Common European Framework of Reference for the Learning, Teaching and Assessment of Foreign Languages -CEFR-

General Conclusion

The most valuable asset of organizations and for the particular case of educational institutions is undoubtedly human resources, people who are rightly responsible for the various activities aimed at achieving institutional purposes. To this end, and considering that today the advancement of communication technologies and the demand for greater productivity, they irretrievably demand better levels of competence in the teachers of educational institutions. The quality of teachers and their ongoing vocational training remain fundamental to achieving the quality education required by our country. Education synthesizes the politics, culture, history and development of human beings and society; transmits and transforms it, where the teacher is a lead actor. The Lifelong teacher training is a necessity. After analysing the data, it was confirmed that the Algerian educational system is in need of an update that promotes the importance of foreign languages teaching with social and educational progress in order to generate more competent, motivated and creative teachers. It is evident that the demands of development and social transformation require a change in its conception that calls for an approach that prioritizes the teacher as an active agent of his learning, from the potentials of his development, on a self-transforming and transformative nature of social reality. The teacher's conception as an apprentice in the process of his training encompasses essential components and content from the historical and cultural ones that promote significant and developed learning.

For this reason, the present research explores the effect of current reform on the Algerian teacher training status to highlight its' shortcomings, as well as attempt to present an alpha stage change to present the current teacher needs and expectations. A clear model was suggested in teacher training as an initiative to contextualise the Common European framework of reference to the Algerian educational system specifically pre-requisites that a foreign language should acquire throughout his/her training.

This research was undergone on national and international level. The investigation was realised through self-reports as web-based surveys were addressed to a sample of 30 participants from across the country as well as an interview with two European universities' pedagogic representatives. This study aims at investigating the participants' impressions and views on the current reform and the provided training as well as suggest a change that develops the current level of national education in regards to teacher education. The questions addressed to participants tackle mainly the current status of Competency based approach as the latest reform and to what extent it aids the Algerian teacher to further develop his competence.

The thesis is divided into three chapters. The first chapter discusses previous literature in the field of teacher training including a brief history of the shift on teacher training in a new world order as well as a briefing on political and educational Context of the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages. This chapter, thus, highlights the interest of understanding the approaches, transformations, discontinuities and tensions that have occurred in Algeria after the formulation of the concept of Competency Based Approach as a guide for teacher training programs in a foreign language such as English, while at the same time trying to analyse the influence that the Common European Framework of Reference for the Learning, Teaching and Evaluation of Foreign Languages -CEFR- would have on the guidelines currently defined by the Ministry of National Education for the training of teachers in this area of knowledge.

The second chapter consists of the practical side of this research. It starts by clarifying the aims of the research which include directing the spotlight toward the existing "traditions" in the field of teacher training and the required competencies of the modern age foreign language teacher through the existing CBA. Also, an enquiry about the differences and applicability of the European Reference Framework for the Learning, Teaching and

Assessment of Foreign Languages in the Algerian context. This section of the research also encompasses the intentions that have driven this investigation, namely that the competencies required by the Ministry of National Education 2008 reform, need an update. the reasons for the choice of the populations and the sampling method are then stated together with their practicality for the quantitative, qualitative and analytical nature of the enquiry. The data collection tools selected are web surveys and web-based interviews that incorporates four questions that vary from open to close ended to obtain insights from the teaching community on the European educational framework together with the feedback from Algerian teachers on the CBA effect on the ongoing teacher training, as well as, the reasons behind holding such views. The data analysis of the answers was then advanced and presented.

The third chapter discusses the implications of the data collected. The answers are analysed critically then followed by the overall implications of the interviews answers which demonstrate the key points of the targeted competencies in teachers according to the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages.

Appendix 1

This questionnaire aims at investigating current Competency based approach issues in Algeria in relation to teacher training and seeks to upgrade the latter with the help of teachers. The study does not include any personal information and the participants' identities will be kept confidential. Your answers are deeply appreciated.

1 What level do you teach?

- Highschool
- Middle school
- Primary school

2 What degrees do you have in the field of education?

Degrees	Date obtained

3 Did you participate in other training courses?

- Yes No

4 How can you define the competency-based approach currently used in school system?

.....

.....

.....

5 Did you receive any type of government-initiated teacher training throughout your career?

Yes

No

6 Did you receive training about the current used approach? And what form did it take?

Pedagogical day

Seminars

Internships

Other:.....

7 Was the received training beneficial?

Yes

No

If “yes” how? If “no” Why?

.....

8 Did the training improve your teaching-learning process? Explain the difficulties you met.

Yes

No

Explain.....

9 These difficulties are due to what?

a- The teachers have not been trained on the Competency based approach.

b- Absence of clear national guideline.

c- Lack of coherence between theory and practice.

d- Oversized classrooms.

e- Curricular overload.

10 What are your views on what shapes a positive training that would contributes effectively in preparing new teachers against the real-world challenges?

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.....

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Appendix 2

Question number 1. “CEFR represent a starting point for reflection and exchange, what is your university pedagogic view on this statement”

Question number2. “how useful the CEFR has proved to be so far in your country in relation with planning and the development of teacher training in any of the educational sectors (primary, secondary, higher)?”

Question number 3. “what are Competencies of the teacher as defined by the European Reference Framework for the Learning, Teaching and Assessment of Foreign Languages”

Question number 4. “Can the CEFR guidelines be adapted into countries outside Europe?”

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