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The Implementation of the Competency-Based Approach in the Algerian Middle School: a Tentative Analysis of Constraints and Obstacles

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Dedication

To the souls of my

Father and daughter

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Abstract

The present dissertation is a tentative analysis to shed light on a number of obstacles and constraints which are likely to impede the attainment of learners' competencies targeted by the Competency-Based Approach in the Algerian Middle School.

Seven years after the implementation of the Competency-Based Approach, middle school teachers still face problems to adapt their teaching practices to the principles and objectives underlying the Competency-Based Approach. The possible reasons behind this impediment could be either the teachers' lack of the mastery of the theoretical basis in connection with the approach, learners' lack of motivation towards English Language Learning (ELL), or the inadequacy of the proposed didactic materials.

Based on a field work including two questionnaires and a checklist administered to 400 4AM learners, 300 middle school teachers and 20 inspectors, the collected data demonstrate that the implementation of the CBA depends on an appropriate management of the practitioners' training.

الملخص

هذا البحث هو محاولة لتحليل الصعوبات المحتملة التي تحول دون بلوغ الكفايات الختامية المستهدفة التي رسمها المنهاج في المقاربة بالكفاءات في التعليم المتوسط بالمدرسة الجزائرية.

بعد سبع سنوات من تطبيق المقاربة بالكفاءات لازال أساتذة التعليم المتوسط للغة الإنجليزية يواجهون صعوبات لتكييف تدريسهم حسب المبادئ والأهداف التي بُنيت عليها هذه المنهجية في التدريس.

إنّ الأسباب المُحتملة لمنع تحقيق الأهداف المرسومة يُمكن أن تعود إلى عدم فهم الأسس النظرية لهذه المقاربة، ونقص الدافعية لدى المتعلّم لتعلّم اللغة الإنجليزية، أو عدم التطابق بين محتوى الكتاب المدرسيّ والمبادئ التي قامت عليها هذه المقاربة.

قام هذا البحث على دراسة ميدانية شملت استبيانات موجّهة إلى أربعمائة (400) متعلم من ذوي مستوى السنة الرابعة متوسّط، ثلاث مائة (300) استاذ للتعليم المتوسط وعشرين مفتشاً في الميدان التربويّ.

إنّ النتائج المتوصّل إليها توضّح أنّ تطبيق المقاربة بالكفاءات يعتمد أساساً على التكوين المستمر والمتخصّص المناسب للأساتذة.

الكلمات المفتاحية:

- المقاربة بالكفاءات - الكفاية - التعلّم - الدعم البيداغوجيّ - الدافعية - استراتيجية التعلّم والتعليم - الاستقلالية.

Abbreviations

AEF: Algerian Educational Framework

ALA: Audio-Lingual Approach

BEM: Brevet d'Enseignement Moyen

CA: Communicative Approach

CBA: Competency -Based Approach

CD: Compact Disc

CDI: Compact Disc Interactive

DM: Direct Method

EFL: English as Foreign Language

ELT: English Language Teaching

FLA: Foreign Language Acquisition

FLL: Foreign Language Learning

FLLs: Foreign Language Learners

FLT: Foreign Language Teaching

ESL: English as Second Language

GTA: Grammar Translation Approach

ICTs: Information and Communication Technologies

ITE: Institut Technologique de l'Education

L: Learner

Ls: Learners

MS: Middle School

OA: Oral Approach

OBA: Objective-Based Approach

OTM: On the Move

PEF: Professeur d'Enseignement Fondamental

PEM: Professeur d'Enseignement Moyen

STL: Situational Teaching Language

T: Teacher

TL: Target Language

Appendices

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General Introduction

   The swift changes observed nowadays touch all fields of life, education in particular which constitutes a basic component of the formation of a person's world outlook. Over the last few decades, the requirements placed upon the educational systems have been greatly influenced by rapid progressions, unpredictable processes of public transformations and unprecedented scientific discoveries and their implementation.

   The modern society is characterised by speedy renovations in all spheres of life, a feature characteristic of societies in transition. Changes are taking place quickly due to the factors which stimulate development of economy and industry, affect the development of international relations, and lead to global processes of migration, especially when they impact upon the use of technology particularly in the field of education. In fact, information has acquired the highest value and has become a strategic product of states. While analysing the phenomenon of modern societies undergoing such transformations, it is acknowledged that the world, which is being quickly formed due to collision of new values and technologies, new geopolitical relations, new lifestyles and communication, requires brand new ideas and analogies, classifications and frameworks. This concept reflects the modern paradigm of public life and is a basis for the reformulation of educational goals in all the countries of the world.

   Education is nowadays subject to these big changes that are taking place in all countries. During the last decades in many countries of the world, including Algeria, profound changes have taken place. The development of education has been influenced by such features of social development as globalisation, democratisation and the formation of a unified information space. All these changes happened in such a fast pace that they caused the need for an urgent review and reform of education policy at all levels since the existing systems did not fully meet modern challenges and required re-orientation.

   Irrespective of countries and nations, education authorities, together with all educational institutions and partners, play an important role in innovating and updating the teaching contents, which consists in preparation of a human being for life in family, community and country, for work and creativity, and for his self-realisation as a person in the society. Thus, the revision and the adaptation of the syllabi, their contents and outcomes are essential to comply with the prospects and requirements of the modern society.

Undoubtedly, the goals of the educational systems are no longer to be considered at the level of local requirements fulfilment but at a worldwide level. States are asked to plan the goals and contents of their educational systems so as to be able to integrate successfully the international communities. Knowledge, skills and habits acquired by learners in the process of education in school are undeniably important. At the same time, presently the concept of a learner's competency acquires importance. It is determined by many factors because competency, according to experts, is the very indicator, which makes it possible to verify the learner's readiness for a successful integration and to further her/his personal development and active participation in social life. Education officials consider that one of the priorities at present is to equip learners with necessary knows, skills and competencies that enable them to meet new requirements and prepare them for their new roles in the modern society. For these reasons, it is important nowadays not just to use one's own knowledge but be ready to change and adapt oneself for new demands, operate and control information, be active, make relevant decisions, and continue to study during one's whole life.

The educational experience in many countries reveals that one way to render the appropriate outcomes updated and reachable, which would be in line with the modern social and economic requirements allowing a worthwhile integration in the modern world, is the adoption and orientation of the training programmes towards the competency-based approach, and the establishment of the efficient mechanisms for their implementations.

Algeria is aware of the fact that upgrading the human capital is the very basis of political, economic and social progress. Since its Independence, she has devoted substantial investments to generalizing access to education and training.

The officials of the educative sector are currently introducing a qualitative transformation of its educational system to address the needs to prepare its future generations for citizen involvement and to enhance their creative potential in the context of a multi-dimensional development, which is increasingly knowledge-based.

The last reform (2003) aims, on the one hand, at providing the material and teaching requirements which are best suited to addressing the needs of school and university goers, who represent around 1/3 of the Algerian population, and on the other hand, it aims at giving it exposure to universal science and culture, to foreign languages and to International

Cooperation. It also relates to enhancing those features, which determine our national identity in a way to be in harmony with modernity and development.

The huge process of educational reform being undertaken in Algeria since 2003 implies enormous challenges in terms of coordination between the various implementing agents. The lack of an overall mechanism for piloting and monitoring explains the challenges of planning capacity-building activities to support the implementation of reforms. The performers of the educational reform have insisted on the need to adopt a supple approach to capacity building, responding as well as possible to demands for technical advice and training as they arise. Within this perspective, the focus of the Ministry of National Education has been on the process of the renewal of the school curricula, particularly as pertains to the implications of the adoption of a competency-based approach in syllabus and textbook development and evaluation.

The success of this reform on which the Ministry of National Education is embarking is predicated on the elimination of many material and human constraints. Without neglecting the contributions of the materiel resources, our focus will be on the human ones which, no doubt, play the main role in the success of any reform.

The context in which the reform of the Algerian educational system has been initiated is characterized by a set of internal and external factors. For the former, one can cite, on the one hand, the advent of political pluralism, which involves the integration of the concept of democracy within the educational system; therefore, the training of the young generations in the spirit of citizenship, and on the other hand, the abandonment of the directed economy and centralized management methods, and the gradual establishment of market economy. Regarding the latter, they are characterized by globalisation, rapid development of science and technology and the introduction of modern Information and Communication Technologies (ICTs) on a large scale.

All these factors together constitute new challenges in the development process of the educational system which the school is required to meet all the challenges facing it. The implications of institutional change, social and cultural impact on the school are obvious. Although it is not wholly a product of the society to which it belongs, the school must also have the aspiration to promote learners' knows and know-how-to-do.

A global reform which aims at building a coherent and efficient educational system is; therefore, to enable the Algerian society to face the multiple challenges of the 21st century by fulfilling scientific and technological advance to guarantee sustainable development. Thus, education that focuses on development and progress, involves the emergence of values in the work, production, and intelligence, all of which emphasize the criteria of competence and qualification for the constitution of the scientific potential and technical credibility. The scientific and technological education is not reducible to the transmission of specific knowledge in science and technology, but primarily focuses on skills which, later on, enable individuals to fully find the varied uses of scientific knowledge in their school life first, and those social and professional at the same time.

The human resources are, no doubt, central to the success of the reform process; therefore, the training policies must meet the requirements of quality and competence, both academic and pedagogical.

In this context, the Ministry of National Education has established a multi-year plan for the academic training of teachers, training for a perfect mastery of the teaching contents. It also works to provide teachers with teaching qualifications and competencies that are necessary to conduct teaching/learning effectively, and to improve the class performance.

It is more and more impressive to observe that 'globalisation' has become the subject of didactic reflection on teaching as it highlights the challenges of promoting foreign languages. The current valuation of the foreign languages comes from the application of a society wishing to be updated. In other words, learning one foreign language and, *a fortiori*, several languages is to give learners the means to broaden their horizons, to exchange personal and professional contacts with foreigners.

Parallel to the phenomenon of globalisation of economic markets, there is also an emerging market for languages that causes new didactic reflections by urging scholars to be innovative in their approaches to meet public needs. In this context, it is noteworthy that the learning of foreign languages is dictated by the parameters of size and profitability, that is to say, individuals and politics prospect languages that are the most useful, the most advantageous, and implement methods and strategies to achieve social change and to keep pace with the world development.

Similar to other languages, English remains a language of communication of vital importance, especially with the opening of the Algerian market in all sectors: economic, cultural, political, etc.

Having started my teaching practice in the early 80's, accompanied during two decades by trainers, inspectors and seniors; I myself have become involved in the process of teacher-training. My professional itinerary can be summed up as follows:

The first period of my professional career (1980-1999) was devoted to teaching English as a foreign language in Ibn Roustom secondary school, Tiaret. With regard to the status assigned to foreign languages (coefficient, allocated time, etc.) , in general, and English, in particular, I noticed that learners devoted less time and effort to English language learning, though assessed in terms of formative evaluation and certification. Besides, the official syllabi assigned to the different levels of the secondary education and the communicative approach, supposed to be implemented, were unlikely to comply with the inadequate level of those learners. Above and beyond all these facts, implementing the didactic materials suggested in the textbooks seemed to consolidate much more teaching rather than learning, which is in complete contradiction with the methodology approved by the Ministry of National Education (MEN). Then, adapting open learning situations, taking into account all learners' learning styles, their strategies, and abilities was required to motivate them towards the learning of the English language. The adaptation of the teaching/learning material was meant to design or devise the tasks prepared to assess learners' achievements that could help them to be aware of their own progress. Doing so, I targeted learners' potential to create their own learning space, i.e., help them use their own skills to take in charge their own learning. Subsequently, the progression, as didactic approach, was no longer determined beforehand by the teacher, but by the acquisition development, and is managed by the learners themselves. In this type of teaching/learning, I was obliged to deal with the unexpected situations; the knows and know-how-to-do came up out of the needs and initiatives of the learners. It must be admitted that early years of my career were based primarily on intuition, which manifested itself sometimes in happy times of trial, and sometimes in errors and failure.

These choices are part of an educational perspective that seeks learners' autonomy and responsibility. Referring to official instructions, the teacher's main task is to ease learner's learning rather than being the cause of refusal of the foreign language learning, for all learners even those struggling.

The second period (1999-2010) has been devoted to middle school English teachers' supervision, mentoring and training. In September 1999, after succeeding in a national contest and accomplishing one year training in the National Center of Training (El Harrach-Algiers), I was appointed as a middle school teachers' supervisor in the 'wilaya' of Mostaganem, a city in the west of Algeria. In addition to regular duties, teachers' in-service training, mentoring and guidance are attached to the Algerian supervisors. Being in charge of two types of patricians, namely novice and experienced teachers, made the training choices somehow difficult. For the former, the focus was to be on training teachers to make them acquire certain teaching models; whereas, for the latter, the emphasis was to be put on self-development.

This shift from one professional status to another, from a secondary school teacher to a supervisor, was marked by ruptures and continuity. The first rupture concerns the inevitable routine imposed by the classroom ecological environment. The second one has to do with the syllabus constraints and the administrative requirements. The third one is to get rid of teaching a captive audience and adapting to an audience of young teachers to whom I am supposed to provide tailored training sessions according to expressed or detected needs. The new mission coincided with the implementation of the new educational reform.

Yet, continuity is characterized by an increasing faith in a profession which was chosen by vocation in a remote period of early 80's, the teaching profession.

This change in my professional career has also imposed new perspectives in relation to English teachers' training. In fact, questions related to teachers' training started to emerge as soon as I began the new mission entrusted to me. My duty was not only to ensure the implementation of the educational policy as it is dictated in the official documents of the Ministry of National Education but also to find solutions to daily troubles with which teachers find themselves face to face, a dilemma to overcome. Then, the issues related to in-service training courses generally start from class observations and that the proposals are made for a return to the field.

Seven years elapsed since the new reform has been implemented; however, nearly all teachers, at least those who were targeted by unexpected visits, still face problems to adapt their teaching practices to the objectives and principles of the new approach.

My role is not restricted to ensure general supervision which is typically administrative (concerned with curriculum, syllabus, and the overall management structure of education), but

to target the clinical one, i.e., the one that is more concerned with the aspects of the classroom teaching. The main aim of such clinical supervision is to improve the reflective model of professional development.

The idea of this research work matured during the last ten years while I was charged of supervising and training the middle school teachers. The new mission coincided with the implementation of the new educational reform that targets many components, especially the one concerned with teaching methodology. In a perspective based on "Competency-Based Approach", training should seek to place the teacher in a position of action research, creating educational inventiveness and acquiring the ability to make permanent adjustment to the teaching activity purposes that are targeted and the results that are obtained. Thus, he can expand a wide range of methods and techniques, and enrich the teaching strategies enabling him to respond to different teaching situations. In short, we need a real reflective practice among all teachers.

Undoubtedly, the new approach implementation challenges all the partners who are directly concerned by teachers' initial and in-service trainings. And, that is how the adventure of research has begun in the perspective to remedy the shortcomings, find solutions to the defects and ensure a successful transition from the paradigm of knows transmission to the paradigm of the construction of the competencies.

The arrival, in in-service training sessions, of teachers with different deficiencies made it compulsory for me to take these defects into charge. In other words, the teachers' needs are not uniform, which means that they cannot be submitted to the same training contents, but adaptation according to the specific needs of each category is necessary. Thus, knowledge and professional skill models that I was supposed to provide teachers with were hard to imagine fearing their destabilization, resistance and refusal. Taking into account the teachers' experiential knowledge, one should proceed to a gradual destruction of the representations fossilized for decades, especially with teachers who are about to retire, and start the construction of new ones.

It is obvious that simply mandating change is not enough to successfully and effectively implement change or to achieve advances in students' achievement and teachers' development. One should expect the resistance model, though policy makers suppose that teachers would blindly accept change with little or no regard to their expertise or professional opinions. This mental model, held by teachers, interferes with successful change

implementation. Teachers' resistance may be due to the lack of motivation, which is generally viewed as temporary factor, unfavouring environmental or situational conditions, or negative beliefs about their ability to use particular knowledge or skills in the future. Any of these factors can cause teachers to simply endure a professional development rather than self-engage as an active participant. Teachers' levels of knowledge comfort and experience may also cause them to resist to behavioural changes. Being personally concerned with the teachers' in-service training, I found myself obliged to identify the gaps and utilize appropriate strategies to overcome the resistance. To reach this, one should convince teachers to work together, collaborate and reflect on their teaching practices. The trainers should focus their efforts not on action but on the trainee's beliefs.

Understanding this resistance to change as a process of fulfilment, preserving, and protecting the missions and memories of one's generation should draw researchers' attention to a positive sense of what teachers are fighting for rather than merely what they are opposed to or against. This is what I will try to unveil through this research.

The main objective of this research work, in connection with the English language teaching/learning in the Algerian middle school, concerns the constraints and obstacles which prevent the implementation of the recent changes led by the Algerian Ministry of the National Education. Similar to all world schools, the Algerian has witnessed profound mutations because of the cultural and technological changes of the societal environment in which the teaching/learning of language/culture is taking place. In distinct periods, these mutations are marked by the implementation of methods and techniques to which the objectives were to give a new upsurge to the teaching of foreign languages in our country. The incentive behind this research work derives from both personal and professional motivations and concerns to identify the causes of the teachers' failure in implementing the new approach and draw out conclusions that may help us as trainers and supervisors of the teachers of English to bring the suitable remedy.

To the grammar-translation, direct, audio-lingual and natural approaches, which have heavily marked the last two decades without sufficient (probate) results, and as alternatives came the communicative ones on which a lot of hope is attached. It must be pointed out that, to Algerian students, the final objective of teaching English is not only to render the learner capable of acquiring the language system but to make him able to communicate in authentic situations of current life as well. In other words, the transition from syllabi based mainly on disciplinary contents, the Chomskyan restrictive model (linguistic competence) to syllabi that

target the integration of the knows, the know-how-to-do and the necessary attitudes that aim at developing the learner's autonomy, i.e., the communicative competence that enables the learner to acquire the procedural knows. To say it differently, the learner must demonstrate the ability of communication in its various forms, aspects and dimensions. Yet, the fulfilment of such objective requires the development of certain competencies founded on a diversity of constituents: structural (linguistics), sociolinguistic (the capacity to produce and understand the appropriate wording), discursive (discourse rules) and strategic (capacity to adapt oneself to different situations) that the learner is not able to realize for many reasons. To overcome the difficulties which hinder the efforts made by teachers as well as learners, and comply with the modern world requirements, different programmes have been administered in the educational system so far; besides, various syllabi have been designed for all levels in order to bring about positive changes in the learners' performance at the level of speaking and writing in the target language. The main objectives of the new approach are to render the learner able to group and express ideas, feelings and concerns for others and to develop certain competencies such as learning how to learn, interacting, communicating, processing information, solving problems and reflecting on different subjects.

Within the new approach, there is a shift of emphasis from teaching/learning the language system in isolation to a growing interest in language use. In this sense, a foreign language learner must develop three interrelated competencies: linguistic, sociolinguistic and pragmatic. In other words, researchers found that in order to be communicatively efficient FL learners require more than grammatical competence; they require sociolinguistic and pragmatic competences to understand and be understood in their interactions with native speakers.

For the time being, this communicative competence meant by the new approach is too far to be reached. In fact, all teaching practices stop at the level of the mastery of the linguistic competence.

The problematic behind this research work is to set up an inventory of the constraints and obstacles facing the English teaching/learning process in the Algerian middle schools. To be more precise, it is the analysis of the reasons that prevent the attainment of the new competencies (interactive, interpretive and productive) stated by the new approach namely CBA and as prescribed by the syllabus designers. Through my experience in the field and the study of the results of different formal examinations, especially the results obtained in the

BEM [1], I noticed the acute awfulness of the situation. In fact, it is an alarming regression of the learners' acquisition that deserves a close analysis. Certainly, teaching English in a context as the Algerian one is not an easy matter. Besides, the construction of such a communicative competency which is targeted by the new approach is itself complex for being based on the articulation of language/culture and on the knows and the know-how-to-do acquisition outside the classroom (*in vivo*). The Competency-Based Approach targets the development of language use through acquiring information, and solving linguistic and non-linguistic problems. It is to help learners acquire and use the language in social and realistic situations.

One of the objectives of the new approach, CBA, is the shift from teacher-centredness to learner-centredness, i.e., to focus on learners' learning rather than on teacher's teaching. The population of middle school teachers, heavily marked, either as students or trainees, of the previous approaches and their ways of teaching, are not ready to change their teaching practices. Thus, the change is not for tomorrow.

In fact, and besides the traditional difficulties which are typically institutional such as the reduced timing devoted to the teaching/learning of English, the class crowdedness, the status of the English language, the coefficient, etc.), other obstacles , that should be identified, contribute undoubtedly to the non manifestation of the objectives and principles targeted by the CBA [2]. Thus, teachers face serious difficulties to adapt their practices to its principles. These factors altogether have effects obviously on the teachers' daily practices and on the learners' results which are worsening day after day. The new methodology has been implemented for about 7 years now, and the expected outcomes have not yet materialized though the didactic means as the textbooks, teachers' guides, syllabuses, the computers and the ICTs [3] are available. According to experts and educators, the teaching of English in Algeria has not brought many successful results. On the contrary, most of the Algerian learners still face problems and the time they devote to the study of this language is not enough.

The teachers' failure in adapting their teaching practices in accordance with the principles of the new approach drives me to ask the following questions on the possible

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[1] Brevet d'Enseignement Moyen
[2] Competency-Based Approach
[3] Information and Communication Technologies

constraints which prevent the implementation of the new approach at the level of the middle school education.

The general problematic revolves around three constituents that are intimately linked; namely, the teachers' training, the learners' attitude and motivation towards foreign language learning and the devised teaching material. The impact of these three mutually dependent didactic poles on the success or failure of the teaching/learning process remains vital.

The present research is meant to identify the obstacles and constraints which cause learners' and teachers' failure and to show the tight rapport between these three didactic poles and their influence on the success or failure of the Competency-Based Approach implementation.

Research questions and hypotheses

As any piece of research, this study is based on the following research questions and hypotheses. In order to suggest something about the matter, the following questions are asked so as to:

- ✓ a) diagnose the difficulties the middle school teachers face to implement the CBA.
- ✓ b) seek the possible reasons behind the continuous regression of learners' level and suggest suitable methods if there are which may help resolve the problem.
- ✓ c) find out whether the content of the newly designed textbooks at the middle level forms an adequate material that meets both the principles and the objectives of the CBA and the needs and the interests of most of the learners.

To the stated end, three questions have been asked:

Research Question 1

- ✓ Does the teachers' lack of the mastery of the theoretical references and the terminological concepts stand as an obstacle to the Competency-Based Approach implementation, and then lead to teachers' fall back to traditional practices?

Research Question 2

- ✓ In what way do learners' motivation and attitude influence the foreign language learning hence the teacher's implementation of the CBA?

Research Question 3

- ✓ Does the teaching material suggested in the textbook (**On the Move**) comply with both the objectives and principles of the CBA and meet the learners' interests, and needs?

As stated above, the primary concern of this research work is to identify the obstacles that prevent the materialisation of the objectives of the CBA in the Algerian middle school. To this end, some hypotheses are suggested as tentative answers to the questions above:

Hypothesis 1

✓ The failure may be due both to theoretical and practical deficiencies related to teachers' initial and in-service training courses on the new approach, namely CBA.

Hypothesis 2

✓ The learners don't show enough motivation and disposition towards English Language Learning.

Hypothesis 3

✓ The teaching materials don't adequately meet both the objectives of the CBA and the prospects and aspirations of the English learners.

In order to carry out this research work, I adopted the following methods of investigation. I have chosen four different tools that are mutually dependent: 4 AM textbook analysis, some class observations, 2 questionnaires and a checklist.

I. **Qualitative Data**

I.1. **Textbook analysis**

A close analysis of the 4 AM textbook, On the Move, in order to see if the material suggested by the textbook designers suits well both the learners' interests, age, …and matches the objectives of the approach.

I.2. Class observations

A series of class observations are to be recorded and analyzed (Didactic Transposition Theory). It should be pointed out that in order to reduce the intruders' influence, though eliminating it entirely can never be reached, I attended the sessions meant for the research work but remained unobtrusive.

In fact, these class observations enable us to pay close attention to the teachers' implementation of the objectives of the new approach in their daily practices. The latter are not supposed to focus only on the learners' output but on the process that leads to this output as well. Thanks to these observations, we were able to verify if the theoretical principles of the CBA, taking for granted the fact that most of the teachers have already acquired and mastered them, are effectively implemented. In other words, the recorded sessions represent a suitable opportunity to validate/confirm or invalidate the transfer of the theoretical concepts

into class practice and allow us to check if there is a shift from teacher-centeredness to learners-centeredness, if there is an intermittent shift between mechanical and creative activities, if there is less interference to leave space to a mere role of mediator and a guide on the part of the teacher, if there is meta-cognitive strategy achievement that progressively leads to the learners' autonomy, if there are socio-constructive activities designed to enhance learners' social interaction with others, if the problem-solving learning is effectively integrated in the devised teaching material to develop learners' learning and thinking. To sum up, the CBA gears language learning to the acquisition of the know-how embedded in functions and skills. This acquired know- how will allow the learners to become effective/ competent language users in real-life situations outside the classroom (action-oriented). Finally, the exploitation of this sort of material (class observations) is meant to perceive both the learners' and teachers' difficulties to carry out the newly adopted approach, CBA.

II. Quantitative data

The choice of the questionnaires is justified by the fact that they provide us with a broad range of information in connection with the objective of our research entitled, "The Implementation of the Competency-Based Approach in the Algerian Middle School: a Tentative Analysis of the Constraints and Obstacles".

II.1. Questionnaire 1 (*cf. Appendix 1*) consisting of 25 both close-ended and open-ended questions directed to middle school teachers and concerning the methodology and the learners; the didactic pedagogical triangle: the teacher, the learner and the knows. We aim at enquiring about:

- the informants' biographical and professional data;
- their training itinerary;
- their viewpoints about the CBA implementation;
- their expectations.

The sample concerned by the questionnaire consists of both PEF [4] and PEM [5] who teach in rural and urban areas of 3 wilayas. The choice of both rural and urban areas was done on purpose to see in what way the environment has an impact on the learners' acquisition and practice of the English language, its reinvestment and their attitudes towards it.

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[4] Professeur d'Enseignement Fondamental
[5] Professeur d'Enseignement Moyen

II.2. Questionnaire 2 (*cf. Appendix 3*) consisting of the two types of questions intended for 4 AM learners to check their attitudes towards learning English and the use of this language. A special focus is to be put on:

- learners' attitudes towards English Language Learning;
- their attitude towards the English people and their culture;
- their motivation towards English Language Learning;
- their attitudes towards their teachers of English and their performance.

As they are non-specialist learners, the questions were formulated in a simple way so as to be clear and easy for all of them to fill out the questionnaire. Teachers' help is required.

II.3. A checklist (3) (*cf. Appendix 5*), containing 50 open-ended questions, directed to the middle school inspectors to get their opinions and attitudes about the designed 4 AM textbook, **On the Move**.

For the sake of validity and reliability of this research work, we gave much importance to the selection of the participants among both teachers and learners. For teachers, we targeted the two types of middle school teachers: PEFs and PEMs. The reason for such a choice is that these two categories of teachers have neither followed the same educative itinerary nor received the same initial training. For learners, we have chosen fourth year learners as a sample because they represent the first cohorts of the new approach. These learners have been put in contact with the English language for three years and should have acquired some basic knowledge that both enables them to overcome the BEM examination and build up their competencies to carry on their learning process easily. In other words, these learners have completed the middle school cycle, and reached, presumably, its exit profile.

The results of the 4 AM textbook analysis, the observations, the questionnaires, and the checklist will be described case by case and followed by the analyses and the interpretation of the research results with which one tries to check the validity of the hypotheses. Some conclusions will be drawn at this stage.

The steps of the study:

Part I is an introductory part. It deals with the Literature Review. The first chapter is devoted to a succinct overview of the different major approaches that have marked foreign language teaching, including the presentation of the CBA, its objectives, the competencies targeted and the teacher's and learners' roles. The second chapter is devoted to the definition

of some key concepts especially as being in connection with the CBA implementation. The third chapter deals with the CBA in the Algerian Educational context, the expected outcomes, the implementation of the CBA, the 4 AM syllabus, the Algerian Framework for 4AM and the learners' entry and exit profiles.

Pat II is composed of three chapters. The first one presents the research methodology, the field work, the criteria of selection of the subjects, the schools and the tools used for the purpose of the research work. The second one focuses on the analysis and interpretation of the qualitative data collected from the 4 AM textbook analysis and the class observations. The third chapter presents the qualitative data collected from the questionnaires and the checklist. Both types of results are analysed and interpreted in order to bring answers to the hypotheses put beforehand. They allow us to check the validity of the assumptions, besides drawing some conclusions.

Part I

Literature Review

Chapter I: A Brief Overview on the Different Methods/Approaches

Part I
Literature Review
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Introduction

Language teaching is characterised by frequent changes and innovations and sometimes by the development of competing language teaching ideologies. Much of the impetus for changes in teaching methods came about from change in approaches to the language teaching. The quest for better methods has been the concern of teachers and applied linguists since last centuries. The advent of each method seems to provide a more effective and theoretically sound basis for teaching than the method that preceded it. In this chapter, we try to provide an overview as succinctly as possible of the history of the different methods/approaches so far tested, their goals and their limitations.

Before we embark on an overview of the history of the different approaches/ methods, applied in the educational field up to now, three concepts are generally confused and need to be defined: approach, method and technique.

I.1. Approach, Method and Technique

Anthony (1963: 7) views that:

> *The arrangement is hierarchical. The organisational key in that techniques carry out a method which is consistent with an approach... An approach is a set of correlative assumptions dealing with the nature of language and learning. An approach is axiomatic. It describes the nature of the subject matter. Method is an overall plan for the orderly presentation of the language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods... A technique is implemental – that which actually takes place in the classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore, in harmony with an approach as well. (Quoted in Richards and Rodgers 1986:15)*

Miliani defines the approach as:

> *The sum of assumptions course designers make about language and language learning....it is a combined theory involving both language and the learning process. (2003:20)*

Accordingly, an approach is the broadest and encompasses theories of language and language learning, a method specifies how a language ought to be taught, and a technique, being the most specific, involves classroom activities and devices.

I.2. Grammar-Translation Method/Approach

I.2.1. Introduction and Overview

The Grammar-Translation Approach [6], first known in the USA as Prussian Method [7], is the most ancient in the teaching/learning field. It is originally associated with the teaching of Latin and to a much lesser extent Ancient Greek (Howatt 1984:98). The underlying aim of learning these ancient languages was obviously not to ensure its use among students, but it was rather to develop logical thinking, intellectual capacities to attain generally educational and civilizing effect and an ability to read original texts in the languages concerned, at least in the better learners. As maintained by Richards and Rodgers, it is propulsion of the approach used in the teaching of classical languages, on modern languages. It is an approach which endorses rule focused learning and de-contextualised instruction and practice; language learning is viewed as a key to cultural and intellectual improvement.

Under this approach, emphasis was put mainly on grammatical rules mastery. After long and complex grammatical explanations and demonstrations in the native language, the learners practise the acquired knowledge of grammar by writing paradigms, constructing sentences in the foreign language and writing responses to highly literary texts (Rivers 1968:16). Likewise, Richards and Rodgers state that:

> *The GTA approaches the language first through detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language. (1986:3)*

Written exercises as well as translation are a tangible proof that learners have grasped those grammatical details. Rivers and Temperly view that:

> *Written translation into English may be used to test the application of the rules of grammar; as in the translation of sample sentences or the translation of passages. (1978:326)*

Composition, under the GTA, is identified with translation (Kelly 1969:16).

Accuracy is the major aspect that teachers should focus on, even if the translated texts give versions that are not idiomatic; no matter if the texts do not sound natural to a native speaker as long as they are correct (Rivers 1968:17). Accurate translations indicate students' mastery of the grammatical rules. These rules are taught deductively.

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[6] Henceforth GTA
[7] A book By B. Sears, an American classics teacher, published in 1845 was titled "The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language" (Kelly 1969).

While valid for developing both the reading and writing skills and depending too much on lexical items and grammatical rules memorization, the GTA has been over-applied to the detriment of the development of the listening and speaking skills.

The GTA dominated the English language teaching field in Algeria in the 1960's at all educational levels. This method is a way of studying a language through detailed analysis of its grammar rules, followed by an application of this knowledge to the task of translating sentences into and out of the target language.

I.2.2. Limitations of the GTA

This approach has been criticised on many grounds:

a) This approach was not based on any explicit psycholinguistic or sociolinguistic theory. Therefore, it did not concern itself with how learners learn the language or how they actually use it. Its main concern was purely linguistic.

b) Practical mastery of the language being learned or its actual use was totally ignored.

c) The learners in that approach were completely passive.

d) As the classroom technique consisted of giving definitions, rules, explanations and exceptions in the mother tongue, the time necessary for practicing the foreign language is greatly reduced.

e) The technique of giving definitions and rules is very boring and of little benefit to the learners.

f) The method is a continuous process of memorisation of lists of unusable grammar rules, vocabulary and of attempts to produce perfect translations of literary extracts. Therefore, the focus is on form rather than meaning. Very often students cannot concentrate on the message as they are obliged to read word by word.

g) Although translation from time to time is helpful, it becomes harmful when it is taken as a method of learning a language. The learner is thus implicitly admitting that he does not intend to learn the foreign language or that it is impossible for him to learn it, since the only way for him to understand it is through translation.

h) As for the use of literary works by great authors for teaching a foreign language, it is agreed on that one should be able to understand, speak and read adequately the language before one starts to read and appreciate literature written in that language.

I.3. Direct Method

I.3.1. Introduction and overview

By the end of 1800s, a revolution in language teaching philosophy took place that was seen by many as the 'dawn' of modern foreign language teaching. Frustrated by the limits of the GTA in terms of its inability to attain communicative competence among learners, teachers began to experiment with new ways of teaching languages. Basically, teachers started attempting to teach foreign languages in a way that was similar to first language acquisition. The new method, namely the Direct Method [8], came as a reaction to the GTA limitations. Unlike the former, the latter sought a direct use of the foreign language. The purpose set behind the DM is:

> *To develop the ability to think in the target language, whether conversing, reading or writing. (Rivers 1968:18)*

Conversional skills take primacy over reading and writing skills; the learner should hear the language first before seeing it in a written form (Richards & Rodgers 1986: 8).

The basic premise of the DM is that learners learn to communicate in the target language, partly by learning how to think in that language and by avoiding the involvement of L1 in the foreign language learning process whatsoever.

Among its objectives including teaching the learners how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime (Larsen-Freeman 1986:24), there is a direct connection between concepts and the target language.

The DM has made its entry in the Algerian educational field in the 1970's through the textbooks "Andy in Algeria" for 3 AM classes and "Madjid in England" for 4 AM classes.

Yet, the practicality of the DM requires native speakers or teachers with native-speaker proficiency. Besides, it seems to be chiefly dependent on the teacher's personal skills, rather than on the textbook, and few teachers were proficient in the target language to embrace its principles. In fact, the implementation of the DM led to the neglect of the practical realities of the classroom.

These limitations of the DM caused its decline by 1920 in many countries and led to the combination of some of the techniques of DM and more grammar-controlled activities. Once

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[8] Henceforth DM

again, reading became the backdrop for foreign language learning. The study, published as the Coleman Report, argued that a more reasonable goal of foreign language course would be a reading knowledge of the foreign language, achieved through the gradual introduction of words and grammatical structures in simple reading texts (Coleman 1929).

1.3.2. Limitations of the DM

a) In this method all the language activities are related to the classroom context, and not to real life situations. Therefore, learners are not prepared to use the foreign language for communication as the teachers do not think of them using it outside the confines of the classroom

b) It is time consuming because it is not easy to explain the meanings of the difficult words through pointing at objects and dramatisation, especially in the case of abstract words.

c) It requires a highly competent teacher who is very fluent in the foreign language and a great number of class hours as most of the work is done in the classroom.

I.4. Oral Approach and Situational Language Teaching

I.4.1. Introduction and Overview

Developed by the British Applied Linguists, among others we quote Harold Palmer and A.S. Hornby, between 1930's and 1960's, the Oral Approach [9] has been long-lasting, and it has shaped the design of many widely used EFL/ESL textbooks and courses. British Applied Linguists attempted to develop a more scientific foundation for an oral approach to teaching English which was evidenced in the DM. The OA stresses the oral aspect of the language, and practice in situations. It draws much from DM in that the target language is used in classrooms, and language teaching starts with speech. Reading and writing skills are deferred until sufficient structural and lexical mastery/grounds are established, and *"Language teaching begins with the spoken language. Material is taught orally before it is presented in a written form." (Richards & Rodgers 1986:34)*

The theory of learning underlying Situational Language Teaching [10] is behaviourism addressing more the process of learning, rather than the conditions of learning. It is founded on certain principles such as:

- Language learning is habit-formation;
- Mistakes are bad and should be avoided, as they make bad habits;

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[9] Henceforth OA/SLT
[10] Henceforth SLT

- Language skills are learnt more effectively if they are presented orally first, then in written form
- Analogy is a better foundation for language learning than analysis;
- Words meanings can only be learned in linguistic and cultural contexts.

Another important feature of this method is the presentation of sentences in association with actions, mime, realia and visual aids (like the Direct Method). So the structures of the language are presented and practised by the use of physical demonstration of notions and objects. Utterances are illustrated by simulation of actions, pictures and other real objects.

In this method, the teacher occupies a central role, for he takes on the responsibility for varying drills and tasks and choosing the appropriate situations to practise structures. Moreover, he acts as a model to be imitated by the pupils who are required to listen and repeat. Active verbal interaction between the teacher and the pupils is of vital importance in this method. In fact, language learning is seen to be the direct result of this interaction.

The views of language and language learning underlying Situational Language Teaching were called into question. Chomsky (1957) shows that the structural and the behaviouristic approaches to language were erroneous and do not account for the fundamental characteristic of language namely the creativity and the uniqueness of individual sentence. Children do not acquire their mother tongue through repetition and habit formation. There must be; however, an innate predisposition that leads them to a certain kind of linguistic competence.

The OASLT was introduced in the Algerian educational system in 1967 through L.G. Alexander's "Practice and Progress". This textbook was used for the three secondary school years.

I.4.2. Limitations of the OA and STL

a) This method encouraged successful responses and manipulation of language and disregarded meaning. So, pupils especially at the early stages of language instruction have to repeat incomprehensible material to make the production of speech automatic and habitual. In this way, the method fails to prepare the learner to use the foreign language for meaningful communication.

b) Mechanical drills and repetition can be effective in the early stages of language instruction

or for the teaching of certain aspects of language, but they are not necessarily conducive to real communication.

c) The focus on mechanical repetition through the use of oral drills leads also to a complete negligence of creative use of language and cognition.

d) Too much emphasis is put on speech at the expense of other language skills. However, there is no reason why all language skills should not be taught simultaneously instead of being introduced in a certain order, i.e., listening, speaking, reading and writing.

e) The situations that are created are pedagogic, bearing little resemblance to natural language use.

f) Learners are not shown how the use of a structure in a particular situation can be generalized to another situation.

g) The situations are not graded, but selected at random to serve the purpose of the structures on which they are based.

h) It is not possible to enumerate all the situations that the learners are likely to meet in reality.

I.5. Audio-lingual Method [11]

I.5.1. Introduction and Overview

The Audio-lingual Approach developed in 1940's and dominated FLT in the 1950's and 1960's. It arose in the United States at the end of the 1930's, due, on the one hand, to the increasing disenchantment of teachers and experts based on the results of the DM, and on the other one, as a consequence of the need to communication in foreign languages which were little known to military and diplomatic corps etc, of the United Nations, after World War II. The alliance of two schools of thoughts namely structuralism as a linguistic trend and behaviourism as a theory of learning has given rise to an approach dubbed the Audio-lingual Approach. Its central goal is to make learners fit for the fluent oral use of the target language in everyday situations, i.e., language is speech and learning is habit formation. Oral skills are primary, and written form is delayed because:

> *the early introduction of the graphic form of the language has been regarded as a potential threat to the mastery of the sound system and the development of a near-native accent because the symbols used in writing or printings already have associations with native language pronunciation. (Rivers 1968:37)*

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[11] Henceforth ALM

According to W. Rivers, writing skills, used mainly as supportive skills, should not take the precedence over the oral ones at an early stage of learning; otherwise, the development of a near-native accent will be hindered, because the FL written symbols have associations with the native language pronunciation.

> *Learning is heavily relying on the imitation and manipulation of the models supplied by the teacher. For the advocates of the Audio-lingual Method, learner's productive skill (writing) is a product resulting from the learner's appropriate command of the grammatical and lexical knowledge. (Hyland 2003:3)*

Under the ALM, the productive skill is rigorously controlled by the teacher. Actually, the notion of "controlled" written production stems from the assumption and belief that language learning is habit formation (Silva 1990:13). Besides, perfect oral mastery of the structural and lexical models, the supporters of the ALM target mistake-free products. Raimes states that learners are required to "*work on given material and perform strictly prescribed operations on it.*" (1983:6).

The ALM consists of an underlying theory which stipulates that habits are established when reinforcement follows response, i.e., negative assessment is to be avoided as far as possible since it is regarded as a 'punishment' and may inhibit or discourage learning. "*Positive assessment provides reinforcement of correct responses and promotes learning.*" (Ur. 1991:243). Thus, the teacher's role, when assessing learners' products, is primarily focused on checking appropriate linguistic features use. Silva states that the teacher assumes

> *The role of editor or proof-reader is not especially interested in the quality of ideas or expressions but primarily concerned with formal linguistic features. (Ibid: 13).*

Remaining at the parrot stage, learners become well-equipped to reproduce many things: dialogues, drills, etc., yet, they can never create new or spontaneous things. Besides, the implementation of the ALM requires an extensive use of appropriate available equipments, which are generally associated with problems of carrying them from a classroom to another and defects.

I.5.2. Limitations of the ALM

a) This method encouraged successful responses and manipulation of language and disregarded meaning. So, pupils especially at the early stages of language instruction have to repeat incomprehensible material to make the production of speech automatic and habitual. In this way, the method fails to prepare the learner to use the foreign language for meaningful communication.

b) Mechanical drills and repetition can be effective in the early stages of language instruction or for the teaching of certain aspects of language, but they are not necessarily conducive to real communication.

c) The focus on mechanical repetition through the use of oral drills leads also to a complete negligence of creative use of language and cognition.

d) Too much emphasis is put on speech at the expense of other language skills. However, there is no reason why all language skills should not be taught simultaneously instead of being introduced in a certain order, i.e., listening, speaking, reading and writing.

I.6. Communicative Approach

I.6.1. Introduction and Overview

The aforementioned approaches fell into disfavour because they resulted in a failure with regard to the development of the communicative and functional dimensions of the target language so far neglected. Learners were at a loss to communicate in the culture of the language studied. The CA adduces that language mastery should not be measured only by how well learners know about language, but by how well they can use it to communicate as well.

In fact as previous methods failed at producing learners who could communicate effectively, there was a growing recognition among both linguists and educators of an urgent need for reform, as clearly stated by Allen and Widdowson:

> *There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language in order to show the student how the language system is used to express scientific facts and concepts.*
>
> (1974:1-21)

Thus, proposals for an urgent reform in ELT were the key factor that accelerated the development and the adoption of the communicative approach. It is worthy to note that the fundamental intuition behind this approach is far from being new. In the 4th century B.C., Aristotle wrote: "*What we have to learn to do, we learn by doing.*" (Nicomachean Ethics, Bk. II), which reminds us about what Larsen–Freeman (1986: 131) once claimed "*We learn to communicate by communicating.*" Therefore, what makes the communicative approach better than any other method is that it prompts learners to become active participants.

Generally known as "Functional-Notional" Approach, the CA emerged in the 1970's as a result of the Council of the Work of the Europe Experts. The CA was mainly designed to

meet the needs of adult learners, tourists, or people engaged in academic, cultural, technical or economic activities. However, it can be traced back to the work of Chomsky in 1960s when he advanced the two notions of 'Competence' and 'Performance' as a reaction to the prevalent ALM and its view on language learning. These two concepts were later on developed by Hymes into a "communicative competence" which refers to the psychological, cultural and social rules which govern the use of speech. The components of the "communicative competence" will be discussed in the second part of this chapter.

I.6.2. Principles and Characteristics of the CA

Language acquisition is seen as a creative process, not as habit formation. The idea of language learning by a stimulus/response is neglected.

Communicative competence implies knowledge of the grammatical system of the target language as well as performance. Such competence includes both the usage and the use of the language. Therefore, the CA does not deny the importance of the grammatical forms mastery, so long as they are taught as a means of carrying out meaningful communication. That is why, grammar is taught as a language tool rather than as a language aim.

Unlike the ALM, the CA gives priority to the semantic content of language learning. That is why learners learn grammatical forms through meaning, but not the other way round.

One aspect of communication is the interaction between speakers. This approach (CA) provides communicative functions (use) and notions (semantic themes and language items). These communicative functions reflect more closely real life use of the language as they are usually connected with real-life situations and with learners' needs and interests.

The CA sets realistic learning tasks and activities that create situations in which questions must be asked, information recorded, knowledge exchanged, emotions and attitudes are expressed, in which the learners play the roles of both participants and observers.

Such procedures and techniques will help the learners, who become the centre of the learning process, to develop their communicative competence as they provide them with the potential ability and motivation to discover the answers for themselves in groups, pairs or individually.

The teacher is no more the centre of the classroom activities. Instead, the focus is shifted to the learners and their interests, abilities and everyday life concerns. In other words, the communicative methodology is learner-centred.

I.6.3. Limitations of the CA

In spite of the merits which characterise the CA, it has been subjected to many criticisms. In fact, the CA relies exclusively on the functional-notional syllabus which places heavy demands on the learners, especially at the first stages of language learning for the lack of speech rules and cultural insights. Besides, the various categories of language functions are overlapping and not systematically graded like the structures of the language. This can be a source of confusion and make it difficult to teach the functions properly. One of the major principles underlying the CA is its emphasis on learners' needs and interests. This implies that every teacher should modify the syllabus to comply with the needs of his learners. This seems unrealisable because it requires teacher's edition of a separate syllabus for each learner; an excessively ambitious goal to be reached.

Another important aspect of the process approach is that it attempts to avoid overt error correction. It holds that any correction that takes place should be incidental and not systematic. According to Prabhu (1987: 62-63) incidental correction, by contrast to the systematic type, is confined to particular items. This means that the error itself is corrected but there is no generalization to the type of error it represents.

I.7. Objective-Based Approach

I.7.1. Introduction and Overview

The Objective-Based Approach [12] has been developed to respond to the need for more rigor in educational systems. It provides explicit training goals/objectives, formal didactic contract between teachers and learners, and clear expectations on what learners should learn. Combined influences from behaviourism and the docimological perspective of assessment have induced the segmentation of objectives into these domains: cognitive, psycho-motor and affective.

In a context marked by the double exponential growth of knowledge and the number of students to form, it was meant to formalize the didactic contract between teachers and learners and to articulate clearly what the latter should learn. it is; therefore, understandable that the development of the concept of "objective" and its operational applications have been closely associated with the idea of planning methodological teaching activities according to a systematic approach that includes the needs analysis, purpose of learning objectives, the choice of teaching methods and assessment of learning outcomes; the latter aims to monitor the objectives attainment.

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[12] Henceforth OBA

From this original intention, a split has occurred between the authors who felt that an educational objective was first to describe a specific intellectual activity of the learner -that is the case of Bloom (1956), and those who required, particularly with reference to the prospect of psychology behaviourist, a teaching objective is formulated in terms of observable behaviours; as it is particularly the case for Mager (1975).

Gagné & Briggs (1974) also consider that the objectives should be viewed as an explicit statement of the desired results after a training process, but he also puts emphasis on learner's activities. All in all, learning objectives specify desirable and sustainable changes in the learner, and that they occur during or after a teaching situation and infer, more or less explicitly, activities allowing their attainment.

I.7.2. Emergence of the Concepts

The Objective-Based Approach originated in the United States in a socio-economic rationalisation of industrial production processes (Taylor 1947) [13], particularly in Motor Manufacturing Companies. This working method is to specialise a task to the extreme. Its implementation relies on repetitive actions in a single production process.

The OBA also finds its origin in the theoretical context of behaviourism. This view rejects the reference to consciousness. It postulates that we must focus on observable behaviours and measurable learning permit and that can produce any learning provided they use proper techniques.

The idea promoted by Ralph Tyler (1935), initiator of the OBA is to propose a scientific and rational education. It must adapt to human needs and values of society and translate them into goals. We must get out of grandiloquent and barren generalities in educational action. We need a clear formulation of objectives to assess them and thus to control education. Objectives should be defined in terms of expected behaviours in terms of reactions to external consciousness. Formulations refer to activities seen from the learner's perspective and not from the teacher's project viewpoint. Teaching is more effective if we identify the expected result, and if we say what is exactly expected that the learner performs at the end of teaching, in specific language and form of observable behaviours.

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[13] Taylor, Frederick was one of the founders of industrial psychology, who elevated job analysis to a science. He first developed and trialled CBA as we know it today.

I.7.3. Pedagogical Implications

The OBA revolves around two main concepts namely the general and specific objectives. The latter can be classified with reference to different types of behaviours according to different domains and levels of objectives taxonomies including Bloom's one which is regarded as best known. It categorizes human capabilities in three domains; respectively: cognitive, psychomotor and affective.

The Observable behaviour precludes a mental action: it is the external manifestation of an internal activity. An observer can appreciate by at least one of the five senses the person's activity and certify its completion. The pedagogical intention expresses the direction of change the trainer formulates for the learner, and what the latter will be able to do after learning by the end of the learning process; it is a direction that will give meaning to the educational sequence. It does not provide clear guidance on expected results. The educational objective expresses the obvious result that a student must achieve; it will be able to do at the end of the learning process. It objectifies the expected effect and makes it real and observable. That is why, it is labelled with an action verb and its privileged practice. The intention is much more concerned with the content; whereas, the objective concerns the learner. The pedagogical intention and the pedagogical objective are two complementary concepts; the latter embodies the intention, whereas the first gives meaning to the objective needs to be put into perspective in a comprehensive medium to long term. To draw a clear distinction between these two concepts let's take the following example: "I want young people to understand the importance of money in everyday life," said the trainer while expressing the pedagogical intention. Yet, when he said: "The young must be able to establish a balanced budget based on the following information ..." is a goal.

According to authors like Hameline (1979) and Mager (1975), the general objective, which represents a particular point in the general orientation of the curriculum, is a statement of the pedagogical intention describing, in terms of learners' capabilities, one of the outcomes of a learning activity. The specific or operational objective, a statement which describes the trend of the learning activity, results from the breakdown of a general goal in as many statements as necessary, for that four operational requirements must be met:

> a) *Unequivocally describes teaching content;*
> b) *Describes learner's activity in terms of observable behaviour*
> c) *Mentions the conditions under which the desired behaviour must occur*

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d) Indicates to what level learner's final outcome should be and what criteria will be used to evaluate the outcome (Hameline 1979: 9)

I.7.4. Advantages and Limitations of the OBA

The main advantage of the OBA is to have formulated and formalized the need to clarify precisely the goals of a teaching method. This facilitates the global approach to educational planning and proves essential to the internal consistency of programs that are developed by fostering congruence between the objectives and the offered educational activities. The combined influence of objective-based approach and docimological perspective for its part brought an undeniable rigour to the evaluation process.

Several limitations or disadvantages have, however, been gradually identified. One of them is the difficulty faced by teachers when it comes to choosing the right degree of specificity of objectives at the operational level. Several experts expressed their fear that focused primarily on the rigidity of the formal statement of goals and the danger of focusing on 'trivialities' and lose the opportunity to open the mind to what is important is teach and learn.

Docimological requirements, which enjoin the development of the metrological tests, have, meanwhile, faced the challenges of operationalising and measuring validly and reliably the objectives of high taxonomic level, by identifying and measuring the observed behaviours and specifying the criteria for mastery. As a result, a number of evaluation mechanisms have primarily focused on easy objectives to measure rather than those important to assess, with a preponderance *de facto* of assessment of the mastery of facts, rules, laws and principles.

The same reasons and again, although this is not strictly inherent to the OBA as such, led to focus on evaluation of products rather than processes. The operationalisation of the process poses, in fact, much more difficult problems to solve. It requires more qualitative tools, which are incompatible and meet hardly test reliability, especially with automated correction procedures. In a formative evaluation perspective, this process concealment is an important limitation since it leads to focusing on fast-good response and to denying, guiding and developing the learning and the exploitation of the process that led to the successes but also to errors.

These abovementioned limitations all together made it impossible to attain the basic assumptions underlying the OBA.

I.8. Competency-Based Approach

I.8.1. Introduction and Overview

For decades, EFL and ESL teaching had been restricted to the transmission of linguistic knowledge or the inculcation of linguistic patterns to that passive learner condemned to unconditioned conformity.

It was recognised that such a conception of learning had proved of little virtue and that the learner they had produced showed incapable of creativity; unable to draw upon his so-far-acquired linguistic potential to generate linguistic stretches to meet unexpected needs in whatsoever new circumstances.

A total new concern was, then, aroused by specialists in the field of language education, a concern that shifted focus from teacher's knowledge transmission to learner's competence construction. There emerged an urgent need to seek an approach which enables the FLLs to develop their competences, skills and attitudes.

This concern, among language teaching specialists, brings to the fore the necessity to develop learner's know-how-to-do and how-to-behave rather than restricting his learning to the knows, to develop his critical thinking strategies and, thus, to let him acquire full autonomy in his learning process with others. The nature of the new concern led the specialists to shift the focus linguistic to communicative competence. The learner's linguistic competence came to be no longer regarded as the major objective of the teaching/learning process. Instead, the learner's reinvestment of the acquired knows into different real-life situations became the core of the specialists' attention.

The foremost noticeable innovation in the new perspective is a plain rejection of the learner's passivity and an urgent consideration of a strong appeal, a restive keenness and a constant search for knowledge on the part of the learner. Only the learner's full commitment to undertake the responsibility of his own learning, stimulated by the needs that turn up daily all through his life, is likely to carry him far along with the course of his learning. In general, the new trend highlights the necessity to focus on the learner's centredness that leads to effective language learning.

The aforementioned objectives, targeted by the new trend, cannot be achieved unless a new approach, founded on competencies and depended on central and active role for the learner, is effectively implemented. Thus, the CBA came as a substitute to all approaches so far tried.

I.8.2. Definition of the CBA

Many attempts to the definition of the CBA were made:

For Richards and Rodgers:

> *CBA focuses on the outcomes of learning. CBA addresses what learners are expected to do rather than on what they are expected to learn about. It refers to a movement that advocates defining educational goals in terms of precise measurable description of knowledge, skills, and behaviours students should possess at the end of a course of study.*
>
> *(2001:144)*

For Schneck, A.-E.:

> *CBA is outcome based instruction and is adaptive to the changing needs of the students, teachers and community. Competencies describe the student's ability to apply basic and other skills based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.*   *(1978:141)*

For Savage, L.:

> *CBA is a functional approach to education that emphasizes life skills and evaluates mastery of these skills according to actual learner performance. It was defined by the US office of Education as "performance-based process" leading to demonstrate the mastery of basic and life skills necessary for the individual to function proficiently in society.*
>
> *(1993:15)*

Based on the aforementioned definitions, which highlight the importance of learners' outcomes, the CBA can be defined as an approach that focuses on measurable and useable knowledge, skills, and abilities. It consists of teachers basing their instructions on concepts expecting to foster deeper and boarder understanding. According to the Quebec Education Programme (2002: 11), the CBA consists of organising the programme of a syllabus in terms of the development of competencies using specific practices that comply with its founding principles.

The CBA has become a privileged approach as it claims learners' mobilisation of their values, knowledge, skills, attitudes and behaviours in a personal independent way to cope with problem-situations successfully. These problem-situations are not particularly academic, but also practical and life-oriented. The integration of the CBA in the field of education and learning involves the emphasis on both the input and also the outcomes. The derived outcomes, however, are not relevant and pertinent only to the academic knowledge, akin to what it used to be done with traditional testing where rote memorisation of knows, generally pre-fabricated, was required/sought. The targeted competencies embody a complex articulation of knowledge, attitudes and skills that learners can make use of whenever they are needed, not merely for the sake of examinations success.

Subsequently, as it is argued above by Richards & Rodgers:

The CBA focuses on what learners are expected to do with the gained knowledge rather than on what they are expected to learn about. (2001:144)

The CBA is to develop language which is a means for acquiring information, and solving linguistic and non-linguistic problems. It is to help the learners acquire and use the language in social and realistic situations. Yule says that it is:

The most recent approach to L2 teaching which is widely used. It is particularly a reaction against the artificiality of 'pattern practice' and also against the belief that consciously learning the grammar of a language will result in an ability to use the language. (1991:154)

This means that the CBA focuses on the functions of the language (what is effectively used for) instead of the forms (grammatical and phonological).

The CBA, as its name suggests, seeks to establish competencies in learners so as they can put in practice what has been acquired in school, in other extra school settings: it is an approach that revolves around the main concepts that are competency, problem-solving and knowledge transfer.

I.8.2.1. Competency

The approach in question in our research is called CBA (Competency-Based Approach). It is significant to define but also to differentiate the concept "competency" of the term "competence". Thus, Hartle supports that "competency" is defined as:

A characteristic of an individual that has been shown to derive superior job performance including both visible 'competencies' of 'knowledge and skills' and 'underlying elements of competencies' like 'traits and motives'. (1995:107)

For Cockerill, "Competency *combines output competencies, like effective presentation skills, with input competencies such as self-confidence. (1989:52)*

Thus, according to Barrick and Mount, *"Competency includes the skills and the requirements beyond the cognitive skills such as "self-awareness", "self-regulation" and "social skills"; while, some of the latter can be located in "personality taxonomies "* (1991: 1-26). For McClelland, the "*competencies are fundamentally behavioural and susceptible to learning*" (1998:331-339). This tradition remained particularly susceptible to influence in the United States with "*Competency*" defined successively by McClelland and Boyatzis, in terms of:

Underlying characteristics of people that are causally related to effective or superior performance in a job, generalizing across and during situations, for reasonably long period of time. (1982:743)

Spencer and Spencer include in "*competencies*":

The motives, traits, self-concepts, attitudes or values, content knowledge or cognitive or behavioural skills- any individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or effective and ineffective performers. (1993:4)

Cardy & Selvarajan also seem to have used the concept "*competency*" to recall this generalized description of the individual. For them, "competency" must include three principal elements:

It must be an observable behaviour (1). This behaviour forms a model of the performance (2), and includes the traditional knowledge, the skills, as well as the internal motivations and the want to perform (3). (2006: 235)

Consequently, the pertinent question is whether there is any difference between competence and competency or not? In fact, the concept competence is used to refer to a functional meaning and competencies for its plural (Snyder & Ebeling: 1992:26-32). Other authors use the concept "competency" while referring to professional competence and per moment they use them as synonyms. Dale and Iles (1992:87) distinguish the professional skills and the psychosocial characteristics, but they use the two concepts to discuss their role by evaluating the managerial skills.

Although the two concepts, competence and competency, are linguistically very similar, they define two different "things". According to Moloney:

Competence and competency are not alternative approaches to the same concept, as some people have gone into print as saying. They are totally different concepts.

(1997: 33)

According to Boyatzis, one of the founding fathers of management competence movement in the USA, competencies reflect the person's capabilities to accomplish a task. He states that:

A person's set of competencies reflect his/her capability. They are describing what he or she can do, not necessarily what he or she does, nor does all the time regardless of the situation and setting. (1982:23)

The essential distinction between these two concepts is the aspects of a task which prove that a person is qualified, and the aspects which will enable him to be qualified. But, although the two concepts are distinct, they can also be complementary, as it is demonstrated by Young (2002) in the following figure.
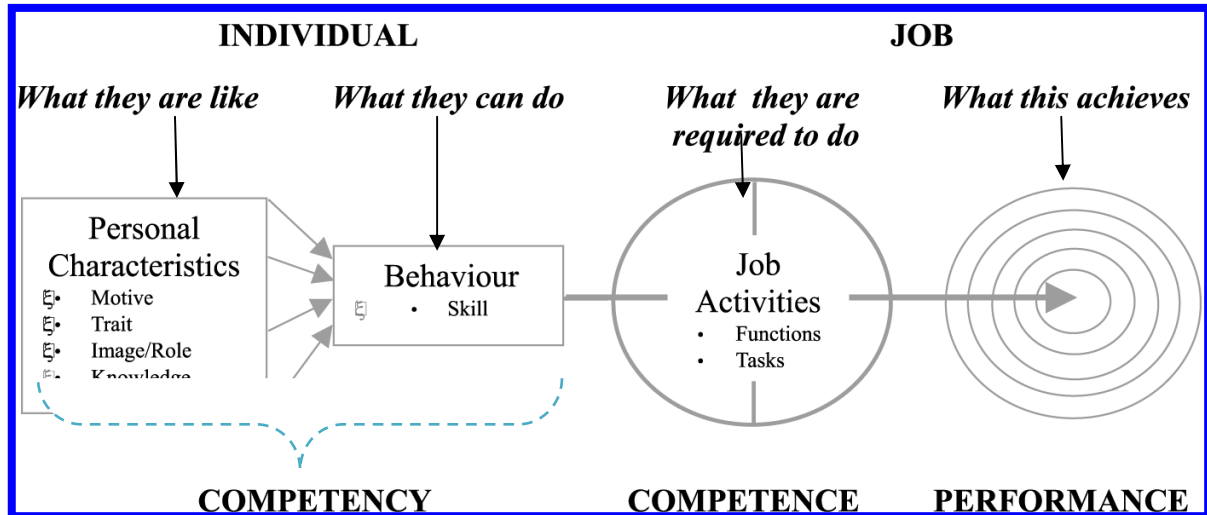
Fig.1. Linking competency and competence to performance. Young (2002:231)

Therefore while referring to figure 1 above, one can say that "*competency*" represents "*the behavioural models or repertories*" as they were defined by Woodruffe (1992:17); these are the capacities, the processes, the measurements and the reactions which make it possible to certain people to better adapt themselves to a series of situations of work than others (Kurz and Bartram 2002:227-255). It seems that it is a "*continuum*" from specific to the general and of what is external with what is internal with leaning of competence towards the specific skills.

To conclude, we may be able to say that CBA is an approach which targets the academic knows with much more interest to the acquisition, the development and the refinement of the meta-cognitive skills such as self-knowledge, critical spirit, introspection, etc., which are essential to establish and maintain "*the interpersonal relations*" (Gresham 1995:73). Thus, the implementation of the CBA must ensure the acquisition of social and academic knowledge which guarantee the learner's success at school and beyond the enclosure of the latter.

For the sake of precision, the concept of 'competence' will be retained in the current research, since it is frequently used and less technical.

A brief definition will be given to the concept of 'competence' since all its designs will be presented later on in the second part of this chapter.

'Competence', a notion borrowed from the language of market, is defined in the Oxford Advanced Learner's Dictionary as: *"The ability to do something well." (2000:246)*

I.8.2.2. Problem Situation

As its name suggests it, a problem situation is an obstacle to surmount, or a problem to solve. In this respect, advocates of the CBA recommend to teacher to place learners in front of problem-based situations to reflect on, instead of requiring them regurgitate/reiterate information presented by the teacher. In front of such situational problems, learners will be induced to capitalise on their previously acquired knowledge to find new solutions, hence this results in the construct of new knowledge.

It concerns a teaching situation in which the proposed tasks conduct learners to solve a problem. According to Meirieu:

> *A didactic situation requires (…) that we have identified a task that can, at the same time, mobilize the interest of the subject and draw up a barrier that the objective aims to overcome. It is fitting to set up a set of obstacles hindering the subject, in attaining the outcome of this task, to surmount the obstacles without learning. It is only the presence of these constraints which allows the transformation of the obstacle into a problem to be solved, then, the presence of the appropriate resources that will give about how to build himself the solution and hence to carry out the learning process. (1991:88)*

This quotation from Meirieu leads us to understand that the acquisition of the knows necessitates special provisions that enable the learners to construct their own knows through problem-solving situations during the implementation of the proposed tasks. Far from being regarded as vases to fill in, learners have potentials that are often ignored or poorly exploited. Therefore, the experience through problem-situations should give them the opportunity to highlight their faculties.

Perrenoud (1999a) (in his reference guide of the "10 new competencies") refers to Astolfi's (1993:319) description of problem-situation when he states that: *"a problem situation is centred on an obstacle to overcome through hypothesis generation, the problem to surmount needs to be challenging but not unsolvable"*. Astolfi, always quoted by Perrenoud, views that: *"in the problem situation pedagogy; it is a question of soliciting learners in their Zone of Proximal Development". (Ibid: 319)*

Vygotsky termed *"the Zone of Proximal Development as the conceptual distance between what learners can do on their own and what they can do with the assistance of adults or peers." (1978:86)*

I.8.2.3. Knowledge Transfer

For Ingram, *"knowledge transfer has to do with the effect of past learning on present learning and with the effect of intervening learning on the recall of the past learning."* (1975:264)

The reinvestment of the already acquired knowledge in one situation to new ones is one of the objectives of the CBA, yet knowledge transfer from one situation to another, or to real-life situation should not be taken for granted. Learner's success in different tests should not be regarded as a reliable indicator of their ability to transfer what he learned to real-life context.

Knowledge transferability is a skill to be acquired via competencies development and effective information use, besides, the exposure to a variety of problem-solving experiences. Slavin beholds that:

> *students must receive specific instruction in how to use skills and information to solve and encounter a variety of problem solving experiences if they are to be able to apply much of what they learned in school. (2003:241)*

Hence, the learning process should embed/integrate problem-based situations so as to offer the learner an effective training in knowledge transfer.

The success of the learner in transferring knowledge to solve problems relies on two factors: the first one has to do with the initial acquisition mastery of the skills and information and the second concerns the similitude between the initial situations and the ones the learner is supposed to deal with.

In fact, it is not a matter of a rote memorisation of formula and rules to be re-utilized. Slavin views that:

> *What is memorised by rote is unlikely to be transferred to new situations no matter how thoroughly it was mastered. (2003:242)*

Parrot learning is proved to be inefficient for real communicative situations.

I.8.3. Background of the CBA

Employers, among others, denounce schools and universities' incapacity to form effective adults able to transfer to real-life situations what they have been inculcated, an opinion backed by Slavin who views that:

> *If a student can fill in blanks on language arts test but cannot write a clear letter to a friend or a perspective employer, or can multiply with decimals and percents on a math*

test but cannot figure sales tax, then that student's education has been sadly misdirected. (2003:241)

For Slavin, if a learner cannot apply what has been acquired in school and in extra school context then her/his education needs to be reconsidered.

An approach, namely CBA, came in an attempt to bridge the gap between school life and real life; relating (linking) school acquisitions to diverse and pertinent contexts of use inside as well outside school. The learner will, thus, see learning as being worthwhile and having relevance both for his studies and his future.

The CBA was first applied in US military field. It has, then, been extended to the professional training domain where it demonstrated its worth. The application of the CBA in US educational field came as a response to the problems this field has witnessed. Tuxworth cites that:

> *The 60's were tumultuous times in education in the USA: demands for curriculum reform, dissatisfaction with teacher training were features of the climate when emerged the Competency-Based Education and Training (CBET). (1990:11)*

I.8.4. Characteristics of the CBA

Few years have now elapsed since the new approach has been implemented by the institution in order to meet the requirements of external and educational standards. The CBA, as stated by syllabus designers (MEN 2005: 8), is characterised as follows:

I.8.4.1. Action-Oriented Approach

It is an **action-oriented approach**. It binds the language learning to the acquisition of the know-how embedded in activities and skills. The latter will enable the learner to become an effective and competent user of the language in real situations apart from the class. The descriptors of linguistic competence; for example, to make the learner able to follow the essential points of a discussion, exchange a point of view, understand the essence of many television programmes on subjects which interest them personally, comprehend and follow a regulation when it is written in a simple way, decipher ads, etc, including in the English program the typical behaviours hoped by the learner.

I.8.4.2. Problem-Solving Approach

It is a **problem-solving approach**, of the tasks problems on a purely informative basis, on a purely interpersonal basis, to discuss three or four idioms, on a purely creative basis, to

supplement an invitation letter, to write an article of ten lines, to imagine that you are a member of...., to write a sketch, etc, it places the learner in situations which test and evaluate their capacities with being able to overcome the obstacles and the problems. The languages are learned effectively when they are used in problem solving situations.

I.8.4.3. Socio-Constructivist Approach

It is a **socio-constructivist approach** which focuses the learning of the target language through the social interaction by using English in contexts such as expressing opinion, taking part in a debate, exposing and enriching the vocabulary on varied topics dealing with cultural contents, etc. In other words, learning is not conceived like a transmission of a predetermined knowledge and a know-how-to-do and to be reproduced *in vitro,* only on the pages of a book or between the walls of a classroom, but like a creative construction of the knows built by the means of a process of social interaction with the other learners. From this point of view, the idea of construction of competencies and, consequently, the construction of knows, is capital; hence, it leads us to attach the processes of learning to their contexts: social, economic, and cultural.

The supporters of socio-constructivism pay more attention to learner's peculiar perception of the world. They assert that the learner is fully-fledged to construct his own perspective of the world relying on his own experience and schema.

I.8.4.4. Cognitive Approach

It is a **cognitive approach**; it is really indebted to Bloom's taxonomy who affirms that:

> *All the educational objectives can be classified like cognitive, in relation to information, and emotional, in relation to the attitudes, values and emotions, or psychomotor, in relation to the physical movement. (1956:78)*

He adds that:

> *The cognitive objectives form a hierarchy according to which learner must carry out the objectives of a lower nature before he can complete those of higher order. (1956: 78-79).*

(See table 2 below).

Evaluation	6	Learner sets a value on the new information.
Synthesis	5	Learner builds new knowledge from the diverse elements.
Analysis	4	Learner analyses information by separating information into parts for

		better understanding.
Application	3	Learner applies knowledge to new situation.
Comprehension	2	Learner understands information.
Knowledge	1	Learner recalls knowledge.

Table 2 adapted version from Bloom's Taxonomy (1956)

The model, 'cognitive thinking', hierarchically arranged by Bloom is illustrated with regard to the importance that the new approach devotes to the mobilization of knowledge and skills. Their gradual integration from level 1 to level 6, going from a mere memorization to more creative tasks such as planning, formulating and producing that allow an application and a transfer/reinvestment of newly acquired knows in new learning situations. This reinvestment makes possible at the same time the generation of new knows and skills and finally the evaluation of the process and the output. It is the ideal process for the acquisition of competence known as "know-how –to- do".

Cognitivism viewed the learner as a creature endowed with a system of mental capacities that allow him to understand, store, recall and manipulate knowledge. The cognitivists highlighted the active mental processing of knowledge on the part of the learner.

The affective field is also significant in the installation and development of the 'competency'. Krathwhol's taxonomy involves five levels graded from the first exposure of the learner to the external experience till the establishment of a particular evaluation system that handles the learner's personal view of the world. Krathwhol's taxonomy consists of five levels that are arranged hierarchically as follows (see table 2 below).

Internalising values	5	Learner makes his/her own a consistent system of values.
Organisation	4	Learner organizes values into priorities.
Valuing	3	Learner attaches values to particular objects and behaviours.
Responding	2	Learner participates actively in classroom activities.
Receiving	1	Learner shows willingness to attend classroom activities.

Table 2 adapted version from Krathwhol's taxonomy (2001)

Indeed, the importance devoted to the emotional field in the English programme is highlighted by the descriptors of the three competencies in the demonstrations as "listening attentively" which correspond to level 1 of the affective field as stated in Krathwhol's taxonomy "receiving", "discussing" which corresponds to level 2 *"responding"* *"agreeing/disagreeing"* which corresponds to level 3 *"valuing"*, "comparing, organising " which corresponds to level 4 "organisation", etc, and particularly in the pedagogy of the project; for example, the design of an advertising folder for a restaurant in the first file. The realization of the project by mobilizing the two fields simultaneously emotional and psychomotor in the final analysis leads to the internalization of the values such as autonomy, capacity of integration, creativity, initiative and responsibility, transfer and application of knowledge in everyday life, besides developing the spirit of synthesis and criticism and problem solving among learners to work out an advertising folder, to draw up a list of laws protecting the animals, and so on.

The affective domain, which determines, to a far extent, the learner's development and the teacher's teaching, is regarded as a prerequisite to all teaching/learning processes. Learner's motivation, self-worth, comfort in the learning environment, aptitudes and satisfaction are likely to incite the learner to undertake his own learning.

Both taxonomies at hand show evidence that the learner's learning depends heavily on the cognitive, affective and psychomotor domains. Learning is a process that has been thoroughly investigated by experts in different fields: psychology, sociology and cognitive. The three domains: cognitive, affective and psychomotor are inextricably linked and jointly enhancing.

I.8.5. Language and Supporting Competencies within the CBA
I.8.5.1. Language Competencies within the CBA
I.8.5.1.1. Interactive Competency
The CBA aims at developing learners' ability to use the language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished. Engaging in a discussion is an example of using interactive competency.
I.8.5.1.2. Interpretive Competency
It also targets learners' ability enhancement to understand both written and spoken language through reading and listening, and to interpret it appropriately. Reading is the ability

to understand and interpret written texts; listening is the ability to understand and interpret oral language. Reading and listening are thus addressed separately.

I.8.5.1.3. Productive Competence

It seeks the development of the productive competency that confirms learner's ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately.

I.8.5.2. Supporting Competencies

In order to develop the above competencies, learners also need to develop the supporting competencies, namely linguistic and language strategies.

I.8.5.2.1. Linguistic Competency

Linguistic competency includes the learning and mastery of grammar, pronunciation and vocabulary needed in a given context. There is a set of descriptors of linguistic competency for each grade level.

I.8.5.2.2. Language Strategies

Language strategies are ways that help learners to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.

I.9. Teacher's and learner's roles within the CBA

"The omniscient teacher has to disappear from the classes."

Bruner, J. Biennial Inaugural conference, 1998. Sorbonne.

As a teacher I see my role as being two fold. One is, yes, I am teaching the language but I feel my other very important role is to assist the learners to take a growing responsibility for the management of their own learning. Within our programme, learners are with us for only relatively—short time, and we have to prepare them so that their learning continues outside, erm, the length of their course. (An EFL teacher interviewed by Nunan 1991:185)

The CBA redefines not only the role of knowledge in the learning process, but also the teacher's one: from a knowledge dispenser and truths provider as he used to be, he becomes more a "facilitator", "motivator", and "mediator". This inversion is not limited only to the considerations of a teaching nature, but also implies a change in the epistemological plan. From the paradigm of transmission we shift to the paradigm of construction and co-construction of knowledge. Indirectly, this logic leads us to consider not only the various

processes of learning, but also the nature of the knowledge as such under constructivism, and even under socio-constructivism optics (see in particular Jonnaert, 2002:66 ; Fourez, 2005:401-412).

In fact, the teacher's principal role is no longer to dispense knowledge and to check the learners' assimilation through systematic evaluations. It should be pointed out that the role of the teacher is considerably modified if we compare it to what he used to play in the context of the school known as 'traditional'. The facilitating teacher should avoid teaching, but he should incite learners to build their knows which will not be too much demanding for the learner, hence the lightening of the curriculums. He should leave a good deal of his tasks to the class-group which would be invited to proceed to its organization. We notice that this proceeding manner derives largely from the current of the school known as modern with this fundamental difference of the teacher/learners' roles, that one would be wrong to neglect. According to the latter principles, it is up to the learners to determine themselves the goals which they have to attain and the process to pursue. As a matter of fact, from such a standpoint, the teacher should as much as possible avoid the transmission of knowledge to become a facilitator [14], mediator and motivator who:

- *planifies and organizes activities;*
- *advises, accompanies, encourages and supports;*
- *learns in the course of the process;*
- *makes suggestions but never imposes;*
- *stimulates creativity, encourages the development of an independent thought.*
- *supports the learner, takes account of his possibilities, his strengths, his needs, his feelings; humanistic philosophy and psychology. (Rogers 1961: 283)*

Indeed, the relation teacher-learner has been the subject of innumerable work for several decades. We tend today to adopt a policy which is from the viewpoint interaction, exchange, of synergy, to use a buzzword (newest fashion).

The increasing emphasis on learner-centred learning (Hannafin, Land & Oliver, 1999: 115-140) under the CBA has moved the centre of gravity away from the teacher and closer to the learner. Indeed, it has become fashionable to talk about learning and the learner rather than teaching and the teacher. This increased attention to the learner may be seen by teachers as a loss of control and power which can lead to feelings of uncertainty, inadequacy and

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[14] This name, borrowed from Rogers (1952), appoints the teacher: refer to *Freedom to Learn."* Paris: Dunond, 1972. It can also design any didactic means in the service of learning.

anxiety. The change may even be seen as, in some way, a devaluing of the role of the teacher. It has to be recognized, however, that it is not true. That teaching and learning are closely related and that the purpose of teaching is to enhance learning. It is important to ensure that the teacher is not neglected in debates about new educational strategies and approaches to curriculum development. The key question is which role the teacher and the learner have in the context of the CBA implementation.

I.9.1. Teacher's Roles within the CBA

Under the CBA, the teacher's role has to comply with the underlying assumptions and principles of the approach. In other words, the teacher has to shift his role, not as model, but as a co-communicator so that learners have plenty of time and possibilities to take part dynamically in class interaction. In fact, the CBA advocates the learner's autonomy and knowledge construction. To attain these objectives, the teacher has to adapt to the roles of facilitator, mediator and motivator.

I.9.1.1. Teacher as a Facilitator

The move to a more learner-centred view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher predominantly as a dispenser of knowledge and information or walking tape recorder, but rather as a facilitator or manager of the learner's learning. The more responsibility and freedom is given to the learner, the greater the shift is required in the teacher's role.

In fact, the introduction of the problem-based learning with a consequent fundamental change in the learner-teacher relationship has highlighted the change in the role of teacher from one of knowledge provider to one of facilitator. The teacher's role is not to inform the learners but to encourage them learn for themselves and facilitate learner's knowledge construction. In other words, the emphasis thus turns away from the instructor and the content towards the learner and learning (Gamoran, Secada & Marrett 1998:38). This dramatic change of role implies that the facilitator needs to display a totally different set of skills than a teacher (Brownstein 2001:240-247). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to attain her/his own conclusions; *"a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners."* (Rhodes & Bellamy, 1999:17). To sum up, the teacher should provide the appropriate environment to facilitate learning. Albert Einstein who

says: *"I never teach my pupils; I only attempt to provide the conditions in which they can learn. (quoted by Walter & Marks 1981:1)*

In fact, teacher's facilitation of learning does not rely only upon his knowledge, the tools he uses, the lesson planning he prepares, etc., but teacher's personal attitudinal qualities have an effective impact on learners' learning. Rogers states that:

> *We know... that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audio-visual aids, not upon the programmed learning he utilizes, not upon his lectures and representations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner. (1969: 105)*

According to the quotation above, it is quite clear that learners' learning depends much on attitudes and behaviours that characterise the teacher-learners' relationship that prevails inside the class environment.

I.9.1.2. Teacher as a Mediator

As a mediator, the teacher lays the platform for teaching/learning process. Mediation means interposing. The teacher interposes something within the environment with which the learners interact. The problem for the teacher is to make appropriate stimuli available for the learners' interaction to help them select and organize these stimuli in ways that develop their thought processes. To make this possible, the teacher should redefine learning which imperatively requires them to redefine teaching. Optimal learning requires teaching that supports and facilitates it without controlling, distorting, or thwarting the learning.

The teacher helps learners see realistic purposes for school activities in relationship to their own needs and goals; therefore, he

- helps learners to discover.
- exposes them to many potentially interesting facets of the world.
- arranges physical environment, which provokes curiosity; encourages them follow up the interests stimulated by the environment.
- elicits from them what they want to find out.
- places them in active and creative roles of explorers, inquirers, designers, performers…etc.
- helps them define complex problems.

As a mediator, the teacher should help the learners solve problems themselves better than giving them the solution. He interferes by asking a question here, offering a useful hint there, directing learners' attention to an anomaly, calling their attention to overlooked information, and supporting them as they synthesise what they are learning into new concepts and schemas.

I.9.1.3. Teacher as a Motivator

A good many teachers state that they try to motivate the learners by encouraging the results that are satisfying and pleasurable. No doubt, tests can be valuable tools for self-evaluation. Yet, tests are not the only means, which can be used for the purpose, and results are not always valid. To restrict learners' achievements entirely to tests and marks may lead to competition, which precludes cooperation and mutual agreement among learners. Teachers, who try to make learning satisfying, use a wide range of tools for recognition and appreciation of learners' work. Praise is their main forte. Marks should be regarded as symbols of rewards rather than as tools of fear. Generally, teachers, who try to motivate learners by applying either the carrot or the stick policy, are largely engrossed with their own goals.

Teachers, who mechanically assign each hour's work without guiding and motivating learners to see the larger sequence of which it is a part, can serve dooms and will usually have little intrinsic appeal. Thus, they will deprive learners of the opportunity to carry their existing motivations into the classroom in ways that could help their learning.

To motivate learners and serve as precursor, teachers should implement motivational strategies which encourage positive attitudes to learning in all respects. They have to foster realistic belief attainments and facilitate learning processes. Besides, they supply the means of making learning enjoyable, memorable and pertinent. The most important teacher's motivational behaviours for success can be abstracted, according to the studies of Dornyei (1994: 515-525) (quoted by M. Williams and Robert Burden 1997:134), as follows:

a) *set a good example with your behaviour*

b) *create a pleasant, relaxed atmosphere in the classroom*

c) *present tasks properly*

d) *develop a good relationship with the learners*

e) *increase learners' linguistic self-confidence*

f) *make language classes interesting*

g) *promote autonomy*

h) *personalise the learning process*

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i) increase learners' goal orientedness

j) familiarize learners with the target culture

k) establish cooperative learning and maintain group dynamics

Doing so, the teacher can play an effective role of motivator and encourage learners to learn the FL.

I.9.2. Learner's Roles within the CBA

As far as the learner is concerned, his status has enormously changed: he changes into a learner, taking in charge his own learning in an "autonomous" way. In other words, the English language session is no longer centred on the teacher but on the learner.

In this spirit of interaction and focalisation on learner's learning, the group dynamics is also regarded as a major factor of motivation for the language acquisition. Role playing, group and pair work are encouraged to establish an atmosphere of confidence and cooperation to favour communication. In this manner, the "feedback", traditionally delivered by the teacher, will also be produced by learners themselves, by monopolizing competencies of each one, developing and valorising mutual help and exchanging ideas.

Each learner determines himself, his position and role with regard to the other members of the group. He manages and creates with his classmates (pairs/group) the appropriate learning environment inside the groups. The teacher will have to lose the practice of dictating the behaviours, to correct the errors, to set up as a critic; he will remain in withdrawal but always with a finely tuned listening of his learners. Consequently, he will weave a communication network much closer to the real life.

In a learner-centred teaching, learners are supposed to function autonomously as knowledge processors, effective performers, problem-solvers and so on.

I.9.2.1. Learner as a Knowledge Processor

Learners become knowledge processors when they are given the opportunity to observe, apply and refine through practice. In this model, learners reflect on their practices in diverse situations and across a range of tasks, and they articulate the common elements of their experiences.

Learners' development depends to a great extent on language awareness which is not restricted to a focus on language itself, but also to a cognitive reflection upon language functions. In fact, language mastery requires much more than just familiarity with the

vocabulary and grammar of the language. It also involves awareness of how language operates to influence thinking, emotions, and understanding. Language awareness can be fostered by giving learners various choices in learning activities. This variety of choices stimulates learners' interests and has a definite potential for their development as knowledge processors.

I.9.2.2. Learner as an Effective Performer

Generally, learners who are taught to be increasingly aware of their learning will be more effective performers and, as a result, will become active in monitoring their progress (Lee and Solomon 1992: 57-71; Paris and Winograd 1990: 7-15).

The role, teachers should play as mediators in the learning process, is crucial to the development to self-determined and independent learners. The attainment of these outcomes may take some time and energy on the part of the teacher. The focus on this type of learning will ultimately contribute to the learners' development as an effective performer and thus a critical thinker.

I.9.2.3. Learner as a Problem-solver

Yet, few instructional design prescriptions are available for designing problem-solving instruction and engaging learners. To render learners problem-solvers necessitates the involvement of a variety of cognitive components, such as propositional information, concepts, rules, and principles (domain knowledge). However, it also involves semantic knowledge.

A successful problem-centred teaching should focus on problem-solving and planning strategies more systematically and intensively than is typically the case in most classrooms.

The aim behind learners' learning is to acquire the appropriate strategies that enable them to be effective learners, i.e., to function as problem-solvers. Yet, teachers should play an efficient role to help learners acquire the characteristic of problem-solvers by instilling in them constant curiosity and questioning, enjoyment to figure out things, seeking challenges, persistence, resourcefulness, independence and confidence.

Acquiring these strategies enable learners to actively seek, appropriately use and continuously create knowledge. They reflect on their own learning, draw on personal knowledge and intuition, and challenge the basis of assumptions and perceptions.

I.10. Criticism of the use of competencies

The integration of competencies in new educational programmes has often been put under criticism, with regard to many issues which concern the ambiguity that lies in determining the kind of competency essential to the programme itself. Tollefson 1986 (quoted in Richards 2001:131) argues that *"no valid procedures are available to develop competency specifications."* The types of competencies are described on intuition and experience in the same way as the process of developing the designed objectives. Much thinking about observable behaviours may distort the nature of the learning task. Thus, "reading instructions on a job", for example, will need those competencies linked to effective performance on a job, and not "to change or question the nature of the job".

The aim of CBA is to equip EFL learners with certain competencies to participate in the socio-economic field of work in society; therefore, the selected competencies for this approach are based on value judgments on the requirements of this participation.

I.11. Conclusion

To sum up the main gist of what has been said hitherto, the foreign language teaching has witnessed more than any other discipline a number of successful and unsuccessful changes. In fact, the educational systems have witnessed the implementation of many approaches: GTM, DM, OASLT, ALM, CA and OBA each of which has its own advantages and limitations. Though conceived and perceived differently, these different approaches have aimed at developing the learner's ability to communicate, namely the communicative competence. Yet, in spite of their incredible devotion and abundant attention to attain their coveted outcomes, all approaches have failed at reaching the targeted communicative competence. Obviously the origin of this failure differs from one approach to another, ranging from excessive emphasis on language accuracy within GTM, the DM, etc., to a categorical fluency under the CA.

The successive failures have fueled the debates among the teaching communities. It was commonly agreed that there is a continuing need for an approach which enables learners to develop competencies and skills. The aim behind the new approach is to prepare the learners to be competent in their real-life tasks, allowing them to mobilize their knows, skills, attitudes and behaviours in a personal and independent way to address challenges successfully. This led to the conception of new curricula based on competencies. The new paradigm for

education, targeting learner's active knowledge discovery and construction, contrasts boldly with the traditional paradigm.

The advent of the CBA has led to a fundamental revision of the programme contents, with a clearly identified skills inventory to be attained and the appropriate teaching and learning strategies to be implemented. The success of the CBA depends on a thorough mastery of some key concepts on which the new approach is founded. The following part will explore the major concepts with regard to its successful and effective implementation.

Part I

Chapter II: Major Key Concepts with Regard to the Competency-Based Approach Implementation

Part I

Chapter II: Major Key Concepts with Regard to the Competency-Based Approach Implementation

Introduction

This part is to define and clarify some key concepts which would constitute the central elements of the new approach namely; the linguistic, constructive and communicative competences, learner's autonomy, skills development, teacher's scaffolding, learner's motivation, teaching/learning strategies, the project work, and learner's portfolio, so as to avoid any ambiguity around their use in the present research work. Thus, we tend to define them succinctly as follows:

I.11. Multiple Designs of the Concept of Competence

Far from achieving the unanimity among the researchers, the concept of "competence", which is the principal notion of the CBA, is subject to the influence of OBA, from which it hardly dissociates. In the absence of a clearly established framework, the concept conveys simultaneously several meanings. It is, first of all, advisable to be very rigorous on its definition. For the CBA, the targeted competence, which is a nodal concept, is communicative competence. We will evoke in our research paper three distinct design models, namely the linguistic, constructive and communicative competences [15]. This choice is made with regard to the contributions of each design, linguistics and constructive, for the mastery of the communicative competence. The linguistic ability is one of the components of the communicative competence, as D. Nunan defines it:

> *The ability to use language effectively to communicate in particular contexts and for particular purposes. Communicative competence is said to consist of four subsidiary components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. (1993:117)*

This definition subdivides the communicative competence into several under-competencies namely grammatical, sociolinguistic, discursive and strategic. It seems

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[15] Campell and Wales (1970) were among the first who used the term 'communicative competence' in their article "The Study of the Language Acquisition", they refer to it as 'competence 2' or 'strong version of competence'. However, from their elaboration on this notion it is not quite clear what they mean by it. Therefore, we join the opinion of Cazden (1996) that Hymes was the father of the notion of communicative competence because he defined it fully, clearly and explicitly.

important to us to take account of these components which work out the definition of the communicative competence.

Indeed, in the learning process of a foreign language, there is an initial context based on the needs for communication both in written and oral forms expressed by the learners and, thereby, the OTM textbook designers and users should seek ways and means likely to promote learners' autonomy of communication in an interactive and opened social and academic field. In this regard, we observe a wide range of definitions of the concept of "competence" in the educational field. To illustrate this assertion, we will refer to some epistemological observations of the authors of reference in science of education: Le Boterf regards 'competence' as a recognized know-how-to-act, therefore, certified by the school:

> *Competence does not reside in the resources (knowledge, capacities...) to mobilize but in the mobilization even of these resources. Competence is about the knowledge to mobilize.*
> *(1994:16)*

As for Toupin, he notes that "*competence consists of the capacity to federate knowledge, skills and aptitudes in a whole applicable to a given situation.*" (1995: 181). Roegiers and De Ketele wonder about the bases of the pedagogy of the integration of competences in the educational systems. They define competence as follows:

> *Competence is the possibility, for an individual, to mobilize internalised and integrated package of resources to solve a family of problem-situations. (2000:187)*

In the opinion of a number of authors who echoed the work of Le Boterf (1994), such as Perrenoud (1995), Rey (2001), Roegiers (2000) and Jonnaert (2002), competence is defined as:

> *"[...] the ability, of the student to mobilise his own resources or to spontaneously use external resources to accomplish complex tasks with a same family of tasks."*
> *(1994:17)*

In spite of somewhat divergent standpoint, a certain consensus of an epistemological nature seems to surround the concept of competence. Indeed, this term seems to cover three forms of cognitive and behavioural capacity: linguistics, communicative and socio-cultural. These quotes have an insistence/a focus in common: the resources are nothing if one cannot make use of them and put them in synergy with respect to a singular situation. To mobilize, coordinate, orchestrate, such are the key concepts to think of the organization of the complex action. Perrenoud recalled elsewhere that this remained just a metaphorical language, but also underlined that metaphor of the mobilization seemed richer, fruitful as that of "knowledge transfer". For Perrenoud:

Competence is not a state or an acquired knowledge. It is reduced neither to certain knowledge nor to certain know-how-to-do. It is not comparable to a learning outcome. To have knowledge or capacities does not mean to be competent. One can know techniques or rules of accounting management and not to know how to apply them in convenient moments. We may know commercial laws but badly write contracts. (2000a:60)

Indeed, everyday, the experience shows that people who are in possession of knowledge or capacities cannot mobilize them in a relevant way and at the convenient time, in a work situation. The actualization/updating of what one knows in a singular context (marked by working relationships, an institutional culture, risks, temporal constraints, resources…) is revealing the pathway to competence. The latter is carried out/realised in action. It does not pre-exist to it. According to Le Boterf

[…] there is no competence except the competence in action. Competence cannot function "in a vacuum", apart from any action which is not limited to express it but which realises it. (1994: 16)

Therefore, it is obvious that knowledge forms/constitutes the cornerstone of any learning, but it is insufficient to make learners acquire competences. The acquisition of knowledge out of any context becomes immobilized capitals lacking purposeful investment. Most of the accumulated knowledge at school remains useless in everyday life. The reason is not because it lacks relevance, but because learners themselves are not involved and trained to make use of it in practical situations. Thus, it is important to develop competences as soon as they enter school; in other words, to constantly bind this knowledge and its effect use in complex situations. This is true within the discipline as well as at the crossroads of the disciplines.

The construction of competences must imperatively take the necessary time which enables the learners to build knowledge by "active methods", by the means of projects, problem-solving situations, research, activities of communication close to the real-social life situations, etc.

The above definitions put much emphasis on the concepts of complex situations, problem situations and tasks to be accomplished within a precise context. What is required on the part of the learner, to be qualified as 'competent', is to decide autonomously to put what he knows and what he can do in practice/use. The demonstration of his ability is not restricted to one single situation but rather a whole set of situations within the same family. This family of situations is an important concept from both training and evaluation perspectives. It is required to present the learners with several learning situations so that they may manifest and exercise their abilities, thereby creating situations for observation of the competence.

What it is necessary to retain of all these definitions is the minimum consensus which maintains that competence relies on the knowledge which symbolizes the theoretical competences, know-how-to-do (functional competence) known as practical competences and know-how-to-be (behavioural competencies), social and behavioural competence.

The development of competences is, then, assumed not only when learners acquire resources (knows, skills, etc.,) but are trained to construct, from these, 'combinatorial' appropriate. Competence is, therefore, a combinatorial of various resources that can be put in synergy and used in different situations.

I.11.1. Linguistic Competence Design

The first theories on the concept of competence were developed by the American linguist Chomsky who, in his very influential book "Aspects of the Theory of Syntax" (1965), associates it to "the linguistic competence". He portrayed what has been today viewed as classic distinction between competence (monolingual speaker-listener's knowledge of the language) and performance (the actual use of the language in real situation) [16]. He defines this linguistic ability as:

> *an innate and universal linguistic provision, which is acquired neither by the influence of the environment nor by the process of learning by a speaker of a language as first language or mother tongue. (1965:4)*

For him, this phenomenon can be explained by an extreme speed of control of the principal linguistic structures by the child in his mother tongue. In his perception, the child has "*a linguistic capacity before birth*" (*ibid*: 23). This innate communicative potentiality in the human being constitutes this phenomenon of the already existing [*déjà-là*]. It is a virtual linguistic ability or an innate linguistic predisposition in the child. According to Chomsky,

> *The actualization of the innate linguistic ability is concretized naturally in oral and/or written productive performances in situations of social communication. (ibid: 13)*

According to Chomsky (1965:4), competence comprises the mental representation of linguistic rules that constitute the speaker-hearer's internal grammar. Therefore, grammatical competence expresses an innate knowledge of the rules rather than knowledge of items and or relations. It is the ideal language system that enables the speaker to produce and, in the same

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[16] According to many general and applied linguists, Chomsky's distinction between competence and performance is based on the fundamental linguistic distinction between langue and parole which was made by De Saussure (1966: 13-15)

time, understand an unlimited number of sentences in his language. Linguistic competence includes components such as syntax, morphology, semantics, phonetics and morphology.

In fact, the objective sought by Chomsky was to fight the rise of the linguistic behaviourism theory primarily founded on two principal phenomena, namely respondent conditioning and operant conditioning.

In the light of critical comments alluding to the Chomsky's research results, the process of realization of the communicative performances in observable behaviours also depends on the implementation of other mental organs among which the memory and the perception that are conditioned by certain factors of a socio-contextual and environmental nature resulting from the significant presence of the variable "competence" (1975). However, the definition that Chomsky proposed does not allow to figure out what is acquired and what is diversified as it is pointed out by Dolz, Pasquier & Bronckart (1993:23-24). The latter draw attention to the fact that taking into account the nativist, mental and universalist assumptions of the Chomskyan epistemology, the concept of competence can be characterized as follows:

a) It is biological, inscribed in the genetic potential of the subject, it is out of historical or social determinism;
b*) It is a formal knowledge (purely syntactical), independent knowledge of pragmatic and therefore immune to any effect of context;*
c*) It is not subject to any learning it "emerges" at the discretion of the maturation of the nervous system;*
d) It applies only to sentences, and is unlikely to be relevant with regard to skills related to the texts and speeches (Dolz, Pasquier and Bronckart, 1993: 23-24).

They conclude that [...] "*the notion of competence does not refer to anything other than internal grammar that underpins all concrete language events (or performance) of any individual.*" *(Ibid: 23).*

I.11.2. Constructive Competence Design

The first principle of the constructivist paradigm relates to the fact that learning is an active and constructive process. In a learning situation, the learner acts directly on the presented information. Having the same point of view, researchers such as Jonnaert 2002; Guilbert & Ouellet, 1997; Fourez 2005; Le Boterf, 1994 & 2000, Perrenoud sees not only

> *The knowledge, let it be disciplinary, academic, scientific or endogenous, as result of the process of co-construction, but also the individual as constructor of his competences, and consequently as constructor of his knowledge. (1998: 85)*

In this perspective, the idea of construction is capital, all the more so as it leads us to attach the processes of learning to their economic, cultural, social, disciplinary and institutional contexts of development. Therefore, the process of construction of knowledge and competences is seen like personal and specific to each one (although socially constructed); whereas, the knows would be specific to a given discursive community. What should be retained as a definition put forward by Perrenoud and Jonnaert is that:

> *The know-how-to-do founded on a critical and reflective practice implying the effective mobilization and coordination of a double set of resources (individual and of the environment) in a complex problem-situation. (1994:3)*

The concept of "mobilisation" is in the centre of this definition of competence. Borrowed from Perrenoud and Le Boterf, this concept indicates that competence is a process. In this view, it implies a work of the spirit, a reflective and critical practice and not a conditioned answer, directed towards the selection, the use and the coordination of the various resources, individual such as knowledge, attitudes, skills and those of the milieu such as information, material and people.

I.11.3. Communicative Competence Design

Despite the fact that there is a high level of agreement among theoreticians today on the basic content of communicative competence, several definitions have been attributed to it that one might wonder which one to adopt.

A simple interpretation of the term might be 'competence to communicate'. Interestingly such a syntactic reversion implies that the central word in the syntagm communicative competence is the word competence, which has been initially associated with Chomsky's idealized linguistic competence, and alternatively linked to Hymes 'communicative competence', which is believed to be a broader and a more realistic notion of competence, as it involves more than the ability of formulating grammatical sentences.

It must be stressed that during the 1970's and 1980's many applied linguists have made valuable contributions to the further development of the concept of communicative competence. Widdowson (1983) for instance defines communicative competence, based on

his distinction between competence and capacity (performance), as the knowledge of linguistic and sociolinguistic conventions under capacity, which he often refers to as procedural or communicative capacity, and which in his view is not a component of competence but remains *"an active force for continuing creativity"* i.e. a force for the realization of what Halliday calls 'the meaning potential' (Widdowson, 1983: 27).

Unlike Widdowson, Savignon (1972, 1983) puts much emphasis on the aspect of ability (performance) in her concept of communicative competence. She describes it as

> *the ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors (1972:135).*

Thus according to her, the nature of communicative competence is not static but rather dynamic, and more interpersonal than intrapersonal, also relative rather than absolute, and finally largely defined by context.

Interestingly like many theoreticians in the field of language learning and teaching (e.g. Stern, 1986, Savignon, 1972) who did not hesitate to equate communicative competence with language proficiency, Taylor (1988) proposed to replace the term 'communicative competence' with 'communicative proficiency', accordingly Bachman referred to it as communicative language ability. Thus communicative competence is a multi faceted term, to better define it, let us take a look at its different components.

I.11.4. Key components of the communicative competence [17]

Although the concept of communicative competence goes back to Hymes (1972), Canale and Swain (1980) and Canale (1983) have proposed the most influential model of communicative competence. To them, this model established:

> *a clear statement of the content and boundaries of communicative competence – one that will lead to more useful and effective second language teaching and allow more valid and reliable measurement of second language communication skills.*" (1980:01).

It must be stressed that their initial model of communicative competence consisted of three components only, but it was revised later to include a fourth one (Canale 1983). The key components they have identified are namely: grammatical, sociolinguistic, discourse, and

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[17] For more details about communicative competence components see : Canale, M. and Swain, M. (1980), Theoritical bases of communicative approaches to second language teaching and testing, Canale, M. (1983). From communicative competence to communicative language pedagogy, also Bachman, L. (1990). Fundamental considerations in language testing, and Bachman, Lyle F. and Adrian Palmer. (1996): Language testing in practice. Oxford University Press.

strategic competence. The two former categories describe language usage and the two latter describe language use.

I.11.4.1. Grammatical competence

According to Canale and Swain grammatical competence includes *"the knowledge of lexical items and the rules of morphology, syntax, sentence grammar, semantics and phonology."* (1980:29). Though the same list of items constitutes what Chomsky (1965) refers to as grammatical competence, which may also include the ability to use grammar as well (Chomsky's performance), Canale and Swain have made it clear from the start that this component addresses language as system. They have also specified that it should not be linked to any theory of grammar (Chomsky's theory for instance).

Without any doubt, if we work on the assumption that the list of items cited above are the main components of grammatical competence, then we can assume that if a learner is capable of listing orally or in writing the furniture of a classroom such as : desk, tables, blackboard etc…, then he is developing the ability to select specific vocabulary. And that if he can add prefixes correctly to adjectives like 'happy', 'legal' and 'possible' to form their negative equivalents, then he is developing competence in using word formation rules. And that if he also manages to describe recent events by using have or has and the past participle of the main verb, then he is developing grammatical competence in forming the present perfect tense. This implies that grammatical competence takes the form of a hierarchy of abilities which are closely connected and that act as one competence.

It should be noted that a long time ago these different abilities which constitute grammatical competence were the main focus of attention of traditional language teaching and materials. But things changed with the adoption of the communicative approach, and instead of remaining the centre of attention of foreign language teaching, grammatical competence became one of the subcomponents of communicative competence. However, this change should not affect the status that we should accord to grammatical competence, as Faerch, Haastrap, and Phillipson point out :*"It is impossible to conceive of a person being communicatively competent without being linguistically competent"* (1984 : 168). This leads us to infer that it has perhaps been a misconception about communicative language teaching that it does not aim for a high standard of formal correctness. But this does not mean at any rate that we ought to treat communicative and grammatical competence separately as suggested by Munby (1978: 5). The point is that it would not be inappropriate to have

correctness in the use of rules as an ultimate goal, and at the same time to tolerate risk-taking and error in the classroom as part of the process of achieving communicative competence.

I.11.4.2. Discourse competence

In addition to the ability to formulate correct grammar, learners must also develop the capacity to produce unified discourse which is referred to as *"the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres..."* Swain 1984: 188 (cited in Yoshida 2003:3). Unified discourse genres might include conversations, speeches, e-mail messages or newspaper articles in short all sorts of texts. It must be stressed that unity of discourse *"is achieved through cohesion in form and coherence in meaning."* (Ibid: 188)

While cohesion refers to the linguistic features that relate sentences to one another such as conjunctions, synonyms, pronomilization etc…, coherence is used to refer to text that appropriately fits its situational context (Halliday and Hasan 1976:1-2). For further clarification of what cohesion and coherence actually mean, let us consider Widdowson's (1978:50) example:

A: That's the telephone.

B: I'm in the bath.

A: O.K.

Though this interaction seems to lack cohesion as cohesive devices are not used, it seems to have coherence because A's first utterance is a request, and B's utterance is an excuse for refusing the request. This suggests that unlike cohesion, coherence is an essential element in conversations as put forward by Richards and Schmidt *"a more appropriate focus for the teacher's attention might be on the coherence of the learner's conversation."* (1983: 152). With regard to cohesion, even though it is not as utile as coherence to oral conversations, written discourse depends mainly on it. In fact the consistency and the unity of a piece of writing depend strongly on the accurate use of cohesive devices. Unfortunately many learners either under use or misuse connectors, they even sometimes overuse some of them. Naturally what this implies is that most learners achieve a mediocre level of discourse competence, it is for this reason that more attention should be directed to its development.

It must be stressed that in order that discourse competence develops, we must consider that each of its sub competencies has its own requirements. Indeed, because both academic

and interpersonal discourse competences relate to two different channels of communication namely the writing and the speaking channel, different factors are involved in their development. To develop the former for instance, it is advisable that learners read and hear an ample number of academic texts within meaningful contexts. With regard to the development of interpersonal discourse competence, there is an assumption that this latter requires promoting opportunity for social interaction.

I.11.4.3. Pragmatic competence

Without a doubt knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language, learners must also have sociolinguistic competence which according to Canale and Swain (1980) is as important as linguistic and discourse competence. In fact the importance of sociolinguistic competence has been demonstrated by numerous researchers whose work revealed that while native speakers often forgive the phonological, syntactic, and lexical errors made by L2 speakers, they are less likely to forgive sociolinguistic errors. They have also concluded that lack of sociolinguistic competence results in rudeness, the reason that led many researchers to accord more importance to sociolinguistic competence.

It is noteworthy that by sociolinguistic competence we are referring to

> *the knowledge of the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction (Canale, 1983:7).*

Interestingly in his model of communicative ability, Bachman refers to sociolinguistic competence as pragmatic competence and subdivides it into two subcomponents namely those of illocutionary and sociolinguistic competence. The former refers to the ability to use language to achieve certain communicative goals or intentions as in the following example: 'it is so hot today' which might be interpreted as a request to open the window or to elicit an offer for a cold drink etc....

Thus one element of pragmatic competence is to know how to perform a particular function to communicate successfully. However, our spoken or written messages must also be appropriate to the social context in which they are produced; this means that learners need to have a notion of the appropriate social knowledge to apply to the different contexts they are confronted to. This is what Bachman calls sociolinguistic competence. In a different model namely that of Celce- Murcia, Dornyei and Thurell (1995:18), pragmatic competence is

referred to as actional competence, and is described as the understanding of the speaker's communicative intent by performing and interpreting speech act sets. Despite this variety of definitions the interpretation of sociolinguistic competence remains the same except for some differences in terms of terminology and composition.

Because the communicative approach places a primary emphasis on sociolinguistic competence, many researchers took the initiative to search for what was necessary and suitable for its development. Kasper and Rose (1999:81-104) for instance identified two main factors described as major obstacles to its development. The first of them indicates that most learners are exposed to a specific teacher-fronted classroom pattern, which does not facilitate free interaction. This implies that it is very important to give learners opportunities for practice beyond teacher-fronted interactions. The second condemns the input used in most school materials, which unfortunately does not show authentic real language use, but rather artificial and decontextualized conversations (Bardovi-Harlig 2001:13-32). This leads us to infer that providing authentic materials and pertinent input seems to be necessary to develop learners' pragmatic competence. In addition to the two previous factors, what most researchers have agreed upon is the big difference that formal instruction makes and the huge influence it has on the development of sociolinguistic competence.

I.11.4.4. Strategic competence

Canale and Swain describe strategic competence as the ability "*to cope in an authentic communicative situation and to keep the communicative channel open*" (1980:25). For them strategic competence consists essentially of communication strategies. These strategies come into play when learners feel unable to express themselves, because of their lack of linguistic resources that facilitate communication, as put forward by Canale and Swain : "*communication strategies compensate for the breakdowns in communication due to performance variables or to insufficient competence*" (*Ibid: 30*). Without any doubt overcoming an unexpected communication problem is not an easy task, but if a learner can use any of the five main communication strategies namely those of : avoidance, achievement, time gaining, self monitoring and interactional strategies, then we can assume that he is well equipped to recognize and repair any type of communicative breakdown.

With approximately the same conception about strategic competence, Celce- Murcia et al. (1995: 5-35) describe this latter as the knowledge and the use of communication strategies. According to them, communication strategies can not only be related to problem- solving in

communication, they also have to be regarded as attempts to improve communicative effectiveness. While Canale and Swain's and Celce- Murcia's strategic competence lays emphasis on "compensatory" strategies, the term has come to take on a broader meaning in Bachman's model of communicative ability. As a matter of fact Bachman (1990:70) provided a broader theoretical model of strategic competence by dividing it into four components. (Bachman and Palmer 1996)

These components are mainly: assessment by which learners are supposed to assess which communicative goals are achievable and what linguistic resources are needed, goal-setting which is used to identify the specific tasks to be performed, also planning by which learners retrieve the relevant items from their language knowledge and plan their use, and finally execution which means the implementation of the plan they set for their communicative attention. Thus for Bachman and Palmer strategic competence is the process by which people constantly plan, execute and assess their communicative strategies and delivery. With regard to the development of strategic competence, many researchers argue that its development will depend on the learners' experience with real language use in communicative situations.

In summary the identification of the main constituent parts of communicative competence led us to infer that this latter is not an alternative to linguistic competence, but rather a larger extension of what was traditionally understood by proficiency in a foreign language.

The communicative competence, which is a paramount concept in the communicative approach centred on the learners, has much evolved during this decade in the class of languages. Nevertheless, it has not found the place, which it deserves in evaluation yet. It is always the concept of "linguistic competence" which dominates in teaching and evaluating practices.

As it had been advanced above, the primacy of communicative competence is a concept which is impossible to circumvent for the new approach, CBA.

I.12. Learner's Autonomy

What is autonomy?

For a definition of autonomy, we might quote Holec (1981:3), cited in Benson & Voller, 1997: 1) who describes it as '*the ability to take charge of one's learning*'. On a general note, the term autonomy has come to be used in at least five ways (see Benson & Voller, 1997: 2):

a)   *for situations in which learners study entirely on their own;*
b)   *for a set of skills which can be learned and applied in self-directed learning;*
c)   *for an inborn capacity which is suppressed by institutional education;*
d)   *for the exercise of learners' responsibility for their own learning;*
e)   *for the right of learners to determine the direction of their own learning.*

It is noteworthy that autonomy can be thought of in terms of a *departure* from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process. The relevant literature is riddled with innumerable definitions of autonomy and other synonyms for it, such as 'independence' (Sheerin, 1991:153-157), 'language awareness' (Lier, 1996:12; Garrett & James, 1991:306-318), 'self-direction' (Candy, 1991:459-466), which testifies to the importance attached to it by scholars. Some of these definitions and their insights into what learner's autonomy means and consists of will be reviewed.

The term autonomy has sparked considerable controversy, since linguists and educationalists have failed to reach a consensus as to what autonomy really is. For example, in David Little's terms:

> *Learner's autonomy is essentially a matter of the learner's psychological relation to the process and content of learning…a capacity for detachment, critical reflection, decision-making, and independent action. (1991: 4)*

It is not something taught to learners; therefore, "*it is far from being another teaching method*" (*ibid.*). In the same vein, Dam (1990), (cited in Gathercole, 1990: 16), drawing upon Holec (1981:3), defines autonomy in terms of "*the learner's willingness and capacity to control or oversee her/his own learning*". More specifically, she, like Holec, holds that:

> *someone is qualified as an autonomous learner when he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organising and carrying out the chosen tasks; and chooses criteria for evaluation. (1995. 45)*

The learners' autonomy is an impossible objective to circumvent of the CBA. It is a question of analyzing the contents of the OTM textbook to see whether the activities, by the means of the linguistic productions¸ convey and carry marks of empowerment.

The concept of autonomy has three meanings, among them two can be related to the learning within the middle school framework.

In the first, autonomy refers to the capacity of the learner to take into charge his learning. Is autonomous any learner who can learn independently. It is –to be said to anyone who can prepare and take decisions relating to his plans of learning: he can define objectives, a methodology and contents of learning. He can manage his learning in time, and evaluate his attainments and his learning. Such learner is fully able to carry out self-directed learning. The capacity to learn consists of the knows and know-how-to-do/act.

In the second signification, the concept of autonomy is sometimes used in reference to learning. Learning autonomously, might indicate,

- in a restrictive way, an independent learning, carried out without the presence of a teacher, and in which the leeway of the learner is generally limited to the possibility of managing his learning time himself.
- in a broader way, that learning is taken in charge by the learner. To raise ambiguity, one will prefer to speak, in the second case, of self-directed or self-learning.

It arises that, the role of the teacher evolves considerably during the first teaching applications of the CA. He is not any more the dispenser of knowledge and who authorizes the intervention of the learners only when they are questioned. He becomes a leader, limiting his speech and encouraging a spontaneous oral participation. The learner's status has also changed: he changes into "learner" taking in charge his own learning in an autonomous way. In other words, the course of language is not centred any more on the teacher but on the learner. In this perspective of interaction and focus on the learner, the group dynamics is also regarded as a major factor of motivation for language learning. The role of games, work in groups or in pairs are encouraged to establish an atmosphere of confidence and solidarity favourable to interpersonal communication.

I.13. Kills Development

Today's school should devote more time to the development of communicative competence to facilitate the acquisition the linguistic skills, which enable learners to interact

with their schoolmates and the people in the world. The acquisition of this communicative competence relies on a good 'mastery' of skills. These skills, according to Paquette, describe:

> *processes that can be applied to knowledge of an application domain to perceive, memorise, assimilate, analyse, synthesize and evaluate them.*
>
> *(2002a:352)*

Skills are thus at the meta-cognitive level because they are knows acting on others' knowledge. Consequently, they refer to the use of cognitive, emotional and moral processes in the effective realisation of a task. It is relevant to point out that the construction the learners' meta-competency must imperatively go through the practice of the class. Therefore, the choice of activities should not lose sight of the fact that the fundamental and basic role of competencies, which constitute the lever for the process of learning. The acquisition of skills, according to Proctor and Dutta, is defined as being:

> *Goal directed and well-organized behaviour that is acquired through practice and performed with economy of effort. (1995:18)*

Each element of the above definition is significant firstly, the skill develops within time, through practice; secondly, it is "goal-directed" in response to a request of the external environment; thirdly, it is acquired when the behavioural components are structured in coherent models, and finally, the cognitive requests are reduced to the moment when the skills develop. Inevitably, to evaluate a skill, the majority of the researchers use the speed and/or the precision of the performance, two variables between which there is unavoidably a degree of exchange. In their thorough research which is articulated around the design of skill, Proctor and Dutta (1995:40-43) distinguish "perceptual skills" "response selection skills" and "motor and problem solving skills". "Perceptual skills" are concerned with the skill of distinction and judgments; more complex situations require a more attentive control for the treatment but much of the complex situations become mechanical. The "response selection skills" can be developed by means of practice, the reaction to time is affected by the number of alternatives and can be accelerated on condition that more information is supplied, whereof to reduce the alternatives. The "motor skills" are manual aspects of performance such as the speed and the exactitude of the physical movements or dexterity. The skill "problem-solving", however, depends on intellectual and mental models, and can be acquired and developed through practice.

I.14. Teacher's Appropriate Scaffolding

The role of the teacher is to improve the capacities of the learner to overcome the difficulties that he encounters in his learning, to control his methods and his techniques of

work and to become aware of his own progress. Accordingly, two concepts fundamental to the process: "scaffolding" according to Bruner (1983:286) and the "metacognition" according to Grangeat (1997:172) without disregarding the contribution of the new information and communication technologies NICTs, which are progressively integrated in teaching practices.

The learners' scaffolding, as it is defined by Bruner, refers to the process of supervision; it stands for:

> *The means thanks to which an adult or a "specialist" assists another less adult person or less specialist than him. (1983:261)*

This process, thus, consists in making the apprentice able to solve a problem, to complete a task, to achieve a goal which would have been, without assistance, beyond his possibilities. This means that the support of the adult consists, first of all, in taking in hand the elements of the task which excess the capacities of the beginner, enabling him to concentrate on the elements, which remain in his field of competencies and to carry them out.

Yet, the teacher has no direct influence on these processes. His task or action is limited to creating the necessary conditions, potential learning, or, in other words, to create a zone of proximal development (ZPD). The learner's activity will focus on his own mental processes and his will to transform them using the tools at his disposal and which have been made available by the teacher.

Based on the work completed by Lev Vygotski, Jerome Bruner analyses the way in which the adult organises the world of the child to ensure his learning, by stating that

> *This system of support provided by the adult through discourse, where communication more generally, is a little like scaffolding through which the adult restricts the complexity of the task allowing the child to solve problems which he cannot solve alone. (1983: 288)*

Bruner and Vygostski have the same idea on the existence of an area of gap between the resolution or the acquisition of 'knowledge' by the learner alone and the success in the same activity in collaboration with someone else.

Bruner analyzes the components of the activities of scaffolding deployed by the expert while insisting on the subtle role which the latter should play in order to conclude this help. He emphasises on the crucial role of the mediator who should measure this zone known as a gap, zone of proximal development (ZPD) [18] in order to control his scaffolding as well as possible.

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[18] The Zone of Proximal Development (ZPD) is a concept from the work of Vygotsky in the early development of the child. The ZPD is the distance between the current level of development, as can be determined through

The effective tutor must be attentive with at least two ideal theoretical models. One is the theory of the task or the problem and of the way in which it can be completed. The other is a theory about the performance characteristics of his pupil. Without these two theories at the same time, he can neither create feedback nor invent situations in which his feedback adapts more to this pupil for this task at this point where he is in the mastery of the task. The real pattern of the effective instruction is, thus, at the same time dependent on the task and on the pupil, requirements of the supervision being generated by the interaction. (1983: 277)

Bruner adds that the support starts by the learner's enrolment to try to bring solutions in order to solve a problem. The adult helps the learner while helping him realises his difficulties. To finish, the adult sticks to a role of validation until the learner can fly using his own wings. Bruner, starting from the analysis of a session of supervision, details this process of support in six distinct stages:

1. *Enrolment: to engage the learner's interest and commitment.*
2. *Reduction of the degrees of freedom: the tutor fills the gaps and allows the apprentice develop the constitutive sub-routines which he can attain.*
3. *Maintenance of the orientation: the tutor must maintain the continuation of the definite objective (deployment of enthusiasm and sympathy to maintain his motivation.)*
4. *Indication of the determining characteristics: the task of the tutor is to render comprehensible the gaps.*
5. *Control frustration: the risk is to create a greater dependence on the tutor.*
6. *Demonstration: it is the presentation, of the model solutions for a task, which requires more than the simple performance in the presence of the pupil. (1983:277-279)*

Doing so, the teacher positions himself proximal to the learner at the teaching material, offering hints and suggestions only when requested by the learner. As learners' competence and confidence grow, teacher's statements to the learner should acknowledge trust in building his capacities, by pushing him to figure out things himself. To use such strategies effectively, the teacher should be aware of the learner's changing developmental status, knowing when and how to provide new tasks and structures, helping the learner learn new skills and abilities within a certain degree of autonomy (Berk & Winsler 1995: 29). Many techniques can help the learner master his world, depending on the learning situation, the subject matter and his ability level. In this way, the teacher looks for the spark of recognition which may ignite the learner's understanding and motivate him to undertake the foreign language learning enthusiastically.

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how the child solves problems alone and the level of potential development as we can determine through how the child solves problems when he is assisted by an adult or collaboration with other more advanced child. Lev S. Vygotsky. "*Mind in the Society: Development of Higher Psychology Processes.*"

I.15. Learner's Motivation

There is no single universally consented definition for the concept of motivation. Yet none dares devaluate its crucial importance in learning. The research findings of the role of attitudes and motivation in second language learning show that there is a relationship between learner's success and his positive attitudes and motivation (Gardner 1985:91-93). The importance of motivation for FLL and SLL is quiet evident as it is confirmed by Dörnyei:

> *It is easy to see why motivation is of great importance in SLA: it provides the primary impetus to initiate L2 learning and later on the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.* (2005:65)

The concept of motivation took different meanings according to the different language theories. Its different conceptions converge on the forces and influence either within or external to the learner that arouse enthusiasm and commitment to pursuing the course of learning.

Educationalists have explored motivation from different perceptions and have come up with different dichotomies, all to the service of education cause.

Professionals in the field of teaching have always enquired about the way to motivate learners. Motivation has been defined in different ways. Harmer quoted in Bernaus says that

> *Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. (2001:45)*

This means that motivation is what makes learners act; it is a desire to work towards an objective. Without motivation, effective learning becomes difficult. Lado maintains that: "*Interest must be present if learning is to be successful.*" (1985:5)

Motivation serves to create a positive attitude so as to make learners reach certain objectives, i.e. to establish the factors which favourably dispose the learners towards studying the target language. For Ellis:

> *Motivation involves the attitudes of affective states that influence the degree of effort that learners make to learn in L2. (2000a:75)*

Gardner states that:

> *Motivation is a central element along with language aptitude in determining success in learning another language in classroom setting" because he believes that "many other variables such as self-confidence, field independence, intelligence, language aptitude and*

language learning strategies are dependent on motivation for their effects to be realized. (2001:2)

Linguists have explored motivation from different perceptions and come up with different dichotomies: instrumental and integrative motivations (Gardner & Lambert 1972), extrinsic and intrinsic motivations (Crookes & Schmidt 1991), all to the service of education cause.

I.15.1. Instrumental Motivation

For the instrumental motivation, the foreign language learner is seen to having practical reasons behind his commitment in the learning endeavour. The instrumentally motivated learner may do all his best to learn the language to reach certain objectives. He may be seeking a job that requires some proficiency in the foreign language or an ability to communicate with the language speakers when he travels or a practical aim that a mastery of the language would qualify him for. This motivation for L2 learning may open up good educational and economic opportunities for these learners. Ellis states that:

> *In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning. (2000a:514)*

For Lambert, instrumental motivation refers to *"the practical value and advantages of learning a new language." (1974:98)*

Some learners confer no importance to the target-language speech community neither towards its culture, but attach some value to the language as such. The practical value and the advantages the learner devotes to language learning may be encouraged and used as a benefit of catalyst effect in the learning process. In case of an attentive teacher, any leaning he may touch among learners towards the target language learning, whether integrative or instrumental, can be of a great advantage for their involvement and consistency.

I.15.2. Integrative Motivation

Integrative motivation is regarded as a positive attitude and a subsequent interest for the target language learning. Gardner suggests a combined definition of integrative motivation: one that takes cognizance of three significant elements. He says that it is

> *...a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. (1985:509)*

Referring to Gardner's definition, it can be noticed that positive attitude towards the language and its speech community is likely to bring about a desire to acquire the language as a way to come closer and closer to its people and culture; and owing to this desire that generates the effort required in the course of the language acquisition. If appropriately and

intelligently exploited in a teaching/learning process, this desire can trigger learners' affective disposition.

This type of motivation concerns those learners who have a strong desire to know about other people and other cultures. Many Algerian learners, for example, study English in order to be in contact with the English or the American people and to know more about their social and cultural life. Lambert quoted in Ellis says that:

> *An integrative orientation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group. (2000a:509)*

Similarly, Lambert's definition focuses on learner's personal interest which nurtures his motivation to learn the foreign language. They try hard to understand cultural aspects of the target language speakers. Many learners manage successfully to find a way; others face difficulties but they keep trying to do so. The careful teacher is to work in favour of fostering the learner's interest and maintaining the learning cycle activated and kept on.

I.15.3. Intrinsic Motivation

This type of motivation concerns the learner's will and curiosity as a result of his interest and enjoyment of language learning itself, i.e. the learner feels some satisfaction whenever he learns new things. The more he knows the learning activities the more he shows positive attitudes towards the study of the target language. This is better clarified by Deci and Ryan who say:

> *Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. (1985: 245)*

Almost all researchers agree on the primacy of the inner drives over the external because it is believed that the strongest and most effective prompts for learner's involvement arise from the inner feelings and emotions of the learner and engage him fully in the learning process.

I.15.4. Extrinsic Motivation

This comes as a result of the absence of the intrinsic motivation, i.e. when learners show no internal interest to learning. This kind of motivation is led by external factors such as the teacher or the parents who use either rewards or punishments. Learners in this case are influenced by the outside incentives.

In making a distinction between 'Intrinsic Motivation' and 'Extrinsic Motivation' Richards and Schmidt agree that:

> *The intrinsic motivation is the enjoyment of language learning itself; whereas extrinsic motivation is driven by external factors such as parental pressure, societal expectations, academic requirement, or other sources of rewards or punishments. (2002:343)*

The types of motivation stated above should be seen "*as complementary rather than as distinct and oppositional*" (Ellis 2000a:76). All types may lead learners to gain more proficiency in the TL such as reading efficiency, yet this would be an illusion without the introduction of culture of TL which should be confined to an academic interest.

Yet, the teacher's role in increasing the learners' motivations is very significant, that's why it has been said before and, in all probability, it will be said time and time again – the single most significant factor in a child's learning is the teacher. Haim Ginott's famous quote reminds us of the power that lies in the hands of teachers:

> *I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or de- humanized. (1972:15)*

To sum up, either integrative or instrumental, motivation appears to be a paramount factor in the learning process. Thus, the teachers' role is the creation of motivational means and approaches to raise learners' participation in the classroom.

Focus should be put on learners' perception of education in terms of goals and objectives to attain and beyond which they will find rewarding elements such as personal satisfaction, proud, self-esteem, social success and feeling of achievement.

In classroom contexts, intrinsic motivation and extrinsic motivation are distinctly apparent. In teacher-centred contexts, learners' motives for learning are mainly extrinsic: grades, competitiveness or to avoid punishment. The learner's enthusiasm is highly contingent on the type of the extrinsic reward and declines with the decrease of the prospect of the reward to attain.

Yet, in learner-centred classrooms, where the initiative is handed over to the learner to assume his learning responsibility on his/her own, the learner's involvement, prompted by a love for knowledge and a longing to acquire it, is rather more stable. Thus, the teacher's

awareness of the intrinsic motivation and its importance for the promotion of learning is of unmatched value. Stimulating the growth of the intrinsic motivation in the foreign language classroom leads to the promotion of learning, as recommended by Brown:

> *(1) help learners develop autonomy by learning to set personal goals and to use learning strategies, (2) rather than over-rewarding them, encourage learners to find satisfaction in a task done, (3) facilitate learner participation in determining some aspects of the programme and give opportunities for cooperative learning, (4) involve learners to content-based activities related to their interest which focus their attention on meanings and purposes rather than on verbs and prepositions, and (5) design tests which allow for some student input and which are face-valid in the eyes of students; provide comments as well as a letter or numerical evaluation. (Brown 1994:43-44) in Arnold 1999: 15)*

The abovementioned instructions if appropriately followed and efficaciously implemented in foreign language classrooms, are likely to give the learner a good gait on the course of learning.

I.16. Teaching and Learning strategies

I.16.1. Teaching Strategies

If teachers want quality learning to occur in their classrooms, they must deliberately teach in ways that will enable and encourage learners to engage in the intellectual activities that promote quality learning. There is a variety of teaching strategies that teachers can use to improve learners' learning: active learning, collaborative/cooperative learning, critical thinking, discussion strategies, and so on. Some of these strategies are discussed below.

I.16.1.1. Active Learning:

As defined by Meyers and Jones, active learning is regarded as learning environments that allows

> *learners to talk and listen, read, write and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing….all of which require learners to apply what they are learning. (1993: xi)*

Many studies show that learning is enhanced when learners become actively involved in the learning process. Learners learn by doing, making, writing, designing, creating and solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work. See "Leading a Discussion," "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation (Lucas 1990:103-114).

I.16.1.2. Cooperative Learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of learners to work together for the attainment of a common goal. The term collaborative learning is often used as a synonym for cooperative learning. When implementing cooperative or collaborative learning strategy, teachers are bound to care too much of cautious planning and preparation. In fact, group formation, positive interdependent insurance, individual accountability maintenance, group conflict resolution, appropriate assignments and grading criteria development and active learning environments management are critical parameters to the achievement of a successful cooperative learning experience.

The importance of learning relationships is emphasised (Kuh & al. 2006:22). Active learning in groups, peer relationships and social skills are important factors in engaging learners, enabling them to work autonomously, enjoying learning relationships with others and feeling competent to achieve their own objectives.

When a class incorporates the tenets of cooperative learning, the environment promotes maximal learning (Kagan 1994:2-10). In fact, an advantage of cooperative learning situations reinforces learners' responsibility for their own learning (Slavin 1995:145-173).

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. These conditions, as stated by Kagan (1994:2-10) and Slavin (1995: 145-173) are:

a) *Positive interdependence (all for one, and one for all)*

   Each group member should play a role and bring his own contribution to the joint effort.

b) *Face-to-face interaction (promotes each other's success)*

   Oral explanation permits the learners to check for understanding, discuss concepts so far learnt, solve problems and do on.

c) *Individual and group accountability*

   Observing each group and recording the frequency with which each member contributes to the group work.

d) *Interpersonal and small group skills*

   Teaching social skills to the group members (leadership, decision-making, trust-building, communication and conflict management skills)

e) *Group processing*

   Discussing how well they are achieving their goals and maintaining effective working relationships. Making decision about what should be retained or changed.

I.16.1.3. Critical Thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists. In order to develop critical thinking, it is now assumed that the most effective learning takes place when learners are challenged (Slavin 2003: 257-258; Hüther 2006: 332-338); actively involved (Schunk 2004: 313; McGonigal 2005:2; Beck & Kosnik 2006:9); learning is mediated (Vygotski 1978:125-128) and mentored (Bronfenbrenner 1978:5-6); and role-models modelling higher order thinking processes such as creativity are available (Anderson & Krathwohl 2001: xxviii; Cox 1997:51).

I.16.1.4. Integrating Technology

Nowadays, teachers should realize that computer literacy is an important part of a learner's education. Integrating technology into a course curriculum, when appropriate, is proving to be valuable for enhancing and extending the learning experience for learners. It is of a great importance that teachers understand and realise the contribution that ICTs can add to teaching/learning process. Besides, their integration among class-furniture is no longer a choice but it is one of the necessities of the modern school. Hence, teachers are required to approach these new technologies and develop their literacy in these technical skills.

Indeed, some of the most important priorities for EFL and ESL can strongly be supported by intelligent use of the ICTs. Yet, these cannot be accomplished unless and until "*teachers themselves take the initiative to think through the ICTs should be able to do for them and for their students and make their needs known*" (Garrett 1991: 95).

I.16.2. Learning Strategies
I.16.2.1. Definition and overview

Learning strategies can be defined as behaviours and thoughts in which a learner engages and which are intended to influence the learner's encoding process. Thus, the goal of any particular learning strategy may be to affect the way in which the learner selects, acquires, organizes or integrates new knowledge. Good teaching includes teaching the learner 'how to learn, remember, think, and motivate themselves. Teachers enter the classroom with two distinctly different kinds of goals namely teaching learners "what" and "how" to learn. Some major categories of learning strategies are (1) rehearsal strategies such as copying, underlining or shadowing; (2) elaboration strategies such paraphrasing or summarizing; (3) Organizational strategies such as outlining or creating a hierarchy; (4) Comprehension

monitoring strategies such as checking for comprehension failure; and (5) affective strategies such as being alert and relaxed (Weinstein & Mayer 1986:316). The CBA emphasizes the role of the learner in creating, monitoring, and controlling a suitable learning environment.

Strategies like the ones listed above are sometimes taught in school, but learners usually do not learn to apply them beyond the specific applications in narrowly defined tasks. Effective learning demands more than this: strategies have to be learnt in such a way that they can be transferred to fit new problems or situations not previously encountered. Being able to select the appropriate strategy, and to adapt it where necessary, is an important part of the definition of a good learning.

Successful learners should develop a range of strategies from which they are able to select appropriately and adapt flexibly to meet the needs of a specific situation. To do this, they need to be aware of what they are doing and of their own learning style, and to monitor their learning so as to be able to make appropriate decisions and to switch their choice if it appears to be ineffective. Thus, successful learners are more likely to be those who are fine-tuned to the complexities of their learning style.

I.16.2.2. Learner-Centred Learning

Some learners seem naturally enthusiastic about learning, but many need-or expect-their teachers to inspire, challenge, and stimulate them. Ericksen states that:

> *Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place. (1978:3)*

Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

There is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Bligh 1971; Sass 1989: 86-88): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence; and, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others; some by overcoming challenges.

Learner-centredness puts more responsibility on the learners for their learning. It encourages learners' involvement in more decision-making process, and gives them an opportunity to learn by doing, rather than just by listening and performing meaningless tasks

which are often decontextualised, hence unreal to them. Since effective learning is acquired via active behaviour, it becomes memorable because it is personalised, relevant to the learners' own life and experiences, thus, pertinent to the real world.

To attain learner-centred learning, teachers, while planning their teaching material, should:

a) **ask not tell**: they should elicit information, ideas, and answers from the learners. The latter have knowledge and experiences of life, as well as language which can efficiently contribute in their learning process. The more they contribute, the more they are likely to remember. "I hear and I forget, I see and I remember, but I do and I understand" referring to the above quotation, one can say that understanding go imperatively by doing.

b) **focus on learners' experience and interests:** if teachers simply stick at the textbook materials, learners may lose interest in learning. Yet, the adaptation of the teaching material to comply with learners' interests is required to attain the prescribed goals.

c) **focus on communication rather than accuracy**: the main objective for learners' learning a foreign language is to be able to communicate with other speakers of the target language. Learners, therefore, need opportunities to practise and communicate in English without constant fear of making mistakes.

d) **devise open-ended tasks**: open-ended tasks accept more than one answer. Unlike grammar-based tasks, which are either right or wrong and test one skill at a time, open-ended tasks –based are wider, in their focus and involve a variety of language skills.

e) **increase exposure to English language**: the recurrent use of authentic documents can ensure learners' practices and enhance their learning. Learners may be assigned to deal with homework individually, in pairs or groups researches undertaken using school or extra-school resources such as library, Internet and so on.

f) **focus on learners' self-confidence**: Teachers' role in instilling self-confidence in their learners is paramount as learners tend to believe what their teachers think of them. When a teacher holds each of his learners in high regard and believes that all of them are capable of performing at a high academic standard, learners begin to believe that by themselves.

Besides, teachers need to create classroom environments that foster confidence-building skills; such as, allowing learners to partake in a talent show or a presentation

on a special skill they have. If learners are given the opportunity to show their positive side, they could acquire self-confidence.

Learners' self-confidence can affect learning, i.e., learners who have a high level of self-confidence perform better academically and thrive under challenging conditions from them a way to become better learners. Having self-confidence allows learners to share ideas with their peers more easily than those who lack self-confidence.

I.17. The Project Work

The project work is an instructional method that contextualises learning by presenting learners with problems to solve or products to develop and achieve. For instance, learners research adult education resources in their school or extra school community and design a handbook , a leaflet, a poster and other materials to share with their classmates, or they might interview school managers and then create a bar graph mapping the school-managers' responses to inquire about learners' results. The project work is an appropriate way to integrating knowledge, skills and attitudes in real-life situations outside the classroom (Fried-Booth, 2002:6). If properly implemented, the project work enhances learners' interactive, interpretive and productive competencies, builds up their metacognitive competencies and enables them engage in intellectual activities. Because of the organisational and procedural aspects of the project, competencies and skills develop even among those struggling and low levelled learners. Within the group work integral to the project, learners' individual strengths and their learning preferences reinforce the work of the team as a whole (Lawrence, A. 1997:1-9).

I.17.1. Definition of the Project Work

The project work is regarded by all its advocates as:

> Not a replacement for other teaching methods," but rather as, "an approach to learning which complements mainstream methods and which can be used with almost all ages, levels and abilities of students. (Haines 1989: 1)

It is viewed by most of its advocates that it functions as a bridge between using English *in vitro* and using it *in vivo*. Papandreou defines the project as:

> An approach in which indirect teaching is employed, and evaluation focuses upon the process as well as the product of the students' work (1994:41)

Fried-Booth recognizes project work as:

A student-centred activity and specifies: *what makes the project work so worthwhile is the route to achieving such end product. (1997:6)*

Legutke and Thomas (1991:214) (qtd in Slater 2005:108) consider that the use of the project work in classes "*establishes a direct link between language learning and its application.*" For Willis, the project work:

Involves pairs and groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and involve combinations of task types: listing, ordering and sorting, comparing and problem-solving. Out-of-class research is sometimes needed. Organisational skills and team-work are important in getting the task done. The outcome can be appreciated by a wider audience that students who produced it. (1996:27)

Referring to the above definitions, one can say that the project work is one practical method of approaching learning that complies with all levels and abilities. It generally requires groups of learners working together, reinvesting and transferring school acquisitions so as to realize common end products that are put on the same foot as the process that is conducted to their attainment.

I.17.2. Characteristics and Types of the Project Work

Different from other learning devices, the project work has some distinctive features. In this respect, researchers state that project work emphasizes learners' contribution and responsibility (Stoller 1997:4). It is learner-centred even though teacher's scaffolding and guidance are necessary. Still, project work hinges on group effort, establishing a trusting and cooperative relationship in order to embark on a full-fledged project. Thus, it seeks the instillation of social skills among learners. The project work engages learners in communication tasks, data processing and helps creating the appropriate classroom environment, which results in learners' motivation increase, self-confidence and self-esteem build up, and autonomy.

The project work development necessitates a series of steps to materialize properly. In fact, several techniques have been suggested. For Stoller, ten steps are proposed:

1. *Learners and teacher agree on a theme.*
2. *Learners and teacher determine the final outcome; they consider the nature of the project, its objectives, and the way it will be reported.*

3. *Learners and teacher structure the project. At this stage, learners should ask:*

    a) *What information is needed to complete the project?*

    b) *How can the information be obtained?*

    c) *How will the information, once gathered, be compiled and analysed?*

    d) *What does each member of the group play in the evolution of the project?*

    e) *What time line will the learners follow from the starting point to the end?*

4. *Teacher prepares the learners for the language demands of information gathering. If the learners are required to write a letter, for instance, the teacher can introduce letter formatting convention, and audience considerations, including the levels of formality and word choice.*

5. *Learners gather information.*

6. *Teacher prepares the learners for the language demands of compiling, and analysing data.*

7. *Learners compile and analyse information; in one way, they weigh the collected data.*

8. *Teacher prepares learners for the demands of the culminating activity: the teacher helps the learners succeed into the final product through some class activities; such as, editing and revising written report.*

9. *Learners present the final product.*

10. *Learners evaluate the project: they reflect on the content they learned about the topic covered, the steps they followed to reach the final output, how effective their product is, and whether they will bring some changes next time. (1997:7-9)*

Also Harmer (2001:79-80) sets the following six steps for teachers and learners alike so as to sort out a project:

1. *Learners and teachers agree on a project topic, define its objectives and how data will be gathered. Timescale of the project and the stages to go through are also debated at this stage.*

2. *Learners get involved in data gathering from different sources, ranging from encyclopaedias, to the Internet, to books, or by means of questionnaires and interviews. Other sources can also be used.*

3. *Learners plan how the end product will be set out.*

4. *Learners draft and edit their work. They determine whether the rough written form can take a final form, and what corrections can improve what they have produced.*

5. *Learners sort out a final version which can be collected by teachers to be exhibited in school libraries, or exchanged with other classes' works..*

6. *Teachers are consulted to provide any help or guidance if ever learners need it.*

Considering that project work is assigned different definitions, it can also take different forms depending on the syllabus objectives, course expectations, learners' proficiency, students' interests, time constraints, and material availability (Stoller 1997:4).

Projects are classified in terms of several factors: first, teacher's involvement in the organisation of the projects, second, data collection techniques and sources of information, third, their relation to the real world concerns, and fourth, in terms of reporting that information.

First, Henry 1994 (cited in Stoller 1997:4) identifies three types of projects different with regard to teacher's involvement in project work:

1) *Structured projects are specified by the teacher in terms of topic, materials, methodology, and presentation.*
2) *Unstructured projects are largely defined by learners themselves.*
3) *Semi-structured projects are defined in parts by teachers, and in parts by the learners.*

Second, Haines (1989:1) categorizes four types of projects in connection with the used ways to gather information:

1) *Research projects engender the collection of data via library research or other text projects.*
2) *Correspondence projects necessitate communication with individuals to demand information by means of electronic mails, letters, faxes, or phone calls.*
3) *Survey projects require the design of a survey instrument and then gathering and analysing data from informants.*
4) *Encounter projects entail a face to face interaction with guest speakers, individuals outside school.*

Third, the data, learners collect, need to be reported to an audience. Projects at this level are also classified by Haines as:

1) *Production projects related to the creation of a product that can be a video, a written report, a radio programme, brochures, or letters.*
2) *Performance projects can involve an oral performance, or theatrical performances.*
3) *Organisational projects can comprise the planning and formation of a club, or a conversation table. (Ibid: 1)*

To ensure learners' learning continuum, monitoring and assessment of the production, projects should be preserved for future use and/or consultation. The portfolio can be used to

keep record of the learners' achievements to be updated as language learning continues by adding to and taking away pieces of work. The portfolio use can:

a) *enhance learners' motivation by providing something personal and tangible, which they can build up and develop over the course.*

b) *help learners to reflect on their own learning.*

c) *lead to greater learner autonomy since they involve self-assessment, learner's responsibility and parents' involvement.*   *(European Language Portfolio 2000:3)*

I.18. The Portfolio
I.18.1. Definition of the portfolio

Recent changes in education policy, which puts much emphasis on teacher's involvement in designing curriculum and assessing learners, have also been an impetus to increased use of portfolios. Portfolios are collections of learner's work representing a selection of performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favoured works. A portfolio may be a folder containing learner's best pieces and the regular evaluation of the strengths and weaknesses of the pieces.

I.18.2. Advantages of the Portfolio

More teachers have recently begun using portfolios in all curricular areas. They are used as a support to the new instructional approaches that emphasise learner's role in competencies construction and teacher's role in promoting learning. For instance, in writing instruction, portfolios can be used to illustrate the range of assignments, goals, and audiences for which a learner produces the written material. Besides, portfolios can serve as a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for learners to share and comment on each other work (learner-learner assessment). Besides, they can help show the growth and provide teachers, learners and parents with evidence of the learner's improvement.

Portfolios are valued as an assessment tool because, as representations of classroom based performance, they can be fully integrated into the curriculum. Unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators

and researchers believe that portfolio assessments are more effective than 'old-style' tests for measuring academic skills and informing institutional decisions.

I.18.3. Types of the Portfolios

As more and more teachers use portfolios, they increasingly recognise that the process has the power to transform learning. Nowadays, three major types of portfolios are used: working portfolios, display portfolios and assessment portfolios.

I.18.3.1. Working Portfolios

The working portfolio is so named because it is a project "in the works" containing work in progress as well as finished samples of work. It serves as "holding tank" for work that may be selected later for more permanent assessment. They may also be used to diagnose learners' needs.

I.18.3.2. Display Portfolios

Probably the most rewarding use of the learner portfolio is the display of the learners' best work, the work that makes them proud. Learners, as well as their teachers, become most committed to this process when they experience the joy of exhibiting their best work and interpreting its meaning. The pride and sense of accomplishment that learners feel make the effort well worthwhile and contribute to a culture for learning in the classroom.

The purpose of the display portfolio is to demonstrate the highest level of achievement attained by the learners.

I.18.3.3. Assessment Portfolios

The main function of an assessment portfolio is to document what a learner has effectively learnt. The content of the curriculum, then, will determine what learners select for their portfolios. Their reflective comments will focus on the extent to which they believe the portfolios entries demonstrate their mastery of the curriculum objectives.

The most important purpose of an assessment portfolio is to document learners' learning on specific curriculum outcomes. Yet, researches (Dekelelaere 2007:796 & Moon 1999:96) that documented students' attitude towards portfolios and their use show that:

> *Students are often reluctant to deeply engage in portfolio assignments, as they are*
> *considered to be a time-consuming administrative burden. (Dekelelaere 2007:796)*

I.19. Conclusion

This introductory chapter presents a succinct overview of the different approaches which have been progressively implemented in the educational system throughout the history of language teaching methods and approaches. This literature synopsis reveals that all approaches, which have dominated education since the late 1800s, can be broadly grouped under three main theories, namely behaviourism, cognitivism and socio/constructivism. The first theory supporters (behaviourism) believe that learning is a relatively permanent change in behaviour as the result of experience. This change is always observable. The second theory followers (cognitivism) consider that learning results from organising and processing information effectively. Thus, cognitivism involves the study of the mental processes such as sensation, perception, attention, encoding and memory. Finally, the advocates of the third theory (socio/constructivism) hold that learners build actively knowledge and understanding by synthesising the already possessed knowledge with new information.

The socio-constructivist theory, comprising the CBA has been subject to a more focus, namely the presentation of its major objectives and principles of a general viewpoint.

Part I

Chapter III: The Competency-Based Approach in the Algerian Educational Context

Part I
Chapter III: The CBA in the Algerian Educational Context

Introduction

English is assigned the status of second foreign language in Algeria. Prior to 2002, the English language was introduced in 2nd year in the former fundamental school (8 AF), thus learners studied it for two years (8AF and 9 AF). But from 2003 Algerian middle school learners started studying English in the 1st year at the middle school level. So, they study it for four years. In some regions, especially in Bejaia and Tizi-ouzou, Algerian pupils learn three languages before they deal with English (i.e. Arabic, French and Tamazight).

Foreign languages were not neglected in education reforms because the Algerian decision makers see the teaching of foreign languages (i.e. particularly French and English…etc) as a clue to:

a) Communicate with different parts of the world.
b) Have access to modern sciences and technologies.
c) Encourage pupils to develop creativity in its universal dimensions.
d) Make pupils autonomous in exploring and exploiting materials having a relation with their field of study, and be prepared to successful examinations.

Generally speaking, the major goal behind teaching English or any other foreign language in Algeria is to equip learners with a set of competencies which enable them to use the foreign language in communication. By doing so, the learners are encouraged to share and acquire ideas and experiences in the field of science, culture and civilization.

It is only recently that the Algerian text-book designers have found new excitement and confidence in adopting the CBA with which they stress learners' competencies to establish a way between what is acquired at school and its use in contextual and realistic situations outside the classroom.

Now, due to the fact that the participants are fourth year learners it is important to focus upon teaching/learning English to the 4th year middle school learners.

II.1. Objectives of EFL in the Algerian Educational System

Being aware of the importance of Foreign Language Learning, especially English, Algerian officials have integrated it in the curriculum in all schools of the country. The aim behind learning English is:

> *English language teaching in our country has to contribute to the development of the Algerian learner in all dimensions. Among what it advocates is the value of openness on the world, with respect to the self and the others as well as the tolerance required in a society that tends towards globalization. (English programme for Middle school, 2002:47)*

The general goal states that middle school learners should be able to communicate in various forms. Therefore, four main categories of objectives can be mentioned:

a) Educational objectives: To consolidate and develop learners' knowledge and the capacities already acquired so as to create an environment in which they develop positive attitudes towards learning English and be able to use the necessary tools to pursue their studies.

b) Socio-cultural objectives: To stimulate the curiosity of the learners and contribute to their discovery of the different civilisations and cultures conveyed by the English language.

c) Methodological objectives: To provide learners with autonomous learning strategies in order to enlarge their knowledge and reinforce their mental and intellectual capacities such as analysing, synthesising and evaluating through pertinent activities.

By integrating English in the curriculum, Algerian officials aim at reinforcing its socio-cultural and educational environment so as to gain educational, cultural, economical and technological benefits to the country. To illustrate this, Nait Brahim states that:

> *English has become the privileged means for international communication and business and stands as a prerequisite in the world of research and scholarship. Besides its linguistic aim, English Language Teaching claims to introduce students to a foreign culture, a different way of apprehending life as part of the students' intellectual instruction basic to a university education. It also brings students to engage in intercultural and cultural encounters to enrich their knowledge and promote their human qualities of tolerance and respect for others. (2000:8)*

The teaching of English in the Algerian schools has primarily an educational function where the system is aiming towards a multilingual position so that all educated people would have a good command of English. It is also taught for specific purposes (ESP) where basic linguistic aspects such as specialized vocabulary are introduced to make English more

relevant with the learners' need of scientific items that can be met across different scientific and technical fields and variety of topics and themes.

Algerian learners learn English for different reasons. Broughton refers to the latter as instrumental motivation and states that:

> *[…] the learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers. (1978:7)*

This is the least thing learners are expected to be able to perform, mainly because their use of English is merely limited to the classroom.

II.2. Context and Implementation of the CBA

Several major challenges condition the reform of the Algerian school: some are of an internal nature and others of an external one [19]. It is a question of improving the relevance of teaching/learning in regard to the needs of today's Algerian society. It is also a question of making it possible for the school to increase the quality of its education system while increasing its equity. Moreover, these challenges consist in increasing the external effectiveness of this education system while making learners able to meet the multiple needs in a worldwide environment. While realizing the insufficiency of this education system, which, in fact, focuses on the transmission of the knows to be learned by heart for a mere preparation for the day of the examination, hardly allowing learners to manage in situations of everyday life, the Ministry of National Education took the decision to adopt a new approach which is mainly based on socio-constructivism. Nowadays, school is perfectly able to produce learners who acquire knowledge during several years, but who are unable to use it in everyday life.

    a) They can decipher a text without being able to seize its essence to be able to act consequently.

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[19] Adapted from "action plan of the implementation of the reform of the education system ". Ministry of National Education, October 2003.

b) They learn grammar, the conjugation, but are unable to produce a short paragraph in a coherent way in every day's life.

c) They can carry out an addition or a subtraction, but when they are confronted with a problem of the everyday life, they do not know if it is necessary to use a subtraction or an addition, etc.

It is a serious problem for the society, since it has to devote a significant financial effort for the education of all these learners. A great number of them leave school without being able to use what they learned in an effective way.

This is why people in charge of the Algerian educational system consider it necessary to adapt the programmes of the Middle school education [20] complying with new universal criteria. The goal of the 21st century education is supposed to enable the learners:

> *To learn how to read, write and calculate, not only in vitro, but to be able to face situations of everyday life; to be able to write a receipt, an invoice, a letter of thanks, condolences, to be able to defend their rights, to be able to weigh, measure… (Programme d'anglais 2002: 52)*

Or as it is stated by Carl Rogers

> *We are faced with an entirely new situation where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge is the only thing that makes any sense as a goal for education in the modern world. (1983:120)*

The OBA had the enormous merit to put, for the first time, the learner at the centre of education syllabi concerns: the objectives should no longer be summarized in a mere list of contents brought by the teacher, but it should consist of the knows, of the know-how-to-do as well as know-how-to-be that are to be built and reached by learners themselves within teacher's plain scaffolding.

Unfortunately, we realized an important limitation of OBA: the objectives are numerous and are broken up, learners learn from the pieces, without understanding the meanings, and without noticing their link with everyday life.

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[20] It seems that the era of basic education system is completed.

The limitations of OBA gave rise to the implementation of the CBA, which should by no ways deny the importance and the contributions of this pedagogy known as OBA, but on the contrary the CBA will continue to rely on this one and will enrich it.

II.2.1. Competencies and Objectives of the CBA for 4 AM Learners

The 4th year English syllabus begins with an introduction that explains the goals of English language teaching as set by the MNE. As stated above the aim of these goals is to supply 4th year middle school learners with the necessary pedagogical tools to promote learning.

The syllabus is based on the CBA which aims at helping the learners to give sense to their learning by making them acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of their knowledge. Also, it teaches the learners how to re-invest/transfer the knowledge acquired at school in problem-situations they may face in real life or in the other disciplines.

II.2.1.1. Disciplinary competencies targeted by the CBA

With regard to the learners, who have just started learning English as a second foreign language, the final objective is to make them acquire the communicative competence by means of various linguistic activities concerned with the reception (listening and reading comprehension), the production (oral or written expression), the interaction or the mediation. Each one of these types of activities is suitable to be carried out either by means of the oral examination, or written or both oral examination and written. The new approach, CBA, targets three distinct but inseparable competencies which we will try to approach thoroughly below.

II.2.1.1.1. Competency 1: interacting orally

The 4 AM learners are conducted to interact in current school situations by privileging the verbal or non verbal language. By using a well-elaborated verbal language, they will thus be able to adapt to the reactions of their addressee, to express their needs and to formulate in a more precise way the requests, for example, verbally, while posing and answering the questions, by asking for explanations, clarifications, assistance, by expressing their agreements or disagreements, etc., and non-verbal, by expressing their astonishment, surprise, pleasure, incomprehension, etc. They can also understand and satisfy the requests of the others, transmit messages and maintain the oral interaction.

II.2.1.1.2. Competency 2: interpreting authentic oral and/or written documents [21]

The 4 AM learners are conducted to exhibit their comprehension via oral or written reformulation of various types of more complex authentic texts, prose, songs, tales, comic strips, notes, forms, etc., they are also led, through manipulation, plays, collection of information, etc, to further expand and discover other aspects of the English Speaking countries cultures. Undoubtedly, non-native learners' progress in understanding is due to increasing cultural knowledge, particularly in terms of a better understanding of the implicit cultural aspects inherent in all types of discourses between native speakers. Therefore, progression in the recognition of the sounds, for oral comprehension, and linguistic acquisition, for written comprehension, must be regarded as necessary capacities without losing sight of the fact that they constitute components of the entire process. This competency is concretized by the means of reaction to the visual text by using the suitable strategies: selective, global, detailed, verbal and nonverbal expression, putting forward hypotheses, establishing a link between the document and the learner's lived facts and so on.

II.2.1.1.3. Competency 3: producing oral and written messages

The 4AM learners are led to produce more elaborated, coherent and relevant messages. These productions become increasingly varied, increasingly long and less and less guided, although not free of misspelling, punctuation and syntax mistakes. They become more autonomous, especially when writing; to state their ideas, to order them, for example, to write a letter to ask for and give pieces of advice (OTM page 23), to describe a dish (OTM page 31), to write a report on the learner's learning progression (OTM page 45), to take notes on a diary (OTM page 49), to write a charter of 10 laws which protect wild animals (OTM page 53), etc. For these productions of oral and written statements, the learner makes use of processes of compensation periphrasis/circumlocutions: paraphrase, substitutions, and equivalents…as well for the logical articulators of the language: coordination, comparison, contrast, cause, purpose, consequence, hypothesis, condition, etc.

Developed in synergy, the three competencies are always complementary and interdependent. They are still articulated around the first competency "to interact orally". However, at this stage of their learning, the four AM learners must concentrate their efforts on

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[21] By authentic document we mean "any document which was created for other ends than the teaching of a foreign language ", cf. ABE et al.. Teaching mixtures. 1979. CRAPEL.

the third competency which enables them to produce more complex and diversified oral and written messages.

All in all, the utmost goal is to train learners who will be 'competent' and 'skilled', able to select, adapt…their discourse, attitudes according to the requirements of the situations. Wenden states that:

> *'Successful' or 'expert' or 'intelligent' learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous. (1991:15)*

II.2.1.2. Objectives of the CBA for 4 AM Learners

II.2.1.2.1. Linguistic Objectives--Knows

The initial objective of the CBA is to equip the 4AM learners with tools (declarative knows) enabling them to continue their cycle of studies and their learning of the language, to ease for them the construction of fundamental knows which enable them to exceed this state by deepening, widening, modifying, complicating, relativising what they learned before. It is obvious that the learners' meta-linguistic reflection is primarily fed by the knows (linguistic, referential, pragmatic, conceptual...) which are dependent on the perfect mastery of the mother tongue. The declarative memory is the reservoir of facts of which we are informed and knowledge which we constructed. According to Anderson, it is necessary to distinguish between: *"The declarative memory and the procedural memory which contain the rules of action controlling the know-how-to-do." (1982:369)*

II.2.1.2.2. Methodological Objectives-Know-how-to-do (Skills)

The second objective aims at promoting the 4AM learners' learning strategies which target autonomy enabling them to deepen, develop and increase their knowledge, i.e. the procedural knows enhancement: to plan, formulate and reflect on their own learning. To develop in them working and thinking methods related to organization, coherence, relevance, etc. so as to enable them acquire strategies of self-evaluation and easy access to the exploitation of various documents. Also, foreign language learning is characterized by the procedural learning without which the knowledge cannot be transmitted directly by the teacher, and be merely added to the already existing one, but must be rebuilt by the learners themselves by means of many experiments. Indeed, the general principle of the acquisition of

any know-how-to-do is that of the learning by the practice "*learning by doing"* (Dewey 1975:175) [22], supplemented by the conceptualization, i.e., the ability to reflect on the practices.

At the initial stage, the learners build a procedural rule starting from a unit of declarative knows and using general procedures for problem-solving situations, such as inference and the analogy. They carry out an action in conformity with the goal which they set in advance. To do this, the learners call certainly upon declarative database stored in memory which is not simply activated but reinterpreted to rebuild a procedural rule adapted to the new situations.

II.2.1.2.3. Cultural Objectives-Know-how-to-be (Attitudes)

The third objective is meant to contribute to 4AM learners' open-mindedness by exposing them to a variety of English speaking countries civilisations and cultures, for example, the food habits on page 28, the educational system in the United States on page 77, India from the cultural and religious points of view, on page 101, Australia and its heritage on page 128-129. This know-how-to-be enables the learners to adopt attitudes of tolerance and respect with regard to the cultures of others while anchoring themselves more in their own system of convictions. In other words, the learners must be capable of taking some distance, remembering that they are themselves structured by their environment, their education, their history and their cultural universe; their cultural identity should in no case be threatened or devalued. In fact, they learn how to co-exist in an increasingly globalized environment such as ours that requires the acquisition of competencies and values, allowing all human beings to live in a context which is strongly marked by a wide range of cultural and linguistic diversity. This diversity does not characterize only those societies we regarded formerly as remote, it is part of our daily activities, since in our home our life is full of what is different and otherness. This phenomenon is due, on the one hand, to the increasing prevalence of new information and communication technologies (ICTs) which enable us to establish contact with world of different cultures and languages, and, on the other one, to the population displacements, also increasing, individuals coming from other areas and countries.

The CBA aims at connecting the school acquired learning to contexts of a variety of use and meaning which will make them viable and durable. Indeed, while helping the learner to give sense to his learning, it makes him acquire intellectual competences and develop various necessary processes to the assimilation and the use of knowledge. It also enables him to

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[22] The training requires an interaction between learner and the object for leaning. (Dewey 1975:175)

realize the resources which he develops and, then, learns how to reinvest the knows acquired at the school in problem solving situations met inside and outside it. As it was explicitly stated by Finochiaro and Brumfit:

> *The first assumption is that we are concerned in the classroom with language use, not language knowledge; the second is the view that we learn language most effectively by using it in realistic situations. (1983:90)*

Acquiring cultural competency is a gradual process, as an awareness of the different cultural characteristics of the English speaking world. This is to arouse students' curiosity about cultural facts and the desire to understand and speak the target language. Thus, cultural and language skills are closely intertwined and involved in the learning process. The very meaning of certain terms in the lexicon, for example, can be understood thoroughly if, at the same time, are taken into account their context and connotations, which will be made available to students by teachers. Otherwise, learners may ignore the specific communicative codes of the speaking countries they are learning about. This awareness must focus not only on knowledge of verbal codes, but also the recognition of nonverbal codes (gestures, intonation, etc.).

Then, the selected teaching materials, graded through a programmed approach, must meet two criteria: language and culture.

II.3. English language among other subjects

Altogether with other school subjects (Arabic, Mathematics, Science, as well as Geography and History); the teaching of English is becoming part of the curriculum. English is a means of efficient acquisition of knowledge that learners need, especially for further studies. Yet, it differs from other school subjects in that it is new and foreign and requires much effort from the teachers' and learners' sides, relatively more demanding than the other subjects which are taught in Arabic, the mother tongue of the learners. This means that they learn knowledge with already acquired language (Arabic), and thus they may confront no difficulties. "*Mathematics, for example, is learnt not acquired*" (Yule 1991:151), yet in the case of English, learners are still learning the vocabulary, grammar and phonology to acquire this language, besides they have to learn it through a context to ensure its acquisition. This means that learners are initiated to learning the social and cultural meanings of the English language which are different from the ones of the mother tongue. In fact, English language is learnt in the classroom, in a social, cultural and linguistic context which differs enormously from the ones of the learners' environment.

> *[…] foreign language learning has a significant impact on the social being of the learner, since it involves the adoption of new social and cultural behaviours ways of thinking.*

<div align="right">Thanasoulas 2002:7</div>

II.4. Fourth Year Syllabus

In agreement with general objectives set to the teaching and learning English subject in the Algerian educational system, and in order to respond to both teachers' and learners' needs, a new syllabus was needed to organise and grade the set of works that includes lessons and activities. Richards and Schmidt defines the syllabus as *"the content of a course of instruction and the order in which they are to be taught." (2002:532)*

The newly designed syllabus for 4AM learners complies with the curriculum issued by the Ministry of Education in May 2003. It is a continuation of the procedures used in the first, second and third year syllabuses based on the CBA.

This new model of programme elaboration describes education with regard to the development of competencies. The method, keeping with the new educational paradigm, invites practitioners to work in a more integrated fashion. Unlike prior programmes, within the CBA, the emphasis is put on the integration of the knows, know-how and attitudes to carry out tasks. As it is highlighted by Louis Roland:

> *In an approach based on competencies, attention is not focused on contents external to the individual, but on an integration by the individual of knowledge (theoretical and practical), know-how and attitudes needed to accomplish complex tasks which have meaning for students and are necessary for their satisfactory adaptation to adult life. (1999:22)*

On the Move consists of six files, each one containing a theme. The titles of these files are as follows:

1. It is my Treat, dealing with the theme of **Food and Drink**
2. You can do it, dealing with the theme of **Citizenship- Sustainable Development**
3. Great Expectations, dealing with the theme of **People and Places**
4. Then and Now, dealing with the theme of **Customs and Mores**
5. Dreams, Dreams…, dealing with the theme of **Cultural Exchanges**
6. Facts and Fiction, dealing with the theme of **Arts and Science**

These themes, included in the textbook, are to be covered in 6 hours each. Every file is split up into three main sections entitled and described as follows:

1) **Language Learning**: is devoted to functions, grammar, words and sounds (linguistic Competency)

2) **Skills building**: is meant to focus on interactive, interpretive and productive competencies, i.e., listening, speaking, reading and writing.

3) **Social Skills:** is devoted to the project the learners are expected to attain as an outcome of what has been learned during the file.

II.5. Fourth Year Textbook

Middle school teachers are using On the Move textbook, which is designed to reflect the methods that the designers see as adequate. Hutchinson claims that:

> *The selection of materials is the most important decision that a language teacher has to make, because these materials are not just tools; they express the aims, and methods of the particular teaching/learning situation. (1987:37)*

The textbook, **On the Move**, is designed for the learners in the fourth form of middle education, who have already dealt with Spotlight1, 2 and 3. It is accredited by the Ministry of National Education and contains 192 pages. It is hoped to be a valuable aid for teachers who are expected to exploit its content positively by selecting the suitable activities they view of much importance.

> *Our ambition has been to design a pleasant and flexible resource book from which teachers will pick up or leave aside activities depending on their teaching schemes and on their students' capacities. (Riche 2005: VII)*

The textbook comprises texts, dialogues and a variety of materials to illustrate a range of uses of English. The analysis of this textbook will show us its compliance or incompliance with the principles and objectives of the CBA.

II.6. Algerian English Framework for 4 AM learners

The Algerian Educational framework (AEF) is organised around competencies to correspond to the Common European Framework of Reference [23] (2001), but have been adapted to reflect the Algerian Middle school context. They correspond to levels A1, A2 (basic language user) and B1 (independent language user) in the CEFR. The leap from being a basic language user (A2) to an independent language user (B1) is significant thus important time duration is devoted to the attainment of this level. Then, MS1 corresponds to level A1, MS2 corresponds to level A2, MS3 corresponds to level A2+, and MS4 corresponds to level B1.

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[23] Common European Framework of Reference

The AEF enables the user to see two views of the curriculum, one vertical, by the year, and one horizontal, over the year.

II.6.1. AEF Vertical View

The vertical view is an overall view of learning targets by competencies for a particular grade level. The competencies are categorized according to

a) Interaction (speaking)
b) Interpretive Listening
c) Interpretive Reading
d) Productive writing
e) Productive speaking
f) Linguistic Competency

The learning targets for the competencies are expressed in terms of what the learners can do by the end of the year, with respect to the kinds of topics and breadth of language they can use. For speaking and writing, the learning targets include the functions learners can do, and reading and writing, include the genres the learners can read, listen to or write.

II.6.2. AEF Horizontal View

The AEF also allows one to view learners' expressed progress through each of the competencies over the course of four years of English instruction. The competency of each year articulates with the previous year by building on and expanding what has been attained in that year. Learners expand and deepen their competencies over the four years of study, moving from a focus on self and the local community in the earlier years, to a focus on the larger community and the world later on.

II.6.3. 4 AM Learners' Entry Profile

The entry profile describes what 4 AM learners should know and be able to do when they start their fourth year of middle school with respect to speaking, listening, reading, writing and grammar in English. The entry profile is expressed in terms of competencies: what learners can do as speaking in interactions in English, as listeners to and readers of English and as producers of written and oral English texts, as well as their competency in grammar, vocabulary and pronunciation. The middle school syllabus is based on a framework of six core competencies that are listed below.

When he starts the fourth year, the learner should have already acquired what follows:

II.6.3.1. Oral Interaction Competency

Competency 1
Oral Interaction Competency
Entry Level
Indicator 1
Learners are able to interact orally to asking and answer questions in short exchanges and to respond briefly to the news of others • on familiar topics about self, community, personal experiences and plans, leisure activities. • using simple sentences and frequently used experiences.
Indicator 2
Learners are able to deal with simple, predictable travel situations ▪ related to restaurants (e.g. ordering), shopping (e.g. asking for an item), and transportation (e.g. asking where something is and how to get there, asking and telling time schedules).
Indicator 3
Learners are able to plan for, use and evaluate the effectiveness of spoken interaction strategies used ▪ to facilitate pair work in class. ▪ to convey the meaning of unknown words, phrases, and structures. ▪ to learn common chunks of language.

Table 4: source the AEF 2008:33

II.6.3.2. Interpretive Listening Competency

Competency 2
Interpretive Listening Competency
Entry Level
Indicator 1

Learners are able to listen, understand the main points and the details of
▪ short monologues and dialogues
    ✚ consisting of simple sentences using frequently used expressions
    ✚ related to familiar topics or situations (e.g. personal information, leisure activities, opinions, interests restaurants, shopping, transportation such as where, how, times, cost, route, etc.)

Indicator 2
Learners are able to listen to and understand very short, routine classroom instructions   ▪ without supporting visuals
Indicator 3

Learners are able to listen to and understand unfamiliar instructions and explanations that are
 	
  ▪ very short and straightforward
    ♦ accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration)
    ♦ broken down step by step

Indicator 4

Learners are able to plan for, use and evaluate the effectiveness of a few listening strategies in order to
 	
  ▪ comprehend general ideas or gist and
  ▪ make reasonable guesses at meaning.

Table 5: source the AEF 2008:33

II.6.3.3. Interpretive Reading Competency

Competency 3 Interpretive Reading Competency Entry Level
Indicator 1

Learners are able to read and understand the main points and important details of
 	
  ▪ short simple texts
    ♦ on familiar personal topics related primarily to self
    ♦ that are of concrete type and
    ♦ consist of common, everyday language.

Indicator 2

Learners are able to find specific, predictable information in
 	
  ▪ a range of simple, everyday material
    ♦ that is straightforward (e.g. some websites, travel brochures, catalogs…etc.)

Indicator 3
Learners are able to plan for, use and evaluate the effectiveness of a few basic reading

strategies to develop
▪ reading efficiency and speed
▪ guessing skills
Indicator 4
Learners are able to read and understand simple instructions and explanations that are
▪ concrete in nature
▪ found in language learning material

Table 6: source the AEF 2008:34

II.6.3.4. Productive Writing Competency

Competency 4 **Productive Writing Competency** **Entry Level**
Indicator 1
Learners are able to write short, factual descriptions
▪ about his/her basic environment (e.g. people, places, school/work, living conditions) and
▪ about uncomplicated passed activities, personal experiences and events
✚ linked with most common connectors (e.g. and, but, because…etc.)
Indicator 2
Learners are able to write very short letters or e-mails
▪ containing simple descriptions of personal life.
Indicator 3
Learners are able to plan for, use and evaluate the effectiveness of a few basic writing strategies to
▪ generate ideas
▪ create a draft of a text

Table 7: source the AEF 2008:34

II.6.3.5. Productive Speaking Competency

Competency 5 **Productive Speaking Competency** **Entry Level**
Indicator 1

Learners are able to orally tell a very short story or give a brief description
▪ about personal things (e.g. plans, routines, possessions, likes and dislikes)   ♦ in a simple list of points.
Indicator 2
Learners are able to plan for, use and evaluate the effectiveness of productive speaking strategies used ▪ to gain time and ▪ to plan and retrieve language

Table 8: source the AEF 2008:35

II.6.3.6. Linguistic Competency

Competency 6 **Linguistic Competency** **Entry Level**
Indicator 1

Vocabulary : Learners are able to be able to use sufficient vocabulary to carry out exchanges that are
▪ routine and straightforward,
    ♦ by adapting memorized simple phrases with limited vocabulary substitutions,
    ♦ by communicating appropriately,
    ♦ with common vocabulary mistakes when venturing away from concrete topics.

Indicator 2
Grammar: Learners are able to be able to use ▪ simple structures accurately, ▪ but still makes basic mistakes.
Indicator 3

Pronunciation: Learners are able to be able to pronounce
▪ practiced words, phrases, and some simple sentences
    ♦ intelligibly
    ♦ with a strong foreign accent
    ♦ and mispronunciation present

Table 9: source the AEF 2008:35

II.6.4. 4 AM Learners' Exit Profile

The exit profile describes what 4 AM learners should know and be able to do when they finish their fourth year of middle school with respect to speaking, listening, reading, writing and grammar in English.

The fourth year spent in MS must thus provide learning experiences in each of the competencies that will enable learners to progress from the entry profile competencies to the exit profile ones. In fact the MS4 curriculum bridges the gap between the entry and the exit profiles. In order to do that, each of the general descriptors of the exit profile needs to be expanded into specific objectives. When these objectives are met, the learner will have achieved the desired competency. The tables below provide more detailed information about the 4 AM exit profile.

By the end of the fourth year, the learner should be able to demonstrate the following competencies.

II.6.4.1. Oral Interaction Competency

Competency 1
Oral Interaction Competency
Exit Level
Indicator 1
Learners should be able to interact orally to start and maintain short conversations (i.e., Asking/answering questions and responding to information and news of others) ▪ on a range of familiar topics related to self and community ▪ using both routine and simple, spontaneous sentences
Indicator 2
Learners should be able to carry out a range of common functions in order to ▪ make plans, give opinions and advice ▪ give and follow directions and instructions, and ask for and offer things and assistance
Indicator 3
Learners should be able to plan for, use and evaluate the effectiveness of spoken interaction strategies used ▪ to facilitate pair work in class ▪ to convey the meaning of unknown words, phrases, and structures

▪ to gain time to plan and recall a language

Table 10: source the AEF 2008:33

The aim behind oral interaction competency is to help learners become functional in English, or in other words, to use spontaneous, natural and effective English in day to day class life. This competency constitutes the foundation of the Middle EFL programme. The key features of this competency describe the process of oral interaction. The components of the process the learner practises and develops are:

- ▪ The learner reacts non-verbally to messages using strategies;
- ▪ He transmits an oral message using strategies;
- ▪ He maintains oral interaction using strategies.

These three features are essential to the development of the competency. They are not developed in an isolated or a linear fashion. The key features are interrelated and constantly activated through the dynamic process of the competency.

II.6.4.2. Interpretive Listening Competency

Competency (2) **Interpretive Listening Competency** **Exit Level**
Indicator 1
Learners should be able to listen, understand the gist and some important details ▪ short monologues and dialogues ▪ consisting of routine, but varied language ▪ on regularly encountered matters (e.g., people, school, interests, places, health, general experiences and stories)
Indicator 2
Learners should be able to listen to and understand classroom instructions ▪ without supporting visuals
Indicator 3
Learners should be able to listen to and understand unfamiliar instructions and explanations that are ▪ straightforward ▪ accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration)

▪ broken down step by step

Indicator 4
Learners should be able to plan for, use and evaluate the effectiveness of several listening strategies used to
▪ make reasonable guesses at meanings
▪ maintain a helpful state of mind

Table 11: source the AEF 2008:33

Listening is a covert mental activity. Thus, it is a difficult process to describe. 4 AM learners should listen and be able to demonstrate understanding of the gist of different inputs (monologues, dialogues etc...) (Indicator1). They also listen and show understanding of classroom instructions (indicator 2), listen and understand unfamiliar instructions (indicator 3) and plan and use different listening strategies to guess and infer meanings (indicator 4). The interpretive competency requires a set of processes: receptive (receiving what the speaker actually says), constructive (constructing and representing meaning), collaborative (negotiating the meaning with the speaker and responding) and transformative (creating meaning through involvement, imagination and empathy) (Rost 2002: 2-3). Two distinct processes are involved in listening comprehension. Learners use 'top-down' processes using prior knowledge to decipher the message (the gist indicator 1), or bottom-up process to look for specific details, to infer, guess and so on (indicator 4).

II.6.4.3. Interpretive Reading Competency

Competency 3 **Interpretive Reading Competency** **Exit Level**
Indicator 1
Learners should be able to read and understand the main points and some important details of
▪ medium-length texts (e.g. three paragraphs)
▪ on familiar topics related to self and community (e.g. school, health, interests, experiences, and well-known events or issues)
▪ that are straightforward and
▪ clearly written
Indicator 2

Learners should be able to read and understand the gist of
▪ simple arguments or opinions that are clearly written
Indicator 3
Learners should be able to read and understand the main points of
▪ simple personal letters
▪ describing personal events, feelings/opinions, and wishes
Indicator 4
Learners should be able to plan for, use and evaluate the effectiveness of several reading strategies to develop
▪ reading efficiency and speed
▪ guessing skills

Table12: source the AEF 2008:34

As indicated above (table 12), by the end of the 4AM, learners should read medium length texts and demonstrate understanding of the main points and details (indicator 1). They should also be able to read and show their comprehension of simple arguments and opinions (indicator 2), of the main points of personal letters describing personal events, feelings, opinions and wishes (indicator 3) and plan for, use and evaluate the effectiveness of different reading strategies (indicator 4).

The objective underpinning the activities devised by the teacher should target learner's reading proficiency. Different reading strategies should be embedded in class tasks to enable the learners to become speedy and efficient readers.

II.6.4.4. Productive Writing Competency

Competency 4 **Productive Writing Competency** **Exit Level**
Indicator 1
Learners should be able to write short narratives and factual descriptions
▪ on familiar topics of personal interest
▪ as a loose paragraph or related ideas
▪ using common connectors (e.g. and, but, because, so, then, next, finally)
Indicator 2

Learners should be able to write short, personal letters or e-mails
▪ on familiar topics of familiar interest
▪ that follow a conversational format consisting of main paragraph
▪ to provide descriptions and ask questions
Indicator 3
Learners should be able to write basic instructions and directions
▪ about routine matters (e.g. recipes, how to get to a site of interest, how to do something) that are
▪ generally coherent
Indicator 4
Learners should be able to plan for, use and evaluate the effectiveness of several writing strategies to
▪ generate ideas and
▪ create a draft

Table 13: source the AEF 2008:34

The acquisition of the productive writing proficiency requires much more time and effort. As indicated above (table 13), 4AM learners should be able to write narrative and factual descriptions (indicator 1), short personal letters and e-mails (indicator 2), basic instructions and directions (indicator 3) and plan for, use and evaluate the effectiveness of several writing strategies (indicator 4).

Writing is a cognitive skill which must be regularly practised to be maintained, but it also requires social skills which can be only acquired by first-hand experience in a supportive environment that sets appropriately high standards of performance.

II.6.4.5. Productive Speaking Competency

Competency 5 **Productive Speaking Competency** **Exit Level**
Indicator 1
Learners should be able to sustain a short, oral narration (story, experience or event) or a description
▪ about school personal things (e.g. plans, routines, possessions or events) or a description

▪ on topics of interest	
▪ as a series or sequence of connected points	
Indicator 2	
Learners should be able to plan for, use and evaluate the effectiveness of productive speaking strategies used ▪ to maintain interest	

Table 14: source the AEF 2008:34

With regard to the productive speaking competency, 4AM learners should be able to initiate and maintain short conversations narrating stories, experiences and events or describing things of interest (Indicator 1). They should also be able to plan for, use and evaluate the effectiveness of productive strategies used to maintain conversation (indicator 2).

II.6.4.6. Linguistic Competency

Competency 6   **Linguistic Competency**   **Level Exit**
Indicator 1
Vocabulary : Learners should to be able to effectively comprehend and produce the words and phrases needed to express one's ideas   ▪ with straightforward, familiar topics and situations   ▪ politely and appropriately   ▪ comprehensibly   ▪ making use of strategies to convey concepts when exact words are not known
Indicator 2
Grammar: Learners should to be able to use   ▪ routine grammar with general, but not complete control   ▪ with mistakes common within unfamiliar topics and situations, or when trying to express complex ideas
Indicator 3
Pronunciation: Learners should to be able to pronounce   ▪ familiar and some simple new words, phrases and routine utterances   ▪ intelligibly   ▪ with a strong foreign accent

▪ and mispronunciations present

Table 15: source the AEF 2008:35

The linguistic competency consists of three components: lexical, structural and phonetics. The 4 AM learners should be able to select and use the appropriate lexical items, phrases and simple sentences related to narration, description, letter writing and so on (indicator 1). With regard to grammar, they should be able to select and use appropriate language forms, tenses, connectors to express themselves appropriately (Indicator 2). They should also be able to pronounce words and phrases in a manner usually understandable to the general public using appropriate stress, rhythm and intonation with some repetition (indicator 3).

These are the competencies targeted by the 4 AM syllabus. They reflect the overall language proficiency that learners will have to exhibit by the end of the fourth year, thanks to the acquisition of capacities, skills and knowledge related to the subject.

The designed syllabus aims at constructing the learners' communicative competence in English so as to be able to interact with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use grammar and vocabulary appropriately and employ a variety of language strategies that help convey and clarify meaning.

II.7. Conclusion

In this second chapter, we were mainly concerned with the teaching of English in the Algerian Middle School, namely the 4th year and emphases its importance to help the learners to communicate with other speakers of English and enable them to pursue their studies later on. Also, the aim behind English learning is to aid learners integrate harmonically in modernity reaching a new linguistic community which uses English in all transaction fields. In general, education should seek the instilment of a sustainable learning.

4 AM learners are expected to develop competencies which certainly conduct them to cope with different situations they may face in their life. Thus, their learning should prepare them to come aware of their relations with one another and enhance cooperative work too. This relationship is founded on shared exchange of opinions and ideas.

The integration of English in the syllabus since the first middle school year is meant to enable the Algerian learners to improve their communicative and cultural competencies so as to be prepared for any defy.

To attain the expected objectives, the CBA was chosen to meet interactive, interpretive and productive competencies. The AEF, the 4AM syllabus, the learners' profiles, the expected outcomes and the descriptors were discussed in this chapter. All these components are important benchmarks to frame and identify the ultimate goals of the English learning for middle school population.

Yet, the effective implementation of all what has been planned depends absolutely on several factors, namely the teacher's know and know-how-to-do, the learners' motivation, the compliance of the suggested didactic materials with their interest and level, besides other extra-school factors. This is what we will check in the field in the following chapter.

Part II
Methodology and Data Collection and Analysis
Chapter I: Methodology

Part II
Chapter I: Methodology

Introduction

    "*Saying is one thing, doing is another thing*", says Montaigne (Qd in Robson 1993:191). This implies that what is said might be quite different from what is effectively done, hence the necessity when enquiring about the implementation of the above-mentioned theoretical aspects of the CBA to get, on the one hand, involved in the classrooms to examine what takes place between the teacher and the learners, and on the other one, to analyse the compliance of the suggested didactic material with its objectives and principles.

    This chapter is undertaken with this script, we will attempt to investigate about the implementation of the CBA, through a thorough successive analysis of the 4 AM textbook **On the Move**, the observation of a series of sequences to see what teachers actually do in classrooms, the analysis of the data collected from questionnaires directed to teachers, learners and inspectors enquiring successively about the CBA, the English language learning, and didactic material proposed to 4 AM learners. The qualitative and quantitative data will be followed by an analysis of the findings. The cross-data analysis may highlight the constraints and obstacles that hinder the attainment of the competencies underlying the basis foundations of the CBA.

III. 1. Field Work

III.1.1. Data Collection

    To carry out this research, a corpus was gathered. So as to be methodical, a field research needs to be either experimental or observational to bring predictable results. For this reason, this method of investigation is based on three kinds of experiments including the textbook analysis, the class observations, the questionnaires and checklist. This process known as 'triangulation' is used mainly for scientificity and verifiability, the scientific and methodological conditions for the field research. The follow up analysis can approve or disapprove our hypothesis. The three methods of investigation were chosen on purpose to check textbook content compliance with the objectives of the CBA, the teachers' class implementation of the approach and the learners' motivation towards the English language learning.

    For the sake of validity and reliability of the research two methods are used: qualitative and quantitative. The first one consists of observational and content analyses. It concerns the

4 AM textbook content analysis and a series of class observations. The second one comprises two survey researches consisting of two questionnaires and a checklist.

III.1.1.1. OTM Textbook

The textbook is a character so familiar to the class theatre, a common tool if we sometimes forget to think about its nature and its function. Since the 1970's, the school has tried to influence the traditional approaches focusing less on the knowledge and its transmission, in favour of its construction. The encyclopaedic and stacking of the knows have ceased to be targeted, while the focus was put on a new metacognitive strategy named 'learning how to learn', which became the major education act. This suggests that learners must not only store knows but construct them themselves.

Finally, by rendering the learner responsible of his own knows construction, the school must provide him with the means that ease the attainment of this competency. The learner's awakening requires capturing his attention and stirring up his desire to learn. Therefore, the promotion of an attractive teaching is required.

Then, the development of the textbooks is thus explained primarily as a response to what publishers think a teaching doctrine is, even if this alleged doctrine has never been broadly stated. Therefore, the investigation into the textbooks inevitably runs the pedagogic discourse, either expressed or implied, that emanates from the institution. Similarly, the study of the textbook use inside the classroom reveals the teaching practices. In other words, it is unrealistic to expect to analyze the textbook out of the system to which it is one of the elements.

The new education changes have given birth to a new set of textbooks of English for both middle school and secondary school education. It was impossible to analyze all basic school textbooks for many constraints among which lack of time and means unavailability. I have limited my study to fourth year textbook, **On the Move**.

In the Algerian context, there is a strong centralization and mandatory design of the programmes. One of the inspectors' liabilities is to ensure their strict implementation. But, book designers and publishers interpret programmes in full freedom and the choice of the essential teaching material is the teacher's responsibility. The national programmes are mandatory because of the principle of equality of education, a founding principle of the educational institution.

The analysis is primarily descriptive. It, then, checks the textbook content compliance with both the syllabus and the approach objectives. The survey is designed to enable us to

shed light on the "strengths" and the "weaknesses" in the textbook, and may make proposals on desirable changes.

Finally, I would like to point out that this textbook analysis is meant to provide an overall diagnosis and not to establish a track record. That is why the examples are anonymous: no publisher, designer…etc, are mentioned.

III.1.1.2. Class Observations

Class observation is an appropriate technique used for data collection for the opportunity it offers the observer to supervise the class interactions *in vivo*. Robson states that:

> *Class observation "seems to be pre eminently the appropriate technique for getting at 'real life' in the real world. Direct observation in the field permits lack of artificiality, which is all too rare with other techniques. (1993:191)*

Wajnryb views that: "*observation can benefit a number of people*." (1992:1). In like manner, Wragg states that "*observation, if skilfully handled, helps inform and improve the professional skill of both the observer and the observed*" (2002:3). Class observation can benefit the researcher and teachers; the researcher is supplied with data, and the teacher can benefit from the findings of such observation in improving their teaching practices.

Observations had concerned four sequences of the following rubrics: read and consider (pages 70-71), research and report (pages 76-77), reading and writing (pages 82-84), and project round up (file 2). They had been carried out in mid-second term of the school year in Koibiche Ahmed middle school (Mesra), Ibn Sina middle school (Mosta), Zaghloul middle school (Mosta) and Sakhi Abdelkader middle school (Hadjadj). I tried to act as a pure observer.

As for the method used to collect data in observation, Wallace (1998:106) suggests four alternatives "*real time observation*" which requires a written record as the lesson develops; "*audio-taping*" in which the observer records sounds; "*video-taping*" where there is a record of images and sounds; and "*transcription*" which is a written record of the tape.

III.1.1.3. Questionnaires

Beforehand, it proves to be suitable to recall that the design of the questionnaire can appear as being an easy working tool but in fact it requires a certain competency for its development and exploitation of the data-gathering. In what concerns us, we chose the questionnaire as a working tool for its profitability because it allows the collection of a

maximum of information, consumes less possible time, helps to describe, compare and/or explain. This does not prevent us from raising some of its disadvantages. Among the latter, let us recall the following: the researcher is not able to check the reliability of the subjects; he cannot be sure of the correctness of the interpretation and comprehension of the questions which will be made by these same subjects targeted by the questionnaire. Lastly, a bad interpretation of the questions can lead only to vague answers which hardly respond to the starting objectives.

III.1.1.3.1. Questionnaire 1

Questionnaire 1 was designed following abstract discussions with colleagues: inspectors, ITE trainers (Institut de Technologie de l'Education) and teachers. Then, it has been randomly handed over in its initial version to a group of 15 teachers during the piloting phase. The aim behind this deed is to check the clarity of questions and dispel any ambiguity that may occur through subjects' responses. In fact, this operation has been beneficial as long as it helped us redesign and reformulate some questions. The final copy was addressed to a population of 300 middle-school-teachers scattered in three different wilayas: Mostaganem, Tiaret and Sidi Belabbes. It was hand-delivered to teachers of Mostaganem and Tiaret, but addressed by postal mail to teachers of Sidi Belabbes, accompanied by an explanatory message, appearing as an appendix clarifying the interest of the questionnaire and stimulating their reflection on the implementation of the CBA.

The questionnaire, comprising 24 open and close-ended questions, is submitted to teachers on three pages and requires approximately half an hour to be filled out individually.

For a concise and better legibility, we have split up the 24 questions into four distinct but complementary sections: Informants' biographical and professional data, their training itinerary, their viewpoints on the CBA implementation and the hindrances, and their expectations.

III.1.1.3.2. Questionnaire 2

I also saw it necessary to address the fourth year Middle school learners to get their attitudes and opinions on the target language, their motivations towards learning it, their representations on its culture, speakers, and highlight the obstacles that inhibit and prevent its acquisition, etc… The designed questionnaire consisted of 14 questions, split up into four

sections, and filled up by 4 AM learners by putting a cross in the appropriate answer. It was the best way to find out why the learners at the middle school still face problems in the comprehension and the production. Initially, 400 copies were duplicated and sent to 10 teachers of 4th year learners.

For a concise and clear readability, we have grouped the various questions under four distinct headings (cf. appendix 3). Besides, the questions were formulated both in English and in Arabic in a simple way so as to be clear and easy for all of the respondents to fill the questionnaire. Teachers were asked for further help.

III.1.1.3.3. Checklist

I also viewed necessary to address some of the inspectors to reflect on the teaching materials available, especially the textbook *On the Move* approved/accredited by the Ministry of National Education. Teachers are entirely dependent on this support, and generally confused between this didactic support and the syllabus. The inspectors' expert eye is, undoubtedly, worth consulting. The purpose behind this analysis of the textbook on its different characteristics is to approve or disprove its compliance with the objectives of the CBA. Therefore, after being subjected to a pilot phase, the checklist (cf. appendix 5) was sent to 20 inspectors in different wilayas covering almost the whole country: Oran, Tlemcen, Sidi Bel Abbes, Temouchent, Tiaret, Constantine, Ain Defla, Tissemsilt, Relizane, Saida, Chlef, Oued Souf, Blida, Medea, Bechar, Mascara, Naama, Djelfa, Laghouat and Batna. The questionnaire includes 10 close-ended questions that focus on different characteristics in terms of form and content of any textbook. They were asked to answer by "yes", "no" or "no idea".

III.1.2. Pilot Study

In order to check the clarity and easiness of the questionnaire, a sample was distributed and filled by 40 informants from two different middle schools. This brought some satisfaction on the way those questions were formulated. Learners did not have any problem in answering nor completing the different types of questions.

This section aims to check how learners see English and the degree of importance they devote to learn this language.

III.1.3. Subjects

III.1.3.1. Teachers targeted by Questionnaire (1)

The subjects targeted by the research were randomly selected. Among the 300 teachers to whom the questionnaire (1) was hand-delivered or sent, 200 work in the 'wilaya' de Mostaganem, 80 in the wilaya of Tiaret and 20 in the Wilaya of Sidi Belabbes. They represent both categories of Middle school teachers: PEFs and PEMs.

III.1.3.2. Learners targeted by Questionnaire (2)

The participants were selected from fourth year classes only. Those aged between 12 and 15 who are concerned with the BEM examination. These classes have been exposed to the English language for 4 years now. They should have acquired some basic knowledge which helps them develop the meant competencies. The fourth year level is chosen because it offers an appropriate field for the evaluation of the competencies targeted by the exit profile.

Most of the schools meant by the study have at least 2 classes of BEM candidates. The number of learners in each class varies between 29 and 42. The difference is in gender where the number of girls exceeds the number of boys, except for the Diaras de Bouguirat and Achaacha. Among the 355 learners targeted, 189 of them (53.23%) are girls, and 166 (46.76%) are boys.

III.1.4. Schools

The sample of this research was not chosen at random. Among the 97 Middle schools in the wilaya of Mostaganem, 60 in urban and semi urban areas; 37 are in rural ones. Among the 10 schools selected; 5 are in urban areas and the same number in rural ones. The geographical distribution of the targeted sample covers 5 middle schools in Mostaganem city: Benzerdjeb, Ibn Sina, Touahria, Bencheikh Bensaber, Houria. The rest comes from different dairas; Bouguirat, Sidi lakhdar, Sidi Ali, Achaacha and Mameche.

The choice of these schools was made on purpose to see to what extent the environment is a factor to influence acquisition, use and attitude towards the language.

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Part II

Data Collection and Analysis

Chapter II: Qualitative Data

Introduction

This part of our research work deals with the analysis of a didactic material. It provides a practical analysis of the **OTM** textbook which is currently used in the Algerian middle school. The underlying aim of this analysis is to highlight the strengths and weaknesses of the proposed teaching materials with regard to the competencies targeted by the CBA.

III.2. OTM Textbook Analysis

The evolution of the contents of the textbooks is mainly due to the new teaching prospects, which can be structured around the founding principles of the CBA which characterizes the current educational systems. To understand the impact which the CBA can have on the textbooks, it is significant to specify what one understands by "competence", as we underlined it in chapter I, pp 55-60.

This definition strongly influences the design and the use of the current textbooks. On the one hand, the textbooks must allow the acquisition of the resources, i.e., mainly the knows and know-how-to-do, but they must, on the other hand, support the mobilization and the integration of these resources in real-life situations, that is a situation-problem suitable for the discipline or a situation of communication. Today's textbooks should thus propose at the same time "situations", i.e,

> *A set of contextualized information to be mobilized by a person or a group of persons for a task to be achieved whose exit is not obvious a priori. (Roegiers, 2003:15)*

And activities making it possible to acquire in a systematic way the essential knows and know-how-to-do.

In this analysis, we seek primary to provide data about the contribution of this textbook to create the didactic framework for facilitating both teaching and learning effectiveness in relation to the purpose of learning. We try to verify if the textbook responds to the following requirements:

1. Does the textbook comply with the realities of the context of use?
2. Is it appropriate to the syllabus?
3. Does it allow the manifestation of the learning objectives?
4. Is it appropriate to the target language?
5. Does it suit the characteristics of the learners?

6. Does it allow the implementation of the methodology?

7. Does it allow learners' self-evaluation?

The answers to these questions would permit us to determine the didactic value of this textbook.

The analysis of the **OTM** is first of all descriptive. Then, it checks the adequacy of its contents with the programmes being based on the objectives and the principles of the CBA and finally studies their use in classrooms by targeting competencies.

III.2.1. OTM Textbook: Presentation and Structure

The textbook, **On the Move,** is designed for the learners in the 4th form of middle school education, who have already dealt with the three textbooks: "Spotlight on English 1, 2 and 3". It is a design of the Ministry of National Education and comprises 192 pages, containing written passages, tables and images. The written passages, among others, are usually extracts from newspapers, magazines and published journals. The learning activities are designed from the written passages, tables, and images accompanying them in the light of the purpose. The textbook is hoped to be a valuable aid for teachers who are expected to exploit it positively by selecting the suitable activities they see of much importance.

Founded on the principles and philosophy of the communicative approach to the teaching and learning of English, as a foreign language, the **OTM** aims to provide learners and teachers with an appropriate framework for the organisation of a variety of activities which seek to develop the communicative competence among learners. By the end of this course, the learners should be able to use English to communicate their ideas, both written and spoken while participating in interpersonal exchanges of everyday life. Also, the textbook seizes every opportunity to encourage their active involvement in the learning process.

On the Move is composed of six files each of which dealing with a different theme. Structured in the same way, these files deal respectively with "Food and Drink", "Citizenship and Sustainable Development", "People and Places", "Customs and Mores", "Cultural Exchanges" and "Arts and Sciences". Each file consists of two main parts divided into three sections each. Thus, the first part, entitled "Language Learning" corresponds to the receptive stage of the teaching/learning process and includes:

➢ Listen and Consider rubric

➢ Read and Consider rubric

➢ Words and sounds rubric

- ➢ Take a break rubric

The second part entitled "Skills Building" corresponds to the productive stage and consists of:

- ➢ Research and report rubric
- ➢ Listening and speaking rubric
- ➢ Reading and writing rubric

These two parts are followed by

- ➢ Where do we stand now? ", a rubric devoted to the evaluation of the learning achievements with the European model portfolio.
- ➢ Time for... each file comprises a pause which is made up of songs, comic strips, idiomatic expressions, poems, games, jokes...
- ➢ Project round up rubric which is a sample of the elements that must contain a project.

III.2.2. OTM Textbook: Analytical Description

The textbook is structured in accordance with a progression which is supposed to facilitate the development of competencies for the learner.

III.2.2.1. Language Learning Rubrics

III.2.2.1.1. Listen and Consider Rubric

With regard to the implementation of the suggested teaching/learning material, the textbook proposes a step which begins with description, anticipation, identification, etc and which targets oral communicative competency. In the rubric "Listen and Consider", the sub-rubric "Before you listen" (page 18) aims at checking the prerequisites and at developing the learner's sense of anticipation of the topic referring to a series of photographs as support so as to motivate and arouse the projection of his own lived situations, his personal experiments, and his knowledge of the world. It is about an awakening stage which will make it possible to sensitize the learner about the whole objective of the file. From pictures, we will stimulate the curiosity and the learner's memory in order to provoke the emergence of latent knowledge and new ideas, to start the desire to know more. This stage will also make it possible to give a progress report on learner's knowledge.

Some examples of activities recommended for sensitizing: the brainstorming, the anagram, the pyramid, the mime, analysis of a drawing or a photograph or a noise... This exposure will make it possible for the learners to mobilize knows and know-how and to set up the strategies to reach the direction.

As follow up, the sub-rubric "As you listen" is conceived to develop the competency of oral comprehension. Certainly, the "food for thought" and the stage "before you listen ", if they are suitably exploited, prepare the learners for such comprehension. It also consists in spotting information or indicating elements: sound noises, environments; in phonology, to locate the words stress and intonation of the sentences: rising/falling; recognition of the sounds; short and long vowels ... This phonological spotting appears essential to us because it is in the heart of the difficulties encountered by learners. Learners' awakening of the problem of the stress is a major stake for a good comprehension of the foreign language. Listening to authentic and varied recordings enable the learners to be accustomed to sonorities of the TL and to develop a sharp listening skill. This rubric is finalized by a sub-rubric entitled "After listening", which targets transversal competencies which lead the learners to observe, reflect, analyze, and formulate structural and phonological rules (the hypothetic-inductive strategy)[24]. These activities of meta-cognition target the learners' awareness of the specificity relating to the stress of the English language compared to the French language.

It is this methodological step targeting the construction of competencies which makes the difference between the current textbooks and those used before.

III.2.2.1.2. Practice Rubric

The competency of inductive conceptualization of rules of the functioning language is generally followed by the rubric called "practice" which applies the latter and ensures the transfer of knowledge into activities of systematization, checking and validation of the rules on a purely individual basis and in pairs (cf. pages 20, 45, 69, 93, 145, 148).

III.2.2.1.3. Read and Consider Rubric

Composed of three distinct but complementary phases, this "read and consider rubric" targets learners' acquisition of a real autonomisation of the basic processes. This '*autonomisation*' must imperatively pass through an intense contact with the elements of the language which can be objects of learning: chunks of letters which constitute the words, the most current syntactic constructions, etc.

It begins with a revision "Before you read" (cf. pages 21, 46, 70, 95, 122, 146) of the preliminary prerequisites in a learning situation referring to images as supports. To illustrate this, we take the example on page 21 which makes a recall of the resources related to food,

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[24] In opposition to the deductive reasoning, the inductive one or induction goes from the particular to the general to draw truths and laws. In pedagogy, the method, known as global, generally uses an inductive step. It appears rather well to correspond to the characteristics of the stages of the mental development of the children and pre-teenagers. It proceeds starting from knowledge he already acquired while enabling him to start classifications or to carry out generalizations.

their ingredients, their receipts, etc. to prepare the transition to the following stage; "As you read". The essential objective is to develop communicative competency (interactive competency) via brainstorming.

The phase "As you read " (page 22) conceived to develop the competency of written comprehension (interpretive reading) passes by three different ways as Gaonac' H & Golder underline it, namely "*the logographic code*", a recognition of the words through their total forms, "*the phonological code*", a recognition of the words through the establishment of a correspondence between the graphemic and the phonemic representations stored in memory, and "*an orthographic code*", a recognition of the words by taking into account the letter chunks which compose them (1998:143).

The third and last phase of this rubric "After reading", which targets transversal competencies, encourage learners to spot, conceptualize, fix and adapt syntactic and phonological rules, to develop the competency of inductive conceptualization of the rules of the functioning language (Critical Thinking Strategy enhancement).

III.2.2.1.4. Practice Rubric

The approach of the language is carried out from a constructivist point of view. The learner is conducted to construct syntactic and phonological structures, etc, in an active way. In this phase, the learner fixes and systematizes the rules which control the functioning language in other authentic situations. With the "learning log" on pages 39, 63, 88, 115, 139, 163, he constitutes a grammatical and phonological personal file which constantly enables him to compare it with the grammatical and phonological abstract located at the end of the book (pages 176-191).

It is the case of the six files of the textbook (pages 23, 48, 72, 97,124, 148);   the targeted objective is that of the transferability of the knows and the acquired competencies in new situations.

III.2.2.1.5. Words and Sounds Rubric

Prosody and pronunciation were considered for a long time as secondary aspects in the learning of the foreign languages which privileged the written approach. The textbook in question gives the priority to the communicative competency, which systematically depends on the capacities of listening; an essential skill to any competency of reception and comprehension. Learners are trained to identify the tone corresponding to the various types of statements: declarative, interrogative, injunctive, exclamatory, etc and to depict the breath groups. On pages 24-25, 50, 73-74, 99, 126, we notice a progression in the teaching of the

phonological aspects which take a path focusing on a few vowels and consonants... For example, in the first file, this rubric focuses on the sounds / /□/, /□:/, /a□/, /ɔ□/, /e/ and /□/ and , in the second one, /□/, **/□:/,** /□□/ and /æ/ , in the third one, the sounds of the vowels and the cluster consonants in the fourth one, diphthongs on page 99 /□ɔ/ (ear), /eɔ/ (hear), /a□/ (eye), /ɔ□/ (nose), /a□/ (mouth) and *stress shift* in the fifth file (page126), intonation in questions, stress shift (nouns and verbs , contracted form of 'would'; in the sixth file (p.149), affixation, stress in words finishing with –tion, intonation and vowels /**e, æ** and □/. In fact, specific moments can involve an improvement and can be a check in the performances on the level of the perception of the stress and the comprehension of the connected speech.

We point out that the phonological and prosodic aspects cause considerable problems to teachers and their learners, and this for two reasons: firstly, differences in terms of prosodic and phonological point of view between the target language and the mother tongue. Characterized by wide variations in pitch and intensity, the English melodic tones are difficult to acquire by learners. Secondly, the unavailability of the audio-visual aids that can be used as teaching supports makes it very difficult for teachers to deal with appropriately. Nevertheless, the stimulating and motivating contribution of the teacher can be the source of a positive entry of pupils in the learning process. Jean-Pierre Astolfi affirms that:

> *Motivation, leitmotiv of the teachers, is too often sought in an external way (how to motivate the pupils?); whereas it is the interest even of disciplinary activities which should be the engine. (1992: 44).*

It is thus necessary to set up motivating activities for learners.

III.2.2.1.6. Take a Break Rubric

A series of activities, on pages 26, 51, 75, 100, 127 and 150, which target the learner's multilingual dimension; translation of idiomatic expressions, proverbs, and sayings the search for equivalents in the mother tongue, and other languages.

The grammar-translation method has been consigned to oblivion, particularly in SLT and FLL. In fact, with a strong focus on the direct method and the communicative approach, the use of L1 by the student and translation exercises (into and from the foreign language) are avoided in the foreign language classroom. However, it is precisely these exercises that allow the language learners, especially in advanced stages of the acquisition/learning process, to improve language granularity, both at the lexical and grammatical level. Besides fomenting three-dimensional grammar learning (form/meaning and use), translation develops learners' contrastive linguistic processes, understanding of cultural nuances, enhancing analytical and research skills as well as adeptness in using translation tools and resources (dictionaries,

glossaries, online aids and consultation with experts), making educated guesses from the context, and using and applying grammar to decipher meanings.

Yet, translation should in no case become a daily-class practice at the expense of the learning of the target language.

III.2.2.2. Skills Development Rubrics

III.2.2.2.1. Research and Report Rubric

The intercultural awareness is integrated in a very innovative way in the new textbook. It provides the learners with materials to make them react, speak, compare... In each file (*cf.* pages 27, 52, 76, 101, 128, 151), an introduction to the interculturalism in the form of a behavioural approach allows learners to better understand the other and to communicate with him while keeping their own personal characters, values, attitudes, etc. It is supplemented by an opening on the living styles, traditions, and customs in the English speaking countries and put it in prospective with that of the learners. This dual approach, behavioural and cultural, makes it possible to compare two cultures, while relativising and avoiding the stereotypes and the prejudices.

This is the implementation of the heuristic method which enables and helps learners to discover themselves not only the rules which govern the language but also the cultural aspects of their own environment and those of the others in the world in order to compare them, and to endeavour to understand the differences and the resemblances.

Learners' awareness, among whom there is a sharp increase in the prevalence of obesity, even of diabetes, on the nutritional education will not only make it possible for them to interact and exchange ideas but to operate conceptual and behavioural changes. These diseases result in particular on the nutritional level from consumption of fast assimilation products like fat and sugar. Therefore, the objective behind this is to sensitize learners to the problems in connection with hygiene (regular meals and their composition) and food safety. In short, a comparison of the different ways of lifestyles, their rhythms and their mode can promote learners' awareness and lead to changes in eating habits.

To illustrate what proceeds, we take the first example of "*research and report"* on pages 27 and 28 of the textbook.

This rubric requires a beforehand research which must be carried out by the learners in resources available at the level of the school and extra-school ones.

Activity 1 page 27   *pair work: Read the processed food labels below. Then ask and answer questions about the ingredients mentioned on the labels*

It should be noted that activity 1 "pair work", in addition to disciplinary competencies related to food, their contents and their food values, targets the development of the learners' mutual help, as well as their awareness and awakening nutrition education and the culture of consumption (transversal competencies). The contribution of the interpersonal relationship plays, indeed, a very significant role in learners' cognitive and socio-cultural development. It also targets learners' attentiveness to food contents as they are consuming.

Activity 2 page 27*: group work. Bring packages of some processed foods (wafers, biscuits, chocolate…) to school. Compare their nutritional values as in exercise 1 above.*

Apart from the transversal competencies construction: research, autonomy, comparison, analysis, etc, this rubric focuses on the intercultural dimension while avoiding the ethnocentrism which, in our view, is one of the hurdles to the foreign language learning in the Algerian context.

Such activities stimulate a socio-constructivist dimension. They also highlight the interaction with pairs and groups and make it possible to influence on the cognitive development. What matters in these activities is the fact that learners have the occasion to confront their answers with other points of view even if the latter are not necessarily correct. This socio-constructivist optic apprehends learning like a process in which the cognitive and social factors interact to lead to more developed mental organization, which in its turn, will allow richer social interactions. The mutual aid which settles among learners has a certain number of advantages.

This approach of conceiving learning within the community of learners leads to a radical modification in the teacher's role. While dealing with such activities, he is required to be a facilitator, a mediator and a motivator rather than an exclusive dispenser of knowledge as we underlined in the chapter I pp. 46-48, when defining the roles of the teacher under the CBA. At the same time, it saves learners' self-esteem and conducts to their autonomy and empowerment.

Activity 3 page 28: *Read about Tony's diet a typical day and answer the questions below.*

a) Which foods and drinks in Jack's diet contain sugar?

b) Which foods in his diet contain fat?

c) Which foods in his diet contain fibre?

d) Which foods in his diet contain additives (E-numbers)?

e) What do you think of Jack's diet? Is it healthy or unhealthy? Why?

As indicated in the instructions above, this activity targets the development of the disciplinary competency of "*reading*" (interpretive competency) and controls the knows and know-how-to-do, while identifying and highlighting food containing fat, sugar, fibre and additives, then to discuss their effects on health.

Moreover, the learners have the same opportunity to compare their eating practices with those of Tony. Thus, it is a comparison of the learners' cultural context with that of English people. Doing so, they will be given the chance to discover other people's ways of living; discovering the other.

Activity 4 page 28: *Write a short letter to a British friend of yours where you will inform her/ him about Algerian mealtimes, meals, and what these meals are made of.*

First of all, this activity is a partial activity of integration which exhorts learners to mobilize an integrated set of resources to write a letter which bears indexes and clues on the learners' daily food practices, their schedule, their components, etc.

These four activities are cumulative and constructive since they start with a simple identification of the contents of food, their comparison with other food and ends with a written production via which learners confirm the reorganization of acquisitions by envisaging moments of synthesis from the point of view of knowledge integration and transfer.

III.2.2.2.2. Listening and Speaking Rubric

Each language session rests on situations and activities which have sense and are meaningful for the learners. They cause learners' active participation, support their interaction (interactive competency) and mutual aid in the group (cooperative learning) and develop reciprocal listening. This rubric comprises activities which enable the learners to improve the listening skill (interpretive listening), to acquire the mastery of the language and to express themselves clearly. Everyone agrees that better mastery of phonetic facts facilitates listening comprehension. In fact, listening skills remain a problematic for most foreign language learners, and then this is the keystone to foreign language learning.

Activity 1 page 29: *Read the sentences and circle those which you expect a polite waiter to say at a restaurant. Justify your answer.*

In addition to the development of the interpretive competency, namely reading skills of written messages and choice of the appropriate register of language, this activity provokes learners' reflection, anticipation, imagination, selection and discussion from lived or

imaginary situations of communication. Such an activity can be transformed into simulation of 'real' situation in which learners can play the roles of waiter and customer. This aims at creating within learners the desire to communicate, assert themselves by creating the climate of confidence, interest and an increasing curiosity. These aptitudes undoubtedly lead to success, as points it out Viau "*motivation is an essential condition for success*" (2001:117).

Activity 2 page 29: *Listen to your teacher as s/he reads part I of script 2 and check your answer to question one above.*

In addition to the basic skill, which is listening comprehension that promotes auditory attention at specific times, as perceiving and identifying sounds, etc. activity 2 focuses on the verification of expectations made in the previous activity (1), and the validity of linguistic choices on the forms of politeness.

Activity 3 page 29: *Listen to your teacher again and say what the customer has ordered. Get help from the menu below.*

To refine the auditory faculty, in this activity (3), the support, which is the menu, is conceived to help learners to lay stress on the order made by the customer. By exploring the menu, one can notice that the language used comprises an Algerian mixed lexicon "S*horba, Dolma, Batata ..* ", English and others " *Fish Soup, French fried Potatoes*". This choice refers to the implementation of the intercultural dimension which is one of the competencies targeted by the CBA as we highlighted in the chapter II pp 94-95. One can summarize the competency aimed as being the interpretive listening while carrying much more interest on precise information.

Activity 4 page 29: *Pair work: Act out the dialogue you have heard using the menu above. Take turns to play the roles of customer and waiter in a restaurant.*

Initially, it is a *"pair work"* activity which targets the learners' mutual aid, their autonomy and class socialization. This type of activity will enable them to modulate/adapt their voice and to pronounce and articulate distinctly the English language. Although this activity is a simulation and a role play, the purpose is to create an appropriate scenario in order to contextualize the word and thus make the communicative stakes more authentic. This scenario gives the learners the possibility to manipulate linguistic, discursive and cultural materials while trying to acquire them.

Activity 5 page 30: *Listen to your teacher as s/he reads part II of script 2 and answer the following questions.*

We can immediately announce that the textbook in question, in fact it is the case of all the approved English textbooks, lacks audio materials which, to our mind, have a determining role, because they make it possible to propose to the learners other voices rather than the teacher's model only. Moreover, the frequency of use and exposure, the multiplicity and the variety of the sound supports will open with a familiarization, even a tame which is necessary to improve oral comprehension and production quality.

As regards the ICTs, for the time being, two reasons prevent their effective integration, namely the unavailability of these tools and the lack of the teachers' expertise.

III.2.2.2.3. Reading and Writing Rubric

This Rubric "*Reading and Writing*" on page 32 comprises two sub-rubrics, namely "*Read and check*" and "*Write it out*". The first aims at the process of the reading, a complex act, which mobilizes many competencies. Contrary to the native speaker who is naturally helped by the authentic context, his five senses and strategies for better understanding his interlocutor or a written document, our learners, because of the artificial character of the situation, have the tendency to lose this natural faculty and to focus their attention on linguistic contents only. Thus, it would be appropriate to implement appropriate learning strategies that meet the communication situation conveyed by the original document and try to restore the authenticity of its receipt and provide activities that encourage the learners to find natural ability.

Activity 1 page 32: *Look at the picture and guess where the sentence on the right comes from. Circle the letter of the correct answer.*

Learners are encouraged to guess the source of the photograph. This is a stage of enlightenment which will make it possible to sensitize them with the objective of the activity. From a photograph, the teacher stimulates their curiosity and their memory in order to cause the emergence of latent knowledge and construct new ideas, to stir up their desire to know and learn more. The learners are mainly urged to activate their knows and integrate new ones. This phase will, in addition, make it possible to give a progress report on learners' knowledge and acquisition.

Activity 2 page 32*: Read the text below and check your answers to question 1 above:*

It is about the stage which will enable learners to check the assumptions put forth at the anticipation step and to move from a situation of uncertainty to a situation of more certainty. The first reading will enable the learners to compare the situation of communication worked out starting from the assumptions put forth with that of the document itself. Global comprehension is thus not the objective in itself but a means of reaching it: the main objective will be the search for linguistic indicators to confirm or disprove the set forth assumptions. Listening is, thus, a challenge that is motivated by the desire of removing the doubt.

III.2.2.2.4. Where do we stand now?

Previously neglected by teachers because they were not initiated to it, the formative evaluation is privileged and explicitly mentioned by the new approach. The rubric entitled "*Where do we stand now?*" comprises two parts: the first is an evaluation known as objective which is entitled "*Check Progress*" on pages 36-38, 61-62, 86-87, 112-114, 137-138 and 160-162, and the second is a less objective said self-evaluation which is entitled " *Learning Log*" similar to European *Portfolio* model of the languages on pages 39, 63, 88, 115, 139 and 163, for example, *I can use tag questions to ask for agreement. Very well, fairly well or a little.* The first part focuses on oral and written comprehension competencies, phonology and the written production. It is about the step which allows learners to fix the structures previously conceptualized in order to be able to re-employ them spontaneously within the framework of an authentic communication. The choice of the contents, socio-cultural knowledge, attitude, act of speech, structures, lexicon, intonation... known as activities of systematization is made according to competencies targeted by the file. In order that the suggested activities, targeting competencies of listening and reading, intonation, etc make it possible for learners to fix these contents and so that they generate the pleasure of learning and teaching, it is imperative that interactive activities develop the group dynamics whose issue is not purely linguistic.

The second part is a self-evaluation, a meta-cognitive reflection according to Allal which helps the learner to become aware of his learning and "*to acquire the means for its orientation and engages self-regulations*" (1993: 81). For Vial, it is "*a self-questioning by the learner on his action"* (1997a:159). Am I able to ask questions (*polite forms)*? Am I able to use a suitable intonation (*tag questions)*? Am I able to describe a receipt? On page 69, etc. This process of self-evaluation leads the learners to question, check, regulate, alter and transform their actions and thus by regulating their performance accordingly.

III.2.2.2.5. Time for ….Rubric

Apparently perceived as being a session of entertainment, the rubric "*Time for*..." is designed as a continuation with the learning of the file. The choice of activities such as poems (pages 89 and 164), the songs (pages 40, 116, 140 and 164) the comic strips (pages 40, 64, 89, and 140), the extracts of works such as "*The Jungle Book*" of Rudyard Kipling, of famous speeches " *I have a dream* " of Martin Luther King, *nursery song* " if *you are happy* .. ", "*Where are all the flowers gone*" of Bob Dylan, can help to promote the civic rights, pacifism, friendship, peace, etc. These make it possible for the learners to apprehend the culture via literature and music for example, to motivate, to produce other discourses as well as the competency of comprehension (interpretive competency), not only linguistic, but especially extra-linguistic (the knowledge of the world, encyclopaedic knowledge, the socio-cultural and ideological universe). Apart from the appropriation of new meaningful words that we not necessarily dealt with during the lessons, these activities create a relaxing mood, represent a means of study, reinforcement and allow the discovery of the language specificities: graphic, phonic, morpho-syntaxic or semantic. The activities of phonic comprehension are based on the occurrences present in the rhymes, assonances or alliterations; those of syntax relate to the grammar of the text, the word order or a form of construction, those of semantics related to the lexical fields, the synonyms, the antonyms, the metaphors. The effective exploitation of this range of activities is imperatively bound to a perfect mastery of the objectives and the specificities targeted by the planner (teacher).

III.2.3. Project Round up

The integration of project pedagogy into languages didactics is itself a revolution that deserves highlighting. It proposes a new way of managing time, space and learning, and its objective is the elaboration, both individually and in group, in oral or written productions that would be socialized by editing it. It puts a group of learners in situations to express desires, questions, needs, lacks and ambitions; to seek the means of answering and collectively planning the implementation of the project and living it. Besides being a creative way for learners to apply the acquired language and skills, the project lets learners personalize the structures and skills they have learnt in class. In fact, the project pedagogy reveals many advantages concerning the global development of the learners. It aims at the development of transversal competencies, non-disciplinary such as the sense of responsibility, spirit of criticizing, social behaviour in the group work , a better appropriation and integration of the knows, know-how-to-be and a better commitment. Indeed, this project pedagogy generates

another internal structuring of the school society substituting the conflicts, to collaboration, and to co-operation, which supposes to the maximum that the "power" is distributed differently and that each learner gets a role to accomplish. This is an important part of motivating learners and helping them see that they can use English to express things that are important and interesting to them.

The projects suggested in the textbook (One the Move) are:

    Project 1   To design an advertising folder for a restaurant

    Project 2   To draw up the profile of the changes of a person

    Project 3   To arrange / organize a conference

    Project 4   To make a poster highlighting the past and the present (habits / traditions /..)

    Project 5   To present the first page of a newspaper

    Project 6   To design an album

To return to the context of our research and to tackle the question of the implementation of *the CBA* by the means of projects teaching, we take as example the first project in the first file on page 35. This project requires the design of an advertising leaflet of a restaurant by mobilizing the knows and know-how-to-do, which come under the disciplinary competencies, the research, the communication in authentic social conditions, the artistic design, the presentation, etc, which are related to the transversal competencies, to transmit a message by the means of a written and at the same time illustrated production. A research undertaken by groups of learners which, in theory, will make it possible for learners to establish a bond with the external world, to mobilize the knows learned at school to understand, act, be directed, succeed in life and not only in the examinations. The desire and the adhesion of the learners provide the key of success of this pedagogy. With regard to the project pedagogy, Perrenoud said:

> *The learner is mobilized by a goal to realize and thus consents efforts, if not to learn, at least to succeed. All art is obviously to engage the pupils in projects of which the success depends on the learning. (1997:68)*

For Jonneart and Perrenoud, it should be based on meaningful situations that are significant to the learners and thus should encourage further transfers.

> *Learning objects have meaning only in and through this learner. In our daily life we do not act otherwise. We do not seek information or new skills except on projects which we take to heart. (1999: 352)*

In fact, the range of projects quoted above is motivating to our learners. These types of projects target the reinvestment of the knows to undertake a group work on catering, receipts, different national dishes, their nutritional richness, etc, as well as an opening on the inter-

disciplinarity which will make it possible for the learners to become aware of the necessary transversality of certain learning, so much on the level of the cognitive operations, than that only with certain objectives of a methodological nature, as we highlighted it in chapter I pp 83-84 while dealing with the characterization of the CBA.

It is certain that the folder or flyer designing, writing, and illustrating…etc is an excellent means of perceiving the problems related to information and publicity, and that makes it possible to sharpen the critical spirit. It is a socio-emotional dimension, which will make the learners to live the conflicts of the negotiation. In fact, the teaching project is a means which will allow the implementation of competencies of the CBA.

III.2.3.1. The Project Pedagogy and the Competencies Construction

The project work allows the mastery of competencies defined by the CBA. The communicative competency, oral and written, is the invariant aspect of the CBA, i.e., that the teacher should make the learners acquire and develop. The project work remains dependent on the choices of the teacher and that of the learners. The teacher has the responsibility to lead and scaffold his class to carry it out by taking account of the available means. The project work allows at the same time to set up motivating and useful activities for the pedagogical plan for the learners: use of the language in situation of pragmatic communication, and transdisciplinarity [25].

The pedagogy of the project work organizes the learning in sequences according to a quite precise progression. Worked out by the teacher according to the adopted project, this progression establishes an order in the learning process. It must determine a precise succession of the sequences in order to avoid the stack and the juxtaposition of the concepts [26].

The pedagogy of the project falls under a socializing logic which supports learning in groups and the forms of interaction. For example, the interaction between teachers who must act collaboratively for the establishment of the pre-pedagogical device remains vital. This raises questions about the choice of the supports, the learning situations, the activities and the evaluation procedures.

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[25]Transdisciplinarity: it means what is taken from different sciences to build a concept that transcends them. For example, the transdisciplinary concept of autonomy is derived from biology, philosophy, ethics, sociology, etc.

[26] Notions or concepts are what a learner must acquire in situations of multiple communications. The analysis of language needs to determine what is necessary for learners in terms of language functions and speech acts, and general and specific notions that learners must master.

Secondly, the interaction involves the teacher and the learners in class situation. The new organization of the class in pairs for the rubric of "*practice" on* pages 20, 24, 27, 29, 30, 31, etc or in groups, in the rubrics "*Research and Report" and* "*Project round-up"* on pages 27, 35, 53, 56, 60, 76, 85, 102, 111, 128, 136, 151-152 and 159 is very relevant because it allows a greater teacher's-learners' interactions, especially learners-learners. The project work is an appropriate framework to organize space and learners' freedom, at the same time, where learners can choose, negotiate, decide, take responsibilities, innovate, etc. It supports autonomous work, contact, and work in groups, cognitive development, formative self-evaluation and learning progress. Doing so, it promotes and focuses both transversal and disciplinary competencies.

III.2.3.1.1. Transversal Competencies

III.2.3.1.1. a) Personality Construction

The design of this advertising folder emphasizes and highlights the importance of the learners' collaborative work. Being the group product, the leaflet, crystallizes all members of the group for its development, improvement, etc. It constitutes an outcome which mobilizes a good sum of actions, expressions, analyses, individual and collective initiatives, etc. It encourages self-expression and self-realisation of each and every member of the group.

III.2.3.1.1. b) Learning Envy Enhancement

This advertising folder fuels learners' motivation to work, since their production must be presented, exhibited and be even evaluated. Moreover, the fact of seeking information connecting to the topic of advertising on the catering will enable them to learn how to explore and exploit various documents and to select the contents allowing its design. In short, they develop the skill to learn how to learn while acting in group.

III.2.3.1.1. c) Social Life Learning: Collaborating and Negotiating

At certain specific moments, decided by the teacher all along the file, learners must express themselves one by one, to enrich the remarks by their classmates. Thus, they refine their sensitivity while being attentive to others.

III.2.3.1.1. d) Working Methods Acquisition

The design of the advertising folder leads imperatively to tasks distribution, working methods development and time management. This new conception imposes the learning and development of certain working methods on the part of the learners, in particular note-taking while interviewing people such as the restaurant-keepers, the customers, the waiters, etc. or collaborative work around the choices of photographs, colours, attractive words, etc

III.2.3.1.2. Disciplinary Competencies

III.2.3.1.2. a) Oral Practice of the Language [Interactive Competency]

During the interviews and contacts carried out for the collection of information for the advertising folder, learners are brought to speak in public and in front of their classmates. This competency is often overlooked in a lecture-based pedagogy; however, it is very present in the pedagogy of the project.

III.2.3.1.2. b) Reading Skills Enhancement [Interpretative Competency]

To obtain and gather the material needed for making the folder, learners must read documents in relation to the theme of the project. In addition, research information on the Internet requires learners implement other reading strategies.

III.2.3.1.3. c) Written Production [Productive Competency]

Thanks to the project, learners learn how to prepare a series of questions, a questionnaire, a checklist, etc... They have also the occasion to write paragraphs, interviews in a simple and organized way. Thus, they improve their orthographical, lexical, syntactic knows and know-how-to- do by using different language structures: passive, active, declarative, interrogative, etc. The outcome, which is an advertising brochure, must take all its meaning since it will be read in public. Thus, a meticulous choice must be made about the ideas, intentions, which are used to convince, appeal, persuade, fascinate... and the variety of eye-catching, attractive and convincing illustrations.

The objective of such a project leads to the implementation of disciplinary and transversal competencies amply targeted by the CBA. A true transformation of the learners' status, as we underlined it in the chapter I pp 49-50, is to be considered. They become, following the group dynamics, actors and not only users or consumers of the knowledge.

III.2.3.2. Didactic Implications of the Project Pedagogy

The CBA is based on a fundamental principle: the conscious construction of the knows and skills by the learners themselves through a consultative relationship and a research process in the rubrics "*listen and consider*" and "*read and consider* ". This conscious construction is based/ founded on observation and analysis to draw conclusions and formulate rules, which will be validated by using them in situations other than those proposed during the learning phase in "*practice rubric*". Becoming aware, through moments of verbalization, by transforming their words into ideas, actions, feelings, and their acquisition strategies, the learners will thus experience intellectual autonomy and meta-cognition, reflection on their

own learning practices. To attain this, each file ends in a self-evaluation "where *do we stand now?* " which gives learners the occasion to reflect themselves on their own learning and to take decisions of conscious and explicit modification.

The learner's work is to perform a task as well as reflect on how he carries it out. The teacher will make these moments of reflection of real stages of work: before, during, and after a given activity. He will help initially learners with questions about the procedure which they have to follow. We will analyze the teacher's guidance and scaffolding while treating the class observations in the following part of chapter three.

As for the learning pathway, it includes:

One moment of methodical observation, where learners must know in which direction their observation will be oriented, one moment of discovery in which the learners are invited to show their analytical capacities in order to draw conclusions, a moment of personal reformulation and one or several moments of evaluation.

Undoubtedly, the implementation of the project work integrates communicative practices to help learners render their learning functional and exploitable in authentic situations, to encourage them to take personal initiatives, to gain self-confidence, to care for improvement, and to conduct independent studies.

Nevertheless, the effective and fertile realization of these project works require many means: an adequate and suitable material is supposed to be available at the level of the school, if it is not the case, it is imperative for both the teacher and learners to make efforts to find it. The obvious question is: is this always possible?

A very significant factor is taken into account in this new syllabus, that of construction of the meaning. Indeed, while learning, the learners will be constantly requested: the teacher will ask them in each occasion to reflect on what they learned "*Listen and* **Consider**", "*Read and* **Consider**". To support this idea, we reproduce what Chabanne concluded

> "*a reflexive dimension on the practices is initially used to build a rapport with the knowledge founded on comprehension of its own thought processes*" (2005:54).

Thus, the integrating framework of learning is the project work. Each rubric allows the attainment of learning objectives which all together converge towards the realisation of the project. This realisation appears in a concrete material, oral and written production/outcome. The latter bespeaks of the implication of the learners in a group work and research, which it would be necessary to promote by editing it at the level of the school and elsewhere.

This will allow learners to develop their know-how-to-do such as listening to the others, joint work according to the interests and means, etc.

III.2.4. OTM Content Compliance with the Competencies Construction

III.2.4.1. Parameters of Compliance

III.2.4.1.1. Compliance with the Objectives of the CBA

In fact, the textbook is the subject of debates around which revolves research related to its structure, its organization and its role in the teaching/learning process in the current context. We have to remember that an effective planning of the learning can hardly be done without taking into account learners themselves. It rests on a thorough knowledge of the programme and the material, and most importantly, on a good knowledge of learners. It is thus due to the teacher to select from the materials at his disposal what seems suitable and to eliminate or to readjust what does not correspond to the learners' needs and their fields of interest. According to the constructivist current, the teacher who does not take into account the learners specificities suffers from major deficiencies (Factors of Motivation, Viau 1994:7).

> *We believe that whatever the textbook, whether approved or not, it must be a tool that should be considered with a critical eye. (Y. Lenoir, 2000: 71-89)*

The critical eye concerns:

III.2.4.1.2. Compliance with the Level of the Learners

Thus, the objectives of teaching English in the Algerian Middle school, especially for fourth year learners are intended to result in a proficiency of the three competencies: interactive, interpretive and productive (Official Programme 2003). The textbook, **On the Move**, is intended to respond to its contents and its needs based on the sets of themes as indicated in the selected situations: 1. *It is my treat -- Topic: food and drinks / 2. You can do it-- Topic: citizenship / sustainable development / 3. Great expectations- Topic: People and places / 4. Then and now — Topic: Customs and mores / 5. Dreams, dreams — Topic: Cultural exchanges / 6. Facts and fiction – Topic: Arts and Sciences*" and often take into account in a systematic manner, social and psychological parameters to provide learners with communicative situations close to their concerns and to stimulate interaction. These underlying parameters require the accompaniment of a methodology that enables the learners to integrate the acquired knows into the practice of their speech, that is to say, to act autonomously. **'Listen and Consider'** is a rubric that targets three objectives: 1) sharpening the listening comprehension, 2) raising awareness of the tone and structure that characterizes the structural item in question and 3) finally awakening or alerting the learners about the need to discover how it works, that is to say, the type of method (problem-understanding-application), which revolves around a problem situation. In fact, this section focuses on oral proficiency. The section **'grammar window**' is designed to encourage learners to think

analytically, to ask and answer questions on linguistic forms they have just seen. This encourages collaborative work in pairs and groups and builds up learners' confidence. It focuses on the skills of conceptualizing the rules of the functioning language. This section is followed by **'practice'** that enables learners to apply the intonation and grammatical structure that were just discovered in the previous section. So, by means of this sub-rubric, the learners themselves fix, acquire and systematize the rules previously conceptualized. This application is reinforced in the **'Write it up'** rubric, allowing them to verify the productive competency. In this connection, a first remark is pertinent. The official methodologies cannot stay in the state of official discourse, as they are worded in official documents. They should be operationalised. So, it is obvious that what the textbook suggests as a typology of activities may not meet the needs of all learners. Thus, the teacher must find what suits the levels of learners while maintaining the structures, themes ... assigned in the official programme. What matters ultimately is that the learners should not be reduced to a simple, fully oriented communication but they are supposed to communicate what they want to convey (satisfaction, disagreement and so on).

Learning situations revolve around situations and projects. The proposed didactic materials make clear the knowledge, skills, abilities to develop in the learners. The learning situations are structured to foster collaborative learning and instil the spirit of consultation between the learners and the teacher, and the learners and learners. This helps, in fact, to raise the cultural level, knowledge, and learners' motivation while enhancing verification of prior learning. The evaluation of the learners' acquisitions, regarded as an important step in the teaching/learning process, is clearly defined and integrated in the process. This skill of self-assessment is introduced towards the end of each file to develop in the learners the metacognitive competency (cf. to the rubric 'Where do we stand?' which includes 'check progress' and 'learning log' on pages 36-39, 61-63, 86-88, 112-115, 137-139 and 160-163).

III.2.4.1.3. Compliance with the Educational Framework and the Intercultural Competency Development

The educational framework must seek automatically the socio-cultural reality of the learners. A browse through the 4 AM textbook content, **On the Move**, and throughout the themes and the texts suggested, more or less reflects the realities of the learners' socio-cultural environment, besides it opens on other cultures. Thus, Algeria is mentioned in all its dimensions cultural, social, artistic…etc. For instance, in the first file, the Algerian dishes, food habits and education; in the second one, festivities, sports activities…; in the third one,

the Algerian educational system, tourism,…; in the fourth one, traditional items, tourist attractions, the traditional lifestyles…; in the fifth file, the national famous personalities VIPs (writers, singers, football players, politicians,..); the sixth one, the fairy-tales… besides, the integration of world famous persons, stories, singers,…related to food, traditional dishes, …All these can result in a fairly obvious cultural contribution to the oral and written productive competency.

The didactic materials suggested in the textbook are not always accessible to all learners either from the syntactic, linguistic or lexical viewpoints, yet the teacher should imperatively make appropriate changes by adapting, adding, or deleting what appears to be inappropriate. At times, it is simply a reorganisation that requires a proper study and an effort on the part of the teacher.

III.2.4.2. Cultural Dimension in the OTM and its Impact on FLL

In fact, the cultural dimension receives only a very narrow conception which is merely limited to the rubric **"Research and Report"** on pages 27, 52, 76, 101, 128 and 152. We believe that as early exploration for these learners, it is quite sufficient for this one- time learning to be limited to a plain comparison of social values, rituals, lifestyles, food habits, etc. Provided that this dimension is enlarged, strengthened and deepened in secondary education in order to facilitate learners' language acquisition. Generally, there is tacit agreement that the assimilation of the target culture which results in acculturation will encourage communicative competency which in turn will enhance language learning.

Language and culture are closely connected; language is both an element that makes up the culture of a community and the instrument through which the individual verbalizes his ideas and thoughts. It is through words that we discover the values of peoples and it is the language that translates thoughts. Language is the preferred means of access if not indispensable to a different culture; language proficiency itself is not enough without a cultural knowledge. Thus, it is, in our opinion, preferable to review this binding language-culture in the curriculum development specific to English teaching and learning because, in the present state of things, the cultural dimension is limited to some illustrations, for ornamental purposes. In fact, these illustrations do not reflect the importance of a clear situation for this language. Concentration of the process of teaching on language content only does not provide enough understanding of all situations because as pointed out by Bourdieu: *"Grammaticality is not the necessary and sufficient condition for the production of meaning."(1982: 116)*

The languages of "departure" and the multilingual competencies acquired by the learners in their family contexts can and must play a role impossible to circumvent in the appropriation of a foreign language, i.e. in the multidimensional extension of their linguistic repertory. The adhesion of all the partners is a necessary need to promote the acquisition of this cultural dimension among the citizens of tomorrow.

We cannot deny that our learners encounter difficulties in their learning process for many reasons; language interference, socio-cultural representations, error status, overcrowding, and other obstacles which are unique to each and every learner.

III.2.4.3. Importance of the Cultural Aspects in FLL

The importance of the cultural aspects in the process of foreign language learning requires a confrontation between two different linguistic systems that of the learners' mother tongue and the target language, and generates necessarily those of the two cultures conveyed by the two languages in question. According to J. Courtillon:

> *Learning a foreign language is learning a new culture, lifestyles, attitudes, ways of thinking, another new and different logic, is to enter a mysterious world at the beginning, understand individual behaviours, increase his knowledge capital and new information, his own level of understanding. (1984: 52)*

Then, the cultural understanding should not be disregarded but should be in the heart of foreign language learning. In this case, it is worth lifting the veil on the issues aroused by the contact of cultures in so far as this does not bind only the cultures but also individuals and groups identities. It is necessary to define the concept of culture which is extremely subtle in order to clarify the concept of interculturality.

For the supporters of the cognitive psychology such as Piaget and Vygotsky, it was clearly demonstrated that learning new knowledge is never done on a greenfield site and that the new understanding is possible only from the previous experience interpreted by our conceptual system. Is not the latter shaped by our culture?

III.2.4.4. Cultural Competency and the Teacher's Role

The foreign language teacher has a heavy pedagogical burden in teaching those learners of monolingual and mono-cultural environment. His role is to take into account both his learners' culture and the culture of the foreign language he is teaching. The understanding of both cultures may be essential to identify those areas of cultural background that may cause problems to the learners' comprehension if presented without a prior explanation. This will also help them remove the misunderstanding resulting from the outward manifestation of

cultural identity. Therefore, it may be necessary for the foreign language teacher to introduce the cultural concomitants as an obligation to the process of language learning, otherwise, learners will fail to perform the basic task of language acquisition. Discussing the same idea, Lado maintains that:

> *[…] in the realm of language rather than that of culture as such, the harm that we do our students by not teaching them a foreign language or by teaching it as if it were just different words from those of our own language lies in the false idea they will hold of what it means to learn a foreign language. (1985: 8)*

Accordingly, regardless of the level of the learners, teaching material should be culture-bound. The right selection of the material is, therefore, crucial to the success of language learning especially when the teacher finds that he is given an assigned textbook that he finds inadequate both in its linguistic and cultural content (Lado 1985:3). The ambiguities at the level of the foreign culture very often lead to certain errors which may affect learning negatively. As part of the process of learning, errors have been the subject of professionals' researches.

The methodological implications of the implementation of the cultural programme are twofold. The teacher develops during the year, "files" or "sequences" of variable size, centred on a selected issue in accordance with the different concepts defined by the cultural programme. He varies the exploited supports according to their types, their geographic origin, their era and their linguistic register. The themes suggested in the programme for each of the concepts provide many tracks for the development of these file-sequences in an eventually transversal perspective (a theme that may fall under several concepts.)

The acquisition of the cultural competency requires:

- To familiarize students with the culture of others, including the regular reading of newspapers headlines or the use the Internet or literature searches tours, etc…,
- Multiply the approaches to a theme of the programme around by implementing various media language skills.
- The elements of the cultural programme identified in the documents reviewed can be expanded and enriched in several ways:
  - With teachers from other disciplines: history, geography, arts, French;
  - With the wizard abroad;
  - CDI, independently, by a search of documents on paper or on digital media (CD or Internet);
  - Via e-mail exchanges;

- During the preparation of trips and linguistic exchanges.

III.2.5 Textbook Results Analysis

Generally speaking, textbooks, whatever sophisticated and complete they are, they can never specify in precise terms all teachers' and learners' needs and wants. This may be 'demotivating' for the learners whose needs and interests are not taken into account. As it is stated by O'Neill:

> *Textbooks can at best provide only a base or core of materials. They are jumping-off points for teacher and class. They should not aim to be more than that. A great deal of the most important work in the class may start with the textbook but ends outside it, in improvisation and adaptation, in spontaneous interaction in the class and development of that interaction. (1982: 152)*

Thus, Teachers should vary widely in their planning statements. Allwright (1982:136) explicitly says: "*while teaching materials can embody decisions, they cannot themselves undertake the action*". The fact that there is a heterogeneous learning community with different learning backgrounds makes of the textbook a useful tool that minimizes the differences between teachers in their teaching practices and techniques. This also saves learners from teachers' deficiencies as regards to exams requirements.

The textbook, **On the Move**, which is unique for all 4 AM Algerian learners, presents a range of features that can be summarized as follows: a great number of activities, an average of 44 activities in addition to the project, which is hardly appropriate for the schedule assigned with the language teaching, which is 3 hours per week. Thus, the coverage of the totality of the programme requires an adaptation on behalf of the teacher who will not be able in no case to take into account the learners' diversity and the inequalities considering the class crowdedness, 40 learners and more, their varying socio-cultural aspects, learning preferences, learning strategies, and pace in acquiring the language. All these factors require a spontaneous adaptation and know-how-to-do on the part of the teachers. Yet, a thorough training and a certain degree of professionalisation are compulsory for the teachers. Consequently, it is necessary to wonder about the capacity of the experts to meet teachers' specific needs. Are our teachers able to adapt the didactic materials according to the needs of the learners' situations? Are they authorized to operate changes? Do they have the tools which enable them to operate arrangements? In addition to painstaking and laborious efforts, this type of work requires self-training and highly-developed competency on the part of the practitioners, a puzzle which is not appreciated by all of them. Thus, teachers, in most cases, prefer

following scrupulously the textbooks content because of the lack of confidence, experience, familiarity with inventive initiatives, or simply out of laziness, unwillingness, resistance to change and so on. Besides, the quality of the illustrations, paper, and printing miss application and reveal that publishers still do not master perfectly the manufacture of such a complex product, without forgetting to mention the unavailability of the textbook for all learners. Only one learner out of two has a textbook. What pushes us to raise the following question: is this deficit on the matter due to the lack of financing means? Or, does it have to do with the difficulties of distribution? Or with other reasons which are necessary to identify and highlight.

As regards the implementation of the approach, CBA, it is clear that the instructions of certain rubrics target competencies but in practice they focus much on structural objectives... for instance; rubrics of "*listen and consider and read and consider"* which are completed by "*grammar window*", without losing sight of the fact the insufficient impregnation of the cultural aspect, limited primarily to the sets of simulated roles, and around "*culture in the lexicon*" (Galisson 1991:191).

All things considered, we can say that the textbook, apart from few anomalies quoted above, and which are related both to the form and the content, targets competencies of the approach *CBA*. The teaching progression suggested is logical. Each file begins with oral activities in reception "listen and consider" and forwards in production to the activities of reading "read and consider", followed each by a sub-rubric of "practice" ensuring the transfer of the learners' acquisitions in other situations and ends in the writing, in re/production. The project, besides cooperative and social skills enhancement, is the favourable process for the language reinvestment, transfer and mastery.

The diversity of the activities, suggested by the textbook designer, offers stimulating tasks to the learners to improve their skills both oral as well as written. Moreover, they support and target pair and group work, which aspire at the construction of disciplinary and transversal competencies. A very significant factor is taken into account by this new programme, that of the construction of meaning. Indeed, at any time of the learning process, the learners are constantly requested: the teacher will ask them on each occasion to reflect on their learning "listen and consider", "read and consider". A reflexive dimension on the practices, as Chabanne underlines it, is initially used: *"To build a relationship with the knowledge founded on comprehension of its own thought processes." (2005: 51)*

So it would be significant to set up strategies of exploitation which respect the situation of communication conveyed by the authentic document and try to restore the authenticity of its reception by proposing activities which encourage learners to find natural faculty.

The innovation in this kind of textbook is the integration of both types of evaluation and the self-evaluation "where do we stand now?" at specific moments of the teaching/learning process in each file; this must ensure, as Genthon underlines it "*internal and external regulations*" (1984:41-43). I think that the integration of self-evaluation for learners' use is a judicious initiative for the development of autonomy and saving of time for the teachers who do not have to conceive themselves the tests. Consequently, the project pedagogy must facilitate, in theory, the transfer of the declarative knows into procedural ones. Generally speaking, the textbook, ***On the Move,*** is functional. Its analysis does not reveal significant gaps compared to the principles of the CBA. Apart from the listening and the reading rubrics, which must be carried out individually, all the other ones are designed to be carried out in pairs or groups which undoubtedly enhances collaborative learning. To illustrate this fact, we counted the number of activities to be carried out in pairs or in groups in file 1 "It is my treat"; 10 activities are meant for pair work and 3 more activities, "research and report" and the project are for group work, which is equivalent to the rate of 34% of the content of the file.

Thus, we can deduce that the focus is put on the activities of learning rather than only teaching ones. The learner's autonomy and competencies meant by the approach are clearly materialized by the textbook designers. What remains is to translate them into teaching acts in class. The success of the implementation of the competencies targeted by the CBA and transposed in activities in the textbook depends, for a great deal, on the know-how-to-do of the staff of teachers charged to implement and to work with the construction of these competencies. The following part will enable us to check this implementation and to evaluate the shift from the institutional didactics to its implementation in the English classes.

III.3. Class Observations

Introduction

To make more visible the implementation of the competencies stated in the activities suggested in the textbook, On the Move, we opted for the choice of the class interactions as a way of questioning, analyzing and objectifying the learners' as well as teachers' behaviours in class under their natural conditions.

Undoubtedly, if one wishes to assess the effects of teachers' training, the most valid methodology would be to identify what is actually reinvested in the professional practices by observing in real class situations what training has changed among teachers' teaching and, of course, learners' learning. However, the assessment of the specific effects of teachers' training raises considerable methodological difficulties to analyse the change process because it requires a longer-lasting class practice observation of the involved people.

III.3.1. Courses Process

The fact of studying the class observations makes it possible for us to survey and analyze the processes of the class, the prompt and spontaneous actions or the teachers' decision-making when a question, an intervention or any unforeseen event interrupt the speech or the activity. Moreover, these observations enable us to make more appreciable the effective analysis of the implementation of the CBA. The teachers' reports, their intuitions, their practical wisdom, and their spontaneous actions constitute a new framework of thought for the study of the practices of teaching. Schön developed what he names an:

> *alternative epistemology of the professional practice such as processes of transformation and regulation (flexibilisation) to which we appeal in the situations of uncertainty or conflict. (1994).*

To give an account of these interactions, it is also significant to focus on the framework in which these last occur in class and the intermediate role that the teacher plays between the knows and the learners as we underlined it in chapter I. pp 44-46.

According to Jackson:

> *The 'good' teacher does not correspond only to one way of acting but to many ways. (2002: 34)*

Why and how should we choose a strategy, a mode of explanation, a type of answer, a metaphor on which we build a case of problem-solving situation? Choice is always a powerful question at the hour of analysis of the teachers' spontaneous practice.

Such studies which focus their analysis on these practices account for the significance which implies the recognition of the educational stories lived by these teachers themselves. School experienced, close or distant, situations allow the teachers to build representations and practices.

III.3.1.1. Sequence 1: Reading and Writing rubric pp 82-84

Textbook 4: *One the Move*   class: 4 AM

File three: *Great Expectations*   Number of learners   41 (25 girls + 16 boys)

Duration   *55 minutes*

Objective   -- Comprehension and written expression

                   -- Development of primary and social competences

Stage 1   "Read and Check" is used to mobilize the intellectual resources of learning relating to the reading.

Extract 1

The teacher enters the classroom. Learners are standing up.

Teacher: Good morning everybody!

Learners: Good morning Madam!

T: Sit down. (*few seconds later*) What's the date today?

L1: Tuesday, 20th February, 2011

T: Leila, go to the board and write the date.

L2: *Leila goes to the chalkboard.*

T: Today, we are going to do 'reading'. Take your books on page 82 and listen.

Ls: *(They open the books and await the teacher's instructions.)*

T: Look at the lyrics. It consists of stanzas. I m going to read the lyrics and you have to listen and find out the words that have the same sound.

L3: Listen. (*The teacher reads out the poem and the learners listen.*).

Ls: *No reaction*

T: I am going to read for the second time. You listen and underline the words that have the same sound (music).

Ls: *They listen for the second time.*

T: Ok! What words have the same rhyme?

Ls: *Some learners raise their hands.*

T: Yes, Farida.

L4: (Farida): Do/ you/ new/ flu

T: That's excellent! Go to the board and write the words.

L4: *Farida does so.*

E: What is the sound?

L4: Do / you / new...

T: No. It is the sound /u□/

T: Now, look at activity 3 page 83. I am going to read the paragraph again. Listen!

T: *reads the poem aloud and learners listen.*

Ls: *No reaction on the part of learners.   (No instruction was given to the learners.)*

T: Listen again and find the words that have the same rhyme.

Ls: *They listen while the teacher read the paragraph aloud.*

T: Ok! Correction

Ls: *As in the first activity, some learners raise their hands.*

T: Yes, Ahlam.

L5: (Ahlam): eat / feet / meat / seat.

T: Very good! Go and jot them up on the board.

L5: *Ahlam does so.*

E: What is the sound?

L5: / □ /.

T: No, it is the sound / i□ /

III.3.1.2. Analysis:

The first question we may ask is as follows: 'Is it a session of 'reading or listening comprehension?' The teacher seems to confuse the process related to each of the two rubrics. In fact, she does not perceive well the activities which come under each competency. Taking into account this lack, she cannot then during listening activities help learners develop their oral and written interpretive competencies within each rubric, as we defined them in chapter III. pp 124-135. There are rubrics for which teachers do not perceive the underlying objectives, and they, thus, deal with at randomness. This is confirmed by the answers to the question 20 in the questionnaire (1).

We noticed that the majority of the exchanges are initiated by the teacher. She represents the central element of communication in class (*teacher-centredness)* insofar as she manages the dynamics of the class and its organization. Subsequently, the learner-learner interaction, targeting socialization and collaboration which is one of the main objectives of the CBA, as it is defined in the chapter I pp.96-97, cannot take place indeed.

From the interaction teacher-learner, it is very worthy to notice that the session was limited to a traditional practice where the teacher reads the poem aloud and the learners are supposed to sort out the 'rhymes'. A profitable exploitation of the photograph on the cover of CD page 82 could have stimulated learners to make a reflection on what is mentioned on its cover. In other words, the description of the photograph conducted by questions such as: Where does the action happen? What is written on the small cover of the CD? *(The singer's name (Jimmy Stephens) / the compositor's name (Robert Campbell / the title of the song (Song for a Rainy Day) / the writer of the lyrics (Jonathon Dykes)...* If they know the singer, did they have the occasion to listen to his songs? Which kind of music does he sing? These types of questions would allow preparing learners with the reading rubric. Then, in the second activity, known as while reading phase, the time duration necessary for any natural process of reading is to be given to learners to read the poem and to make an analysis that complies with their level and their pace so as to be able to sort out and compare the various sounds, their utility, and their effects on the message... (*Rhyme serves to give rhythm and harmony and at the same time set the limits of the verses).*

The third and last activity, known as the post reading phase, should make it possible for the learners to transform prose into stanzas completing those in page 82 and thus to develop a strategy relating to the transfer to the types of discourse. To ensure the reinvestment and transfer of the new knowledge and competencies in other situations, it is necessary first to make certain their acquisition to be able later to check their effective reinvestment.

It is to be specified that the practice of the reading in its analytical design must target in the foreground the reading of the texts, the access to meaning, and the reflection on that meaning and, in the second step, develop the means leading to its effectiveness. It is this hierarchy which must be solely pointed out or redefined since many teachers actually confuse indeed the targeted ends and the useful means. The analysis of the exchanges guided by the teacher show that learners' attention was exclusively concentrated on the form of the "*sounds*", and "*rhymes*", and does not lead the learners to reflect (think) on the effects of choice on the reader.

To develop effective reading strategies among learners, teachers should implement an approach that takes the following steps:

1. **Anticipatory Step**

• Introduce the topic of the teaching sequence

• Mobilize acquired knowledge to create lexical and cultural expectations in the learners

- Anticipate lexical barriers and introduce new vocabulary
- Raise learners' motivation

2. **Comprehension Step**

- Develop understanding
- Learn to read a text
- Learn to select relevant information without necessarily understanding all the text
- Develop inferential questioning

3. **Post-Reading Step**

- Learn how to skim over a text
- Select relevant information
- Develop the capacity of analysis and interpretation
- Develop the capacity for language

4. **Written production step**

Summary: Based on information acquired, the student must re-invest the knowledge capital to produce individual work.

If writing has often been synonymous with control of learning, it is also a revealing indicator of the degree of autonomy acquired by the learner. The factors that govern the making of the written message are indeed of the same nature as those that cause oral transmission: context, communicative intention, taking into account the code and ideational patterns of the co-narrator.

It should be noted that cursive reading, which is poorly implemented, cannot occur at this level with regard to the level of learners, the time required for such a reading to materialise. However, reading additional texts, devised for the purpose of 'Reading for Leisure', can help them to develop strategies underlying this phase.

On the other hand and although all the interactions teacher-learners were proceeded in the target language, a practice which can only promote the acquisition of the language, it is judicious to stress that this one was limited to the questions of the teacher and the answers of a very limited number of learners, 5 out of 41.

Finally, we noticed that the instructions were not clear or straightforwardly omitted. That caused hesitation and confusion among learners. The teacher's reading aloud was done in a monotonous way which does not help learners to recognize and sort out the rhymes. We have also noticed that the teacher used the pedagogy of the encouragement but by targeting only a minority of the learners, 5 learners on the whole.

III.3.1.3. Sequence n° 2: Project Round Up

Texbook 4:   OTM   Class: 4 AM

File 2:   *You can do it.*   Number of learners: 40 (30 girls +10 boys)

Projet: *'Making a profile of changes on man's past and present capabilities'.*

Duration: 55 minutes

Groups: 8x5

Time allocated to each group presentation: 5 to 6 minutes

Objective: presentation and evaluation of the groups' products

Extract 1 :

The teacher comes into the classroom. The learners, already in small groups, are standing up.

Teacher: Good morning!

Learners: Good morning, sir!

T: Sit down. What are we supposed to do today?

Ls: To present our projects. *(Choral answer)*

T: Are you ready?

Ls: Yes, sir. *(Choral answer)*

T: Who wants to be the first?

L1:   Our group, sir.

T: Group 3!   Who is going to speak for the group? Nadjet, Ok!

              The third group spokesperson faces the class.

Nadjet 1:   Our group agreed on this:

                        What our grandparents could do that we cannot do now.

     In the past, our grandparents could travel on foot and on animals' backs for long distances. That was tiresome and uncomfortable. They could plough the fields using traditional ways. Women used to cut the wood for cooking, wash the clothes at the river, milk the goats, cows… They made potteries and helped men in the fields. They used to grow and

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produce some of the things they consumed. When they fell ill, they used herbs to cure themselves. Can women nowadays do what grandmothers could do in the past?

I think they can't. Today, women are weaker than grandmothers.

Now, there are things we can do but they could not:

We are able to cross the world quickly and in comfortable means. Today's fellahs are able to work in their fields using modern machines, engines…Women are able to work in different places; schools, hospitals, town halls…They are busy all day. They sometimes don't cook but buy sandwiches or readymade food.

Now, life is easy and comfortable, but it is not as tasteful as our grandparents' one.

T: Time is over.

             Next group.

Extract 2 bis:

L1:   Sir, Group 5.

T: Well, Who is the speaker?   You, Salah! Come over here!

L1:   Our project is about family in past and today.

             Families in the past used to have large number of persons; grandparents, uncles, aunts, children…Grandparents used to tell their grand children stories. They used to enjoy good company. They were able to live together for long time. They used to collaborate, help one another, to be '*solidaire*'. They shared activities, expenses, enjoyments and problems.

              Now, the meaning of a family has changed. It consists of 2 or 3 persons maximum: father, mother and 1 or 2 children. The grand parents' role in the family has disappeared. The members of the family are often out: parents at work and children at school. Parents and children go home very tired; they enter their rooms and keep silent. We are becoming '*égoïstes*'.

T: Salah, time is over. Thanks.

No comment

<u>Extract 2 bis:</u>

T: Next group?

L1:   Sir, group 1.

T: You, Halima, the speaker?

L1: (*Halima*): Yes, sir.

T: Well! Come over here.

Halima1:   Our group chose to talk about home village in the past and now.

T: Ok! Start.

Halima: My home village is some 50 kms far from the city of Mostaganem. It is situated near the sea. Years ago, it had a population of about 500 to 600 persons. But, now it has a population of 3,000 inhabitants. People used to be helpful, thoughtful and '*solidaire*'. They were living as one family. Now, People are '*égoïste*', always angry, sad… I remember only few families could have television in the 70's and all children of the village gathered to watch films, football matches,…But now, each family has 3 or 4 TV sets. This because in the family children are becoming '*égoïste*' too. The fellahs grew vegetables and fruits for the whole village, the fishermen went fishing for the population*, the elders looked after the security, '*propreté*', good life….of the village. Now, we can't feel that we are in security. We all lock our doors and fear the others.

T: How do you know about the past? You were not born yet.

Halima 1:   Old persons, still living, told us, sir.

T: Have you interviewed them?

Halima 1:   Yes.

T: Ok, Thanks.

No comment.

Extract: 2 bis

T: Another group.

L1:   Sir, group 2.

T: Ok! Who will read?

L1:   Me, sir. *(The group spokesman).*

T: Abdelhadi, Come over here!

L1:   We asked the grocer of the village to tell us about the habits of the people in the past.

T: What did he say?

L1:   He said many habits changed.

T: Ok ! tell us.

L1:   Hadj Mokhtar is 80 years old. He worked in his shop since 1950. He is an old *commerçant.*

T: He did not retire!

L1:   (Seems to miss the meaning of the word 'retire*').*

T: He did not go '*en retraite'*?

L1:   No, he still works.

T: Carry on!

L1:   We visited him in his shop. He was ready to answer our questions. We asked him what has changed. He said a lot of things.

In the past people lived an easy life. They worked hard to get what they needed. They were helpful and nice. They brought us things and we gave them other things. They gave us eggs, fruits….and we gave them sugar, and coffee…they lived in a nice society. They ate what they produced. Years ago, people helped one another, shared foods, and gave to those who need. We were living in a real society.

Today, people are lazy. They don't want to work. They are looking for easy things. They want to have "*lux*" cars, large houses, and a lot of money…but no work. They don't accept to work on earth. My grand children never accept to cultivate earth and grow vegetables, fruits …work of earth are abandoned. Also, relations have changed. People don't care of other people. They don't pay attention to what is going around them. They are careless and interested in their life only.

He is unhappy to see young people not well educated. He said they don't respect old persons. They don't respect law. They are violent.

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T: Thank you Abdelhadi. Sit down.

No comment.

III.3.1.4. Analysis:

At first sight, one should change the title of the rubric. It is rather a session devoted to the presentation of the projects than a gathering of the elements of the project. The aim of the Project Round-up is to bring the learners to round off their projects in the classroom.

The way in which learners are accustomed to present their projects hardly supports the learner-learner interaction, one of the main competencies meant by project work. The analysis of this session, devoted to the projects presentation, shows that the interaction was mainly restricted to the teacher's questions and the groups' spokesmen answers. The oral interactions between learners seem far from being implemented. Interacting orally and taking part in a conversation are the innovations with regard to the four traditional competencies. The teacher's role, as it is described and underlined in chapter I pp 46-48, is far from being materialized. He should have seized the opportunity to allow learners inform and explain to one another what they produced, how they completed it etc. Taking into consideration the individual talents of each one of them can lead to a socio-cognitive dynamics. As a result, they, beyond the knowledge sharing, as the CBA suggests it, will interact together while informing, suggesting, refuting, and completing. In this way learners take part in collective questioning. Subsequently, all learners become aware of the contribution and are concerned with what the others say, which is not the case in this session. To make them acquire these skills, capacities or know-how-to-do, the teacher must bring the required support (scaffolding) and guidance, as we underlined it in chapter I p 69. This step necessarily leads to the creation of a collective knowledge which exceeds what each learner knows individually and to an awakening of their interdependence, cooperation and collaboration. Admittedly, oral comprehension is the most difficult competency to put into practice. Initially, the framework of the English class at the level of the middle school is far from being the ideal place to create an effect of "linguistic bath" and the artificial character of the communication in class is a major obstacle which does not facilitate the concretization of the interaction under favourable conditions. But, the installation of the interactivity depends systematically on the work and the imagination of the teacher. It is necessary to guide and involve learners in class interaction to create the automatisms of a natural communication. The teacher must propose a progressive advance all along the courses through the various pair and group activities. We

tried to reproduce what the group spokesmen reported to the class because it is very possible that there are mistakes of misspelling, punctuation... in their productions.

Here too, one can deduce that the notorious lack of didactic means and the ICTs, to make it possible for learners to complete their work is unavailable, except for some of them. Moreover, the process followed by the teacher must be reconsidered because the stages of the project, namely brainstorming at the beginning of the exploitation of the file, the research on the ground, the allocation of the tasks to each learner, the edition and the choice of the illustrations, and finally the evaluation, must be implemented in order to guide and accompany learners to acquire the methods or the strategies underlying the project work (cf. chapter I pp 81-82). The project should, in no case, be regarded as an end in itself, but as a process which places learners in problem situations and obstacles targeting learning in authentic circumstances.

Instead of regarding the presentation of the final product as the last step in the project work process, it is worthwhile to ask learners to reflect on the experience as the last and final step. Learners could reflect on the language they mastered to complete the project, the content they learned about the target theme, the steps they followed to complete the project, and the effectiveness of their projects. Learners could be asked how they might proceed differently next time or what suggestions they have for future project work endeavours. Through these reflections, learners realize how much they have learned and the teacher benefits from learners' insights for future classroom projects.

One could not check the way in which the teacher scaffolds and evaluates the learners' projects.

1. Are the written competencies by which learners report "the capacity", "the possibility", "the permission", " the certainty ", " the agreement " and " the disagreement ", " to require and grant permission ", by using the linguistic forms taught such as: *can, may, might and could, must, have to, need to, so can I, neither can I*, etc actually reinvested in the end products of each group?

2. By analyzing the various extracts, we noticed that the linguistic forms which prevail are: *used to, can, could, were able to,* and *can't.*

3. Do they use the 'Exhibition Day' to give the learners the opportunity to visualize various products aiming at establishing the cooperative spirit among learners?

4. Do they use a grid or a rating scale to take into account the various components of the project: the language, penmanship, illustrations, presentation... learners' creativity, and research?

5. Do they use *the portfolio* to ensure the progression in the meta-cognition which refers to knowledge of the subject on the learners' own processes and cognitive products [...], and which also refers to the active control, regulation and orchestration of all these processes?

These are the questions that we will try to ask in the next working sessions with the teachers.

Lastly, it is not without interest to mention that in these productions, learners resort to the French language as a language of mediation to express themselves. We picked up the following examples: *égoiste* (instead of selfish*), propreté* (instead of cleanliness), *solidaire* (instead of helpful), *retraite* (instead for retired), etc

III.3.1.5. Sequence n° 3: *Read and Consider* (pages 70/71)

Textbook 4:   OTM   Number of learners= 40 (28 girls+12 boys)

File: *Three*

Linguistic objectives: *To master if clauses/ type one*

Duration: 55 minutes

Learning objectives: 1. To sharpen reading comprehension strategies

                                2. To raise awareness about intonation

                                3. To raise awareness about the structure item under consideration

Extract 3:

T: *Enters the classroom. Learners stand up.*

T: Good morning.

Ls: Good morning, madam!   (*Choral response*).

T: Sit down.

T: Well, today we are going to study 'if clauses'.

L1:   (*a learner says 'si'*)

T: Yes, that's it.

T: *Writes up on the chalkboard. I have money. I help the poor people.*

                I say: If I have money, I will help poor people.

T: *asks the learners to repeat*

L2:   Madam, madam, madam

T: Yes, Tayeb. Then Djamila,

T: Can you give me examples.

L3:   *Hesitates!   Then, raises his hand.*

                If I will get* my BEM, I go to the lycée.

T: Repeat.

L3:   If I will get* my BEM, I go to the lycée.

T: Be careful! If I get my BEM, I will go to the lycée.   *Repeat.*

L3:   If I get my BEM, I will go to the lycée.

T: Well! Now read the two texts on pages 70 and 71 and tell what Paul and Becky

                will do if….

L4:   Madam.

T: Ok! Read Ahmed.

                Ahmed begins reading aloud and the rest of the class follows on books.

T: Ok! What will Paul do?

L5:   If I pass my final exam, I will go to Lincoln Senior School.

T: You will go to Lincoln Senior School?

L5:   No, Paul.

T: So, repeat.

L5:   If Paul pass* his final exam, He will go to ….

T: If Paul passes his final exam, he will go to…

T: Repeat.

L5:   If Paul passes his final exam, he will goes* to…

T: Be careful! He will go to Lincoln Senior School.

L5:   *Repeats.*

T: Another example.

L6:   If he gets his high school diploma, he will work in a drive-in restaurant.

T: Another example.

L6:   If he fails to get his high school diploma, he'll start work.

T: Ok! Now what about Becky?

              Read Leila.

L7:   *(Leila) starts reading aloud.*

T: Ok! What will she do?

L7:   If Becky will finish* primary school with high grades, she won't go to junior high.

T: Be careful! If Becky finishes primary school with high grades, she won't go to

              Junior high.   *"Repeat" orders the teacher.*

L7:   If Becky finishes primary school with high grades, she won't go to junior high.

T: Another example.

L8:   If Becky finishes primary school with high grades, she will study for four years.

T: Ok! Other examples

L9:   If Becky gets her high school diploma with distinction and win* the scholarship

              as well, she will go to Grossmont College.

T: Ok! Another example.

L10:   If she don't* win a scholarship, she will go to university anyway.

T: If she does not win a scholarship, she will go to university anyway. Repeat.

L10:   If she does not ….*hmmm.*

T: What is the rule?

              Hesitation! Then, few learners raise their hands.

L11:	If subject +will+verb, subject+ verb
T:	Is it correct?
Ls:	*no comment.*
T:	So, If+ subject+verb, subject+will+verb.
	If she gets her high school diploma, she will go to Grossmont College.
T:	Can you give examples?
L11:	If my father have* money, he will buy a car.
T:	If my father has money, he will buy a car.
T:	Repeat.
L11:	If my father has money…….
T:	Other examples
L:	No reaction.
T:	Ok! Take your copy-books and write the rule.

III.3.1.6. Analysis:

"The time of reflection is time saving."

(Latin Publilius Syrus, Sentences, 1st Century BC)

The process implemented by the teacher was limited to the presentation of the structure. No chance is given to the learners to make personal reading which would have enabled them to understand, conduct a personal analysis, discover the structure and adapt it by transferring it in other situations. The teacher exclusively focuses the learners' attention on the structural form *″ if* clauses ″. As it is often the case in class practices, in the field of grammar in English class as foreign language, the teachers privilege the knowledge transmission via the hypothetic-deductive method (they explain themselves the grammatical rule (s) before giving exercises for systematization), whereas the principle of the focus on learners' learning requires that the implementation of the opposite methods, active and hypothetic-inductive (asking learners to conceptualize themselves the rules after a series of exercises).

Instead of teaching the structure (*if clauses)* implicitly, the teacher merely contented to present the structural point deductively without asking the learners to read the two hopes made by Becky and Paul, which could have motivated them and perfectly paved the way to the new teaching/learning material. Through the class observation analysis one can understand the strategy implemented by the teacher to tackle the three activities (before you read), *page 70*, (when you read), pages 70-71, and (after reading)*,* page 71, which, in fact, does not contribute to the construction of the interactive, interpretative and productive

competencies targeted by the CBA. To be engaged in a deductive teaching, learners are not likely to negotiate the new structure in pairs or within the groups. In fact, instead of guidance and scaffolding, which consist in more acting on the learners' learning processes, the teacher was satisfied with an excessive coaching giving no opportunity to the learners to make a thoughtful reading, an effective analysis, a connection between the preliminary acquisitions and what is new, etc.

The textbook activities are devised to favour the attainment of the communicative competence as we have advanced it in chapter I p 60, where language learning is meant to allow the learners become effective and competent language users. Restricting the goal of the session to structure mastery, which is still useful but insufficient, does not help learners to become communicatively competent. Besides, instead of giving key information to learners, the teacher should have helped them discover things by their own. It is, thus, necessary that learners implement learning strategies of analysis, inference, etc, that's to say, mental operations in order to manage to acquire new knowledge by adapting a heuristic process. Yet, the teacher's role is very important for the effective implementation of those strategies (cf. Chap. II part II pp 76-79).

III.3.1.7. Sequence 4: Research and Report (pp 76/77)

Textbook 4:   OTM   Number of learners = 39 (22 girls+17 boys)

File: Three

Duration: 55 minutes

Linguistic Objectives: *To reinvest language related to location, borders, population, area, etc.*

Intercultural Objectives: *To get learners aware of some cultural aspects in English-speaking countries and compare their findings with what they know about Algeria in the fields investigated.*

<u>Extract 4:</u>

T: *Enters the classroom.* Good Afternoon.

Ls: Good afternoon, Madam.

T: Take your books on page 76

Ls: *The learners open their books. They look at the content for few minutes.*
                (A book for each pair).

T: Look at the map. It is …

L :   California. *(choral answer)*

T: Where is it located?

L1:   In America.

T: America or …

L2:   North America.

T: Yes. But we call it 'US' United States, too.

T: Where is California situated?

L3:   In US.

T: Where exactly?

L4:   In the east of US.

L2:   No madam, but in the west.

T: Yes, it is situated in the west.

T: Try to fill out the fact file about full name, Capital city, Governor….
                (Split up in pairs, the learners start looking for the answers.)
                (Shortly afterwards, in any case not enough time for such an activity.)

T: OK! Full name.

L1:   United States.

T:	Is it true?
L2:	California.
T:	Something is missing!
Ls:	*no reaction.*
T:	we say 'State of California'. In US, there are 50 states.
T:	What is its capital city?
Ls:	New York?
Ls:	Washington.
T:	It is the capital of the USA! What is the capital city of California?
L3:	Montreal.
T:	No. But, it is Sacramento.
T:	Do you know other famous cities in the state of California?
L4:	New York.
T:	No, for example, San Francisco, San Diego, Los Angeles…
T:	Who is the governor?
Ls:	*No reaction! (The word Governor causes trouble).*
T:	Like a 'Wali' in Algeria! (*Is it the same title?*)
L5:	Obama.
T:	No. Obama is the president of USA. But the governor is Arnold Schwarzenegger. Do you know him?
L6:	Yes, he's an actor.
T:	What are the bordering states? Refer to the map in activity 2.
L7:	OR, NV, AZ.
T:	What are these?
L8:	Towns.
T:	Are they towns?
L9:	Country.
T:	They are states. Like Wilaya in Algeria. So, OR = Oregon, NV= Nevada, AZ = Arizona
E:	Where are they located?
L10:	Oregon in the north, Nevada in the east, Arizona in the south.
T:	What is in the west?
L11:	Ocean.
T:	Which one? Atlantic or Pacific?

L12:	(*Hesitation*) then Pacific Ocean.
T:	Population: no idea.
T:	Guess.
L13:	10 millions.
T:	more.
L14:	15.
T:	more.
L16:	20.
T:	more.
L17:	30.
T:	Nearly 30 millions.
T:	look at the map and write full names of the states.

Time over

III.3.1.8. Analysis:

A session which took as a procedure the questions of the teacher and the answers of the learners (pedagogy of the question/answer) does not ensure any learning and misses the target for which this type of rubric is devised for by the textbook designers. This restricted intermittence between questions and answers, the Socratic or maieutic method, cannot be a situation justifying for learning. Motivation, as it is defined by De Ketele and *al.,* finds its whole meaning and its roots in

> *The development of situations, even fictitious, in which learners can speak, describe, question, interpret, answer the teacher's questions as much as with their pairs, and members of the group, the socio-centred method. (1988:125)*

The implemented process does not make it possible for the learners to conduct a consistent and beneficial research. This kind of activities requires an individual or collective investigation to motivate and lead learners towards different available sources of information: Internet, works, resourceful persons..., etc. the teacher proceeds to questions which took by surprise the learners. Doing so, even the adults cannot answer certain questions: *Where is California located? Area? Capital city? Governor? Population?* Etc. A successful research, devoting the appropriate time duration, could have made it possible for learners to seek, examine, write, improve and finally report to the group of the class, allowing a learner-learner interaction that develops comparative points of view on geographical, educational and social dimensions...... In addition to the acquisition of the methodological strategy relating to

research, learners open a track on interculturality [27], which is one of the objectives of the CBA as we defined it in chapter II. p 96.

Differences between communities are reflected in how people perceive the world, how they elect their representatives, how they manage their social and economic issues …etc. The way in which the American society is structured compared to the Algerian one (state / wilaya —Governor / wali —United States / republic — Flags (colours / stars...) can be treated in class discussion. Accordingly, they can highlight differences and similarities, compare, express opinions... and perceive the world from different approaches. Thus, it is via the discovery of cultural issues and values that we wish to invite learners to compare the two communities: American and Algerian. During this session we noticed what follows:

1. Learners could not complete the 'Fact file' because they missed a preliminary preparation.
2. The teacher did nothing but literally spoon-fed learners so that they can complete the table without enabling them to ask questions.
3. Learners are unaware of the American socio-cultural structure since they were not given enough time to collect data and in the same time get impregnated.
4. The interaction learner-learner, so much expected in such a rubric, did not take place for the lack of 'fact finding' which was to take place later.

It is undeniable that the adopted procedure influences negatively the appropriation of the acquisition of the objectives: linguistic, methodological and cultural and competencies of interaction, interpretation and production which must result from such a rubric (cf. chapter II pp 93-96). The teacher did nothing but merely transmitted knows. We estimate that from the point of view of the teaching/learning, as it is targeted by the CBA, competencies construction is a purpose much more significant than that of the knows acquisition.

Certainly, The English teacher is not necessarily an expert in civilizations or literatures of the English speaking countries, but he must be a general high-levelled practitioner, able to seize the explicit as well as the implicit elements of a document of study and to install it in a network of coordinated cultural reference marks.

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[27] The word was coined intercultural early 1970s in an era of mass education and, finally officially made the school more responsive to educational issues affecting children of foreign origin. The interculturalism based on the fundamental principle that cultures are equal in dignity and that, ethically, they should be treated as such in mutual respect.

The magnitude of the concept of intercultural increased since it was integrated in the sphere of language didactics. It is becoming increasingly one of the nodal axes of any insightful approach concerned with exceeding a purely linguistic teaching of a FL. Consequently, the junction of linguistics and culture that connotes the concept of "intercultural" orientates the didactic reflection towards a teaching which endeavours to take account of the whole of the interactions arising in language classes by placing learners at the heart of any training. Recognized as being a crucial component of culture, language reveals the lifestyles of a society and its cultural values. It therefore requires affirming, as it is done by Denis, that:

> *The course of language constitutes one privileged moment which allows learners to discover other perceptions and classifications of the reality, other values, and other ways of life... In short, to learn a foreign language, that means to come into contact with another culture. (2000: 62)*

The 'indissociability' of the language teaching of that of the culture constitutes today one of the fundamental claims of didactics having a formative objective like pragmatic. In this respect, Galisson and Puren stress that:

> *Culture in all its forms is increasingly impossible to circumvent at school, because it is in the heart of learning, of education, of ethics, which confer a capital importance to it with regard to other school subjects. (1999:82)*

But, the report that we made in class of language reveals that the polarization on the linguistic aspect of the language evicted its cultural dimension. The latter remains very marginalized as much as the learners' culture.

Due to the complexity of the factors which intervene in the joint process of teaching/learning, only the formal structures of the language study are taken into account, the cultural values are relegated or approached in an implicit way (cf. questionnaire question 22 where simply 28.15% of teachers are conscious of the importance of this cultural dimension). In other words, the culture, instead of being an inevitable passageway at the time of the acquisition of the foreign language, is reduced to a mere presence of texts (pages 38, 46-47, 75, 62, etc), of poems (page 89), songs (pages 40, 116, 140, 164), comic strips (pages 40, 64, 89 and 140), etc. That generally reflects the programmes established by the institution, with the lack of time and means and sometimes with limited competencies of the teachers on issues relating to the contact of languages and cultures or as it was judiciously stated by Galisson and Puren:

The foreign cultures were always the monitoring object (and even of an ill-will) especially on the behalf of many regimes (especially authoritative, but not only!). Why? Because they are custodians of what characterizes the other group in its essentiality; because they give an account of its specialty, its deepest identity, in a word of its difference. (ibid: 97)

In this context, it should be noted that the teaching/learning process of a foreign language rests on a series of interactions between learners' own language and culture and the foreign language and culture, dimensions which are often avoided in the didactic project in Algeria.

In this regard, it is suggested to develop intercultural learning through language learning and to use the confrontation of cultures within the classroom by educating individuals to become more aware of cultural references ever conveyed by the foreign language, but also their own culture. This idea is also confirmed by L. Porcher who says: "*We do not receive the intercultural readymade, but we make it.*" (1988:35-36)

The cultural vision has expanded and is an extension of the pragmatic view adopted by the communicative approach. It appears that the teaching of cultures means a field of study that brings together different designs and related work to provide teachers with the most appropriate means allowing learners' optimal learning. The difficulty in teaching culture has been the subject of countless researches of Puren. The approaches which make the teaching of culture possible are as follows:

- **The approach by the representative**

Considering that some cultural facts can make this foreign culture present in the eyes of the learner, literature remains the preferred vector in this approach.

- **The approach by the foundation**

In this case, it states that cultural traits are sufficiently critical to structure all of the foreign culture. It uses the history and geography by proposing to introduce learners to the "genius" of the people abroad.

- **The approach of the learning path**

Learning the culture is mainly done through the learner's individual discovery. This is to provide the learner with a motivating environment that allows him seek the discovery of this culture.

- **The approach by the contact**

It is currently the dominant approach in language teaching, teachers must work to build progressive intercultural competence in learners. The goal in this approach is the impact of

contact with the foreign culture on learners (developing openness and cultural tolerance, correcting stereotypes, better knowledge of his own cultural identity). But to be successful, it is essential to call upon previous approaches as well.

> *[Certainly] we have neglected to teach civilizations and cultures by teaching languages. Yet, this "Intercultural" learning should happen, but do not reify it, or excessively 'didactize' it, because learning a culture is first to meet the other, "the interlocutor'. (Abdellah Pretceille, 1998: 49)*

By devoting a very restricted design to the cultural dimension, the traditional methodology (GTA) focused on reading literary texts and their translation, thinking that access to culture, is just to read and to learn about the great artistic achievements. But, by reading and translating, the connotations of specific cultures were hardly discussed in the classroom, allowing for awareness of universal values.

As for direct, active, aural and audio-visual methods, they marginalized the cultural aspects of language by focusing more on practical goals. In other words, the need to train learners, capable of producing statements in a foreign language, has been the major objective of these methods where "*no specific reference is made to culture*" (Germain 1993:101). This choice prevented the learner form recognising the language in its entirety, and developed in him behavioural and automatic reflexes.

But from the seventies and the advent of the CA, the objectives of language teaching have changed, while considering the communication as the basic purpose of all learning. This approach has renewed methodological prospect focusing on the learner and the communicative skills that require the use of values and social attitudes. Thus, C. Puren highlights the importance of communication admitting that:

> *Learning a language is to learn to behave adequately in situations of communication where the learner will have a chance to find himself using codes of the target language. (1988: 372)*

To achieve its objective, the CA relies on theories developed by different disciplines including, sociolinguistics, pragmatics and discourse analysis. By participating in an intercultural perspective, the teacher can take several paths whose purpose is to guide the vision that the learners may have studied language and culture. This is not to present a positive or negative opinion of the foreign country and its people, but to arouse learners' curiosity and openness without overestimating or underestimating its own culture. To do this, teachers must develop in their learners the taste for FLL, the desire to know the other, to emancipate themselves cultural differences and similarities by referring to the principles and

values from the language they learn. What the teacher has to seek is not how much information (encyclopaedic objective) on the country and its culture he must include in his course but the way he should adapt it to help learners maintain positive relationships with other people.

Certainly, the teacher does not know everything about foreign cultures. His work focuses mainly on the management of the ways the learners respond to others while encouraging them to be more observant vis-à-vis cultural differences in order to better prepare for otherness. In this case, the academic training of foreign language teachers should be expanded by supporting the cultural aspects as the set of heterogeneous knowledge to internalize, thus, to equip him with attitude to form creative citizens, responsible and sensitive to cultural diversity. The society and school have a role to play in the development of interaction of the languages and cultures in presence, thereby increasing his linguistic and cultural capital. This view implies the involvement of the teacher and the institution, while appealing to cultural content and adopting appropriate techniques to develop comparative strategies in learners' intercultural competence. This skill enables him to act as a social actor, to confront the wave of the outbreak of borders and recognize others differences.

The intention to develop a reflection on the intercultural perspective in teaching / learning English reflects the need to change our education systems to adapt them to those requirements and the needs of those who will manage the future of our country.

Developing the learners' intercultural competence, methods and techniques must go beyond the narrowness of a theoretical description, because the knowledge does not guarantee the proficiency to deal with cultural differences and conflicts. Therefore, it is fair to say that intercultural is to be lived rather than to be described, to be adopted rather than to be learned.

III.3.1.9. Class Observation Results Analysis

Our assumptions are confirmed by the analysis of the interactions, teaching/learning in these four sessions. In spite of the goodwill of the teachers, the traditional teaching/learning practices persist within our teachers. We notice a wide gap between the prescribed principles of the CBA which appear in the official documents, and as they are reflected in the **OTM** textbook, and their effective implementation in FL classes, i.e. the didactic transposition theory (Chevallard 1986:32). It is admitted that the school knowledge cannot be the certified copy of the formalized knowledge on a high level of expert practice.

The classroom observations reflect one stereotyped model of the classroom where communication is extremely centred on teachers. The four EFL teachers observed are in

control of the lesson from the beginning to the end. The learners, on the other hand, have no opportunity to practise the language communicatively. It is clear that the outdated teaching process was still prevailing.

Indeed, the teachers are unaware of or unacquainted with the various levels relating to the teaching/learning mediation. Obviously, in these four sessions, teachers' performance is totally restricted to a systematic plain coaching without any progression in its various levels (cf. chap. I p 69) which make it possible for learners to take their own learning in charge, and try to seek personal solutions. This kind of teaching process, which focuses on teaching activities instead of on learning ones and intermittence between them, precludes learners' self-regulation and autonomy, which are associated to learning to learn and learners' independence, to take place.

Moreover, it is noted that the four teachers lay much emphasis only on the acts of teaching by forsaking the interaction in its collective dimension, the group of learners and unfolding of their exchanges, which is judicious to support the learning and thus the competencies construction.

Obviously, language learning in class resembles by no means a linguistic appropriation in natural environment, but incontestably, the class remains a place which supports the appropriation of communicative competence, as we underlined it in chapter I p 60. This said, the teachers should not simply concentrate on the act of teaching, as it is the case above through the four sessions, but on the interaction in its collective dimension, on the group of learners and their exchanges. The discursive exposure in class must allow each learner to make a personal use of it, and it is this diversity of behaviours which would be interesting to develop and better to understand. The attainment of a certain progress of the communicative competency among FL learners is dependent upon the teacher' guidance, monitoring and scaffolding by ensuring an appropriate mediation between knowledge and the learners. With this intention, the teacher should devise and implement appropriate teaching strategies to develop the competencies targeted by the CBA and to avoid any loss, as that is indicated in chapter I.

The concentration of our research on didactic and pedagogical prospects concerning the appropriate implementation of the CBA in the teaching/learning process implies the need to look further into the properly didactic aims targeted by our study in order to identify the constraints and the obstacles.

If approximately, it is known that teachers' needs analysis consists of a collection of data on the situation of communication in which they would be likely to be within the context

of their professional roles, one, on the contrary, has few credible means to establish the diagnosis of all the needs. In addition to the questionnaires which were distributed, collected and studied, a second step known as "objective" which rests on the observations was carried out.

To conduct a crossing between the theoretical and practical aspects of the new approach, we have chosen these four courses ensured by four teachers (two PEMs and two PEFs). The courses, which were not the subject to a preliminary step, were left to the teachers' choice. The performances, in general, were concentrated on declarative knowledge i.e. on a 'traditional' teaching and not on procedural knowledge.

What is actually practised in classes is a prevalence of the teacher's egocentrism. In fact, it is a very tight guidance which does not leave any chance to the development of the potential capacity of learning, thus preventing the meta-cognitive processes of learning to occur. So that the mediation preserves its entire objective and meaning, the mediator should not act in the place of the learner. He should implement a device of assistance and support which must correspond to what Bruner calls the process of scaffolding. On the conceptual level, such a notion concerns a definition of linguistic acquisition such as acquiring the capacity to take part in communities of practice. On the practical level, this concept calls for the conception of positive activities of mediation of the expert which are not limited to specific punctual moments of assistance, but contribute to a creative interactive dynamics and locally co-constructive. Scaffolding as we defined it in the chapter I p 61, corresponds to a general attitude, to which Hudelot & Vasseur underline the importance, reflecting on: *"The global role (not just local) of others in the process of acquisition. (1997:109).*

It is, therefore, the teacher's responsibility to develop this capacity which will enable the learner to engage in social practice of the language. This process must enable him to gradually get rid of this excessive assistance. In order to avoid these situations of dependence with regard to the situation of learning, it is necessary to train the learner in the first place to know-how-to-do without the teacher's support, which is essential for him to a certain moment of the process of learning, and then to give him the means to know how to reinvest or transfer these resources in situations other than those where the initial learning was done. This process of support is also evoked by Bruner about the role of the interaction.

Indeed, these observations in situation of teaching/learning helped us to reflect on the ways in which the implementation of the CBA is actually carried out in class. These class observations were moments in which certain assumptions were confirmed. Regarded as indispensible functioning implementation for our research, class observations proved as the

ideal means to highlight concrete and visible the difficulties which the teachers as well as learners encounter to implement the CBA.

It seems that didactic researches face problems to be effectively reinvested in teachers' daily practice. The didacticians analyze these resistances by the epistemological rupture which this type of management of the class implies. Vérin says that:

> *Teachers are brought to change, not only their designs of instructing and scientific teaching, but also the ways of teaching which they formed during years and in which they are qualified, to venture in new dubious methods. (1998:133)*

This part made it possible to bring to light the inadequacy which exists between the teaching practices in classes and the objectives of the CBA such as they are defined in the first and second chapters. The following part, consisting of the questionnaire (1), will shed light on the impact of the in-service training of the teachers, their professional career, their academic level, and their opinions on the implementation of the CBA. This is what we will try to know by analyzing the data collected from the questionnaire (1).

Part II

Chapter II: Quantitative Data

Part II

Data Collection and Analysis

Chapter III : Quantitative Data

Introduction

This part deals with the two questionnaires and a checklist. It is aimed at collecting as much data as possible from different sources: middle school teachers, 4AM learners and inspectors.

The underlying objective of this survey addresses the process that promotes the implementation of the CBA in the Algerian Middle School involving the teacher, the learner and the teaching materials.

In fact, any teaching/learning process relies primarily on the "mediator" that is the teacher who is acknowledged to be the keystone to any anticipated change in the educational system. Girard sees the teacher as:

> *The determinant factor for the success or failure before the programme, schedule, class size and other institutional constraints, even before the type of the teaching method and material used. (1985: 135).*

The teaching aids also remain important for the completion of the teaching/learning process. Thus, it is important to take into account the correlation between the three poles, including materials, and examine the resulting interactions in order to approach and seize wisely this interdependence. Moreover, the way teaching takes place in the classroom depends on what the teacher deems appropriate, his techniques, his own representations, the requirements imposed by the institution, as well as, a sum of other factors inherent to education.

III.4. The questionnaire 1. (Cf. Appendix 1)

The questionnaire administered to teachers turned around an inquiry which targets basically the three didactic poles: the teacher, the learner and the approach. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research concerning the implementation of the CBA so as to diagnose accurately the difficulties that would prevent the implementation of this approach.

The number of the collected questionnaires is 270 out of 300, a rate of 90%, of which none was rejected. The analysis of the responses provides a certain number of data of a

statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1), whose details appear in the part "results" of this study. This initial work, thus makes it possible to release from main tendencies in the form of percentages, reflecting the perception of the teachers themselves on their teaching practices and the difficulties which they face.

III.4.1. Informants' Biographical and Professional Data

Item 1: You are a…………… (*Tick the right box)*

Female PEM ☐   Male PEM ☐

Female PEF ☐   Male PEF ☐

	Female	**Male**	**Total**
Total number	181	89	270
Percentage	67.03%	32.96%	99.99%
Total number of PEM	20	5	25
Percentage	11.04%	05.61%	09.25%
Total number of PEF	161	84	245
Percentage	88.95%	94.38%	90.74%

Table 16: Percentages of informants selected for the questionnaire

The total number of the respondents is 270. 181 (66.99%) of them are females and 89 (32.96%) are males. 25 teachers are PEMs, representing 09.25%, and 245 are PEFs representing 90.74%. The number of female PEMs is 20, which corresponds to 11.04%, and female PEFs is 161 which corresponds to 88.95%.

Analysis:

It is worth noting that the majority of the population of middle school teachers is constituted of females. Two thirds (2/3) of the teachers are women. In fact, this distribution corresponds to the socio-demographic data published by the Ministry of National Education (cf. Appendix 11). A study is drawn up by the Ministry of National Education. It reveals that at the level of the secondary education, the literary streams are chosen by girl-students. This explains the rise of women in the sector of education (cf. appendices). Accordingly, "*most of the active women on the labour market belong to the tertiary sector activities"* (Maruani, 2003:3). Besides, the phenomenon of the feminization of the teaching staff is nothing new, it seems to be one of the earliest professions compared to other recently feminized ones. The traditional assumptions on the matter try to explain the phenomenon by proposing the conciliation of the family life with those professional and teaching ones, i.e., family-friendly

profession (Parkay & Stanford:2003; Wiseman, Cooner & Knight 2002). Other assumptions stress the fact that:

> *The sexual division of labour and the structure of female employment corresponding to the latter, the teaching professions are indeed the best placed inside this structure.* Charles, F. (1998:29)

Women also choose this professional activity for reasons which touch human and psychological values along with the characteristics of the profession and the flexibility of the schedules. Whatever the assumptions put forward to explain the very strong feminisation of the teaching staff, the school institution appears as a privileged access-road for women in the labour market.

Item 2: You are............. *(Tick the right box)*

Under 20 ☐   between 20 and 30 ☐   between31 and 40 ☐   over 40 ☐

The age brackets of the 103 teachers are distributed as follows:

Age	Female	%	Male	%	Total	%	Average Age
Under 20	00	00%	00	00%	00	00%	
Between 20 and 30	43	23.75%	11	12.35%	54	20%	
Between 31 and 40	91	50.27%	26	29.21%	117	43.33%	**32.1**
Over 40	47	25.96%	52	58.42%	99	36.66%	
Total	181	99.98%	89	99.98%	270	99.99	

Table 17: Teachers distribution according to age

The statistics above indicate that most of the respondents (43.33%) have an age ranging from 31 to 40. About 100 of them are aged above 40, and 54 are between 20 and 30. The average is 32.1 year old.

<u>Analysis:</u>

These age ranges might be arbitrary. Middle school teachers can be split up into three categories: the first one concerns those teachers aged over 40 (36.66%), who just duplicate or reproduce traditional methodologies which they knew when they were themselves learners or trainees. They are generally more concerned with projects related to their retirement. Thus, they seem to show resistance to any change. This group often represents the seniors of the

teaching profession. The second category, aged between 20 and 30, about 54 teachers, is at the beginning of their professional career. They are willing to translate their theoretical knowledge into practice. The third category of teachers, aged between 31 and 40years old, seeks to confirm their professional projects. In fact, they show some readiness to change their class performance. Yet, this change, requiring a destruction of the previous fossilised habits and a construction of new competencies, might last a longer time.

It is to be noted that the 31-year-old teachers and more, accounting for 79.99% (n=216) of the informants, represent the category of teachers who were initially trained in the ex-ITEs.

Item 3: You are a.................................teacher.

1. Confirmed
2. Contract
3. Substitute

	Female	%	Male	%	Total	%
Confirmed	171	94.47%	83	93.25%	254	94.07%
Contract	04	02.33%	05	05.61%	09	03.33%
Substitute	06	03.50%	01	01.12%	07	02.59%

Table 18: Teachers' professional status

The table shows that about 05.92% of the respondents are either contract or substitute employees. The rest of the respondents (94.07%) are confirmed.

<u>Analysis:</u>

It is to be noted that instability of the contract and substitute teachers, who generally replace absent teachers, causes a lot of problems with regard to learners' achievements. It is obvious that teachers' instability would affect learners' learning progress and might lead to their 'demotivation'. Though they represent a minority, 16 out 270 teachers, these teachers should firstly be engaged at least for a whole school-year, and secondly to be well-monitored, supported and accompanied.

Researches in the teaching field have demonstrated that stable staffs of teachers are essential to learners' successful attainments. It is not only the teachers' experience that matters, but also the teaching experience within one school. Teachers must know their learners in order to understand and gear their instruction according to the intellectual strengths and weaknesses within their classes, and to form relationships of trust, caring and expectations essential to a learning environment.

Whenever teaching staffs, the case of some schools in Middle education, undergo frequent turnover from year to year, and from term to term, school faculties cannot gain the benefits of experience within the class and cannot as well create or maintain a solid academic infrastructure within the school.

Item 4: What kind of degree (s) do you have? *(Tick the right box)*

Master ☐   Licence ☐   BAC ☐   CAPEF 1 ☐

	Female	%	Male	%	Total	%
Master	00	00%	00	00%	00	00%
Licence	20	11.04%	05	05.61%	25	09.25%
BAC	120	66.29%	30	33.70%	150	55.55%
CAPEF 1	161	88.95%	84	9438%	245	90.74%

Table 19: teachers' degrees

More than 90.74% of the middle school teachers have a "*Certificat d'Aptitude au Professorat de l'enseignement Fondamental*", a diploma delivered by the ex-ITEs. Only 09.25% received four-year university training course, and were awarded the degree of '*licence*' by the department of the foreign languages at the university level. It is noticed that the number of female graduates (11.04%) exceeds the number of male graduates (05.61%).

Analysis:

Due to the lack of teachers in the seventies, the Ministry of National Education created the ITEs (1971-1997) to cope with the deficit of middle school teachers for whom neither the Baccalaureate nor the university initial training was obligatory. However, as it was an intensive pre-service training, the programmes conceived for the circumstances focused much more on the aspect of the knows and on the didactic training in its theoretical and practical aspects. Thus, this category of teachers is not well-impregnated of the various founding principles of the **CBA** which they are supposed to implement in their classes.

One can deduce that there is a lack of support on the part of teachers themselves also on the institution to incite, motivate or even oblige the teaching staff to raise their level and conduct self-study. The distance e-learning and training have just been set up. The objective behind these processes is to upgrade the development of the professional competencies, an approach which aims at instilling a habit of lifelong learning. The prospects of the institution fall under the improvement of the teachers' capacities and professional experiences.

A minority made up of 09.25% of the targeted teachers followed a four-year-university training course attested by a 'licence' in English language.

The university pre-service training course, in fact, prepares these new teachers on theoretical aspects at the detrimental of the practical ones. The analysis of the university curricula shows that these teachers have the opportunity to become familiar with various methodologies relating to ELT only in the fourth year. In fact, this initial training which misses practical training courses, responsibility for class, appropriate mentoring, talks with teaching council and drafting a report on the educational aspects of the profession of teaching hardly supports the interaction between the practical knows and the theoretical aspects targeting the construction of the professional competencies. In short, this initial training at the level of universities, which focuses purely on theoretical aspects, does not meet a legitimate need of adaptation to the current evolutions in the educational field.

Item 5: How long have you been teaching English?

1. **30 years and more** ☐
2. **25 to 29 years** ☐
3. **20 to 24 years** ☐
4. **15 to 19 years** ☐
5. **10 to 14 years** ☐
6. **5 to 9 years** ☐
7. **less than 5 years** ☐

Experience	Female	%	Male	%	Total	%	Average Experience
30 years +	05	02.76%	17	19.10%	22	08.14%	
From 25 to 29 years	53	29.28%	25	20.08%	78	28.88%	
From 20 to 24 years	60	33.14%	16	17.97%	76	28.14%	
From 15 to 19 years	32	17.67%	14	15.73%	46	17.03%	
From 10 to 14 years	07	03.86%	11	12.35%	18	06.66%	**19.18**
From 5 to 9 years	20	11.04%	05	05.61%	25	09.25%	
Less than 5 years	04	02.20%	01	01.12%	05	01.85%	
	181		89		270		

Table 20: Teachers' professional experience

It is noted that only 22 (08.14%) out of 270 respondents have a 30-year-professional career. 28.88% (n=78) of the informants have an experience ranging from 25 to 29 years. 28.14% (n=76) of them have been teaching for 20 to 24 years now. 17.03% (n=46) have an experience of 15 to 19 years. 06.66% (n=18) have accumulated an experience of 10 to 14 years. 09.25% (n=25) have accumulated between 5 to 9 year- professional experience. The rest, 01.85% (n=5) has less than 5 year-experience.

Analysis:

Despite substantial evidence that teachers' effectiveness and efficacy vary considerably, for political and cultural reasons, teachers are treated like "widgets" with equivalent performance. Teachers' professional capitals play an important role in boosting up class practices. These capitals refer to the knowledge and the skills that teachers develop during the pre- and in-service training courses and the experience acquired in the field. Teacher's personal and/or collective capital contribute efficiently in teachers' pedagogical decision taking, and enhance their thorough thinking about better teaching for their learners. 240 teachers among the subjects targeted by this study have a professional experience that exceeds 10 years. Such experience should enable them acquire a strong sense of professional identity and experience in a large measure of professional capital. In fact, this capital is expected to develop teachers' efficacy which represents an important school property (Bandura 1993 & 1997)

The average collective experience of the respondents is around 19.18%. It represents an important capital which can be used as an asset to construct collective efficacy. Bandura argues that:

> *One powerful construct that varies greatly among schools and that is systematically associated with students' achievements is the collective efficacy of teachers within a school. (1997:3)*

In fact, this collective efficacy can be realised provided that it is invested to create the interactive dynamics of the group members.

Item 6. What forms are you teaching? (*Tick the appropriate box (es)*

1. First year form ☐
2. Second year form ☐
3. Third year form ☐

4. Fourth year form ☐

	First AM level	Second AM level	Third AM level	Fourth AM level
Number	97	147	113	176
%	35.92%	54.36%	41.74%	65.04%

Table 21: Levels taught

The statistics in table 5 show that most of the teachers teach more than 3 levels. 65.36% of them teach fourth AM forms and 54.36% teach second AM forms. 41.74% of them teach third year forms, yet only 35.92% of them teach first AM forms.

Analysis:

It should be noted that middle school teachers should round off a twenty-two hour workload weekly. To do so, they have to be in charge of 7 forms. From the above statistics, we can infer that most of the respondents teach three different levels. This is one of the constraints, among others, that teachers always complain about. They generally list the workload, the number of forms, class size etc., which they view as determinant factors influencing the quality of education provided to learners. Every effort is to be made to resolve grievances through conciliation at the level of the school.

Item 7: Where are you teaching?   *(Tick the corresponding box)*

Urban ☐   Rural ☐

Urban and semi urban areas	Rural Area
140	130
52%	48%

Table 22: Teachers' workplaces

52% (n=140) of the respondents work in middle schools which are located in urban and semi urban areas. Nearly the same percentage, 48% (n=130) of them work in schools that are located in rural areas.

Analysis:

It is well-known that the environment plays an important role in learners' motivation and their learning processes. Generally, the Algerian rural environment is unfavourable not only for the English language learning but also for other foreign languages and French in particular. The reasons of such a lack of motivation towards English language learning are manifold. They are of psychological nature (related to learning process itself), social (related to society and the importance given to the language), family and school environments (related

to the family, the institution and the teacher). Learners receive the influence of these multidimensional factors which take part either positively or negatively to the transmission of the teaching practices. In our case, only the social and family factors are evoked. The cultural and social characteristics of the family exert a great influence on the school learning success, in general, and the English language, in particular. Middle school learners, generally, come from families of day-labourers, peasants or modest employees. They very often come from a poor milieu when their parents work all day long, cannot devote part of their time to their education. This would add another burden to the efforts made by all practitioners in teaching field. Whatever the organization of the school is, it will not replace the family, the first catalyst of a true blooming of children. Thus, all specialists agree that the school difficulties are also related to the social background in which the learner is brought up.

These difficulties are confirmed by the investigations which reveal a low educational level among the poor households' heads and in most rural environments where the major part of the households' heads never got profit from it. This is an additional indicator which proves not only the success of the realisation of communicative competence such as defined in chapter I, but also the implementation of the school acquisitions in authentic situations, as well as the implementation of the competencies targeted by the CBA.

Moreover, the lack of the qualified teachers and administrative staff, generally occupied by contractors, has a direct impact on learners' acquisition. It is essential to announce that the teachers, working in these rural areas are recruited by the school managers, without any pedagogical training and workshops organized to their attention. Thus, they face isolation.

 Contrary to rural environments, the supportive context and the possibilities of mediation other than those of the teachers are multiple: universities, cybercafés, libraries, clubs proximities, and paying courses are resources which facilitate in a way FLA, the development of communicative competence and contribute to the improvement of the teachers' professional outcomes. This disparity between the rural and urban areas gives us a clear idea on the socio-cultural repercussions on this middle school population which is distributed over the public schools.

To back up what we have just evoked above, we take as examples the rate of success recorded in the various examinations, continuous assessment and BEM examination, in some urban and rural zones. For example, the highest rates of success in BEM session 2006/2007 were recorded in the basic schools located in cities such as (Mostaganem city: CEM Touahria Mohamed 83%, Benzerdjeb 75%, and Berber 67%. Tiaret city: Bakr Benhamad 65%, whereas the lowest rates were recorded in the rural zones; villages and hamlets (middle

schools of Hachasta 18% (daira d'Ain Tedles), Khadra 28% (daira de Achaacha), Nekmaria 12% (daira de Achaacha). These results obtained by learners with the national evaluations make it possible to ensure that there is fatality of failure in the rural zones.

III.4.2. Informants' Training Itinerary

Item 8: What language teaching approach (es) are you in favour of its use? (Use a tick)

1. Grammar-translation Approach
2. Direct Approach
3. Oral Approach and Situational
4. Audio-lingual Approach
5. Communicative Approach
6. Objective-based Approach
7. Competency-based Approach

Respondents' Answers	Responses	%
1. Grammar-translation Approach	80	77.66%
2. Direct Approach	45	43.68%
3. Oral Approach and Situational	36	34.95%
4. Audio-lingual Approach	35	33.98%
5. Communicative Approach	75	72.81%
6. Objective-based Approach	58	56.31%
7. Competency-based Approach	35	33.98%

Table 23: Teachers' use of approaches

The data collected for this question (7) on the approaches, which have marked the history of the FLL, show that most of the teachers are mainly familiar with the GTA or the CA, 80% for the first and 75% for the second. 45% of the informants confirm that they are most familiar with the DA. 58 teachers, around 56.31%, say they are familiar with the OBA. Whereas, the number of those teachers who seem to be familiar with the other approaches, namely OA, ALA and CBA revolves around 34%

Analysis:

Referring to the statistics above, we notice that the teachers' familiarity with the CBA records one of the lowest rates. It appears clear that 65% of the informants are unfamiliar with

the founding principles of the CBA. This striking majority of teachers which does not have clear notions of the CBA will undoubtedly face serious problems to implement it in their classrooms. They will encounter obstacles to adapt their teaching to the advocated changes targeted by the CBA, namely the development of the disciplinary and transversal competencies, the focus on the learner-centred learning, the learner's autonomy and his assessment as it is shown in chapter I. Thus, the effective implementation of the CBA seems likely to be mortgaged.

With regard to the teaching/learning bookish knowledge, there is a noticeable gap between English learnt at school and its effective practice. Teachers, resulting from this system, perpetuate this mode of teaching. It is, thus, the training of the teachers that is confessed initially to improve and allow them to renovate their teaching practices and to, in general, fulfil the requirements of the educational changes and the effective implementation of the CBA, in particular.

Throughout personal experience, which spans over a decade, it is noticed that most of the teachers are not well-equipped with the foundations and underlying principles of the different approaches, their advantages and limitations. In fact, all that they seem to know are superficial definitions which their implementation on the ground seems to be unrealisable.

Item 9: How and when did you become familiar with the CBA?

A. During initial-training in ITE

B. During initial-training at the university

C. During in-service training sessions

D. Others…………………………..

Respondents' Answers	Number	%
A. During initial training in the ITE	00	00%
B. During initial training at the university	25	09.25%
C. During in-service training sessions	245	90.74%
D. Others…………………………..	00	00%

Table 24: teachers' familiarity with the CBA

90.74% of the informants state that they became familiar with the CBA during in-service training sessions. The rest of the respondents affirm that they learnt about the CBA while pursuing their studies at the university. Yet, no teacher seems to approach the CBA via other resources.

<u>**Analysis:**</u>

Simply 09.25% (n=25) of these teachers confirm to have learnt about the CBA during their university training (module of ELT) in fourth year courses. The need for this category of teachers is of a practical nature. Apparently, these are novice teachers (PEMs) recently recruited by the MNE. They will constitute an asset if they profit from a significant assistance because these young teachers are often more precise than their elders in their didactic approach. Thus, it is necessary to take into account the quality of the in-service training, especially in its practical aspect because it is an essential factor of success for them. A good assumption of responsibility from the training viewpoint will enable them to improve their teaching practices.

The rest of the teachers, 90.74%, affirm that they become more familiar with the CBA during in-service training courses held during the first four years of the reforms and were organised for the benefit of the middle school English teachers.

Any effort of change of the educational system should inevitably pass through teachers. Without their effective contribution and their goodwill, all the attempts for renovation and intelligent provisions are doomed to failure. The inventory related to the implementation of the CBA shows that the obstacles are very numerous. Generally, when questioned about what hinders the implementation of the CBA, the teachers do not always justify their reasons. They prefer to spend the rest of their career by dispensing 'knowledge' previously acquired rather than destruct their assets and re-construct new ones. "Why shall we change an educational system in which we have ourselves been successful?" Their resistance and their uncertainty may be nourished by the lack of information, preliminary trainings to the introduction of the new changes, fear of the new and so on. The majority of the teachers were trained in the seventies and eighties, and have had a professional capital which is not always exploited with profit for their professional development.

The experiment has always shown that significant changes can never be achieved in short term, but their effective implementation requires a certain period of time. During this period, practitioners learn how to behave differently. The rigorous planning, the right formulation of the deadlocks already encountered, the construction of the representations and the modification of the practices, all these take a long time.

Hence, the reconsideration of the in-service training course contents and the appropriate strategies to ease their implementation is of prime necessity so as to meet audience urgent needs. The teachers' concerns are related to the process of how to transpose the theoretical aspects of the CBA into observable practices (cf. item 20 questionnaire 1). The shift from the

theoretical paradigm to the empirical one worries teachers. Unfortunately, the trainers insist in their communications only on the theoretical aspects of the CBA. Of course, weekly internal coordination between the teachers in the same school provides an appropriate opportunity for debates and discussions on the CBA.

Item 10: In few words what does it target?

As regards the objective of the CBA, the answers are as follows:

1. Teachers reckon that it targets the learner's autonomy.
2. They affirm that it targets the development of communicative competence.
3. They state that it aims at developing the interpersonal relationships, and cooperative work.
4. They say that it targets the construction of the knows and of know-how-to-do and know-how-to-be.
.   5. It targets linguistic, methodological and cultural knowledge.
1. It aims at developing interactive, interpretive and productive competencies.
2. It seeks learners' self-assessment.
8. It focuses on learners' learning rather than teacher's teaching.
9. They confirm that it requires a change in the teacher/learners roles.
10. They are aware that it focuses on the mobilization of the knows in various situations.

Yet, About 15 teachers expressed no answer.

Thus, on the whole most of the respondents seem to be aware of the main objectives and principles of the CBA.

Analysis:

The answers collected demonstrate that, apparently, the respondents acquired the theoretical knowledge relating to the CBA principles and objectives. It seems that the in-service training sessions, organised for the benefit of teachers since 2003, have had an impact on the theoretical knowledge.

The respondents are aware of the objectives targeted by the CBA which are abstracted by learners' autonomy, communicative competence, learners' learning, interactive, interpretive and productive competencies. Yet, their implementation in class practices remains unattainable.

What is amazing about some findings in teachers' responds is that they confirm that they seem to be well-versed in the CBA, yet its effective implementation in class practices remains unsuccessful (the class observations testify it.)

Item 11: Which of these approaches, do you think, has an effective impact on your way of teaching?

1. Grammar-translation Approach ☐
2. Direct Approach ☐
3. Oral Approach and Situational ☐
4. Audio-lingual Approach ☐
5. Communicative Approach ☐
6. Objective-based Approach ☐
7. Competency-based Approach ☐

The respondents' Answers	Responses	%
1. Grammar-translation Approach	165	61.11%
2. Direct Approach	02	00.74%
3. Oral Approach and Situational	20	07.40%
4. Audio-lingual Approach	15	05.55%
5. Communicative Approach	14	05.18%
6. Objective-based Approach	30	11.11%
7. Competency-based Approach	24	08.88%

Table 25: Approaches impact on respondents' performance

Teachers' answers concerning the impact of the approaches on their class practices, show that the striking majority (61.11%) of the middle school teachers are influenced by the GTA. With regard to the CBA, only 08.88% of the informants affirm that their class practices are influenced by its principles and objectives. The proportion of those who reported that their class practices are influenced by either the DA or OA or ALA or the CA or OBA represents around 30% of the total number of the middle school teachers targeted by the survey.

Analysis:

The majority of teachers, 61.11%, think that the GTA has a direct impact on their teaching practices. The most plausible reason related to this practice is, undoubtedly, the fact that this category of teachers was definitely marked by their own experiences either as students or trainees. Besides, another inducement behind teachers' strong focus on knows only is ensured for evaluative goals. In fact, they implement a strategy which targets the acquisition of the grammatical structures, enabling, in an unquestionable way, the learners to succeed in the various evaluations, particularly the BEM. Most of the learners who sit for the BEM examination at the end of the year and succeed are not able to write a short paragraph or

to carry on a short discussion. This success is simply due to the gap between the contents of the BEM examination and the approaches of teaching which is recorded by the very weak results obtained by learners and the resort of teachers to methods likely to make it possible for learners to succeed. Because none of the activities suggested proves the real level of these learners. It should be pointed out that from the communicative point of view, these teachers are very conscious of the weaknesses of their learners, but remain realistic because this choice is rather pragmatic. This may explain their concentration only on the knows because the objectives of learning are pre-determined by the transition to the higher class.

It is worth noting that apart from the situation of integration (written production), all the activities proposed to the BEM candidates do not evaluate effectively the competencies targeted by the CBA (cf. appendix 7). Moreover, when ensuring the supervision of the workshops of BEM and the Baccalaureate correction, we noticed that the majority of the candidates obtain grades ranging from 0 to 2 out of 6 in written expression. Thus, there should be a certain inconsistency between the competencies targeted by the CBA to which the teachers are required to prepare their learners for and the examination design.

In order that the educational reform does not remain at the current level, it is compulsory to incite the teachers to update their knowledge on the objectives and the strategies of the new approach. In other words, it is necessary to make considerable efforts to render explicitly comprehensible with the teachers what these changes consist of. Moreover, the examinations administrated to the learners should be in adequacy with the contents and the processes suggested in the syllabi and the textbook, **On the Move**.

Item 12: A) Which approach do you prefer the least? Why?

1. Grammar-translation Approach   ☐
2. Direct Approach   ☐
3. Oral Approach and Situational   ☐
4. Audio-lingual Approach   ☐
5. Communicative Approach   ☐
6. Objective-based Approach   ☐
7. Competency-based Approach   ☐

Respondents' Answers	Responses	%
1. Grammar-translation Approach	27	10%
2. Direct Approach	37	13.70%
3. Oral Approach and Situational	12	04.44%
4. Audio-lingual Approach	26	09.62%
5. Communicative Approach	10	03.70%
6. Objective-based Approach	19	07.03%
7. Competency-based Approach	160	59.25%

Table 26: Respondents' degree of rejection of the language teaching approaches

Concerning the question on the least preferred approach, the answers varied:

1. 160 respondents, i.e. 59.27%, maintain that the CBA is the least preferred approach.

2. 27 respondents, i.e. 10%, assume that the GTA is the least preferred.

3. 37 respondents, around 13.70%, say that the DA is the least preferred.

4. 26 respondents, around 09.62%, state that the ALA is the least preferred.

5. 19 of them, about 07.03%, declare that the OBA is the least preferred.

6. 22 of them, about 08.14%, affirm that the least preferred approaches are the OASL and the CA.

Item 12: B) Why?

Among the collected answers for the question on the least preferred approach, we list the following ones that we classify according their occurrence. We focus much on the two highest rates related to the CBA and the GTA. The respondents gave more than one reason.

1. Less preference to the CBA

1. The CBA is not clear enough for us.
2. The CBA is still ambiguous.
3. Teachers lack clear insights on the founding principles of the CBA.
4. Teachers need to upgrade and up-skill their knowledge on the CBA.
5. The CBA is appropriately worded but its implementation is unrealisable for many reasons: lack of means, lack of motivation on the part of the learners and lack of appropriate training courses.
6. The CBA requires active learners who function autonomously a category of learners unavailable in our classes.

2. Less preference to the GTA

1. The GTA focuses on grammatical structures at the expense of communication.
2. The GTA aims at developing accuracy rather than fluency.

3. The good command of grammar does not lead systematically to a good command of communication.
4. Grammar mastery is necessary but insufficient.
5. School trains learners whose heads are filled with knows, yet they are unable to use them in different contexts.

Those who support the GTA (61.11%) disprove of and resist to the new approach, because it requires much more efforts and personal research. Indeed, the change is still not welcome.

Analysis:

By analyzing the different responses, we can say that those teachers who still support the GTA (61.11%), and seem to disprove of and resist to the implementation of the CBA, have a natural tendency to reproduce the models which they themselves underwent or lived rather than to adapt their professional gestures in conformity with the requirements and the issues of nowadays school.

We think that the phenomenon of the resistance to change still has beautiful days ahead. During the various discussions with the teachers, it was clear in their remarks that the syllabus and the textbooks were to change or at least undergo fitting up.

III.4.3.Informants' Viewpoints on the CBA and the hindrances precluding its Implementation

Item 13: How many in-service training sessions have you attended the last seven years?

	0	01	02	03	04	05	06
2003-2004							
2004-2005							
2005-2006							
2006-2007							
2007-2008							
2008-2009							
2009-2010							

Respondents' answers							
Frequency / Years	0	01	02	03	04	05	06
2003-04	13	27	45	185	---	---	--
%	04.81%	10%	16.66%	68.51%			
2004-05	07	00	38	227	-----	-----	---
%	02.59%	00%	14.07%	84.07%			
2005-06	09	00	00	241	-----	----	----
%	03.33%	00%	00%	89.25%			
2006-07	11	00	18	261	-----	-----	----
%	04.07%	00%	06.66%	96.66%			
2007-08	12	13	245	-----	-----	-----	------
%	04.44%	04.81%	90.74%				
2008-09	09	221	40	-----	-----	------	----
%	03.33%	81.85%	14.81%				
2009-10	13	123	134	----	----	-----	-----
%	04.81%	45.55%	49.62%	----	----	----	---
Number	84	384	520	914			

Table 27: in-service training courses frequency and attendance

The statistics in table 14 reveal that most of the respondents attended three in-service training courses, especially between 2003 and 2007, the first years of the instalment of the CBA. In these years, the rate of participation in these training courses shifted from 68.51% in 2003 to 96.66% in 2007. During the school year 2007-2008, the number of the in-service training courses was reduced to two courses instead of three per year. Similarly, the rate of participants declined from 90.74%, in 2007-2008, to 49.62% in 2009-2010. It is worth noting that a minority of the respondents (around 05% along these seven years) affirmed that they have never benefited from in-service training courses. The non-beneficiaries of these in-service training courses could be contract or substitute teachers.

Analysis:

Referring to the respondents' answers, we can say that the unavailability of sustained and continuous in-service training courses renders the CBA implementation pretty difficult, given that most of the teachers are left to their own intuitive judgements about what might help

them instil the targeted competencies. Temporary and episodic in-service training courses are proved to be insufficient to create teaching quality changes and, in turn, to hamper the attainment of the desired objectives. Thus, the in-service training policy should be reviewed with regard to the teachers' continuing professional development which emphasises the teachers as lifelong learners whose capacities to engage in critical reflection and to improve their knowledge base is at the centre of teacher professionalism.

Item 14: What do the in-service training courses focus on?

1. Theoretical aspects
2. Practical aspects
3. Both theoretical and practical aspects

For the participation in the seminars, the answers are:

Respondents' answers	Number	Percentage
1. Theoretical aspects	270	100%
2. Practical aspects	00	00%
3. Both	00	00%

 Table 28: in-service training courses contents

The respondents unanimously affirm that the in-service training sessions focus on the theoretical aspects of the CBA only.

Analysis:

There are considerable variations in the way that theory and practice and the relationship between them are understood in the field of teaching. Arguments have centred on what comes first, theory or practice or vice versa. For those who regard theory and practice as independent, the emphasis is put on 'knowing how' rather than 'knowing that' (Dreyfus and Dreyfus 1980/1996 cited in Tsui 2003:10). For Dreyfus and Dreyfus, it is the procedural knowledge (knowing how) and not the declarative knowledge (knowing that) that is the most important asset in gaining expertise. Opinions about the primacy and the importance of either theory over practice or vice versa are different. Kurt Lewin (1951) might be right in saying that "*There is nothing so practical as good theory*", it might be equally true that "*there is nothing so theoretical as good practice*" (quoted by Fullan 2001: xiii).

Yet, this view is criticized since it is entirely founded on the practical knowledge. Entwistle summarizes his idea when saying that:

> *No doubt a purely practical training based on a few rules of thumb would produce teachers who could perform prescribed routines efficiently in familiar situations, but who*

would be unable to analyse their work in such a way that their competence would develop
in response to changed situations. (1976:43)

Teachers who are impregnated on theoretical knowledge can easily adapt their class practices according to unfamiliar situations. Entwistle states that:

The teacher who has the resource to adapt himself to novel circumstances is probably the
one who has sufficient appetite for theorising to ask himself occasionally why he is doing
what he does, and this seems likely to follow from some study of educational theory as
well as from mastering teaching techniques in impractical situations. (Ibid: 43)

The respondents to the above question (15) seem much concerned with the practical knowledge (know how) at the detrimental of the theoretical one (know that). Restricting the in-service training sessions to the practical aspects would enable them to duplicate others' experiences without any reflection on their feasibility. Hartnett and Naish say that:

The application of theory to practice is the bringing to bear of critical intelligence upon
practical tasks rather than the implementation of good service. (1976:121)

Probably, what teachers seek is to be equipped with models of lesson plans that they can use in their classes. But, doing so, they merely duplicate "one-size-tailored lessons". This precludes teachers' experiential learning.

Item 15: Have you ever had an opportunity to reflect on those in-service training courses contents?

Yes ☐   No ☐   No idea ☐

Respondents' answers	Yes	No	No idea
Number	101	169	00
%	37.40%	62.59%	00%

Table 29: respondents' reflection on the in-service training courses

Table 29 shows that out of 270 respondents nearly the third, 101, affirm that they had been asked to reflect on the contents of the in-career training courses; two thirds, 169 reported that they were not given such opportunity.

Analysis:

Most of the respondents (62.59% n=169) assert that they have never been asked to reflect on the in-service training courses.

To gain trainees' involvement, engagement, helpful and constructive feedback, the trainers should give them the opportunity to reflect on the contents of the in-service training courses. Their feedback can be a valuable resource of evaluation for operating necessary re-

adjustments and improvements. Doing so, the trainees become more deeply involved in their own professional development. This in turn improves the trainees' motivation, participation and reflective process. In-service training courses there should not be 'trainer-centred' sessions, merely restricted to teach methodology, learners-centredness and autonomy. Yet, the trainers should be concerned with collecting the practitioners' own class difficulties, and inducing in them a never-ending process of thinking and questioning, challenging and changing.

Item 16: Have they had an impact on your class performance?

1. Yes
2. No
3. No idea

Respondents answers	Yes	No	No idea
Number	26	244	00
Percentage	09.62%	90.37%	00%

Table 30: in-service training courses impact on the respondents' class performance

The responses to this question on the effective impact of the in-service training sessions on the class practices indicate that a minority of the informants (09.62%) perceives a change in their class performance; the rest (90.37%) sees no change.

Analysis:

For 90.37% of the cases, according to the informants who attended the in-service training sessions, this new methodology has not brought any change. It can be thought that this category of teachers resists to the change for multiple reasons or allegations such as the lack of didactic means, the ambiguity of the concepts, heavily theoretical and large-sized classes. For such category of teachers, specific objectives based on specific needs should be considered. While the gaps and needs are obvious but an adjustment vis-à-vis these principles will not be sufficient if they are not accompanied by an immediate motivation. Only a revision of strategies to undertake to cope with multiple heterogeneities (of teachers' interests, expectations, needs vis-à-vis the act of teaching, performances, speed of learning, achievements. etc ...) may reduce the gap and ensure an effective implementation of the CBA. The high rate of negative answers (90.37%) should be regarded as a reflective indicator which stimulates the trainers to review the in-service training courses with regard to their contents and the efficient strategies to implement their frequency. An evaluation by the trainees could

be a means of better measuring these in-service training courses effectiveness in terms of class applicability. The rest, 09.62%, seems to be prepared for the implementation of the CBA considering their theoretical impregnation on the approaches in general and the CBA in particular (cf. to questions 8 and 12), confirms that these meetings have an impact on their class practices.

The changes prescribed in the official documents must be used by trainers to convince most resistant teachers to the changes brought by the CBA in order to get hold of the suitable process for that.

In short, to render the implementation of the CBA effective, the theoretical design must imperatively go in pairs with that of the practice for an analysis of their implications on the ground, in English classes, by the practitioners. The latter should be mentored and accompanied by trainers. The trainers' and trainees' discussions should be regarded as a beneficial process leading to the establishment of a supportive relationship rather than a supervisory one only. Indubitably, this fosters a kind of mutual confidence and increases teachers' self-esteem and reflective process (Schön 1987; Soloman 1987 & Fish 1989).

Yet, it is worth pointing out that teachers' voluntary refusal of all what is new is not to be excluded. Qualified as a 'resistance' to change, this behaviour has been attributed by researchers to many factors including gender politics (Hubbard & Datnow, 2000: 115-129), institutional and cultural politics (Kanpol, 1989:163-179), disrespectful and dismissive treatment of teachers as mere instruments or targets of reform (Elmore, 1987:60-78), the "good sense" of teachers (Gitlin & Margonis, 1995:377-405), cultures of individualism (D. Hargreaves, 1990:5-14), or the counterproductive efforts of "controlling" principals (Blasé & Blasé, 1997: 138-164; Fennell, 1992:9-26).

Such behaviour should be analysed to elucidate what teachers fight for (Fullan & Hargreaves 1996:9) rather than what and why they reject only.

Item 17: Do you use extra resources to supplement the mandated textbook contents?

1. Yes: ☐   2. No: ☐

Respondents' answers	
Yes	No
69	201
25.24%	74.75%

Table 31: use of extra resources

The majority of the respondents affirm that they use no extra resource to supplement the content of the mandated textbook, OTM. Only 25.24% assert that they make use of extra resources to improve their class practices.

Analysis:

Most of the informants (74.75%) recognize that they use and thoroughly depend on the mandated textbook contents only. This attitude shows that the spirit of personal initiative does not exist considering teachers proposals of other tracks of learning to the learners. Doing so, they seem to be slaves to the unique textbook proposed by the MNE.

It should be reminded that the textbook is only one means among others of fulfilling the requirements of the programmes. Actually, there are competencies targeted by the CBA which enhance teachers to always keep a critical spirit with regard to the textbook contents whatever they are. Finally, if competencies to be developed are not negotiable, yet the means used to reach them, in fact, are. In this case, the teacher must have a margin of freedom to act advisedly.

Teachers' behaviours can be due to either the lack of confidence, self-esteem, or critical eye which enables them to sort out what is appropriate to keep and what is inappropriate to alter or delete. Thus, they find in the textbook content ready-made lesson plans and activities which may soon give way to boredom and reduce learning process if it is not supplemented with other extra materials.

The lack of personal initiative and creative thinking among middle school teachers result from a variety of inhibitors. Some of these inhibitors are caused by contextual factors. Jones (in Isaksen & al. 2004: 14) mentions factors such as self-image problems, strong desire to conform to pre-existing patterns, being rigidly custom bound, resistance to using imagination, inability to tolerate uncertainty, etc. Other factors may result from the lack of creative role-models, mediators and mentors, culture, habit, isolation, lack of explicit attention to creative thinking within the school or even inhibition of creative thinking during teachers' training courses.

Item 18: If yes, what extra resources do you use? (*Tick the appropriate box (es)*)

1.	Authentic materials?	☐
2.	Tapes and recorder?	☐
3.	Overhead projector?	☐
4.	Data Show?	☐
5.	Computer?	☐
6.	DVD?	☐

Specify:..

Respondents' answers	Number	%	General %
1. Authentic materials	13/69	18.84%	12.59%
2. Tapes and recorders	15/69	21.73%	05.55%
3. Overhead projector	00/69	00%	00%
4. Data Show	34/69	49.27%	04.81%
5. Computer	34/69	49.27%	04.81%
6. DVD	00/69	00%	00%
7. TV +Video recorder	08/69	11.59%	02.96%
Others...................................	00/69	00%	00%

Table 32: types of extra resources

It is clear from the data in the table above that the average of the respondents (34), confirming the use of extra resources, has integrated the computer and data show in their class performance. 15 teachers utilise tapes and recorders. Only 13 of them employ authentic materials; while 08 use TV and Video recorder.

Analysis:

Concerning the additional tools used to supplement the textbook contents, the data show seems to be the most desired among nowadays available means by those teachers who are willing to integrate technologies in their classes. Thus, the ICTs have become a part of the classroom furniture. It all started with slide projectors, overhead projectors,… and today, it has so infiltrated education that it has changed the ways learners learn and the teachers teach. Gone is the traditional pattern established by the textbook, the teachers and the chalkboard; welcome to videos and computer-assisted learning. Modern technology offers many means of improving teaching and learning. Besides, 18.84% of the informants affirm that they integrate authentic materials in their teaching practices. These materials, which are resources not prepared originally for purposes of teaching, can be enormously useful in all types of instruction because they expose learners to real-world materials used in real life situations.

However, most of the teachers, out of a very great confidence they grant to the textbook, put straightforwardly aside the school syllabus and even let the textbook replace the syllabus. Besides, it is undeniable that one finds, in certain collections, very interesting

learning scenarios. To get inspired from varied didactic materials so as to give form to the teaching objects poses no problems, but that initiative is welcome. What worries more is the fact that the textbook sometimes replaces the programmes and dictates the progression of the learners' learning.

Item 19: Which of the following stand as roadblocks to the implementation of the CBA?

1. Learners' lack of motivation ☐
2. Shortage of means ☐
3. Inadequate in-service training sessions ☐
4. Lack of practical sessions ☐
5. Inadequacy of the teaching materials suggested in the textbook ☐
6. The programmes load / reduced timing/ insignificant coefficient… ☐
7. Class over-crowdedness…………………………………………….. ☐
8. Others……………………………………………………… ☐

Respondents' answers	Yes	%
Learners' lack of motivation	167	61.84%
Shortage of means	229	84.81%
Inadequate in-service training sessions	234	86.66%
Lack of practical sessions	197	72.69%
Inadequacy of the teaching materials suggested in the textbook	121	44.81%
The programmes load / reduced timing/ insignificant coefficient…	221	81.85%
Class over-crowdedness	270	100%
Others……………………………………………………	00	00%

Table 33: Obstacles to the implementation of the CBA

The statistical analysis above shows that rates with regard to the obstacles vary from 44.81% for the textbook inadequacy to 100% for class over-crowdedness. The other obstacles are, in an ascending order as follows: 86.66% the inadequacy of the in-service training sessions, 84.81% for the shortage of means, 81.85% for the programme load, reduced timing and insignificant coefficient, 72.69% for the lack of practical sessions and 61.84% for learners' lack of motivation.

Analysis:

The respondents are unanimous (100%) to say that class over-crowdedness is one of the major obstacles to the CBA Implementation. Recent statistics reveal that the average class size is around 40, with a slight excess in some areas. The respondents estimate that the excessive number of learners is a handicap for the implementation of the CBA, and perceive that supporting each learner's individual learning is out of reach. We cannot pretend to say that is an easy matter, otherwise, is it humanly possible for the teacher to take charge of classes of 40 students or more and provide quality education where each student can solicit the teacher's assistance whenever she/he wants. Yet, the socio-constructivist approach is the fitting solution to address this issue. The design of pair and group activities in the **OTM,** approximately 13 activities per file, can reduce the attention to the strategies of individual learning, as it was highlighted during the analysis of the textbook, chapter III (pp 122-143).

With such a high number of learners, the teacher is constrained, in best cases, to adapt his teaching trying to involve all learners in various class activities, and considering the different levels of the learners. Now, it must be reckoned with the possibility of the differences of characters, skills, intelligences, learning styles and preferences and, if possible, harmonise those differences to create a climate that facilitates learning.

Declining enrollment in FL classes is imperative for a better management of learners and better implementation of differentiated learning for which Meirieu states "*I do not only respect differences, but I take them into account*" (1990:16). Indeed, dealing with differences cannot be carried out within large-size classes to allow each to use her/his internal resources, and benefit from the support that the teacher can provide to develop individual skills and competencies.

Subsequently, class over-crowdedness means, *de facto*, dealing with mixed-ability learners. The 'one-size-fits-all' model of education can only provide something superficial. Thus, this phenomenon requires a teaching staff whose members are aware that learners don't learn in the same way, pace, rhythm, and implement the appropriate strategies and techniques to meet learners' diverse needs. Having the same age, these learners may have the same hobbies, sizes, likes and dislikes. When it comes to learning, they are not alike. As Carol states that:

> *teachers who differentiate instruction in mixed-ability classrooms seek to provide appropriate challenging learning experiences for all their students. (2001: 5)*

This differentiated pedagogy can contribute to the resolution of this problem if it is implemented intelligently, i.e. fascinating in considering the following points suggested by Minder:

> *The right to learn by error, the right to learn with pleasure, the right to learn at his own rhythm, the right to receive a didactic help, the right to the respect of his learning style, the right to know the criteria of evaluation. (1999:19).*

Thus, differentiated pedagogy is presented, in various current programmes as being one of the keys supporting the development of the learners' competencies and their access to a higher level of success. While it tends to be the privileged means to counter the phenomenon of the school failure, we noted that teachers inquire about the nature and the feasibility of this differentiation on the ground. Class over-crowdedness may be regarded by most of the teachers as a real disadvantage, yet it is quite necessary for them to know that large class EFL teaching has some advantages: sharing diverse interesting ideas and life experiences, learners' learning from one another, distributing roles and responsibilities and so on. Therefore, it is not the number of students that is the determinant of success in EFL teaching. The teacher's management of the classroom management is of key importance.

Apart from over-crowdedness, which gained the unanimity, other obstacles which hinder the CBA implementation, according to the respondents, are summed up as follows: the status of the language as second foreign language with a low coefficient, reduced timing, programme load (81.85%), learners' lack of motivation (61.48%), shortage of means (84.81%), inadequacy of the training sessions (86.66%), lack of practical sessions (72.69%) and the inadequacy of the textbook content (44.81%).

In fact, all the above-mentioned obstacles altogether preclude the implementation of any approach. However, teachers' training constitutes the cornerstone for the success of any undertaken educational reform or renewal syllabus. As pointed out, in chapter I p.82, the lack of appropriate teachers' training is likely to harden the matter for teachers to adapt the suggested activities. More fundamental societal changes affecting schools demand continuous professional development of teachers as well. Actually, learners' attainments depend mainly on the teachers' quality (Cornet & al. 2006; Rivkin & al. 2005:417-458; Sheerens & Bosker 1997) makes it reasonable that investing in teachers' quality by stimulating teachers' continuous development will ultimately entail in learners' attainments.

Item 20: What rubric (s) in the OTM do you find useful?   *(Tick the appropriate box (es)*

1. Read and Consider ☐
2. Listen and Consider ☐
3. Words and Sounds ☐
4. Listening and Speaking ☐
5. Reading and Writing ☐
6. Where do we stand now? ☐
7. Where do we stand now? ☐
8. Research and Report ☐

Respondents' answers	Yes	%
1. Read and Consider	135	50%
2. Listen and Consider	187	68.51%
3. Words and Sounds	87	32.22%
4. Listening and Speaking	129	47.77%
5. Reading and Writing	213	78.88%
6. Where do we stand now?	75	27.77%
7. Project Round Up	59	21.85%
8. Research and Report	66	24.44%

Table 34: the OTM rubrics usefulness

The respondents' answers about question 20 show that rubrics in connection with pronunciation (Words and Sounds), evaluation (Where do we stand now?), project Pedagogy (Project Round Up) and research (Research and Report) gained the lowest rates. Whereas, rubrics such as: Read and Consider, Listen and Consider, Listening and Speaking and Reading and Writing received rates ranging successively from 50%, 68.51%, 47.77% and 78.88%.

Analysis:

The majority of the respondents state that the rubrics like 'Read and Consider', 'Listen and Consider', 'Listening and Speaking' and 'Reading and Writing' are very useful, but other rubrics as 'Words and Sounds', 'Where do we stand now?', 'Project Round Up' and Research and Report' which, in theory, require a new design of teaching/learning process are not retained as indispensable. This confirms that such rubrics still pose problems for the majority of the teachers. The probable reason behind the rejection of these rubrics could be the misinterpretation and/or ignorance of the underlying objectives of each rubric. The project pedagogy, for which almost 80% of the teachers do not perceive its utility, is devised to give the chance to the learners to transfer their declarative knowledge in procedural one. Without

that, the school assets remain useful *in vitro* and thus disconnected from socio-cultural reality. In this way, we cannot develop learners' competencies, as a psychological and social entity. The challenge would be to use these knows to carry out activities both on the personal and social levels and on the professional for future career. It is, moreover, clear that the rubric of self-assessment which our teachers do not see its usefulness, limits learners' evaluation simply to the summative type. The latter is meant to report tests results to the administration and the learners' parents.

The rubrics which have been overlooked by most of the teachers are those recently integrated in the syllabus. They all converge towards the construction of the communicative competence. We succinctly try to show their impact on the learners' language proficiency.

1. Words and Sounds

The phonetic dimension, especially for the English language and its specificity, is essential for both the teacher and the learner, because it facilitates access to the meaning of the oral messages and written documents. A good pronunciation of the English sounds is of much importance. This implies a good articulation of vowels and consonants. The phonological dimension is built in parallel with the mastery of rhythm, word stress as well as sentence stress. Intonation is also a medium to convey meaning.

The teachers, who perceived this rubric as being significant, have understood that the communicative competence is heavily dependent on the recognition of the speech sounds, in general, and that it is acquired gradually and in communication.

2. The Project Round Up

The project pedagogy is a sophisticated form of free work that is organized in time. This involves mobilizing the future to make a raw material for action. This is to represent the object that we want to elaborate, to think of its construction, to define its steps and to distribute its calendar in a timely manner. Vial states that: "*It is about creativity. We are not born creators, but we become creators. (1976: 7)*

Group projects engage learners in in-depth inquiry into areas of interest to the learners and important to the course (s) of study. They also engage them into real social practices, weakening the separation between school life and real life: these old ideas come to life in communicative approaches and more broadly in competencies-based curricula.

The project pedagogy requires a balancing practice between two logics: the project is not an end in itself, but according to Ripoll and Tricot (1998: 37-38) "*it is a roundabout way*",

and for Bachelard (1972: 14-18), it is used "*to confront learners with obstacles and to cause learning situations*". At the same time, if it becomes a real project, its success will become a major issue, and all actors, including teachers and learners, strive for efficiency with the assistance of learning opportunities available. To learn, everyone must be mobilized at the level of his zone of proximal development, an area where, by definition, he can learn, but has not already learnt, an area where he hesitates, goes slowly retraced his steps, makes mistakes, asks for help, and so on until he attains the objective targeted beforehand. Thus, it is to be noted that teachers, approximately 78%, who do not perceive the project work as being useful, do not understand its underlying objectives.

So, this learning process is to place a group of learners in a situation:

- To express desires, issues, needs, gaps, and ambitions.
- To seek ways to respond.
- To jointly plan the project implementation and to live it.

To achieve learners' motivation, the teacher can dispense with the projects proposed in the textbooks if they do not meet the criteria mentioned above (page 55), the projects may come from: (Réseau Ecole et Nature 1997: 31)

- *an occasion or an event of external origin.*
- *an event caused by the teacher.*
- *a larger project for which the school is committed.*
- *the information provided by a member of the group and creates a collective interest.*

To materialize, the teacher should accompany, assist, mark out, control, and nurture the learners. He is a resource person and advisor. He should take an approach that consists of seven phases: (Réseau Ecole et Nature 1997:28-29)

- *expressing representations.*
- *awakening.*
- *defining the overall project (aims, objectives, outcomes).*
- *implementing the project (inventory of resources and constraints, technical, planning time).*
- *acting and participating*
- *transmitting (social communication)*
- *assessing (outcomes and processes)*

So, projects are intensive experiences that engage learners in meaningful activities for them and important to the learning objective. They can involve community members and they often result in products for exhibition or a real world objective. They can be developed by these students individually or in teams. These experiences, outside the classroom, allow

learners to learn about their community and the characteristics that make it unique. To do this, teachers must provide learners with the necessary structure for their success by selecting the specific learning objectives, by asking learners to sketch--a brief reference to the design or analysis before carrying out the project- and establishing timelines and milestones to guide learners' efforts. The characteristics of a project work are authenticity, academic rigor, active exploration, connection with adults and evaluation practice.

This project pedagogy aims at bringing together the modes of appropriation of knowledge and know-how-to-do inside and outside the school by reducing the gap between the theoretical/simulated learning *in vitro* and the practical action *in vivo*. This step, focusing on learning, as claim it highly and audibly the advocators of the CBA, also makes it possible to call upon transversal competencies besides disciplinary ones. Thus, by overlooking the implementation of this teaching rubric, the middle school teachers (78.15%) deprive their learners from learning how to learn, making interdisciplinary connections, addressing academic standards and goals, discovering personal talents and interests, developing social skills and using technology. Its exploitation enables them to exceed disconnected nature of the school usual activities and to bring together social learning and trainings.

3. Where do we stand now*?*

Few of the respondents (27.77%) affirm that the '**where do we stand now'**? Rubric is useful. The rest seems to ignore the underlying objective of this rubric which consist of two types of evaluation each of which targets a specific objective: "**The Progress Check"** aims at implementing the summative evaluation and "**The Learning Log",** similar to the European Portfolio, seeks to develop a self-assessment process. The purpose behind this rubric design is to engage learners in an important self-evaluative process. This allows them to exceed a simple thoughtless know-how-to-do, purely operational to reach an essential knowledge and methodological know-how-to-do for the implementation of competencies. Indeed, the requirements of such retreat/withdrawal and distance are considerable, because they oblige the assessed learners to engage in a reflective process on their own attainments, analyze their learning processes, and excavate in their own difficulties and weaknesses. According to Donnadieu, Genthon & Vial, this evaluative attitude learnt: "*It is a work on oneself for self-critical consciousness"* (1998:110). To teach learners to self-assess themselves is to make them accept to look backward and bring a critical eye to their own achievements.

4. Research and Report

The central objective of this rubric, dealing with cultural learning in EFL, is intended to develop a foundation for cultural competence, conducting to a cultural dialogue. This notion of dialogue rests on the belief that positive acceptance of one's limitations and constructive engagement with the other can be learnt. Such learning, initiated at the level of middle education, however, presupposes that the teachers perceive the aim behind the devise of such a rubric, and implement a gradual learning process to build up the targeted cultural competence.

Acquiring this cultural competence can be achieved thanks to authentic documents that ICTs afford. The use of films, videos, OHP, DVD and tape recordings of the language with all its features enable the FLL to acquire the target competence. Yet, this requires that the foreign language teacher is knowledgeable in the culture of the TL. Besides a good command of the TL, he is required to comprehend the values and traditions of the TL speakers. In fact, it is a competence to be acquired by teachers themselves before trying to develop it among the FLLs.

Item 21: Does the syllabus meet the objectives of the CBA?

Yes ☐   No ☐   No idea ☐

Respondents' answers	Yes	No	No idea
Number	170	78	22
%	63%	29%	08%

Table 35: syllabus compliance with the CBA

For this question (21) which is related to the adequacy of the programme of fourth year, the opinions are as follows: 63% (n=170) of the respondents attest that the new programme responds to the underlying objectives of the CBA. 29% (n=78) of them give a negative answer. 22 (08%) of them express their opinions by choosing 'no idea'.

Analysis:

The majority of the respondents agrees on the compliance of the programme of 4 AM with the objectives of the CBA. This reveals that these teachers have normally, either individually or collectively analysed and reflected on the programme content, and have got detailed ideas about it. Doing so, teachers can develop competence and confidence as critical consumers of syllabus contents, and may become potential contributors to research in the field. Besides, reading syllabus content in comparison to the CBA objectives in an analytic way would help the teachers to gain more knowledge of the in-depth insight about what should be taught.

Such teachers' professional development should be integrated in the reform agendas equipping the practitioners, individually or collectively, to act as shapers, promoters and well-informed critics of the reforms. The most robust professional development options will locate problems of implementation within a larger set of possibilities.

Yet, we can also notice another ambiguity with regard to the previous answers to questions 8, 10, 11, 16 and 20. The teachers' assertion in item 21 that the syllabus is congruent to the CBA objectives indicates a certain inconsistency between their beliefs and their teaching practicum. Accordingly, if teachers grasp the underlying objectives of the syllabus, its implementation will be somewhat easy to carry out on the ground.

Item 22: Is the time allotted to the teaching of English suitable?

Yes ☐   No ☐   No idea ☐

Respondents' answers	Yes	No	No idea
Number	27	243	00
%	10%	90%	00%

Table 36: time in/suitability

For the adequacy of the schedule assigned to the discipline, the majority of the teachers share the same opinion, and the percentages below show it well:

90% of the respondents affirm that the time allocated to English language teaching is inadequate. Yet, a minority views that it is suitable.

Analysis:

The amount of time allotted to the English language teaching is three hours per week for four years. At the end of the middle cycle, the learner will have accumulated a capital of three hundred hours. Certainly, this would remain insufficient to deal with the whole syllabus and instil the targeted competencies, skills and attitudes. The time factor is a determinant issue in FLA. Generally, teachers complain about the lack of time because they measure it with regard to the textbook content rather than to the syllabus.

With regard to the predetermined attainments for middle education cycle, the allotted time must be quite sufficient.

Item 23: If no, what do you suggest?

1. To increase timing ☐
2. To lighten the syllabus ☐
   ☐

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3. To review the textbook content

4. Others:...

Respondents' answers	Number	%
1. To increase timing	260	96.29%
2. To lighten the syllabus	235	87.03%
3. To review the textbook content	222	82.22%
4. Others:...................................	00	00%

Table 37: Respondents' suggestions to cope with time unsuitability

The statistics, in the table above, show that the majority of the respondents agree on time increasing (96.29%), syllabus lightening (87.03%) and textbook content reviewing (82.22%).

<u>Analysis:</u>

The overwhelming majority of teachers targeted by the research confirms that the weekly timing allotted to ELT is insufficient compared to the programme content. Thus, they propose an increase of the timing, the slimming down of the programme and the revision of the textbook content.

In fact, the effective implementation of the CBA depends also on the contribution of other factors rather than on teachers' proficiency only. The availability of several means which are of organisational, didactic and human nature facilitate the attainment of the predetermined objectives. Only a revision with the rise of time volume and a rise in the coefficient assigned to the discipline could justify the latter. Moreover, the class over-crowdedness, which is, *de facto*, heterogeneous, is one of the obstacles which preclude the quality of learners' learning. It is quite possible that the teacher constant availability for groups of learners is more workable than for each and every learner in the class. Is the execution of this differentiated pedagogy functional in large-size classes which sometimes exceed 40 learners, with inadequate means and not initiated teachers? All this supposes that a successful implementation of the CBA depends, above all, on the teacher's skilfulness and the availability of the adequate means which should be at his hand.

Keystone of any new methodology, the analysis of the linguistic needs represents the precondition to any methodological construction insofar as it determines at the same time the choice of the contents and methodologies to be implemented, as specified by Painchaud-Leblanc who states that:

since the advent of the functional approach, the diagnosis of needs and its corollary, the preparation of the didactic material, seem to have become essential stages with any educational intervention in field of the second languages. (1979:73)

This lack of time, which teachers seem to complain about, affects the pace of learning and the time allowed for learners to learn rather than just to be taught, especially if no leeway is given to them to identify their errors and to bring the appropriate correction. By giving importance to the coverage of the programme integrally, teachers want to save time when they need to know to lose, as it is stated by Rousseau when saying: "*dare I express here the largest, most important, the most useful rule of all education? This is not to gain time, but to lose it.*" (1966:112)

Item 24: After even years, are you…………satisfied with the CBA implementation?

Fully ☐   partly ☐   not at all ☐

Respondents' answers	Fully		partly		not at all	
	number	%	Number	%	number	%
	15	05.55%	60	22.22%	195	72.22%

Table 23: respondents' satisfaction/ dissatisfaction with regard to CBA implementation

The above statistics suggest that 72.22% of the respondents are not at all satisfied with the CBA implementation. 22.22% of them state that they are partly satisfied. Yet, only 05.55% confirm that they are fully satisfied.

Analysis:

It is noted that only 05.55% of the teachers seem to be completely satisfied of the implementation of this approach. The remainder, about 94.44%, is partially or completely dissatisfied. This almost general dissatisfaction challenges us as inspectors. The lack of an assumption of responsibility of these teachers' training needs by the supervisors is the obvious reason of this fold (falling back) on the traditional practices.

Teachers' training might have been accelerated in a way that they have gained little profit. Training, that it is for both the trainer and the learner/trainee, must take the necessary and adequate time to allow the anchoring of certain assets which make the implementation of the CBA materialise indeed.

The changes which occurred at the level of the programmes, methodologies and the textbooks during last seven years are at the same time fast and deep. Teachers did not have enough time to plan for, adjust and learn new skills and practices.

Concerns relating to the educational system are not new. Education and training constitute the field where the aspirations of blooming for the individuals and groups are projected. The society challenges the educational system in which it places its hopes of progress and that it, consequently, holds responsible for its failures. The educational system, in its turn, challenges the society in general and the political decision makers in particular to define explicitly the expectations and to grant the necessary subsidies for accomplishing its missions. Consequently, the role of an effective educational policy has to prevent that a break occurs between the aspirations with the social progress and the performances of the system set up. In other words, the shortcomings identified in the outcomes of the existing system and the challenges imposed by the economical, technological and cultural evolutions, both national and international, imply a complete reform.

The current reform of the Algerian educational system hustled teaching in general and that of the foreign languages in particular. The valorisation of the two foreign languages: French and English, resulting in the introduction of French since the second year of primary education and English since the first year of the middle education, by recasting the programmes and designing new textbooks. In spite of an undeniable dominance of Arabic language, 'arabisation all azimuths', English language remains a prestigious language and witnesses a significant rise in the Algerian society. The importance of FLL starts to be felt for multiple reasons: language of communication, access to technological and scientific research and so on.

Certainly, English allows weaving exchanges with other countries as it is stated in the legislative text N°76/35 of 16 April 1976 bearing the organization of education and training. It is important to review the integration of the cultural dimension in the language classes, and which is not approached thoroughly. With the new requirements of globalisation, it is essential to teach the English language in its cultural context and to focus more on the interaction between the learners' culture and the foreign culture. Because ELL will be less profitable if it is limited to name differently what one already knows in his language.

It goes without saying that an effective communication depends on the mastery of the rules of the language usage, what language form to be used in such a situation, with such a person taking into account the purpose of the interaction. Indeed, the neglect of the cultural

dimension in the English teaching/learning process is a proof of an approach in total ignorance of all interactions, and all rituals of modernisation. To that end, continue to 'reform' without 'training' and really considering the learners' optimal development will lead the country to:

> *an intellectual underdevelopment in a global village, more than ever multilingual, multicultural and multidimensional. (Miliani 2003:18)*

Reforming school, the social institution pre-eminently, is an action that cannot marginalize environmental data, even if its project is to develop them. It is, therefore, essential to develop in learners a linguistic repertory, in conformity with their new needs, and in which linguistic and extra-linguistic competencies find place by designing programmes that take into account the profound social changes but also the learners' culture, the nodal element of their identity.

It is noteworthy that the social progress, the learners' empowerment and the cultural richness will increasingly rely on the quality of facilities provided by the educational system. Faced with challenges arising from globalisation, the spread of FLL and cultures remain vital.

III.4.4. Informants' Expectations

Item 25: List three topics you would like to concentrate on in next in-service courses?

Browsing the expectations expressed by the respondents, we notice that the majority wishes to attend class demonstrations dealing with some of the proposed rubrics such as

1. Words and Sound
2. Research and Report
3. Project work

Others wish that regular workshops to enhance and discuss applicability of the syllabus content in real class situations should be organised.

<u>**Analysis:**</u>

The analysis of the respondents' answers suggests that the majority seeks practical training courses to more assistance. Their insistence on rubrics dealing with "Words and Sounds", "Research and Report", "The Project Work" and "Where do we stand now?" is a sufficient indicator to show that the practitioners face problems to deal with these new rubrics. The integration of these four rubrics that successively relate to pronunciation, culture, research and assessment, seem to cause troubles to middle school teachers. In fact, the exploitation of the didactic materials proposed in the **OTM** does not depend only on the

teachers' knowledge, but their know-how-to transpose the knows into teachable knows too. The didactic transposition theory, first elucidated by Chevallard (1986), requires a high proficiency. This reveals that what makes the value of a teacher's professional expertise is not only what he knows (know that), but especially the fact of playing fully the role of mediator between the learners and knowledge (know how) as well.

In fact, acquiring such professional competencies requires the establishment of various forms of assistance such as in-service training sessions, seminars, meetings, workshops, etc. Besides, an ongoing assistance needs to be set up in forms of materials, peer and group consultation, class observations, and learning communities.

Naturally to acquire these qualities teachers need time and patience, but more importantly an efficient in-service training framework which involves the ongoing learning about how to teach and how to support learners' learning. It must be stressed that though it has been argued that yielding successful teachers is dependent on the degree of assistance they receive in the process of in-service training, and though it has been stated that successful implementation of innovations is strongly related to efficient in-service training as it has been put forward by Huberman and Miles:

> *Large-scale change bearing innovations lived or died by the amount and quality of assistance that their users received once the change process was under way...etc. (1984: 123)*

Evidence shows that there is a noticeable negligence of some key factors in teacher's in-service training. In fact most approaches to staff development take little account of individual differences between teachers such as: age, stage of career, life experiences, gender factors, and more importantly the social context in which learning and teaching take place, which might explain why many of them have failed to be effective for many teachers. Thus, the need for reconsideration of the important role of in-service training courses in teachers' improvement is required with emphasis.

III.4.5. Questionnaire Results Analysis

The analyses of data collected from the Questionnaire 1 demonstrate that the difficulties which hamper the implementation of the CBA are diverse. The population of the middle school English teachers is composed of two types: PEFs and PEMs. The first category which represents the majority, 90.74%, seems to resist to the change and it is not ready to adapt to the requirements of the CBA. Nonetheless, the second one, representing the minority (09.25%), shows an obvious availability and readiness to the change required by the

CBA. Yet, we notice that most of the teachers (cf. Q. 24) are applicants of training course support. With regard to the adopted socio-constructive perspective, data collected from this questionnaire can be used by both trainers and the administration representatives as reliable tools to meet both teachers' needs and the requirements of the CBA implementation

Thus, the shift from the paradigm of knowledge transmission to that of learning activities focusing on the learners' competencies development will require significant changes in attitudes on behalf of the teachers and the learners. However, in the field of education and particularly in the current context, any change meets its batch/share of resistance. Not always by unwillingness, but mainly because the teachers are constrained to adapt quickly their class practices to comply with the various class situations. The practitioners need training and to be equipped with concrete examples in order to be at ease with the new approach recommended by the educational system reforms. Indeed, in the teaching paradigm, the teacher controls the class activities and the discussions whereas in that of the learning, the learners themselves via their activities and enquiries will ensure class dynamics, and develop linguistic and transversal competencies as well. However, while pending for the necessary resources to their training and professional developments, teachers currently lack consistent practical models on the CBA.

To comply with the requirements of the CBA, teachers should be fluent, considering a varied range of possibilities of actions. They should encourage and model critical and creative thinking and create the appropriate learning environment. They should also adapt to change and unforeseen circumstances; be original, design authentic teaching materials; and be flexible and able to elaborate, adapt learning programmes so that they appropriately fit for the context in which teaching will occur. In general, teachers should develop appropriate professional competencies. Nevertheless, middle school teachers were not suitably prepared for the new roles they have to accomplish in connection with the new approach. They, consequently, should continue to teach and, concurrently, learn what they need to know to reach the assigned outcomes. To do so, they need time and mental space- the chance to concentrate their thinking on teaching. The expected change can't materialise unless teachers' "needs" and "expectations" are effectively taken into consideration.

The terms "expectations" and "needs" are ancient in the literature devoted to the teachers even if, in the past, they were sometimes used from the critical viewpoint (Barbier & Lesne 1986: 228). These two terms are ambiguous: they attempt to legitimize a position of overhanging of the supervisory staff and results. It is better to increase the effectiveness of the

in-service training courses to respond to teachers' needs. Explicitly formulated, the practitioners' expectations denote their requests for training. The current situation calls for urgent intervention of all those who devolves responsibility. Such an assumption does not mean that the institution and its representatives give up proposals which would simply meet the teachers' requests. It is necessary to preserve and maintain dialectics whose origin lies in the contrasting positions occupied by stakeholders.

III.5. Questionnaire 2: Directed to 4 AM Learners (cf. appendix 3)

The total number of learners initially targeted by the survey is 400, but the number of the effective respondents is 355. By calculating the rate of the fourth year learners' participation, we obtain a percentage of 88.71%. This means that representativeness was reached in this process to be congruent to the expected results. The following tables 39, 40, and 41, represent the targeted subjects with regard to gender and origin.

Schools	girls	%	Boys	%	Total Number
Benzerdjeb	16	55.17%	13	44.82%	29
École Rose	21	75%	08	25%	29
Zaghloul	12	41.37%	17	58.62%	29
Bencheikh Bensaber	25	59.52%	17	40.47%	42
Ibn Sina	16	40%	24	60%	40
Total	90	53.25%	79	46.74%	169

Table 39: **Subjects in urban area (Mostaganem)**

Schools	girls	%	Boys	%	Total Number
Nouveau Ain Tedles	16	51.61%	15	48.38%	31
Ould Nourine Mazaghran	20	66.66%	10	33.33%	30
Bouguirat	22	53.38%	20	47.61%	42
Kadi Sidi Lakhdar	24	58.53%	17	41.46%	41
Baali Acchaacha	17	40.47%	25	59.52%	42
Total	99	53.22%	87	46.77%	186

Table 40: Subjects in semi-urban and rural areas (Mostaganem)

Girls	%	Boys	%	Total Number
189	53.23%	166	46.76%	355

Table 41: Total number of the informants

III.5.1. Section One: Learners' Attitudes towards English Language Learning

The aim of this section is to check the degree of importance learners give to English learning.

Question One: Are you interested in learning English?

Respondents' answers	Number		Total number	Percentages		
	Girls	Boys	Girls & boys	% girls	% boys	General %
Yes	180	141	321	95.23%	84.93%	90.42%
No	09	25	34	04.76%	15.06	09.57%

Table 42: Learners' interest in the subject of English

Table (42) shows that the most significant percentage covers those showing great interest to learning English (90.42%), i.e. they have positive attitudes towards learning the language as opposed to the minority which answered negatively (09.57%).

Question Two: How do you find English?

Respondents' answers	Number	Percentage
Different from Arabic	355	100%
Not very different from Arabic	00	00%
Easy	40	11.26%
Not very easy	125	35.21%
Difficult	190	53.52%

Table 43: Learners' opinions about English

These results show that 100% of the informants admit the fact that English is totally different from Arabic: more than half of the respondents (53.52%) share the idea that English is a difficult subject; whereas, 11.26% say the opposite, and 35.12% affirm that English is not a very difficult subject.

III.5.2. Section Two: Learners' Attitude towards English People and Their Culture

Section two studies how 4AM learners consider the English people and their culture.

Question Three: Do you like to learn about the English people and their culture?

Respondents' answers	Number	Percentage
Yes	287	80.84%
No	21	05.91%
It's not necessary	47	13.23%

Table 44: Learning about the English people and their culture

Here again the informants show their desire to learn about both the English people and their culture (80.84%). However, only 19.14% express their refusal either by answering with 'No' or 'It's not necessary'.

Question Four: What do you know about the English people?

Respondents' answers	Number	Percentage
They are different	353	99.43%
They are developed	353	99.43%
They are a good example to follow	257	72.39%
They are a bad example to follow	96	27.04%
I don't know	00	00%

Table 45: Learners' attitudes towards the English people

For this question in connection with learners' attitudes towards the English people, the informants have chosen more than one answer. Nearly all of them, 99.43%, recognize that English people are both different and developed. Also, the vast majority, 72.39%, says that they are a good example to track. Yet, 27.04% had negative attitudes.

II.5.3. Section Three: Learners' Motivation and English Learning Difficulties

To highlight the types of motivation behind 4 AM learners' learning of English and the difficulties they encounter, we ask the following question:

Question Five: Why do you like to learn English?

Respondents' answers	Number	Percentage
I have a pleasure to speak this language	233	65.63%%
To use it when I travel	285	80.29%
Because I need it in my studies abroad.	99	27.88%
To communicate with people in the world	235	66.19

Table 46: Learners' motivation for English learning

For this question in connection with motivation for which learners chose more than one answer, the statistics show that the majority of learners, 65.63% for choice one, 80.29% for choice two and 66.19% for choice four, are instrumentally motivated. Only 27.88% of them assume they would need English for further studies, i.e., integratively motivated.

Question Six: How is your level at English?

Respondents' answers	Number	Percentage
Excellent	35	09.85%
Good	80	22.53%
Bad	240	67.60%

Table 47: Learners' proficiency

The results obtained in table 47 suggest that only 09.85% of the informants confirm they have an excellent level. The majority (67.60%) are not really satisfied. Yet, 22.53% of the respondents state that they have a good level.

Question Seven: What is difficult for you in English learning?

Respondents' answers	Number	Percentage
Listening comprehension	302	85%
Reading Comprehension	265	74.64%
Speaking	271	76.33%
Writing	318	89.57%

Table 48: Learners' problems in English language learning

The results in table 48 show that the respondents have deficiencies in all competencies. 85% of the informants have problems in listening comprehension, 74.64% face problems in reading comprehension, 76.33% encounter problems in connection with oral skills and 89.57% affirm that they have defects in the productive ones.

This statement confirms the observations made after analysing different formal and informal evaluations, especially the BEM examination results as regards written production.

Question Eight: How do you find the activities designed in the textbook?

Respondents' answers	Number	Percentage
Easy	37	10.42%
Not very easy	136	38.30%
Difficult	182	51.26%

Table 49: Learners' reflection on the textbook content

The statistics in table (49) indicate that 51.26% of the informants admit that the textbook content is difficult. 38.30% of them recognize that it is not very easy, and only a minority, 10.42%, acknowledges that it is easy.

III.5.4. Section Four: Learners' Attitudes towards their English Teacher and her/his Performance

The following questions are asked to shed light on learners' attitude towards their teacher and her/his performance.

Question Nine: Does your teacher try to make things easy for you?

Respondents' answers	Number	Percentage
Always	62	17.46%
Sometimes	236	66.47%
Never	57	16.05%

Table 50: Learners' attitudes towards the teachers' performance

The results show that 17.46% of the informants answered positively. Yet, the minority 16.05% is not satisfied with the teacher's method. 66.47% of them agreed for the second answer.

Question Ten: Does your teacher give you activities to do in pairs and groups?

Respondents' answers	Number	Percentage
Always	72	20.28%
Sometimes	200	56.33%
Never	83	23.38%

Table 51: Learners' attitudes towards the assigned activities

The results obtained for this question show that, for the majority of the learners, teachers sometimes assign pair and group work. Only 20.28% of the informants say that their teachers always give them pair and group work. The rest, around 23.38%, state that they never do.

In a learner-centred teaching, much emphasis should be put upon learners-learners' learning rather than teacher's teaching. Learning, under the CBA, is socio-constructive and requires the implementation of diversified learning strategies.

Besides, cooperative learning reduces learners' anxiety and can result in increased participation and learning.

Question Eleven: Does your teacher give you enough time to do tasks alone, with your friend or with the group?

Respondents' answers	Number	Percentage
Always		14.92%
Sometimes		46.57%
Never		35.49%

Table 52: Learners' attitudes towards time allotment

The results show that for 46.57% of the respondents, teachers sometimes allot enough time to the learners to do activities by their own, individually, in pairs or groups. Yet, what draws attention is that 35.49% of the respondents affirm that their teachers never give them enough time to do independently. Only 14.92% state that they always get enough time to do tasks autonomously.

It is clear that insufficient learning time has a direct negative effect on learners' learning. We can deduce that teachers are much more anxious to covering the entire programme that is why they speed up. Yet, this practice is detrimental to the learners' effective learning.

Question Twelve: Does the project work help you use the knowledge acquired outside the classroom?

Respondents' answers	Number	Percentage
Yes	00	00%
No	355	100%

Table 53: Learners' knowledge transfer via project work

It is obvious that English language use is limited to classroom environment. All respondents confirm that the knowledge they acquire is never reinvested outside the walls of the classroom. In fact the project work is meant to offer the learners an opportunity to transfer

their knowledge to real-life situations. Undoubtedly, this is one of the obstacles which preclude the implementation of the CBA.

Question Thirteen: Who evaluates the project work, you or your teacher?

You	Your teacher does	Neither……….nor
00	275	80
00%	77.46%	22.53%

Table 54: Project work assessment

It is clearly noticed that learners' self-assessment is not implemented. The teacher is the only one who is responsible of such activity. Indeed, 77.46% of the respondents affirm that their projects are evaluated by their teachers. Besides, 22.53% of them say that neither the teachers nor the learners do.

Question Fourteen: Do you use a portfolio?

Respondents' answers	Number	Percentage
Yes	00	00%
No	355	100%

Table 55: Learners' use of the portfolios

It is worth highlighting that the data collected for this question about the portfolio use are very important and significant because they make us know that this means is not yet integrated in the curriculum. Referring to the official instructions, the portfolio is recommended as a means for threefold reason, namely teachers' monitoring of the learners' progress, the learners' reflection on his own progress, and the parents' involvement in the process of learning of their children.

III.5.5. Questionnaire Results Analysis

1. Learners' Attitudes towards English:

Learner's attitude is an integral part of learning. Therefore, it becomes an essential component of FLL pedagogy. In fact, attitudes towards learning are believed to influence behaviours (Koballa & Crowley 1985: 131-140) cited in Banya 2005). Attitudes towards learning are affective factors in FLA. Learners' attitudes towards English depend too much on their experience in learning it either with empathy or reluctance. Learners usually show great interest whenever they feel they have successfully learnt something new. Conversely, any problem they find difficult to overcome may result in their total neglect of the subject and may cause their eternal switch off. Learners' motivation to learn is often shaped by their attitudes towards the language.

With regard to the questions about learners' attitudes towards English, the data collected reveal that the large majority of the respondents (90.42%) show an eager interest to learn English. Yet, an insignificant minority expressed the opposite opinion.

Though willing to learn English, more than the average (53.52%) of the respondents affirms that English is difficult. The percentage of those who state that English is easy is about 11.26% only. The rest (35.21%) say that English is not very easy. However, the majority report that English and Arabic are different.

The number of those who affirm that English is difficult is considerable and the reasons should be pinpointed in order to render the fulfilment of the learners' desire to learn English possible.

Much more attention is to be devoted to learners' perspectives, motivations, and beliefs about the language learning, learning styles, learning strategies and language anxieties. Regardless of the methods, it is well-known that learners need to develop attitudes and strategies which pay off in terms of high motivation.

2. Attitude towards English People and their Culture:

Undoubtedly, learners' attitudes toward the speakers of the TL, and by extension to the TL itself, have been proved to be consequential. The learners' development of negative attitude toward the TL and its speakers affect their achievement and decrease their interest in learning. However, if a positive attitude is established, learners' envy to learn about the TL speakers' culture will imperatively lead to an increase of their motivation to acquire the TL.

The collected data show that most of the learners are predisposed to learn about the English people and their culture. 80.84% of the respondents demonstrate their readiness to learn cultural, social things about English. Only, the minority of the subjects targeted by the survey show their refusal to the idea of learning about English people and their culture.

The positive attitudes towards the English speaking people and their cultures show that learners are, though unconsciously, establishing the natural link between language and its cultural background. Hence, the cultural background of the TL should gain an important place in textbook design and in teachers' pre-service and in-service training.

It is worth pointing out that the exponential explosion of technological inventions, especially ICTs, has played an important role in removing these cultural and linguistic barriers.

3. Learners' Motivation and the Difficulties which Hinder Learning

Foreign language learners are, in fact, influenced by a variety of motivations which affect their attitude toward the TL. Studies show that "*motivation is of crucial importance in the classroom*" (Tricia Hedge 2002:23). Indeed, learners come to foreign language classes with different incentives for language learning. Some of them learn the FL for purely communicative purposes. Some others learn it seeking the pleasure of performing language learning activities. Many others are motivated by better opportunities of employment. There are those who learn it for success in further studies. Finally, there are those who are motivated by their parents' pressure.

In this section, by choosing more than one answer, most of the learners scored a high percentage for the first, the third and the fourth answers making an average of 72.12% which illustrates that they are instrumentally motivated. This means that they are in need to learn English so as to speak it for pleasure or to communicate with people mainly those who use this language daily. An enormous number of the informants also believe that English is the most suitable language to use when travelling abroad (80.29%). Conversely, the results show that the minority is integratively motivated. These learners might have a strong wish to use English for further studies.

Besides, for question 6, which is about learners' level at English, the statistics show that 67.60% of the respondents recognise to be weak, 09.85% of them believe that they are excellent and 22.53% say that they are good at English.

As for question 7, which is about the hindrances, the respondents report that their deficiencies affect the four skills: listening and reading comprehension, and speaking and writing production. It is noted that 85% and 74.64% of the respondents suffer from defects in receptive skills; whereas, 76.33% and 89.57% of them endure problems in relation with productive ones. This suggests that the majority of the respondents face problems and struggle in language classes.

As regards the proposed teaching materials in question 8, 51.26% judge that the activities are difficult, 38.30% consider them as not very easy, and only a minority (10.42%) claim that they are easy.

4. Learners' Attitudes towards their English Teacher and his Performance

The FL teacher has to play an efficient role to create successful experiences to revive learners' motivation and make them study harder and persist. In fact, although they have used various techniques, their learners, as BEM examination results confirm it, fail to learn the TL. He is required to provide the fitting setting to favour learning and strive to maintain it. He should endeavour to make the class meet the utmost needs of learning, namely affective, cognitive and social. The affective needs account more than any other factor for a successful teaching learning process. It is the internal engine for any in-task driving force. The cognitive needs refer to the richness and diversity of the learning space so as to enhance learners' achievements. The social needs have to do with class socialisation. A language class is social in nature and should therefore remain in a positively noisy environment wherein learners naturally learn from one another, acquire the habit of negotiation, the value of responsibility and tolerance. The success of the teaching/learning process relies essentially on the provision of these three factors to ensure success.

Within the CBA, both the teacher's and the learners' roles should change. S/he should leave the central position of the teaching/learning process and limit her/his interference to the bare minimum. The teacher's duty is no longer to explain systematically everything, but to instil in her/his learners learning strategies (cf. Chapter I pp 77-78).

III.6. Checklist (Appendix 5): Directed to the Basic School Inspectors

Introduction

Contrary to what takes place elsewhere in the world, in the Algerian educational system, inspectors must ensure their traditional tasks namely inspections of teachers based on two phases: the phase of observation and analysis of the teacher's performance in class and the phase of discussion and argumentation. Besides, they are supposed to supervise the in-service training sessions. They are required to plan seminars [28] and workshops to clarify new official directives, to observe other teachers' performances or to debate some points related to techniques and strategies to design teaching materials. Their role is to enhance teachers' knowledge, autonomy and responsibility. These are the three central notions to reach teachers' professional development. Professionalism requires the development of reflexivity. Besides, middle school inspectors are supposed to ensure the implementation of the official instructions from the MNE.

Nowadays, about 96 middle school inspectors, at the rate of two inspectors per "wilaya", ensure the supervision of middle school English teachers in Algeria. It would be necessary to address some of them to reflect on the teaching materials available, especially the textbook 'On the Move' approved by the Ministry of National Education. Teachers are entirely dependent on this support and are generally confused between this didactic support and the syllabus. Accordingly, the inspectors' expert eye is, undoubtedly, worth consulting. The purpose behind this analysis of the textbook on its different characteristics is to approve or disprove its compliance with the objectives of the approved approach. Therefore, after being subjected to a pilot phase, the questionnaire (3) (cf. appendix 3) was sent to 20 inspectors in different wilayas: Oran, Tlemcen, Bel Abbes, Temouchent, Tiaret, Constantine, Ain Defla, Tissemsilt, Relizane, Saida, Chlef, Oued Souf, Blida, Medea, Bechar, Mascara, Naama, Djelfa, Laghouat and Batna. The questionnaire includes 10 close-ended questions that focus on different characteristics in terms of form and content of any textbook. They were asked to answer by "yes", "no" or "no idea".

It is to be pointed out that the checklist content was adapted from 'Textbook Evaluation Instrument Based on the ACTFL [29] Standards.

- Textbook Content
- Language Systems
- The Adopted Approach

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[28] Six day seminars yearly
[29] ACTFL: American Council on the Teaching of Foreign Languages

- Cultural Knowledge
- Learning Strategies
- Critical Thinking Skills
- Organization
- Physical Aspect
- Teacher's Edition
- Cost

The checklist was sent to the inspectors of the "wilayas" listed above. All of the questionnaires sent were collected in return. The number of inspectors targeted initially is equal to the number of the collected copies. They were all appropriately filled out and e-mailed. The data analysis discloses the following results:

III.6.1. OTM Textbook Content:

In most cases, teachers and students rely heavily on textbooks, which determine the components and ways of learning, i.e., learners only learn what is presented in textbooks. Therefore, the way the content is selected, laid out and graded influence, to a high extent both the teacher's teaching and the learner's learning. The aim behind this section is to know if the content of the 4 AM textbook 'On the Move" meets the requirements from the content viewpoint.

    Q1. Does the content meet local standards for the subject area?

    Q2. Is the content up to date?

    Q3. Is the content accurate?

    Q4. Is the content age-appropriate?

    Q5. Are there quizzes or end of lesson reviews?

    Q6. Does the content appeal to a wide range of student interests and abilities?

    Q7. Could the content file be used for several years?

    Q8. Does the content encourage active learning?

The textbook content	Yes	%	No	%	No idea	%
Q1	12	60%	08	40%	00	00%
Q2	15	75%	05	25%	00	00%
Q3	07	35%	13	65%	00	00%
Q4	18	90%	02	10%	00	00%

Q5	20	100%	00	00%	00	00%
Q6	13	65%	07	35%	00	00%
Q7	11	55%	09	45%	00	00%
Q8	16	80%	04	20%	00	00%

Table 56: The OTM content and active learning

The results above show that (60%) of the respondents agree that the textbook content is appropriate from the compliance viewpoints with local standards, updating (75%), assessment (100%), learners' interests and abilities (65%), content lasting(55%), and active learning enhancement (80%). As far as accuracy is concerned, only 35% of the respondents think that the content is accurate.

Analysis:

Obviously, learners have different potential abilities depending on age, the socio-cultural milieu to which they belong and the psychological characteristics. Similarly, the speed of learning may entail in wide variations. Whatever efficient the textbook can be, it can never match the reality of these differences and variations. Then, the way to comply with this heterogeneity is to offer examples of different types of activities to facilitate learning. The most abundant and diverse content should allow the majority of students to understand the studied facts, principles or general ideas introduced in one lesson or a teaching file.

III.6.2. OTM Textbook Content and its Compliance with the Objectives of the CBA

Any textbook should systematically reflect the approved methodology. The CBA is based on commuincation, then the selected material should comply with these principles and objectives. The three questions of this section are intended to reveal if this compliance is assured.

Q1. Does the textbook content comply with the objectives of the Competency-Based Approach?

Q2. Does the textbook content ease the CBA implementation?

Q3. Does the layout of the content allow the fulfilment of the competencies?

Respondents answers	Yes	%	No	%	No idea	%
Q1	14	70%	06	30%	00	00%
Q2	18	90%	02	10%	00	00%
Q3	18	90%	02	10%	00	00%

Table 57: The OTM content and its compliance with the objectives of the CBA

The statistics in table 57 show that the majority of the respondents (70%) agree that the content complies with the objectives of the approach, eases the implementation of the competencies (90%), and allows the competencies fulfilment through its layout (90%).

Analysis:

Undoubtedly, the textbook design plays a significant role in shaping teachers' understandings of what it is that they are supposed to teach and their effective class practices. Thus, besides embedding thinking skills, the textbook content should meet the competencies fulfilment as they are stated in the syllabus. Both textbook content selection and gradation should be regarded as paramount to the materialisation of the CBA.

III.6.3. Language Systems in the OTM

Q1. Is there sufficient oral and written practice of the grammar concepts that lead to meaningful use and usage of the language?

Q2. Is there a grammar summary table in appendices?

Q3. Are learners introduced to appropriate vocabulary?

Q4. Is the vocabulary functional, thematic, authentic, and practical?

Q5. Is there a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities?

Q6. Are the activities set in an age-appropriate context?

Q7. Is there continuity in the presentation of concepts that builds in a constant review of vocabulary?

Q8. Are grammatical concepts presented in a meaningful manner?

Q9. Is grammar presented in an appropriate way?

Respondents answers	Yes	%	No	%	No idea	%
Q1	20	100%	00	00%	00	00%
Q2	20	100%	00	00%	00	00%
Q3	18	90%	02	10%	00	00%
Q4	17	85%	03	15%	00	00%
Q5	20	100%	00	00%	00	00%
Q6	18	90%	02	10%	00	00%
Q7	20	100%	00	00%	00	00%
Q8	20	100%	00	00%	00	00%
Q9	20	100%	00	00%	00	00%

Table 58: The OTM and the language systems

The results above, in table 58, demonstrate that almost all of the respondents agree that the language system is appropriate from the viewpoints of oral and written practice sufficiency, grammar summary availability (100%), appropriate vocabulary exposure (90%), diversity of the devised activities, cumulative learning (100%), and suitable structure presentation (100%).

Analysis:

In fact, the language systems used in the OTM consist of a diversity of activities to be carried out individually in pairs or groups. The lexical items and grammatical structures are contextualised, except for the activities in 'Words and Sounds' rubric which provides isolated words for the pronunciation practice. The phonemic-based view of pronunciation does not enable the learners to acquire segmental, voice-settings and sporadic features of the English language. Pronunciation should be taught as part of the means for creating referential and interactional meaning, and not merely as an aspect of the oral production of isolated words and phrases. Then, it is recommended to teachers to implement the discourse-based view of pronunciation.

III.6.4. Cultural Background in the OTM

Foreign language learning cannot be dissociated from its culture.

Q1.   Are there wide varieties of authentic, up-to-date visual images of the English-speaking cultures?

Q2.   Is the cultural information student-centred to stimulate interest?

Q3.   Is a broad range and diverse representation of countries presented?

Q4.   Does the teaching of the English-speaking culture encourage the learners to explore their own culture?

Q5.   Are learners asked to look at their own native language and compare it to other varieties of English?

Q6.   Are learners asked to compare their own culture and make comparisons with the other cultures to discover similar and different cultural concepts and patterns?

Q7. Is the cultural content accurate and current?

Q8. Are the cultural readings interesting, significant, and appropriate for the age level?

Cultural knowledge	Yes	%	No	%	No idea	%
Q1	02	20%	18	80%	00	00%
Q2	02	20%	18	80%	00	00%
Q3	05	25%	15	75%	00	00%
Q4	00	00%	20	100%	00	00%
Q5	00	00%	20	100%	00	00%
Q6	12	60%	08	80%	00	00%
Q7	04	40%	16	60%	00	00%
Q8	15	75%	05	25%	00	00%

Table 59: The OTM content and the cultural knowledge

The answers related to the cultural knowledge show that nearly all respondents (80%) say that the teaching material suggested in the textbook does not comply with authenticity, with learners' interest stimulation (80%), with diversity of presentations (75%), with exploration of the speaking countries cultures.

Analysis:

As mentioned previously, the cultural dimension does benefit from a wide range of activities. It is nearly limited to '**Research and Report**' rubric, and the textbook designers do not explicitly state to bind a link with national culture either by comparing or reflecting on the differences. Yet, the little that is included in the OTM textbook can be exploited provided that teachers are well-versed in such topics.

III.6.5. Learning Strategies in the OTM

Q1. Does the textbook provide the learners with strategies at point of use to help them be successful listeners, speakers, readers, and writers of the language?

Q2. Are pair and cooperative learning activities plentiful and meaningful?

Q3. Are learners' multiple intelligences well-illustrated in the textbook?

Learning strategies	Yes	%	No	%	No idea	%
Q1	18	80%	02	20%	00	00%
Q2	15	75%	05	25%	00	00%
Q3	15	75%	05	25%	00	00%

Table 60: The OTM and the learning strategies

The answers to the fifth question on the learning strategies reveal that 80% of the informants think that the textbook content favours learning strategies developing successful

listeners, speakers, readers and writers, and 75% of them say that the cooperative learning activities are abundant and significant, and the multiple intelligences are well illustrated in the textbook content.

Analysis:

Referring to the textbook content, it might be confirmed that it aims at activating learners' prior knowledge, enhancing anticipation and prediction via 'food for thought'. The '**Listen and Consider**' rubric is split up into three phases pre-listen and consider, while-listen and consider and post-listen and consider, each phase targets a definite intermediate objective. They all target the development of the learners' listening skill. The four targeted strategies are listening in the 'Listen and Consider' rubric, speaking in the 'Listening and Speaking' rubric, reading and writing in the 'Reading and Writing' rubric.) Besides, the devised activities are both meant for individual, pair and group work. As mentioned above (Textbook Analysis), seven activities, in addition to the project work, are to be carried either in pairs or group work. Obviously, these should enable the learners to construct communicative competence via cooperative learning. Besides, the devised rubrics work in the sense to develop different learners' multiple intelligences: teaching to develop personality (project work), listening comprehension (Listening and Speaking), building the basic skills (listening, speaking, reading and writing), developing cognitive and mental abilities (analysing, comparing, etc.), developing individual abilities and group learning (project work..). These rubrics together meet learners' intelligences: verbal, logical, physical, musical, social, and individual as stated by Gardner (1993).

III.6.6. Critical Thinking Skills in the OTM

Q1. Are learners asked to do more than rote memorization and recall?

Q2. Are learners asked to utilize the higher order thinking skills of analysis, synthesis, and evaluation in every sequence and file and are expectations reasonable?

Critical thinking skills	Yes	%	No	%	No idea	%
Q1	19	95%	05	05%	00	00%
Q2	18	90%	02	10%	00	00%

Table 61: the OTM and the critical thinking skills

For the questions about the "critical thinking skills", nearly all respondents agree that the teaching material does not systematically depend on memorization, but enhances learners' cognitive objectives progression.

Analysis:

With regard to the Critical thinking skills enhancement, the textbook designers have integrated rubrics which incite the learners to think over different language points. The rubrics such as '**Listen and Consider'**, **'Read and Consider'**, **'Research and Report'** and **'Grammar Window'** are meant to develop these skills. Their appropriate implementation depends on the teachers' know-how-to-do.

III.6.7. OTM Textbook Content Organisation

Q1.   Is there a useful table of contents, index, glossary, appendices?

Q2.   Does the textbook have a logical arrangement and development of the subject?

Q3.   Does the textbook include useful references, bibliographies, and other resources? Are there enough and are they helpful?

Q4.   Do the files include introductions and summaries?

Q5.   Are the pages all numbered?

Organisation	Yes	%	No	%	No idea	%
Q1	20	100%	00	00%	00	00%
Q2	10	50%	10	50%	00	00%
Q3	00	00%	20	100%	00	00%
Q4	20	100%	00	00%	00	00%
Q5	20	100%	00	00%	00	00%

Table 62: the OTM content organisation

Except for questions two (development and arrangement) and three (references, bibliographies), all the respondents agree on the organisation of the teaching material suggested by the textbook designers. They show a total consent about the table of content (100%), the introductions and summaries provided (100%), and pages numbering (100%). Yet, only 50% of them don't agree with arrangement and development of the subject.

Analysis:

With regard to the OMT content organisation, all of the respondents report that the textbook contains table of content, index, appendices and references. Yet, all of them agree that the textbook misses a glossary. For question two, in connection with content logical arrangement, teachers' professional knowledge is required to adapt the suggested material to comply with their learners' level, needs, interests, socio-cultural background and so on.

III.6.8. OTM Textbook Physical Aspect

Q1. Is the size and weight of the book age-appropriate?

Q2. Does the cover appeal?

Q3. Are illustrations and photographs representative of all genders, races, ages, physical and mental abilities, and socioeconomic status?

Q4. Are tables, maps, figures, charts, etc. relevant and useful?

Physical aspect	Yes	%	No	%	No idea	%
Q1	20	100%	00	00%	00	00%
Q2	10	50%	10	50%	00	00%
Q3	05	25%	15	75%	00	00%
Q4	08	40%	12	60%	00	00%

Table 63: The OTM physical aspect

All respondents confirm that the size and weight of the OTM are age-appropriate. Half of them say that the cover is not appealing. A quarter of them (25%) reports that the illustrations are not representative of all genders, races, ages, physical and mental abilities and socioeconomic status. 40% of them confirm that the teaching aids such as tables, maps, figures are relevant.

Analysis:

The OTM textbook is appropriate in size for sixteen-year old learners. It consists of 192 pages of a size of 23.50 cm long and 16 cm large, and one cm thick. It is in no way cumbersome. As indicated previously, the OMT lacks application regarding illustration, attractiveness and appeal, and the coverage of diverse human, cultural and economic aspects.

III.6.9. Teacher's Edition

Q1. Are assessment tools or ideas included?

Q2. Are ideas for adapting the material to different ability groups included?

Q3. Are answers to activities included?

Q4. Are teaching objectives clearly stated?

Teacher's edition	Yes	%	No	%	No idea	%
Q1	20	100%	00	00%	00	00%
Q2	00	00%	20	100%	00	00%
Q3	00	00%	20	100%	00	00%
Q4	20	100%	00	00%	00	00%

Table 64: the OTM and teacher's edition

The above statistics demonstrate that all of the respondents (100%) agree that the OTM textbook both integrates assessment tools, and explicitly states the objectives. Yet, they are unanimous negative with regard to questions 2 and 3 in connection with the material adaptation to comply with different abilities and keys to proposed activities.

<u>Analysis:</u>

As pointed out formerly, the OTM includes assessment tools (where do we stand now? and Learning Log) meant for self-assessment (pp 35-39, 61-63, 86-88, 112-115 and 160-163). Besides, the teaching objectives are clearly stated in the previews (pp. 18, 41, 65, 90 and 117). Yet, ideas for materials adaptation to comply with different abilities are hard to predict because of the mixed-ability classes. This skill is part of the teachers' proficiency and professional competencies. For question 4, relating to the keys to activities, to my mind, they are inserted in the teachers' guidebook.

III.6.10. Cost

Q1. Does the cost of the material include supplemental resources?

Q2. Are there consumable materials that will need to be replaced yearly?

Cost	Yes	%	No	%	No idea	%
Q1	00		20	100%	00	00%
Q2	00		20	100%	00	00%

Table 65: the OTM cost

The responses to these two questions show that the OTM lacks supplemental resources. All of the informants affirm that the OTM textbook include no supplementary resources.

<u>Analysis:</u>

It is well-known that the present textbooks include a variety of value-added supplementary resources: workbooks, CDs, audio cassettes, study guides or maps. The latter are essential learning tools for learners. Apart from the teachers in the classrooms, a well-designed and researched textbook and its supplement materials is a valuable learning resource that middle school learners need and use appropriately.

Textbooks not only expand and enrich classroom lessons, but also provide additional perspectives and resources. To keep pace with the new findings, pedagogy, and perspectives, publishers should rigorously search, expertly design and update textbooks contents, and their supplemental materials in order to maximize learners' learning.

III.6.11. Suggestions / Recommendations and Comment:

All respondents agree that the new textbook is appropriate to the requirements of the new approach, CBA, except for some defects. In fact, they suggest a series of proposals that are listed below. These proposals are ranked in accordance to their occurrence. They recommend that the textbooks designers should:

- provide them with the appropriate sound material such as tapes, CDs and Videos, especially to enable teachers to deal with pronunciation rubric.
- provide them with the authentic documents.
- review the teaching material from the cultural competence viewpoint.
- insert the glossary.
- select attractive illustrations.

III.6.12. Checklist Results Analysis

Checking over the respondents' answers, we can say that the textbook content (OTM), to a high extent, fits to the objectives of the approach. From the content viewpoint, the suggested material meets the terms of the local standard (60%). Besides, it is updated (75%), varied (65%), and structured to encourage learners' learning (80%). Thus, if well exploited by learners and teachers, it could meet the expectations of the new generations. From the consistency viewpoint between the suggested teaching material and the new approach, all respondents confirm that the textbook reflects the objectives of the approach (70%), eases its implementation (90%), and allows the fulfilment of the competencies (90%). From the language system viewpoint, all the respondents view that there is a sufficient variety of oral and written tasks (100% cf. table 58). Also, they recognize that summary tables on structure

are available (100% cf. table…..). With regard to the cultural knowledge (Q.4), the informants state that the cultural dimension gained a slight attention restricted to research and report.

In general, textbooks have brought a range of reactions: those arguing for their use and others against it. Opinions about their validity or non-validity fluctuate between these two extremes. For those who claim that they are valid, useful and labour-saving, the textbook is a framework that regulates and times the syllabus, provides ready-made teaching/learning materials. For novice teachers, the textbook means security, guidance and support. Nevertheless, for those who disprove its validity, the textbook never complies with all learners' needs, interests, levels, learning styles and preferences. Besides, teachers who depend heavily on its contents will see their creative capacities and initiatives reduced if not limited. Thus, they will follow them slavishly. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching methodology. Teachers have a considerable amount of freedom in selecting the teaching material that comply with learners' level, interests and desires and respond to the requirements of their teaching situations.

The whole business of the language learning management is too far complex to be satisfactorily satisfied by a pre-packaged set of decisions embodied in teaching materials. This means, whatever perfect a textbook is, it is just a simple tool in the hands of teachers who should not, therefore, expect to work out miracles with it. What is more important than a textbook is what teachers can do with it.

The 4 AM textbook (**OTM**), in general, complies with most of the characteristics of the textbook meant for the teaching/learning of EFL, except for defects noticed for the deepness of the cultural dimension. Yet, the textbook designers provided important guidelines to help, guide and direct teachers to explain the way it is intended to be exploited. Obviously, the abundance and freshness of additional material counterbalance the defections, inappropriate, missing or outdated cultural information present in the textbook.

It is desirable that the development of textbooks and teachers' in-career training courses are coordinated in a way teachers can use them efficiently for their teaching. The type of pedagogy and skills, teachers are trained for, are essential elements to be taken into account. Textbooks inspired by a binding pedagogy, leaving little freedom and initiative to the teacher, may require supplements to, for example, the application of certain methods such as survey and practical works.

Moreover, it would not be reasonable to develop a high level textbook as too much complexity would not allow teachers to work at ease. Conversely, a well-thought textbook would undoubtedly improve their summation and teaching in general.

Conclusion

At the end of this study, what could be observed through the analysis of the data collected from the components of the corpus, namely the **OTM** textbook, class observations and the questionnaires, is the huge gap which exists between the prescriptive and the descriptive didactics. In fact, it is the reform of the Algerian educational system which has taken form only in the official documents. The changes are proclaimed in official policy and written authoritatively on papers. Such a change is superficial. It never strikes at the heart of how learners learn and how teachers teach. Neither do the changes of buildings, textbooks, materials, ICTs, nor even the class groupings bring to the targeted objectives unless profound attention is paid to the processes of the teachers' development that should accompany the pretended innovations. To comprehend teachers' change requires a close attention not just to their capacity to change but also to their desire for change.

It is worth noting that only a minority, representing 09.32% of the teachers in the study, seems to have become aware of the principles of the CBA. These teachers have received a university pre-service training and have just been recruited to join the teaching staff. They show readiness to implement the CBA. The other category of teachers, nearly 90.67% perceives no change and shows no will to rehabilitate their class practices according to the objectives and principles of the new approach. This is not for lack of will, but rather for lack of sufficient impregnation of the underlying principles and objectives of the CBA. This attitude, which is indeed legitimate, challenges those teacher-trainers to take urgent measures to cope with the needs explicitly expressed by the resistant teachers. Nevertheless, whatever measures are undertaken, they will be successful only if other partners such as university researchers, trainers and administrators are associated in a regular and effective way in the process of both pre-service and in-service trainings. The successful implementation of the CBA depends on how it is interpreted and executed on the ground by all practitioners in the field of language teaching.

Attempts to break with previous class practices and the programmes from which they are inspired cannot, therefore, succeed unless teachers are well-informed and trained to cope with these changes. Without regular and consistent training, the implementation of the CBA would

be a utopia, especially because teachers are find other ways to evade so as not to destruct their teaching habits, highlighting the unavailability of the teaching aids, the insufficient time allotted to the FL teaching and over-crowdedness.

Thus, the new programmes, based on the communicative approach and the entry by competencies, require in parallel an indispensible recycling on the part of their users to proceed to gradual adaptation, conscious and consistent in relation to the knowledge, their class practices and their own professional skills. It is a real recasting of the teaching profession which is no longer meant to teach, i.e., to transmit knowledge but rather to instil the strategy to learn how to learn. Otherwise, it goes without saying that whatever the originality and the reliability of a training programme is, it would be effective only if it is supported by a teaching staff who is convinced of the necessity to accept changes and take up challenges.

Yet we note, along this research study, that many obstacles stand against the attainment of the competencies targeted by the CBA: the teaching environment is not well-prepared, the didactic means are not available, the timing allotted to English language teaching is insufficient and insignificant, the in-service training courses lack compliance and sustainability, the negative influence for the status and coefficient assigned to the FL de-motivate the learners. Then, it sounds unreasonable to hope that the expectations placed on the last educational reforms will materialise. Besides, there area lot of other factors that might contribute to the low efficiency in varying degrees: large class-sizes, lack of exposure to real-life intercultural communication, rigidity of the curriculum, non-stimulating textbooks, writing-reading oriented teaching methods, exam-oriented content of teaching, lack of students' motivation, evaluation in respect of implementation and objectives, etc.

Despite all these inadequacies, teachers have the goodwill to do well. What is effectively needed is to channel, guide and support them to become lifelong learners and acquire professional competencies which enable them to cope with any change.

In view of the development of the science of education, throughout their careers, teachers should update their knowledge to regularly assimilate the new approaches of research in education. An initiation to research from the pre-service training can promote the development of attitudes and skills facilitating learning tasks assimilation.

Considerable evidence demonstrates that teachers' professional development and successful implementation of the innovations targeted by the CBA are tightly related. The successful implementation depends on the amount and quality of assistance and training

courses, both during pre or in-service, the practitioners receive once the innovations are started.

According to Girard viewpoint:

> *Training must initially ensure a good mastery of the language proposed to be taught, providing in comprehension and expression both oral and written fluency and security comparable to those of a native [...], a suitable linguistic training [...], a good sound knowledge of the psychology of the learners [...] and a solid didactic training. (1985:134)*

These four areas of training, although they remain insufficient, are necessary conditions which would enable any teacher to install solid basis and contribute to the formation of the future generations called to face the world of science and technologies in perpetual renewal.

With regard to the in-service training course, Girard also notes that:

> *It should periodically allow the teacher to confront his own professional practice with that of his colleagues, learn about a particular innovation, refresh his knowledge, and fill, if required, gaps in pre-service training that was received in a more or less distant past. (Ibid. 135)*

It is essential thus that the trainers in charge for training courses should listen to teachers and develop new offerings as soon as the needs emerge and that accompaniment is in place for several years.

It is significant that the educational system, as a vector in terms of reproduction and also the social transformation, is quickly re-adjusted with regard to the changes which the new era requires. The analysis of the teaching practices, the **OTM** textbook, the needs expressed by the teachers and the collected data from the learners can help to guide the reorganisation, modification and re-adjustment of the class practices and the roles of different actors.

The teaching/learning process can only be effective if it reaches the expected outcomes and enables learners to progress by facilitating their acquisition of knowledge, skills and attitudes. These can be reached only if the teaching tools are available for the practitioners at the appropriate time.

Under the terms of the collected data from various tools, namely the textbook, the observations and the questionnaires, it can be concluded that the implementation of the CBA requires skills and a degree of professionalisation that do not characterize the entire teaching staff. Knowledge and paradigms that underpin the CBA are still too abstract, fuzzy and illegible for the majority of the teachers to guide a true implementation on the ground. In the absence of a "professionalisation" (Bourdoncle 1991, Perrenoud & *al*. 1993, etc.) of the teaching profession as a general condition for transformation of the educational systems, the

gap between the qualification level necessary for the implementation of the CBA and the average qualification level of the teachers would prevent any modification or change in the teaching practices. Regarding the complexity of the situation, teachers are forced to take emergency actions, make decisions under uncertainty or to retreat into the habitual practices and resist to change.

Recommendations

The appropriate implementation of the Competency-Based Approach requires the involvement of the different partners, representing the very best shot of thoughtful experienced teachers, researchers, psychologists and curriculum experts. Besides, the training policy should be reviewed with regard to the practitioners' needs and deficiencies, which should be pinpointed and stock-listed. Accordingly, the trainers should provide sufficiently complete guidance and support to build a solid basis on which the intended changes can materialise. Taking into account the trainees' various needs and gaps, trainers or course developers can erase or reduce these discrepancies.

Middle school English language teachers need to be adequately prepared and supported through high quality pre- and in-service training courses to attain effective professional development. Beside, a thorough impregnation with theoretical knowledge, they need skills in adapting their teaching practices to meet both the underlying objectives of the CBA.

It is easy to blame teachers for the current situation, yet the fact is that they themselves result from a whole educational system they are in. Their pre-service training courses need to be reconsidered, as do their in-service support needs and any continual professional development. The present teaching staffs are shouldering the burden of the educational reforms. They are the teachers in post and are the resources with which we have to work. The only solution is to give them every bit of support and help possible.

Successful change involves careful planning, and the interest of all stakeholders needs to be accommodated. Reforms must be carefully explained and demonstrated to educators, including supervisors, teachers and administrators, so that they get ready and accept changes in methodology and content organization.

Educators' acceptance of the reform is critical. Experience shows that people in the field of education seldom adopt changes that are implemented from the top-down. Policy-makers and planners need to realize that systematic reform takes time and need huge efforts and resources. Those in the field: supervisors, head teachers, teachers and students are the most important stakeholders and all changes must increase the likelihood of their success.

Successful implementation of any approach, CBA or whatever, is impossible without the professional needs of supervisors, teachers and head teachers, and ensuring that they have the requisite skills, knowledge, time and resources to implement reform. However, the great mistake would be to go forward with reform assuming that all educators accept the recommended reform.

Before any action is undertaken, these educators need to understand the need for the change, the rationale for the recommended change, and the relationship between the new approach and the reform itself.

A great number of the key agents for change, namely teachers, still favour the 'traditional' didactic approach to instruction. Such teachers do not embrace the officially implemented approach that gives learners autonomy and flexibility that allow participating in decision-making. They keep practising the approaches and methods they used to acquire knowledge putting aside all the principles of the Competency-Based Approach. A Teacher told me in a workshop I held,

> *We were not quite prepared for the required level of external stakeholders' engagement in the CBA issue... This required a much greater effort than we had done in the past.*

So if we truly expect Algerian supervisors and teachers to implement the new approach in EFL classroom, we must allow more time for a better learning of the new principles. This can be done through professional development programmes that would provide the knowledge and skills necessary to make good decisions, including an understanding of the approach as well as the appropriate methodology to implement the new didactic and pedagogical instructions in the teaching practices.

The facilities used at school are of a great importance too. They should be updated and available both for teachers' and students' use. We have to equip school laboratories and open the existing facilities. The use of the Internet for greater teacher and student access will enhance effective practices, encourage researches and develop technological skills. This, undoubtedly, will produce larger gains in both teachers and students performance when implementing the principles of the new approach in the classroom.

In spite of these realities, the education community has not focused sufficiently on improving the effectiveness of the reform implementation; new forms of assessment of what has already been done at all levels are an urgent issue.

The challenge now is how to create the conditions that allow effective solutions and how to get into the school community that needs them the most. Improvements in school reforms are achievable when the principles are well-understood, the strategy of the approach is well-implemented, the materials that accompany the reform are provided and the teacher development programmes are organized. Significant improvements can be achieved with the contribution of all educators combined with high expectations and rigorous instructions.

General conclusion

We do not and will never pretend that our research work is the panacea for an effective and ideal implementation of the CBA, let alone to suggest that our ideas are original. On the contrary, they are the results of a sum of factors which contributed positively to their emergence and development through educators', practitioners', experts' and learners' remarks and reflections.

Besides, we do not intend to provide the right answers to the question on how to teach learners better and instil in them the targeted competencies, skills and attitudes. There are no right answers: there are only methods that may work better or worse for each individual teacher/learner, each school, and each group of learners. To achieve change in teachers' teaching quality, we ought to look carefully at the environment in which teachers work, the systems of representations this environment represents, the type of training they underwent and still undergo and the means that allow change to materialise.

It is our reaction to the failure of most of the learners in the various examinations and the deficiencies detected during the various inspections that we thought of carrying out this research which might inflect the present situation, considering that the implementation of the CBA and the English language teaching in the Algerian context is not an easy matter.

The ultimate aim of learning English in the Algerian curriculum is to acquire interactive, interpretive and productive competencies which would enable learners to speak and write appropriately, i.e., to know-how-to use language as being linked to its social context. Yet, establishing an aim is one thing, having it realized is quite another.

The bad results obtained these last years, in addition to teachers' dissatisfaction with respect to these results, testify to a general concern. This situation is certainly not due to the impertinence of the project of the reform in itself, which according to specialists remains essential to fulfil the current requirements, but rather to the practitioners' incomprehension on one hand, and to an insufficient or even nonexistent support of the latter in terms of training on another.

To clearly identify and elucidate the obstacles towards the implementation of the CBA, we carried out an analysis of the fourth year textbook, an investigation led on the ground in forms of questionnaires addressed to the teachers and the future BEM candidates, to the observation of several courses (four courses) dispensed/presented by teachers (2 PEMs and 2 PEFs). That enabled us to reaffirm the close links between the implementation of the new approach and the teachers' training, both pre and in-service ones.

With regard to the large gap where our era especially requires a constant pace of change in all the fields, particularly in the educational system, aiming at developing competencies, skills and attitudes that enable Algerian learners to communicate in English, teachers' class practices remain unchanged and incompatible with the objectives of the CBA.

It seems obvious to say that by adhering to the principles of the CBA and implementing the new syllabus, the latter will contribute to free the teachers and learners from the constraints and the obstacles which had prevented them from developing for several decades, and to spread out their knows, know-how and know-how-to-be.

Thus, it is necessary to take into consideration the constraints which preclude the materialization of the CBA and it is up to all the specialists in the teaching/learning of EFL process such as didacticians, psychologists, trainers, pedagogues or teachers who are anxious to improve their performance to multiply and to diversify the meetings in the form of in-service training courses, conferences, workshops to impregnate principles and objectives of the new approach. On the other hand, the expected results are not perhaps for tomorrow because the constraints are numerous especially those relating to the teachers' training. It should also be reminded that the change is a process that endures time not a temporary event that policy can't mandate what matters, that implementation strategies which integrate bottom-up schemes and top-down ones are more effective and efficient; that conflict and resistance to change are necessary part of this change. Without all these, the availability of the means, the raising of time volume, the reduction of the number of learners by class, do not ensure success, although they contribute certainly to it.

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Appendices

Appendix 1

Questionnaire 1

III.4.1. Informants' Biographical and Professional Data

Item 1: You are a……………… *(Tick the right box)*

| Female PEM | ☐ | Male PEM | ☐ |
| Female PEF | ☐ | Male PEF | ☐ |

Item 2: You are.............. *(Tick the right box)*

1. Under 20 ☐
2. between 20 and 30 ☐
3. between31 and 40 ☐
4. over 40 ☐

Item 3: You are a...............................teacher.

1. Confirmed ☐
2. Contract ☐
3. Substitute ☐

Item 4: What kind of degree (s) do you have? *(Tick the right box)*

1. Master ☐
2. Licence ☐
3. BAC ☐
4. CAPEF 1 ☐

Item 5:   How long have you been teaching English?

1. 30 years and more ☐
2. 25 to 29 years ☐
3. 20 to 24 years ☐
4. 15 to 19 years ☐
5. 10 to 14 years ☐
6. 5 to 9 years ☐
7. less than 5 years ☐

Item 6. What forms are you teaching? *(Tick the appropriate box (es)*

1. First year form ☐
2. Second year form ☐
3. Third year form ☐
4. Fourth year form ☐

Item 7: Where are you teaching?   *(Tick the corresponding box)*

Urban ☐   Rural ☐

III.4.2. Informants' Training Itinerary

Item 8: What language teaching approach (es) are you in favour of its use? (Use a tick)

1. Grammar-translation Approach   ☐
2. Direct Approach   ☐
3. Oral Approach and Situational   ☐
4. Audio-lingual Approach   ☐
5. Communicative Approach   ☐
6. Objective-based Approach   ☐
7. Competency-based Approach   ☐

Item 9: How and when did you become familiar with the CBA?

1. During initial-training in ITE   ☐
2. During initial-training at the university ☐
3. During in-service training sessions   ☐
4. Others…………………………..   ☐

Item 10: In few words what does it target?

Item 11: Which of these approaches, do you think, has an effective impact on your way of teaching?

1. Grammar-translation Approach ☐
2. Direct Approach   ☐
3. Oral Approach and Situational ☐
4. Audio-lingual Approach   ☐
5. Communicative Approach   ☐
6. Objective-based Approach   ☐
7. Competency-based Approach   ☐

Item 12: A) Which approach do you consider the least adequate? Why?

1. Grammar-translation Approach ☐

2. Direct Approach ☐

3. Oral Approach and Situational ☐

4. Audio-lingual Approach ☐

5. Communicative Approach ☐

6. Objective-based Approach ☐

7. Competency-based Approach ☐

III.4.3.Informants' Viewpoints on the CBA and the hindrances precluding its Implementation

Item 13: How many in-service training sessions have you attended the last seven years?

	0	01	02	03	04	05	06
2003-2004	☐	☐	☐	☐	☐	☐	☐
2004-2005	☐	☐	☐	☐	☐	☐	☐
005-2006	☐	☐	☐	☐	☐	☐	☐
2006-2007	☐	☐	☐	☐	☐	☐	☐
2007-2008	☐	☐	☐	☐	☐	☐	☐
2008-2009	☐	☐	☐	☐	☐	☐	☐
2009-2010	☐	☐	☐	☐	☐	☐	☐

Item 14: What do the in-service training courses focus on?

1. Theoretical aspects ☐

2. Practical aspects ☐

3. Both theoretical and practical aspects ☐

Item 15: Have you ever had an opportunity to reflect on those in-service training courses contents?

Yes ☐   No ☐   No idea ☐

Item 16: Have they had an impact on your class performance?

Yes ☐   No ☐   No idea ☐

Item 17: Do you use extra resources to supplement the mandated textbook contents?

Yes ☐   No ☐   No idea ☐

Item 18: If yes, what extra resources do you use? (*Tick the appropriate box (es))*

1. Extra resources (books, magazines)? ☐
2. Tapes and recorder? ☐
3. Overhead projector? ☐
4. Data Show? ☐
5. Computer? ☐
6. DVD? ☐
7. TV +Video recorder? ☐
8. Others? ☐

Specify:... ....

....

Item 19: Which of the following stand as roadblocks to the implementation of the CBA?

1. Learners' lack of motivation ☐
2. Shortage of means ☐
3. Inadequate in-service training sessions ☐
4. Lack of practical sessions ☐
5. Inadequacy of the teaching materials suggested in the textbook ☐
6. Programmes load / reduced timing/ insignificant coefficient… ☐
7. Class over-corwdedness... ☐
8. Others…………………………………………………………… ☐

Item 20: What rubric (s) in the OTM do you find useful? (*Tick the appropriate box (es)*

1. Read and Consider ☐
2. Listen and Consider ☐
3. Words and Sounds ☐
4. Listening and Speaking ☐
5. Reading and Writing ☐
6. Where do we stand now? ☐
7. Where do we stand now? ☐
8. Research and Report ☐

Item 21: Does the syllabus meet the objectives of the CBA?

Yes ☐   No ☐   No idea ☐

Item 22: Is the time allotted to the teaching of English suitable?

Yes ☐   No ☐   No idea ☐

Item 23: If no, what do you suggest?

1. To increase timing ☐
2. To lighten the syllabus ☐
3. To review the textbook content ☐
4. Others:...

Item 24: After seven years, are you…………satisfied with the CBA implementation?

Fully ☐   partly ☐   not at all ☐

III.4.4. Informants' Expectations

Item 25: List three topics you would like to concentrate on in next in-service trainings.

Appendix 2
Accompanying Mail 1

January 2011

Dear teacher,

Seven years elapsed since the Competency-Based Approach has been implemented in the Algerian middle school. Yet, the results obtained in BEM examinations reveal that the prescribed objectives are far to be attained. It is an alarming situation that involves all partners: teachers, supervisors, trainers, researchers and parents to think seriously for the matter. Hence, in order to be able identify the obstacles and constraints which stand as a roadblock in front of the materialisation of the prescribed outcomes of the CBA, we ask you to complete in the questionnaire which would be sent back the soonest possible to one of the addresses indicated below.

This questionnaire is intended for a fieldwork undertaken for a Magister research work entitled 'The Implementation of the Competency-Based Approach in the Algerian Middle School: a Tentative Analysis of Constraints and Obstacles".

The results of this survey will likely help us find the appropriate solutions to attain the targeted outcomes of the approach.

Should you have any queries concerning the questionnaire, please contact me at benaanglais@hotmail.com

To keep the answers anonymous, names might not be mentioned.

Thank you for your cooperation,

Yours faithfully,

Inspection de l'Enseignement Moyen

COSP route d'Oran - Mostaganem

Appendix 3

Questionnaire 2: Directed to 4 AM Learners

Section One: Learners' Attitudes Towards English Language Learning

<div dir="rtl">

القسم الاول. مواقف المتعلمين نحو تعلم اللغة الإنجليزية

</div>

Question One: **Are you interested in learning English?**   س1.هل أنت مهتم بتعلم اللغة الإنجليزية؟

Yes   ☐   نعم   No ☐   لا

Question Two: How do you find English?   س2. كيف تجد اللغة الإنجليزية؟

1. Different from Arabic   ☐   1. تختلف عن العربية
2. Not very different from Arabic ☐   2. لا تختلف كثيرا عن اللغة العربية
3. Easy   ☐   3. سهلة
4. Not very easy   ☐   4. ليست سهلة جدا
5. Difficult   ☐   5. صعبة

Section Two: Learners' Attitude towards the English People and Their Culture

<div dir="rtl">

القسم الثاني . موقف المتعلمين من الشعب الإنجليزي و ثقافته

</div>

Question Three: **Do you like to learn about the English people and their culture?**

س3.   هل ترغب في معرفة المزيد عن الشعب الإنجليزي و ثقافته؟

1. Yes   ☐   نعم
2. No   ☐   لا
3. It's not necessary ☐   غير ضروري

Question Four: **What do you know about the English people?**

س4. ماذا تعرف عن الشعب الإنجليزي؟

1. They are different   ☐   1. أنهم مختلفون
2. They are developed   ☐   2. أنهم المتقدمون
3. They are a good example to follow ☐   3. أنهم مثال جيد يقتدى به
4. They are a bad example to follow ☐   4. أنهم قدوة سيئة
5. I don't know   ☐   5. لا أعرف

Section Three: Learners' Motivation and English Learning Difficulties

<div dir="rtl">

القسم الثالث. تحفيز المتعلمين و صعوبات تعلم الإنجليزية

</div>

Question Five: Why do you like to learn English?   **س5. لماذا ترغب في تعلم اللغة الإنجليزية؟**

1. I have a pleasure to speak this language	☐	**1. لدي متعة التحدث بهذه اللغة**
2. To use it when I travel	☐	**2. لاستخدامها عندما أسافر**
3. Because I need it in my studies abroad.	☐	**3. لأنني في حاجة إليها في دراستي في الخارج.**
4. To communicate with people in the world	☐	**4. للتواصل مع الناس في العالم**

Question Six: How is your level at English?   **س6. ما هو مستواك في الانجليزية؟**

1. Excellent	☐	**1.ممتاز**
2. Good	☐	**2. جيد**
3. Bad	☐	**3. سيء**

Question Seven: What is difficult for you in English learning?

س7. ما هي صعوبة بالنسبة لك في تعلم اللغة الإنجليزية؟

1. Listening comprehension	☐	**1. الاستماع والفهم**
2. Reading Comprehension	☐	**2. القراءة والفهم**
3. Speaking	☐	**3. تحدث**
4. Writing	☐	**4. الكتابة**

Question Eight: How do you find the activities designed in the textbook?

س8. كيف تجد الأنشطة المصممة في الكتب المدرسية؟

1. Easy	☐	**1. سهلة**
2. Not very easy	☐	**2. ليست سهلة جدا**
3. Difficult	☐	**3. صعبة**

Section Four: Learners' Attitudes towards their English Teacher and his Performance

<div dir="rtl">

القسم الرابع. مواقف المتعلمين تجاه معلم الانكليزية وأدائه   Performance

</div>

Question Nine: Does your teacher try to make things easy for you?

س9. هل يسعى أستاذكم محاولة جعل الأنشطة سهلة بالنسبة اليكم ؟

1. always   ☐   1. دائما
2. sometimes   ☐   2. أحيانا
3. never   ☐   3. أبدا

Question Ten: Does your teacher give you activities to do in pairs and groups?

س10. هل يعطيكم أستاذكم أنشطة للقيام بها ثنائيا و جماعيا؟

1. always   ☐   1. دائما
2. sometimes   ☐   2. أحيانا
3. never   ☐   3. أبدا

Question Eleven: Does your teacher give you enough time to do tasks alone, with your friend or with the group?

س11. هل أستاذكم يعطيكم الوقت الكافي للقيام بالأنشطة فرديا، ثنائيا أو جماعيا؟

1. always   ☐   1. دائما
2. sometimes   ☐   2. أحيانا
3. never   ☐   3. أبدا

Question Twelve: Does the project work help you use the knowledge acquired outside the classroom?

س12. هل يساعدك المشروع على استعمال المعارف المكتسبة في القسم خارج المدرسة؟

1. Yes   ☐   1. نعم
2. No   ☐   2. لا

Question Thirteen: Who evaluates the project work, you or your teacher?

س13. من يقيم المشروع، أنت أو أستاذك؟

1. You   ☐   1. أنت
2. Your teacher   ☐   2. أستاذك
3. Neither..................nor.......   ☐   3. لا .... ولا........

Question Fourteen: Do you use a portfolio?

س14. هل تستخدم حافظة للمشاريع المنجزة و مختلف الاختبارات و الفروض؟

1. Yes   ☐   1. نعم
2. No   ☐   2. لا

December 2010

عزيزي المتعلم

نضع بين يديك هذا الاستبيان الذي يتضمن أسئلة تخص الصعوبات التي تواجهها في حصص اللغة الانجليزية , إجاباتك عن هذا الأسئلة تكتسي أهمية قصوى وعليه يرجئ منك قراءة كل الأسئلة و محاولة فهمها و الإجابة عليها بكل صدق.

شكرا مسبقا

Appendix 5

Checklist: Directed to the basic school inspectors

1. Textbook Content:

Q1. Does the content meet local standards for the subject area?

Q2. Is the content up to date?

Q3. Is the content accurate?

Q4. Is the content age-appropriate?

Q5. Are there quizzes or end of lesson reviews?

Q6. Does the content appeal to a wide range of student interests and abilities?

Q7. Could the content file be used for several years?

Q8. Does the content encourage active learning?

2. The Adopted Approach

Q1.   Does the textbook content comply with the objectives of the Competency-Based Approach?

Q2. Does the textbook content ease the CBA implementation?

Q3. Does the layout of the content allow the fulfilment of the competencies?

3. Language Systems

Q1. Is there sufficient oral and written practice of the grammar concepts that lead to meaningful use and usage of the language?

Q2. Is there a grammar summary table in appendices?

Q3. Are learners introduced to appropriate vocabulary?

Q4. Is the vocabulary functional, thematic, authentic, and practical?

Q5. Is there a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities?

Q6. Are the activities set in an age-appropriate context?

Q7. Is there continuity in the presentation of concepts that builds in a constant review of vocabulary?

Q8. Are grammatical concepts presented in a meaningful manner?

Q9. Is grammar presented in an appropriate way?

4. Cultural Knowledge

Q1. Are there wide varieties of authentic, up-to-date visual images of the English-speaking cultures?

Q2. Is the cultural information student-centred to stimulate interest?

Q3. Is a broad range and diverse representation of countries presented?

Q4. Does the teaching of the English-speaking culture encourage the learners to explore their own culture?

Q5. Are learners asked to look at their own native language and compare it to other varieties of English?

Q6. Are learners asked to compare their own culture and make comparisons with the other cultures to discover similar and different cultural concepts and patterns?

Q7. Is the cultural content accurate and current?

Q8. Are the cultural readings interesting, significant, and appropriate for the age level?

5. Learning Strategies

Q1. Does the textbook provide the learners with strategies at point of use to help them be successful listeners, speakers, readers, and writers of the language?

Q2. Are pair and cooperative learning activities plentiful and meaningful?

6. Critical Thinking Skills

Q1. Are learners asked to do more than rote memorization and recall?

Q2. Are learners asked to utilize the higher order thinking skills of analysis, synthesis, and evaluation in every sequence and file and are expectations reasonable?

7. Organization

Q1.   Is there a useful table of contents, index, glossary, appendices?

Q2.   Does the textbook have a logical arrangement and development of the subject?

Q3.   Does the textbook include useful references, bibliographies, and other resources? Are there enough and are they helpful?

Q4.   Do the files include introductions and summaries?

Q5.   Are the pages all numbered?

8. Physical Aspect

Q1. Is the size and weight of the book age-appropriate?

Q2. Does the cover appeal?

Q3. Are illustrations and photographs representative of all genders, races, ages, physical and mental abilities, and socioeconomic status?

Q4. Are tables, maps, figures, charts, etc. relevant and useful?

9. Teacher's Edition

Q1. Are assessment tools or ideas included?

Q2. Are ideas for adapting the material to different ability groups included?

Q3. Are answers to activities included?

Q4. Are teaching objectives clearly stated?

10. Cost

Q1. Does the cost of the material include supplemental resources?

Q2. Are there consumable materials that will need to be replaced yearly?

11. Suggestions / Recommendations and Comments:

Appendix 6

Accompanying Mail 3

December 2010

Dear colleagues,

The present checklist is intended for a research work undertaken to get the degree of Magister in "Linguistics and ESP". Aiming at making an inventory of the obstacles and constraints which preclude the implementation of the CBA in the Algerian middle school, this checklist is submitted to verify if the fourth year textbook content, **On the Move**, complies or not with the objectives of the CBA and the learners' level, interests and their socio-cultural background.

I would be grateful if you fill it out and send it back to me either by e-mailing or posting it to one of the addresses mentioned below.

I anticipate in thanking you for the time and the effort devoted to complete the checklist.

Thank you for your cooperation,

Yours faithfully,

benaanglais@hotmail.com

Inspection de l'enseignement Moyen
COSP route d'Oran
Mostaganem

Appendix 7

Comment on the BEM exam papers

Comments on the new sample BEM examination (2007 to 2010)

1. Editors of the BEM examination

   The editors, in charge of the preparation of the BEM examination, are composed of inspectors and/or sometimes inspectors and teachers. None of them has ever undergone any specific training. The criteria to select the members are unclear.

2. The guide:

   The guide whose role was limited to its sending to schools has never been vulgarised by the ONEC. Their role was. There is no real communication on it. Up till now, it has never been submitted to any type of discussions or seminars, nor has it been within the reach of most of the teachers. For those half-day meetings organised by the inspectors prove insufficient for they turn around only one viewpoint: that of the inspector.

The guide, which carries many contradictions, is built on general guidelines that need to be more detailed. Besides, it might not comply with the principles of the CBA and instructions in the official syllabus.

3. The test paper:

Format of the English Paper in the BEM Exam

Part One: (14 points)

A. **Reading Comprehension:** (07 points)

-2 activities related to the comprehension of the text (05 points)

-1 activity related to lexis (02 points)

B. Mastery of Language: (07 points)

-2 activities related to syntax (05 points)

-1 activity concerning pronunciation (02 points)

The input or the basis text:

It is not that all the proposed texts are similar in a non précised guide. For example, it states that the texts should be short, straightforward, and factual, but does not precise the number of words. It talks about a vocabulary which is related to the different topics dealt with in the fourth year syllabus, yet there is no glossary to limit its scope.

Part Two: (06 points)

Written Expression: Situation of Integration

- Oral is not tested yet it is one of the most important competences targeted in the new approach.
- Apart from the way the BEM examination is structured, there has been no real similarity between the different exams issued since 2007.
- One of the most important changes in the CBA might be the situation of integration via which the learner shows his mastery of the knows, the know-how-to-do and the adequate behaviour. This can only be got through project work. The latter is still not really taken into charge in the learning process.
- Most of the situations proposed lack authenticity. Candidates are rarely put in front of a real problem-solving situation. They are often invited to write but they rarely know to whom (apart from their teachers) and why (apart from being tested).
- Most of the other tasks proposed deal rather with grammar and lexis. Even the comprehension questions part is overwhelmed by the structural aspects.

Recommendations and Suggestions

Members: The commission members in charge of designing the exams should be selected according to precise criteria. Those in charge of the proof readings must be different from the designers. Besides, all of them should have a certain acquaintance of the syllabus and the BEM guide as well as their use of the adequate resources (books, dictionaries...) they need to achieve their task.

Glossary: an official glossary would make things even clearer and easier for both designers and candidates.

Training: specific training courses should be organised for the commission members (designers and readers).

Periodical training sessions should be held in the teachers' benefit to keep them regularly informed.

Piloting: a piloting phase might be necessary to find remedies to learners' mistakes and check the compatibility of the exam with the learners' level.

Generally speaking, the BEM exams are not congruent to both the principles of the CBA and the learners' effective level.

Appendix 8

2007' BEM Results
Wilaya of Mostaganem
General Indicators

Number of Middle Schools:	**83**
Number of Candidates:	**8691** including **4452** girls
Success:	**3428** (**2056** girls and **1372** boys)

The overall success rate with regard to all subjects:	**39.44%**
For girls:	**59.97%**
For boys:	**40.02%**

Table 67: The success rate of the first cohort of candidates with regard to the implementation of the CBA (Test of English) throughout the wilaya of Mostaganem

Daira	Rates
1. Mostaganem	21.37%
2. Hassi Mameche	16.48%
3. Ain Nouissy	07.27%
4. Mesra	11.38%
5. Bouguirat	04.12%
6. Kheir Eddine	09.75%
7. Ain Tedles	07.11%
8. Sidi Ali	11.49%
9. Sidi Lakhdar	08.75%
10. Achaacha	05.95%

General rate	**11.77%**

Statistics from the Local Board of Education of Mostaganem— Service des examens

Appendix 9

2008' BEM Results
Wilaya de Mostaganem
General Indicators

Number of Middle Schools: **86**

Number of Candidates: **8869**   including   **4751**   girls

Success: 41.25%   **3659**   (**2196** girls and **1463** boys)

The overall success rate with regard to all subjects: **41.25 %**

For girls: **60%**

For boys: **40%**

Table 68: The success rate of the second cohort of candidates in the BEM examination (Test of English) throughout the wilaya of Mostaganem

Daira	Rates
1. Mostaganem	24.56%
2. Hassi Mameche	13.69%
3. Ain Nouissy	09.58%
4. Mesra	13.25%
5. Bouguirat	11.64%
6. Kheir Eddine	11.39%
7. Ain Tedles	12.36%
8. Sidi Ali	12.24%
9. Sidi Lakhdar	15.45%
10. Achaacha	09.53%

General rate	13.58%

Statistics from the Local Board of Education of Mostaganem— Service des examens

Appendix 10

2009' BEM Results
Wilaya de Mostaganem
General Indicators

Number of Middle Schools: **88**

Number of Candidates: **8727**   including **4865** girls

Success: **52.14%** (4551)   (**2959** girls and   1592   boys)

The overall success rate with regard to all subjects: **52.14%**

                                  For girls: **65%**

                                  For boys: **35%**

Table 69: The success rate of the third cohort of candidates in the BEM examination (Test of English) throughout the wilaya of Mostaganem

Daira	Rates
1. Mostaganem	25.32%
2. Hassi Mameche	15.52%
3. Ain Nouissy	11.32%
4. Mesra	12.11%
5. Bouguirat	11.69%
6. Kheir Eddine	11.96%
7. Ain Tedles	12.86%
8. Sidi Ali	13.66%

9. Sidi Lakhdar	16.27%
10. Achaacha	09.89%
General rate	**18.58%**

Statistics from the Local Board of Education of Mostaganem— Service des examens

Appendix 11
2010' BEM Results
Wilaya de Mostaganem
General Indicators

Number of Middle Schools: 91

Number of Candidates**: 8265**   including **4763** girls

Success: **58.38%** (4826)   (3016 girls and   1810 boys)

The overall success rate with regard to all subjects**:   58.38%**

For girls**:   62.48%**

For boys: **37.52%**

Table 70: The success rate of the fourth cohort of candidates in the BEM examination (Test of English) throughout the wilaya of Mostaganem

Daira	Rates
1. Mostaganem	30.12%
2. Hassi Mameche	14.52%
3. Ain Nouissy	10.23%
4. Mesra	14.21%
5. Bouguirat	11.56%
6. Kheir Eddine	12.05%
7. Ain Tedles	13.00%
8. Sidi Ali	14.25%

9. Sidi Lakhdar	17.65%
10. Achaacha	10.43%
General rate	**17.32%**

Statistics from the Local Board of Education of Mostaganem— Service des examens

Appendix 11
Statistics on the feminisation of the learners' enrollment
Enrollment period from 1962 to 2001

	Primary Education		Middle Education		Secondary Education		Technical		Global	
Year	Total	Females	Total	Females	Total	Females	Total	Females	Total	Females
62-63	777,636	282,242	30,790	8,815	------	---------	-------	---------	-------	-----------
70-71	1,851,416	700,924	191,957	53,525	34,988	9,633	5,776	930	2,078,361	764,082
80-81	31,118,827	1,307,550	804,621	313,849	211,948	77,897	14,493	3,066	4,135,396	1,699,296
90-91	4,189,152	1,877,990	1,423,316	592,583	752,264	350,774	153,366	47,742	6,364,732	282,1347
00-01	4,720,950	2,260,114	2,016,370	968,544	975,862	547,945	58,319	21,178	7,712,182	3,726,603
%		**47.87%**		**48.03%**		**56.14%**		**36.31%**		**48.32%**

Table 71: Statistics from the Ministry of Education
Department of the Pedagogical Organisation
Annexe 1 page1

Comments on the data in the table above:
While examining the data in the table above, we note that the enrollment of girls is growing especially at the secondary level (56.14%) because it is from this cycle that the profile of learners is beginning to emerge.

Statistics on the feminisation of the teaching staff
From 1962 to 2001

Primary Education	Middle Education	Secondary Education	Technical Education	Global

Year	Total	Females	Total	Females	Total	Females	Total	Females	Total	Females
62-63	199,08	7,963	2,488	870	1,216	364			23,612	9,197
70-71	43,656	26,193	6,955	4,103	4,048	1,821			54,659	321,117
80-81	88,481	57,512	29,555	18,029	10,488	6,292			128,494	81,833
90-91	151,262	104,370	82,741	52,126	44,283	29,226	6,318	9,47	278,286	196,669
00-01	169,559	118,691	102,137	97,410	55,588	27,243	6,637	1,327	327,284	182,460
%		**69.99%**		**65.99%**		**66.99%**		**19.91%**		**55.74%**

Table 72: Statistics from the Ministry of Education
Department of the Pedagogical Organisation
Annexe 1 page2

Comments on the data in the table (72) above:
The data above show that the number of women teachers all cycles confused is higher than
the number of men teachers except for technical education where the rate does not exceed
20%.