PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY DJILLALI LIABÈS – SIDI BEL-ABBÈS
FACULTY OF LETTERS, LANGUAGES AND ARTS
DEPARTMENT OF ENGLISH

THE DIDACTIC ISSUES OF THE ALGERIAN ENGLISH TEACHERS' INITIAL AND IN-SERVICE TRAINING COURSES:

BETWEEN INSTITUTIONAL OBJECTIVES AND TEACHERS' EXPECTATIONS

A Thesis Submitted in Fulfillment of the Requirements for the
Doctorate Degree in ESP

Supervisor: Prof. Bakhta ABDELHAY   Candidate: Mr Ammar BENABED

Board of Examiners

Chairman: Prof. Mohamed MELOUK   Djilali Liabès University- Sidi Bel Abbès

Supervisor: Prof. Bakhta ABDELHAY   Ibn Badis University-Mostaganem

Examiner: Prof. Zouaoui MERBOUH   Djilali Liabès University-Sidi Bel Abbès

Examiner: Prof. Fatma-Zohra NEDJAI MEBTOUCHE   École Supérieure des
Beaux Arts Alger

Examiner: Dr Hind Amel MOSTARI   Djilali Liabès University- Sidi Bel Abbès

Examiner: Dr Belabbès NEDDAR   Ibn Badis University-Mostaganem

2015-2016' Academic Year

Dedication

This Doctoral Thesis is dedicated to the memory of my father, Ahmed, and my daughter, Naima, who left us both in an interval of four days while I was about drafting this thesis. I am glad to know they both, profoundly appreciated for their unflinching commitment to my professional career pursuit, wanted to see this process through to its completion, offering the support to make it possible, as well as plenty of friendly encouragements.

Also to...

My mother, my siblings, my wife and children, and all friends and colleagues, through good and tough moments of life, their kindness and extensive support have been ever-present in this important time of my life, for which I am eternally grateful.

Abstract

The present thesis fits into the field of the exploratory research on the didactic issues of the initial and in-service training courses of the teachers of English as a foreign language in the Algerian context: between institutional objectives and the teachers' expectations. It focuses on future teachers' initial and in-service training courses as they are required by the employer and as they are carried out by the training institute especially in the wake of the implementation of the new reforms aiming to introduce a new, interdisciplinary approach, viz Competency-based Approach, as a medium of instruction. It should be noted that the teachers training, albeit firmly asserted to be the centrepiece of the process, seems to be customarily relegated to last priority and placed downstream of the whole reform process. Relying on the collected data from the various tools used for the purpose, namely the questionnaires (five in all), which are the linchpin of our investigation along with the interviews (two in all) and the initial training curricula structure analysis, the research sheds enough light on the gap between the prescriptive and the descriptive trainings. The findings of the investigation also disclose that teachers' perceptions of the theoretical principles of the new approach remain too vague and their mastery is ever more elusive to have an impact on the teaching practices *in situ*. The contemporary society is in a perpetual metamorphosis and that of education is likewise. The changes and reforms, we are witnessing these days, are dictated solely by the desire to do well in the context of globalisation. Nevertheless, the reforms undertaken in the Algerian educational system cannot achieve their goals unless they are conducted in a thoughtful, intelligent, methodical and rational manner. In a swiftly changing society, training of professional teachers turns out to be an urgent need. These professional teachers have to develop reflective practice, an overriding posture, because the ability to innovate, negotiate and regulate their practice necessarily involves a reflection on experience, favouring the construction of new knowledge.

Key words:

Initial-training course, in-service training course, didactics, pedagogy, reflective teacher, competence, professional competence development, competency-based approach, intercultural awareness

Résumé

La présente thèse s'inscrit dans le domaine de la recherche exploratoire sur les enjeux didactiques de la formation initiale et continue des enseignants d'anglais L2 en contexte algérien : entre les objectifs institutionnels et les attentes des enseignants. L'étude s'intéresse à la formation initiale et continue des futurs enseignants telle qu'elle est prescrite par la tutelle et telle qu'elle est mise en œuvre par l'institut de formation en particulier dans le sillage de la mise en œuvre de nouvelles réformes visant la mise en œuvre d'une approche interdisciplinaire, à savoir l'approche par les compétences, comme moyen d'instruction. Il convient de noter que la formation des enseignants, quoique fermement affirmé d'être la pièce maitresse du processus, semble être habituellement reléguée aux derniers rangs des priorités et placée en aval de l'ensemble du processus des réformes. S'appuyant sur les données recueillies à partir des différents outils utilisés à cet effet, à savoir les questionnaires (cinq en tout), qui sont la clé de voûte de notre enquête ainsi que deux interviews et l'analyse des maquettes du cursus de la formation initiale, la recherche met en lumière le décalage qui existe entre le prescriptif et le descriptif de la formation. Les conclusions de l'enquête révèlent également que les perceptions des enseignants des principes théoriques de la nouvelle approche restent trop vagues et leur maîtrise insaisissable pour avoir un impact sur les pratiques d'enseignement *in situ*. Le monde dans lequel nous vivons est en perpétuelle métamorphose; celui de l'éducation l'est autant. Les changements et les réformes auxquelles nous assistons ces temps-ci sont dictés par le seul souci de bien-faire, dans le cadre de la mondialisation. Néanmoins, les réformes entamées dans le système éducatif algérien ne peuvent atteindre leurs objectifs que si elles sont menées de manière réfléchie, intelligente, méthodique et rationnelle. Dans une société en pleine transformation, la formation professionnelle des enseignants s'avère une nécessité urgente. Ces enseignants doivent développer une pratique réflexive: une posture fondamentale, parce que la capacité d'innover, de négocier et de réguler leur pratique passent impérativement par une réflexion sur l'expérience, favorisant la construction de savoirs nouveaux.

Les mots clés:

Formation initiale, formation continue, didactique, pédagogie, praticien réflexif, compétence, compétences professionnelles, approche par compétences, conscientisation interculturelle

List of Tables

VII

VIII

IX

X

List of Abbreviations

AD: Arabic Dialect

AF: Année Fondamentale

AS: Année Secondaire

B: Berber

B.A.: *Artium Baccalaureus Diploma* (equivalent to Licence Degree in Algeria)

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CEFR: Common European Framework of Reference

CM: Cours Magistral (**LC**: Lecture Course)

CPGK: Certificate of Professional and General Knowledge

CT: Cascade Training

CUDC: La Chaire UNESCO de Développement Curriculaire

DALF: Diplôme Approfondi de Langue Française

DE: Directorate of Education

DELF: Diplôme d'Études de Langue Française

DALLT: Department of Applied Linguistics and Language Teaching

EC: Enseignant Chercheur **RP**: Research Professor

ENS: École Nationale Supérieure

ENSET: École Nationale Supérieure de l'Enseignement Technique

ETT: English Teacher Training

FL1: Foreign Language 1

FL2: Foreign Language 2

FLD: Foreign Language Didactics

FTT: Future Teacher Training

GDP: Gross Domestic Product

GSD: Groupe Spécialisé de Discipline

IELTS: International English Language Testing System

INFPE: Institut National de Formation du Personnel de l'Éducation

INSET: In-service Training

INSETT: In-service Teacher Training

ITT: Initial Teacher Training

ITTC: Initial Teacher Training Curriculum

ITTP: Initial Teacher Training Programme

LFL: Lettres and Foreign Languages

LP1: Lettres & Philosophy

LP: Linguistic Policy

LTA: Laboratory Technical Agents (Laboratory Technician)

MAS: Maître d'Application Scolaire

MEF: Maître d'Enseignement Fondamental

MNE: Ministry of National Education

MHESR: Ministry of Higher Education and Scientific Research

MSC: Middle School Certificate

MS: Middle School

MSEI: Middle School Education Inspector

MST: Middle School Teacher

MT: Mother Tongue

NCER: National Commission of Educational Reforms

NCP: National Commission of the Programmes

NCPAHR: National Centre for Prehistoric, Anthropological and Historical Researches

NEI: National Education Inspector

NICTs: New Information and Communication Technologies

NIEST: National Institute for Education Staff Training

OBA: Objective-based Approach

OBP: Objective-based Pedagogy

OECD: Organisation of Economic Cooperation and Development

OLS: Open Learning Situations

ONEFD: Office National d'Enseignement et de Formation à Distance (**NOEDL**: National Office of Education and Distance Learning)

PACT: Professional Actions and Cultures of Teaching

PARE: Programme d'Appui aux Réformes Éducatives (**SPRE** : Support Programme for Educational Reforms)

PEI: Primary Education Inspector

PSC: Primary Studies Certificate

SA: Standard Arabic

SCI: Science Citation Index

SL: Senior Lecturer

SST: Secondary School Teachers

TCE: Travail Collectif des Enseignants (**TCW:** Teachers' Collective Work)

TCF: Test de Connaissance de Français

TEFL: Teaching English as a Foreign Language

TD: Travaux Dirigés

TIE: Technological Institute of Education

TLR: Temporary Lecturer and Researcher

TOEFL: Test of English as a Foreign Language

TS: Transitional Sciences

TTP: Teacher Training Programmes

TU: Teaching Unit (Module)

CONTENTS

PART ONE

RESEARCH COURSE REVIEW IN THE ALGERIAN INSTITUTIONAL AND SOCIO-CULTURAL CONTEXT

CHAPTER I

EDUCATIONAL REFORMS SWEEPING THE INSTITUTIONAL LANDSCAPE

CHAPTER II

A PERSONAL AND PROFESSIONAL BACKGROUND ROOTED IN TRAINING

CHAPTER III

RESEARCH CONTEXT

CHAPTER IV

THE EDUCATIONAL REFORMS AND LINGUISTIC POLICIES AND THEIR IMPACTS ON TEACHERS' TRAINING ISSUES

CHAPTER V

TEACHERS' TRAINING ISSUES IN THE ERA OF GLOBALISATION

PART TWO

LITERATURE REVIEW

THEORETICAL CONCEPTUALISING AND REFRAMING

CHAPTER I

BACKGROUND

CHAPTER II

THE TEACHERS' TRAINING ISSUES ON THE IMPORTANCE OF A THEORY AND PRACTICE JOINT-BASED LEARNING

CHAPTER III

TEACHER TRAINING ISSUES ON THE IMPORTANCE OF EDUCATION FOUNDED ON CULTURAL, REFLECTIVE AND PROFESSIONAL COMPETENCES

CHAPTER IV

TEACHERS' TRAINING ISSUES IN EVOLUTIONARY SYSTEM DESIGNS

PART THREE

THE TEACHER-TRAINEES', TEACHER-TRAINERS', INSPECTORAL BODY AND NEOPHYTE TEACHERS' CROSSED VIEWPOINTS ON THE ITT DESIGN

CHAPTER I

THE OVERALL FRAMEWORK OF THE RESEARCH

RESEARCH, RESULTS PRESENTATION AND ANALYSIS

CHAPTER II

THE ITT DESIGN AND IMPACT FROM THE TEACHER-TRAINEES' PERSPECTIVE

CHAPTER III

THE ITT DESIGN AND IMPACT FROM THE TEACHER-TRAINERS' PERSPECTIVE

CHAPTER IV

THE ITT DESIGN AND IMPACT FROM THE INSPECTORAL BODY PERSPECTIVE

CHAPTER V

THE ITT DESIGN AND IMPACT FROM THE NEOPHYTE TEACHERS'

PERSPECTIVE

CHAPTER VI

THE ITT DESIGN AND IMPACT FROM THE TRAINING MANAGERS' PERSPECTIVE

CHAPTER VII

OVERVIEW AND ANALYSIS OF THE IT MODULAR STRUCTURES: BA DEGREE AND ENS GRADUATION

GENERAL INTRODUCTION

This study falls within a didactical perspective, aiming to develop a succinct inventory of the Algerian English teacher training courses, both initial and continuous, and endeavour to contribute to their improvement and innovation in terms of device, implementation and content relevance. In other words, the underpinning objective is to better understand the elements that should be included in the training programmes to equip the Algerian teachers of English with knows and attitudes, as well as other professional competencies to improve their career development and to increase the transparency and transferability of the acquired qualifications. The choice of the issue of English teacher training is not a coincidence, but stems, on the one hand, from our experience as English inspector for middle school education for 12 years, and on the other one, from our intervention in the initial training of the teacher trainees at the university and the in-service training of teachers already in position at schools. Thus was born our interest for the teachers' training issue. Teachers' training is, undoubtedly, a decisive factor for the success of the teaching/learning process of the English language, in addition to a foreign language in an institutional setting, and correlatively, happens to define the object of our study: Such anchoring in the ground realities *"The Didactic Issues of the Algerian English Teachers' Initial and in-service Training Courses: between Institutional Objectives and Teachers' Expectations"* explains the acuteness of the many questions that challenge us about the issues involved in English teachers' training course designing, its implementation and relevance in the context of the educational reforms. In fact, it is not solely for us to find out whether the training contents meet the Ministerial directives, or to make simple and appreciative evaluations without linking them with the teachers' expectations and effective classroom situations, but to consider them first to the objectives of the competency-based approach (henceforth referred to as CBA) now being in force and therefore to develop professional skills in the Algerian teachers. So, our interest will particularly focus on teaching skills that underlie these contents and which are exerted in teaching/learning situations allowing the achievement of the expected competencies.

The choice of the content and the implementation of the devices, conveying and promoting the development of competencies that allow the generation of prompt transformations and changes, are required with professional acuity.

Furthermore, English Teachers' training is chosen as a case study, in view of the fact that training is of ever greater importance because of the essential role that teachers are expected to play, firstly, for improving the learning of the target language and, secondly, for achieving the goals that the Ministry of National Education (henceforth MNE) has itself set forth in order to adapt the training programmes to the new realities that will define the world of

education in coming years. In response to societal and economic requirements that characterise the twenty-first century, the latter has undertaken large-scope reforms which revolve around three key elements: the development of a renovated and stable training and evaluation system, redesigning of the pedagogy and disciplinary fields, and the general reorganisation of the education system in Algeria. To do this, and in connection with training, the teachers' training and teaching programmes are based on the CBA. The proponents of this approach advocate its implementation mainly in reaction to the 'traditional' approaches, focusing on teachings, theoretical pedagogy and disciplinary contents. From this point of view, so we move from a training that is concerned with the transmission of theoretical knowledge to a training that is concerned with the learning of effective behaviours (Ewens 1979), or, in other words, training centring on contents and knows to a training focusing on the actions and skills (Jessup 1991: 121, Usher 1997 Dolz & Ollagnier 2002). The evolutions of thinking on the CBA seem to lead toward an approach that emphasises both experiential learning and reflective practice (Kolb 1984). Indeed, the CBA integrates practice and mobilises the judgment, values, knowledge, rationality, confrontation with existing theories and the use of results of scientific research. Thus, teachers are required to review their relationship to different types of knowledge: subject-specific knowledge, curricula contents and the competences learners are expected to attain.

In these new configurations, it does not seem pertinent to reflect on the quality and / or on the merits of the reform: it relates to the teachers' training which remains the key driver of the success of the major education reforms, initiated by the Algerian state since the school year 2003/2004 to address the failure and inadequacy of the training devices as well as its contents: these shortcomings were highlighted in the inventory prepared by the National Commission of the Education Reforms (NCER 2002).

Teachers' training is perceived as one of the main vectors of professionalisation. In the context of professionalisation of the teaching profession (Altet, Guibert & Perrenoud 2010: 7-11), and in our analysis, the emphasis will be put on the clues that enable us to answer the following three questions that we consider relevant to the research that we plan to undertake and which are, thus, the node of our problem:

The research questions:

1. Is the initial teacher training (ITT) actually adapted to the requirements and developments that teachers are expected to face?
2. Are there consistency and correspondence between the training contents and the competencies that underpin the CBA?

3. Is the INSET teacher training course sufficient and effective to equip teachers with indispensable professional competencies for constant adaptation to changes stemming from globalisation?

These are the issues that concern us and which are the true motives of our choice, in view of what we have seen on the ground through different visits and observations of various teaching practices *in situ*.

As stated above, the primary concern of this doctoral thesis is to scrutinize the training courses, both initial and in-service, with regard to their contents, devices, outcomes, aiming to check their compliance with the expected results. To this end, some hypotheses are suggested as tentative answers to the questions above:

Hypothesis 1:

1. The issue is to check if the ITT complies with the requirements and evolutions of the 21st century educational reforms.

Hypothesis 2:

2. The training course contents (TCC) are to be in line with the competencies upon which the accredited approach (CBA) is founded.

Hypothesis 3:

3. Being limited to few days per year, the INSET remains insufficient to mitigate the multifarious discrepancies and to equip teachers with professional competencies required for a constant adaptation to perpetual evolutions of the educational field.

Corpus Construction

For validity and reliability reasons of the current Doctoral study, the methodological approach used is mainly based on a corpus which brings together quantitative and qualitative methods. In response to the very nature of the current research, which is descriptive-interpretive, the choice of the aforementioned tools appears to be exclusive as we deem it to a natural process to collect data on the targeted publics. For quantitative ones, five questionnaires have been administered to five different segments of population which are directed involved in teacher training; viz, teacher-trainees, teacher-trainers, teacher-supervisors and neophyte teachers. For qualitative ones, two unstructred interviews were conducted with the view of obtaining verifiable date. Besides, ITT modular structure analysis aiming to scrutinise their contents, competencies targeted, coefficients etc. is made.

Indeed, everyone is aware of the gap between what is happening in initial and in-service training and what is prescribed by the guardianship in official documents relative to the programme guidelines, contents and methodology to be implemented.

Among the key factors for the success of the process of the education reform and teachers' professional training undertaken in recent years in Algeria, teachers' and trainers' training occupy a strategic role. Indeed, the education quality depends, in large part, on teachers' and trainers' competencies, professionalism and their capacity for change and development.

Similar to other areas of public policy, the school is increasingly subject to the logic of accountabilities characterised by using the performance measurement and evaluation operations. This movement reconfigures the role of states accompanied by a transformation of the forms of organisation of educational work.

Indeed, within the new reforms, educational institutions, caught in a maelstrom of political, public, internal and external pressures, are compelled to improve the TT so as to be responsive to the changes taking place in the education field. Such responsiveness should allow teacher training programmes (TTP) to produce new generations of teachers who will be able to meet the educational needs of the society in relevant, critical and creative ways. In other words, teachers' training refers to the policies and procedures designed to equip prospective teachers with the knows, attitudes, behaviours, skills and competencies they require to perform their tasks effectively in the classroom, school and wider community. The partners involved in such reforms question the assumptions about teaching and learning on which the TT is founded and advocate and practise a variety of alternative. The educational reforms challenge the *status quo* of institutions and society and often meet with resistance from different stakeholders.

The IT as it is currently designed is mainly based on an encyclopaedic-content course in the subject the trainee teachers will teach. This course focuses on theory and not enough on pedagogy and didactics.

Teachers are now facing a number of personal, social, pedagogical and didactic problems. Training courses, both initial and continuing, should be meant to enable them to solve a variety of obstacles that can lead to learners' school failure. In order to adequately carry out the mission assigned to them, training re-adaptation turns out to be indispensable.

It is generally acknowledged that a solid IT is necessary, but it remains insufficient to ensure teachers' continuous effectiveness. Indeed, considering the very high speed with which the requirements of the contemporary society evolve and the way knowledge advances, it is vital that all teachers benefit from a permanent professional development. In addition, societal rapid changes require the acquisition of new professional competencies among teachers. At the same time, new functions are assigned to them. It is thus observed that a new professionalism is in the process of emergence. This model, developed in France by Teachers

Training University Institute "IUFMs", departs from the two older models currently dominant: that of the artisan formed by "compagnonnage" mainly "on the job" and that of the "academic expert" minimising the complexity of the professional activity both through training and also in the practice of the profession (Altet & al. 2010: 9).

This evolution of professionalism involves taking into account the new roles of teachers and therefore requires extensive teacher training, as well as teacher training in heterogeneous class management, both from the viewpoints of the learners' original background, as well as their aptitudes. Training should also enable teachers to master new technologies, to allow them individualise their teaching, to develop learner autonomy and partnership working, and finally to submit to the logic of the results piloting.

The teaching career is considered here rather from the perspective of training throughout life. From this viewpoint, teachers' training programmes should be adapted to allow teachers to gain, over time and needs evolvement, knows, skills and attitudes to meet the requirements of the new school standards.

To do this, those responsible for the TT have to seriously consider its device and contents to improve its quality and relevance. Yet, to ensure successful results, propitious context and support should be made available. Without this, the expected innovation will quickly dissipate and remain mere illusions.

We focused our investigations according to the plan below, which seems at this stage of our research, presenting tracks that can lead us to highlight areas of interest upon which bears our reflection. In fact, this research on issues of English teachers' training (ETT) is based on an articulation of three parts that describe the phases of the work done to connect all the drivers and highlight didactic stakes of this training. It is in a comprehensive and pragmatic perspective that this research work, consisting of three parts, has been started. The first part, entitled "Research Course Review in the Algerian Institutional and Socio-cultural Context" locates and describes the research questioning. As highlighted by Paillé & Mucchieli any questioning is a position in the world. That is why it is useful to question our problems and to announce the different anchor points (2005: 124). Starting from the ETT issues, we contextualise the problematic while specifying it.

Our problematic concerns two stages of training for teachers, namely initial and continuous (in-service). It focuses on the didactic issues of these two types of training. In fact, training is often described as a key stake for the success of any educational reforms. In an attempt to clarify what is involved in training, it is interesting to question these issues from

several viewpoints, breaking with a syncretic approach and immediately cross the various partners' views.

To address this question, we conducted conceptual investigations. In the second part of this research, we explain the concepts and theoretical reframing in connection with educational issues in the TT. In this section, we will look at the researches done in the field of teachers' training, the objectives behind the various models (paradigms) of training, professionalism and its impact on teaching practices.

These conceptual benchmarks support the operationalisation of our research questions. In the third section, we lay the methodological foundations and describe the research feature. It fits into qualitative and quantitative approaches, focusing on the issues of the TT. It has been adapted to our questioning; our research context and aspects we want to clarify. As a first step, we will present these research tools both quantitative and qualitative, their choice, their usefulness and the degree of validity they ensure. As a second step, we discuss and analyse the data collected and draw conclusions. Finally, we try to provide the most complete and bring convincing answers to our questions, in the conclusion, an overview of this work and a discussion with respect to the opening of new avenues and implications for future research. The second chapter relates the motivation that fuelled this research throughout the years, and the personal and professional positioning between distanciation and commitment (engagement/ involvement). The third chapter deals with the context of the education reform, its general considerations, political foundations, general principles and new missions, as well as the description of the Algerian education system and the teaching organisation. The fourth chapter traces the history of various education reforms that have been implemented by the guardianship and the identified deficiencies, highlights the linguistic policy, its foundations and orientations conducted since independence. The fifth chapter relates the impact of globalisation on teachers' training, describes the policy of the teachers' training in Algeria, its structure, its goals and objectives. Finally, it highlights the regulation that manages teachers' training, its content and its new perspective.

PART ONE

RESEARCH COURSE REVIEW IN THE ALGERIAN INSTITUTIONAL AND SOCIO-CULTURAL CONTEXT

EDUCATION REFORMS SWEEPING THE INSTITUTIONAL LANDSCAPE

Introduction

The Algerian education system, as in many countries all over the world, has witnessed tumultuous years, at the origin of which, however, is a rare political and social consensus. As all governments have emphasised the importance of education and human capital to economic competitiveness and social cohesion, Algeria has sought necessary to reform all training structures. A global restructuring, proposed by the National Committee of the Educational Reforms (henceforth NCER) adopted and implemented by all bodies of the country, has upset all education system partners.

For many years, education policies were and still are the exclusive domain of the Algerian State. The project owner and manager at the same time, thereof promulgates reforms without much involving different partners who are responsible for their implementation. Since Independence, these reforms, in favour of professionalisation and adaptation to societal requirements, have led to a series of changes and implications. These education reforms suggest to see face-to-face, on the one hand, a proactive policy based on the primacy of institutional logic, and on the other one, practitioners whose work is guided by predispositions and social provisions are not reducible to the strict economic favour. The latest of these are the 2003 reforms, which have led to adjustments and changes in depth. This first chapter focuses on the challenges, changes and implications arising therefrom on the part of teachers and the training following these reforms. It identifies (determines) the various tensions that practitioners live and new duties assigned to them under the recent educational reform requirements.

I.1. Changes and Implications

The starting point of our inquiry on the didactic issues of the English teachers' training is justified as a logical continuation of our work in Magister (Benabed 2011) in which we analysed the implementation of the 'Competency-Based Approach' in Algerian middle schools. By virtue of what we were able to collect as data from the textbooks analysis, classroom observations and questionnaires, we concluded that the implementation of the new accredited approach by the MNE requires professional competencies which don't characterize the entire teaching staff.

The knows and the paradigms underlying the approach called CBA are too abstract, vague and illegible for the majority of the teachers to guide a real implementation on the ground. The teaching profession in a professional perspective is seen as a general condition for the transformation of the education systems, the gap between the required competency level for the implementation of the approach and the actual level of teachers' competencies prevents any change in teachers' practices. It seems relevant to approach more closely the IT and INSET of the English teachers trying to detect distrust and shed enough light on its didactic issues. To conduct this research work, we decided to interrogate the following three elements:

1. The curriculum content used for the Initial Teacher Training and the implementation processes;

2. The expected objectives of the Ministry of National Education through the ITC;

3. and, of course, the practitioners' expectations in the field.

The synergy of the data derived from the analysis of these elements mentioned above should allow us to connect all conducting vectors and provide sufficient clarity on what is done during the Initial Training Course (ITC), highlight its relevance to the new profession requirements, identify the intentions of the MNE and verify the adequacy of the training repository of competences, and analyze the management concerns and expectations of the teachers in the field, the various gaps in the training programme all along the professional life.

I.1.1. The English Teacher Demographics

We propose below a focus on the component of middle school teachers of English. The demographic of English practitioners in the Algerian context is composed of two distinct categories of teachers and mostly non-identical from the perspective of initial training routes. In fact, the first category (MST) [1], holders of baccalaureate or just level of terminal, formed during 2 years in the former Technological Institutes of Education (TIEs) [2] between 1962 and 1997 is the absolute majority, and the second holds the baccalaureate and trained during three or four years in universities or ENS, and currently accounts for only a quarter of the current population. Two types of teachers who have different representations, different educational itineraries, including different needs are supposed to accomplish the same

---

[1] Midddle School Teachers: These teachers did not follow a university training course, but they are ex-TIEs' trainees.

[2] Technologcal Institutes of education ex- "Écoles normales", created in 1962 and closed in 1997, prepare students of the fourth grade level of the middle school education (*ex-troisième année*) or the first year of secondary school education (i.e., *seconde*) to the posts of "instructeur". These institutes were also in charge of training students with the level of terminal to be middle school teachers.

mission. Their needs are not uniform, which means that they cannot all be submitted to the same supervision, but to adapt the supervision and in-service training accordingly. That said the supervisor and the trainer should find the model that suits everyone. During our visitations in classes, and following the analysis of data collected as part of the research submitted in partial fulfilment for the degree of Magister (Benabed 2011), we realized the magnitude of the gap between the prescriptive didactics (transcribed in official documents) and the descriptive one (implemented in classroom situations) that prevails in everyday practices. In other words, classroom practices are exclusively limited to the transmission of knows and contents, which is completely inconsistent with the official guidelines and objectives of the trusteeship. Indeed, an approach that has prevailed for more than forty years (1962-2003) targeting excessive concentration on rote memorization of facts at the expense of analytical ability, critical thinking and problem- solving situations seems to persist. In addition, at the level of pedagogy, the dominant instruction was mostly restricted to lecture-based approach to teaching. Differently couched, the lecture format is generally assumed to proceed in a unilateral fashion; a teacher-centred pedagogy that is based upon a model of an active teacher and passive student. Thus, the certification of the achievements mainly took the form of memorized questions. There was very little attention given to the individualisation of learning.

I.1.2. The Change and its Implications on the Stakeholders of the Education System

For the MNE, and since the 2002-2003' school year, teachers had to employ a strategy that reinforces competencies development in relevant situations. To lead a change project, it is not enough to have good ideas, we need good ideas become accomplishments, and for that, they enjoy the support and commitment of individuals and groups who are the determinant agents of success or failure (Pelletier 2005: 89-102). In contrast, three-quarters of the teachers demonstrate suspicious and reluctant attitude vis-à-vis the changes recommended by the institution (*cf.* Benabed 2011: 116). This distrust has generated feelings of fear, doubt and, therefore, resistance to the establishment of an innovative practice. All researchers in the field, among others we mention Astolfi (2003), Barbier (1996), Blin (1997) & Boutin (2006) agree that a retrospective look at the dynamics of changes in the education sector can anticipate that the transition between the 'traditional' and 'new' approach will inevitably encounter this kind of resistance. In such a context, activating a change is first to get in posture the modification of

beliefs, automatisms and routines, briefly structuring elements that constitute large swathes of identity. This refutation, passive and /or active, assertive and/or illegal, seems to prevent, delay or even jeopardize the implementation of the new reform. It should be admitted that if the fostering innovation is a necessity to facilitate adaptation to change, this is not, in essence, a totalitarian action. In different wording, teachers who support innovation or change (27%) (Benabed 2011: 109) do not necessarily make for good reasons and those who oppose it (73%) (ibid.) do not do necessarily for bad ones. The difference in the teaching practice in relation to the objectives put forward by the MNE is now obvious (*cf.* Benabed 2011). Who is responsible for this "educational stagnation" and "persistent misoneism?" [3] (Avanzini 1975: 279). Being a crucial issue according to the MNE, change is needed to meet the demands of a modern society. As elsewhere in the world, the Algerian society must adapt to new modes of regulations of all its systems; economic, political, cultural and obviously educational. What should be recognized is that the change is usually done in a conflictual context and it is subject to dispute. No change in education can be achieved without respect for the other, his beliefs and his representations. To lead a change project, we should know how to exert influence, convince hesitant, attract teachers' adherence to this project, and for that, we should also know how to listen to others. In fact, the success of these educational reforms depends on teachers' awareness of the new changes, their attitudes to it and incorporation of the reforms in their daily conversation, professional values and commitment and knowledge of the content. In addition, the involvement in a continuous training (lifelong training) centred on the needs of the practice proves to be indispensable for a successful implementation of the expected change. In the absence of quality training, the implementation of this change is often accompanied by the impoverishment of its primary objectives. Subsequently, teachers, with regard to the new challenges imposed by the new reforms for which they have not been appropriately prepared and trained, simply keep drawing upon their old practices to fulfill their overworking and daunting tasks.

To sum up, it is worth noting that all stakeholders involved in education reforms have yet to grapple with the implications of the changes. In fact, the effective materialisation of the latter depends on the time duration devoted to their implementation and the support of expert know-how-to-do.

---

[3] Misoneism: it is an attitude of rejecting any innovation and change. It is hatred and dislike of what is new or represents a change. Collins English Dictionary - Complete & Unabridged 10th Edition 2009 © William Collins Sons & Co. Ltd. 1979, 1986 © HarperCollins Publishers 1998, 2000, 2003, 2005, 2006, 2007, 2009

I.1.3. The Teachers' New Roles in the Context of the New Reforms

Education and training are major issues for the development of our country. Therefore, they were solemnly erected as a first priority. Following the installation of NCER [4] and for more than a decade now, the requirement is made for teachers in general, including those of English to prepare and submit their course according to the principles of the new approach called CBA. More than ever before, this new approach clearly displays a learner-centred orientation and his learning process (Springer, 1996: 130-131), i.e., to be fully responsible of their learning. The focus on the learner derives from the constructivist movement (Piaget 1974) and social constructivist (Walloon 1985: 87-94 & Vygotsky 1985). From 1970/80, it turned out that it is not teaching that produces language acquisition, but rather learning by an active learner in the form of self-directed learning (Holec 1990). To do this, the learner should be placed in the centre of the learning process to arouse his curiosity and interest to develop his reasoning methods, know-how-to-do and sense of responsibility. The teacher should put within learner's reach a set of work methods, strategies and learning procedures that allow him to learn how to learn independently (Holec 1991) to become his own architect, responsible for the building up of his own knowledge and expertise. Furthermore, the Council of Europe supports that the teaching and learning methods that help to *build the knows, skills and attitudes that the learner needs to acquire more independence in thought and in action to be more responsible and cooperative in his relations with others.*" *(CEFR 2000: 4-11).*

It appears from the above elements that learning in both a constructivist and empowering perspective conducted by learners falls within the current design of language didactics. This type of learning enables the learner to fully exploit his linguistic competences, maintain a positive attitude towards English language learning (ELL) and increase his effectiveness. With regard to FLL process, the CEFRL, indeed, provides a thorough endeavour for expliciting and rendering practicable the tenets (objectives) of the CBA. The framework outlines, in a gradual progression, the different levels of proficiency required on the learners' part to respond to the European Union educational and professional norms; raging from basic user (= A1 level) to proficient user (C2) (*cf.* Appendix 9 Table 117 p 438-439). This is how subsequent learning will favour the learners' knows, know-how-to-do and know-how-to-be development allowing their effectiveness and survival in the 21st century workplaces. The materialisation of the prescribed competencies implies a twofold change in the design of teaching and learning processes, both learners and teachers should take on new roles. To do this, it is up to the

---

[4] National Commission of the Educational Reform

teacher to redefine his new role as guide, facilitator, and pathfinder by granting ample room to learner's reflection and critical thinking rather than to his mere memory. This change of role does not yet materialise without difficulty.

The pertinent question is "can such a reform be applied with ease in the Algerian school?" especially with a population of teachers who persist and maintain traditional standards with regard to the teaching/learning process. In fact, future generations' training depends imperatively on these teachers. Undoubtedly, the stakes seem to be considerable. The quality of the future teachers' disciplinary and didactic training is quite decisive. It should allow them to acquire the history and epistemology of their subject and its teaching so that they could maintain on this basis a reflexive relation to their own teaching practice, experiment with new ways to share in this regard with their colleagues and didactic researchers, and eventually undertake themselves research in this area. The Teachers' training issue proves to be crucial in the current context which is marked by perpetual modifications due, in particular, to globalisation and its stemming consequences. It is training in a historical development and a global scale perspective. In fact, a new paradigm for initial and in-service training is needed to cope with the swift and unpredictable changes.

In a perspective of adaptation to the new requirements, education is a major challenge and that the mission of the school is considerably enlarged, questioning in its turn teachers' training. Pertinent questions could be asked about these new requirements and training methods that would respond effectively. Well beyond its traditional mission of transmitting disciplinary knowledge, to which access is thereby also modified in a society of information and communication technologies (ICTs), the teacher is strongly urged to transmit humanistic values that help build harmonious and cooperative relationships and interrelations. The rich linguistic and cultural diversity that characterizes all societies, including the Algerian one, shows the need to develop the capacity of understanding, mutual understanding, communication and cooperation among citizens. Making the citizens capable of interacting in a spirit of tolerance, mutual respect is a serious challenge to achieve a productive and peaceful cohabitation. These different requirements suggest the importance of developing otherness (alterity) as the central value and dynamic professional competencies. Building new linguistic, educational and professional competencies turn out to be imperative for an effective change of the teaching practices.

I.1.4. The Algerian Teacher and the Dual Tension

The Algerian teacher, as all teachers elsewhere in the world, is currently facing a dual tension: the duty to meet the aspirations of different national and international economic, political, and social sectors, but the most biding again having to answer everyday rapidly changing classroom situations. Indeed, the teacher is confronted with a rupture with the practices whereby that previous designs should elaborate and implement new behaviours. These new constructions create resistance related to the setting of the subject's safety/risk balance disequilibrium. Envisaging the implementation of a training process, without being concerned with what disrupts, causes resistance and blocks the expected transformations, emanates from an attitude based on the belief in the magic of action. Training a teacher is to train a person for a complex social profession that is constantly evolving. The implementation of this approach depends on the teacher's commitment which should be full and entire. Because the teacher's training based on a process involving him in a project to build scenarios for a "*new profession*" (Meirieu 1992) in which the relationship between theory/practice fits into a problematic subordinating the knows to learn. The context and stakes invite to reconsider the TT. This postulate leads us to the logical analysis that motivates or de-motivates teachers to adhere to the changes. Unquestionably, the success of the reforms depends on the collaboration of the actors involved in the educational system, as summarized by Allard saying that: "*a reform of such magnitude that is launched can progress only if it becomes a matter of the majority of the participating actors within the system*" (2005: 15).

It is therefore necessary to consider the reasons that are at the origin of the teachers' hesitation and refusal. To elucidate these questions, we flew over the written literature in this sense, and we could identify the logical obstacles hindering the appropriate approach to the reform:

- *"The lack of knowledge regarding the application procedures of the educational innovations;*
- *The shortage of human and material resources;*
- *The absence of leadership development and its actual transfer to the school environment;*
- *The risk of incompatibility between existing conditions and those required by the innovation;*
- *The level of misunderstanding of contextual differences in school settings;*
- *Lack of clarification of the role of the partnership." (ibid. 58-59)*

All these obstacles mentioned above play certainly in favour of refusal, resistance to reform, or to delay their effective implementation. We focus our investigation on these

obstacles that hinder the application or implementation of the changes without losing sight of the particular role of the partnership that is supposed to equip teachers with reflective skills. In other words, the recognition of the important role the training institutions and universities must play in the adoption of a reflective attitude in initial training and its development in in-service training is not only an undeniable fact but also a fundamental element in building an effective education system. Undoubtedly, higher education remains a source/essential step to the construction of the teachers' knows and professional skills.

Compared to what has been suggested, the situation is worrying and the Algerian school is 'sick' as described in the diagnosis established by the National Commission of Educational Reforms:

> *"Our education system is stricken. The self-congratulatory statements will not hide the tragic reality faced by the students and their parents. Our system produces rejected into the streets, hittistes [5] unskilled and unemployed graduates. It is a complete overhaul of our education system that must be envisaged. We must modernize our school, open it to science, technology and the world of work. It must be adapted to the needs of the economy. The school should be a place of transition and production of knowledge." (Quoted by Djebbar 2008: 164)*

We will try, occupation obliges us, to apprehend the inducers and reasons for the refusal and such indifference towards the innovations introduced and the consequences that flow of these attitudes towards the imperative changes undertaken by guardianship.

I.1.5. The Implementation of the Reform and the Initial Findings

In the opinion of the entire educational community (teachers, trainers, inspectors, etc...) and the avowal of certain officials, the implementation of the educational reform was made in haste. We can understand this feeling when we know that the reform, which has practically touched all levels of the education system, was completed in five years (2003-2008).

Indeed, the implementation of the reform has not been gradual as it was conducted simultaneously on three levels (primary, intermediate and secondary), a choice that decision makers have assumed under the guise of urgent reform. This has resulted in a difficult management of the teachers' and learners' needs.

---

[5] Definition: *"Hittiste"*: male name that derives from the word "*Hit*" means in Algerian dialect "wall". Profound definition: A *"Hittiste"* is any young person who cannot find anything else to do in his life except "Hittisme", e.i., a young leans against a wall because there is neither a personal space at home nor a specific activity in the society. The *"Hittiste"* jargon: Young people talk rather of *"dégoutage"* a keyword of 90s. They also say "Leguaïa" to express this confused feeling mixed with distress and disarray.

To put it bluntly, the undertaken reform is meant to improve learners' outcomes, yet as reported by Miliani: *"it is true that quick makeshift reforms are being launched successively, without any tangible impact on classroom practices: the results, about half a million dropouts each school year."(2010).* This is a sufficient indicator which mirrors the preliminary failures of the education system.

Another point that perfectly translates this hastiness is the edition of new textbooks (rush-to-print) in a very short time, which has led ineluctably to manuals with many errors and imperfections. These faulty textbooks might be regarded as one of the direct causes of both teachers' and learners' dysfuntionality. As an afterthought, teachers, in addition to the new approach to which they are compelled to adapt their teaching practices to its tenets, are confronted to complex teaching materials that are suggested in these new textbooks. They should ensure dual roles, i.e., to teach and at the meantime learn what and how to teach in a speedy way. Being in such a swim or sink situation, teachers keep tightly to their traditional teaching practices; routines are too secure. They eschew the implementation of the CBA, as stated by Miliani:

> *"the textbooks that have been designed along CBA characteristics are posing problems to the teachers who return systematically to their old ways and practices. Teachers who have not been really introduced to CBA have acknowledged the fact that pupils' level is at a record low, and without the ministry's handling of the baccalaureate examination, the results would have been catastrophic." (2010)*

But the most striking feature of the introduction of the new education reform is the teachers' non-involvement and preparation for its implementation in the field. It seems that teachers are regrettably marginalised from decision-making as far as curricula, textbooks contents and the expected goals are concerned. As highlighted by Miliani who states that: *"What has made the situation all the more cataclysmic is that it is not just pupils need proper attention. Neophyte teachers as well require adequate training because of their amateurish or ill-informed approaches to teaching."* It is an additional proof of the ill-preparedness of the practitioners to embrace the new approach. Then, it is widely recommended now that the 21st century requires different competencies from those which have been taught in schools last decades. Teachers are supposed to play a pivotal role in the education reform founded on competencies, and, therefore, they should be at the core of this teaching/learning decision-making.

Teacher training is a key issue for that they can translate the spirit of the reforms to learners. Thus, the ongoing reform raises fundamental questions about training of the Algerian staffs who are working in middle and high schools. The expected competencies of the teachers and new retained orientations no longer correspond to the requirements of the new reform that is supposed to transform the paradigm already in place. Indeed, around the world, it is time to reflect on a new strategy for teacher training in the context of reforms. Governments in collaboration with the UNESCO and the PACT (Professional Actions and Cultures of Teaching) network try to "*redefine or invent, depending on the case, a new professionalism that truly enables teachers to meet the challenges and demands of the century which is beginning*" (Hargreaves & LO 2000). There's an increasingly important global consensus on the need to review the schemes of the teachers' training in order to support and enable the implementation of the emerging reforms. The extent of the proposed changes imposes more and more strategic monitoring in TT.

Without losing sight of the different strategies that come into play to achieve the objectives of educational reform, such as "*standards-based strategies," the "School-based reform strategies"* we focus on those relating to "*development-based strategies*" (Lieberman & Mc Laughlin 2000). In fact, the real change lies in the teaching staff competencies. To do this, it is necessary to update the initial training courses and implement special training programmes in the logic of new didactical choices. We must work to reinforce learning throughout life, leading towards the teachers' professionalisation. The latter expresses the idea of a dynamic and continuous development of competencies required to professional practice. It corresponds to the mobilization of a set of internal resources (knowledge, skills, attitudes, etc...) pertinent to a given situation. To better understand this concept, education specialists of Quebec send us back to an internal process called "professionality", [6] and an external process called "professionism" [7] (MEQ 2001a). Without this faculty, which is supposed to meet the standards set by the central management team of the reforms, and collaborate for their implementation does not adhere to the reforms. The success of the reform initiated by the MNE depends largely on the preparation of the practitioners. Teaching in the time of the reforms requires the development of appropriate competencies. The TT should aim to make

---

[6] 'Professionality' is constituted of the resources mobilised to address situations inherent to the profession. It gives room for continuous training to better respond and deal with complex situations. (MEQ 2001a)
[7] The professionisme refers to a set of strategies deployed by a group to gain the recognition of the merits of their profession in exchange of privileges by the society. It is a demand for social and legal recognition. (MEQ 2001a)

the act of teaching a professional act where autonomy, responsibility, sustainability and critical thinking are valued.

I.2. Initial Findings and New Challenges

The implementation of the new educational reforms has highlighted new challenges to be overcome by teachers both seasoned and neophyte ones. Thus, mandatory requirements that require immediate managing are to be consciously thought over.

I.2.1. A Renovated Training in a Professionalising Perspective

Currently discourses about the professionalization of the teaching profession abounded (Day 1999 Bourdoucle 2000: 117-132, Lang 2001 Vanhulle & Lenoir 2005). In general terms, they present mobilization and accountability of the agents considered as actors. The movement of professionalization results within educational systems and their institutions through various reforms. Changes which have been initiated since the 90s foretell a tendency to accountability and tasks rationalisation, through the explanation of educational goals.

It's time to design a new system of consistent continuous and planned training, that actually meets the teachers' needs and opens on a sustainable training, accompanied by supportive supervision, monitoring and evaluation to real changes in teachers' teaching behaviours as well as learners' learning ones. To rely solely on short and hasty cascade training sessions, often left to individual choice and no real follow-up in the field, would not lead to the expected changes.

The current reform raises fundamental questions about the issues of the teaching staff training. The teachers' expected competencies and new orientations adopted few years ago, no longer meet the requirements of a new curriculum that transforms the paradigm in place.

I.2.2. The Teachers' Involvement and Impregnation: Essential Factors for Successful Reform

It is well-known, in fact, that teachers' training is as an overriding condition that arouses the involvement of all stakeholders for an effective preparation for the envisaged reforms. The context in which educational reforms are undertaken shows that the changes expected by the institution are faced with constraints of all kinds, leads us to ask the following questions that will guide our field research:

- First: Are teachers sufficiently informed of the issues of this reform and its ensuing changes?

- Second: Are they adequately prepared, supported and trained to respond and make the required readjustments and modifications?

These reforms advocate the placement of the learners at the centre of the learning process. However, teachers were not adequately prepared, impregnated, or even consulted, whence the emergence of refusal and enclosing in routine. Training a teacher is to prepare a professional for a social function which turns out to be very complex, indeed. The question of how to help these teachers to understand and implement the new syllabus of the CBA remains open. Knowing that the cascade training sessions initiated by the guardianship over the few past years, which aim to inform teachers, to prepare the transition between "old" and "new" approaches, have failed, until today, to replace the old practices by those recommended by the reform; at least for an absolute majority of teachers (about 73%) (*cf.* Benabed 2011: 109).

The variable relating to teachers' training stands as one of the nodal factors to ensure the success of the reforms undertaken by the guardianship. Training is decidedly a constant concern that arouses a lot of interest and concern to any society that is aware of these contributions to ensure the desired results. Of course, the latter should fit inn time duration and take into account their impact over time. For the implementation of a new approach involves the practitioners' psychological preparation and a range of activities of impregnation to minimise resistance and rejection and maximise adherence and approval. Besides, the process of implementing change is not a single event but it is a continuous process during which teachers will experience different concerns with different aspects of the innovation. In fact, the effectiveness of any depends on the extent to which a change is matched to the needs and the concerns expressed by individual teachers (Hall and Loucks 1978 (cited by Bailley and Palsha 1992: 227).

I. 3. On the Teachers' Side

The launching of any reforms leads systematically to a certain reluctance among the teaching community. This reaction is not out of unwillingness and mere refutation, but it is due to the lack of adequate preparedness and training.

I.3.1. Mistrust and Hesitation

Any thorough reform of a system leads unavoidably to upheavals among those who are the main protagonists, and sometimes who are the first executors, even when they have not chosen these scenarii. Talking about reforms is tightly concerned with change and this inevitably arouses distrust and resistance among all stakeholders. Resistance is a natural and

legitimate phenomenon because everything new is unknown and scares teachers who constantly seek their equilibrium points.

Distrust and resistance to change are diverse and different in intensity. They may be barely noticeable, but present nonetheless. These distrust and passive resistance can result in strategic declines intermingled with a wait and see attitude. In the case of the reform of the Algerian education system, we observed that the silent majority of teachers is confined to passive and wait-and-see resistance (Benabed 2011: 112). For others, it is the active resistance, which sometimes occurs in passionate discussions and structured oppositions or results in typical realisations of traditional education.

The following extract, Fullan stresses the crucial role that teachers play in the change process:

> *"To become expert in the dynamics of change, educators--administrators and teachers --alike must become skilled change agents. If they do become skilled change agents with moral purpose, educators will make a difference in the lives of the learners from all backgrounds, and by so doing help produce greater capacity in society to cope with change." (1993: 4-5)*

To fulfill the above assumption about educational reform, teachers should become more skilled in dealing with innovations. To attain the pretended skillfulness, a keystone for an appropriate implementation of any change, teachers should understand the theoretical basis of the innovations and how it can be applied to real life. It may be noticed that the terms "change" and "innovation" are used interchangeably to refer to any planned process in education that has as its aim some improvement; there is an intended outcome which is seen as more desirable than what went before. Certainly, change does not always happen for the best and there are often unexpected outcomes, which themselves may lead to further changes and innovations. Stacey (1992 cited by Fullan 1993:19) holds the opinion that the change process is "uncontrollably" complex, and in many circumstances 'unknowable'.

I.3.2. Teachers' Resistance to Change

Whenever the term reform is used to characterize the process which will lead to a revision, consolidation or re-organisation of the education system, it is to refer to major changes affecting part or the whole system. All educational authorities recognize that it is difficult to convince and gain acceptance of these changes.

When talking about education reform, it is not surprising; therefore, that the path which leads to pass into the daily practices of several tens, or even hundreds of thousands of teachers

changes that could fundamentally change their teaching practices, is studded with many obstacles and unpredictable detours.

The realisation of the educational reform is not just a technical problem that can be controlled by applying a systematic approach. Since the implementation success is also based on a rich human environment that should be learned, analysed and controlled. In other words, the reform should be understood and persuasive making use of convincing arguments. An approach of this kind could not fit into a rigid linear process but it must include permanent roundtrips, subtle readjustments, and questionings of what appears to be definitively acquired and mastered. In short, it is a much more than a linear iterative process whose final outcome remains uncertain even if one believes to be close of the goal.

Convincing teachers' commitment to changes such as adaptation, innovation, and transformation of the "*habitus*" (Bourdieu 1972 & 1980) also requires personal motivation. This is not of the taste of all teachers, and it is out of fear of exposing themselves to uncertainty, failure, doubt and questioning. Thus, for a significant portion of teachers, it is much safer to entrench themselves and withdraw behind traditional practices that guarantee comfort. A traditionally known reaction that of teachers resistance to change is often attributed to several factors such as gender politics (Hubbard & Datnow 2000: 115-130), the institutional and cultural policy (Kanpol 1989), disrespectful and contemptuous treatment of teachers as mere instruments or targets of individualism reform (D. Hargreaves 1990), or the cons-productive efforts to "control" principles (Blasé & Blasé 1997 & Fennell 1992).

The ideologies stem from the experience in a society that socializes individuals so that they learn the appropriate roles from the outset, and in which men occupy higher status positions than women who face constraints at school and at work, due to their sex, (Hubbard & Datnow 2000). In addition, teachers become resistant in two ways: institutional policy and cultural policy. The resistance is, then, connected to what counts as a transformative logic. Both types of resistance can lead to teachers' commitment to counteract the ideological barriers. Against all hegemonic possibilities, then, resistance becomes a real potential (Kanpol 1989).

Given that the majority of the English teacher demographics, in Algerian middle schools (nearly three quarters), consists of a generation which started this profession in the 70s and 80s, and is at the end of its professional career. But resistance for this category of teachers is not only due to the factors of age and life and career stages as outlined by Huberman:

> "*It is also related to what teachers experience generationally, to personal and professional memories, formed and situated in particular historical periods,*

which retain and sometimes increase in importance as these teachers mature."
(1989:315)

In fact, it is a professional construction made throughout a career that they should proceed to its deconstruction to build other representations, knows and know-how-to-do. While being aware of what destruction can generate, the rejection of teachers' memories and perceptions, we should strive for coexistence to ensure a better transition. The best way to make this transition successful should imperatively go through top-down and bottom-up effective change strategies (Hopkins, Ainscow & West, 1994) and also combine both pressure and support (Fullan 1993).

I.4. On the Teachers' Training Side

Within the framework of the new reform, it is about, in fact, re-thinking the whole itinerary of the training process for its elaboration in a global perspective that would place various educational, intercultural, professional and reflective not only as training objectives but as founding principles of the training issues. The different perspectives of training will be discussed below.

I.5. The Didactic Issue of the Teaching Staff Training

In its professionalisation intent, one of the challenges of the ETT pertains to the requests of changing teachers' classroom practices, with the introduction of a new competency-based programme of the ongoing reform. These new requirements lead us to question the training practices, both initial and in-service, which are currently implemented. They also guide us to question the aims and objectives of the training programmes designers.

Nowadays school evolves in a perpetually changing societal context and training of all National Education staffs is a major priority. It is, therefore, certain that the teacher's training is a central issue.

The didactic issues of the TT, which I am involved in, remain both a daunting task and occupy a strategic place since the quality of education depends intimately on the quality of teacher training; a "*key priority*" [8] for the success of the reforms undertaken by the Algerian government. In the mind of people, education is the field of teachers, if they fail, learners fail too. Does the latter (the Algerian government) wish to train teachers who will implement directives and instructions in a well-oiled hierarchy, or does it want to put at the service of

---

[8] Teacher training is considered "a key priority" by the European Union. Perspectives 2010 Lisbon Strategy.

education, a highly qualified independent intellectual staff, capable of producing knowledge necessary to implement the reforms and meet the objectives assigned to teach in the Algerian school. In other words, the guardianship puts it focus on a training design that equips teachers with a repertoire of recipes ready to be implemented in the classroom, or upon a training that provides them with professional skills that could be operational and mobilized in complex and varied situations.

To answer the question of the didactic issues of the English teacher training, which represents the nodal factor in any educational reform, we propose the following questions to guide the continuation of our work:

- ➢ What didactic competences should be targeted by the ITT?
- ➢ Does the ITT revolve around professional skills which liberate teachers? Or just those disciplinary ones?
- ➢ What training should be targeted to ensure the construction of professional skills?
- ➢ What competencies must be developed in ITT?
- ➢ What are the objectives of the INSETT?
- ➢ Are training programmes in entire agreement with the contents of what should be done in class?
- ➢ Do training programmes respond to the teachers' needs and expectations?

The choice of the issues listed above can be explained in the first place because they challenge the researcher inspector, because, on the one hand, the commitment to the position he held, and on the other one, the persistent expectations of the population of teachers for whom he is responsible.

Conclusion

The reforms in the Algerian education sector have highlighted the emergence of new issues affecting several areas: didactic, pedagogical and training. The implications of recent changes sow doubts among teachers who tend to resist. In fact, the perceptions on these reforms, founded on the CBA, are marked by a differential between official requirements and a feeling of discomfort with the reforms that seem to be relevant, but constraining with heavy conceptual equipment and too much demanding evaluative system.

At the confluence of these multiple stakes which challenge us in so many ways, that our motivation and commitment as a teacher and researcher take source. This is what we try to explain in the upcoming chapter.

CHAPTER TWO

PERSONAL AND PROFESSIONAL BACKGROUND ROOTED IN TRAINING

> *"We never search without echo of the object itself,*
> *with an emotional overvaluation of certain elements*
> *in relation to one's personal history."*
>
> Jean-Michel Berthelot (1990)

Introduction

The second chapter entitled "*Personal and Professional Background Anchored in Training*" explains the motivation behind this research, and presents the summary and career retrospective on a personal and professional commitment. Furthermore, it relates the positioning between researcher's and trainer's commitment and distanciation.

II.1. Significance and Motivation for the Study

Starting from a personal motivation that has induced us to investigate the didactic issues of the ETT, we outline, in this chapter, the general framework of our research and issues that have conducted to this work. In fact, this personal motivation guided our thinking process. After starting our teaching practice in the early 80s accompanied over two decades by trainers, inspectors and seniors, we ourselves become involved in the process of teacher education. Within this change in the professional status, from a teacher to an inspector, new perspectives in connection with teachers' training have been imposed on us. Our daily practices of classroom observation, coaching and supporting teachers have evolved in that direction throughout these few years. Thus, the TT has become a primary concern that challenges us personally. In other words, it has become a source of questioning and research subject. In fact we intend to make this doctoral thesis informative in scope so the stakeholders who are directly involved in teachers' education and training issues benefit from its findings. It targets all clients committed to education all along the spectrum of public and private education. It provides conceptual and procedural tools that prove to be crucial to overcome teachers' dycfunction and demotivation. It also sheds light on the discrepancies with regard to The ITT to be palliated so as to attain the expected competencies. Finally, it makes the teaching community aware of the compulsory changes that are taking place in the world to meet the requirements of the information-driven society, and consequently improves its quality teaching. However, it does not build a case against anyone, it does not criticise for the sake of criticising, nor does it accuse anyone of evading his duty.

II.2. A Succinct Review of a Professional Carrier

Retrospectively, looking at the path that led to this research, it is not difficult to see the emergence of two distinct periods.

II.2.1. The Course as a Teacher

The first period of the activity (1980-1999), spent in secondary education, more precisely in Ibn Roustom School Tiaret (Algeria), has been devoted to the teaching of English as a second foreign language.

II.2.1.1. Toward a Consideration of Learning

Considering the status assigned to the English language (FL2), learners did not make a lot of efforts to learn it despite being part of the subjects where acquisitions were subject to the different types of assessment, namely formative and summative. Officially approved programmes for different levels of secondary education and methodology (communicative) which were expected to be implemented were hardly suitable to learners' levels. In fact, the mastery of the declarative knows (linguistic competence) of the target language, which is based on the development of procedural knows (communicative skills), was lacking. Presumably, the implementation of the approach prescribed in the official documents (MNE 1975) and the textbooks, such as "*Let's Learn English: Andy in Algeria*, *Practice and Progress"* for FL learners consolidate teaching at the expense of the learning process. Due to the low level as well as negative effects on motivation, learners' active participation, supposed to be "accompanied by autonomy and creativity," as stipulated in the official documents, was out of reach and far from being feasible. This compelled us to adapt "open learning situations" (OLS) [9], which took into account the students' learning, their styles, their strategies or their capacity to promote the acquisition of knowledge and know-how-to do. It was necessary to design "tailored" tasks (Deyrich 2004a) that could help learners realize the progress made (Deyrich 2004b). Within the potentialities offered, learners had to create their "own learning space", that is to say, use their skills to feel themselves responsible for

---

[9] Open learning situation (OLS) allows the learner to make choices, to exploit his strengths, make mistakes and use multiple resources (books, magazines, CD-ROM, video, community of learners, miscellaneous equipment). The learners' pace, their learning styles and interests are respected. An OLS allows the teacher to choose the pedagogical approach (cooperative learning strategy instruction, project-based learning ...) according to the content, the period of time in which the learning situation occurs, its group dynamics. (Service National du RECIT, Mathématique, Science et Technologie)

their learning. Thus, each learner was prompted to become aware of his "autopoiesis", the power to achieve from his own resources which is a characteristic of living beings (Maturana & Varela 1987: 115-117).

II.2.1.2. Toward an Approach Actively Involving the Learners

Actually, subject-learners could benefit from the knowledge of the target language only when the linguistic and communication competencies are well-mastered. In order to achieve the best results in the learning process, progression as didactic approach was no longer determined by the teacher in advance, but by the progressive development of the acquisition, and its manageability by learners. Motivated and stimulated by the results, they were able to create their own process through the choices they had made. Then, the progression was not linear and predetermined, but was organically part of the learning process that is realized differently for each learner. In this type of approach, it was imperative to deal with the unexpected: the linguistic knows attained resulted from the needs and initiatives of individual learners. It was necessary to proceed to an adaptation of the: *"knows to learners' level, encourage their enthusiasm, make learning pass its mandatory character to that of a felt need to acquire a competence, and involve learners in personal projects" (Vecchi & Carmano-Magnaldi 1996: 25).*

It may be admitted that in the early years of our professional career, our practices were based mainly on intuition, which manifested itself in fumbling that was sometimes happy in the didactic implementation (Deyrich Synthesis HDR 2007: 9). These instructional choices fall within an approach which seeks learners' autonomy and responsibility for their own learning and creativity. Referring to the official instructions, the teacher's role is to make the foreign language available instead of refusing it, all learners who take this option, so equally to learners in "difficulty".

In fact, the appropriation of knowledge should be seen as a sequence of operations and a progressive systemic transformation, where what matters primarily is that the learner is concerned and questioned in his critical thinking. To do so, he should be confronted with situations that challenge him and information that help him to think. But usually, knowledge is proposed "*à froid*" without questioning. This process cannot be the product of chance. It should be widely encouraged by what researchers call a "didactic environment" made available to the learner by the teacher, and in general by the entire educational and cultural context. It is about instilling in the learner the desire to learn, then an elaborating activity.

1.1. The New Mission as an Inspector

The second period of the activity (1999-2010), has been continued into the Inspectoral body, is devoted to the training and mentoring of English teachers in Algerian middle schools.

1.1.1. Towards a Support of Teachers' Training

It was in September 1999 that the new inspector mission started. In addition to the regular duties of teachers' supervision, they were recommended to ensure the teachers' accompaniment and improvement. Thus, issues related to the training of English teachers began to arise.

This transition from one level of education to another was marked by ruptures and continuity. On the one hand, there was a break with almost inevitable routine by dint of travelling the same journey. It was a rupture with the constraints of the programme and administrative obligations and the discovery of a new mission. Finally, a break from a teaching dispensed to a captive audience and adapted to an audience of young teachers to whom training is to be provided. It is rather more tailored to the needs identified in the field, and a fluctuating demand. On the other hand, it is continuity in the faith of a profession that was chosen by vocation in a distant period (80's), the teaching profession. In fact, we received throughout our professional carrier an experience of dual missions. The first one lies in the teaching/learning of the English language as a second foreign language for two decades. A professional career that has allowed us to accompany all reforms the Algerian education sector has experienced. The second one is a task that is certainly not unimportant because it concerns middle school English teachers monitoring. This shift in the professional carrier, from an accompanied teacher to that of a guide, required the reincarnation of new roles; motivator, counselor, coach and mediator that must enable teachers to both improve, adapt and update their teaching and learning reflections to be able to meet the evolving needs of the field. To make these competencies operational among teachers, it was necessary first to gain their mobilization, commitment and agreement on what is new. Thus, the new mission of inspector is hardly synonymous of rest: It compels us to ensure the implementation of the educational policy and national education policy regarding pedagogy particularly. In this sense, it behooves us to monitor the implementation of directives and decisions emanating from official guardianship; Ministry of National Education. By becoming acquainted with all the tasks incumbent upon us, and following an inventory carried out, we quickly realized the

heaviness of the new mission especially in front a heterogeneous population of teachers generally left to themselves.

II.2.2.2. Training for a Profession

The teaching profession requires an ongoing effort to updating, innovation and specialisation. The type of training, we had to ensure, compelled us to focus on the theoretical components and didactic issues. It was necessary to accompany teachers so as to enable them perform a specific job in the context of a class by mobilising the appropriate resources. To do this, it was necessary to articulate academic research and training in the field to train a professional teacher (Altet 1994), a member of a profession in the Anglo-Saxon sense (learned profession) and not to give him a job. Thenceforth university knowledge is summoned to produce, rationalise and diffuse: *"High-level knows on which the profession sits its pretensions of competence, of exclusivity and autonomy." (Bourdoncle Quoted by Deyrich 2007: 35).*

In this perspective of a professionalising training, teachers are not supposed to acquire only high-level knowledge and professional skills, but to implement and transpose these skills in real situations. To ensure a connection of the targeted learning, it is important that the practical component and the professional component of the training go hand in hand with the fundamental theoretical contributions. To improve the professional practice, it is necessary to take into account the issue of the efficiency of the performance, and allow teachers to assess themselves a didactic technique in view of the apprenticeships that these allow to learners but also in the view of the transformations that these require at the level of their practice (Goigoux 2001). The existing lags between prescriptions "addressed to learners" and self-prescriptions "addressed to teachers" and the activity carried out lead us to consider these components in an articulated manner in the training contents (Leblanc et al 2008. 60).

It is, in fact, about fostering the abandonment of a teaching that is organized by external objectives in favour of the logic of learners' functioning. It is important to remember that the teacher is a social actor and his work is subject to multiple internal pressures in the workplace, and external originating from the society, which influence his role, on those to whom it is addressed, that is to say, learners, and on what he must make them learn. The classroom, far from being an enclosed space that is protected from external influences, is crossed by a series of phenomena that color its nature and functioning. In this sense, the teaching profession has changed dramatically and is new stakes and tensions carrier which impose particular

challenges to teachers on one side and to institutions especially those concerned by the TT on the other one.

It must be noted henceforth that the field of teachers' professional competencies required by the new reform of the education system has expanded considerably and exceeded the narrowest classroom setting.

I. 2.3. Research -Training Overlapping

Considering our professional course, training and research seem intertwined, as well at the level of the personal as the professional development. First and foremost, the research questions began to emerge trying to attempt to provide answers to problems to which English teachers cope with daily. Then, throughout the work carried out, issues related to the training depart from the classroom observation and that the proposals are formulated for a return to the field. It is a genuine irrigation of the training based on lessons drawn from the research, and vice versa. Training in this perspective is not only training for research, but also training through research. The latter should enable us to find a place in each of the two spaces training and research. In fact, research in the field of education has moved from a de-contextualised research produced outside the classrooms and the results were not transferable in practice, to a search that takes into account the actual situation of the class. It results in a real didactical and pedagogical relevance in practice.

The posture of the trainer-researcher is a "borderline case" an analyzer *who highlights many issues and situations that arise in any researcher*" (Kohn 2001: 20). The proximity of our research theme and personal involvement question the validity of the research, where distancing and objectivity are expected (Deyrich HDR 2007: 7). This aspect is a characteristic of the humanities and participates in the construction of an epistemological positioning between commitment and detachment (Elias 1993); two intellectual operations both inseparable and contradictory. In language didactics, where the object cannot be placed in strict exteriority (Demaizière & Narcy-Combes 2007), the consistency of the methodological choices stems from the construction of the researcher own epistemology (Narcy-Combes 2005) and shared with the community. In fact, this posture of the trainer-researcher is considered as involving while being demanding. According to Barbier and Galatanu (2000), the process of the construction of the meaning is much cognitive than emotional. According to Barbier and Galatanu (2000), the process of construction of meaning is as much cognitive and emotional. It results, in particular, in a modification of the professional identity of the

researcher who builds up meaning throughout the research process. He is in close relationship with his data and the subjects, source and producer of such data.

We have ourselves learned via, as a learner, or practised, as a teacher, most of these methodologies implemented so far in the Algerian education system. Although this situation may be considered problematic from the standpoint of the research, we will try to preserve the impartiality of rigor in the context of a research for scientific purposes. In other words, far from falling into reductionism and "*technicisation*", we have to explain our approach to the construction of meaning. In this concern for clarification, we will be attentive to report accurately the steps undertaken. Furthermore, we find it helpful to share our context as a university researcher which constitutes the crucible of our research experience.

II.3. A Brief Retrospection on a Personal and Professional Commitment

The ETT began to be considered as a new paramount mission when we integrated the inspectoral body. But we had just left the classroom as an English teacher to commence a second phase of our professional career as middle school English teachers' supervisor and trainer. A daunting task (supervision) that is generally regarded, by few teachers, as an integral part of teacher education for support and professional development; assessment and refinement of daily practices, whereas, for others, it is considered as a source of unpleasant and discomforting feelings; errors detection and reprimand. Perceived as an evaluative assessment tool, supervision can have de-motivating effects on teachers. Thus, teachers react defensively and hostilely towards it. It is the dominant teachers' reaction to the traditional supervision mainly characterised by supervisor's routine visits in an authoritarian and prescriptive regime submitted to judgmental and evaluative opinions leaving no room to cooperation, collaboration, mutual respect and empathy. In order to ensure effective supervisory practice and mitigate and/or eschew supervisor-teacher conflictual attitudes, we attempted to focus on teachers' professional development with emphasis on classroom performance improvement (Ascheson & Gall 1992: 1) via a shared positive and trustful attitude.

All things considered, it can be noted that perceptions with regard to supervision, at least for those novice teachers, have started to shift from a negative evaluative experience into a positive developmental one.

II. 3.1. The Inspector as a Supervisor

Within the framework of the new mission of inspector which has been entrusted to us, we had to ensure the traditional tasks namely individual inspections of teachers based on two stages: a period of classroom observation and analysis of the teacher's performance with learners, and a time for a feedback with the teacher without the learners' presence. During this feedback conference the observer and observee review the observational collected data aiming at dignosing possible problems and provide appropriate solutions afterwards. Teachers are encouraged to come to their own conclusions on the data and suggest alternatives. This observation results in an assessment report. The latter is a systematic formalized process which is a constituent part of the management of the professional career. It ensures a target that is primarily formative in two respects: on the one hand, it targets the teachers' professional development throughout their careers; and on the other one, it seeks a greater involvement in educational tasks and enhancement of the daily work in the classroom, but also in collaborative and collective team works. In this context, the evaluation is doubly mobilizing. It should be stressed that the basic quality of teacher evaluation is neither the objectivity nor the control, but it is mobilizing (Paquay 2005: 67). Assessing, not primarily to judge as quoted by (Cardinet 1989), but to make sense to action, to reorient the teacher's activities and projects. Henceforth, the training of teachers and analysis of their practices must be a repository of professional skills (Jorro 2002).

II.3.2. The Inspector as a Trainer

In addition, we were in charge of the teachers' coaching in seminars and training days whose topics choice is in close connection with the needs felt in the field. It is first to support the teams of teachers in their schools, but also provide individualized support for each teacher (Garant & Paquay 2004). Academic studies have allowed us to deepen our linguistic, literary and civilisational knowledge of the target language and the English-speaking countries. Various seminars, workshops and training days have allowed us to gain a clear vision on the various approaches and methods experienced by the Algerian school between 1978 and 2000. Considering the Algerian context and the rapport that learners hold vis-à-vis foreign languages, in general, English language learning is of no importance. The affective dimension, that we carry for this language is not symmetrical in the teaching-learning (Deyrich 2006).

II.4. Teachers' Training: Empowering Teachers' Effectiveness

In the light of the difficulties faced by the English teachers, the demand for training had become urgent, and the approach based on simple advice no longer suffices. This state of affairs has prompted us to develop a training programme based primarily on teamwork to (re) boost the collaborative activity. This type of work involves a significant participation of the various members of the group to the definition of the collective project and the division of tasks; therefore, the definition of role of each within the group. The goal set is to create a collective reflection among various stakeholders, to facilitate the inclusion of the targeted competencies in effective practices, to allow the exchange of practices, to synergise the efforts of all actors, and to bring out challenges, issues and training needs. The sustainability and efficiency were made possible via principals' involvement and motivated and mainly well-trained teachers. In this context, these works at schools have revealed the shortcomings that fuelled the questioning around the present research work, a research in which we are involved. Therefore, the overriding objective of this research is to highlight the educational challenges of English teachers' training to better identify deficiencies and eventually propose, at best, as many solutions as possible and, at worst, entail recommendations.

II.5. Triple Infusion: Toward a Theory-Practice-Theory Articulated Process

The articulation between theoretical research and ETT has imposed itself with intensity, and the transition from research in training to research on training begins to emerge. In such a situation, the researcher could find himself at the crossroads between objectivity and subjectivity (Jordon 2004: 83), between action and neutrality, and between commitment and detachment (Elias 1993). To better grasp the difference between the two poles, while perceiving the fact that they never completely exclude one of other, Elias made the following remark:

> *"When Paul speaks of Peter, he always says also something of himself. Paul's proposal is committed when, in it, its own characteristics overshadow those of Pierre or, more generally, where in the proposal, structural peculiarities of the perceiver dominate those of the perceived. When Paul's proposal begins to tell us more about Peter than himself, the balance begins to change in favour of distancing."(1993: 64).*

For decades, two processes took place in parallel, namely action and reflection, or more precisely according to a recursive loop, theoretical reflection to interpret practice, providing

new subjects of experimentations to be implemented and interpreted again. It was, therefore, the involvement of a dual commitment attitude to the field and theoretical distancing. In summary, in Eliasian perspective, despite their inseparable and confrontational character, the commitment is designed primarily as a political nature; in contrast, the distanciation falls rather in an epistemological work (Elias 1993).

III. 6. Positioning between Engagement and Distanciation

Since our appointment as inspector at the beginning of the 1999-2000 school year, we felt the weight of the new mission with regard to the gap that existed between teachers' daily difficulties and the objectives prescribed by the institution. The expectations of the institution target a training that relies on the stability of "good" practices: an imitation of the good model and "the course-type" validated by the General Inspectorate of Education. A model that presented the defect of being strictly conservative (Wallace, 1991: 6), an inappropriate posture since it does not take into account the scientific developments on learning and evolutions of the teaching practice. A model that functions with "self-reference" (Narcy-Combes 2005) and whose effectiveness implies that the practice of the expert is coherent with his discourse on practice: "*The young trainee learns by imitating the expert's techniques, and by following the expert's instructions and advice. Hopefully, what the expert says and does will not be in conflict.*" *(Op. cit.)*

In this perspective, the focus is mainly put on the know-how-to-do to acquire (course, class management) and know-how-to-be (relationship with the learners) and the space devoted to the theory is limited or even non-existent (Altet 1994). Training, as it should be ensured, could not be limited to the fair transmission of sample courses to be reproduced in classrooms. In other words, a rupture with the old model under the influence of so-called traditional approach has become essential because of the adoption of the so-called new competency-based approach, as well as in an innovative educational perspective.

II.7. Researcher's Commitment

For Elias (1993: 29), the solution is not in the abandonment of the group in the benefit of the function of the researcher: social affairs of the group necessarily concern the researcher. In this sense, for the teacher-researcher, the detachment of the field is illusory. The lack of commitment seems, indeed, difficult when addressing situations where the object exists only in its interactions with humans. However, these interactions are at the heart of the didactic

concerns because the FL exists only through being in relationship with the subjects (*cf.* Deyrich 2007a: Part I, Chapter 1). Elias, however, goes one step further: for the researcher it is not to avoid commitment but on the contrary to draw benefit:

> *"The dilemma in front of which are placed social scientists cannot therefore be solved by the simple fact that they would give up their role as a member of a group in favor of their position as a researcher. They cannot stop to take part in social and political affairs of their group and of their era, they cannot avoid being affected by them. Their own participation, commitment also conditions their understanding of the issues they have to solve in their quality as scientists." (Elias 1993: 29)*

In the field of anthropology, this synergy is affirmed by researchers as Fassin (1999), who, in the wake of Elias, deemed it necessary to "think together" the two poles of human activity, both conflictual and inseparable.

> *"The researcher is engaged in relation to the world that he studies both as subject knowing and as a subject citizen. The effort of distancing on which he builds his scientific discourse implies him likewise in this double definition of his position." (Fassin 1999: 43)*

In this context, instead of considering the engagement of the researcher as an epistemological obstacle that perverts the scientific nature (the scientificity) of his works, it is appropriate to appreciate it as an indispensable condition for a better understanding of the issues raised. From this point of view, the commitment in the field of research in language teaching is a quality pledge.

The controversy faced by the researcher-teacher derives from the tension between "engagement" and "distancing". In fact, it benefits from the role of intermediary that of the researcher-trainer in a space in perpetual renovation. The responsibility to comply with the ethical, epistemological and methodological vigilance belongs to him. To do this, he holds conceptual tools (theoretical/scientific) and methodological ones too (praxeological/ practices).

These hardships have been taken into account while investigating the didactic issues of the ETT. The premise is not only limited to mere identification of the discrepancies that characterise both the ITT and INSET but also to account for the impacts of these discrepancies on teachers' classroom performances, and interplay with their all-inclusive professional career.

Conclusion

In the foregoing chapter, we tried, on the one hand, to explain the motivation that nurtured the choice of the subject of this study and, on the other one, to exhibit a brief retrospective on a professional and personal career. The upcoming chapter will focus on the research context, and present the general considerations on the undertaken reform, its founding principles, and consequences that flow from with regard to the TT, and its various implementation designs. A new reform, targeting a new school and new competencies, requires, beyond-any-shadow-of-doubt, a new approach to practitioners training.

CHAPTER THREE
Research Context

Introduction

"*Every research begins with a question and seeks to answer it,*" says Odile Bourguignon (1995: 35). We will endeavor to show where and how our question emerged, along the way; it has crystallized, developed and transformed to become the object of research. If the research seeks to transform a personal intuition, the fruit of the researcher fantasies, in a 'posed', supported and constructed object according to theoretical framework, we can say that in return the same object transforms the subject-researcher. This implies that the object of the research is constantly evolving.

The emergence of our question about didactic issues of English teachers training holds to an awareness of the gaps characterizing the prescribed didactics and teaching practices in the classroom, some discrepancies noted in the research of Magister (Benabed 2011). The conclusions drawn from this research are the sources of questioning on the ETT. The problematic is rooted in questions about the content, objectives and aims of training as being responsible for the supervision and coaching of the teachers of English. Training seems to be the strongest link to develop reflective mind on teaching practices for the purpose to improve them (Wallace, 1991: 14).

The upcoming chapter III undertakes to investigate the different aspects that affect the context of this research, the general considerations on educational reform undertaken by the MNE, its political foundations, objectives and perspectives. We try to shed enough light on the constraints that prevent (preclude) its implementation.

III.1. General Considerations on the Educational Reform

During last decade, a great deal of the enterprise of systemic educational reforms all over the world have stemmed from the acknowledgement that the societal and economic requirements have changed. Thus, in Algeria, the MNE was required to undertake reforms to cater for 21st century requirements.

III.1.1. Political Foundations

A brief retrospective on the education system in Algeria shows that it has been punctuated by a series of successive reforms. Indeed, the post independence years were marked by an

extensive process of socio-economic transformation which was supposed to lead to the emergence of a modern society.

Any educational reform must obey to political aims that all stakeholders in the education sector are obliged to take into consideration. In this respect, some critics denounce the fact that the modern school systematically depends on the economic requirements of the State. In the era of globalisation, an adjustment to economic, political and social demand for "competence" of a different kind has become compulsory. From this point of view, it is about developing the high profitability and performance-based competences expected by a society to cope with present day requirements. In several countries such as Canada and Switzerland, reforms are based on principles dictated by the world of industry (resource-based economy) and knowledge (knowledge-based economy). In the United States, for example, is called "*site-based management*" and "*out-based management*" (Glatthon 1993) to define a management style focused on school of which we do expect neither more nor less than a performance recorded in the prize-lists drawn up annually by specialists of the quality measurement [10]. Thus, the competition is more than ever on the agenda. Education systems must imperatively implement training programmes that, firstly, focus on measurable and quantifiable outcomes, and, secondly, respect the pace of learning of the learners. To respond to this doctrine of efficacy, the "ideal" curricula are designed to cover essentially the core subjects such as mathematics, sciences and foreign languages, and provide only a very reduced room to cultural disciplines. Being regarded as an inevitable necessity, languages have proved to be a cherished commodity following the infestation/outbreak of the multinational firms to the world market. Undoubtedly, the ability to communicate with different people whose cultural backgrounds are quite different from ours is a reliable lynchpin to set up and promote economic relationship and reciprocal understanding.

A priori, the Algerian government has become aware of the importance of languages teaching and learning, thus the latter have been integrated in the new overhauled syllabi. In short, the mastery of foreign languages is no longer regarded as a choice but a perennial requirement.

---

[10] In several states, teachers are submitted to evaluations based on skills assessment that employers use to assign a salary "merit". This approach is being implemented in some school boards in Quebec.

III.1.1.1. The Objectives Underlying the Educational Reform

To better understand the scope of the project of education reform launched by Algeria since the beginning of 2003, we will begin by quickly recalling the ideological foundations of the former system of training whose obsolescence, in the light of the great challenges to which the 21st century prepares itself, justifies the urgency of the operated rearrangements.

The fact that a new world is in phase to be constructed according to unprecedented categories but whose summation has already given birth to a new term referred to as globalisation.

However, this new world order is called upon to function according to an unusual sense because it is based solely on the criteria of rationality and optimal profitability.

From there, it should be understood that the level of effectiveness of education and training systems is henceforth at the center of most of the social and economic challenges to which is preparing the 21st century.

Conscious of the issue of operating a qualitative change in the education system, the Algerian government adopted in April 2002 an ambitious reform of the education system. This reform sets out four key objectives: (i) to improve the quality of education, especially for the instruction of languages; (ii) to renovate school curricula; (iii) to reorganize school systems; and (iv) to strengthen higher education [11]. The Algerian educational system is virtually required to align with international standards in terms of operation and performance while rapidly evolving as well on the learning quality as on learners' profiles to attain well-trained heads. The reform that puts an end to the basic school compensating for basic education sets itself objectives including the improvement of the success rate in school examinations in significant proportions of schooling between 70 and 80%, the generalisation of preparatory education kindergarten for not naming it, the parity of schooling to be observed between girls and boys, and finally, the improvement of the enrollment parameters so as to achieve, by 2015, 90% a cohort of first year of primary in 4th AM.

III.1.1.2. The Outlook of the Education Change

In fact, the quantitative development of education, carried out in a context characterized at the same time by a population explosion and the choice of an educational project essentially

---

[11] Statement of the Minister of Education in April 2002, following the evaluation and research of the national commission in charge of the reforms

democratic, was hampered by the inadequacies and dysfunctions, which have affected the quality of teaching and the performance of the system as a whole. Thus, the reform of the Algerian education system has become necessary as because of the objective state of the Algerian school (alarming situation due largely to the lack of a clear vision and a poor coordination between the various levels of the education system) that owing to mutations that occurred in the various areas, both nationally and internationally (lack of openness to the universal), which are imposed on the school, an integral part of Algerian society.

This educational system that Algerian officials advocate must prepare younger generations to integrate the contemporary society in a harmonious and creative way, by questioning, reflecting, keeping distance, reacting, suspecting and discovering truths that sustainably serve them in their lives, in fact, metacognitive competencies that require an adequate training of practitioners themselves. To cope with global challenges, the IT and INSET should definitely preach the coherence, complementarity and continuity to ensure a logical continuum and, subsequently, allow teachers to accommodate to the various changes.

In a world which is undergoing profound changes affecting social organisation, knowledge structure, means of communication, methods of work, the means of production ... a modern school, resolutely turned toward the future, is a school able:

> *"to be part of the universal movement of progress by including the changes induced by the advent of the society of information and communication and scientific and technological revolution that will modify the new working conditions and even relationships of education, and open to the world in terms of cultural relations and human exchanges with other nations. "(B.O 2008: 15)*

According to Algerian officials, the launched educational reform involves several facets so as to meet the criteria of coherence, complementarity and efficacy. A global reform aimed to build a coherent and efficient education system is, thus, required both to enable the Algerian society to cope with the multiple challenges of the present and the future and to achieve the scientific and technological conditions that ensure a sustainable development. The definition of a new education policy able to meet the ambitions of the nation, entered in the irrepressible movement of globalisation implies, first, the formalisation of the fundamental principles and objectives to meet the challenges that are required.

III.1.1.3. Difficulties in Implementing the Reform

The implementation of the new reform, though perceived as a necessity to meet international standards, is faced to difficulties impeding its materialization on the field.

III.1.1.3.1. Innovation and Uncertainty

Moreover, the reform undertaken will not have a significant impact on the education and training system unless the changes made affect in depth at the same time the content of curricula, methods as well as recruitment, and the TT. They are the strategic factors in any reformist/reforming approach aiming to set up a modern and efficient national education system. The latter could become a main lever of social, cultural and economic transformation of the Algerian society.

In addition to its adapting perspective, training should equip teachers with innovative aptitude (Cros 1997). This expected innovation is a development, with its steps, and its temporality, through which the teacher may experience difficulties and discoveries. This innovation should fit/fall within a certain continuity enabling an assessment of the existing practices. In the same breath, Rogers sustain that:

> *"Old Ideas are the main mental tools that individual utilize to assess new ideas. One cannot deal with an innovation except on the basis of the familiar, with what is known. Previous practice provides a familiar standard against which an innovation can be interpreted, thus decreasing uncertainty".* (1995: 225- 226)

According to this aim, it would only be possible to assess an innovation that in so far as the latter shares similarities with common practices. It is in relation to this narrowness between the "known" and the "new" that a change can take shape and the uncertainty and risk as for the impacts of innovation are reduced.

III.1.1.3.2. Constraints arising from the Innovation

Innovation thus appears as a time during which the teacher acts according to his rapport to the new, the otherwise, the different and the unknown. Innovators are fond of this innovative process that strengthens their identity and give meaning to their lives, whereas refractors to innovation seek to avoid exposing themselves to the uncertainty, failure, doubt and questioning. Finally, innovation should, in the eyes of potential adherents, respond to practical and concrete concerns.

With regard to education, innovating change of approaches does not necessarily lead to success, effectiveness and progress in terms of practitioners' practices as highlighted by Perrenoud (1993) Gather Thurler (1992) & Schön (1987). Obviously, no reform, regardless of its nature, reaches the unanimity. The success of any educational reform should be based on the adherence, the conviction and the adoption of the principles it advocates by the men of the field. Indeed, we do not innovate without personal motivation, intention, and action project. In other words, innovation is not decreed; is not improvised, even if it is based on a spontaneous choice. It can be aroused by the results of research; research should accompany it by means of training to objectives assessment, observation and evaluation. It is at this price that innovation, followed and mastered, can be generalised: a theorised and evaluated approach allows others to appropriate it. It is an impetus that can also be the result of a desire for change than a need to address a difficulty. Without the latter, the availability of teaching materials, the increasing the hourly volume and reducing the number of learners per class do not ensure on their own the reforms success, although they certainly contribute. The changes in the programmes, aiming at developing competencies among the learners, undertaken by the Ministry of National Education (MNE) challenge the teachers' practice.

Therefore, teacher training programmes (TTP) should take into account the new directions to provide teachers with a training that focuses on the development of professional competencies and adapted teaching practices to meet the new training realities. Different from future teachers, who play a dual role that of students *"teacher training"* (Wallace, 1991: 3) and the one of teachers in the course of their training, those in active employment should adapt, revise, change and innovate their teaching practices "*teacher development*" (*ibid.*). It is not sufficient to formulate ideas, notions and new concepts so that the teachers' representations and practices follow. The fact is that those who refuse to adhere provide no effort to appropriate these new paradigms. In addition, those who show a disposition for the changes need time to integrate them into their practices. A challenge to take up, because understanding what is being played in the teacher-change rapport means entering his representations with respect to this new entity from the standpoint of content, process, competencies ... that the teacher risks of rejecting for lack of information and / or sufficient training.

III.1.1.3.3. Major Changes

In addition, the current changes in education in Algeria result, on the one hand, of the convergence of research results and findings about the learners' learning, and on the other, of the situation characterised by an incredible universal human and cultural mobility, as well as impressive technological changes. With regard to the first factor, the available data firstly testify to a very high selectivity of the system, together with retention rates excessively low on the entire educational cycle. Out of 100 students entering the first year of Fundamental Education (FE), 97 reached 5th grade of the FE, but only 67 continued until 9th grade of FE. Less than 50 moved to secondary education, and 11 integrated University (MEN 2002). In addition, more than half of the learners left secondary school without a qualifying diploma, the success rates in the general and technical baccalaureate respectively was being around 36% and 47% [**12**]. With regard the second factor, the global context is marked not only by a massive exploitation of technological means, but is also characterized by a fabulous speed. It is not unimportant to quote what Defarges said in his book about "Globalisation":

> *"It is not just a matter of 'hard power' [13] where the 'smaller' are devoured by the 'greatest', but a new trend of 'soft power' [14] which is preparing at the horizon where the 'slowest' will be devoured by the 'fastest'. (1997: 46)*

In fact in nowadays society, it is no longer a matter of the dearth of information and means, but their profusion and the way to adroitly exploit accessible data to conduct successfully one's everyday business, and ensuring a perpetual learning and updating to better adapt and catch up with the swiftly changing conditions of employability.

In the same perspective, which recognises the insufficiency, in a global context amply changing, the possession of material, the President of the Algerian Republic, during the installation of the National Commission on Educational Reform (NCER) alluded by asserting that:

> *"The knowledge provided at the school henceforth occupies, as known, a place unmatched in the evolution of relations between nations. Growth and economic and social prosperity are not, it is obvious, subject to the possession of raw materials, even if they are strategic. The vertiginous explosion of knowledge, accelerating their renewal, the exponential increase in scientific discoveries and technological developments has imposed the establishment of a new knowledge society. At a time of globalization, where international competition*

[**12**] *Results of the national commission on education reforms (CNRE)*
[**13**] *Hard power: material means*
[**14**] *Soft power: the knows*

is ruthless, these are the knowledge and the scientific and technological
innovations that redistribute wealth and power cards."(May 2000)

From this point of view, it is an irreversible process which we must quickly cope with. Nowadays, education must go beyond the national framework to provide learners with reliable, flexible and sustainable competencies in order to enter right away into a large-scale competition. To be ready for all appointments, the Algerian education system should prepare learners in all areas; economic, socio-cultural, intellectual and even political. That said, this preparation cannot be done outside the school, and without the collaboration of the men in the field. The teaching body (staff), the most significant and valuable resource in the education institution, is at the center of the efforts aiming to improve education. The improvement of efficacy and equity of schooling depends to a large extent on the ability to make sure that competent individuals wish to teach, that their teaching be of high quality and that all students have access to high quality education. The issue of training then appears as a research for an exit of a dialectical conflict between forged knowledge, viable, and reassuring and uncertain prospects.

Referring to what has been argued above, teachers play a key role in the success or failure of this reform. They contribute to the shaping the future Algerian generations' minds and, as such, the society in general, and the MNE, in particular, are supposed to give them special recognition. They should regain the consideration without which they cannot worthily accomplish the lofty mission they are compelled to carry out. Undoubtedly, de-motivated and frustrated teachers are unable to lead their learners to optimal learning outcomes owing to the fact that they themselves cannot surmount their prejudices. Teachers' affects neglect may directly impact on both teachers' commitment and learners' achievements.

III.2. Reflection on the Context of the Reform of the Algerian Educational System

The new political, economic, cultural, social, and demographic realities have obliged officials of National Education to review the missions and goals assigned to the Algerian school. Thus, a broad process of consultation and debate has been launched to come off to the creation of the NCER to evaluate and define the future prospects of education policy. Since then, the Algerian education sector has experienced in the course of the recent years the sustained pace of the reforms operated/introduced at all levels. Decried by the entire society, both civil and political, the Algerian school no longer offers learners the expected

competencies, attitudes and values. A reform of the entire education system was therefore launched in 2003.

III.2.1. The Implementation of the New Approach

This project has addressed several aspects and allowed the establishment of new programmes, the issueing/editing of new textbooks, and especially the introduction of a new teaching methodology based on competencies, namely CBA. The latter was designed in 2002 and implemented starting from the 2003/2004 school year, in order to break up with the old approach called 'objective-based approach' (OBA). This approach focused on teaching the linguistic code, relying on a conception of language as a means of communication, as a code would suffice to acquire communication skills. This view of things was rendered null and void in language teaching by the pioneering works of Hymes and his followers, for example Abbou (1980) who identifies five different components of communicative competency: viz linguistic, socio-cultural, logic, argumentary and semiotic.

Although the real purpose of the communicative approach (CA) is to teach how to communicate, its results were disappointing. The recorded limits of this approach have contributed to consider it as:

> "*A pedagogy based on a monological model of communication and fitting mostly within the narrow framework of the sentence [which] leaves, thus, virtually no room to the game of social phenomena and interaction*" (Verdelhan-Bourgade 1986).

Therefore, a new reform seems necessary, even indispensable in order to meet the needs of a successful communication both at school and outside it.

III.2.1.1. The Competency-based Approach

The new competency-based approach (CBA) concerns all school cycles, and aims to enable the learner cope with novel and unexpected situations using, on his own initiative, previously acquired knowledge. In doing so, it prepares the learner by making him an active and autonomous subject, skillful and capable of withstanding the impact the exolingual communication situations which occur outside the school and constitute so many opportunities to pursue language learning according to the terms of Matthey (2005).

III.2.1.2. The Theoretical Foundations of the New Approach

It seems important to linger a little more over the new approach called CBA to shed enough light on its founding principles and key concepts. Indeed, the CBA appears on the track to establish and impose itself in all spheres of human activities. The course of this approach, at least in its initial design is derived from the organization of work in a Taylorian perspective in the industrial world. It has invaded the American educational system in the late 60s. Fairly quickly, it has established itself in the world of education first in the United States, then, in Australia and Europe. And since, several countries have begun to rethink their educational systems according to the principles of this approach. It aims to lead the learner to become aware of the resources he mobilises in learning situations so as to better act on them. It is the mobilisation of cognitive and para-cognitive processes at the detriment of the rote memorization of knowledge. It focuses primarily on the transfer of acquisitions in authentic situations and to determine the expected level in terms of mastery of the competencies at the end of a training cycle (Ettayebi, Medzo & Fortier 2004: 6).

This approach is based on the key concept of 'competency'. This notion, found today on everyone's lips, remains difficult to define in a satisfactory manner. Sometimes, it means an exit profile marked by a high performance standard, sometimes a process whose process is punctuated by assessment reviews. This notion of 'competency' varies relatively strong from one author to another particularly in education. Thus, it is portrayed as chameleon-like in nature as it emerges as a substitute to an otherwise known approach or attributed various colourful labels. A mere review of the literature in connection with the definition of the new notion reveals that a whole range of labels is used to nominate it, namely, *inter alia*, CBA (Competency-Based Approach), CBE (Competency-Based Education), CBET (Competency-Based Education and Training), CBL (Competency-Based Learning), CBP (Competency-Based Programmes), PBA (Performance-Based Approach) , CBLTD (Competency-Based Language Teaching) and so on. Despite its polysemous character and wide range of acronyms designating it, the notion of competency is used as an organizing principle of the curricula in many curricular reforms, especially in sub-Saharan Africa (Téhio 2010). Currently, these reforms have been the subject of evaluations that highlight a number of inherent difficulties, among others, the reductionism to which is subject the concept of competence through these reforms (Tehio 2010, Mellouki 2010, Benavot & Braslavsky 2007, Pepper 2008, Sargent, Byrne & O'Donnel 2010, Evans 2005, Nanzhao & Muju 2007 quoted by Jonnaert 2011 : 32). Most often reduced to a simple reformulation of objectives, people's competencies disappear

to leave the place only to the development of succinct skills (an action verb and an object) dealing strictly with the notional contents related to traditional disciplinary knowledge. The researchers of the UNESCO CDC [15] deviate from these approaches (Jonnaert, Charland, Cyr, Defise, Ettayebi, Furtuna, Sambote, Ettayebi & Tahirou 2010 cited by Jonnaert 2011: 32). They consider that the concept of competency remains a very little curricular subject. This concept rather tends to refer to the outcomes of people's actions dealing with a situation, than helping to identify a priori the prescribed training programme as advocated by some proponents of a CBA (Roegiers 2008 Bernard & Nkengue 2007). The latter is far from being unanimous among researchers, even the most convinced about the pertinence of the necessity to transform all programmes of study into core competencies. For the moment, this notion of 'competency' is used according to the meaning administered by the proponents of different schools of thoughts. Thus, the behaviorists resort to designate observable and measurable behaviours that arise from a given apprenticeship (Noddings 1999) (Norris1991); for constructivists, this concept refers to a capacity building which results from an interaction between individuals engaged in common action. In short, we shall return later in (Part II, Chapter II p 131) on the different conceptions of the notion of 'competency'.

III.2.1.3. The CBA Underlying Objectives

The underlying objective, following the implementation of reforms based on the CBA is to prepare future Algerian generations to be in a constant state of developing the competencies that are necessary to cope with contemporary issues. In particular, school learning should be translated in more sustainable, collaborative, emancipatory and equitable social practices. In reality, the main intentions on which this reform builds on will have resonance in people's actions who currently attend school. It will be necessary to allot much more time to teachers and learners to be able to wear a solemn judgment on the success or failure of this reform. They are Algerian students, women and men of tomorrow, who ultimately and through their knowledge, their skills and attitudes, will confirm if the reforms have been a success.

---

[15] UNESCO curriculum development Chair (UCDC) was created at UQAM in 2009. This young chair is based on the oldest observatory of educational reforms (OER) works. The members of the interdisciplinary team accompany the education ministries, education systems of higher education in their complex processes of curriculum reform. The teams of UCDC are active on the national and international scenes. UNESCO: International Bureau of Education

III.3. General Principles of the Secondary and Tertiary Educational Reform

The education system as it has been until the last reform takes effect, implemented in September 2003, it was perceived by all those officials of education system as being incompatible with the requirements of the present era requirements. According to them, it should be reviewed and corrected to comply with urgent needs. The new programme design fits into a socio-constructivist perspective that seeks to place the Algerian learner at the centre of the learning process. Thus, he becomes the main actor of his own learning. Such a prospect changes the roles of both the teacher and learners.

III.3.1. The New Missions of the Algerian Education System

Algeria has become more aware of the challenges, both internal and external, to which it must face. The challenges of internal nature are both those inspired by the current state of the school and those borne by the society itself:

> *"First of all to refocus the mission of the school on these traditional tasks: instruction, socialization and qualification. Then, to prepare the education system to face at the same time the challenges related to modernity, the completion of the democratization and quality education for the greatest number of learners, as well as the mastery of science and technology." (MNE: 2003).*

Finally, it is necessary to care of the new requirements arising from institutional, economic, social and cultural changes that have occurred in Algeria over the last years.

On the other hand, the education system as a whole faces significant challenges of an external nature: the economic globalisation, which will lead, no doubt, to qualification requirements that are higher, the one of the information and communication society that will impose necessary modifications to teaching methods; that finally of the emergence of a new form of society, that of knowledge and technology.

The challenges mentioned above, identified by the designers of educational reform, have essential mission to participate in:

> *"Building a democratic society capable of preserving its culture, and to be open to the world by integrating universal values; training skilled persons able to develop the Algerian potential in a globalist context which is in perpetual effervescence." (MNE 2003)*

The attainment of the above goals cannot materialise without improving the quality of schools and learners' learning.

III.3.2. Key Reforms in Primary and Secondary Education

The reforms, as recommended, revolve around changes in all cycles of education, namely primary, middle and secondary education. Much emphasis will be put on middle school education. This school phase comes between primary school (5 years) and high school (3 years). This teaching phase endures 4 years [16] and is the final stage of the primary school education, with its own clearly defined goals and competencies. The latter ensure for each learner basic irreducible disciplinary, cultural and qualifying competencies to enable him further his post-compulsory studies and trainings or integrate the active life. Teaching takes place in the middle schools (CEM). Within the reform framework, this cycle is now four years replacing the previous system of three years. Other noticeable changes are:

> *"The establishment of new curricula in third year and first year of the middle school education. The introduction of the teaching of the French language as a first foreign language in the third year of the primary school. The introduction of the teaching of English as a second foreign language in the first year of the middle school education. The introduction of universal coding." (MNE 2003)*

To fit in the wake of modern states, where nowadays education is no longer seen as a set of services rendered by the state to citizens, but as a real investment, one should ask the question whether it is possible or not to dissociate education of our country of the societal project. It is the societal project which is the essential foundation of which will flow the basic principles for defining the objectives laid down by the educational system. The educational system has a mission to develop the personality and citizenship of children and their preparation for the working life, to enable them acquire general knowledge of science and technology, to meet the popular aspirations for justice and progress and ensure the awakening consciences to the love of the fatherland. The educational system has set as goals to teach young people the principles of justice and equality between citizens and people and bring them to combat all forms of discrimination, to provide education that promotes understanding and cooperation between people for universal understanding and peace among nations, to develop education in accordance with rights and fundamental freedoms. (Ordinance N°76-35) [17]

---

[16] It is equivalent to 5th to 8th grade in the American Educational system
[17] Ordinance No. 76-35 of 16 April 1976 on the organization of education and training

III.3.2.1. The Broad Outlines of the Educational System Reform: three Key Components

The Algerian educational system is confronted to long-standing hardships at different levels, especially quality, management and level of learners' achievement. To comply with the requirements of the 21st century, reforms seem to be compulsory.

3.2.1.1. The Overhaul of Pedagogy and Disciplinary Fields

The overhaul of pedagogy and disciplinary fields has led to a true metamorphosis of the current system. All educational programmes as well as teaching materials, including reference books have been changed. The methodology which was previously based on the approach by objectives is abandoned in favour of the competency-based approach aiming, according to officials (MNE 2003), to develop the learner's competencies that will be useful in everyday life. It is a pedagogy, they added, that fosters responsible behaviours in learners by acquiring knows (mastery of grammatical structures, spelling, phonological : Identifying keywords, word order, a definition ....), know-how-to-do (to communicate orally and in written forms: reading the key sentence and word, key sentence restoring, build oral sentences modeled on the key sentence and read them-substitute words of key sentence; read the new sentences) and know-how-to-be (interpersonal skills) to solve problems in everyday life (to act as a responsible citizen, think critically, live social and cultural values, use strategies of work effectively, take into account the views of others; be tolerant; be cooperative ...). In addition it is planned to elaborate a national programme to develop the use of new educational technologies, to implement a training programme for the benefit of all teachers in these technologies and gradually equip all schools with ICTs and connections to Intranet and Internet networks.

III.3.2.1.2. The General Reorganisation of the Education System

Before the advent of the reform, the school system was structured in two levels, the first commonly called 'fundamental school' included primary school, which was spread over six years, and the middle school education for a period of three years. The second level was secondary school education, which also endures three years.

In favor of the implementation of the reform, and for the sake of efficiency, it was decided to split up the compulsory basic education in two distinct phases: primary school education (between 6 and 11 years old) and middle school education (between 11 and 15 years old). In

order to enlighten the programmes, it was decided to extend the middle school education by one year (*cf.* Appendix 8, Table 115 p 436), then, the primary school education period was reduced by one year, correlated with a progressive generalization of preschool education (kindergarten). As regards secondary school education, it remained unchanged from the viewpoint structure but the number of streams has been reduced.

III.3.2.1.3. Initial Teacher Training (ITT): towards a '*Universitarisation*' of Initial Training

In an attempt to understand the impact of the evolutions experienced by the teachers' training, it is advisable to make a brief return to the various types of procedures so far implemented. Until the creation of training institutions such as the '*Ecole Nationale Supérieure*' (henceforth ENS) [18] and the "*Ecole Nationale Supérieure de l'Enseignement Technique*" (henceforth ENSET) [19], the training of primary and middle school teachers was insured within the framework of the technological institute of Education (henceforth TIE) by teachers chosen by the local directorate of education of each wilaya because of their professional expertise. It took place in the field and was based on the observation of teaching practices carried by '*le maître d'application*' [20]. Legitimated by the institution, pedagogical models, upon which depended training, were fully imitated and replicated by teacher-trainees. In fact, there was no link between research in language didactics and primary and middle school teachers' training. Two sealed spaces whose contact was not favoured and even less privileged. Whereby the disjunction between what was done as research work into didactics at universities and training in these institutes was twofold: their dissemination was very limited or non-existent, except for teachers interested in their own self-training, and the professional practice conducted at the level of the institutes was an unknown area for researchers. The design of the professional training fitted in a behaviourist perspective is particularly relying on a pure reproduction of the models of 'good practices' (Haramboure 2003: 95-108). Thus, the ITT structure, contents and implementation review needs heedful consideration to comply with the fast-paced changes.

---

[18] ENS was created by the Executive Decree No. 84-206 of 18 August 1984

[19] ENSET was created by the Executive Decree No. 09-20 of 20 January 2009

[20] The "*maître d'application*" master application, chosen by the school inspectorate according to the criterion of seniority was associated with initial training (IT). He exercised a dual function: a function as a teacher in charge of a class, and a trainer's function. He played the role of guarantor of effective and proven interplay between theoretical knowledge and professional practice, able to analyze with sufficient recoil the diversity of situations and teaching approaches to perceive the effects.

After the transfer of the ITT to the universities, the objectives underpinning the ITT have changed to develop trainees' scientific, cultural and professional competencies. Differently couched, the basic aim is to educate 'competent' teachers and develop necessary professional qualities to ensure lifelong teaching careers for teachers. In doing so, much emphasis is put on enquiry-based paradigm so as to promote teachers' thinking process leading to reflection and research. Being regarded as places of transmission and creation of knowledge, *universitarisation* of the ITT can allow teacher-trainees to profit from such free and independent environments. Since then, all nominees for the teaching profession should imperatively undergo a university three- four or five-year training course [21]. Although the ITT course provides the knowledge to teach, knowledge for teaching and knowledge about teaching, the gap between theoretical and practical knowledge still persists. It is widely acknowledged that no matter how strong the ITT preparation is, the real class situations, in view of their singular character, are of paramount challenge to almost all teacher-trainees, because the ITT has not yet succeeded to produce life-long efficient teachers, who are aware of updating their knowledge and developing suitable solutions for each and every classroom situation.

III.4. A New Teacher Training Design

Since the mid-80s to mid-90s, the objective of improving the level of education has led to a wave of educational reforms, including the reform of the teacher training, whose aim was to correct the drifts of the 60s. The institutions responsible for the TT had at that time focused excessively their interest on the child, on egalitarianism, etc. at the detriment of a professional and technical teachers' training, and an effective care centered on the learner and his learning. The establishment of a renovated training system and coaching assessment were then required. Measures have been retained for the ITT. With regard to training, the major change initiated by the guardianship is the transfer of the ITT from ex-TIEs to university, more exactly to ENS and ENSET. This decision was partly justified by the need to raise teachers' general culture, in particular the disciplinary one, and to give them a basis of "scientific" knowledge. It was in 1997 that the MNE announced that: *"Initial teachers training, in our country, will align on the global trend whereby teachers of all levels should be equipped with university level knowledge and skills." (1997: 24)*

---

[21] To be eligible for the enrolment as primary or middle school teachers, the candidates should undergo a three-year training course that is equivalent to BA and 180 Credits. For secondary school teachers, the candidates should undergo five-year training course that is equivalent to Master and 120 credits.

This decision concerns all primary, middle and secondary school education teachers and the Baccalaurate is a compulsory condition to be eligible for enrolment.

III.4.1. ENS New Missions and Recruitment Criteria

New missions were assigned to ENS by entrusting them with the ITT. By improving access conditions, lengthening the training course, passing from BAC+4 to BAC+5 for secondary school teachers (SST), and raising the level of other cycles at BAC +3 for basic education teachers (MEF) and BAC + 4 for the basic education of middle school teachers (PEF), is not the Algerian education system engaged in professionalisation? Indeed, high-level recruitment and '*universitarisation*' (Altet 1994) of the ITT of all bodies confused can be considered as the beginning of a redefinition of the teaching profession following the example of what is done in the world, with the creation of IUFMs[22] in France for example. The underlying objective of these changes in the device of the training is to break up with the traditional training provided by institutions in order to maintain a pure reproduction (Mellouki 1989).

III.4.2. Training in a Professionalising Perspective

The training contents and systems, the process of professionalisation and the breaking up with or their rearrangement of the old models allow us to know if the elevation of the level of the recruitment, initiated from autumn 1999, may be a bearer of change and meet the objectives of professionalisation.

For further training and continuous upgrading of teachers' knowledge, already in service and who constitute the majority (*cf.* Benabed 2011: 109), several options are offered to them, namely the alternation pursue of university studies [23], the distance or alternate learning through new technologies and internships [24]. It is in a professionalising perspective that this multitude of proposals is made available to practitioners not only to provide remedies for

---

[22] Creation of the IUFMs in France, where the training of school teachers (*professeurs des écoles*), requires Baccalaureate +5 years of training. The establishment of the IUFMs is the major event of the transformation of the French training system. Training in a common way students from different universes, preparing them for each teaching specificity while allowing them to acquire the common and transversal knows, this is the essential point of this innovation.

[23] The signed agreement in July 2007 between the Ministry of National Education (MNE) and the Ministry of Higher Education and Scientific Research (MHESR) concerning the continuous training (INSET) for the benefit of middle school teachers. Decree No. 146 of 7 August 2008 concerning the authorisation for professionalising licenses (BA) under the 2007-2008 academic year for the National Education trainers' training.
[24] Teachers grouping for varying durations (between 3 and 7 days) workshops on the changes brought, the innovations introduced ... etc. These meetings can for example encourage the crossing of viewpoints between stakeholders, promote a common culture, design projects, etc ...

deficiencies in the IT, but also to establish a process of lifelong professional career improvement. Indeed, it is a step of INSET likely to promote the knows gained in the IT and that can be defined as: *"A variety of activities and practices in which teachers are involved in order to expand their knowledge, improve their skills and to evaluate and develop their professional approach." (Perron 1991).*

Actually, these devices seem to be the keystone to influence the professional development of teachers and to contribute to the enhancement of their knowledge through active roles (Saiti & Satis 2006). Thus, the interest devoted to these devices has increased in recent years to the point where all stakeholders (researchers, inspectors, trainers, etc...) and the resources available (ICTs) have been mobilised for the success of these training processes.

III.5.Teachers' Resistance to the Changes

When the term 'reform' is used to characterise the process that will undoubtedly lead to a revision, remodeling or restructuring of the educational system, it is to refer to major changes affecting the whole or part of this system. All stakeholders of the National Education recognize that it is difficult to convince and gain practitioners' acceptance of these changes. Since the path that leads to passing into several tens or even hundreds of thousands of teachers' daily practices changes that could fundamentally alter their teaching practices, is strewn with many obstacles and unpredictable detours.

The elaboration of an educational reform is not just a technical problem that could be controlled by applying a systematic approach, but in addition to its technical aspects, the success of an educational reform rests on a rich and complex human environment that should be mastered, analyzed and controlled. To succeed a reform, one should understand but also persuade, argue and justify (MEN 2003). It is clear that such an approach will not fit into a rigid linear process, but will be made of permanent round trips, subtle adjustments, reappraisals of what seemed definitively acquired and mastered. In brief, it is an iterative process far more than linear whose final outcome remains uncertain even when you feel close to the goal.

Overcoming teachers' commitment to changes such as adaptation, innovation or transformation of the "habitus" (Bourdieu 1972 & 1980) also requires motivation among teachers. This innovation is not of the taste of all teachers, and this out of fear of exposing themselves to uncertainty, failure, doubt and questioning. Thus, for a large proportion of

teachers (73% *cf* Benabed 2011: 109), it is much safer to entrench themselves and withdraw behind traditional practices that guarantee comfort. A reaction conventionally known that the teachers' resistance to change is often attributed to several factors such as '*gender politics*' (Hubbard & Datnow 2000), that is to say when the profile of the reform is a gendered identity, the risk to face the resistance of male teachers is quite possible, ultimately thwart its implementation or 'Institutional and cultural politics' (Kanpol 1989), "*disrespectful and dismissive treatment of teachers as mere instruments or targets of reform individualism*" (D. Hargreaves 1990), or "*the counterproductive efforts of controlling principals*" (Blasé & Blasé, 1997; Fennell, 1992). Undoubtedly, ideologies derived from experience in a society that socialises individuals to learn the appropriate roles from the beginning, and in which men occupy positions of higher status and constraints that women face because of their gender, at school and work (Hubbard & Datnow 2000). In addition, teachers refute changes in two ways: institutional policy and cultural policy. The resistance is, then, connected to what counts as intellectual transformating. Both types of resistance can lead to a teachers' commitment to act to counter the ideological barriers. Counter-hegemonic opportunities, then, becomes a real potential (Kanpol 1989).

III.5.1. Middle School Teachers and the Reform

The overwhelming majority of the English teacher population in Algerian schools, nearly three-quarters (*Op. Cit.*) consists of a generation that started this lofty profession in the 70s and 80s, and which is at the end of its professional career. Resistance for such portion of teachers is not only due to age factors and stage of life and career as highlighted by Huberman: "*It is also related to what teachers experience generationally-memories formed and situated in particular historical periods that retain and sometimes increase in importance as these teachers mature.*" (1989: 315)

In fact, it is a professional construction made throughout a career that is necessary to proceed to its deconstruction in order to build other representations, knows and know-how-to-do (CEFR 2001). More precisely, it is a progressive commitment of the teacher in the acquisition process of new knowledge by placing him in a professional dynamic which, undoubtedly, will be a crucial step in his career. Conscious of what the destruction may generate, teachers' rejection of memories and perceptions, we should strive for coexistence to ensure a better transition.

III.5.2. Teachers' New Expectations

The TTP should take into account the new orientations to provide teachers with a focus on the development of professional competencies and appropriate teaching practices to meet the new realities.

The current design of the TT considers that the training process is a continuum in the teachers' career that consists of work stages and phases of development taking place in various times and spaces of their professional career. This fact requests a substantial transformation in content and elaborated programmes and requires new foundations in the relation to the training process (Tardif, Lessard & Gauthier 1998).

III.5.3. Challenges to Address

Different from future teachers, who assume a dual role the one of students "*teacher training*" (Wallace, 1991: 3) and the other of teachers throughout their training, those who are already in service should adapt, revise, change and innovate their teaching practices "*teacher development*" (*ibid.*). It is not enough to formulate ideas and new concepts so that teachers' representations and practices follow. The fact that those teachers who refuse to adhere to the new changes provide no effort to appropriate/acquire these new paradigms. Thus, they generally disregard these new notions in favour of their existing perceptions. Yet, in utmost instances, the resistant teachers might defend their prior representations. By and large, the plethora of overlapping concepts may be regarded as one of the causes behind such teachers' refutating reaction. In addition, those who show a disposition for the changes need time to integrate them into their practice. A challenge to be met, because understanding what is at stake in the teacher-change rapport means to enter/penetrate one's representations with regard to this new entity from the viewpoints content, process, competency ... that the teachers may reject for the lack of information and/or sufficient training.

Teachers, whatever the shortcomings of their training and the conditions of the exercise of their profession are, have only been the executors of a top-down educational policy adopted by the sector decision-makers. Consequently, they could not be considered primarily responsible for the observed failures. Contrariwise, they can play a vital role in the success of the reforms provided that the means allowing them to exercise their profession effectively are provided and available. It is, foremost, to equip them with a solid training.

Conclusion

As a final note, it should be acknowledged that teachers' role *vis-à-vis* the quality teaching/learning is of paramount importance. Yet, the attainment of the expected objectives should imperatively pass through an effective education and training of teachers. In fact, the future society welfare depends on the type of teaching that undertakes to promote learners' critical thinking and creativity. The contemporary world society has significantly changed and so should the Algerian one.

The Algerian school was subjected to successive reforms to meet short-term requirements. The upcoming chapter will present a brief retrospective on these various reforms, linguistic policy approved by the Algerian government with regard to foreign languages teaching, their status and educational implications for the TT.

CHAPTER FOUR

EDUCATION REFORM AND LINGUISTIC POLICY AND THEIR IMPACT ON THE ISSUES OF TEACHERS TRAINING

Introduction

Intellectual construction of the learners' mental space particularly in learning foreign language is defined as the set of values and linguistic attitudes through which individuals are manifested within the community. Jean-Pierre Cuq (1996: 141) states that: "*the language is the place where the individual's lines of force are focused.*" It is, therefore, no short of amazing to notice that the school, instead of institutionalisation of the basic learning is the arena of reproduction and transfer of values (language) on one side, but also the field of confrontation in favour of social transformations claimed on the other one. The purpose of the existence of schools, as institutions, as pointed out by Mortimer who states that: "*Schools are the arenas in which expectations, socialising influences, talents and motivation combine and influence the individual educational outcomes of children*" (1998: 2) and for which teachers should care. Teachers are supposed to provide the inclusive environment to enhance learners' holistic learning which enables them integrate the social environment successfully. In fact, both arenas, namely the classroom space and the social one, mutually nurture and enrich the learners' learning development.

There are several factors that can affect the learners' attitude, and act in cumulative ways on their rapport to languages. Indeed, the school appears to be the place where the image of the global society is enriched, fertilised, preserved and transmitted. Thus, it plays an overarching role in both individual's and the collective lives through the whole social background spectrum. Given the key role it ensures in the realisation of social advancement, welfare and aspirations, the school, a linchpin in the whole educational process, is assigned a prestigious place in the social system. What matters the most for school effectiveness and outcomes fulfillment is the management appropriateness.

It is more than certain that any teaching which pretends to be authentic and effective must be designed and constructed in the light of the knowledge that learners have of the world around them. Without this, the learner would be in a situation where he could not use his prior knowledge and, thus, may be confronted with learning contents that have no meaning for him. So the teacher cannot succeed his teaching, even his initial and continuing training could not be implemented effectively if all the learners' individual and diversified idiosyncrasies are not taken into account. To teach effectively, one should understand the act of learning, school,

learning laws, knowledge and know-how-to-do, to apprehend the impacts of learning a foreign language on the construction of the knows and skills among learners.

In the upcoming fourth chapter, the various laws governing the organisation of teaching, the description of the Algerian education system, the various reforms and the linguistic policy and its foundations, its orientations and their educational implications will be approached.

IV.1. The Algerian Educational System: Overall Goals and Objectives

The reference texts that induce the educational policy of 1963, amended in 2008, consider teaching as the basic factor essential to all economic and social change. Ordinance No. 76/35 of 16 April 1976 has been, for years, the reference framework of education and training in Algeria. This ordinance introduced radical changes in the organisation of education in the sense of profound changes in the economic and social sectors, and helped to establish the fundamental choices and guidelines of the National Education. In fact, five goals come to be articulated as follows:

1. *To communicate with different parts of the world;*
2. *To have access to top modern sciences and technologies;*
3. *To encourage the pupils' creativity in its universal dimension;*
4. *To make pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study;*
5. *To successfully sit for examinations. (MNE 2003:188)*

In fact, the aforementioned goals, besides correlating with the very spirit of the National Chart of 1976, promulgated under Houari Boumediene presidency, they reflect the essence of the Algerian education system orientation. The implementation of the provisions of this Ordinance has begun from the 1980-1981 school year.

Following the changes in the Algerian Constitution of 1963, a new Ordinance No. 08-04 of 23rd January 2008 [25] on the Orientation Law on National Education stipulates that the Algerian school aims to train citizens with incontestable national benchmarks, able to creatively exploit modern sciences and technologies and be able to open up to the world civilization (openness to the out world). The attainment of both goals earnestly requires a perfect mastery of many foreign languages, at least English and French (most popular FL in the Algerian context). The Article 7 states that the learner is placed in the centre of the concerns of educational policy. In this respect, the school must develop strong, sustainable

---

[25] Law No. 08-04 of 23 January 2008 concerning the guidance law on National Education.

and relevant competencies that can be used appropriately in authentic communication situations. In its Article 77, the ordinance states that "*the IT of all bodies of the teaching staff is a university-level education.*" This training, of three to five years depending on the educational cycles to coach, is henceforth provided by the university, with specific programmes articulating the academic training and professional expertise.

The programmes of the ITT aim at developing knowledge and competencies in relation to the mastery of disciplinary contents, the methods of instruction, the development of the relational aspect etc... The learning environments and teaching approaches are to be supportive so as to foster the development of the trainee-teachers' competencies. There should be a tendency towards supporting open and self-regulated learning that require more freedom in the learning process (Vermunt & Verloop, 1999).

IV.1.1. Description

The day after the Independence and with the establishment of the guardianship (MNE) in 1963, Algeria has begun the endeavour to build its National Educational System (NES) which is said to be inclusive and open. Since then, and among the preliminary prompt decisions and reforms, Arabic was assigned the status of national language, i.e., language of instruction, which has caused a change in the teaching of French language. The latter was assigned several statuses. In recent years, French has become a "foreign language". This proliferation of statuses and denominations attests to a certain "*malaise*". In fact, it is from 1972, the date of the Arabisation of education, that the French language is assigned the status of a foreign language (FL1).

Education in Algeria is structured as follows:
a) The non-compulsory pre-school education;
b) The basic education compulsory and free, for a period of 9 years, divided into 3 Cycles;
c) The general and technical secondary education;
d) The higher (tertiary) education;
e) The Vocational training.

IV.1.2. Enrollment Rates

Perceived as a key skill and measure for nations' development, education has witnessed a considerable evolution in Algeria. The statistics demonstrate that the enrollment rates of

school goers have increased by a large percentage at all levels during the period between 1962 and 2000.

IV. 1.2.1. Pre-school education [26]

This type of education is free and optional for children aged between 4 and 6 years old and takes place in two types of structure:

- Preparatory classes of some primary schools. These classes are rare, only 4% of students benefit from early childhood education;

- Kindergartens created at the initiative of local communities or businesses. Preschool education is provided only in Arabic. Early childhood awakening programmes are ranging from basic reading, writing, mathematics, artistic and recreational activities passing through learning verses from the Koran.

IV.1.2.2. Basic Education

Officially, schooling, in basic education, is compulsory from the age of 6 to 16. Yet, in reality the actual duration of enrollment in basic education ranges from 5 to 19 years. This is due largely to the high failure and repetition rates, especially from the sixth year of teaching as it concerns 1/5th of the students. The enrollment rate is declining from one level to another. It is higher in the first level and decreases gradually in the next two ones. The estimation of the UNICEF (Assessment of Education for All Year 2000: report of the countries) reported a net enrollment rate for basic education about 82%, the gap between girls' and boys' enrollment is quite low (7%). By cons, there are large variations in enrollment rates according to each wilaya (60 to 95%).

Basic education concerns children aged between 6 and 15 years old and is a compulsory stage of schooling. It includes 3 cycles of 3 years each:
- The basic cycle, from the first to the third year;
- The cycle of awakening, the fourth year to the sixth year;
- The observation and orientation cycle, from seven to nineth grade.

---

[26] The ability to create institutions of preparatory teaching is given to local authorities, mass organizations and economic companies or public sector. The Decree 92-382 of 19 October 1992 on the organization of the reception and care of early childhood and Decree 04-90 March 2004 have enabled the emergence of a private sector in the field of preparatory education.

The end of compulsory education is sanctioned by the Certificate of Middle Education (BEM) which takes into account the results achieved during the 9th year of schooling added to the averages obtained in the final examination. Note that over 64% of students leave basic school without this degree.

The first two cycles of basic education (6-11) take place in primary schools, the third teaching cycle is provided in middle schools. Each teacher supervises more than 40 students per class. Class crowdedness represents a real issue for teachers with regard to class, time and course appropriate management. In fact, the overcrowdedness seems to be accentuated by repeater learners for more than twice, a duty imposed by the law, so as to fight determinedly against early dropout. Out of fairness, it should be reminded that class crowdedness is not specific to the Algerian context since the same feature characterises class scenery in some industrialised countries. Yet, reduced class size plays a paramount role both in teachers' teaching efficacy and learners' achievement effectiveness. With a growing body of evidence, class size reduction can only play in the benefit of the instructor and the recipient. As stated by Molnar who points out that: "*Reduced-size classes provide the opportunity for improved instruction and for increased learning.*" (2002: 43). In the same vein, Blatchford also reports that "*in visits to schools, it was clear that the overwhelming professional judgment of teachers was that the smaller classes allow more effective and flexible teaching and the potential for more effective learning.*" (2003: 3). Then, it is crystal clear that the class size has an impact on learners' academic achievements. The flip of the coin is that the more the learners' number increases, the less they learn and vice-versa the more their number decreases, the more they learn. Enduring such crowded classes may lead to teachers' stress, absenteeism, burnout and early retirement from the teaching profession.

IV.1.2.3. Secondary Education

Theoretically, in secondary education the school age ranges from 15 and 18 years old, but in reality this age extends from 14-21 years. Enrollment in secondary education concerns barely a third of the population of students aged between 15 to 18 years (25% in general education, 4% in technological education and 2% in technical education) (see Annex 8 Figure 1 p 437). Similar to their colleagues in middle school teachers (MST), the secondary school teachers (SST) face the same hurdles and hardships.

IV.2. A Succinct Retrospection on Successive Reforms of the Algerian Educational System

The Algerian education system is composed of three cycles of education. First, a fundamental cycle of nine-year compulsory education, from the first to the ninth year of basic education (AF), the first six years (AF 1st to 6th AF) teaching is dispensed in primary schools and the last three years (the 7th, 8th and 9th AF) in middle schools. The latter is followed by a three-year general and technical secondary education and is dispensed in secondary schools and prepares learners for the baccalaureate examination.

The fundamental school has been widespread since 1982. Prior to this date, education was organised in three cycles including a primary, a middle and secondary cycles – Since autumn 2003-2004, with the entry into force of the new educational reforms, the basic system was to disappear gradually, giving way to a five-year primary cycle - called basic education - followed by a four-year middle cycle - instead of three-years within the fundamental system - and then a three year-secondary education that is attested by the baccalaureate examination.

A brief retrospective on the education system in Algeria shows that it has been punctuated by a series of reforms. Indeed, the post-independence years were marked by an extensive process of socio-economic transformation leading to the emergence of a new society. In this context, the Algerian school stands as a place where sometimes, on the one hand, conflicting socio-economic requirements balance with the main target of a return to the roots of the Arab-Islamic culture and, the other one, to catch up to be in tune with the developed countries, high scientific and technological civilization. This process is based on four principles: 1) *democratisation*, 2) *Algerianisation*, 3) *Scientific and Technical Option* 4) *Arabisation*.

The point concerning the "*Arabisation*" holds attention because it meets the implementation of the linguistic policy. The initial decision to restore the place of the Arabic language in the overall context of Algeria could only be subject to a national consensus, in its principle, to the extent that the Arabic language is the vehicle of an essential part of the Algerian tradition and culture. This restoration required much a political decision. However, the application of this measure should have been outside the scope of the political conflict, and take into account the specific linguistic context of Algeria. The Arabisation policy globally resulted in two conflicts: one which opposed the Arabic language to French language, the other opposed this language to the Arabic and Berber dialects. These political conflicts have relegated to the background the educational and cultural aspects of the operation, so much so that the results of the experiments led to a widely shared ascertainment

of the decline in level, resulting in a lack of mastery of the foreign languages, and situations of failure experienced by learners.

IV.2.1. Between 1962 and 1971

At the first school year of independent Algeria in October 1962, teachers from three different bodies, "*moniteurs*", "*instructeurs*" and "*instituteurs*" took their function in different schools in the country. The "*moniteurs*" are recruited at the level of Primary School Certificate (PSC) [27] and the "*instructeurs*" are recruited at the level Middle School Certificate (MSC) [28]. By cons, the "*Instituteurs*" were trained at the "*Ecole Normale*" [29]. There was recruitment of 10.988 "*instructeurs*" to replace the French teachers, who left Algeria in July 1962, and made possible the re-opening of the schools; it was an emergency measure. Their total number was around 10.988 *moniteurs* (representing 50.20% of the primary-school teachers) in 1962-63.

Before the institution of the national contest in May 1973, teachers "*moniteurs*", were recruited on a mere decision of the local directorate of education, in default of diplomas, were assigned to teach Arabic or French, depending on whether they were educated in a traditional institution (Zaouia or Coranic school), or in a public school in the colonial period.

To overcome the didactic and pedagogic deficiencies and prepare teachers for various examinations, cultural workshops, correspondence courses [30], and seminars were organized to prepare teachers for the professional examination such as Professional and General Culture Certificate (PGCC) [31]. "*Moniteurs*" who succeed in this examination shall be confirmed in the instructors' body. Finally, in 1967, the training centers were created; the best students are detached after passing an examination for one-year internship entirely devoted to the preparation of PGCC.

From 1964, the Ministry of Religious Affairs opened Islamic institutes whose main opening is primarily for the teaching of Arabic. The trained teachers are integrated into the national education on April 16, 1976. Meanwhile the TIEs were put in place since autumn 1968-1969 to train teachers of various ranks.

---

[27] PSC=CEP (Certificat de cours fin d'Etudes Préparatoires)
[28] MSC (Brevet d'Enseignement Moyen)
[29] Created after independence (1962), "*Ecole Normale*" trained teachers of primary school until 1970
[30] An organ set up in February 1964, which was replaced in 1965 by the school of work, contained lessons and exercises to help "*moniteurs*" prepare their professional examination, the Professional and General Cultural Certificate (PGCC). It also often included editorials and articles of ethical or political scope.
[31] PGCC (Certificat de Culture Générale et Professionnelle)

To alleviate the shortage of secondary school and university teachers, both the Ministry of National Education (MNE) and the Ministry of Higher Education and Scientific Research (MHESR) appealed to cooperating teachers. Foreign teachers coming for the majority from European countries, including France, and partly from the Middle East, mainly Egypt, Syria and Iraq, who provided large contingents to the teaching of the Arabic in the primary first, then the secondary and tertiary education.

IV.2.2. Between 1971 -2003

It was during the 1970s that the most important reforms were implemented: from the 1971 academic year for tertiary education, 1976 for basic education, and 1979 for secondary education and vocational training, the reforms were resumed and expanded in 1984. The reform of higher education was intended to an extension of science streams and above all technological ones in the university, the modulation of the teaching units, allowing very important interdisciplinary common core, the implementation of the university full-time for teachers and students' participation in pedagogical teams expected to follow the development of streams and training profiles. Since 1984, the reform has been pursued in the field of post-graduation with, again, an extension of technological streams especially an attempt to systematically link the postgraduate teaching and the research programmes funded in universities and such programmes themselves with the requirements of the production.

Finally, the 1984 Law obliges higher education institutes to organize training programmes intended for middle grade managers of companies and agricultural holdings.

From 1976, the implementation of the fundamental school was intended to provide a nine-year basic education to all enrolled learners and to introduce the technical education aiming at disseminating technical culture among learners, by the multiplication of arousal activities and education open on the environment, especially during the 3rd cycle of basic education.

Ultimately, since 1979, measures are taken to the extension and transformation of the streams and of the technical education programmes in secondary education.

Because of its belated nature, the implementation of the reforms has been made difficult and several constraints showed up daily. Two main problems are worth mentioning here. The first problem is that of the quality of basic education. Many observers of the Algerian education system noted that the rapid expansion of enrollment in basic education has not

helped, far from it, the basic education quality which has constituted an obstacle for the development of professional training later, regardless of the level.

The second problem, which obviously worsens the first, is that of the mentoring. It is found in basic education, in short-term vocational training, secondary education; general and technical, but also in the higher scientific and technical studies. The issue of mentoring is not just quantitative. In fact, it has obvious qualitative and organizational aspects.

IV.   2.3. Since 2003 [32] to the Present Day

The context within which the reform of the Algerian education system was engaged is characterised by a set of internal and external factors. As regards the former, one can quote, on the one hand, the advent of political pluralism, which involves the integration of the concept of democracy in the education system, therefore, the training of young generations to a spirit of citizenship, and, on the other one, the abandonment of the planned economy and centralized management modes and the progressive introduction of the market economy. Regarding the latter, they are characterised by the globalisation of the economy, the rapid development of scientific and technological knowledge as well as modern means of information and communication on a large scale.

Together these factors constitute new challenges in the process of developing the educational system where the school is called to address all the stakes facing it. The implications of institutional, social and cultural mutations on the school are obvious. Although the latter is never than a product of the society to which it belongs, it should have the ambition to urge on this society in its knowledge and know-how-to-do.

An overall reform aiming to the edification of a coherent and efficient educational system is, therefore, required today to allow Algerian society to cope with the multifarious challenges of the 21st century by realising scientific and technological conditions likely to ensure a sustainable development.

From that point on, ensuring an education turned towards the development and progress, involves the emergence of work-specific values, production, intelligence, all elements which privilege criteria of competence and qualification enabling the constitution of a credible scientific and technical potential. The scientific and technological education is not reducible

---

[32] Law No. 03-14 of 25 October 2003 on the approval of Ordinance No. 03-09 of 14 Jumad Ethani 1424 corresponding to August 13, 2003 amending and supplementing the Ordinance No. 76-35 of 16 April 1976 on the organization of the education and training.

to the transmission of accurate knows in scientific and technological disciplines, but primarily focuses on competencies acquisition which would later allow individuals to fully find varied uses of scientific knowledge acquired in their academic, social and professional life.

The central human element in the reform process is undoubtedly the teacher who should meet the requirements of quality and competence, both academic and pedagogical.

In this context, the MNE has established a multi-year national plan for the academic training of teachers [33], training aiming at an appropriate mastery of the contents to teach. It, otherwise, works to equip teachers with necessary pedagogical and methodological competencies to conduct efficient teaching and learning activities, with a view to improve the class pedagogical efficiency.

It is more and more impressive to note that globalisation has become the subject of a didactic reflection insofar as it highlights the challenges of promoting foreign languages. The current valuation of foreign languages comes from the societal requirements wishing to be updated. In other words, learning one and *a fortiori* several foreign languages is to give the learners the means to expand their horizons, to have personal or professional exchanges with foreign interlocutors.

Parallel to the phenomena of internationalisation and globalisation of economic markets, and market-driven economies, we are also witnessing the emergence of a market of languages (knowledge-based societies) that causes new didactic considerations by exhorting scholars to innovate in their approaches to meet the public needs and era requirements. In this context, it is worth of note to mention that learning foreign languages is dictated by the importance and profitability parameters, that is to say that individuals and policies prospect languages that are the most useful, more advantageous and implement methods and strategies to be able to pursue social and global evolution.

Like other languages, English is a language of communication of vital importance especially with the opening of the Algerian market in all sectors; economic, cultural, political, etc.

A brief analysis of the data (*cf.* Appendix 8 Table 115 & 116 p 436-437) supports the conclusion that two important changes have been made, which proves the importance

---

[33] According to the statement of the Minister of National Education, 242 000 teachers in primary and middle school education require training to be able to implement the current reforms. According to the first responsible of the sector, primary school teachers account a population of which 13% are university graduates and 20% are baccalaureate holders, yet, the remaining 67%, have a level that varies between terminal and fourth year of middle school education. With regard to middle schools, 14% of the teachers are university graduates, and 31% are Baccalaureate holders. In contrast, 54% of them have educational levels ranging from fourth grade of middle school and terminal. El Watan 01/06/2005

attributed to two foreign languages. Indeed, the French language (FL1) is started from the third grade instead of the fourth year, and the English language (FL2) first year of the middle school education, with an increase in hourly volumes. Thus, French wins a year of study with a volume of 112 hours, and English gains two years of study with an hourly volume of 84 hours. By cons, the mother tongue loses 716 hours during the nine years of study (*cf.* Appendix 8 Table 115 p 436).

IV.3. The Shifting Paradigms: from Content-based Programmes to Competency-Based Curricula

Conducting an education system reform is a complex task as stated by Seghouani (2005). Generally, when we talk about reform, we think of a curriculum reform, interpreted by the instructions intended for teachers so that they can adapt the content of their teachings to the new orientations.

In recent years, the notion of programme has evolved, and it gave way, in new educational systems of a large number of countries, to the curriculum that offers a broader and more complete view of the programme. Indeed, while the programme is limited to an inventory of goals, objectives to reach, and contents to master, the curriculum is a complex set of which the programme is only one element. In addition to the components of the programme, the curriculum includes indications on learners' entry and exit profiles, but also on teaching methods, the evaluation procedures and teaching materials to be implemented to attain the goals that have been fixed by the system.

The curriculum puts more emphasis on the processes and needs, rather than the contents. Within the concept of curriculum, there is the notion of the learner's training course, which is translated into indications of the characteristics of the training process, covering both the object of learning, the ways in which the learner is assessed for certificative and formative purposes, or even the teaching materials at disposal.

Different from content-based programmes, the curriculum is strongly contextualized (Miled 2005: 125) to the extent that it is governed by a large number of parameters such as the number of years of each cycle, the timing of the introduction different languages, the structure of teachings, socio-cultural values specific to the country, etc..

The introduction of the concept of curriculum in the Algerian education system although it has made the perspectives more global, and more consistent, it does not facilitate the piloting

of the educational reform, since many factors are to be taken into account. The reform takes place from the school as a backdrop. It includes changes at the level of both the curricula, the assessment of the learners' achievements, the teachers' training and appropriate didactic means.

Eleven years after the launching of the reform of the education system, it is time to make up a progress report on what has been achieved and draw the necessary lessons. In its spirit, the educational reform is a permanent process; in its letter, it obliges us to be attentive to all partners to highlight deficiencies in order to undertake the required adjustments.

IV.4. The Linguistic and Cultural Policy

Linguistic policy (henceforth LP) is generally defined as the set of conscious choices that govern the relations between language (s) and social structure; led mainly by the State, it has the effect of creating conditions for the promotion and expansion of certain languages and correlatively the conditions of exclusion and regression of other languages (V. Calvet 1993).

The sustained proposal here is that in the social formations where there is no culture of consensus, the choices of the PL are made on the basis of class consciousness or ethnicity and seek to structure social life by acting on the languages involved in the interests of dominant groups. In sum, in both operative concepts here are, respectively, conscious and conscience.

This proposal is strengthened successively by the following: (i) the languages involved in the Algerian linguistic context, (ii) sociolinguistic properties of these languages, (iii) the foundations and practical arrangements for the implementation of PL, and (iv) the guidelines for the PL and explanation of the underlying stakes of this policy. Two implications are elucidated / shifted out from this study, one empirical and the other theoretical. On the methodological level, the examination conducted (ii) - (iii) is based on a documentary approach, the analysis suggested in (iv) is based on empirical studies as part of the qualitative assessment conducted by the LP in Algeria.

Before entering *ex abrupto* in the heart of the matter and in view to addressing strictly speaking the Algerian PL, let us first draw up succinctly, the panorama of the different linguistic varieties that characterize the state of the linguistic market (Bourdieu 1982) in order to identify the languages involved, their status and sociolinguistic functions.

IV.4.1. The Algerian Linguistic Context

The Algerian linguistic landscape is characterised by the coexistence of a language variety stemming from its historical and geographical background. In fact, the multilingualism, in the

Algerian context, is organized around three linguistic spheres composed of Arabic, Berber and foreign languages.

In the current state of things, two languages are recognised as national languages. Arabic, which is divided into two varieties, standard Arabic (SA) and dialectal Arabic (DA) and Berber (B) [34] consists of three géolectes: Tamazight [35], spoken and taught in the areas of '*petite*' and '*grande*' Kabylie (Tizi Ouzou, Bouira, Bejaia ...), the Chaouia, language used in the Aures region (Batna, Setif ..), the Mozabit, popular language in the south (Ghardaia, Metlili, Goléa, etc.) and Touareg limited to regions in the extreme south of the country (Illizi, Tamanrasset ...) (*cf.* Appendix 14 map p 481). Two other languages characterise the Algerian linguistic landscape, French as FL1 and English as FL2.

In every day practice, the Algerian Arabic dialect (*ad-dãrija*) [36], mother tongue of a large part of Algerians, remains the most common among Algerian language speakers. It is a linguistic interbreeding, consisting of a variety of languages and dialects namely Arabic, Berber, French and English, which serves as a means of communication. In fact, this dialect, typically of Algerian creation, is described as "*une langue patch-work, ni arabe, ni berbère ni français-devenir celle d'une large frange de jeunes algériens*" K. Taleb-Ibrahimi, (1998: 228). This variety (*ad-dãrija*) composed of different languages and dialects, commonly shared by the majority of the Algerians, conveys a rich and varied culture. In addition, the Algerian vernaculars symbolize and reflect a resistance to uniformism advocated by the existing authority towards them.

This sociolinguistic situation, both diversified and complex, characterizing the Algerian context, is perceived as a richness of the Algerian linguistic landscape. In practice, this linguistic richness fructifies and nurtures the multilingualism.

 Despite this complex sociolinguistic situation, Algeria has opted for the policy of monolingualism which consists of favoring one language from the policy, legal, social and economic viewpoint, while phasing out the French language and disqualifying popular languages.

---

[34] The Berber language was proclaimed as the second national language beside Arabic, the law 02-03 of the 10th Avril 2002 (to the article 1, it is added the Article 3a thus conceived: "Art 3a: Tamazight is also a national language. The State artworks to its promotion and development in all its linguistic varieties in use on the national territory."

[35] TheTamazight is currently taught in some wilayas of the country, with an enrolled number that reaches 66,000 students. The Chaouia and Touareg are also taught but not Mozabite.

[36] The "*ad-dãrija*" is a term that covers the dialects of a language resulting from the interference between local or neighboring languages. (Wikipedia).

IV.4.2. Sociolinguistic Properties of Languages in the Algerian Context

Languages in presence differ from the viewpoints of history, structures, level of use and sociolinguistic functions:

Berber is the Aboriginal language, Arabic is gradually introduced between the eighth century and the fifteenth century, and French is implanted into Algerian land in the colonial era (1830-1962), while English has recently made its entry.

These languages belong to different language families: Arabic is a Semitic language, Berber is a Hamito-Semitic language; meanwhile the French is a Roman language, and English is an Indo-European language.

The degree of use of the aforementioned languages is not the same: colloquial Arabic (*ad-dãrija*) is spoken by the majority of the population, Berber [37] by the inhabitants of the region of Kabylia, Aurès, and south and standard Arabic by an Algerian minority. French, FL1 and English, FL2, are languages of a certain class.

These languages also have distinct functions: Dialectal Arabic (*ad-dãrija*) and Berber are vernacular mother tongues. Standard Arabic is the official language: French and English are foreign languages, French, in addition to being a school subject, is a work tool in technical and scientific education, and English is no more than a school subject in public and private education. In addition, in speakers' language practices, of these languages are fitted together in a diglossia report (Chaudenson 1996: 115-126) or enshrined (Calvet 1987). The most common is the Arabic diglossia that Standard Arabic constitutes the high variety; it benefits from the prestige conferred by its status of liturgical code and official language of the state institutions. Dialectal Arabic is a vernacular for non-standard language, but *de facto* provides a vehicular function insofar as it is the idiom the most widely used by the Algerians in oral communication situations. Berber, with all its varieties, is a regional vernacular used mainly in the regions of Kabylia, Aurès and the south. French, which has lost much of its importance since Independence and its users have grown less and less in control of linguistic landscape, and English are the first foreign languages: they are used in scientific and technical higher education. It may be lawfully asserted that English enjoys a most favourable kind of 'additive

---

[37] The Berber is a branch of Chamito-Semitic great linguistic family or "Afro-Asian" in American terminology initiated by J. Greenberg which includes, besides the Berber: Semitic, Cushitic, "ancient" Egyptian and with a degree of more distant relationship, the "Tchadique" group. Chaker, S. 2003. " The Berber", In les *Langues de France*. Paris: PUF: 215-227.

bilinguism' [38] to the Algerian linguistic landscape. This may account for the ever-increasing enrolment of Algerian students in the English branch.

The status granted to these languages, the social uses that are made and their sociolinguistic functions contribute to their assigning unequal social and symbolic values. If this is the sociolinguistic reality, to what extent is it designed and managed by the Algerian language policy?

IV.4.3. The Linguistic and Cultural Policy

The linguistic policy is, in fact, sustained, invested and powered by sociolinguistic values, attitudes and an ideology. Sociolinguistic configuration which the linguistic policy seeks, in general, to modify is object of community representations. These representations that the users have of their language and other languages with which the latter is in conflict and the attitudes, thus, engendered, are so many key elements in the competitive assessment and success or failure of a linguistic policy.

In Algeria, the linguistic policy is marked by the ambivalence and inconsistencies of a historical period dominated by the conflict between the ideological discourse of Arabist elite in favour of standard Arabic, local resistance for the Berber and economic, cultural and strategic dependence towards France, which comforts the French language.

In general, the ratio of the Algerian speakers to the French language rests permanently on the question of the place and the preponderance of French culture in the Algerian sociolinguistic context. It is not the linguistic system itself, much less the status of the speakers in this system which poses a problem, but the politico-ideological attitude that this language carries as culture, which raises obsessing questions. The choice of this policy of monolingualism is explained by the political and historical issues.

IV.4.3.1. The Linguistic Orientations Policy

Since the first constitution (1963), the Algerian government has opted for Arabic as national and official language (Algerian Constitution art 3.) of the country; in accordance with the promulgation, the SA acquires a *de jure* status having the virtue to impose itself unequivocally in institutions as the sole legitimate language by means of the ideological

---

[38] Unlike Subtractive bilingualism, "Additive bilingualism refers to a situation in which the addition of a second language and culture are unlikely to replace or displace the language and culture of the local population" (Lambert 1980, quoted by Baker, C. 2006).

apparatuses of the state. Also, the institutions *Arabisation* does it constitute the major axis on which revolves the official language policy, its aim is to render Standard Arabic the only language of work in different institutions, in particular, in the education system, administration and media. The *Arabisation* of the human, political and juridical sciences created divisions and even clashes within the university community of three currents: *Arabophones, Froncophones and Berberophones.*

After a terrible decade, murderous and barbaric, that Algeria has witnessed, it seems that a change in the perception of the status of national languages characterizes the Algerian official discourse: We moved from monolingualism to official recognition of Tamazight language as national and, timidly, the pragmatic recognition of foreign languages, namely French and English.

IV.4.3.2. Results on the Linguistic and Cultural Policy

It is difficult to make an exhaustive assessment of the linguistic and cultural policy adopted since 1962. It can be said that it is essentially based on monolingualism. "One Language = one Nation" motto, has deprived the country of a real multilingualism though quite present in the Algerian society (DA, SA, Berber and French). This choice is based, as we have seen, on the historical legacy and the confusion between *Arabisation* [39] and *Algerianisation* [40]. On the cultural level, the results can be seen in the failure of repeated efforts by defining and proposing a "national" culture based on the golden age of Islam instead of taking account of the cultural diversity of the country. Presumably, this linguistic policy, based on a total and radical Arabisation, aimed to the occultation of the indigenous languages.

The linguistic policy effectiveness depends not only on the relevance or irrelevance of speech but it is evaluated according to the results it produces. It is believed that a successful school learning of languages is dependent on the representations, skills and practices in which learners are engaged.

---

[39] Arabization is made up of cultural and political measures designed to promote the Arabic language. Nowadays, it takes place in regions or countries where it is considered that it has more or less been abandoned in favor of a language of Western colonization. This policy rarely considers the spoken languages before the advent of the Arabic language and widely used in North Africa (Berber) in the Middle East (Kurd). In fact non-Arabophones opposed to Arabization and demand the same cultural and linguistic rights. Wikipedia
[40] It is the replacement of foreign personnel by Algerian specialists. The "*Algerianization*" of the managers at all levels is imperative that the university assigns itself today. (. Queffélec & al. 2002: 163)

Moreover, in the Algerian context, the national education project should be articulated with the socio-cultural and political project to achieve a certain success. Especially now that all states are facing a creeping globalisation which imposes market laws (Dourari 2004: 15).

Foreign language learning (FLL) is not limited exclusively to the knowledge of this language as a system but implies openness to other cultures, and thus the ability to apprehend cultural differences, other systems of values, standards and linguistic behaviours.

Learning a foreign language, it is to go and meet world apprehension modes and of others who may first seem confusing. It is not enough to know how to pronounce some phrases, to be fluent in a foreign language; it is necessary to know not only the social practices, but also the cultural background. In this respect, if current life can serve learning in a daily reality, it cannot be the sole reference point. The reality of the concerned cultural area, as well as its imaginary dimension through literature, arts, traditions and legends, are areas allowing children's and adolescents' openness to fruitful indispensable differences that are essential for responsible citizens' training. As quoted by Lakhdar-Barka from the National Chart:

> *"[...] tout en nous ouvrant sur les autres et en maîtrisant…la connaissance des langues étrangères qui nous faciliteraient la constante communication avec l'extérieur, c'est-à-dire avec les sciences et les techniques modernes et l'esprit créateur dans sa dimension universelle la plus féconde." (2002)*

This above quote puts much emphasis on two objectives viz openness to others and access to science and technology; two salient goals which cannot materialise without foreign language mastery.

IV.5. The Linguistic Policy and Didactic Implications

The upheavals of the contemporary world and their sociolinguistic impacts provoke questions and unprecedented implications in language didactics. It became necessary to articulate sociolinguistics and macro-didactics. This articulation between sociolinguistics and didactics requires an effort of contextualisation and didactical means with a view to their suitability to various socio-political and cultural situations. It is to rethink of a contextualised didactics that takes into account the historical perspective of teaching.

Thus, linguistic and educational policies are set to contribution in these developments, as evidenced, for example, the situations in Europe the realisation of the *"Guide for the elaboration of linguistic and educational policies"* (Beacco & Byram 2002). Any

consideration of linguistic complexity leads, inevitably, to educational policy choices, and consequently to didactical choices.

Thereby, didactics can no longer retreat behind technical neutrality and think its teaching/learning objects themselves without relation to a linguistic policy (Coste 2006: 11-25). Diversity of linguistic contexts and contact and individual trajectories complexity challenge a homogenizing didactics founded on Universalist principles. Thus, scrupulous empirical approaches, responsive to local contexts to rethink didactic models, prove to be desirable. Differently couched, linguistic arrangement of the theoretical and empirical research field, most directly engaged with the issues raised by the definition of a language teaching policy is required. In fact, the political will is, indisputably, the most important factor that conditions the success of the reform objectives.

The interplay between both socio-political and educational issues results in a declination of methods and models. Consequently, the stake in teacher training is keenly required for the implementation of these methods and models.

The involvement of language didactics is supposed to manage the paths and the plural linguistic repertoires of individuals, while promoting the development of their plurilingual competency. The implementation of such a didactics falls both within pluralistic methodologies, pluralistic approaches (Candelier 2008: 65-90), and a curriculum restructuring, articulating various language and discipline varieties within a global language curriculum (Coste &. al 2007). The interplay and scope of these pluralistic methodologies and approaches, regarded as a keystone in the development of language teacher education, can only prepare teacher to cope with, manage and promote linguistic and cultural diversity in their teaching.

Conclusion

Within the framework of the mutations imposed by globalisation, the success of the PL for foreign languages in Algeria is dependent upon a support of both didactic issues and practitioners' training. The teachers' awareness raising of this diversity cannot be achieved without a prior training. The latter can be part of the ITT and carried out as a continuous training. In the upcoming chapter undertakes to analyze the impact of international factors in the context of globalisation and its impact on teacher training issues in relation to its policy and structure.

CHAPTER V

TEACHERS' TRAINING ISSUES IN THE ERA OF GLOBALISATION

Introduction

The globalisation process, coupled with radical changes in information and communication technologies (ICTs), imposes profound changes upon the Algerian society with a redefinition of values, exchange and even the function of higher education and research. The implication of these changes is taking place at a large scale, leading to new orientations for national economic policies that affect all institutions, including the school and its management systems. Globalisation alters the principles and perspectives of national educational systems through reforms registered on the agenda, whence the convergence of public policies phenomena stems from. The growing disparity between the requirements imposed on teachers and their effective opportunities constitutes central cores of educational problems. All these changes are underway to produce deep pressure on educational systems, which in turn are changing the demand for education, the functioning of the school in these relationships with other institutions and social actors and the role of teachers.

The process of globalisation, of which there is evidence to believe that it is this process that, more than anything else, fundamentally alters the issue of foreign language teaching, that is being accelerated. The challenges of foreign languages teaching should be considered in the reforms because foreign languages continue to occupy an important place in Algeria, as stated by Rabah Sebaa:

> *"Without being formal, they convey the officiality (officialdom), without being the languages of instruction, they are privileged languages for knowledge transfer, without being identity languages, they continue to shape in different ways and through several channels the collective imagination, without being the languages of the university, they remain the languages of the university." (El Watan September 1, 1999: 7)*

Foreign languages become irrevocably clear as a necessity if we are to evolve in a world in perpetual metamorphosis. It is well-known that the world we live in witnesses rapid changes under the effects of globalisation, especially in economic, cultural, educational and social fields. It is undeniable that the English language, the language used in all areas of life at the international level, is in vogue. In this context, the ETT remains a current issue to cope with various changes.

The upcoming chapter V undertakes to investigate the different systems and contents of the ITT, their impact on teaching practices, the approved policy, and the conditions of access and duration of studies.

V.1.Teachers' Training in a Global Policy Context

Teachers' training begins to appear in the global arena with a public policy priority putting forward the response to the new requirements and challenges that are posed to school. These policies are formulated at a global level targeting the adequacy of the school to the scenario which is being established, since the structures of the curriculum are modified and teachers need to adapt their teaching practices to the suggested model. Each historical era is supported by emerging paradigms in accordance with the dynamics of the society and requires to be understood, as any change is underpinned by finality. We cannot ignore that we live in a world crossed by global values, market culture, efficiency, competency which enters the school. In this scenario, teachers are faced with challenges in several respects. Training can generally be classified into two types: initial and continuous training. The IT is more academic in nature and is offered by official institutions which follow programmes defined for a specific period and crowned by a diploma. The INSET, on the other hand, is occasionally proposed by the organization of seminars, workshops, study days and working sessions to develop tenured practitioners' skills and competencies.

V.1.1. The Initial Training (IT)

The IT is a process by which individuals are willing to enter into some type of professional work. They must follow regular courses in a formal institution and the need to complete a specific short programme successfully to get a degree. We should recognize that this training is largely insufficient to install deep, ever-lasting and eternally valid and effective competencies. In other words, the IT is not supposed to equip teachers with a toolbox that they could refer to whenever they face a difficult situation.

The role of the IT at the university is certainly to train future teachers for educational reforms; it is, and this beyond-any-shadow-of doubt, one of the specificities of university training, the role of the IT is also to bring future teachers to think critically on the education system reforms. In fact, it should provide trainee-teachers with the relevant knowledge, attitudes and competencies enabling them to function successfully in their teaching practices.

This remains elusive if they are not endowed with conceptual and theoretical framework through which they can understand the intricacies of the profession.

Indeed, no one can pretend that the IT, by itself, trains teachers to educational reform. Certainly, it plays an important role in this endeavour, but it is important that those responsible for the INSET pick up the slack. In our opinion, the intervention of the partners of the IST should be done as soon as possible in the professional career of young teachers, and that this intervention should be organized in collaboration with the partners of the IT.

V.1.2. In-Service Training (INSET) and Teaching Staff Development (TSD)

If the IT is regarded as the main mechanism for the TT, training and internship system have taken, during the last few decades, more and more importance. It has become impossible to ignore that the lifetime of a professional training is now reduced to a few years. Training and continuous development support is necessary to update and adapt to the changes affecting nowadays society under the effects of globalisation and its considerable pressure. This effort is tolerable and feasible to the extent that teachers dispose of a certain step back with respect to their own competencies and reasoning methods that allow them to acquire new competencies through continuous training. In the current context, the teaching profession needs to evolve and be subject to constant updates so that practitioners would be able to face new challenges, and to occupy the space they deserve in these educational reforms. On the score of that, teachers become responsive and sensitive to the emerging requirements for classroom emergencies and the process of renewal of school and curricula to keep with societal changes.

For this reason, it is well-noticeable that the TT and development of the teaching staff are major challenges that face governments and teachers' training institutions (Robinson & Latchem 2003 Nzomo, Kariuki & Guantai 2001). Among these challenges, the widening gap between teachers' supply and demand, the growing demand for teachers and teachers' trainers of better quality.

The INSET is a process of staff development in order to improve their performance. It promotes individual fulfillment. *"It is a program that is intended to strengthen the extension agents' competencies while they are on the job."* (Malone 1984: 209). The INSET is an issue centered and focused on the learner, and limited in time of a series of activities that provide the opportunity to develop a sense of purpose, expand the customer's perception and increase the capacity to acquire knowledge and mastery of techniques.

This INSET can be broadly classified into five different types: (1) Orientation training, (2) basic training (3) training on the job, (4) recycling or maintenance training and (5) professional career training.

All these types of training are required for the successful staff development of the popularisation throughout their lifetime.

The INSET aims to "*equip teachers with indispensable professional competencies for a constant adaptation to changes in the educational system and the success of all students*" (quoted in http// for: eduscol.education.fr/d003 consulted on 15.5.2010).

With regard to the constant changes and modifications, the education system seeks to provide teachers with opportunities for INSET professional development so as to maintain high standard of teaching and retain high quality teacher workforce (OECD 2005). Then, it can cogently be claimed that the INSET is of utmost importance to ensure an ongoing process of professional development throughout the teachers' professional life that responds to current requirements.

V.2. The Training Policy (TP)

Currently, there is much talk of globalisation. The latter calls for policies and training practices readjustments, and it places a greater demand on education systems to adapt to the new requirements: the objectives and contents of education are, therefore, subject to fundamental reflections. For thirteen years now, Algeria has embarked on a large scale project as part of a system of change, recasting and readjustment at the level of all sectors. Consequently, the education sector as a whole is part of a process of change to a genuine homogenisation among the different levels of education and the elaboration of a rational pedagogy of the languages in contact. The education project assumes that the guardianship (MNE) reconsiders the contents and programmes in a coherent manner so that they are tailored to cater with learners' needs, and building procedures in accordance with their levels, and their educational contexts.

The new mission of the Algerian school is to take more and more awareness of the challenges it faces, both internal and external. Internal challenges are both those inspired by the current state of the school and those borne by the society itself. On the one hand, it is first of all to refocus the mission of the school on these natural tasks: education, socialisation and qualification. It is, then, to prepare the education system to face the challenges linked to

modernity, the completion of the democratisation of school attendance, to education quality in favor of a greater number of learners, as well as the mastery of science and technology.

Finally, it is necessary to take into consideration the new requirements stemming from economic, institutional, social and cultural changes that have occurred in Algeria in recent years. In this sense, it is up to the school to impregnate learners of democratic culture and the spirit of tolerance and dialogue, in short, to prepare them for the exercise of the spirit of citizenship.

On the other hand, the education system as a whole should face challenges of an external nature: that of the globalisation of the economy which will engender, no doubt, high-level qualification requirements, that of the information and communication society which will change the teaching methods; finally that of the scientific and technical civilisation which will foster the emergence of a new form of society, that of knowledge and technology.

Conscious of these challenges, the designers of recent reforms (MNE 2003) had assigned the following tasks to the Algerian school:

> - To build a democratic society capable of preserving its culture, to open up to the world by integrating universal values;
> - To construct competencies likely to valorise the Algerian potential in a universal context.

To achieve these goals, only a modern school and a staff of professional teachers are able to do so. Having said this, teachers should consent efforts to renew their competencies and attitudes to train learners who will be capable of meeting the challenges ahead. To do this, the professional development, expected from teachers, should not be limited to updating teachers' competencies but the emphasis should be put on the learning process that leads to sustainable improvements in the learners' practices inside and outside the school. This professional development should be envisaged in a radical transformation perspective of the school organisation and methods.

V.2.1. Training Structure

The TP was determined during the first two decades following the independence by essentially quantitative dynamic spurred for the development of the learners' cohorts resulting from the incremental effects of the democratisation of education. In terms of primary and middle school education, the TIEs, falling under the MNE, were in charge of the TT. Four types of teachers were trained by these institutions: fundamental education teachers (FET) of

the first and second levels, the special education teachers (SET), technical laboratory staffs (TLS), and middle school teachers (MST), 3rd cycle of the basic education. The number of these institutes has increased from 29 in 1976 to 51 in 1991-92. Out of the 48 provinces, only 11 were not equipped with Technological Institutes of Education (TIE). The major cities such as Algiers, Constantine, Oran, Annaba, etc., had a maximum number of three institutes each. These institutes trained teachers of middle school education for one year from 1970 to 1980 and for two years from 1981 until 1999.

The TT for general and technical secondary education was mainly provided by universities for the period from 1962 to 1984. Until the academic year 1984-1985, the "Ecole Normale Superieure" (ENS) was responsible for administrative management of trainee teachers and the university being responsible for educational monitoring. Considering the needs of secondary education, training was done in three years. The objective behind the accelerated training of secondary education teachers was to address the lack of teachers. The pedagogical executives of various levels of education received theoretical course and followed practical training for a period that goes from one to four years of training depending on the nature of the institution and the output/exit level targeted.

V.2.2. Access Conditions and Study Length

Gaining access to the TT is subjected to a set of requirements depending on the TTC targeted by the trainees. These requirements are to aligned to the International standards.

V. 2.2.1. Technology Institutes of Education (TIEs)

As noted earlier, the TIEs, created in 1970 [41], were in charge of the training of teachers involved in basic/fundamental education.

V.2.2.1.1. Primary School Teacher (PST):

The open positions were intended for the holders of a 4th grade level (4AM). This recruitment policy of the PST lasted almost until 1992-1993 school year where the level of terminal was required for nominees. With the new reforms of 2003, the baccalaureate was required for all candidates, and the training time shifted from two to three years.

---

[41] Official Journal N°23 of the Republic of Algeria, Ordinance No. 69-106 of 26th December 1969 establishing the institutes of technology, as amended by Ordinance No. 70-78 of 11th November 1970.

V.2.2.1.2. Middle School Teachers (MST)

The access conditions to the TIEs for the profession of (MST) required terminal level for all candidates and in application of the regulations which managed such training from 1970, date of the creation of these institutions, until 1992. It is from this date that the baccalaureate was required for the would-be teachers. Candidates' selection was subjected to a ranking on the basis of marks obtained in BAC examination in core subjects in connection with the discipline concerned. The training duration increased from one year between 1970 and 1980, two years from 1980 to 2002 and three years since 2003 until today. It is worth of note to precise that the first cohort of teachers of English was formed in 1974. In addition, these institutions no longer provide training for MST. This is currently provided by the universities and ENS for a period of three and four years respectively.

The middle school population, then, consists of two trained categories of teachers namely TIE and university and ENS graduates. The former represent around 78% (*cf.* Benabed Magister 2011) of the total number of the MST, whereas the latter stand only for 22% (*ibid.*) only. Besides, most of university graduates have not been trained to be teachers. By and large, these two graduates have been trained in completely different ways to ensure the same profession. In fact, the TIE graduates underwent a four-semester training course consisting of TEFL, phonology, linguistics, syntax, oral production and comprehension, and class responsibility for a whole semester. They were appointed to many middle schools where they not only observe senior teachers performing, but they were supposed to demonstrate competencies in the future teaching profession. However, the university graduates pursued either three- or four-semester training programme including oral comprehension and production, written comprehension and production, linguistics, phonetics, phonology, literature, civilisation,...etc, with a reduced period for the practical training. On the score of that, both cohorts of the graduates are diametrically opposed since the former (TIE graduates) lack theoretical aspects of teaching, the latter (university graduates) are in short of the practical ones.

V.2.2.1.3. Secondary School Teachers (SST)

The access conditions to university education for the position of secondary school teacher (SST) required the baccalaureate in addition to a three-year training period. This regulation remained in effect until 1982, when the training length duration increased from three- to four-year programme. Along with the new reforms (2003-2004), the training length is extended by

one year; baccalaureate +5; i.e., Master degree in BMD system. This training cycle lasts two (2) years. It is accessible to any student holding an academic *licence* (BA) that meets the requirements of admittance. The canvas content covers fundamental teaching units (Linguistics, phonetics, phonology, morphosyntax, sociolinguistics, psycholinguistics, discourse analysis, applied linguistics, foreign language teaching methods and approaches, ESP, etc.), Methodology teaching units (research methodology, statistics in applied linguistics), discovery teaching units (intercultural studies) and transversal teaching units (Traduction technique, ICTs and FL2). The fourth semester is devoted to seminars, internship training, and research work. The whole is attested by a research paper and a viva voce.

V.2.2.2. Universities: The Current Situation

Since Independence, the tertiary education system in Algeria has experienced a remarkable quantitative evolution. The extension of the university network (57 institutions over 48 wilayas) [42], the students' enrolment (750,000 students for 2003-2004 academic year), and the number of graduates (more than 700,000 trained since 1962) are all elements that testify to this evolution. Such rapid growth could not be achieved without engendering a number of dysfunctions mainly due to the considerable pressure of social demand for higher education. These dysfunctions have accumulated over the years make that the Algerian university appears, nowadays, in inadequacy with the profound changes witnessed by our country in economic, social, political and cultural fields. It seems indeed to respond effectively to the major challenges that impose on it the unprecedented evolutions in sciences and technologies and the advent of the globalisation of economy, of ICTs and, recently, the higher education sector.

All things considered, it can be acknowledged that the education system has played, after the Independence, a leading role in the Algerian state construction phase, enabling our country to avail undeniable achievements in economic, social, cultural and scientific areas, the time has come, more than thirty years since the 1971 reforms, to create the appropriate conditions for tertiary education institutions to address the present and future challenges stemming from knowledge-based society and ICTs that emerge. This passes, necessarily, for a new approach that should correct the emerged dysfunctions, to refocus the training system on priority concerns of the society and the contingencies induced by a swift changing world.

---

[42] The tertiary network consists of 57 institutions; 27 universities, 14 university centres, 6 national schools, 6 national institutes and and 4 training institutes.

With a growing body of evidence, it can be asserted that the current university system is facing difficulties, at the structural and organizational of establishments as well as the educational and scientific level of the training courses provided, including;

a) In terms of reception, orientation and student progression, it should be noted that:

- *the access to university, based on a centralized orientation, has reached its limits, and inducing a legitimate frustration and leading to dead ends expressed by a high failure ratio and a prolonged stay of students.*

- *the way of rigid annual growth generates a significant loss, exacerbated by the negative effects for a reorientation most frequently by failure.*

- *the assessment system that severely punishes the effective implementation of educational curriculum.*

- *the training proposal at the entrance to the university is in inadequacy with competencies repository included in the contract documents.*

b) In terms of framework and teachings management, it should be noted that:

- *the curriculum structure is modular.*
- *the compartmentalized training pathways offer only very few bridges.*

- *the teaching time management is often irrational because the binding timetable volume and multiple and spread examination sessions penalizing students' personal work and reducing the time allocated to the teaching sessions.*

c) In terms of coaching and personal qualifications, it is to be observed that:

- *the mentoring rate is inadequate resulting from low productivity of post-graduate training and the loss due to a mass teachers' and researchers' brain drain;*

- *the mono disciplinary training does not allow the acquisition of general knowledge and diversified training, pledges of openness and adaptability in the professional life. (NCESR 2002)*

In view of these aforementioned dysfunctions, it is clear that the reform to be implemented will affect both the training architecture, educational contents of the various curricula, educational organization, guidance and management modes of the various teaching and research structures.

The difficulties highlighted make it necessary and urgent to get the Algerian university out of its current crisis endowing it with the educational, scientific, human, material and structural means which enable it to meet the needs of the society while integrating the international system of higher education.

In light of the recommendations of the National Commission of Educational System Reform (NCESR) for assessing objectively the many constraints and introduced correctives to allow the university to play its role in the development process at accelerated dynamic in which the country is committed and directives of the plan for the implementation of educational reform (2003), it was decided:

> *"the elaboration and implementation of a global and profound reform of the higher education, whose first step is the establishment of a new architecture of the teaching units, accompanied with an updating and upgrading of different educational programmes, as well as a reorganisation of the educational management."(Ibidem)*

Far from being a mere effect of fashion, it is a matter of taking the necessary arrangements to cope with a world characterised economically by market ruthless rules, and scientifically and technologically, by the explosion of knowledge:

> *- reconciling the legitimate demands of the democratisation of access to higher education to those required for a quality education;*
> *- giving the notions of competition and performance their full meanings;*
> *- contributing to the sustainable development of the country;*
> *- developing continuous adaptation mechanisms for professions evolutions;*
> *- consolidating its cultural mission through the promotion of universal values expressed by the academic spirit particularly those of tolerance and respect of others;*
> *- building professional competencies enabling students to adapt to multiple situations of professional life. (ibidem)*

Until 1992, universities were only in charge of secondary education teachers training (SETT). The training duration is increased from three (BAC+3) to five years (BAC+5). An inventory of needs is expressed annually by the MNE. The enrollment for a teaching license is subjected to a number of pedagogical conditions (*cf.* Orientation criteria p.186) that any baccalaureate holder who applies for a teaching license should fulfill.

Following the 2003 reforms, all teachers operating at middle and secondary schools should be holders of a teaching *licence* degree (BA), graduate from ENS and Master degree respectively. In the context of training aimed to develop professional competencies, Perrenoud (2002: 80-104) notes a number of role changes for teacher trainers. The University

teacher-researchers can no longer be content to teach knowledge, yet they should contribute to competencies building.

V.2.2.3. The National Institute for Education Staff Training (NIEST)

The training of the pedagogical mentoring staff is ensured by the national institute for education staff training (NIEST) [43]. Currently the Institute offers two types of training, one, lasting two years, for primary school education inspectors (PSEI) and the other for one year for middle school education inspectors (MSEI). By cons, inspectors of national education (INE) [44] are directly assigned to positions without undergoing a prior training.

Admission in session of inspector training is done on the basis of a national contest, and after a study of records.

Such training course should target the inspectors' professionalism in a perspective of an enhanced management of the educational system. It should also equip them with a common culture of responsibility and personal commitment. Besides, it should meet the requirement of the public service adaptability and endow the trainee staffs with necessary tools to manage the expected change.

Training fits in the principle of lifelong professional career developing the necessary competencies to practise the teaching profession and providing the practitioners with an accompaniment throughout their professional lives.

The statutory training of the inspectoral body is compulsory and takes place during the year following the admission to recruitment competitions. It is carried out in several places and in different modalities. The whole constitutes a course taking at the best of the trainees' specificity, as evidenced during the positioning period.

V.3. Regulation of the Initial Teacher Training (ITT)

The access to the ITT in educational institutions is governed by duly established regulations and published in the Official Journal No. 6. Any exception to this rule is "considered null and void." The Regulation of the IT finds its emanation in the General Statute of the Civil Service, in particular the status of teaching staff in the legislation

---

[43] In view of the Decree No. 81-125 of June 20th, 1981, as amended, establishing the National Institute of the Education Staff Training (Official Journal No.6)

In view of the Decree No. 81-127 of June 20th, 1981, amended, establishing regional training centers of the executives of education (Official Journal No.6)

In view of the Decree No. 81-128 of 20th June 1981 on the organization of training, certification of studies and status of students in regional centers for training executives of Education (Official Journal No. 6)

[44] In view of Decree No. 81-216 of 22th August 1981, amended, establishing the inspectoral body of the National Education (Official Journal No. 6)

establishing the institutions for teachers' training and the texts setting out the conditions of access, content, duration and evaluation of the training course.

The regulation also sets the training school status or student-teacher in the institution during the training course and ensures his job at the end of the course and his classification within the framework corresponding to this training.

The INSET in the benefit of teachers on position, being part of a continuum of professional development, is limited to brief presentations of six days per year (2 days per term) conducted by the inspectors. These presentations consist, among other issues, in transmitting the new guidelines in educational matters.

V.3.1. The IT and INSET Structures and Contents for Teachers of English

All English teachers, secondary and the middle education teachers, are currently being trained in the various universities and ENSs. The IT lasts three or four years for MST and Five-years for SST. The first three years are devoted exclusively to the deepening of theoretical knowledge in the subjects contributing to the profile in question. An average of 25 hours weekly is devoted to the acquisition of the fundamental principles of the disciplines concerned by the diploma as well as an introduction to the methodology of university life and its discovery. Professional training is started in last year of the IT, twenty-eight week training period.

The strengthening of the disciplinary competencies is clearly explicit in the training programmes currently underway (*cf.* Modular Structure for BA degree Appendix 6 tables 93-98 pp 422-427). By mastery of knowledge it is meant the improvement and deepening of the teacher-trainees' knowledge in the subject allowing direct insertion into the teaching profession. If this aspect of mastery is predominant in the structure of the ITT, the professional training is also supported. Indeed, trainee-teachers must not only assimilate knows for themselves but seek to communicate them in their best way to learners.

Apart from some transversal TUs such as ICTs, Human and Social Sciences, Introduction to Arts, Educative Engineering, which are subjected to elective option, a single course is proposed and no module allows an optional choice among the disciplinary, methodology teaching units falling within the BA in English. Yet, the TUs for ENS graduates are all compulsory.

V.3.2. The Modular Structure of the Teaching Units (TU) [45]

The TUs to which students enroll must correspond to the training course defined by or with the training teams. The BA and Master Degrees are awarded when students obtain an overall average equal to or higher than 10/20 as part of the training course acknowledged by the trainee-trainer teams. The three/five years of the programme are organized into two semesters each, or 6/10 semesters to validate in total. Lessons are biannual to facilitate the teacher- trainees' progressive orientation. Each semester consists of 14 to 15 weeks of study, equal to 30 credits each. At the end of each semester, the trainee-teachers undergo final summative exams.

V.3.2.1. Teaching Units

The programme contents are organized into modular system. The studies are organised into teaching units (TU) which are teachings series (modules/subjects) articulated in a consistent educational way and a logical progression for the acquisition of the expected competencies. These TUs are dispensed semi-annually. They are structured and distinguished into four categories: 1) Fundamental teaching units (FTU): they consist of the concerned basic educational subjects necessary for further study continuation of the discipline. 2. Methodological teaching units (MTU): It targets the enhancement of the learners' autonomy. The development of study and sefl-study skills renders the learner a full responsible of his/her studies inside and outside the classroom. 3. Discovery teaching units (DTU): It groups educational subjects that broaden the student's horizons of knowledge and open for him other perspectives in case of reorientation thanks notably to interdisciplinarity that characterizes its design. 4. Transversal teaching units (TTU): It comprises educational subjects (foreign languages, computer science, information and communication technology, humanities, translation ...) providing tools for the acquisition of general knowledge and methodological techniques allowing the integration of attitudes and professional adaptation to an environment

---

[45] Since its installation, in 2005-2006 academic year, the BMD system (Bachelor-Master-Doctorate) has imposed a new architecture of the teachings, accompanied by an updating and upgrading of the various educational programs, as well as a reorganization of educational management.
- Executive Decree No. 04-371 of November 21st, 2004 related to "creating the new regime of Bachelor degree."
- Decree of January 25th, 2005 related to "assessment and progression in the context of the new license regime."
- Decree No. 129 of June 4th 2005 related to "the establishment, composition, attribution and functioning of the National Commission of habilitation."
- Circular No. 07 of June 4th, 2005 with "presentation, evaluation and accreditation of training offers in the BMD."

in perpetual evolution. These TUs are acquired when the overall sum of scores is equal to or higher than 10/20 (180 credits for BA degree and 300 credits for Master), compensation mode. The maintenance of the obtained grades will be detailed in the specific mode of control of every year.

V.3.2.2. Assessment Modes

The BMD programmes state the most characteristic teaching, learning and assessing methods. The assessment of students' intended competencies require a more complex assessment system, using a variety of methods for an appropriate assessment of the competency components, viz knows, know-how-to-do and know-how-to-be. To appropriately monitor and supervise students' progressive achievements, both formative (also known as continuous assessment) and summative assessments are implemented. The former (formative) is implemented at the end of a course unit and/or teaching unit so as to determine each student's level of achievement of the intended competency. Conducted during the teaching and learning process, this type of assessment helps make the required adjustments in teaching and learning path in due time as well as consolidate the progress. Besides, it helps students to know about the assessment criteria, to analyse their own progress and achievements. The latter (summative) is traditionally conducted upon the completion of the whole or part of the programme. The well-known form of the summative assessment is the examination. The competencies acquisition is assessed by one final written examination for most of the TUs, an EMD at the end of each semester. In addition, make-up exams are organized for students who fail in obtaining the average either in June or September. For the bachelor's degree, students must have validated the 6 semesters license (180 credits), and 10 semesters for Master degree (300 credits).

V.3.2.3. Disciplinary-based Content

The IT modular structure contents for BA degree, which is not intended for teaching goals, focus primarily on the target language mastery. The (FTU) modules that contribute to the development of linguistic, pragmatic and socio-pragmatic competencies (with 224 hours/semesters 1, 2, 3 & 4 and 196 hours/ semesters 5 & 6) benefit from an overall hourly volume of 1,288 hours, a rate of 61.33% of the total volume (*cf.* Appendix 6 Table 104 p 429).

The first year model curriculum comprises twenty two (22) modules, eleven for each semester, seven of them incorporate traditional teachings within the disciplinary field and are

based primarily on disciplinary knowledge: linguistic, phonetic, and totaled a weekly hourly of 25 hours. The first year programme contents are covered in 700 hours. (*cf.* Appendix 6 Tables 93 & 94: 422 & 423).

The second year model curriculum consists of twenty-four (24) modules, eleven (12) for each semester. The new modules focus on disciplinary knowledge: syntactic, phonological, linguistic, civilisational, literary, etc. for a weekly hourly volume of 16 /25 hours. It can be noticed that the second year (semesters 3 and 4) benefits of the same weekly and yearly hourly volume as the first year (*cf.* Appendix 6 Tables 95 & 96 p 424 & 425).

The third year curriculum model contains fourteen (14) modules with 4 modules targeting the deepening of disciplinary knowledge: phonological, linguistic / sociolinguistic, literary, psychological and civilisational. It is noted that the number of modules reduces to fourteen (14) seven (7) for each semester in addition to 'stage' or research paper. The weekly hourly volume remains the same, viz 25 hours and the programme contents are covered in 700 hours, 350 hours for each semester (*cf.* Appendix 6 Tables 97 & 98 p 426-427).

In the third year, the Fundamental Teaching Units benefit of 392/700 hours with 15 credits. Yet, the discovery and methodology teaching units are assigned an hourly volume of 224 hours and 10 credits; 140 hours & 5 credits and 84 hours and 5 credits respectively. The rest of the hourly volume (84 hours) and credits (5 credits) is allotted to the Transversal Teaching Units (*cf.* Appendix 6 tables 100-106 pp 428-430).

The overall modular structure of the ENS ITT consists of eight semesters. The first four semesters are structured identically, i.e., nine (9) modules spread over twenty-five hours and a half/weekly. The fundamental teaching units (7) benefit of an hourly schedule of twenty-one (21) hours and a total coefficient of twelve (12) out of fifteen (15). The third year comprises ten (10) teaching units. The ones targeting the TL depth and consolidation (six) gain an hourly schedule of fifteen (15) hours/weekly, i.e., 58.82%. The rest of the hourly volume is devoted to psychology (1h30), TEFL (1h30) and pedagogical trends (1h30); ten hours and a half (10h 30 = 41.17%) (*cf.* Appendix 7 Tables 107-112 pp 432 & 434).

Yet, the fourth year training curriculum is biased toward the professional competencies. It is worth noting that the disciplinary competencies are restricted to four teaching units with an hourly volume equal to six hours/22.30, i.e., 22.66% of the total volume. The remaing hourly volume is devoted to the professional competencies. In fact, ten hours and a half (10h30) are assigned to TEFL (1h30), Material Design and development (1h30), Psychopedagogy (1h30), Textbook Evaluation and Syllabus Design (3h), Writing a Scientific Report in Education (1h30) and 'stage' (6 h). All in all, the professional competences construction is allotted

around 630h/2970h, i.e., 22% of the overall hourly schedule (*cf.* Appendix 7 Tables 113 & 114 pp 435).

A close look at these two ITT modular structures reveals the discrepancies between the two training routes *vis-à-vis* teacher-trainees' preparation to the new profession. The latter training programme introduces teacher-trainees to didactical and pedagogical issues, enabling them to develop skills and competencies which are based on procedures and application conditions. Being considered as the major contributors to high-quality education (Barett & al. 2007), teacher-trainees should be well-trained to fulfill honourably their missions. Thus, training programmes should endow trainees with necessary knowledge, skills and competences, and disposition to enter the new profession.

V.3.2.4. Professional-based Content

Started in the third and fourth years, for ENS PEM trainees the content of professional training is organized as follows (*cf.* Appendix 7 Table 109 p 433):

- Psychology (1h30) and Pedagogical Trends (1h30) at the rate of three hours per week during the third year of the training course (*cf.* Appendix 7 Table 109 p 433).

- Education Legislation (1h30), Psychopedagogy (1h30), Material Design and Development (1h30) at a rate of 04.54% of the total hourly volume of four years of training (cf. Appendix 7 table 110 p 433).

- Internship training in middle schools at a significant hourly schedule of 6 hours/week.

This training takes up a very small percentage of the overall workload, i.e., 180 hours (06.6%) out of a total hourly volume of 2970.

Yet, for BA trainees, the contact with the classroom environment, for those who opt for the alternative of the 'stage', covers 140 hours, a significant time duration that is devoted to both observational and practical periods. The theoretical aspect, which should nurture this practical duration, ensuring the theory-practice interplay, is missing.

The study system is a modular system, the modules being annual and affected by various coefficients. The organizational procedures of the studies and students' success are governed by the Ministerial Decision No. 151 of 02.11.1998 amending and supplementing the Decision No. 151 of 02.11.1998 amending and supplementing Decision No. 128 of 09.17.1998 and the Decision No. 127 of 09.13.1998 relating to the studies assessment.

V.3.3.The IT and its Impact on Teacher Practice

First of all, it must be acknowledged that the initial training is no longer considered as being likely to enable teachers to practice in their classrooms until retirement. The design of the latter is intended to support teachers to understand the new profession and at the same time to prepare for it: to equip them with basic knowledge, rigorous methodological training, and a part is devoted to internships in classes or at least experienced teachers appointed by the school authorities, especially by the inspectors.

Initial training, for almost its entirety, takes place at the university and the ENS. It is the university and ENS teachers who supervise teacher-trainees. For the first six (for BA) and eight (ENS) semesters (*cf.* Appendices 6 & 7 tables 93-99 pp 422-427 & Tables 107-114 pp 432-435 respectively*, the* modular structures initial training is theoretical, focused mainly on deepening subject knowledge. The teacher-trainees contact with the field occurs only during the last two semesters, i. e., the third year for BA and the fourth one for ENS PEM. The teachers, responsible of accompanying the trainees, offer the practical side to what might be considered too theoretical. A dichotomy theory/practice emerges in the minds, the theory at university and practice at schools designated for the purpose.

The various educational reforms have led to major changes in the initial training. Before these changes, the vast majority of teachers in service (Benabed 2008: 109) had their qualification in TIEs former Normal schools. The professional training was therefore to teach the trainee-teachers recipes, ways to make the education system as unchangeable situations reproduced in space and in time.

The training in these institutes was summed up in a modeling at the behaviourist sense of the term of (Bandura 1980). A teacher mentor (veteran) passed his knowledge to the student teacher. A simple model imitation prevailed.

Initial teachers' training is of a more academic nature today using much know-how applied science as knowledge of academic disciplines.

V.4. Regulation of the INSET

The policy of the INSET has two main objectives: to improve and update teachers' training and seek learners' success, besides teachers' professional quality enhancement. This training policy is addressed to all those who are interested or involved in teacher training.

Teachers' training system is generally related to the introduction of the new educational reforms of 2003. A contingency plan has been devised to provide training for all practicing

teachers [46]. Only the cascade training (CT) could provide training in four years of 13,000 English teachers. Trainers (inspectors) were trained, these trainers in turn ensured the ratio with teachers they supervise. The CT is a strategy often implemented for introducing major innovations into educational systems via which training is carried out at several levels by trainers drawn from a level above. Among its benefits, *"it is cost effective, it does not require long periods out of service, and it uses existing teaching staff as co-trainers." (Gilpin, 1997: 185)*. Differently couched, the CT principle is the exponential multiplication of learning, aids developmental processes and cuts training time which preserves training resources and maximises skill distribution. Yet, the CT may be unsuccessful due to the way it is carried out rather than to its model. Dilution of the training and the purely transmissive mode of training, doggedly pursued, can be regarded as the main causes of failure of the CT. The INSET founded on the CT requires a dynamic contribution in the change at different levels of the CT process *a sine qua non* of its successful.

As a final note, to succeed in this training model, the implementation should make use of experiential and reflective way rather than the transmissive one. Doing so, the CT will be subjected to interpretation; a systematic rigid adherence to the prescribed model should be eschewed so as to ensure the teachers' engagement and commitment. Teachers' commitment is a source of ingenuity and innovation for learners insofar as they become model teacher for the collegial group. Commitment is an overriding importance to the materialisation of the expected innovation outcomes. Morrow considers commitment as *"an attitude that reflects feelings like attachment, identification or loyalty to the object of commitment."* (1993 cited in Cohen 2003: xi). To gain teachers' commitment, supervisors, managers and decision-makers are required to take into account the practitioners' characters, motivations, attitudes and values.

By and large, the CT model, for the aforementioned advantages and for the sake of the fast-paced massive changes responsiveness, remains a feature of the educational systems for coming days.

---

[46] According to the national report on the Millennium Goals for the development, the overall enrolment of pupils, trainees and students in the entire education system is nearly 9 million people, representing over 27% of the total population. Monitoring is provided by more than 375 000 teachers. The funding for the system is essentially supported by the State which devoted a budget representing 18.4% of its budget expenditures and 5.8% of GDP. (2004: 28)

V.5. The INSET and its Impact on Teacher Practice

The survey conducted among middle school teachers (Benabed 2011) has allowed us to have a different appreciation on the training quality. Three-quarters (3/4) of the teachers concerned by the survey reported that the training did not meet their expectations. All of these teachers (PEM= TIEs graduates) seem to resist to any change for fear of destabilisation. Whereas the rest about the quarter (1/4= university graduates) of the teachers show obvious availability to change. The reaction of these young teachers was much more positive than that of the seniors. It can also be highlighted that the methods implemented during these training seminars and CT focusing on methods soliciting active participation, requiring many teachers a break with the practices to which they were accustomed. This is not the taste of senior teachers.

In fact, these INSET courses have constituted more an initiation than training, initial appropriation of the objectives, content and methods specific to the new programmes, rather than acquisition of the necessary competencies enabling the teachers to put them into implementation.

The lack of monitoring has often been mentioned among the weaknesses that have characterised the INSET, compromising its impact on the teachers' practices and, therefore, the learners' achievements. The dispensed INSET was barely subjected to monitoring activity designed to help teachers apply *in situ* the skills learned, or assessment activity devised to measure the level of application and the impact of the training received.

The respondents' expressed expectations (Benabed 2011: 139) have been unanimous on the need to pursue these INSET courses, and have also revealed the risk of loss of the achievements if the training courses would be merely limited to those few theory-based courses in cascade.

It is acknowledged that teachers are at the core of any innovations in education; hence, they and their working environment should be taken into account to appropriately inform the innovation process. In fact, innovations may be well-grounded from a theoretical point of view but remain alien to the effective classroom practices, because the features of the process of change for each individual teacher are overlooked. Certainly, practice is informed by theory, a thorough understanding of theory is not sufficient alone as a viable means for long-term change.

As a final note, the INSET courses, being compulsory for teachers' constant development and knowledge updating, learning new things, applying knowledge in context, creating new knowledge (James & McCormic 2009: 109), should regularly be implemented for the professional development activities. The latter are generally grouped under three titles:

> *1. Professional education, which is meant to widen and deepen teacher's theoretical perspectives by means of advanced study;*
>
> *2. Professional training, the development of knowledge and skills which are of direct applicability to daily work;*
>
> *3. Professional support, activities aimed at developing on-the-job experience and performance. (Spence, 1996; as cited in Altun & al., 2007).*

From the triangulation of these three objectives, it can be noted that the underpinning goal of the INSET activities targets both the teachers' personal and professional skills learning and classroom practice improvement for the sake of learners' learning opportunities.

V.6. Research in Didactics and for Didactics in favour of Teachers' Training

The CBA designates a certain mode of teaching/learning conception. It tends to impose itself widely in the educational systems, expected to produce not only scholars but competent individuals. In a systemic approach, Boudreault illustrates the interactions between the elements that make up professional competencies, as well as their relationship with the environment associated with the social groups towards which training orientates individuals (*cf.* Appendix 16 fig. 1 p 482-483). According to him:

> *"Training without knowing-how-to-do would produce a knowing worker, training without knows would produce an executing worker, and training without knowing-how-to-be would produce a performing worker" (2002: 25).*

Merely limited to the knows acquisition, training, as it is conceived and carried out, would not be able to train competent teachers. The interplay between knows, know-how-to-do and know-how-to-be leads undoubtedly to the training of skilled teachers who ensure quality education.

The IT and INSET courses, designed in a perspective of continuum, should be conceived in a way to produce competent teachers, able to develop professionally and continuously. Being competent is not limited to the possession of the knows or abilities, but as stated by Le Boterf:

"It is the actualization of what is known in a specific context (marked by labor relationships, institutional culture, contingences, temporal constraints, resources) that is revealing the 'passage' to the competence. The latter is realized in action." (1994: 16)

In addition, training should not only focus on a range of activities that prepare teachers to manage an educational programme and to achieve the expected results in learning, it should also lead to the understanding of the socio-cultural world in which teachers practise their profession. It is important to train teachers who are able to identify, understand and adapt their teaching to the needs of a diversified population of learners. In other words, this requires a constant adjustment to contextual data provided in the concrete experience of teaching and learning situations. The teacher must be considered as a perpetual/lifelong learner teacher.

The INSET aims to enable the trained to overcome issues that arise regarding their pedagogical functioning, to break with ancient schemes of thoughts and functioning to adjust to new ones.

To do this, actors in teachers' training, whether decision makers, trainers or users are led to wonder, now more than ever, about the stakes, contents, methods, approaches, strategies of the professional IT and INSET.

Also, the ITT design, which is to be effective and efficient, should involve the collective of teachers and principals in school first, and then its environment, in order to improve school results and provide the students with an education which allows them to harmoniously integrate into society. This collegial team, integrating people of the milieu, should form a "*learning community*" [47] a dynamic hearth/foci for mutual aid and exchange, where needs would be analyzed and innovation and training projects would take shape. The successful operation of this community should create, under the impetus of institution managers and supervisors, a school-milieu synergy proper to contribute to learners' success, an overriding objective of the INSET.

The investment in the INSET should lead and enable teachers to:

- analyse, identify and exchange with each other teaching practices;
- develop the skills of reflexivity (Schön 1994);

---

[47] A learning community is composed of a group of individuals working together in a determined time for a successful task and understand a new phenomenon or complete a collaborative task (Riel and Polin 2004). Gagnon precises that it constitutes itself in the framework of the training for learning purposes to respond to the needs and specific goals. At the school level, a community would be defined as a group of students and at least one teacher or an educator who, for some period of time, and animated a common vision and will, pursue the mastery of knows, skills or attitudes. The attention, dialogue and mutual support are fundamental in this type of community (Benedict 2000).

- develop the learners sustainable competence in accordance with the competencies repository to be attained;
- complete and update initial training so as to meet new needs;
- establish learning communities allowing teachers to work together and improve themselves;
- share personal experiences and difficulties in a constructive spirit aiming to search for solutions and mutual support;
- facilitate reflection and exchange among teachers, especially strengthening the professional group cohesion;
- Create new environments of professionalisation and improvement – from distance education means to virtual institutions and systems which allow to abolish distances and set up high-quality training;
- Aim to improve the status and professional qualifications of teachers such as (Paquay, Altet, Charlier & Perrenoud 1996 & 2001):

1 The competencies of "reflective practitioner";

2 The Competencies of "teacher scholar";

3 The competencies of "teacher technician";

4 The competencies "teacher craftsman";

5 The competencies of "professional teacher".

It is a matter of *"Individual and collective transformation and identity components mobilized or likely to be mobilized in professional situations."* (Barnier, Chaix & Demailly 1994: 7).

To increase the level of individual and collective responsibility, and valuing the teaching profession, it is necessary to distinguish herein two levels of responsibility:

1 The individual level: to remain competitive, every teacher should be self-taught and assume the responsibility for his/her own development. Personally go in search of new knowledge and competencies to apply in their teaching practices; progress by oneself in the mastery of his/her profession, that should be the creed of every teacher;

2 The collective level: the responsibility of teachers from the same school consists in establishing a team, to identify their training needs and to seek ways and means to address them. The ultimate goal would be for the school team to improve professional competencies.

Teachers' responsibility is not limited to the sole activity of the identification of their needs. They should initiate, in their school, training plans they would implement with the resources available in the milieu. Developing links between schools would expose teachers to diversified linguistic and cultural settings. Thanks to the increased use of the Internet and e-mail, it is possible to maintain virtual links and overcome logistical problems associated with lack of resources.

One of the currently recommended guidelines for teaching consists in a collective vision of professional practice (MEQ 2001a). The teacher's action should no longer be restricted to the classroom, in the presence of students, but contribute in a collegial manner, various decisions on teaching (planning, choice of approaches and evaluation, etc.). The IT programmes should help prepare future teachers for this practice, as required by the repository of competencies of the Ministry of Education (*Ibid.*). The internships are obviously special moments for contacts with experienced teachers, although it is primarily a relationship between two men without necessarily ensuring the frequency of contact with teacher teams in place. These contacts may play an important role especially for novice teachers who may find complementary training for teaching materials design, for the mastery of the teaching methods, or simply an opportunity to meet colleagues. But they can also constitute moments where the senior and the junior teachers plan collectively training programmes, supports for teaching.

In addition, the INSETT would be effective only if it succeeded in developing a genuine trend towards teachers' professionalisation and accountability in relation to competencies and new roles they are to perform.

A new perspective is required. The INSETT should be oriented henceforth more towards improving professional competencies and changing attitudes and new ways of doing things that are not acquired spontaneously, but which necessarily settle over time.

In the choice of the organisation of the training courses, the challenge consists in also giving priority to measures that would meet the common needs of the school-collective, without ignoring the individual needs to enhance training and learners' success. The INSET should accompany the gradual implementation of the new programmes: it is the *sine qua non* condition for the success of educational reforms.

Finally, it would not suffice to train teachers, but also their trainers. The dynamics remains to be created. It would require resources and attitudinal changes.

Conclusion

Finally, it should be recognised that globalisation and the policies which run it affect the TT management and require an (re) adjustment of the issues underlying it. The current changes, due to the combined effect of this globalisation and policies, are exposed in a pragmatic and consensualist perspective as a call for mandatory changes in educational systems. Submitted to tensions regarding new approaches to training, teachers are now called upon to perform complex missions and are at times caught between the values that underpin and legitimise their activities, and the injunctions of the individualisation of the practices and rationalisation of their actions that upset the professional standards and blur their original missions.

Upon the completion of this first part, we can say that whatever the merits of the educational reforms undertaken by the guardianship, the latter will not reach the expected goals unless they are based on theoretical principles which, in turn, take into account the teachers' training issues. These issues are of educational, cultural and reflexive range that interact and converge towards the construction and development of professional competencies. The upcoming part will be devoted to conceptual and theoretical framework upon which will be based our research. We will assign much more importance to the researches conducted on the issues of the TT.

PART TWO

LITERATURE REVIEW
THEORETICAL CONCEPTUALIZATION AND REFRAMING

We take into account the fact that some concepts, constituting the framework of this research work, deserve to be clarified so that confusion will be dispelled. This second part fits in a continuation of the initial questions and in parallel to the exploratory questionnaires and interviews. The contextual definition of the key concepts, in connection with our research, serves partly as a basis for the development of various research issues and questions from different questionnaires and interviews, as well as the analysis and discussion of the resulting outcomes. This conceptual framing allows us to examine various theoretical considerations that may help us design a favourable environment to determine the didactical issues of the Algerian English teacher training. Our focus will be, in the first place, oriented to the involvement of didactics in the TT and the evolving missions of the researcher-trainer and the stemming results. It also pertains to question the different perceptions on training: professional, intercultural, reflexive and the one in a continuum perspective.

The multiple concepts defined in this second part constitute the data foreshadowing of our field research, allowing a situated thereof. We will present the conceptual scope of the study in its anchoring to the specific context of the didactical issues of the English TT.

CHAPTER ONE
BACKGROUND
AT THE HEART OF THE RESEARCH

Introduction

The TT actors, whether decision makers, trainers and executors are required to consider the issues, contents, methods, approaches and strategies for the teachers' education and training. These questions regarding the training of English teachers are the current priorities and concerns that fuel the debates at the level of all institutions namely the MNE, the local boards of education, students' and parents' associations, teachers' unions, and managers of the tertiary education. To respond, with high efficiency, to the challenges that are faced, new supportive educational policies are proved to be needed and this by elaborating and multiplying *de facto* the decision-making spaces. In fact, MNE-related commissions have been created to produce official documents. The workshops have allowed the different partners of the Algerian education sector to discuss, to propose and to establish training programmes in connection with the new perspectives.

It can be noted that the ambitious reforms and changes have highlighted the complexity of the Algerian educational system and raised debates related to the TT from the perspective theory (development of the teaching/learning methodology, etc.), and in the benefit of the Algerian teacher, marked by his professional experience, an extremely diverse reality, his socio-cultural and institutional context, as many factors which render his work hard and difficult.

If, in the context of educational reforms already undertaken, the ITT and the INSET of all staffs of the MNE is a priority that of teachers is a major challenge. It stands as a key factor for the success of the transformation of the education system policy. It is also a response to the issues and challenges faced by teachers in the daily exercise of their professional practice in constant change.

The TT, as thought and conceived today,

> *"aims not only to develop professional competencies to enable teachers to cope with unexpected situations, but to allow them to enhance their knowledge about the current major didactical issues by referring to the contributions of the latest scientific research."(Schneeberger & Triquet 2001: 4)*

Taking for object, in a praxeological perspective, the knows to be taught and the teacher's teaching procedures, didactics can, indeed, on the one hand, facilitate the management of

teacher's teaching situations and, on the other one, analyze those of the learners' learning. This is how it helps/contributes to renew and innovate (Puren 1997) strongly and continuously the reflections and researches on English teaching and learning. So, have the didactic researches developed in the field of education constituted/formed originally a material of choice for the teacher trainers?

The advent of the foreign language didactics (FLD) along with the communicative approach (CA), towards the end of nineteenth century, as a subject of training has determined the willingness to take into account new issues related to the TT of different disciplines which is not limited only to the aspects of the preferred tools and methods promoting the learners' learning, but has affected on epistemological reflection on the discipline itself, the objects traditionally worked in classrooms (praxeology) and the activities set up (psychology) as well.

But how has this been effectively translated into practice of trainers in didactics of the English language as a foreign language (FL)?

I.1. Didactics Involvement in Teachers' Training

In this upcoming section, we rely on the work of Jean Therer (1993: 6) on "*concepts in science education.*" Like many other concepts, the term "didactics" has witnessed many avatars and semantic shifts. It constitutes a new distinct field of knows from the education sciences. It does not stop at the classroom door by equipping practitioners with methods and processes to implement, precisely because *"the real of the classroom is not reducible to any theory"* (Laurin 1999). In fact, it deals with the practices and not only knows and knowledge that underlie and govern it. Thus, it claims a special place in the training curriculum. In general, three major concepts emerge from this still going on evolution.

I.1.1. From a Diachronic Perspective

Didactics is treated first in a diachronic perspective to apprehend its development and implementation. Initially, the concept "didactics" used as erudite synonym to "pedagogy". This is the meaning adopted by Comenius in "The Great Didactics" (1649). Then, for a long time, the term "didactics" is used rather as an adjective meaning "suitable for instruction".

I.1.1.1. A Classic Design (still current)

During the 60s, the term "didactics" becomes substantive with meanings more or less extensive. Examples:

Lafon: *"art of teaching exercised by an adult"* (1963);

Pieron: "*auxiliary science of pedagogy on the appropriate methods to acquire a particular subject ..."* (1963);

 Mialaret: "The set of methods, techniques and procedures for teaching ..." (1979).

The aforementioned acceptations remain partially legitimate, but they are not less reductionist. Generally speaking, in the current teachers' or trainers' training, didactics is considered as a set of recipes, if not tricks, more or less proven which are fitting to appropriate primarily through a masterly exhortation assorted with a few meagerly planned training courses.

Ancient and classic models that defined didactics were centered mainly on two areas namely the teacher and the content (the process-product model) without attaching great importance to methodological aspects, the context nor the learners. In the course of time, new conceptions of the concept of didactics have taken shape.

I.1.12. A New Design (from 1980)

For a good thirty years, the word "didactics" has been experiencing a new career. From auxiliary science of pedagogy (see Pieron 1963), didactics transforms into an autonomous science taking advantage at the same time from the psychology and epistemology of educational research and, more recently, new "cognitive science." In this regard, the new design of didactics aims to synthesize all the elements of a teaching situation. The emergence of the new didactics marks the transition from the tradition and the empiricism to rationality and experimentation, a prelude to a genuine professionalization of the teaching profession.

To define what we mean by didactics, in its modern acceptation, we reproduce below the definition put forward by Bailly:

> *"[It] refers, at least to a process of distancing and, at most, to full activities of theorization: schematically, it is in all cases, the observer or an experimenter, to abstract from pedagogical immediacy and analyze all its components through an educational purpose, goals pursued in the act of pedagogical strategies used in teaching, the transformation of skills and behaviors that teaching induced in the student and therefore the appropriation of the object strategies deployed by the student in his or her learning activity.* "(1997:10)

The above definition sheds light on a series of reflections on the approach that didactics, in the institutional context, borrows. In fact, the focus of the latter is placed as much on the observation than on action. That said, it can be admitted that the object of didactics refers both to the class description as it is experienced than just action; a refined analysis of the proposed situations to the learners (contents dealt with, objectives, tasks ...), and observation of the strategies implemented by the learner for the appropriation of the object in question. In fact, didactics targets:

> *"the action and decision in terms of programmes, teaching strategies and assessment techniques, and it develops for such purposes the researches centered on the description of classroom practices, the analysis of learning processes implemented by learners and the experimentation of new teaching approaches" (Bronckart quoted by Roulet, 1989: 5).*

As a matter of fact, didacticians should think of the teaching contents with a view to teaching (teachability) as well as learning (learnability). *"It is a dual function that ensures not only a competency to know but also a competency to know-how to teach" (Sarremejane 2008: 62).* In the same vein, didacticians' actions should not be restricted to anticipating and planning scenarios and the improvising vagaries only but should be anchored in and nurtured by the classroom realities which, in fact, impose pertinent adaptations and reajustments to respond to each classroom situation singularity and temporality.

I.1.2. Different Perspectives on Teachers' Training

At the moment of the educational reforms, the entire society should first ask the question in connection with the ITT and INSET necessity and contents. Contrary to practices of the past years in which a level of education and knowledge could be enough to ensure teacher' ability to teach, now everyone (stakeholders: decision-makers, trainers, teachers, learners and parents) seems to agree on the need to increase the level of the TT, starting with the MNE now hoping to recruit high-level teachers. It is above all the training contents which fuel the debate. The production of high-quality teachers imperatively requires good preparation of the trainee-teachers who can play an active role in education designing and running. Certainly, the teaching profession should be recognized as requiring a high cultural level, honed knowledge of subjects, along with their history and current debates, everything that contributes to make sense of them, to give meaning to their learning by nowadays generations.

There was a time where training, conducted only in training institutes, seemed the absolute Viaticum for the rest of their professional careers. However societies evolve, it is essential both to rethink the training throughout the professional career and install this training culture earlier in their careers.

It is, therefore, necessary to reconsider the ITT, their entry into the profession, their professional development, as a process and not as distinct times, steps unrelated to one another.

I.1.2.1. Teacher Training in a Professional Perspective

The concept of professionalism is polysemous (Roche 1999). The referents are multifarious: economic, ethico-philosophical, sociological, psychological and pedagogical. We retain here the basic idea that professionalisation is the set of actions that transform in terms of identity and competencies an individual in a professional, capable of taking a role in a given professional system. The evolution of the process of professionalisation is contrasted with an intuitive design based on inspiration, as well as a systematic utility, involving standardized engineering. It makes it necessary to question the traditional conceptions of the relationship theory/practice in the TT, characterised by a deductive applicationism, putting practice at the "trailer" of the theory, either by sustaining what works, mobilising referents inherited from dominant discourses and representations. Training should be considered in terms of the interaction between a contextualised and founded practice and the teacher's guided questioning on his own experience, the trained thereby becoming the active partner in his own training. It is the authentic confrontation with the problems of practice that seems by nature to enable him to actively engage in an activity of problematisation whose theoretical dimension is likely to give birth to needs deepening in different fields. Training thereby envisaged supposes that apprenticeships are being constructed in action, through action and for action. *"The knows to be built cannot acquire legitimacy only in relation to the problems they are supposed to solve, and not in relation to the theoretical or conceptual references for whatever relevance."* (Tochon 1993). It will, then, be necessary to pass from the theoretical to the problematic, that is to say, to the identification of the classes of problems in action by the teacher, so that the theoretical knowledge constructed can also be put in relation with the identified problems, for the purpose of resolution (Richard 1990: 11).

Professionalisation must be characterised by a typology of devices that target the deepening of knowledge, that is to say, the acquisition of knows and their inclination in the

teaching practice; training for the profession, i.e. , the acquisition of the foundations of professional practice but also to respond to the guidelines defined by the education policy; and professional development, that is to say, the design and installation of a consistent and approriate training system in a lifelong perspective and which has its source in a trajectory for consolidating the professional expertise. That said, the professional competencies acquisition is an achievement but also, and perhaps above all, a challenge for teachers to become the main actors of their own professional competencies development.

Training is a determinant factor for the success of a policy of transforming the education system, it is also a response to the issues and challenges encountered by teachers in their daily professional practice in constant change, it is much a right than a duty. Thus, researches in the training field of language teachers have spilled much ink in recent years?

As a final note, all researches emphasise that within a professional posture which considers language as social practice, trainers should make sure that the trainee-teachers are given the opportunity to go beyond what they already know and to learn to participate in unforeseen and unpredictable aspects of the language. Doing so, trainees are required to take part in activities allowing him to generate and decipher meanings, and via which they convey their ideas, opinions and reflections and enhancing their rapport to the FL use.

I.2.1.2. Teacher Training in an Intercultural Perspective

The present research on didactical issues of English teachers training, language-culture, quoting, for example, some headlight works in this field, as "*The Teaching of French Civilization*" (A. Reboullet 1973), "*Teaching a foreign culture*" (Zarate 1986) or again, "*Towards Intercultural Education*" (Mr. Abdellah Pretceille-1996), fits in the acquisition of intercultural competence is based on the discovery of arbitrary mechanisms that cause the adherence to the values of the source culture. It is about, on the didactical plan, developing comprehension skills (of others and of oneself), reflection, decentration and relativisation (with an emphasis on plurality, heterogeneity and, corollary, on otherness) and interpretation (recognition of values and socio-cultural referents of the cultures brought into contact).

Within the FL class, the learners of a language-culture can be conducted, in a cross-cultural perspective, to (re) examine their own culture, to become *"les passeurs"* for other members of the class group (learners and teachers) setting a dynamic linking of their culture and the target culture (Zarate 1995 & Abdellah-Pretceille 1999). When cultural universes are

not shared by the whole group, the learners explain and are a source of knowledge for the entire class. They negotiate their cultural references through mediation. This sharing of knowledge can *"arouse curiosity and open-mindedness of the students"* (Byram & *al.* 2002: 39).

We question the concept of intercultural as it not only engages individual or social behaviours, but as it should mobilise, within a school environment, the habitus of thinking in relation to or in conflict with those induced by other cultures. It is about focusing specifically on language teaching that generates linguistic and cultural interactions. In fact, it is interesting to question it in the context of educational reforms in Algeria, because it is one of the major indicators of the success of the latter to modify the relationship to knowledge, thinking and building skills, components targeted by the reforms, perhaps, it would be more appropriate to rethink the fundamental target of the educational system in Algeria.

Taking into account the cultural dimension in foreign language learning aims to serve the agreement between individuals of different cultures and to promote the development of intercultural awareness favouring the respect for differences, mutual understanding and recognition of cultures and the ability for reinforced communication between individuals.

In fact, comprehending the feature of language-culture correlation is at the core of FL learning process. In the current learning process of the FL, it is not true to believe that only the FL forms can convey meaning. Yet, any interpretation and creation of meaning should be done in the cultural context of the FL. As stated by Liddicoat, Papademetre, Scarino, & Kohler, *"learning to communicate in an additional language involves developing an awareness of the ways in which culture interrelates with language whenever it is used."* *(2003)*. The main objective underpinning the intercultural dimension requires a transformational commitment on the part of the trainee-teachers so as to shift from their own culture-based assumptions and representations to establishing a link with and developing knowledge of the FL cultures.

Beyond the priorities accorded to the different components targeted by the reforms of the educational system, initiated by Algeria, it may be appropriate first to rethink this intercultural aspect, among many others which are their corollaries.

For what interests us in our study, what place can the Anglo-Saxon culture take within a configuration with multiple components such as the Algerian one (*cf.* Chapter IV p 67-72)? And most importantly, what impact has it on the TT?

The FL teaching/learning is not only to describe the objects, behaviours, institutions, but must take into account the scope of these behaviours, actions and institutions under the aspect of accepted meanings even within the culture they embody and of which they constitute achievements. Limited to a simple awareness about events, objects, institutions, as it is the case in the current teaching practices, the cultural dimension does not facilitate the perception of cultural knowledge, and consequently does not support the target language learning (TLL) and does not contribute to its real understanding and mastery. To substantiate this vision with respect to the cultural dimension in foreign languages, we draw on what is said by Byram:

> *"... it has become the custom to teach foreign languages in secondary schools as if pupils were to become tourists and holidaymakers in the foreign country. They have the language needed for survival in such situations and are given some "useful" but rather superficial information about the country in question. This, however, has no impct on their view they have of their own identity and that of others; they are implicitly invited to remain firmly anchored in their own values and culture". (Byram 1992: 10-12)*

The need to integrate the cultural dimension in TT is widely accepted. The purpose of this training is to make possible the active communication with speakers of the target language (TL), especially in its usual context. This communication cannot take place in a situation of life without the speakers sharing of a number of knows and cultural practices.

The entry of the intercultural approach in the field of language class reveals a new outlook on teaching/learning a foreign language and the relationship between the cultures involved, hence the mutation of the didactics of languages into the didactics of languages and cultures. This new discipline marks the junction between the linguistic and cultural of the fact that language and culture are interdependent, and sets the goal to achieve the construction of intercultural awareness among learners of languages by leading them to acquire:

> *"An aptitude to use thesaid languages to meet their communication needs and, in particular, to deal with situations of daily life in another country and help foreigners staying in their own countries, exchange information and ideas with young people and adults who speak another language and communicate their thoughts and feelings, to better understand the lifestyle and mentality of other peoples and their cultural heritage." (CECR 2001: 10)*

Didactic transposition of intercultural aims to palliate the discrepancies between the three pillars of learning a foreign language: language, culture and communication. In fact, in this intercultural perspective, teachers are asked to:

> *"help learners to become fully aware of such cultural differences, not only linguistic but also behavioural of all kinds, will help them better address the negotiation of their exchange. This awareness will lead to put forward the shift concepts, meaning displacement, relativity, translation, reformulation, measurement of the distance from "normal" to the expected."(Cazade 2009: 7).*

An effective integration of the intercultural in ITT would not be reduced, both in terms of competencies, than values, to a semantic learning (facts, slogans, stories, etc.) that do not alter much the conduct *vis-à-vis* the English language, the others and the world.

Moreover, the interculturality fits into the logic of professional competencies (MEQ 2001a) that covet the new reforms initiated in the Algerian education sector. To enable the construction of these so-called professional competencies, contemporary studies emphasise the contribution of reflective practice (*cf.* Appendix 13 pp 479). This concept, introduced by Schön (1983 & 1997) in the field of the TT has been the subject of several contributions in the collective work of Paquay, Altet, Charlier & Perrenoud 1996; Perrenoud 2004 & Vanhulle Schillings & 2004). Reflective practice is a posture that takes practice as an object of reflection, training and co-training. It allows the teacher to control, share and innovate in action, on the action and open to anticipation. This reflective practice is heavily built with alternating courses (theory/practice) and from the social sciences (research at the service of reflective practice).

I.1.2.3. Teacher Training in a Reflexive Perspective

The work conducted by Argyris & Schön (1978) in particular has resulted in a new orientation in the system of training and research. The re-launching of these works afterwards by other researchers, to name just a few of them, such as Saint Arnaud (1992), Tochon (1993) have called into question the theory-practice rapport of the scientific paradigm which prevails in universities and remains a pure product as evidenced by Schön. He points out in the preface to the reflective practitioner:

> *"I have come to the conviction that universities are not devoted to the elaboration and transmission of basic knowledge in general. These are institutions which adopt in large part a particular epistemology, a truncated vision of knowledge, nurtured by a lack of selective attention to practical competence and to the professional art."(1983).*

Cannot the above quote make us rethink the guidelines of our universities with the future inflows?

For researchers, Schön, Argyris, Arnaud and others, fostering the construction the professional competencies, cannot fall under the model of applied science (Technical Rationality). In the USA, Schön speaks of the "*science of professional acting,*" and Argyris of "*action science.*"

Here, it is a question of research orientation that wants to go ahead of the discovery of "*hidden knowledge of professional acting.*" The practice is not under the dependence of theory. It maintains with it interactive links that make one irrigates the other and vice versa. The model of the "*applied science*" allows the training of technicians. The latter try to solve problems (Problem solving) by means of acquired theoretical data. Such training of the technician is no longer sufficient. The problems are not given right away, they should be disengaged of opaque and chaotic situations in which he finds himself confronted (problem setting). Reflection in action and on action is put forward. This concept of professional comprises therefore an adapter dimension, of creation, that Schön describes as artistic.

Argyris and Schön distinguish "*the professed theory*" and "*the practised theory*":

> "*In a difficult situation, there is a gap between theory professed by the practitioner to explain his behavior and theory practised without his knowledge, as it can be inferred from the actual dialogue.*"(Saint Arnaud 1992: 53)

This said that competencies development requires the evolution of the practised theory. Thus, the design of alternation, defended by Perrenoud (1994) refers to this type of competencies development. He considers the theory and practice as two interactive moments and; therefore, indissociable from the professional competencies training process.

The development of the reflexivity has gradually become a central issue in many TT schemes. The character of the "*reflective practitioner*" is at the heart of the professional identity of the teacher, and the fact to acquire a reflexive approach towards his own practices represents an essential part of the teachers' professionalisation (Beckers 2009). In this perspective, the ITT would have at a time for objective to build this professional identity and the required competencies for this process of "*reflective practitioner.*"

The training programmes for English teachers should be reviewed to be consistent with these professional competencies and new competency-based curricula implemented since

2003. Only a development of a reflective practice (Schön 1983) can help English teachers to cope with the complex requirements of their profession. It is not only a matter to make learners acquire the knows, the know-how-to-do and attitudes to succeed in their education, but also to demonstrate/manifest social, ethical, relational and civic competencies. Thus, the ITT and INSET of English teachers find themselves caught between the knowledge generated by the research of pedagogical and didactic prescriptions of the guardianship (MNE) and the actual requirements of the field, between the idyllic and wonderful prescribed and the actual practice and "sickening," "disgusting" among the most abstract theories and the most everyday practices. Through all of these dichotomies, our teachers are expected to develop their professional competencies. It is a matter of an articulation between the two levels, theoretical and reflective, allowing the teachers to structure learning (Chini 2003: 150-157).

To equip the trainee-teachers and empower them to reflect on their practice prove to be the best way for reliable success in their professional training. It should therefore be able to supply trainee-teachers with much information about their practices (during and after the course) at the level of the didactical techniques, on the one hand, and at the level of the relationships they should maintain with learners, on the other one, especially as these relationships directly affect the learners' behaviour and learning.

The usefulness of the feedback received by the trainee- teachers will enable them first of all to take cognisance of learners' and supervisors' (tutors) representations.

I.1.2.4. Teacher Training in a Continuum Perspective

The ITT as the INSETT should form a coherent system to enable teachers to stay abreast of the skills required in the knowledge society.

The training programmes for English teachers should establish a close link between initial and continuous training (continuum) so as to better fit into the time of progressive acquisition of the professional competencies, but also strengthening the academic dimension, to better take into account the requirements for updating knowledge, advanced research in the field of disciplines and education.

The INSETT, inscribed in learning throughout life, is regarded as a major challenge for the implementation of educational reforms and innovations. And it also appears necessary for teachers' professional and personal development: these various schemes must enable teachers to acquire new scientific knowledge and to build necessary competencies then to analyze and

change their own teaching practices. In other words, a renewed conception of the INSET is necessary to help teachers build their professional careers and facilitate their access to formal and informal spaces of training; an adaptation of the training for this new stake.

To do this, it is the responsibility of all stakeholders, namely the training officers at the ministry, the local boards of education, inspectors, teachers' representatives and, of course, the academics to determine/fix the plan and the contents of the INSET. It is on the basis of data collected in the field, drawn from seminars, workshops ... etc., the teachers' needs must be analyzed, the orientations of the training defined, the priority objectives to be achieved fixed, the types of public concerned and the pace of implementation be determined.

I.1.2.5. Teachers' Training based on Competency-Based Approach articulating both Theory and Practice

The reforms undertaken in Algeria are based on the principles of competency-based approach (Beacco 2007 & Jonnaert 2011). Therefore, the responsible for the training should seek to put teachers in a position of action-research project, arousing their didactic creativity, and their ability to form permanent adjustment of didactic activities to the goals that are previously fixed and the outcomes subsequently attained. Thus, they will expand a methodological palette, and enrich teaching strategies allowing them to respond to different teaching situations. In short, it would be necessary to establish a true reflective practice [48] or reflexive among all teachers. This reflexive aptitude allows a growing awareness of action that only teachers in training, as actors of their own learning, can achieve. So, it is to train reflective practitioners able to reflect on their actions to better anticipate and rectify them.

The acquisition of this reflexivity (Tardif & Lessard 1999) is made in the articulation between theory and practice, beyond a simple juxtaposition of the achievements of the one and the other. In other words, it is an alternation between moments of theoretical learning and effective implementation on the ground. Thus, this articulation formalizes a *"dual legitimacy, that of a system of education and of an action system"* (Obin 1998: 207). This combination of theory and practice, in a dialectical movement/process not attempting to reduce one to the other, is intended to foster the establishment of operational links between theoretical concepts and practical implications. The problem of the TT lies primarily in the lack of synergy between the two areas for possible consistency between the different actors. The quality of the

---

[48] The image of the reflective teacher makes him privilege his self-assessment. The latter draws from his own practice the elements that will enable him to analyze and move towards a better education.

reflective process, as expected, depends primarily on the quality of the accompaniment and support. In this perspective, the ITT, dispensed at universities and applied at host institutions, should strengthen the link between theory and practice in preparing future teachers for the analysis of real-life situations and solving complex problems. The trainee teachers cannot succeed in constructing this professional identity alone: they need the joint help of the companion of the host institution and theorist trainer at the University and training institution. It is in this way that the trainee teacher will become, little by little, an expert [49].

The implementation of teacher professionalization, aiming to build their competencies, uses a variety of training schemes. The latter are diversified to meet the didactical, cultural and professional evoluting requirements. Among the training modalities, companionship/peer/ mentoring are based on the achievements of professional activities in the presence of a peer who transmits his knowledge and know-how-to-do to the trainee teachers. The role of the companion/peer is to enable the acquisition of the expertise and behavioral knows. Thus, compagnonnage enables student-teachers to measure the quality requirements, performance, constraints ... etc. The interpretation of the values, culture, and confrontation to strategies of different actors leads the trainee-teachers to build their professional identities. Although that companionship appears easy to implement, it is based, at first, on a process that does not allow achieving the expected objectives if it is not respected.

The compagnonnage must be put in perspective with the expected outcomes and be used with relevance to local contexts. It cannot be reduced to a simple reproduction/duplication that can only lead to a fixed transmission, unconnected with the changes in the environment. This training modality requires framing and mentoring.

It is possible to get full benefits of this modality such as: the acquisition of knows and know-how-to-do derived from the field experience is faster than in the case of a trial and error learning; the implementation of these resources in a professional situation leading to the construction of competencies; building a professional identity fostering integration within a cultural identity.

However, teachers who serve as companions/peers for trainee teachers are generally not actively engaged in research-development activities in terms of teaching.

Installed by the president of the republic, the National Commission for Educational Reforms (NCER), has recommended many changes recorded into its final report to guardianship (MNE), focusing on four issues: *a) the planning mastery of the school flows; b)*

---

[49] An expert is one who, by experience and practice, acquired a great skill (Webster 1990).

continuous education of entire cohorts of teachers; c) the introduction of ICTs and d) the overall restructuring of education and programmes (Adel 2005: 45-46) so as to improve the quality of learning as well as their relevance, and ultimately the gradual expansion of preschool and the reorganization of post-compulsory education. All these variables are constantly questioned within a new vision of the act of training in which "the competency-based approach" (CBA), which is at the core of the communicative competence [50], founds the matrix of the entire system. Indeed, all these recommendations emanating from the *ad hoc* commission, which is ERNC, were transcribed by the National Commission of the Programmes (NCP) and specialized discipline groups (SDG) in official and educational materials. But, is the translation of these recommendations into instructions, programmes in official documents and activities and tasks in textbooks enough for the change to occur in the field? Certainly, the answer can only be negative if one takes into account the inescapable fact that the issues should be defined in relation to the classroom reality facing learners. In other words, it is to confront learners with an adapted and shaped object by the mediator (the professional teacher) so that they appropriate its functioning and can make good use. That said, a didactic training [51] is required. The key, in this training, is in the passage (transposition) [52] from the scholarly knowledge to the knowledge taught.A Training that endows the trainee teachers, unaided or aided by textbooks, trainers or peers, with the skills to adapt the knows designated as teaching materials. It belongs to them, thereafter, to vulgarise them by simplifying them, breaking them down into limited units, ordering them in a rigorous planning and progression, and expressing/wording them in a supposedly accessible way to learners. For the teaching/learning to be successful, the teachers should refrain from revealing their opinions, should allow suitable time for learners to develop their own arguments, and should encourage maximum learners' participation. This will result, ultimately, to the transformation of these taught knows into acquired knows by learners (Chevallard 1991).

Thus, these educational changes are not reflected/echoed on the ground unless practitioners are informed about and impregnated with the goals of the reforms to translate them into teaching practices, especially to be professionally "well-trained" to be able to

---

[50] Communicative competence includes three hierarchical components, namely linguistic, sociolinguistic and pragmatic. CECR: 2001.
[51] If "didactics" means for all "the study of teaching and learning process from the vantage point of view of content" (Martinand 1994: 154), the fact remains that three attitudes can be observed: the descriptive, the researcher who only has the ambition to elucidate the teaching/learning situations that, prescriptive or normative, of the inspector who said the law that of the practitioner, the teacher in action (Martinand 1994 Develay 1996).
[52] Chevallard Y., 1985. The didactic Transposition. From scholarly Knowledge to knowledge taught. La pensée Sauvage, repr. 1991. We believe that the "noosphere" and the "knowledge to teach" are out of teachers' reach.

demonstrate an aptitude to dispense an education for coating multiple forms, to reflect on their tasks, to work with colleagues and to improve their performances. Therefore, training is designed to develop a sound knowledge basis and critical thinking skills; a reflective analysis which renders teachers, right from the IT, responsible for their own teaching practices. In this way, future teachers will be able to gain acceptance for new teaching practices imposed by the class situations. Differently couched, teachers should live a process of constant tension to avoid fixed routines. That said, they should be accustomed to conducting action research (Barbier 1996, Bazin, 2003, Amado & Levy 2001 cited by Macaire 2007: 102) that feed their knowledge to make a reflexive distance with regard to their practices and teaching postures (Schön 1994). Relying on research, teachers, first, invest themselves in a perspective of evolution and progress of educational practices and training, and on the other, they can make their practices more readable in the light of the theoretical contributions to change their own practices (Altet et al 2002. 50). It is in a to and fro motion between the classroom practices, the decline/retreat and analysis, the theoretical contributions and the anchoring in a new context that is made by the inputs and constructed by the favorable conditions for change. This theory-practice-theory process, soliciting the theory at the service of practice, will empower teachers. It is in this perspective that they will become more autonomous, more responsible, more skilled and effective in decision making. So, the TT, in a professional perspective, ensuring a continuous improvement, remains the only key to educational progress. Otherwise, the ETT may be a mere popularization concerned with the knows transmission on the language, or, in the best case, a dogmatic teaching in which critical thinking and relativisation are absent.

But, it should be highlighted that the IT, despite of its importance, could not exhaust all the professional training of future teachers: we believe that additional training sessions are likely to reinforce and consolidate the teachers' professional development.

Thus a broader concept, lifelong training, has newly appeared. It is a genuine willingness to meet the societal demands and challenges. The paradigm of training throughout life is the appropriate way to respond to the diversity of teachers' expected competencies and also as an alternative way for institutional training. In fact, this paradigm allows a balanced package between the ITT and accompaniment at the very beginning of the professional career (induction) [53] and the INSET. The IT, in its organization and methods, is, therefore, required

---

[53] Teacher induction is a professional development programme that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching jobs. These programmes help beginning teachers through their first year of teaching by supporting ongoing dialogue

to incorporate the teachers' future needs, to hold them accountable in their personal and professional journey. No matter how solid, rich and complete the IT may be, there are tricks and things that can only be learned while doing the job. During the first years of the teaching profession, considered as a decisive phase, teachers have to ensure dual tasks teach and learn how to teach. Researchers characterise the first years of teaching as a time of survival and discovery, adapting and learning (Nemser 1983).

As the Algerian universities are not all Teacher Training Colleges (as IUFM in France), they currently ensure the academic training only. The trainee teachers are professionally taken in charge, supported, and mentored by the inspectoral body. The overriding aim of the latter is supposed to take more account of the diverse needs of the novice teachers in designing INSET programmes so as to compensate for some ITT limitations. Besides many other factors that can help teachers' induction process successfulness, supportive programme incorporating mentoring that ensures support, guidance and orientation.

I.2. The Researcher-Trainer's Role in Teachers Training

The researchers' involvement in the TT proves to be of utmost importance for the TT. Their insightful knowledge, even though theoretical, and interference in real classroom situation should undoubtedly shed light on the hidden aspects of the issues.

I.2.1. The Evolution of the Missions of the Researcher-trainer

A large number of researchers (Deyrich 2001, 2003, 2003 & Chini Aden 2008) in didactics of the English language are also directly involved in the ITT. These authors put too much emphasis on teaching practices and learners' learning, than on their own practices as trainers of future English teachers. The challenge, arising from the dialectical research-training, is based on both a "research space" which offers models supporting the integrated processes of educational, learning and training acts, and a "training space" in which actors implement tools, by claiming an affiliation with the products of the research (Rouiller 2001). The interactions between these two professions, researcher-trainer, must lead to the professionalisation of the teaching profession. The issues of these practices deserve to be questioned on several levels including the ones of theories of reference, the training modes to practice, that of knowledge and reflection on the institutional framework in which anchor the prescribed practices. By way of example, future English teachers must not only accumulate the knows about the target language, but instead to appropriate approaches and invent didactic

---

and collaboration among teachers, which accelerates the beginning teachers' effectiveness and increases student achievement. *Teacher Effectiveness glossary 2005*

sequences adapted to both the core competencies, social and educational contexts where they will exercise.

Training is the time when trainees should perform double displacements from disciplinary knowledge, validated by a very diverse university degree, toward the knowledge taught in class on the one hand, and to the appropriation or construction process of such knows, on the other one. Mastering a discipline is not sufficient for the teacher to ensure that all learners can acquire the expected communication competencies. In other words, the IT is designed as an entry in lifelong training. It is thought in a continuum articulating the IT and INSET. This assumes that the IT device leads to the creation of the appropriate conditions that enable the future teachers to be capable of understanding, analysing and explaining their teaching practices, negotiating training projects, and integrating collegial works; class inquiry, co-planning, co-teaching, teacher-to-teacher observation, action research, etc. By embracing such a process of lifelong training, teachers become learning teachers and active agents of change.

Professional training should focus on didactic conditions of the school buildings. The mere accumulation of the academic knowledge is ineffective, likewise the strict application of knowledge derived from research in the field of education is illusory. Teacher trainers should perform a work of transposition and re-composition of the knowledge that requires of them dual academic and professional competence. It is not a matter, for trainers, to equip teachers with methods inventoried and developed by others, which they can use to meet different classroom situations, but instead, they should proceed with the construction of appropriate responses to the teaching / learning situations in their reality and their field. To this end, a process of questioning and analysis of relevant objects, via the detour of understanding the phenomena at work, is the only alternative (Cros 1998). In this regard, the place of research in TT proves to be more than a major issue (Altet 2010: 15). To a training based in particular on techniques, as advanced as they are, applicable and imitable, opposes the creative, inventive and innovative processes drawn from a fine analysis of the educational context and its components. That said, a strong place is granted to the research approach in the TT which can definitely lead to autonomy of action and method of analysis. The ultimate goal is to awaken amongst teachers the critical and creative awareness to cope with the school-life requirements and the instruments that capable of responding.

I.2.2. The Underlying Objectives to the Initial Teacher Training (ITT)

The mission assigned to university institutions, in charge of the TT, is not only to give prominence to the construction of theoretical knowledge, but also to set up bridges between what is considered theoretical (prescriptive) and practical (descriptive).The traditional separation between theory and practice, on the one hand, and the training institutes supposed to ensure the theoretical aspects, and the educational institutions involved in practical training, on the other one, testifies to the huge gap between these two training spaces initially meant to be complementary. With regard to the TT, the model that has dominated for a long time consisted in juxtaposing theoretical training with practical one in the field. Thus, a thorough knowledge of the teaching disciplines in theoretical courses precedes their 'deposition' in the minds of learners in the classroom. The division of teacher trainers between institutes trainers and field practitioners makes it difficult to break with the applicationist vision which advocates that *"the practice seems to exist only under the dependence of a theory that it would constitute in some way the consequence or effect."* (Durning Guigue 1998: 116). In fact, the dichotomy between theory and practice is still alive despite the changes brought.

The research in the field has shown that:

> *"Theoretical knowledge disconnected from practice is useless for professional training, and, systematically, the situations encountered in the field are not fully training only if they are analyzed by means of conceptual tools and research contributions."* (MEN 2007: 3)

That said, the overall system of the TT should aim to build a reflective practice (Argyris & Schön 1978 Paquay & Sirota 2001 Perrenoud 2001) by initiating an independent/autonomous approach to each individual teacher or group of teachers. This new professional culture is not intended to be individualistic, but targets the social interaction by maintaining, according to S. Vanhulle 2004a:

> *"Constant going back and forth between intersubjective objectification of professional knowledge and the re-appropriation of such knowledge by each subject, future teacher. A double movement is provoked, between objectification and subjectification, nonlinear movement, but circular."(Quoted by Deum 2004).*

In fact, the debate on the contributions of theoretical and practical knowledge as much as the nature of the links between them has presumably evolved towards the search for continuity rather than towards opposition. The current TT, in a practice-theory posture of

articulation tends to substitute that of juxtaposition. In a partnership approach, institute trainers- field practitioners, the latter may contribute to the ITT insofar as:

> *"They would be able to transcend their condition thanks to selective recruitment, tailored training, reflection on the practice and a dynamic partnership with trainers in institutions." (Raymond & Lenoir 1998).*

In this regard, it is essential to abandon the applicationist approach which too often prevails in terms of TT to grant a privilege to individual and collective capacity to invent, to take risks, to free oneself of pressures and to become autonomous, etc. This practice of the application of theory to practice has been firmly criticized by a number of researchers such as Gaonac'h who reminds us *"[that] there is no application of learning theories to the foreign language teaching"* (1991: 6). This opinion is also shared by Bailly who *"rigorously rejects the applicationism."* (1997: 30). In fact, the latter acknowledges the contribution of the theory to the methodology of the didactics of the FL. Such heedfulness against this practice regarding language teaching gave birth to "*anti-applicationist*" high sensitivity among didacticians, which led to the emergence of "*language didactics*" (to name only some of them as Puren, Galisson, etc.).

I.2.3. Towards an Innovative and Collaborative Design of Training

The interplay between theory and practice must be considered from the perspective of cooperation between researchers and practitioners in education, founded on an object- project shared between creations of knowledge (theoretical) and practice improvement (empirical). In other words, this space of collaboration allows, on the one hand, practitioners to participate actively in the teaching and research, and, on the other one, researchers to take into account the specific conditions of teaching. The knowledge resulting from this collaboration should be perceived neither as ideal situations nor reproducible situations, but must target the expansion of professional fields. In this sense, the relationship becomes a fruitful path to establish a dialogue between the logic of research and that of the field. In fact, this is how the teaching profession can be developed.

In fact, didactic research for foreign languages teaching and learning has transformed itself from a de-contextualised research, produced outside the classroom and whose theoretical results were little transferable in practice, into a research that takes into account the real situations of the teachers' classroom work. Thus, the results can be of real didactical relevance in their teaching practice.

Conclusion

The success of the educational reforms, initiated by the guardianship (MNE), depends on the synergy of several factors, in particular the competent human factor. No educational reform can succeed without the involvement and preparation of teachers and their training. In fact, the human factor proves to be an overriding element in the context of a successful school. Support of teacher training is the only guarantee for the effective implementation of the reforms. Finally, the attainment of the goals of the educational reforms is dependent on an adequate, solid, adapted and knowledge-based expertise on practical training course.

CHAPTER TWO

ISSUES OF TEACHER TRAINING ON THE IMPORTANCE OF LEARNING BASED ON THEORY-PRACTICE ARTICULATION

Introduction

The second chapter is undertaken with a view to investigate, in a comprehensive framework, the stakes of the ITT in a theory-practice articulation posture and vice versa. The springboard for such an attempt is to explore the ITT under various perspectives namely professionalising, intercultural, and reflexive continuums which clearly characterise nowadays requirements for the production of "competent" teachers who can ensure teaching quality. Consequently, it exposes the evolutions arising therefrom vis-à-vis the new missions of the researcher-trainer, the underlying objectives of the IT, and its innovating and collaborating designs.

II.2. The IT: Theoretical and Practical Reaserch-Based Training

In the last few years too much emphasis has been put on the quality of the IT for its significant impact on learners' achievements. Yet, it is acknowledged that the current training system is inefficient to endow the teacher-trainees with tools enabling them to cope with the complexities of the 21st century requirements. In the era of globalisation, thoroughly based on nascent knowledge economy, it seems that current training contents are obsolete and no longer suitable to meet the new requirements, as it is stated below:

> *"At the economic, social and cultural crossroads, past achievements and investments involving the future, training has become henceforth necessary step for both the survival and development of societies, than for the fulfillment of individuals."* Collection knowledge and training in 1994.

The review of the IT seems compulsory in many respects to comply with the needs of the contemporary society. The new vision towards IT, focusing on teachers' personal development process should systematically cater with the societal liabilities; a new professional identity emerges. Thus, the latter place more and more responsibility on the educational system and on teachers as well. The construction and materialisation of this professional identity requires a reconsideration of the IT from the viewpoints inputs, process and outputs.

"In a professional training articulating both theory and practice, the worst would be that some trainers are completely on the side of the theory and the others are completely on the side of the practice." (Perrenoud 1994: 22)

It is often assumed that an "excellent" IT is necessary but remains insufficient to ensure teachers' permanent effectiveness. Due to the high speed with which requirements evolve and knowledge progress and to which school is subjected, it is indispensable that all teachers benefit from life-long professional learning in the process of teacher development. In the past, the education policy granted more importance to the IT. The teaching career is increasingly considered with a view to training throughout life. This shift in the training paradigm should prepare the teachers and their schools to cope with uncertainties and challenges arising from internal and external environments.

The ITT is mainly based on an encyclopedic academic training in one or more subjects they are supposed to teach. The study conducted in Magister (Benabed 2011) among 200 teachers, targeted by the research, only 27% pursued their IT in universities and 73% in TIEs. This reveals that the majority (73%) of them believe that their IT is incomplete and too theoretical. Although this survey addressed Algerian English teachers, the same elements are identifiable in the ITT around the world (teacher education in Switzerland, etc.).

The ITT is currently undergoing many changes. It is requested by a number of issues related to the societal changes that characterize the world. Thus, teacher trainers and researchers have devoted to this topic discussions, reflections, and theoretical approaches.

Teaching has become an increasingly challenging profession due to the great social, economic and technological changes that are transforming the society. The field of TT is hardly tested against this phenomenon. Indeed, for a number of years, many stakeholders in education require TT reforms. An abundant literature suggests a bewildering array of devices: more relevant courses, longer and more structured training courses, more transparent links between theory and practice, and more opportunities for trainees to reflect on their practice-on-action (Carbonneau 1993 Schön 1987 & Zeichner, 1983: 3-9). The TTP should rest on the postulate that theory and practice are unavoidable components of the ITT. The sole theoretical training just like the sole practical training cannot equip teachers with necessary competencies: both forms must be articulated and stowed in a logical and coherent professional programme.

The ETT implies a necessary theoretical insight so that the teaching practice is reflected by these teachers. Without this light, this teaching practice may just be a stereotype derived from imitation. The theory should contribute to help future teachers to learn to better understand and subsequently to teach better. Therefore, training should articulate knows and know-how-to-do, it conjugates the acquisition of the knows and best practices for professional, social, personal purposes and the exploration of the theories and values that underlie them, assigning meaning to them.

Numerous researches currently indicate that the effectiveness of training is based primarily on three factors:

> *1. The personal factors are concentrating on motivation to learn and use learning outcomes as well as the feeling of being able to do it;*
> *2. Factors related to training particularly concern even the course of days, content and especially the proposed methodology by the trainer;*
> *3. Environmental factors are the conditions under which the participant is placed throughout the training process, from needs analysis up to and including the monitoring of the training focused on the transfer of learning in professional practice. (Assessment Report FoCEF 2007-2008).*

One of the major characteristics of the ITT is that it is organized around multiple space-time training: responsibility training, pedagogical advisory maintenance, lectures, professional report drafting, practice analysis workshop and accompanied practice training. In this context, the main issue is to reflect on their articulation to effectively prepare teachers to enter the profession.

In other words, this is to avoid both empiricism and pragmatism that often prevail in teacher training immersion or companionship and stacking encyclopedic contributions regarded as necessary, but that cannot be finalised, neither integrated nor transferred. By cons, it is to articulate a repository of knows and competencies deemed necessary to train a "competent" teacher and the dynamics that allows their integration into accompanied, guided and formalised round trip.

The confinement into the traditional theory-practice dichotomy would; however, lead to exclude the fruitful articulation between theoretical, empirical, speculative or prescriptive works. The isolation of these two spaces, theory and practice, would prevent the movement between these two fields and the gradual adjustments that would ensue. This is to take

concrete decisions which result on the issues of the action at the didactical level. The work on the relationship between decisions and issues is all the more effective than limiting or simply restricting ourselves to focal length changes.

In fact, all major perspectives on the question of the application of theoretical models to practical teaching situations such as those of Gage (1978: 39) who considers that *"the theoretical models as a source of rules dictating to the teacher the ways of doing effectively"*; or those of Fenstermacher (1979) and Clark (1988: 5) who admit that *"theoretical models are a source of reading patterns that can modify the teacher's perception";* or Phillips & Fenstermacher (1990) who claim that *"theoretical models can arouse questioning the teacher's beliefs"*; or Giroux & McLaren (1996: 121) who attest that *"the theoretical models provide the basis for an emancipatory action",* (cited by Mark Boutet 2004: 3). They grant a privilege, or even preponderance, to theoretical models on the teachers' effective action. In this regard, the principles, underlying these perspectives, seem to ignore the deviations that characterise the idyllic theoretical proposals and the realities of teaching practice. To impute these differences between the two spaces theory and practice simply to the teachers' improper practice in classroom situations in their complexity, singularity and learners' diversity is due to the axiomatic assumption that links theory and practice in the field of education.

The debate on the status of theoretical and practical knowledge as well as on the nature of the links which ally them has evolved towards the search of a continuum rather than opposition. In fact, the theoretical and practical knowledge interplay should be conducive to a common ground of mutual nurturing to attain both teachers' teaching and learners' learning effectiveness.

II.2. Theory and Practice: Effective Reciprocation in the ITT

> *"There is nothing so practical as good theory."*
> Kurt Lewin cité par Fullan (2001 : xiii)
>
> *"There is nothing so theoretical as good practice."*
> Fullan (2001: xiii)
>
> "Theory without practice is impotent."
> "Practice without theory is blind."
> Kant

Any profession should be able to rely on a set of theoretical knowledge to base its actions. The emergence of a large number of occupations over the past century is largely based on an effort of linking theoretical knowledge with real life situations. In addition,

throughout the professional interventions, knowledge has been built, knowledge that is useful to address the specific requirements of the profession. The status of traditional knowledge, which can be characterized as practical knowledge, and the character of their relation to theoretical knowledge are the subject of debate for a long time.

The conflicting relationship between theory and practice was a core concern of philosophers and scholars. Access to knowledge is the result of prudent inner deliberation (phronesis) that attempts to resolve the tension between the movement of the surrounding reality and existence of substantial forms; reason and meaning are inseparable in this process. The professional activity of teaching takes place in a classroom context, so an effective link to reality. By cons, it must also be able to regularly back up outside this context to give more sustainable conceptual benchmarks.

These two aspects of knowledge are important and beneficial for a professional teacher: theory and practice. Thus, the initial training courses are intended to equip novice teachers with the necessary tools in order to help them integrate the new profession effectively and confidently. However, traditional models of teacher training reckon these two aspects as two distinct areas; the theory is learned at university and practice on the action. However, recent research has highlighted the interdependence of theory and practice. For example, the research, such as the case study conducted by Amy BM Tsui (2001), provides insight into processes that take place as progress of the novice teachers to acquire professional competence in language teaching. This suggests that teachers develop their own principles by experience and reflection on experience. Similarly, the study conducted by Johnson, KE (1994) reveals the extent to which the beliefs of student teachers on second language teaching (SLT) are influenced by their experiences as learners, and their perceptions of what being a teacher should involve. These studies show that initial teacher education should not just be the demonstration of teaching techniques, but needs a more complex combination of theory and practice.

Not surprisingly, then, researchers in the field of second and foreign language teaching (SLT & FLT) now reject the idea of divorce between theory and practice. Brumfit (1983: 61), for example, believes that the balance between theory and practice "*should be based on the relationship between both.*" In addition, the training programme described by the Hungarian teachers Medgyes & Malderez (1996) includes both theory and practice with trainees and trainers who work on classroom observations, pedagogical support and the theoretical idea promoting reflective learning.

In fact, it is to facilitate access of teacher trainees to different theories (knowledge) so they can build their own freedom *vis-à-vis* their teaching practices. This requires taking into account not only the relationship between didactics and pedagogy, learning and contents, but also the reality in the field, the one of the various stakeholders, including scholars and institutions teachers. This implies a permanent readjustment between theory and practice. Thus, teachers develop professional and personal competencies at the same time. Access to didactical theories offers them freedom of action and reflection that they will have no access if they simply apply or imitate ready-made templates. In fact, it is also the best way for them to handle the unexpected.

A glance at the action taken over the past few years shows that what underlies it; it's the willingness to put the theories in the service of practice at the level of the trainees, teachers and institution.

The practice is no longer in the dependence of theory. It maintains with it interactive rapports that make one feeds the other and vise versa. The "*applied science*" model (Wallace 1991) allows to training technicians who try to solve problems (problem solving) using the learned theoretical data. By cons, in the "*the science of professional acting*" model (*ibid.*), it is to train professionals. This means that the training of "*technician*" teacher (*ibid.*) is not enough. The problems are not given at the outset; however, it is to identify them in opaque and chaotic situations, to which the teacher is confronted (problem setting). The reflection in action and on action is highlighted. A posture that requires the consideration of knowledge to interpret and analyze teaching practices.

Actually, researchers and practitioners cannot develop in isolated areas, from which the latter have a limited relationship simply to the application of knowledge discovered by the former. Theoretical research and teaching practice must be in constant dialogue so that the research is not about education, but for education and that practitioners are defined as researchers in their experience both in complexity and in singularity of the teaching/learning situations.

II.3. The ITT in a Global Perspective

The TT is a constant preoccupation of education leaders, and several models have been developed to meet the societal changes.

The ITT is only the first link in a process that will continue throughout their career, its social issue is important because it has the responsibility to engage the future teachers'

practice in ways that maximize their educational characters. Currently, professionalisation is a central theme that pervades research in Sociology and Education Sciences. The massification and the emergence of new social, political and economic expectations vis-à-vis school push to evolve the teaching profession.

Professionalisation highlights in particular the willingness of persons belonging to a profession to acquire status, to define specific knowledge, develop competencies and adhere to an ethical as well as a training system that allows the entrance in the function.

To train teachers who are capable of coexisting in an increasingly globalized environment requires the competencies and values that enable all human beings to live in an environment strongly influenced by cultural and linguistic diversity. This diversity characterizes our everyday life since, within our own homes; our lives are permeated by what is other and different. This phenomenon is due, on the one hand, to the growing dominance of ICTs that allow us to get in touch with worlds of different cultures and languages, and on the other one, mobility, on the increase, of individuals coming from regions and countries other than ours. This training from a global perspective requires a pedagogy that appeals to the cooperation and active participation of all.

The political issue is to train high-level teachers, because the quality of education depends to a large extent on the training of professionals. The top-ranked countries are those that grant a central place to the TT, this is what PISA [54] investigation has confirmed. Its management, increased by high schools and universities, responds to a dual intent:

> - *ensuring greater mastery of knowledge to be taught and teaching foundations of their acquisition by the learners;*
> - *more generally, raising the level of professional training for teachers and learning it more strongly on social and human sciences.*

The specifications of the teacher have expanded to suit (at the mercy of) the programmes and structures reforms as well as the transformations of the teaching methods and didactical designs. School populations were transformed and their needs have substantially diversified.

---

[54] PISA is an acronym that stands for 'Programme for International Student Assessment.' This is a survey conducted every three years among young people aged 15 years old in 34 OECD member countries and in many partner countries. It assesses the acquisition of knows and know-how-to-do essential to everyday life after compulsory schooling. The tests cover reading, mathematical and scientific literacy, and are presented in the form of a background questionnaire. At each assessment, a subject is given preference over others. The first data collection took place in 2000, following in 2003, 2006, 2009, 2012 and 2015. The next gathering is scheduled for 2017.

Thus, the teaching profession has become increasingly difficult, while the expectations with regard to training are constantly increasing.

II.4. The ITT: A Journey from Didactics to Pedagogy

The didactic research is a relatively new science. It had its roots in the pedagogical inquiry and extends it throughout its reflection regarding research tools, methods and teaching practices. But these aspects are only the result of a reflection relating primarily to the mechanisms that govern the learning. Inspired by the cognitive science, which develops, in parallel at the same time, appealing also to the knowledge of neuroscience and psychology, didactics attempts to modelise at best what happens in our minds when we learn. This is, for any didactic research, to answer the questions "What to teach?", "How to teach?" and "What means?"

The didactic issue of TT is to seek out and implement, with less risk of possible failure, the terms that will enable all learners to get over the epistemological obstacles and acquire quickly the knowledge and intended competencies. So the teacher will have to imagine and to explore pedagogical approaches: research hypotheses, projects, problem situation, etc., the best adapted, according to him, to the specific obstacles encountered in the learning objectives.

For approximately three decades, gateways were established between research in didactics and TT, with the objective of fostering the evolution of teaching practices. The didactics of foreign languages (DFL) has contributed to develop theoretical and practical tools addressed to trainers. Furthermore, to define the contents and modalities of their plans for initial and continuous training, the training institutes use the support of didactic researchers. The links between research and didactics have therefore tightened.

The research in didactics focuses on the study of the conditions conducive to learning, by analyzing finely the situations proposed to students (contents, objectives, tasks), and by observing their impact on the evolution of learners' conceptions. Currently, the problem is the appropriation of situations elaborated by teachers owing to their remoteness of the research environment. The help of trainers to teachers is imperative to allow the management of such situations.

However, the introduction of epistemological and didactic approaches in TT will help them orient their practice provided that the adequacy between design and practice becomes a training goal.

But, beneath certain conditions an evolution can be observed jointly on the practices of teachers and their epistemological and didactic representations. To do this, a training program, allowing teachers to change both theoretically and in terms of their teaching practice, should be implemented.

Within the framework of educational reform, teacher training must translate into the implementation of didactic formulas that emphasize teamwork, cooperation and collective construction of meaning. Thus, a new organization of resources should allow teachers to construct their own knowledge, skills and attitudes and interacting with others (team learning) and their environments. This orientation redefines the role of trainers who become assistant-learners and coaches in the construction of knowledge. Trainers are encouraged to equip these teachers with competencies to cope with the evolution of knowledge about learning and its implications on professional practice. In this perspective, the expertise is no longer based on disciplinary knowledge but rather on the mastery of didactic engineering as a lever of learning.

II.5. Competency in the Field of Education: A Polysemous Term

The paradigms focused on competence development are gaining more and more ground in education. For some, this shift towards competencies fits in conflict with the approaches considered more "traditional" approaches that, essentially, take shape inside a lecture-based teaching, and in which the knows transmission occupies a central place (see Perrenoud 1995 Boterf Jonnaert 2001 & 2002). In this sense, we could say that the shift to the competencies represents, for teaching at least, a genuine Copernican revolution.

Although the concept of "competency" has been the subject of numerous writings in the literature (we will return to some of these writings further in 5.2.1. p 131), constituting an engine in terms of educational programme changes, in classroom, training and assessment practices, it is far from being fully stabilized in the field of education. Ambiguous, polysemic and multifaceted, the concept of competence has been used to serve various causes as the cause of socio-constructivism, interdisciplinary, project pedagogy or even problem solving.

II.5.1. Multifarious Considerations on the Concept of Competency

The currently in force guidelines for the TT fit into the current of competencies, which occupies an important place in most of the educational systems around the world. It's toward the late 1980s that the concept of competence made its entry into training curricula (Dolz Ollagnier & 2002), constituting an alternative to the dominant curriculum paradigm, which was based on a fragmented training conception in which learning were cut out (split up), hierarchized and often in a decontextualized way, with consequently, limitations often observed in terms of knowledge integration and transfer (Tardif 1999).

Since its introduction in education, the concept of competency, as an organising principle for programmes of study, has generated an upheaval for the swift transition from an objectives-based to competency-based approach. It has been the subject of much debate about its meaning and relevance. Gauthier & Mellouki (2006) have recently noted that the new approach founded on the "competencies" (CBA) is open to multiple interpretations and that strong resistance is still observed by some stakeholders, especially in TT. The opponents to the logic of competencies (Boutin & Julien 2000) see the risk of a mechanistic, instrumentalist or behaviouristic conception of training and the danger that leads to a loss of knowledge. Contrariwise, its proponents demonstrate, on the contrary, that the concept of competency allows focusing training courses on the development of the know-how-to-do in contexts, which assumes the implementation of high-level cognitive mechanisms (Perrenoud 1995), requiring the mastery and adaptation of knows and internal and external resources to the individual.

II.5.2. Crossed Viewpoints on the Notion of Competency

Despite the debates conducted to define the concept of competency, one can extricate some characteristics around which get organized its meaning and implications arising there on the training systems. According to Roegiers & De Ketele (2000: 133), competency is at times confusing: *"We sometimes give it the very general character, or even transversal ability, sometimes the close character of a specific goal."* The terms of capacity and competency *"are hardly standardized or socially stabilized, they often cover what was previously referred to as learning objectives."* (Fourez, Englebert-Lecomte & Mathey 1997: 81). It is worth noting that the concept of competency can be of a paramount usefulness in the work of the elaboration, evaluation, revision and improvement of curricula and teaching practices, Morin distinguishes:

> *"The competency (...) in the sense of the general suitability of a student who demonstrates achievement of programme objectives and that enable him to integrate into the labour market or to pursue university studies, and the competencies, which are the specific skills and abilities to meet the specific requirements of a task, a function of a job or a specific academic programme."* (1989: 34)

For Astolfi, Peterfalvi & Verin talking about competency in the plural evoke less ability itself than which makes it possible:

> *"We then slide from a fairly global psychological characteristic to a certain objectification of what is required to act competently. But it always returns to a personal component of the individual who learns - or rather, who has already learned since the competencies make possible the competence."* (1991: 13)

Tardif, meanwhile, believes that:

> *"The competency is a system of knowledge, declarative (what) and conditional (when and why) and procedural (how), organized and operating in schemes that permit, within plethora of situation, not only the identification of problems, but also their effective resolution."* (1996: 34)

So, competencies are based on a knows-building, on knows-acquisition that appeal to reasoning and decision resumption.

These reforms have been the subject of assessments that highlight a certain number of inherent difficulties, among others, the reductionisms of which is being subject the notion of competency through these reforms (Tehio 2010 Mellouki 2010 Benavot & Braslavsky 2007). Most commonly reduced to a simplified reformulation of objectives, people's competencies disappear to leave room to the development of summary skills strictly relating to the notional contents linked to traditional disciplinary knows. Thus, the CUDC researchers (Jonnaert, Charland, Cyr, Defise ...) deviate from these approaches. They consider that the concept of competence remains a very little curricular subject. This concept rather tends to refer to the results of these persons dealing with a situation than to identify *a priori* the prescribed of training programmes as advocated by some proponents of a competency-based approach (Roegiers 2008, Bernard & Nkengne 2007).

For CUDC researchers (Jonnaert et al. 2005: 674), a large number of constitutive elements should be taken into account when defining the concept of competency:

> *"Competency develops in situation and is the result of successfully handling of this situation by a person or group of persons in a given context. This treatment rests on the field lived experiences of people in other situations more or less isomorphic to that been the subject of treatment. This treatment relies on a set*

of resources, constraints and obstacles, and actions; the success of the treatment depends on the person or group of persons, their life experiences, their understanding of the situation, the situation itself and the context, the resources of the persons themselves and those available among the circumstances of the situation. A competency is the culmination of this temporal, complex, dynamic and dialectal treatment process; it is specific to the situation successfully treated and can be adapted to other situations that are almost isomorphic to the current situation and which belong to the family of situations.” (2005:674).

All of these constitutive elements make it possible to specify a conceptual framework that serves as a reference model for the evaluation of a competency and the process which, upstream, has allowed the development. This suggests that the elaboration of a conceptual framework proves necessary to modelling the semantic area of competency. The CUDC researchers take into consideration:

- *“A context;*
- *A person or group of persons;*
- *A situational frame: a situation and family situations;*
- *Field of experiences previously experienced by the person or group of persons in situations almost isomorphic to the situation being processed;*
- *A framework of actions: share classes including a number of actions implemented by one or more persons in this situation;*
- *A framework of resources: the resources used for the development of competence;*
- *An evaluation framework: the results obtained, the transformations observed In the situation and on the persons, and the criteria allow asserting that the treatment of the situation is attained, successful and socially acceptable.”*

(ibid.)

The interlay of all the aforementioned factors that evolve in a situation in which a learner is immersed would provide the observer/evaluater with an overview of the process undertaken. Differently couched, with respect to its subtle character, the conceptual and evaluative mastery of the comepetence requires a rigorous theoretical and practical framing so as to eschaw any interpretive fallacy.

II.5.2.1. Multifarious Designs of the Concept of Competency

Far from reaching unanimity among researchers, the concept of “competency”, which is the key concept of the CBA, is subject to the influence of the OBA, of which it dissociates much. In the absence of a clearly established framework, the concept simultaneously transmits several meanings. It is, first of all, advisable to be very rigorous about its definition. For the CBA, the targeted competency, which is a nodal concept, is communicative

competence. Throughout the present research work three models of distinct designs will be discussed, namely linguistic, constructive and communicative competencies. This choice is made with respect to the contribution of each design, linguistics and constructive for the control of communicative competency. Linguistic competence is one of the components of communicative competency, as defined by Nunan:

> "[…] *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." (1992:117)*

This definition subdivides communicative competency into several sub-competencies namely: linguistic, sociolinguistic, discursive and strategic. It seems important to take into account these components which elaborate our definition of communicative competency.

Indeed, in the foreign language learning process, there is an initial context based on communication needs in both written and oral forms expressed by learners and, therefore, the designers of textbooks and users should seek ways and means of promoting learners autonomy in the communication in a social and educational interactive and open social field. In this regard, we observe a wide range of definitions of the concept of 'competency' in the educational field. To illustrate this assertion, it will be referred to some epistemological observations of the authors of reference in science of education: Le Boterf considers "competence" as a recognised know-how- to- act, so certified by the school: *The competence does not lie in the resources (knows, skills, attitudes ...) to mobilize but in the mobilisation of these resources. The competence is about the "ability to mobilise."(1994: 16).*

In the opinion of a number of authors that echoes the work of Le Boterf (1994) as Perrenoud (1995), Rey (1996), Roegiers et al (2000) Jonnaert. & (2002) competency 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).*

Despite viewpoints somewhat divergent, some epistemological consensus seems to surround the concept of competence. Indeed, this term seems to cover three types of competencies namely linguistic, pragmatic and socio-cultural. The above quotes have an insistence in common: resources are nothing if we cannot use them wisely and create synergies with respect to a singular situation. Mobilisation, coordination and orchestration are the key concepts to think about the organization of a complex action. Perrenoud also recalled

that this remains just a metaphorical language, but also pointed out that metaphor of the mobilisation seemed richer, fruitful than "knowledge transfer". For Perrenoud:

> *"Competence is not a state or an acquired knowledge. It is reduced neither to certain knowledge nor a certain know-how-to-do to do. It is not comparable to a learning outcome. To have knowledge or abilities does not mean being competent. One can know techniques or accounting management rules and not knowing how to apply them in convenient times. We can know the commercial laws but poorly write contracts." (2000: 60).*

Indeed, every day, experience shows that people who are in possession of knows or abilities do not know how to mobilize them in a relevant and a timely manner in a work situation. Refreshing or updating what is known in a particular context (marked by labour relations, institutional culture, risks, time constraints, resources ...) is revealing the "passage" to competence. The latter is realised in action. It does not pre-exist it. According to Le Boterf *"[...] there is no competence, except the competence in action." Competence cannot function in a "vacuum", outside any action which is not limited to express it, but that makes it exist."* (1994: 16).

Consequently, it is obvious that knows remain the cornerstone of all learning, but they are insufficient to enable learners to acquire the competencies. The acquisition of the knows out of the context simply become a fixed capital for the lack of not knowing how to reinvest them wisely. Most of the accumulated knows in school are useless in everyday life, not because they are irrelevant, but because the students themselves are not involved and trained to use them in practical situations, i.e., to translate them into behaviour. Thus, it is important to develop competencies at school; in other words, to link these knows to their mobilization in complex situations. That is to say, that learners' everyday practice especially *in situ* inside (*in vitro*) and outside (*in vivo*) the classroom is closely correlated to the development of their competency. It is worth within the disciplines as well as at the crossroads of disciplines. For Legendre

> *« La compétence ne se donne jamais à voir directement, elle est indissociable de l'activité du sujet et de la singularité du contexte dans lequel elle s'exerce, elle eststructurée d'une façon combinatoire et dynamique, elle est construite et évolutive, elle comporte une dimension métacognitive et une dimension à la fois individuelle et collective ». (2008: 39).*

The construction of competencies must imperatively take the necessary time that enables learners to acquire knowledge by "active methods" to suit projects, problem solving, research, and communication activities close to the real-social situation, etc.

The competency develops and evolves over time and thereby becomes an object of evaluation multi-dimension: evaluation of a competence is necessarily multi-referenced. In addition, it can be located at different moments of the construction and development or adaptation of the competence (Jonnaert, Ettayebi & Defise 2009). Competency is therefore scalable and progresses until the attainment and reflection that people perform on what they have achieved *in situ*.

The abovementioned definitions emphasise on the concepts of complex situations, problematic situations and tasks to be performed in a specific context. What is required on the part of the learners, to be qualified as "competent", is to decide autonomously to put what they know and what they can do in practice. The demonstration of his capability is not limited to a single situation, but rather a set of situations within the same family. This family of situations is an important concept both for training and evaluation perspectives. It is necessary to present the learners with various learning situations so that they can come forward and exercise their competencies, thus creating situations of observation of the competency.

All that should be remembered of these definitions is the minimum consensus which holds that competency is based on the knows and skills (knowledge) that symbolize the theoretical competencies, know-how-to-do (functional competences) known as the practical competencies and know-how-to-be (behavioural competencies), social and behavioural competencies.

Competency development is not reducible solely to the acquisition of resources (knows, skills, attitudes, values, etc.) by learners, but the latter should be trained to build, from these resources, appropriate combinations. Competency is a combinatorial variety of different resources that can be put in synergy and used in various situations.

In conclusion, we must admit that the concept of competency is polysemous, but its reduction to mere behavioral objectives proves to be inacceptable. Today the situations have become unavoidable, but their analysis remains rare and incomplete. Competencies assessing also fits in the paradigmatic shifts that training live. Another culture and other tools integrated into new assessment methods are therefore necessary to meet the challenges that solicit the evaluation of the training results focusing on the learners' development competencies.

It is a matter of genuine culture of evaluation (Thélot 1993) to establish and which constitutes a challenge to the Algerian university and that can open new perspectives breaking with usual/current practices and thus encourage evaluation practices open to professional development (Jorro 2007: 15). In fact, the Algerian university never or very rarely assesses these trainings. The evaluation of this training is essentially limited to the normative aspect; it mainly focuses on ranking the trainees one with respect to others: "*The system of university examinations operates most of the time in the absence of the definition, even local, of the knows and competences that are expected at the end of training*" (Romainville 2002).

This evaluation system, during all the years of training, is mainly focused on the restitution of the knows. Student-teachers are also very critical *vis-à-vis* the evaluation mode designed to certify the acquisition of factual knows and formal knowledge.

Who else but the teacher-trainee himself, he who lives this conceptualisation process, can make account? Let the trainee-teachers talk about their own experiences and express themselves, it is also to integrate them into the process of evaluation. Understanding the meanings ascribed to the concept of "competence" to evaluate it, this is to take into account all the constituent elements of this concept.

This concept of "competency" also concerns many other important areas in the context of teaching/learning a foreign language. There is talk about varied competencies namely linguistics, discursive, strategic and pragmatic in order to be able to communicate appropriately. The synergy of all these components (ingredients) guarantees the learning and use of language in communicative posture.

II.5.2.1.1. Linguistic Conception of Competency

Early theories on the concept of competency were developed by the American linguist Chomsky, who in his very influential book entitled "*Aspects of the Theory of Syntax*" (1965), associated it with the "linguistic competency." He portrays what is now considered as classic distinction between competency (monolingual speaker-listener's knowledge of language) and the performance (the use of language in real situations). 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 main linguistic structures by the child in his mother tongue. In his perception, the child has "*a linguistic ability before birth*" (ibid: 23). This innate potential of communication in the human being is the phenomenon of the existing [the already there=le déjà-là]. It is a virtual linguistic possibility or 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:

> *"the competency consists of the mental representations of linguistic rules that constitute the speaker's -hearer's internal grammar. Performance consists of the use of this grammar in the comprehension and production of language."* (1965: 4).

Therefore, grammatical competence expresses an innate knowledge of the rules rather than the knowledge of objects and/or relationships. This is the ideal linguistic system that allows the speaker to produce, and at the same time, understand an unlimited number of sentences in his language. The linguistic competency includes components such as syntax, morphology, semantics, phonetics and morphology.

In fact, the objective sought by Chomsky was to combat the rise of linguistic behaviorist theory essentially founded on two main phenomena, namely respondent conditioning and operant conditioning.

In the light of critical comments alluding to Chomsky's search results, the process of achieving the communication performance in observable behaviour also depends on the implementation of other mental organs including memory and perception which are conditioned by some socio-natural, contextual and environmental factors resulting from the significant presence of the variable "competency" (1975). However, the definition proposed by Chomsky does not allow to understand what is acquired and what is diversified as highlighted by Dolz, Pasquier & Bronckart (1993: 23-24). Drawing attention to the latter fact that taking into account nativist, mental and universalist assumptions of the Chomskyan epistemology, the concept of competency 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 & Bronckart 1993: 23-24)

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

As a reaction to Chomsky's reducible definition of the concept 'competence', it can be argued that grammar (linguistic competence), regarded a part of the resources, would be referred to as a technical support to be mobilized and activated, in accordance with other ingredients (skills, attitudes, values…,) to cope with different problems.

II.5.2.1.2. Communicative Conception of Competency: main components

Although the concept of communicative competency goes back to Hymes (1972), Canale & Swain (1980) and Canale (1983) proposed the most influential model of communicative competency. For them, this model has established:

"a clear statement of the content and boundaries of communicative competency – 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 is noteworthy that their initial model of communicative competence consisted of just three elements, but it was revised a little bit later to include a fourth element (Canale 1983). The key components they identified include: grammatical, sociolinguistic, discourse, and strategic. The previous two categories describe the language and the last two describe the use of language.

Today, the individual interactions between partners are recognized as an essential element in the evolution of inter-organizational relationship of collaboration. Over the last two decades, researches in the social sciences have gradually revealed the complexity and multifaceted nature of culture and identity in the organization. By cons now the approach of the cultural aspect has amply changed since it is no longer sufficient to codify and organize different cultural styles to understand the dynamics of the difficulties in connection with this intercultural dimension (Zarate 1986 &1993, and Byram 1989 &1997). The main stake is not the existence of differences *per se,* but rather how these differences are perceived and

interpreted by the members of other cultures in behaviours, and particularly how these interactions – the contact throughout these cultures- are socially designed and managed.

A. The Linguistic Component

According to Canale & Swain, grammatical competency includes "knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology" (1980: 29). Although the same list of items that constitute what Chomsky (1965) refers to as grammatical competency, which may also include the ability to use grammar as well (the performance of Chomsky), Canale and Swain made it clear from the beginning that this strand deals with the language as a system. They also pointed out that it should not be bound by any theory of grammar (theory of Chomsky, for example).

Undoubtedly, if we work on the assumption that the list of items aforesaid are the main components of grammatical competency, then one can assume that if a learner is able to list orally or in written the furniture in a classroom such as desk, table, etc, then he develops the ability to choose a specific vocabulary. And if he can add prefixes correctly to the adjectives such as "happy"(un-), "moral" (im) and "possible" to form their negative equivalents, while he is developing skills in the use of rules of word formation. And if he manages to describe recent events using the auxiliary "have" or "has" and the past participle of the main verb, then he is developing grammatical competency forming the past participle. This implies that grammatical competency takes the form of a hierarchy of capabilities that are closely linked and act as a single category.

To be precise in the definition of linguistic competency, we take from the CEFR (Common European Framework of Reference) the following:

> *"Linguistic competence is the one related to knowledge and skills related to lexicon, phonetics, syntax and other dimensions of the system of a language, taken as such, independently of the sociolinguistic value of its variations and pragmatic functions of its accomplishments."[55] (2001: 17-18)*

It should be noted that for a long time these different capabilities constitute the grammatical competence have been the main object of attention of FL teaching and traditional materials. But things have changed with the adoption of the communicative approach, and instead of remaining at the center of attention of the FL teaching; grammatical competency has become one of the sub-components of communicative competence. However, this change

---

[55] The CEFR (Common European Framework of Reference) 2001

should not affect the status that should be ascribed to the grammatical competency as it was stressed by Faerch, Haastrap and Phillipson asserting: *"It is impossible to conceive of a person being communicatively competent without being linguistically competent"* (1984: 168). This leads us to infer that it may have been a misunderstanding about the communicative language teaching that does not aim at a high level of formal accuracy. But this does not mean, in any case, that we have to deal with communicative and grammar competencies separately as suggested by Munby (1978: 5). The point is that it would not be inappropriate to have accuracy in the use of grammatical rules as an ultimate goal, and at the same time, to tolerate risk taking and error in the classroom as part of the achievement process of the communicative competence.

B. The Discursive Component

In addition to the ability to formulate rules of grammar, learners should also develop the ability to produce a unified discourse, which is designated as: *"the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres…"* Swain 1985: 188 (qted by Yoshida 2003: 3). Unified discourse types could include conversations, speeches, e-mail messages or news articles in all sorts of short texts. It should be emphasized that the unity of speech *"is achieved through cohesion in form and coherence in meaning."* (*Ibid:* 188)

While cohesion refers to language characteristics relating phrases to each other as conjunctions, synonyms, etc. pronominalisation, coherence is used to refer to the text that adequately meets the situational context (Halliday & Hasan 1976: 1-2). For more information on what the cohesion and coherence really mean, we refer to the example cited by Widdowson (1978: 50):

A*: That's the telephone.*

B: *I'm in the bath.*

A: *O.K.*

Although this interaction seems to lack cohesion since cohesion devices are not used, it seems to be coherent, because the utterance 'A' is an application and utterance 'B' is an excuse to deny the request. This suggests that, contrary to the cohesion, coherence is an essential element in conversations as that has been suggested by Richards & Schmidt who wrote*"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, although it is not as useful as the coherence of oral conversations, written discourse mainly depends on it. In fact, the

coherence and the unity of a piece of writing are highly dependent on the precise use of cohesion devices. Unfortunately, many learners either sub-use or awkwardly use linkers/connectors, sometimes even they abuse in the use of some of them. Obviously what this implies, it is that most learners achieve a poor level of discursive competence; it is for this reason that more attention/focus should be directed to its development.

It should be underlined that in order for the discursive competence develops, we should consider that each of its sub-competences has its own requirements. Indeed, because the academic and interpersonal discursive competences relate to two different communication channels namely writing and speaking channels, different factors are involved in their development. To develop the first instance, it is desirable that students read and hear a sufficient number of academic texts in meaningful contexts. With regard to the development of discursive interpersonal competencies, there is an assumption that the latter requires the promotion of opportunities for social interaction. To do this, the language classroom remains the privileged place where an active exchange between learners settles down for the development of this discursive competence.

C. The Pragmatic Component

Beyond-any-shadow-of-doubt, the sole knowledge of the language is not enough to prepare learners for the effective and appropriate use of the target language, learners should also have sociolinguistic competence which, according to Canale and Swain (1980), is as important as linguistic and discursive competences. Actually, the importance of sociolinguistic competence has been demonstrated by many researchers whose works revealed that, although the native speakers often forgive phonological, syntactic and lexical errors made by L2 speakers, they are less likely to forgive sociolinguistic errors. They also concluded that the lack of results in the sociolinguistic competence coarseness, the reason that has led many researchers to give more importance to the sociolinguistic competence. It should be noted that by sociolinguistic competence we refer 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)

It is worth of note to mention that in his model of communicative competence, Bachman refers to sociolinguistic competence as pragmatic competence and he has subdivided it in two

sub-components namely those of illocutionary and sociolinguistic competence. The first refers to the ability to use language to achieve certain goals or communicative intentions as in the following example: "*It's so hot today*," which could be interpreted as a request to open the window or to arouse an offer for a cold drink, etc.

Thus, an 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 adapted to the social context in which they are produced, which means that learners need to have a notion of the appropriate social knowledge to be applied to different contexts, they are likely to encounter. This is what Bachman (1990) calls the sociolinguistic competence. In a different model namely that of Celce-Murcia, Dörnyei & Thurell (1995: 18), pragmatic competence is considered as an action-competence, and is described as the understanding of the speaker's communicative intention by realising and interpreting speech act sets. Despite this variety of definitions of interpretation, sociolinguistic competence remains the same, except for some differences in terminology and composition.

Because the communicative approach puts the main emphasis on sociolinguistic competence, many researchers have taken the initiative to seek what was necessary and appropriate for its development. Kasper & Rose (1999: 81-104), for example, have identified two main factors described as major obstacles to its development. The first of them indicates that most learners are exposed to a "*teacher-fronted classroom pattern*" model, which does not facilitate free interaction. This implies that it is very important to give learners the opportunities for teaching practice beyond the *"teacher-fronted classroom patterns."* The second condemns the "input" used in most school materials, which unfortunately does demonstrate the real and authentic language use, but rather artificial and decontextualized conversations (Bardovi-Härlig 2001: 13-32). This leads us to infer that providing authentic and relevant input materials seem to be necessary to develop learners' pragmatic competence. In addition to the above two factors, most researchers agreed that the great difference is what the formal instruction produces and the enormous influence it has on the development of sociolinguistic competence.

To nuance this so-called pragmatic competence, we refer to its definition in the Common European Framework of Reference.

> *"The pragmatic competence is concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms,*

irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed." (2001: 17-18)

The plethora of definitions denotes that the concept of pragmatic competence encompasses a wide range of parameters. The above definition refers to the non-native learners' knowledge and appropriation of social rules and norms of interaction between people as well as the awareness of the cultural history of the target language speakers. The intercultural competence is acutely required in English teachers training courses (ETTC). The latter should go beyond cognitive knowledge and skills acquisition to elevate the trainee-teachers' awareness of the intercultural competence via to taking risks to overtly talk about their views, attitudes, emotions and beliefs.

D. The Sociolinguistic Component

Canale & Swain describe strategic competence as the ability: *"how to cope in an authentic communicative situation and how to keep the communicative channel open"* (1980: 25). For them, the strategic competence consists principally of communication strategies. These strategies come into play when learners are unable to express themselves because of their lack of language resources that facilitate communication, put forward by Canale and Swain: *"communication strategies that may be called into action to compensate for the breakdowns in communication due to performance variables or to insufficient competence." (Ibid: 30).* With approximately the same design on strategic competence, Celce-Murcia et al. (1995: 5-35) describe the latter as *"the knowledge and use of communication strategies"*. According to them, communication strategies cannot only be related to the resolution of problems in communication, they must also be seen as attempts to improve communicative efficiency. While Canale and Swain speak about strategic competency, Celce-Murcia focuses on "*compensatory*" strategies; the term has taken a broader meaning in the model of communicative competence of Bachman. As a matter of fact Bachman (1990: 70) provided a broader theoretical model of strategic competence by dividing it into four components. (Bachman & Palmer 1996).

These components are mainly: the assessment through which learners are expected to evaluate what communication objectives are attainable and what language resources are necessary, the establishment of the objective, which is used to identify the specific tasks, equally the planning whereby learners retrieve relevant elements of their language skills and plan their use, and finally the execution which means the implementation of the plan they set

for their communicative intent. Thus, strategic competence, for Bachman and Palmer, is the process by which people permanently plan, implement and evaluate their communication strategies. Regarding the development of strategic competences, many researchers argue that its development will depend on the learners' experience with the actual use of language in communicative situations.

To clarify the definition of this skill, we refer to the repository hierarchized by the CEFR which describes it as:

> *"Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence." (ibid.)*

Thus, starting from what has been argued above concerning communicative competence, it follows that the latter is no longer subjected to the reign of the syntax mastery only, but, in fact, it is founded on a variety of components each of which referring to one or another facet of the language complexity: linguistic, strategic, discursive and pragmatic competence.

As a final note, the identification of the main constituent parts of communicative competence has led us to conclude that the latter is not an alternative to linguistic competence, but rather a further extension of what was traditionally understood by the mastery of a foreign language.

The Communicative competence, which is a key concept in the communicative approach that is learner-centered, has evolved significantly during this decade in the language classroom. Nevertheless, it has not found yet the suitable place it deserves in the evaluation. It's always the concept of "linguistic competence" that dominates the teaching and assessment practices.

As it had been suggested above, the primacy of communicative competence is a key concept for the new approach, CBA.

Conclusion

Adopting a lifelong learning perspective throughout the professional career with regard to the TT imposes on different stakeholders to give priority to the teachers' monitoring right from the beginning of their career. The IT is also important, but it should be considered as a process that establishes the foundations for the continuous teachers' development, and not as

an end in itself. This is an ongoing development which, on the one hand, takes into account all perspectives namely didactical, professional, intercultural and reflexive, and which, on the other one, articulates theory and practice.

The upcoming chapter will address these components related to the exit profile of professional teachers and which require their integration into the TT core curriculum. In fact, the latter turn out to be of overriding significance for a well-thought and purposeful training curriculum, guaranteeing success and sustainability of the future teaching profession.

CHAPTER THREE

TEACHER TRAINING ISSUES ON THE IMPORTANCE OF CULTURAL, REFLECTIVE
AND PROFESSIONAL COMPETENCES FOUNDED EDUCATION

Introduction

The teaching/learning of languages and cultures then assigns itself a mission, beyond the language- culture object itself, to participate in a general education that promotes mutual respect through mutual understanding. The need to integrate the cultural dimension in language teaching is, for several decades, widely accepted.

The upcoming chapter aims to discuss the intercultural dimension both in its theoretical concepts of reference and its didactical and pedagogical methodology. In addition, it sheds light on the ITT in a reflexive perspective and its impact on the teaching profession, as well as the devices and tools for its development, support and evaluation. It also lingers on the CBA, its various designs and impact on the ITT. Professionalisation and its various forms are also exposed. This endeavour is undertaken by the fact that the interplay of these multifarious factors contribute in the construction of the 21st professional teachers.

III.1. Interculturalism in the ITT: from Intercultural Knowledge to intercultural Communicative Competence in Teacher Training

During the last few decades, foreign language teaching/learning has witnessed vast changes with regard to the underlying objective of FL learning. According to researches carried out in the field, the pivotal aim of FL learning is no longer restricted to the acquisition of linguistic competence; the transfer of fixed neutral messages, but it has shifted to promote learners' intercultural communicative competence (the interplay of content and function), i.e, the ability to employ the acquired linguistic system in an effective and suitable way eschewing any intercultural misunderstandings. Being equipped with sociocultural knowledge insights of the target language community facilitates learners' intercultural communication. The quote below sheds enough light on the impacts of the intercultural dimension on people's communication:

> *At the same time, I also, being interested in language and language acquisition, hope that people will tend to acquire languages other than their own for pleasure and knowledge. Even though I may be able to communicate with a Brazilian in English, I only learn about Brazil, or deeply about Brazil, when I communicate in Portuguese'.* [Excerpt from an interview with Julian Amey, in Graddol & Meinhof (eds.), 1999: 18]

The interviewee asserts that the use of Portuguese eases the act of communication with a Brazilian than English for the intercultural propinquity between both language communities and the mastery of the pragmatic rules governing the communicative process.

To accommodate to the changes imposed by the linguistic policies and world changes, TT is supposed to be altered to cater with the aspirations of individuals and communities. Yet, practitioners (as culture mediators) are challenged to enact, besides caring of the grammatical and syntaxical correctness, an intercultural communicative on their competence of teaching and learning process which requires *knowledge* (of the cultural factors), *insight* (into the cultural identity constituents) *readiness* (towards opening up to cultural differences) and *skills* (in negociating common territory and identifying and bridging gaps) (Willems 2002: 10). These are the factors that could, in terms of an intercultural perspective, help us accept, appreciate or at least tolerate differences and understand one another. In the same vein, the Council of Europe, responding to linguistic, cultural and political diversity that characterizes the European Countries, recommends that:

> *"Communication makes every human being involved. (...) In an intercultural approach, a major goal of language teaching is to promote the harmonious development of the personality of the learner and his or her identity in response to rewarding experience of otherness in language and culture. It is up to teachers and learners themselves to build a healthy and balanced personality from various elements that make it up."*
>
> *Council of Europe 2000*

To cater with human mobility and its impact on the aforesaid issues, the Council of Europe has taken the lead to set up the guidelines in order to better meet the new requirements and ease the social, socio-cultural and professional integration of European citizens. Then, a unified outlook to languages teaching in their cultural context has been implemented.

For several years, to ensure better recognition of cultural diversity, the ITT in an intercultural perspective was gradually established worldwide. Ensuring such training is bound to: what devices to implement in order to be relevant, coherent and make sense? What knows are at stake? Is interculturality possible between knowledge derived from research and knowledge from practice? In fact, so many questions that challenge training (P. Dassen & Perregaux 2000).

Training, meant to further teachers' professionalisation, intends to promote the acquisition of panoply of core competencies by teacher trainees. Among these expected competencies, the cultural competence should be given a special attention. The new TTP must

incorporate this dimension to sensitize teachers to cultural diversity, its importance and its issues in education; promote a sympathetic attitude; master the fundamental concepts and acquire the necessary competences to manage intercultural situations successfully.

The process to be implemented when one is teacher-trainer to ensure that they become intercultural speakers is based on four essential movements: decentration, empathy, cooperation and understanding of the other. These "pillars" described by Byram et al. (1997), for the definition of intercultural competence, then by Byram in his model of intercultural communicative competence (1997), can be taken up in a simplified manner in terms of objectives for the language course as it was done by Zeilinger- Trier . We quote a few examples:

> - *"Recognize and accept the existence of cultural differences, be tolerant towards all that is foreign, and which seems, perhaps, 'abnormal';*
> - *Recognize the cultural dependency and hence relativity, its own system of values, behavior, beliefs, etc.;*
> - *Demonstrate openness, curiosity, interest toward each other, want to interact with other countries;*
> - *Have empathy, capacity-center / change of perspective, have to be relative point of view;*
> - *Be willing to endure conflicts, criticism;*
> - *Being able to ask pertinent questions in order to receive missing information about the other culture, which will help to interpret the unknown phenomena. [...]" (2006: 177)*

The role of the teacher trainer in this intercultural dimension should exceed those of a practitioner, assuming the daily activities; of a trainer, aimed more at the trainee's development of practical and professional competences, to become a "*cultural mediator*" (*passeur culturel*) (Zakhartchouk 1998), working mainly in the organisation of learning and knows construction (*cf.* Fig. infra). In doing so, he seeks to facilitate the development of a dynamic system that makes sense to the teacher trainee. This intercultural training engages the trainer: It sheds light on "*the requirement for a look on oneself, on his itinerary and his relationship to culture*" (Zakhartchouk 1998).

Beyond the educational dimension, intercultural training is dependent upon other factors that should be taken into consideration. The training organization challenges different actors: programme designers, policy makers, educational reform authors, educational institution heads, and, finally, trainers.

The real intentions of the new programme designers for intercultural training should be questioned. The designers of the training programme seek, first and foremost, to align themselves with political choices recorded in official documents.

In terms of training institutions, they seem more concerned with issues related to the management and administration of this training throughout the curriculum: the choice of the trainer who ensures the training, integration of these courses in history, etc.

Ultimately, it is incumbent on the teacher trainer to give to this training the pedagogical impact that appears desirable to him, define the expected objectives, determine the competences to develop, build the effective pedagogy and elaborate the assessment modalities. The knowledgeable trainer is one who is able to adapt himself to the requirements of the current situations, Charlier & Donnay indeed consider adaptability "*as a core competence of the trainer*" (1991).

According to Donnay and Charlier, the practice of teacher training at interculturality should undergo the following three-time steps:

	TIME 1	TIME 2	TIME 3
Pedagogical Approach	'learned/Scholarly' magisterial, cumulative, education Approach	More inductive approach with a progressive theory trial	Constructive and comprehensive approach by questioning, by projects
Connection with the practice	Evocation of situations and issues related to cultural diversity	Collective approach "simulated" to put in cross-cultural situations (behavioral perspective)	Practical approach and problem solving situations
Trainer's Role	Practitioner	Pedagogue/ Educationalist	Cultural Mediator

From "promote the training of teachers to Intercultural: a practical trainer and relationship to knowledge" Pierre Dehalu.

In the first time, the student is considered a part of the recipient to whom is presented a theoretical reflection (transmission of 'knowledge already fixed- *le déjà là*', stable, completed – exterior general culture to the learner), in the second time, he is treated as an apprentice-teacher, who seeks to be effective as soon as possible (knowledge transmission by induction

to apply to practice – initiating a link between theory and practice), and in the third time, he is perceived as a learning-subject, who should be involved in/associated to the training process (individual and collective quest for knowledge into rupture- articulation dynamic of knows-theory, research, experience, terrain).

For more insightful ideas about this intercultural competence, we refer to the model presented by Byram. For him the process of acquiring this competence is founded on five elements namely attitudes (know-how-to-be), knows, skills I of interpreting and relating (know-how-to-understand), skills II of discovery and interaction (know-how-to-do) and Critical cultural awareness (know-how-to-engage). The development of these elements should be supported in the EFL classroom environment via a set of approaches: explorative, analytic, creative, self-reflective, simulation and interactive. The attainment of such a cultural competence is wholly dependent on the teacher's role and know-how. Teachers are not supposed to limit this competence to mere accumulation of countries' names, flags, populations, languages, etc. In fact, what they need, as stated by Byram & al.

> *"What language teachers need for the intercultural dimension is not more knowledge of other countries and cultures, but skills in promoting an atmosphere in the classroom which allows learners to take risks in their thinking and feeling. Such skills are best developed in practice and in reflection on experience. They may find common ground in this with teachers of other subjects and/or in taking part themselves in learning experiences which involve risk and reflection." ..." The role of the language teacher is therefore to develop skills, attitudes and awareness of values just as much as to develop knowledge of a particular culture or country."(2002: 34)*

This requires that EL teachers assume multifarious roles targeting learners' emotional involvement and motivation. The development of the cultural competence is time consuming relying on teacher's appropriate coaching, mediation and facilitation.

III.2. Current Situation of the ITT to Intercultural Competence

The intercultural dimension is interesting to interrogate in the framework of the educational reforms in Algeria because it is a major index of the inability of the reforms to modify the rapport to knowledge, ways of thinking and competences construction, which have always been those of the education and training systems in Algeria.

In fact, no real effort has been made with regard to the teacher training in interculturality. The most excluded from the educational reforms undertaken by the guardianship have been the institutes of training for managers, and trainers. Teachers continue to be trained with the same 80s programmes, themselves already edulcorated or "adapted". TT remains offset with respect to the principles of the reforms undertaken since 2003; a cumulation of twelve-year delay.

So, as strange as it may seem, interculturality, perhaps because it is too important stake, continues to be a real index of internal inefficiencies in the educational system and its institutional and socio-cultural performance. The intercultural training must act on three levels:

The first level is the problem solving of first language acquisition and may concern segmental and supra-segmental nuances of the language, whatsoever. At this level, it is recommended that teachers rely on representative texts, authors said: nursery rhymes, stories for young comic strips, etc.

The second level of socio-cultural management: the other, his language and culture should be incorporated in the training programmes for teachers-trainees; not as referents (absent) but as interlocutors but not by humanitarianism but by professional necessity: regardless of the social, cultural, linguistic appurtenance, etc. manage intercultural will assuredly help to master not only the communication situations (too simplistic/reducive), but the capabilities to apprehend the world in a critical and nuanced way. In its broader scope, the intercultural training must *"have a positive impact on all the cognitive and metadidactic behaviour of the language learner"* (Cazade 2009: 1).

The third level is that of methodological vectors and academic culture-specific constants (discourse, comment, caricature ...), as they have to meet, complete, abrogate, interact with those of the substrate-culture.

The analytical mind, critical thinking, vocation and even illustration of the target language, always in conflict with the semantic and informational design, are a means of access to the competences other than simply communicative competencies.

None of the levels is to be privileged or neglected. Rational planning, interdisciplinary, inscribed in the TT is strategically vital. Because the threat is great: if the English teacher participates (perhaps unknowingly) to consolidate the academic failure characteristics of the Algerian education system, even though all disciplines need capacities he is supposed to learn how to build up, it is a safe bet that neither political treaties nor the official instructions, nor

even the intertextuality of Shakespeare's, Eliot's, Yeats' poems etc., with modern Arab poets will be enough to keep "territories" intact.

Limited to the transmission of information about a foreign language as it is currently dealt with, the teacher-trainees' training to interculturality can neither reach suitable understanding of others' cultures nor enable them to communicate effectively. Yet, the intercultural competence should be concerned with helping them understand how intercultural interaction takes place and increasing awareness about social and cultural values of the interlocutors.

III.3. Reflective Practice: Impact on the Teaching Profession

Reflective practice, being at the core of teachers' professional development, is a mode that integrates or links thought and action with reflection. This is to think and critically analyze these own teaching practices with the aim of improving them. Kottkamp, Osterman, and Peters state that:

> *"Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect their practice."(1990 & 1991)*

In fact, teachers who are committed to a reflective process are required to undertake an outsider vision of their own teaching practices. Doing so, they could disclose/unveil the hypothetical motives behind these teaching practices and to prognosticate their impact on their performance. According to Peters "*[it] is a special kind of practice... [that] involves a systematic inquiry into the practice itself.*" (1991: 95).

In theory, teachers are familiar with the concept of reflective practice and that thanks to the writings of Schön (1983 & 1987) about reflective practitioners. The works of Schön have a historical basis in a learning tradition assisted by Dewey, Lewin and Piaget, each advocating that learning depends on the integration of experience with reflection and theory to practice. Although each of them advocated that experience is the base of all learning, they have also maintained that learning cannot take place without reflection. In the reflective part, reflection is an essential part of the learning process because it leads to make sense or to extract meaning from experience (Osterman 1990).

Relying on the thought of Dewey on the field of learning in professional training, Schön deepened the concept of reflective practice. For Schön, owing to the complexity and

constantly changing character of the situations of which is faced the professional practitioner, it is not sufficient to apply ready-made solutions to the encountered problems.

According to Schön (1994), the step is scheduled for reflection when knowledge into action-the kind of knowledge upon which the professionals depend to make their practices spontaneously -produces an unexpected result or surprise. This surprise can lead to one of two types of reflection: reflection on action, which occurs either following or interrupting the activity, or the reflection in action, which occurs, without interruption, during the activity with a reflection on how to reorganize the activity while being in progress.

Kottkamp (1990) uses the term "offline" and "online" to distinguish between reflection-on- action and reflection-in-action. The reflection-on-action takes place after the activity (ie, offline), where the attention can be paid to the analysis without the need for immediate action and when there is an opportunity for professionals to receive support from others in the analysis of the event. Reflection-in-action, which occurs during the event, can be more effective in improving practice. This results in online experiments to adjust and improve the actions, even if it requires simultaneous attention to the behavior and analysis, as if from an external point of view. Schön (1983) stipluates that when thinking in action, a professional becomes a researcher in the practice context, freed from already established theory and techniques is capable of building a new theory to fit the unique situation.

For some years, reflexivity seems to be an inescapable concept when interested in TT. For specialists, it lies at the very heart of professionalism: being a professional teacher, it is a "*reflective practitioner*" (Paquay & Sirota 2001). It is being able to "*embrace a methodical, regular, instrumented, serene and instrumented approach, and effets-carrier on his own action*" (Perrenoud 2001). A large number of researchers in sciences of education have addressed/have brooded over this reflective process to involve teachers in the construction of knowledge while developing themselves as subjects and professional actors. These researchers often link the issue of reflexivity to that of the analysis of teaching practices (Marcel et al 2002 cited by Froger 2005. 62): the reflexivity being at the heart of a particular case of practice analysis, his/her. These processes and knows, if they are internalized, should offer them avenues/trackes to build in their turn fine didactic tools for teachers to improve their teaching practices. So to speak, reflection is seen in a perspective of both affirmation and transformation of the teaching practices.

The didactic intervention must bind the rigor of theoretical knowledge to the relevance of classroom practice. The theoretical knowledge, resulting from the abstract construction, is not

sufficient to cope with multiple requirements of the classroom practices. By cons, the practical knowledge, derived from the concrete construction, are elaborated above all in contexts characterized by the diversity of learners, the scope of content to be covered and the complexity of situations.

That said, reflective practice has become an integral part of teaching because teachers must constantly evaluate the effect of their actions on students, and that their beliefs influence the way they manage their classes. However, according to Pultorak (1993: 288-295), the habit of reflective practice in a classroom setting is both complex and difficult to acquire. At this cognitive problem may be added the difficulties of an organizational nature such as the short time at the disposal of teachers and the lack of structured and planned opportunities to reflect on pedagogical practices.

To overcome these deficiencies and foster reflection, especially among trainee and novice teachers, various means were implemented: the logbook, self-observation, feedback, etc. Among these means, the portfolio is currently experiencing a great popularity.

Thus, training must make available to teachers multiple mediations that allow them to develop in their rapport to learning topics, to build, at the same time, themselves and the objects of knowledge. For these higher developments befall among the trainee-teachers, it is important that the trainer actively collaborates with him in his "*zone of proximal development*" (Vygotsky 1987: 237) by anticipating the development stage that the trainee teachers look ready to achieve.

III.3.1. Devices and Tools to Develop, Monitor and Evaluate Reflective Practice

Trainee teachers will be faced with complex situations in the two areas of training and integration. They must develop an inventive approach to problem solving, rather than the application of a repertoire/directory of recipes, and pre-constructed approaches.

These "creative" features are also central to the professionalization, in synergy with the development of autonomy and sense of responsibility.

Professionalisation is defined by the effective practices *in situ*, but also by a process of conceptualization of the implemented knowledge. A professional teacher knows to put competencies into action in any situation, he is able to reflect in action and adapt his teaching practices accordingly.

Professionalisation seems to be defined as the ability to build one's practice, one's own methods within the framework of an ethics and general objectives (Perrenoud 1993), it can develop on the ground, in contact with learners and more experienced teachers. However, it is important to clarify that professionalisation can also develop in contact with the knowledge learned in the course/classroom and during discussions with peers.

III.3.1.1. Devices

Reflection has always been portrayed by educational literature as absolutely advantageous practice for teacher-trainees. This reflective process can be carried out via a set of devices.

III.3.1.1.1. Reflection-in-action

To report on the importance of reflection-in-action will allow teachers to wonder about the unfolding of teaching practice and attempt to anticipate the evolution of the latter for the purpose of possible readjustments. However, in the vivid of the action, it may happen that teachers do not know how to do or how to initiate reflection.

Generally speaking, the reflection-in-action initiates reflection-on-action because teachers frequently put in reserve questions that are impossible to deal with in the vivid of the action. Teachers are constrained to make quick decisions or need to make adjustments in emergencies, it is important that they should develop a reflexive capacity, mobilisable in immediacy.

III.3.1.1.2. Reflection-on-action

Similarly, the reflection-on-action will help teachers make critics to their own actions for the purpose of expliciting this. The objective behind this reflection, as an afterthought, is to understand the action, especially of obtaining apprenticeship on oneself, the learners, his practices, and his habitus. This type of reflection is retrospective but also prospective, and connects the anterior to the following.

The first type of reflection, retrospective, is to take stock of the actual activity. While the second type, prospective, is used in order to plan a new activity, to anticipate and prepare for future action by bringing/making a change and regulation of the teaching practices.

III.3.1.1.3. The Construction of Knowledge

In fact, reflection, retrospective or prospective, is without doubt a source of transformation of teaching practices and also lifelong training process. In doing so, teachers update, confirm and build knowledge. This new constructed knowledge is often invested in the action so that it can be tested, updated ... So, teachers begin a self-training in which they themselves theorize their own practice, and put into practice the theory learned. This underlies daily attention to learners in educational situation and a critical look at oneself. Those are clues of a professional development.

III.4. The Competency-based Approach and its Impact on Teacher Training

Educational reforms, undertaken in Algeria, have adopted the CBA to identify and describe the repository which serves as an indicator of the level of proficiency of necessary competences for teachers. This approach seeks to engage teachers (future or ancient) to become aware of the resources they should mobilize in situations of teaching practices. It, therefore, develops cognitive and meta-cognitive processes at the detriment of the memorization of knowledge. It is mainly used to focus the objective of the training on the transfer of the knows in authentic situations and determine the expected results in terms of level of mastery of competencies by the end of the training course.

Actually, the TP distinguishes between two types of competences (Jonnaert, Barette, Boufrahi & Masciotra 2005). First, descriptive competences are described and codified in the repository of competences. These serve as landmarks that indicate what the competencies to be developed by teachers as a result of training should look like. Second, the actual competences are those developed by teachers *in situ*. The actual competence corresponds to a process of resource mobilization *in situ*. Competence and situation are two key concepts whose comprehension would promote adherence to the choices retained by the reforms. The teacher trainers must design differently disciplinary contents in the training process. During training, they are led to grant a place (room) to interdisciplinarity and to promote the integration and transfer of the knowledge. Ensuring compliance of the relevance and consistency of the content of training programmes require a new didactic contract. It is not a matter of enhancing the teacher training requirements, as suggested by the resistants to the reform, but to give new impetus to the TT quality. The latter must be conceived as a way to develop critical and reflective thinking.

The TT should target, among others, to make the teaching practice a professional one where autonomy, responsibility and critical thinking are valued. The success of the educational reforms depends in large part on the teachers' preparation. Teaching in the time of the reforms, based on the CBA, requires the development of appropriate competences.

III.5. Teachers Exit Profile through Competency-Based Training

Whatever are the different ways of understanding the CBA, all of them agree on three proposals which make up the teachers' exit profile.

- The curricula contents go beyond the knows and know-how-to-do.

Teacher education is faced with the necessity to take into account new types of content, such as "life-skills" or transferable competences. This evolution derives from several factors, essentially related to globalisation, such as culture and employment, traffic values, information, ideas and people associated with them, and which assign other duties to school. This means that the school is no longer the only vector for knowledge dissemination.

- The learner is the main actor of his own learning.

Whatever the teaching/learning theory that we consider be, research in science of education shows that the effectiveness of the teaching/learning is primarily related to the mobilization of learner's cognitive, in quality and quantity. In other words, for a better quality teaching/ learning, the learner should take an increasingly active part of his learning, as often as possible.

This issue is related to another more important stake that is corollary, namely to gradually evolve the teacher's role in the classroom: make him play the role of mediator and accompanist of the learner's activity, in time and context of the discourse.

- The know-how-to act in a situation is valued.

The place which must occupy the complex situations in the teaching/learning is recognized by all the supporters of the CBA, even if, according to the different variants, they position these situations at different times of the teaching/learning. These complex situations are considered by some as sources of learning (exploration, research, didactic situations, etc.), others situated them as outcome of teaching/learning (integration situations), while others emphasize the role of complex situations as a means to assess learners (assessment situations).

But all recognise that the complexity becomes a fully-fledged component of the teaching/learning.

III.6. The ITT for Professional Competencies

In recent years, the literature with regard to the concept of professional competence has proliferated and has been widely used to guide the ITT and INSET. Indeed, the consultations and discussions of the various partners, conducted worldwide on the school, led to the redefinition and reformulation of its new missions. Subsequently, in a perspective of success for the majority of learners, the various ministries of education have defined educational policy and the scope of action of the school according to three missions: to educate with a will to reaffirm, to socialise to learn how to live together and to qualify in accordance with a variety of paths. The various workshops established to reformulate the curricula have had an impact on teachers and, in a roundabout way, on professional competences to develop in the ITT.

The professional competences are behaviours which can be learned and improved through practice, that force to reflection and an accompaniment will enrich it. In its broadest sense, the "professional competences" concept describes the competences as complement to knowledge of the discipline and which should enable the trainees to succeed in their transition from the academia to the world of work.

The repository of competences retained for the elaboration of TP and educational organization of the different learning cycles transform, no doubt, the role to be assumed by the teacher.

The professionalisation of the school represents the foundation on which any educational reform is based. The success of the latter depends largely on the teachers' attitude towards their new professional status.

Furthermore, professionalisation is construed as a set of processes aimed at building the mastery of the rapport to the field, and building a repertoire of professional knows specific to the profession, integrating knows derived from practical experience and scientific, pedagogical and didactic knows.

In fact, over the past fifteen years, TTP have been influenced by a powerful trend of professionalisation (Bourdoncle 1991 Perrenoud 1994 Schön 1983 & 1987) which led to two

important approaches for programmes reviewing, the first in mid-1990s (Higher Education Council in 1991, MEQ 1992) and the second in early 2000s (MEQ 2001).

In both cases, the revision operations, carried out at the level of the TTP, had relied on an argument according to which teachers should be better prepared to cope with the complex situations in practice.

Different studies, conducted in the field of professional competences, emphasize the importance of a competency repository which includes the competences targeted by the TP and not just disciplinary knows. Professional competence is measured by reflected and effective use of the acquired knows with which is associated a reasoning ability.

The competence acquisition, in the course of the ITT, does not make the novice teachers professionals ready to act in any situation. It is necessary to give them time for adjustment period, taking landmarks in the context of their new job.

III.6.1. Professionalisation

The movement of professionalization in the TT currently underway exceeds the borders of all countries, and raises many social, economic, cultural, political, historical and ideological issues. As it was highlighted in a UNESCO report:

> *"There is every reason to believe that cultural and sociological evolution of the late twentieth century requires a reflection on the new dimensions of a profession whose image was basically oriented towards knows transfer, and the democratic distribution of knows [...]" (Cambier 1994: 13 cited by Lebrun & Wood 2009: 231)*

It is recognized by all experts in the field that professionalization concerns not simply academisation of the training or else certification in a particular discipline but targets first and foremost the mobilization of a large number of knows, know-how-to-do and know-how-to be in a real given context (MEQ 2001, Gauthier & Mellouki 2006).

Against the backdrop of competence construction, it is no longer a question now for teachers to transmit knows to learners. Yet, they are compelled to help them develop intellectual tools and learning strategies namely data processing, self-directing personal learning, taking initiatives, expressing opinions, and selecting appropriate resources to be able to interact aptly with the environment.

> *"For teachers, today, it is no longer a matter only to transmit knowledge, but also to teach the student to process information; this is a new feature of paramount importance." (Op. Cit.)*

It is a matter, in fact, "*to educate learners towards research, selection and acquisition of new knows and to use these knows.*" (*Ibid*.). Doing so, learners will bear the responsibility and be intellectually committed in their own learning process. They discover motivating purposes, gain heightened self-awareness, and develop empowered beliefs, attitudes and behaviours that will keep them on course. In a nutshell, they become life-long learners who find valuable lessons in nearly every experience they undergo.

Thus, researches in the field of the TT have proliferated, especially regarding as much the new TT devices as professional competences and their acquisition among future teachers. The first idea of the teachers' professionalization is to develop and build competences necessary to this job (MEQ 2001). In fact, a number of factors have contributed to this trend of professionalization, for example, at the social level, the exponential growth of knowledge, the upheaval caused by the new technologies, growing social problems, etc. and at the professional level, training requirements related to those of the actual context of the practice, challenges targeted by the training-research-profession triple-axis rapport, the synergy between theoretical issues and different practice settings, etc. This dimension of professionalisation rests no longer merely on a rapport to the academic knows but *"relies instead on a rapport to the professional knowledge"* (MEQ 2001: 29).

Apart from these social, economic, political, and cultural issues prepared by TTP, those epistemological, educational, psychological, educational, etc. are all the more challenged and questioned in the professionalisation project. This perspective of professionalization of teaching is, actually, fairly new in itself and this movement/flow of professionalisation extends beyond the borders and takes an international dimension. Yet, as postulated by Lang and MEQ, there is not a definitely ideal model for its development:

> *"There is currently no perfect model for the development of a reflected professional practice, but rather questions about the knowledge, the competences required by such a practical and accessible training." (Lang 1999 MEQ in 2003: 23)*

In fact, this practice cannot neither be definitely acquired nor prescribed but a continuous transformative learning via questioning one's 'taken-for-granted' beliefs, assumptions and

habits to bring changes and (re) adjustments. Doing so, the teacher works out what is already familiar and known and adds new knowledge leading to self-professional development.

III.6.1.1. The Concept of Professionalisation

It seems useful to clarify some conceptual reminders to the two central concepts of "profession" and "professional", which are commonly used to describe the evolution of the teaching profession.

As defined in Le Robert Dictionary, a profession "*is a determined occupation from which one can draw his livelihoods*" (1968: 1399). It is synonymous to business, function, state. A profession can be understood as referring to "*a job that has a certain prestige by its intellectual or artistic nature, by the social position of those who exercise it*" (1968: 1399). It is a matter, for the second case, of the established professions, the liberal professions. It is, therefore, here dealing with a subset of occupations or professions, a subset that is socially recognised "professional".

These are the two main definitions of the term "profession". The first is synonymous to the American term "occupation". The second is commonly used in the functionalist sociology of professions. In its most simple acceptance, one could say that professionalisation is conceived as the transition from the first to the second meaning of the term profession, and for a given occupational group, such as the ability to build an identity and to make it recognised according to second sense of the term.

According to the functionalist and Anglo-Saxon literature (Bourdoncle 1991 and 1993, Parsons 1968 cited by Bourdoncle 2000: 93) professionalisation is a historical process in which an occupational group is constituted and mobilised in order to recognize the activity for which he devotes himself, and himself as an expert, a master of knows and know-how-to-do, and a carrier of general values related to this profession.

The concept of professionalism refers to two types of processes that are articulated in relation to each other: the first, internal, refers to what some call the "professionality" [56] (MEQ 1997: 17) and the second, external, refers to what Bourdoncle (1991) calls "professionism." These two processes are manifested not only in a different way but also

---

[56] The terms "profession" and "professionality" mean that today more autonomy, flexibility, working interface are expected from a professional. Much emphasis is put on the attributes of the organization and the technical and managing dimensions.

complementary one (Lang 1999). Professionalisation is carried out in the progress/course of the activity execution.

"*La professionalisation*", translation of the English word "Professionalisation", is, in the French-speaking world, a relatively new concept. In France, it appears in the Robert Dictionary in 1985, construed as an "action to become more professional."

The professionalisation expresses the idea of developing and building the necessary competences for professional practice. These competences are manifested in the action of a given group. The professionalisation process, therefore, implies a major difference in connection with the tradition of university training in the sense wherein training in the discipline and for the acquisition of professional competences no longer appear henceforth as identical activities.

So, to propose a reflection on the design of a TTP cannot be done today without registering in the strong tendency of professionalisation, a tendency targeting both faster adaptation to changes in the teachers' profession, and also an increase in the efficiency of the training effect (Wittorski 2005).

The ongoing educational reform requires a professional culture orientated to apprenticeship, consistent with the democratisation of learning, a culture in which the horizontal as well as vertical complementarity predominates. It requires a collegial management of the learners' learning course throughout a whole cycle. It claims a culture of professional interdependence which requires collective autonomy and shared responsibility of all actions within the school, a culture that supports the exploitation of strengths of each and everyone in the service of learners, a specific culture to a community of practice.

The missions entrusted to school are numerous. The three purposes set out viz instructing, socialising and qualifying, sketch out somehow the roles devolved to the teachers. It is expected that they are models of democratic citizenship; it is wished that they act as professionals who, in the presence of human and social phenomena, provide access to the perception and comprehension of multiple perceptive, contradictory evidences, and cross-cultural interpretations, as professionals who validate learners' learning and report on their progress.

III.6.1.2. The Professionality

The term "professionality" is new and does not appear in the dictionary of the English language. Designed in Italy, the noun "*professionnalità*" corresponds to "*professional character of an economic activity*" (Devoto Oli 1971 cited by Altet et al. 2002) and is officially understood as "*the sum of knows, skills and experiences*" that are involved in this activity (Weiss 1983). In France, the concept of "*professionality*" is gradually associated with the set of socially recognized competences thanks to which a person manages to cope with given professional situations.

According to some researchers, to name just few, (Altet, Paquay, Perrenoud & al.), professionalism can be defined in terms of specific functions to be performed, competences to implement, but also in terms of identity and social and ethical issues. The professionality would be "*the set of competences that a professional should have or all socially recognized competences as characterizing a profession,*" wrote L. Paquay or else "*the ability to deal with real professional requirements in situation*" (Casalfiore & Paquay 1998).

For Altet, citing Bourdoncle & Mathey-Pierre (1995), the term of "professionality" includes:

> "*Capacities, knows, culture and identity*" and is referred to "*the concepts of professions (high levels of knows, highly specialized knows, elaborated techniques) and professionalisation (job/profession, specialist, expert, mastery of the labour process)*" (Dadoy 1986).

Altet insists that the concept takes into account also the person, as recalled by Courtois & *al.*:

> "*The professionality concerns rather the person, his achievements, his ability to use them in a given situation, the mode of the tasks accomplishment. It is unstable, still under construction, even rising from the act of work; it facilitates adaptation to a crisis context.*" (1997).

The professionality involves the mobilisation by the concerned teachers of a number of knows, know-how-to-do and attitudes specific to a given occupation. It can be comprehended as a shift from a profession defined by prescribed tasks for a mere execution to a profession resting on a full stakeholders' responsibility in the design, implementation and evaluation of their own practice. Thus, this professionality is part of a rejection of a simplistic view of the teaching profession which would not consist only in course-contents providing. If the teacher must design his intervention according to the learning perspectives, his training should be considered within the framework of a project that will take into account the institutional

requirements, expression of values and social purposes, the logic of knows in their epistemological and functional pertinence and, of course, the questioned expectations and problematised needs of the trainees. What founds it, from a social point of view, is the priority given to the level elevation of education.

According to Tardif & *al*., the professionalisation is subject to a twofold constraint namely:

> *"the need to transform the knows at work in the action of teaching, imposing a sensitive elevation in the level of qualification and taking into account the training crisis and professional values in view of their weak level of social recognition."(1998). (our translation)*

Referring to the above quote, professionalisation is not merely restricted to the acquisition of the knows and kno-how-to-do but what matters more is their mobilisation in a professional context. To act effectively from the available resources, the professional cannot only know and want to act, but he should be able to act.

III.6.1.3. The Ancient Forms of Professionalisation

It is deemed necessary to track back in history to cover the multifarious titles emulated by teachers escorting the different educational reforms. Over time, teaching has taken several models to arrive at the birth of a new legitimacy, that of professionalisation. Thus, to the improvised master that prevailed before the seventeenth century succeeded the craftsman master, for almost three centuries, and the scientific master of the twentieth century. At the dawn of the third millennium, it is the notion of professional master that can describe more appropriately the new characteristic of the teacher's work.

A teacher could be defined as an autonomous person endowed with specific and specialized competences, which rest, on the one hand, on the basis of rational knows, recognised stemming from science, legitimised by the university, and, on the other one, on specific knows derived from practice.

Four different models have existed, dominant at certain times:

III.6.1.3.1. The Magister Teacher

He is a teacher who knows everything, he does not need special training or research, it is the model of antiquity (but it is still used in college).

III.6.1.3.2. The Technician Teacher

He is one who has been trained by the écoles normales ENs. The latter appeared with the Jules Ferry law (1880) [57]. One learns by imitating, building upon the practice of experienced teachers who transmit their know-how and "tricks" (until 1991).

III.6.1.3.3. The Engineer Teacher

He relies on the scientific contributions of the various sciences (human, psychology, sociology), he rationalises his practice tempting to apply the theory.

III.6.1.3.4. The Professional Teacher

He reflects on his own performance. He is capable of analyzing his own practices, solving problems, devising strategies using both practice and theory. Be a professional teacher is to be a reflective practitioner (Paquay & Sirota 2001).

Professionalism is the set of values, attitudes and conceptions regarding the role that the professional is supposed to espouse and update in accomplishing his work (Lessard 1991). For Legendre 1993, the professional is one who has attained a high level of dexterity and performance in his sphere of activities. He is a practitioner who demonstrates expertise in organising and managing learning situations (Trousson 1992). That said, he is able to build alone or collectively projects with reference to the objectives and an ethic, analyze his practices and self-train himself throughout his professional life (Paquay, Altet, Carlier & Perrenoud 1996).

The key notion in the field of teacher training, imposing itself with acuity, is that of the teacher as a professional. The latter enjoys a certain prestige: possessing the qualifications of the higher education level, with a range of professional competences enabling him to operate as an autonomous teacher, able to self-evaluate and improve himself throughout his professional career.

Conclusion

The evolution of society, that of knowledge and techniques, that of the school system requires then, to continue to carry out its missions successfully, the mastery of the new tools and new practices. The teaching profession has always been complex. It has become even

---

[57] Law promulgated in the official Journal of March 29, 1880

more following the profound changes that basic and secondary education have experienced. The profession has changed, training as well.

The syllabi reform, undertaken by the MNE, arouses the conduct of a review of university TTP. The new model, that of the professional master, assumes the establishment of a training that relies on the mobilisation of a number of knows and resources in a context of professional action.

Introduction

Researches in didactics, into teaching and TT appear to sketch an evolution ranging from a focus on the knows to teach toward a focus on activity (Barbier & Durand 2003), fostering the reconciliation between the prescribed and the real work. This reconciliation has allowed the development of researches for better understanding of the teaching practice.

These new knows built from the ergonomics of the teaching/learning of the language remain; however, little exploited/underexploited in the design of TTS (teacher training schemes), which, most of the time, disregard and ignore the practitioners' activities or reduce them to the prescribed. However, it must be recognize that new avenues of engineering devices are currently recommended in terms of "*context engineering* versus *programme engineering*, *concurrent or simultaneous engineering* versus *sequential engineering*, *engineering in reference to living systems functioning* versus *engineering to industrial devices.*" (Le Boterf 2003).

The upcoming chapter IV embarks on the investigation of the evolution of different conceptions of the TT, namely alternating training, compagnonnage, monitoring and professionalising.

IV.1. The ITT Multifarious Designs

The TT has undergone several formulas. It is the time when trainees must operate a double shift from disciplinary knows, validated by a university degree, towards the taught knows on the one hand, and the construction of professional competencies on the other. Mastering a subject is not sufficient to make learners acquire the expected competences.

Professional training should also focus on didactic conditions for the construction of academic knows. The only accumulation of academic knows is inoperative, likewise that is illusory the strict application of knows derived from research in the field of education. Thus, teacher trainers should complete a work of knows transposition and re-composition that requires them a dual academic and professional competence.

IV.1.1. The Alternate Training

Alternation, a term used for the first time in 1935 in the educational system, is often conceived as a means to increase the effectiveness of training and to adapt it to the new social and economic requirements. This design of training brings together around its name all the concerns of the school and would go beyond the mastery of concepts and theories, but seeks to approach the world of work; inclusion and integration of the new teachers. This type of training relies on the relationship between two places: the places of training and practicum. This device is a means that would bring together consistently; theory and practice.

In this logic of alternating training, training and internships are complementary; theory and practice are linked and should give coherence to the entire training system. In fact, the courses provided by the training institute represent a step to describe the knows, the know-how-to-do and the ideal know-how-to-do that every teacher trainee should tend to achieve. The courses dispensed at the training institute (universities) are de-contextualised, by cons the practices are learned on the ground, and instilled/insufflated through a protocol and rigor, principles which do not take meaning only in a classroom situation. For some, there is an opposition between the message of the training institute and the actual situation; for others, these two spaces are necessary and complementary.

In this perspective, the link between theory and practice is a critical time. The two spaces, training institute and internship institute are essential to the training progress; are they really complementary in a trainee-centred training system?

Generally speaking, the novice teacher, guided by a teacher trainer/mentor, tries to implement or replicate the theoretical acquisitions described in the training institute. However, the actual practice uses other competences that are not present during the learning at the training institute. The novice teacher can make a reflection on the actual situation that he faces without the help of the teacher trainer; assistance is necessary to highlight that each situation is unique. The mentor teachers should become more involved according to the prerogatives that manage their intervention beside the teacher trainees, but also in an interactive, constructive and dynamic partnership. Consistency and effectiveness of this device include the degree of consensus of the two actors, often a very limited concertation.

The alternation device, within the TT framework, points out difficulties in both its design and its implementation. The theory-practice articulation is not clearly identified; the

pedagogical conceptions differ among all trainers, the implementation of the device based on a lack of coordination of the different partners result on difficulties for teacher trainees. The training Institutes of practical trainings rather than being complementary, sometimes appear as two independent and tight spaces.

Rethinking the relationship between these two spaces proves necessary to contribute to the emergence of knows derived from practice; empirical knowledge. Alternation is the first condition of this empirical knowledge that cannot really be discovered elsewhere except the class situation. In the context of the learning via teaching practices, different areas are directly involved in the emergence and development of professional competences. These encompass knows, skills and attitudes that can only be acquired in classroom situations. The contribution of class practices results in the construction of the knows in experience, leading to the construction of professional competences, which combine knows, experience and reflection.

The practice space places the teacher trainee in a real situation; his gestures and teaching practices refer to knowledge acquired through training and allow him to act in a thoughtful way.

The diversity of training spaces allows the trainee teacher, during initial training to live multiple experiences, to rub elbows with different professionals, to evolve his own representation of the profession, to discover the values that underlie the profession and to integrate them with discernment. That said, professional socialisation allows new teachers to integrate an early stage the new profession that will become theirs.

IV.1.2. The Alternate Training: Multifarious Designs

The device of alternative training is defined, by Bourgeon (1979: 73), in three models: a "pure exteriority" where practical activity is completely dissociated from the theoretical teaching framework, a "juxtapositive" model where both training times are not coordinated, and a "copulative or integrator" model where training courses are organized and linked.

Malglaive (1994: 26), in his turn, defines *"inductive alternation"* (observation training and sensitization in a first degree institution, discovery of their host institution), which is based on the principle of taking into account the experiences of the trainee teachers to illustrate the teachings, "deductive alternation" where the technique is seen as an application of knowledge, and "integrative alternation" where the two approaches are combined.

In fact, the two approaches, inductive and deductive, complete each other. Sometimes knowledge is constructed from thought to action, sometimes it is developed with reference at first to action. The contribution of the clinical approach is to theorise from a situation encountered in the field where the trainee teacher is himself involved. These practices allow teachers to acquire professional behaviours. It's in the confrontation with teaching practices and their social significance, that the trainee teacher develops new knowledge, it is up to the teacher trainer to help him develop this knowledge, integrate it through appropriate pedagogy.

The practical training represents the place where professional practice is forged. The latter may simply result in the reproduction of education delivered in the training institute, practices observed or performed under the supervision of the teacher trainer. Without going beyond the simple reproduction of observed patterns trying to understand the act or situation, the teacher trainee is confined to reproduction pedagogy.

In the present case, the practical training can be a place of knowledge production. Direct contact with social and professional environment can be a place where the teacher trainee learns and develops his teaching practices. The contextualised learning allows the teacher trainee to apply his knowledge, to seek procedures adapted to situations, to observe others in action, which induces a reflection on his own practice. Experiential experiences occupy a vital role in TT.

It is in the complex situation that the teacher trainee tries to mobilize all devices of reasoning and action, thereby his behaviour with regard to his capacity to take decisions and action is determinant. The knowledge of action allows apprehend the real in its multitude facets. To do so, an adapter dimension, of creation, is required.

From what is stated above, alternate training represents a privileged place to observe the construction of identity. The issue of professional competencies is also central to alternate training. A successful training requires a transition from conceptualisation to practice: from the concept of the action, then from the concept to reflected and modified practice.

In the course of the alternate training, the teacher trainee is facing a dual logic, first, acquiring the knows and competences, and second, producing and being effective. That said, the training course is not limited to learning the teaching practices, but also seeks the teacher's empowering.

IV.2. Compagnonnage Training Design

Compagnonnage training design is a device that often places the teacher trainee under the supervision of one or more field trainers. Their role is to integrate them into the life of a class or a situation of questioning, discovery and learning throughout the training period, to accompany them in their work, to back up their thinking by confronting them with taking responsibility but also, and perhaps above all, "an expert-practice" (Tochon 1993). In fact, it is to make accessible by the explanation of the gestures and intimately involved reasoning of the observable action (Vermesrch 1994). To present, but also disentangle the action web (skein), this is the responsibility of the field trainer defined in the document presenting the module.

> *"Through this meeting [novice-expert] in a class, the knowledge is built and is transmitted. The student confronts the enigma of some gestures, to the "but why?" "but how?". He sees someone else performing, with a host of issues that can press "how this, why that, but finally...?". The teacher may be surprised by the asked questions on what seems to him so natural and he must seek to put words, exchange and discuss what sometimes seems to him the most elementary. This daily meeting is therefore made of common experience and exchanged words (...)."(Meirieu 1998: 167-173)*

Indeed, it is through these meetings, discussions and confrontations viewpoints between the novice and the expert the knowledge sharing is done. These discussions take place in a co-constructive feedback of the teacher on the experience of the observed trainee teaching, or even before the practice when the discussion and the questions relate to the planning of his teaching. In fact, it is the contributions of expert assistance in providing the service of a novice. A didactic issue that is based on the co-construction and sharing of knows and ideas.

> *"The posture of the field trainer comes back in some way to: "I show, I accompany, I speak, I attempt to understand what is special about some of my gestures, etc.". This requires doing and exchanging. The teacher should alternately reassure, worry, to take risks, to trust. The actions which favour, it is "working together, let him do even up to failure to be able to talk, debate, advise, exchange." If it works, then everyone learns from each other, obviously not the same things, which sometimes cannot be measured immediately, but only afterthought."(ibid.)*

The attitude of the accompanying teacher moves from a reassuring state to a disturbing and destabilizing state and vice versa for the trainee. The underlying objective is to push the novice to take risks, to learn tips and to implement his own procedures. This is how the

student becomes autonomous and gains confidence and self-esteem. To do this, the guide adopts a supervisor posture that accompanies, guides without being too involved while promoting autonomy and accountability that lead to creativity. This is another issue that is based on the destabilization of the mentee for an effective co-construction of professional competences.

> *"There are professional gestures that can only be learned in the field, the trainer is the one who can spot and transmit them. There are other knows that are contextualised each time: "I'm doing this at this moment," but "I'm doing something else at another time." This learning of time, the difference, the importance of the time is nodal and can only be learned by living it. The compagnonnage is, then, one way, on the ground in singular situations, to construct and transmit knowledge of experience but also equipment, and tricks. It aims at a better understanding of the gestures of the profession. This is demanding, and requires that every time we reflect together."(Ibid.)*

A competency settles on the job. The singularity of situations of teaching practice cannot be grasped by the novice teachers in the class context. They only become aware of the class reality if they live different situations and receive guidance and scaffolding from the accompanying teacher. The latter, as a guide, ensures *"faire-faire"* and *"faire-learn"* in relation to the context and time of implementation. The challenge of a reflexive posture is acutely needed to render conscientization operational.

In fact, an essential mission for the IT in the beginning of co-construction of knowledge and professional competences that would promote further development proves to be imperative.

This extended and near (rapproché) contract refers to the ancient training practices. It is part of pedagogy of companionship in which the trainer accompanies the trainee learning. It is a pedagogy whose revival could not only transform the TT but the entire school institution as well (Meirieu 1998: 167-173).

IV.3. Monitoring Training Design

The observation training and of accompanied practice
The observation training course and accompanied practice provide the teacher trainees with the opportunity to observe and analyze the field situations in view of:
- knowing the functioning of the institutions;
- observing the practices of educational adviser;
- exchanging upstream or downstream of observation with different personal;

- participating in the animation of the school.

The accompanying teachers lead with teacher trainees a comparable work to the one they lead with the education trainee counselors.

IV.4. Training and Professionalisation: Viewpoints, Confrontations and Learning Resources

In recent years, the discourse on reforming the educational system grants great emphasis on the virtues of professionalisation of the teaching profession. Recent North American publications on the subject assign much more importance to training and the necessity to develop greater professional coherence. The issue of the professionalisation of teaching and knowledge that underpin the teaching practice and which occupy the core of the debate on training and professionalisation, construed as the set of approaches and contents oriented towards competence development required for the teaching profession.

Training a teacher is to train a professional to a complex social function. Therefore, it is necessary to consider the implementation of the training process to a conscious transformation of modes of teacher's thought and action from the identification of the conflicts and contradictions to which he is subjected in steering the operation of the didactical system (Le Bas 2005: 47).

How can we avoid that alternate training devices, on the one hand, and university workshops, on the other hand, live their lives each in its side, in a sort of peaceful coexistence and even convivial, but not interactive? How, in other words, to give meaning to these training devices? Such a bet is probably possible only if both institutions, school and university, assume and encourage the creation of intercomprehension areas (areas of mutual understanding) between various stakeholders in TT. But it must also be founded on the strategies for communication and collaboration implanted in a close, sustainable and functional partnership. Preferred levers in the module of this training device are both in the centre and the periphery of the training process.

Regarding the centre, we find the steps tagging the activities of the teacher trainee, approaches that focus on the entire period of training, university and field combined.

IV.5. In-service Teacher Training Design (INSETT) [58]

It has existed since the mid-80s, the conviction that the IT is not sufficient to ensure the competence or even professional qualification, throughout teachers' careers. This is how the

---

[58] The concepts of "in-service training" and "continuous training" are used interchangeably in this research.

INSET is considered as being a process that aims to transform the trainee. It covets the outcomes of a change of the trainee personality having an influence on the professional practices. In the context of this training, the goal is to change the trainee's attitudes and ways of doing things. INSET or in-service training may be defined as:

> *"a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach."* (Perron, 1991).

Today's emphasis on processes serves to set in-service training apart from mere retraining. In-service training also enables teachers to meet their personal as well as their professional needs and encourages the development of autonomy. Viewed in this manner,

> *"in-service training appears to be able to "professionalize" teachers, improve the quality and effectiveness of education systems, promote the mastery of technical and scientific advances and anticipate changes"* (Caspare, 1990).

Continuous training is interpreted as the way in which teachers develop their knows, competences, know-how and understanding of the teaching profession all throughout their professional career (OECD 1998). Continuous training *"is an integral part of a larger attempt to adapt education to new challenges and new context" (ibid 11).*

For others, INSET, at times called teachers improvement and retraining or knows updating, is defined as being *"a training following ITT and designed to allow him to pursue a field of knowledge or improve the use of methods or teaching techniques." (Legendre 1993: 976-977).*

The INSET, thus, covers the overall activities which involve a change or increase of teachers' competences and knows and whose ultimate goal is a change in classroom practices with improved learning and students' performances. The INSET is an educational situation which is defined as: *"an interpersonal, intentional process, which essentially uses verbal communication, the finalised dialogic discourse as means to provoke, favour, and ensure learning success"* (Altet 1994: 4).

In addition, the INSET does not seem to be merely the remedy to the shortcomings of the IT, but a long-term process which fits in a *"lifelong learning perspective"*. (Eurydice 1995, Tardif & *al.* 1998).

The design of this training should be renewed to meet the multiple needs of societies, schools and teachers especially to cope with the technological evolution that has accelerated incessantly. It should be reviewed to enable teachers to build their career paths and facilitate their access to formal and informal learning spaces.

Reflections on restructuring have led to the establishment of CTS (Continuous Training System) which are characterized mainly by the teachers' voluntary participation and their aim to solve specific problems (EURIDICE 1995). The CT can, at all events, be effective if those taking part are motivated and have a professional plan compatible with the training provided. There is therefore a tight connection between the teachers' involvement and the effectiveness of the various forms of the CTC (Continuous Training Course). In its traditional design, the CT focuses on techniques, ideas and materials to be use. The activities mainly take the form of workshops, lectures and short term seminars to which trainee's active involvement is not solicited.

Traditional systems of lifelong learning are severely criticized for being unable to train "competent" teachers. Thus, reforms in education were necessary, and entailed changes in the IT, which is now regarded as a major challenge for the implementation of these educational reforms and innovations. It also appears essential for teachers' personal and professional development: its various devices must enable teachers to acquire new scientific knowledge and build the competences to analyze and then change their own practices.

Currently, the elaboration of a new model, founded on the professional reflective practice, is taking place. The underlying objective to this new model resides in the prospective of the abolishment of the watertight boundaries between research and practice. For Altet, in this model, "*training is based on the professionals' and researchers' contributions, who seek to articulate an action-knowledge-problem based approach*" (1994: 26).

The success in the expected outcomes of an educational system depends on the efficiency of the IT and INSET of teachers in a continuum perspective, ensuring a development that is played mainly at the level of the role of the theoretical and practical knowledge (Altet 1994). The TT, as a subset of the educational system, is dependent on the quality of the overall system.

The different models of TT, accepted by researchers in education and social sciences and humanities, trainers in IT and INSET, all education stakeholders and teachers, are summarized according to Zeichner 1983 (quoted by Paquay 1994) as follows:

> 1. *"a behavioural paradigm that considers teaching as a set of capabilities more or less isolable to practice and master;*
> 2. *an artisanal paradigm considering teaching as a set of professional competences to be acquired in the field;*
> 3. *a critical paradigm, research-oriented, which envisages teaching as a set of aptitudes to critical and reflected investigation allowing to transform an educational issue;*
> 4. *a personalist paradigm considering teaching as a process of personal development based on the principles and commitments specific to the individual teacher or student teacher. "(Paquay 1994: 9).*

Conclusion

To conclude, we can say that the TT continues to experience significant changes in recent years. The education policies rely on INSET as a way to stimulate and disseminate innovations, and better prepare teachers for the new challenges and the educational issues in a global environment characterized by constant change. In fact, the IT course, the way it is implemented, cannot respond to all trainees' needs because of the necessary perpetual changes which occur in the educational system. To keep up with those changes, the INSET device should follow up to palliate and remedy defects and keep pace with the updates.

RESEARCH, RESULTS PRESENTATION AND ANALYSIS

Foreword

The current part undertakes to investigate and elucidate the educational challenges of the ETT and eventually report quantitatively and qualitatively the data which have been generated from and compiled through the questionnaires, interviews and syllabi content analysis. The questionnaires have been administrated to a variety of public namely teacher-trainees, teacher-trainers, neophyte teachers and supervisors. For the purpose of substantiating our claims, interviews were conducted so as to clarify overshadowed and unobservable issues. The premise behind such diversified research tools is to maximise the scope of the research by involving all stakeholders; decision-makers, trainers, executors and supervisors. Approaching these aforementioned publics, directly concerned by the issue under investigation, will help us shed enough light on the intakes of the ITT, to be reinforced, and its discrepancies, to be palliated for an appropriate preparation of the teachers. Though not always devoid of subjectivity, assessment and self-assessment have been undertaken aiming to close involvement for the purpose of teaching effectiveness. Differently couched, the aim is to make teachers open to criticism and aware of the strengths and weaknesses to proceed to effective changes in their own performance (Moses 1986). When appropriately scaffolded, guided and coached, teachers will discover their own potential and thus they will be helped to develop self-analysis skills as a tool to gauge their teaching efficacy. Thus, it may be noticed that some of the enquiries were inserted into questionnaires in relation with assessment and self-assessment addressing different targeted publics.

The upcoming chapter will portray the undertaken track and the variety of tools used to conduct the practical part of this research.

CHAPTER ONE
THE OVERALL FRAMEWORK OF THE RESEARCH
RESEARCH, RESULTS PRESENTATION AND ANALYSIS

Introduction

Within the framework of the exploratory nature of the present research, the study we present below questions the educational issues of the ETT in the Algerian context in a professionalising perspective. This investigation of the issues concerning the ITT and INSETT in the context of educational reform (*cf.* Part I, Chapter III p 36-41); the queries address how institutional changes are reflected in the training schemes/programmes, and their mastery by various actors involved in the TT and the induced changes, particularly with regard to the approach called CBA for its implementation and expected competences.

The first remark concerns the multiplicity of actors involved in training and the need to understand the different perspectives on the TT. Therefore, our investigation has attempted to put into perspective how these questions are addressed by all stakeholders of the training, namely teacher-trainees (2014-2015 cohort), teacher-trainers (ENS Bouzeah), inspectors, neophyte teachers in the field (cohort 2013-2014), and heads of the department of training at the local directorate of education and university. Groups participating subjects in this study constitute our study samples.

For validity and reliability reasons of this research, the methodological approach used is based mainly on a corpus that brings together the two methods, quantitative and qualitative. The first, consisting of five questionnaires, addresses trainees and their trainers. The second, including an analysis of the course of the IT and semi-structured interviews, calls the institutional objectives and their relevance to the expected training objectives. This is a comprehensive approach, giving chance to all partners' opinions, which characterizes the methodological device of this research. This process of triangulation, which articulates the three components, namely the institution, teachers and trainers, is set up to examine the reliability of the data collected.

I.1. Exploratory Research Describing the IT Issues

Understanding how teacher training is conducted in a professionalizing perspective occupied and still occupies an overriding place in the researchers, educationalists and practitioners works who are directly or indirectly concerned with educational issue. The TT in its new design aims to produce professional teachers (Bourdoncle 1991 Altet, Lang &

Perrenoud 2001 Baillat et al. 2003) and reflective teachers (Schön 1994). With the professionalisation of the teaching profession, it is to delegate part of the piloting change that is about to take place for practitioners. Thus, the reflective practitioner model aims to develop the teacher's ability to find himself an appropriate response instead that it will be prescribed for him (Perrenoud 1997). The object of our study on the educational challenges of teacher training specifically concerns the analysis of the different perspectives of researchers, practitioners and policy makers on the training as prescribed by policy makers and as it is actually lived by practitioners and trainers. This research aims to study the device used to train professional and reflective teachers. To do this, we situate our research in the field of exploratory research. The latter is essential when there is little validated data that deal with the topic in question. In such a situation, one must first attempt to obtain a preliminary and descriptive understanding of the topic in order to clarify the issue, analyze, describe and distinguish the concept (in our case it's a matter of stakes) and those to which it might be cognate.

The advantage of this type of research resides in the fact that it allows us to get a better perception of the analysed issue by clarifying, on the one hand, the concepts from which further research work would be conducted and identifying, on the other one, the concepts that would not be apparent at first glance. Moreover, it enables the development of tools that can be reinvested in training and research.

I.2. Seeking Scientific Validity

Regardless of the research topic treated, it is important to frame it in scientific settings. Applied in our research topic, we believe that any attempt to improve the TT and consequently the teaching practice must imperatively be founded on a validated conceptual framework. That said, than to actually change teaching practices, research in education and training must be able to articulate the act of practising with the constructed theory. This condition imposes on us the clarification of our epistemological posture.

The type of research, we have conducted, fits into an epistemology oriented on a double vision of the reality, namely the prescriptive and descriptive. We will present what issues of the ETT in the Algerian context are, by analyzing the different views of policy-makers and practitioners. We think that this track of research helps to highlight the issues of the TT. This research work could lead to the improvement of these issues in the TT regarding the

construction of professional competences that require a stronger taking account of knowledge resulting from research (Paquay & Sirota 2001 Perrenoud 2001).

I.3. Delimitation of the Research

The present study is mainly about a survey of the didactical issues of the ITT and INSET among middle school teachers of English in a limited area, i.e, Tiaret and Tissemsilt. Indeed, it serves the hypothesis aforementioned. We heedfully claim to target a sample of PEM teachers of English. It is worth mentioning that most of the targeted population studied either Abdelhamid Ben Badis University of Mostaganem or Bouzerah ENS. This may mean that they have not received the same training routes, thus different training strategies and attitudes towards the ITT.

I.4. Corpus Construction Method

In order to build a diversified corpus, we had to find a compromise between the necessity to contrast to the maximum topics and opinions to obtain sufficient material that can be representative. The subjects potentially concerned by our study are diverse. The intentional choice of the latter is due to two reasons. Firstly, these subjects are easily accessible in time, given our status as a university teacher, trainer and ex-inspector, and secondly, the contribution of diversity due to the complexity of the subject matter; training and didactical issues. The contributions of the appreciations/assessments of all these subjects directly concerned with the training allow us to put enough light on the various facets related to the subject of our investigation. Thus, we wanted to get a wider range of viewpoints on the ITT and INSET among future teachers and those already in service.

Moreover, in view of the analysis to our problematic and questions in connection with the context (*cf.* Part I, Chapter III p 36-45) and ongoing reforms (*cf.* Part I, Chapter III p 46-55), we elaborated a research device which we describe briefly below.

I.4.1. Population and Sampling

The sampling strategy underlying the present survey was informed by many cogent reasons. Firstly, we sought to generate a representative sample of teacher-trainees (n=200) so as to collect enough accounts on the ITTP being studied. Secondly, in the same vein, we viewed it necessary to address a contingent of newly recruited teachers (n=100) to check to what extent the ITTP is beneficial to cope with the classroom realities. Thirdly, to be

exhaustive, the teacher-trainers (n=20), who represent the fulcrum of the training process, are solicited to reflect on the ITTP and the future teachers' exit profile. Fourthly, to get an outside viewpoint, a sample of supervisors (n=12) was approached to reflect on the same issue. Their accounts are of utmost importance for neophyte teachers' classroom effectiveness. Fifthly, to elucidate the decision-makers' perception of the matter, both those in charge of the ITT contents and outcomes formulation (MNE) and implementation (training institutes) (n=2) who are selected on a voluntary basis (the characteristics of this sample will be detailed below) are invited, via interviews, to reveal the intents and tenets of the ITTP as formulated and arranged in the official documents and the way they are carried out during the ITT course, respectively. Our goal is to engage in the study all the partners involved in training as decision-makers, performers/executors and supervisors so as to pinpoint the strengths, to maintain and the weaknesses, to try to remedy. In different wording, the underlying assumption of such a multifarious partner-source can supply inestimable insightful data which can enable us to be well-informed and sufficiently enlightened on the ITT issue, thus determining appropriate solutions to be undertaken subsequently.

I.4.2. A Few Demographic Characteristics

The following demographic data are provided so as to be aware of the targeted public by the present study in the Algerian educational context. This prior information reflecting on the socio-professional background should enlighten the reader.

I.4.2.1. Sample 1: Subject Actors

A place is granted to PEM teacher-trainees (cohort 2014-15) graduated from Ibn Badis University of Mostaganem and ENS and in-service neophyte teachers (cohort 2013-14) in the provinces of Tiaret and Tissemsilt. This means paying attention to these subjects and their contexts because it is in these contexts that appear significations as well as elements associated with it.

This choice puts us on the sidelines of a research tradition rather prescriptive, which would rest mainly on theoretical conceptualisations made in connection with the practical issues which could often lead to face shortages and gaps. Thus, these teachers become, according to Blumer (1969) in Mucchielli (1996), creators and constitutive of the reality. In addition, for these actors, Schön (1994) recognizes daily reflexivity. These actors are situated

in the field of practical knowledge. Their interpellation appears to us as a sure means to elucidate this issue of the TT.

I.4.2.2. Sample 2: Trainers and Policy-Makers

Other groups of subjects were selected for this study. They are university teachers, in charge of the ETT, inspectors, in charge of supervising the implementation of the curriculum and INSET, as well as policy-makers, responsible for the training of its planning and monitoring.

The questioning was used to help us describe the process of training and highlight the shortcomings noticed during the ITT and INSET. We designed research tools, i.e., questionnaires, and tried to improve them with the collaboration of the fellow teachers, trainers and inspectors. Two types of data were collected; quantitative and qualitative. Quantitative data were collected using five questionnaires addressed to a population directly concerned by the implementation of the ETT. Qualitative data were generated from interviews with the heads of departments involved in the planning and monitoring of the training and those responsible for the IT. It is worth recalling here that the underlying objective is to seek, among different training partners, answers to the following questions:

- Is the ITT really tailored to fit the requirements and developments which teachers are expected to face?

- Is there consistency and connection between the contents of the training and competencies underpinning the CBA?

- Is the INSET sufficient and effective to equip teachers with essential professional competences for constant adaptation to the changes stemming from globalisation fallouts?

I.5. Research Methodology

To conduct this study, we have chosen a mixed methodological approach to the exploratory research which integrates quantitative and qualitative and that would suggest cross- strategies and instruments for collecting and processing data. Our goal is to conduct the most useful and informative research possible (Karsenti in Savoie-Zajc 2000: 132).

Our corpus comprises five questionnaires, two interviews and analysis of the IT curricula. Each tool relates a clarification on the TT. We consider that each of the tools is a means that

reflects the perception that the target subjects envisage the TT issue. The data of each research tool will be considered as a unit of independent analysis, providing elements that will be combined to elucidate the issues of the ETT.

I.5.1. A Quantitative Approach

The questionnaire survey, circulated towards the end of the training course of the future English teachers, appears to be the most exclusive and suitable tool to understand the perspectives of the latter. The choice of the questionnaire allows us to gather the viewpoints of almost the third year trainee-teachers. There are obviously other research tools that have not been retained on the grounds that the views of each of these future teachers could be able to express, voice out themselves, and that the conditions of their collection have to be as homogeneous as possible.

In our case, these are the factors of profitability and time saving which have exhorted us to opt for the use of the questionnaire as one of the tools. In fact, it has allowed us to collect as much information in a record time. Obviously, it shows some limitations, because the user cannot verify the honesty of the targeted subjects; he cannot ensure the proper interpretation and understanding of the issues that will be made by the subjects involved in the investigation. Finally, questions misinterpretation can only come up with imprecise and/or inaccurate answers that often fall short of the original goals.

In addition, the underlying purpose of using this questionnaire is to mark the desire to better evaluate the IT provided at the universities/institutes by allowing, even informally, the beneficiaries of this training to judge its relevance and consistency with regard to the teaching profession.

I.5.1.1. Questionnaire Logical Construction and Elaboration

Our investigation is conducted using five questionnaires which decline the various fields of the previously stated assumptions. The target of the study focuses on teachers both trainees and those in position, trainers (university and institute teachers) and middle school inspectors (supervisors). Each questionnaire aims to lay out enough multifarious data on the main issue of the TT. The interplay of trainees', trainers', neophyte teachers' and supervisors' accounts on the research issue may help us disclose certain hidden aspects in connection with the TT.

I.5.1.1.1. Questionnaires 1 & 2 administered to 200 teacher-trainees in the 2014-2015 cohorts

The survey by questionnaire, distributed late in the academic year, seemed to us to be the most appropriate tool for understanding the teacher-trainee's perspectives on the ITT, its content and its pertinence. Besides, it enables them to assess and reflect on the outcomes of the ITTP. The questionnaires 1 (for BA holders) and 2 (for ESN graduates) consist of 10 and 11 question items respectively, grouped into three sections; I. Trainees' biographical data and profile, II. Trainees' evaluation of the expected outcomes after three/four-year training courses and III. Trainees' perspectives and expectations (*cf.* Appendices 1 & 2 pp 388-399).

I.5.1.1.2. Questionnaire 3 administered to 20 Teacher-trainers

The third questionnaire, directed to teacher-trainers, includes 12 open- and close-ended questions. These question items are grouped into four sections, namely I. Trainers' biographical and professional profiles. II. Trainers' assessment of future teachers' competences. III. Trainers' reflection on the training course content and pertinence, and IV. Trainers' expectations and suggestions for an appropriate training (*cf.* Appendix 3 pp 401-407)

I.5.1.1.3. Questionnaire 4 administered to 12 inspectors of English

Questionnaire 4, administered to English inspectors, consists of 10 close and open-ended questions. Grouped into three sections, the question items interpellate the inspectors' biographical and professional data, their assessments of the neophyte teachers' performance and, finally, their suggestions and expectations for eventual alterations. The choice of this public of inspectors is premised by the cogent reason that they are commissioned by the force of law to enter the classroom and assess the effects of the IT on the actual teaching practices. The pinpointing of what is really reinvested in professional practice requires a prolonged-observation period and pedagogical accompaniment of the latter in a variety of forms and aspects of the profession the neophytes have embarked on. Indeed, the time of insertion (induction) into the new profession proves to be tricky insofar IT standards, trainees' initial representations and practical realities meet; a confrontation that raises many crucial questions. Besides, the physical experience of the classroom practice constitutes a task not only for the sake of assessment, monitoring and scoring purposes, but to improve the quality of the delivered teaching, the dissemination of success and especially the analysis of the training

needs as well. In this respect, they are authorized to highlight the disciplinary, didactical and professional gaps to which neophyte teachers are confronted (cf. Appendix 4 pp 408-412).

I.5.1.1.4. Questionnaires 5 administered to 100 in-service Teachers in cohort 2013-2014

The questionnaires 5, intended for recently appointed teachers (for nine months), contains 11 close and open-ended questions. In addition to biographical and professional data, they seek to highlight the impact of the ITT and INSET on effective classroom performance and to list their expectations and suggestions with regard to training efficacy and efficiency. The choice of this cohort of new teachers is envisaged in a perspective to help these teachers diagnose their own strengths and weaknesses, to analyze the causes and select the points on which much emphasis and efforts should be made (and suggestions and expectations). Relying on these assessments, which are not devoid of any subjectivity, we can be enlightened on the expectations *vis-à-vis* training schemes to be undertaken early in the year. These are important clues to a successful coaching and professional identity building, which provide a stepping-stone/springboard to progress and be automated (*cf.* Appendix 5 pp 413-421).

I.5.2. A Qualitative Approach

In its second phase, the corpus is based on two interviews (*cf.* Appendix 12 pp 459-468) with both responsible of the TT, the head of the department of English at the University of Bouzerah representing the trainer institution, and the head of the training and inspection department to the Directorate of Education of Tiaret, representing the employer institution. The cogent motive behind the choice of these officials, representing the two ministries namely employer (MNE) and trainer (MHESR), is their insightful view and well-informed reflections with regard to the reforms, their objectives, teachers' training, the device of its implementation, contents, outcomes, pathways, etc. Besides, the purpose of these interviews is to collect data that can help us understand this issue in relation to the stakes of teacher education in a professionalising perspective which sets a practical purpose for it.

In parallel, and to answer our second question on the consistency and the correspondence between the contents of the ITT and the competencies which underpin the CBA, we have focused on the analysis of the modular structures of the ITT (cf. Appendices 6 & 7 pp 422-435). The underlying objective of this analysis is to check its compatibility with the

construction and development of professional competencies, engaging both the appropriation of the professional knows, the know-how-to-do and know-how-to-be in a reflective posture.

I.5.2.1. The Qualitative Analysis

The qualitative analysis is a complex task, taken over by the researcher right from the moment of the data collection. It is he who will collect and read traces with a view to assign them meaning. To do this, he will attempt to get them to talk in a delayed time compared with data taking, without necessarily a predefined framework (Paille & Mucchielli 2005). In fact, to analyse qualitatively, it is to observe, perceive, compare, judge, order/arrange, check, collect and report.

To collect the appreciations of those teachers-training officials, we have made use of semi-stuctured interviews (N = 2), administered to two officials representing the institutions directly involved in TT and their recruitment.

I.5.2.2. Logical Construction and Development of the Interviews

The parameters we have taken into account to elaborate the interview questions are related to the objectives underlying the ETT, and institutional intentions. We constructed our sample by seeking primarily to answer the following questions that concern the issues:

- the various aspects of the recent educational reform;
- the CBA approved by the MNE;
- the linguistic policy undertaken towards foreign languages;
- the new schemes of the new Teacher Training Policy (TTP) and its objectives;
- the introduction of ICTs in ELT classroom.

I.6. Data Collection Techniques

The collections of quantitative data through the questionnaires allowed us to interrogate the target audiences directly. Data collection has followed three stages: the initial construction of the questionnaires, the pre-tests (piloting) to verify the validity and reliability of the measuring instruments and final administration. For each of these steps, certain rules are followed in order to get the most relevant and useful data. In fact, the drafting of the questions was a complex task from the viewpoints wording and arrangement.

Next, we conducted a pre-test/piloting phase to put to test the form of questions, their scheduling and check the respondents' understanding as well as the relevance of the modalities of the proposed answers. This phase allowed us to purify their contents to keep only the questions that allow us to understand the topic of our investigation.

The qualitative data collection requires the involvement of the researcher in the handling of the technique used. To do this, an empathetic attitude which is a mind disposition, and testimonies availability and respect is needed.

In our study, the semi-structured interviews are a technique which seeks to report on the subjective world of others. This technique promotes the free expression of the subjects while allowing us to frame the discourse from the research perspective. The account remains marked out by a narrative frame, constructed around the topic of the research and negotiated in the contract of communication that guides the evocation.

We will resort to both techniques jointly. The target audiences are interpellated by this research via questionnaires and interviews.

Conclusion

The interplay of the data drawn from these aforementioned research tools will undoubtedly shed enough light to overshadow facets in connection with the issue of the TT. Besides, the target populations, directly concerned with the research issue, are reliable resource persons whose voices are of overarching importance converging toward the TT improvement, and in the same vein raising the quality of education in Algeria.

CHAPTER TWO

THE ITT DESIGN AND IMPACT FROM THE TEACHER-TRAINEES' PERSPECTIVE

Introduction

In this forthcoming chapter, we first present the primary data collected from the teacher-trainee population targeted by this research. The results are displayed in tabular form (*cf* Appendices 1 & 2 pp 388-399). Some quotes, extracted from the questionnaires, illustrate our analysis.

II.1. Description of the Group of respondents to the questionnaire 1: the Teacher-Trainee Demographics

Our corpus is constructed from questionnaires 1 and 2 with 10 and 11 open and close-ended questions (*cf.* Appendices 1 & 2 pp 388-399), focusing on the impact of the ITT on the professional construction of future teachers. It was administered to a population of 200 teacher-trainees as part of the graduating cohort of 2014/ 2015 academic year of Ibn Badis University of Mostaganem and ENS of Bouzereah of Algiers. The choice of this kind of public is part of an effort to better assess the training provided by university and the ENS by allowing the beneficiaries of the training to judge the "quality" of the latter. Allowing the teacher-trainees to give their views on what they have learned and built professionally during the ITT is a legitimate concern. Establishing a culture of evaluation (Thélot 1993) and self-evaluation (Moses 1986) represent a challenge for training institutes and opens new perspectives at odds with the usual practices of the Algerian university/ENS which assesses only very rarely these training courses. In fact, this type of assessment is to produce "enlightening" information to make decisions (Hadji 1990), regulate an approach, modify a process, etc. This type of assessment and self-assessment should be perceived as a feedback to allow training (re) adjustment. This is a decision support that can, at times, result in a change of certain curriculum content of the training courses.

In the first section, we describe the general profile of the participants in this study: biographical data and profile.

In the second section, we present the results of data carried on the competences of future teachers: **1.** Self-assessment of competences acquired, **2.** modules and their contributions with respect to the teaching practice **3.** Educational reform and its objectives

In the third and final section, we will report the future teachers' suggestions and expectations.

II.2. General Profile and Biographical Data of the Teacher-trainees

The total number is 200 students; 100 copies for each training institution. The number of copies distributed is 200, by cons the collection was limited to 171 (100 for the university graduates and 71 for ENS ones), representing a return rate of 85.50% (*cf.* Appendix 1 Table 1 p 388).

II.2.1. A Young and Feminised Population

Among the participants who have contributed to our research, there are 148 females (86.54%) and 23 males (13.46%). As for the distribution of respondents with respect to age ranges, we perceive that almost the majority of future teachers (91.81%) have an age which varies between 20 and 25 years. Only 13 of them (all of them males 02 ENS PEMs & 11 BA holders), a rate of 07.60%, are over than 25 years old. Among future teachers, women are by far the majority. In fact, they account for nearly 86.54% of future teachers of English (*cf.* Appendices 1 & 2 Tables 2 & 19 pp 388 & 391).

The Algerian university population is very young. In fact, 91.81% of them become graduates maximum at the age of 25 years (*cf.* Appendix 1 Tables 3, 4 & 5 p 388). It is worth mentioning that overall age average for females is around 25, whereas for males it is about 25.66. Access to university studies has increased significantly in recent years. If the democratisation of education, including university, decreed in mid-1970 has helped thousands of Algerian graduates to cross the threshold of the campus, much later wandered with their diplomas without being able to get a job.

II.2.2. Some Atypical Courses

With regard to the teacher-trainees who are aged over 25 years (07.60% = n 13 males) (*cf.* Appendix 1 Table 5 p 388), it could concern either officials (*fonctionnaires*), exercising a remunerated activity, who have returned to school. For those officials, obtaining a university degree will allow to benefit of an internal promotion in their professional careers. They may also be academicians who find themselves obliged to learn English to take advantage of the available documents and scientific articles [59] from data basis as SCI (Science Citation

---

[59] The non generalisation of the ESP (English for Specific Purposes) in the Algerian universities, many students are forced to enroll in the degree of the English BA.

Index), or ex-terminal students who have repeatedly flunked the BAC examination, or former students who have not had a regular study course and are being forced to continue their studies through the ONEFD [60] or the UFC [61]. A detailed and fine analysis is useful to clarify this issue.

II.3. English Language Study Choices

Generally speaking, students' choice and motivation to study English at the tertiary education are affected by a set of variables, which are in tight connection with the current world economic situation.

II.3.1. Anchoring in the Linguistic Environment

In the current global context, it should be emphasised that foreign language learning FLL is dictated by the importance and profitability parameters, i.e., that individuals and politics prospect languages that are the most useful, the most convenient and implement the means, methods and strategies to achieve and follow social and global evolution. The linguistic environment determines the practice of foreign language teaching (*cf.* Linguistic Policy Chapter IV p 67-72).

Relying on perfectly founded findings, both from pragmatic and theoretical viewpoints, virtually most of the Algerian universities require English language learning. At the tertiary level, English is introduced in different curricula at different departments nationwide, either as a main subject at the English Department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, TEFL, the four skills (listening, reading, speaking and writing) or simply as an additional but compulsory module dealing either with EGP or ESP. As it has been stated by Professor Miliani:

> "*In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones*" (qtd.in Abdellatif 2013: 433).

In fact, it is quite visible that the English language, though assigned the status of a second foreign language, continues to sweep the Algerian linguistic arena.

---

[60] National Office of Education and Training provides courses for all students in primary, middle and secondary education.
[61] University of Continuing Education (UFC) supports students of terminal for a two-year training that will be sanctioned by a summative evaluation. The successful candidates enroll in DEUA (Diploma of Applied University Studies).

II.3.2. The Impact of Assessment

The third question item deals with the "grades" variable obtained by the trainees at English in the baccalaureate examination. By browsing the available statistics (*cf.* Appendix 1 Tables 6, 7 & 8 pp 388-389), we notice that among the surveyed public no one got less than 12.50/20 in the English BAC examination. 22 of them, a rate of 12.86%, got a mark between 12.50 and 13.00/20. 37 students, representing a percentage of 21.63%, have grades between 13.50 and 14/20. 77 students, representing a rate of 45.02%, have marks between 14.50 and 15 out of 20 in the English Baccalaureate test. 21 students, equal to a rate of 12.28%, have got a grade between 15.50 and 16 out to 20 in BAC examination. 05 of them, 02.92%, have grades between 16.50 and 17 out of 20 in BAC examination. Only four students (2 girls and 2 boys), i.e., 02.33%, have between 17.50 and 18 out of 20 in English. 04 girl students have got a mark between 18.50 and 19. Only one student, a girl, has managed to get more than 19.50 out of 20, 00.58% (*cf.* Appendix 1 Table 8 p 389).

The aforementioned statistics reveal that all of the trainees meet the orientation conditions and requirements with regard to enrolment in English BA degree and ENS graduation. The grades vary from 12.50/20 to more than 19.50. It is quite visible that the enrolment criteria imposed by these two institutions (University and ENS) concerned by the survey is higher. The overall average of the 171 surveyed trainees is around 14.89; around 14.92 for females and 13.91 for males. It is worth noting that no ENS PEM trainee got less 13.50 out of 20. The overall average for PEM trainees is around 15.85 (17.66 for males and 15.77 for females). This reveals that the enrolment in ENS is subject to selective criteria.

II.3.3. The Criteria for Orientation

The orientation towards training and higher education obeys to a ranking that is based on the following three orientation and enrollment [62] criteria:

1. The 10 expressed wishes of the baccalaureate holders;

2. The stream and the results obtained in the BAC: distinction, grades of essential subjects and the general average of BAC examination,

---

[62] Circular No. 1 of 9th June 2008 on the pre-enrolment and orientation of baccalaureate holders

3. The reception capacities of higher education and training institutes.

To participate in the ranking, certain training fields, streams and common core courses require a minimum average at Baccalaureate. This average does not automatically entitle a final enrolment. This ranking is calculated on the basis either of the overall average obtained at the BAC examination, or on the basis of the arithmetic average between the general average of the BAC and the grades obtained in certain subjects. In addition to the abovesaid conditions, access to some courses is contingent, depending on the case, to a contest, an aptitude test, an interview with a jury, or a condition of age.

Pre-registration, orientation, and recourse of new baccalaureate holders are done exclusively online. To perform these operations, three websites are available to new baccalaureate holders. To enable and facilitate access to these websites, free access is available to new baccalaureate holders from cyberspace opened for this purpose at academic institutions/universities.

Computerized national treatment will support/cover all BAC holders' choices forms (*fiche de voeux*), entered and sent online. Based on the combination of three parameters of pre-registration and orientation, this treatment leads to satisfy each of the new baccalaureate holders in one of its ten choices.

To enrol for a degree in English, baccalaureate holders must meet the following criteria: The BAC average plus the grade obtained in the BAC English examination, which should not be below 10, the total sum is divided by two. The overall average should not be less than 11.50 out of twenty [63].

II.4. From the Curriculum upstream to the English BA/ENS Graduation Downstream

The fourth question item 3 focuses on the variable of "the exit profile of secondary school" whose future teachers come from.

II.4.1. The Impact of Institutional Requirements

The data generated from question item 3 show that the surveyed teacher-trainees are from three main streams namely letters and foreign languages (LFL), letters and philosophy (LP)

---

[63] Circular No. 01 of 05 Jumada Ethania 1429H corresponding to 9th June 2008 on the pre-enrolment and orientation of baccalaureate holders in respect of the 2008-2009 academic year.

and experimental sciences (ES) streams, respectively (*cf.* Appendices 1 & 2 tables 9 & 26 pp. 389 & 395). Most of them come from the (LFL) [64]. In fact, 112 out 171 (65.49%) of the surveyed trainees come from the LFL stream where English language benefits of a substantial weekly schedule volume (4 hrs) and coefficient (5). Some of them come from Letters and Philosophy forms (LP) [65] around 28.07% (n=48/171). For these trainees, English is among the core subjects but not a key one. Only 06.43% (n=11/171) of the targeted public come from experimental sciences stream (ES) [66]. Actually, for this group of trainees, English is among the secondary school subjects and gains a reduced weekly schedule volume and coefficient. This diversity of backgrounds of the future teachers remains an issue of the IT.

It is worth noting that time factor is a decisive factor in learning in general and in FLL in particular. What matters more, as been estimated, is that the mastery of FL requires between 1,000 and 1,500 words (LES=Life Enhancement Skills). These amounts cannot be acquired if learners work relies only on class work.

II.4.2. Economic Factors

In fact, several factors seem to weigh decisively on the choice of university education. Students proceed to the choice of courses that provide a certain job position. The influx of new graduates into teaching can be explained by the opportunities of getting a job. The domestic factors are those related to the opportunities offered by the education sector and especially following policy openness to the FLL in an opening perspective on the world. The politico-educational choices opt for compulsory mastery for all learners, at least, of two foreign languages, namely French and English. Thus, English became the second foreign language behind French, taught from the first year of middle school education. The aftermath of the implementation of the new educational reforms, the shortage of the qualified human resources proves to be very crucial. A recruitment effort should be made by the MNE to meet the needs of English [67] teachers. The use of contract teachers remains the only alternative to officials pending new university and institutes graduates.

---

[64] FL: Foreign Languages stream (German and Spanish languages as optional), by cons French and English are mandatory.
[65] LP: Lettres & Philosophy
[66] ES: Experiemental Science (English is a secondary subject.)
[67] Due to the introduction of English as a second foreign language from the first year of the middle school, the recruitment is carried on and based on an integration of English graduates without even undergoing a contest.

II.4.3. English Language for Mobility, Job and Communication Purposes

The motive behind learning English is of utmost importance to explore. The question item 5 '*Why have you chosen to study English language?*' is meant to shed light on trainees' motivations and prospects arousing their choices. The answers reveal that all ENS trainees' inducement for English language is teaching (71 = 100%). Yet, the university trainees, besides teaching the language, 80 of them (=80%) state different reasons such as travelling (30%), like the language (25%), for communication purpose (27%), only 7% of the respondents feel that they had no other choice (*cf.* Appendices 1 & 2 tables 10 & 27 p 390 & 396 respectively).

With regard to external factors, human mobility that the worldwide society is witnessing requires several languages proficiency to communicate, work or study abroad. The main reason for young Algerians behind learning foreign languages, especially French and English, may essentially be a linguistic one. Assessment tests of linguistic knowledge such as DALF [68], DELF [69] TCF [70] ... for French and the IELTS [71] and TOEFL [72] for English imposed by foreign institutes and universities, engage and motivate young Algerians to strive to improve their linguistic proficiency. For many young people, linguistic constraints weigh much more than those financial. It is in this perspective that human sciences and foreign languages are virtually envied by young academics.

II.5. The Future Teachers' Competencies: Assessment and Self-Assessment

Upon reading the data to question item 6 on the linguistic competence, formulated as follows "*After three/ four years, how would you assess your English linguistic competence?*" We notice that more than half of the respondents, representing a ratio of 61.40% (47/71 for ENS PEM 58/100 for BA graduates) (*cf.* Appendices 1 & 2 Tables 11 & 28 pp 390 & 396 respectively) assess their linguistic competence as being excellence. The university curriculum, spread over three/four years, should equip students with the necessary knows they need to better master both spoken and written English. Being convinced that achieving any progress in the study of a foreign language begins with awareness of the elements of the

---

[68] ADFL: Advanced Diploma in French Language
[69] DFLE: Diploma of French Language Studies
[70] TKF: Test of Knowledge of French
[71] IELTS : International English Language Testing System
[72] TOFEL : Test of English as a Foreign Language

system that underlies it, the designers of university course devoted great importance to the rules governing the English language, be it grammar, phonetics, phonemic or spelling. Lastly, studying the various aspects of the spoken language namely stress, rhythm, reduced forms, intonation generates large cumstances and should have endowed the student who will conscientiously review the real and final appropriation of the major difficulties of the English speech. By cons, forty-three (43) (13 for ENS PEM and 30 BA graduate) of the surveyed trainees, attest that the linguistic competence is good. For the rest, i.e., 23 (11 for ENS PEM and 12 BA holders), think that this competence is fair.

II.5.1. The Limitations of the Linguistic Competence

Certainly, linguistic proficiency is not sufficient in itself to communicate effectively and appropriately with the other, but the acquisition of the lexical (word order), syntactic (word forms and rules) and phonological (sounds) knows and know-how-to-do is essential to facilitate this communication which requires an understanding of attitudes, systems of values, behaviours, and the whole cultural context of his interlocutor.

With reference to the figures collected from question item 6b (*cf.* Appendices 1 & 2 Tables 12 & 29 pp 390 & 396 respectively), we note that less than thirty per cent of the respondents, i.e., 28.65% (23 ENS PEM & 26 BA holders), confirm that their sociolinguistic competence is excellent. Only 33 trainees out of the 171 respondents (19 ENS PEM & 14 BA holders) indicate that this competence is good. By cons, the majority of the respondents (64 trainees- 29 ENS PEM & 35 BA holders) think is fair. In fact, no ENS trainee assesses his sociolinguistic competence as being poor or very poor. On the contrary, 25 BA trainees (14.61%) stipulate that it is poor.

In the light of the statistics generated from question item 6c in connection with the pragmatic competence self-assessment (*cf.* Appendices 1 & 2 Tables 13 & 30 pp 387 & 393 respectively), we note that 41 trainees (23.97%) (14 ENS PEM and 27 BA graduates) confess that their pragmatic competence is excellent. Fifty-four of the surveyed trainees (17 ENS PEM & 37 BA holders) assert that it is good. Seventy-six trainees, i.e., 44.44% (40 ENS PEM & 36 BA holders) estimate that their pragmatic competence to be fair.

The communicative competence (CC) has been an overarching issue for foreign language teaching (FLT) as a cornerstone for language classrooms. The paramount constituents of the CC are the sociolinguistic and pragmatic competences, though acknowledged as being

primordial for foreign language perfect mastery, are not taught and learned appropriately. Thus, the failure relative to the acquisition of the so-called sociolinguistic and pragmatic competences resides in the lack of direct or indirect contact of the students with native speakers of the FL. In addition, the absence of a methodology for teaching this pragmatic field makes the perception, interpretation and detection of the nuances that words, phrases and constructions convey impossible. Pragmatic competence, in fact, focuses much on the analysis of the meanings conveyed by utterances rather than the literatim meanings of words and phrases speakers use in their discourse.

II.5.2. Self-assessment: As a Formative Practice

The participation of the teacher-trainees consciously and actively in their learning and its assessment fits in a pedagogical perspective contributing to the development of their autonomy. By giving future teachers the opportunity to assess themselves, we expected them to know their weaknesses and help them improve their competences. Thus, teacher-trainees can pass and change from mere receivers to active participants in the process of the ITT. We have asked the teacher-trainees to reflect on the progress relating to the three competences during the training period. The problem with this kind of evaluation (self-evaluation) cannot be void of subjectivity in judgment, especially in the absence of clearly defined criteria and the appropriate accompaniment by teacher-trainees to its use (*cf.* self-assessment grid CEFR 2001: 26-27). Continuous use of self-assessment allows teacher-trainees to develop their metacognitive strategies, that is to say, to recognize and learn to identify their strengths and their weaknesses. Suffice to say that this evaluative posture is learned "*it is a work on oneself for a critical self-conscientisation*" (Donnadieu, Genthon & Vial 1998: 110). Self-assessment refers to the direct involvement of the teacher-trainees in making judgments about their proper training, particularly about the outcomes of their training. Indeed, it is formative in that it contributes to the training process and assists the trainees to direct their energy to areas in need of improvement. Training teachers to self-assess is to accept to see backward to cast a critical eye on oneself. The establishment of such a process cannot be reducible to a simple external instrumentation in the hands of trainers who will ignore the trainees' involvement in their own training. Self-assessment learning is an essential tool enabling teacher-trainees to go beyond a simple cumulative, unreflected know-how-to-do, purely operational expertise, to access to reflected know-how-to-do through which they can intervene and act consciously (Jean Cardinet 1988).

II.6. The Impact of the Teaching Modules on Classroom Scenarii

By browsing through the data resulting from question item 7 on the module that is the most suitable for classroom scenarios (*cf.* Appendices 1 & 2 Tables 14 & 31 pp 390 & 396), we note that owing to the different canvases for ENS PEM and BA graduates, opinions differ with respect to modules contributing in the construction of classroom scenarii. For BA graduates, besides other answers, they unanimously believe that the modules of ESP and the internship (stage) helped them construct an idea about the classroom reality. Yet, the ENS PEM acknowledged that modules such as psychology, psychopedagogy, material design and development, internship prepared them for the classroom situation; the future profession.

Among other answers in connection with the above question, we note the following ones. Twenty-one per cent (21% n=21) of the BA respondents think that the module of civilisation and 06% (n=6) believe it is the module of literature. The highest percentages are attributed to the modules of grammar (22% =n22), linguistics (16% =n16), oral expression (11 % =n11) and phonetics (18% =n18). These data may reveal the trainees' ignorance of the modules aims, outcomes and scope.

It is quite visible that the ENS PEMs seem to be somewhat prepared for the classroom practice. Undoubtedly, the IT had an impact on trainees' styles, attitudes, self-esteem and confidence, being school-context outcomes, and have become well-established constructs within these teachers. Referring to the modular structure of the ENS PEM training course, we notice that the module of TEFL gains 90 hrs (dealing with theoretical knows= language teaching methodologies, methods and techniques) and Internship in host schools, though introduced only in the fourth year, is allotted 180 hours (*cf.* Appendix 7 p 432). This trainee-school and classroom contact, built upon a reality that is rooted in daily classroom practices, works indubitably in favour of these trainees' integration of the new profession with less difficulty than their colleagues BA holders.

II.6.1. Modules: the Underlying Objectives

The above results show that the objectives underpinning the modules which make up the ITT modular structure are not clear for the BA trainees. To be as accurate as possible with regard to the definition of linguistic competence, we refer to the communicative competence and its components in the CEFR (2001: 139).

From this definition and in comparison with the content of the curriculum, it is clear that the space granted to this competence illustrates the importance of its mastery by the future teachers of English. For ELT in Algeria, the future teachers should have a baccalaureate degree and follow a three, four or five-year training course at the university or institutes. The curriculum, as it is described above, includes modules of civilization, literature, linguistics, grammar, oral and written expression, phonology, ... A part, mainly linguistics, is designed to deepen, refine and improve the knowledge base about the TL (subject-related competences), i.e., syntactic, lexical and phonological. Of course, the teaching of this linguistic competence is, in principle, founded on the CBA tenets. This approach requires linguistic and meta-linguistic competencies sufficiently developed on the part of the teacher trainees to meet the learners' questionings, which are regularly placed in situations of discovery (hypothetico-inductive) [73] of the TL. Therefore, imperatively future teachers must refine their linguistic knowledge since within the framework of the new CBA, they are expected to operate instead in unplanned situations (reactive) [74] than those planned (proactive) [75].

II.6.2. Modules and Linguistic, Sociolinguistic and Pragmatic Competencies Development

By analysing the data collected from question item 6 (*cf.* Appendix 1 Tables 15, 16 & 17 p 388), we notice that:

Among the total number of the respondents (BA holders) (100), seventy (70) believe that grammar (70%), linguistics (70%), oral comprehension and expression (50%) and phonetics (14%) modules contribute in the mastery of the linguistic competence. There is no clear agreement among the 100 BA trainees about the modules which appropriately help to construct the linguistic competence to the profession. It is worth mentioning that for this competence, the overall abstention rate is around 49%. For the second competence viz sociolinguistic, twenty-two (22%) of the respondents confess that American Civilisation contributes in developing this competence. Forty-five (=45%) trainees claim that the British

---

[73] Inductive reasoning and hypothetical-inductive (because it is based on an assumption) is usually a mode of thinking that goes from the particular to the general. Arguments expressed inductively ('induced') are based on experience or observation. If we consistently observe the same causal relationship between phenomena (Xs cause Ys), it can lead to a theory that establishes this relationship.

[74] In this situation, the initiative is left to the students and the teacher-tutor is essentially to "meet the explicit demands of learners without anticipating such requests without seeking beyond."(Glikman 2002: 64).

[75] In this situation, the tutors rather proactive take the initiative to offer assistance and apply oneself to the emergence of requests. Ibid

Civilisation concurs to the acquisition of this competence. Whereas 15% and 36% assess that British and American literatures respectively foster the development of the sociolinguistic competence. Also, for this competence, the overall choicelessness rate reaches 70.5%. For the last competence, the pragmatic one, the British and American Literatures and British and American Civilisations with ratios of 42%, 43%, 48% and 49% respectively are seen as modules playing towards its acquisition and mastery. The hesitation of the surveyed trainees may be interpreted as unclear grasping of the outcomes of different modules which make up the modular structure of the ITC. But, in fact, it is mainly due to the difficulties associated with the acquisition of these two competences viz sociolinguitic and pragmatic. For appropriate acquisition of these competences, FLLs should be immersed in the TL cultural context; a process which is time consuming. Even doing so, the perfect proficiency of these competences remains out of control for many social rules may go unperceived, and even worse, remain eternally out of reach.

By consulting these statistical data (*cf.* Appendix 1 Tables 15, 16 & 17 p 388), we note that the modules of grammar and linguistics with 70% each and oral comprehension and expression with 50% are considered as the most beneficial for the linguistic competence construction. The focusing capatalizing on the linguistic constituents interpellates both the teaching process and evaluation. In other words, it is important to project sufficient light on the pathways taken for the teaching of language and how the latter is assessed. Being heavily relying on grades as the main motive behind graduating, students concentrate on rote memorisation to get grades rather than on the taught subjects; process and outcomes. Travis and Wade (1997) state, in the same context:

> *"the fact that our school system relies heavily on grades may help to explain why the average college graduates read few books. Like all extrinsic rewards, grades induce temporary compliance but not necessarily a lifelong disposition to learn" (cited in Abdellatif 2013: 433).*

The fact of devoting more importance to marks (grade-oreinted education) may hinder the trainees from making research for the sake of gaining knowledge, besides killing creativity, innovation and even intelligence. Besides, the focus on high mastery of linguistic competence (syntactical, lexical and phonological components) at the detriment of other competences does not enable FLL to reach perfect communication proficiency because of pronunciation problems, lack of the insight knowledge on the use of idiomatic expressions specific to a variety of social contexts. Without adaptability to the requirements of each and

every interactive contextual situation, even the most faultlessly grammatical utterances can convey meanings that are completely different from those initially intended by the utterer. Only an appropriate sociolinguistic competence can help FLL communicate easily with native speakers. To do so, first FLTs should mastery the cross-cultural differences to be able to increase trainees' awareness about sociolinguistic and pragmatic issues.

To illuminate the definition of this competence, we refer to the hierarchical repository by the CEFR, which describes it (sociolinguistic competence) as a competence that involves the knowledge, skills and attitudes required to operate the language in its social contexts (2001: 144).

II.6.3. The Linguistic Immersion and its Impact on the Development of Interculturality

Future teachers must have the opportunity to benefit of a full-immersion sojourn in the country where the target language is spoken. Which case, these teacher-trainees are introduced to the culture in general and that of the target language in particular on the three types that Riley (1991) proposes are "know that" [76] "know of" [77] and "know how" [78], the best is that this introduction is supervised by a team of trainers representing a certain number of languages. They design a series of communication tasks articulated around cultural differences. It is appropriate that teacher-trainees receive training in parallel with the execution of these tasks, they need to conduct interviews and prepare for recording, transcription and analysis of such documents. These interviews can take place in companies, in the street or in the center of the home country of the TL. The socio-cultural and psychological aspects of intercultural communication constitute an element still underexposed but capital of the teacher's competence of the FL. Obviously, as the Byram suggests (1992: 10-12) in the quote above, culture and cultural studies should be an integral part of the training of language teachers (Riley 1991; Kramsch 1993; Buffet and Willems 1995; Willems 1996a; Dams et al 1998 cited by Williams. 2002: 14).

---

[76] "Know that" embodies what people hold true, for instance their political and religious philosophies, their idea of how to manage a concern or school, and of what education, hunting, or history etc. is. It is *relatively stable and permanent background knowledge.*
[77] It refers to rather ephemeral knowledge. It is the knowledge of what is currently topical in a society. Without it, understanding headlines in newspapers may be very difficult, even if the words used are all familiar.
[78] 'know how' covers skills and competences: *how to act* appropriately (use the telephone, buy things in a shop, propose marriage, etc.) and *how to speak* (greet, thank, tell a story, address a superior, etc.).

II.6.4. The Development of the Pragmatic Competence: Constraints and Obstacles

By exploring the data collected from the question item 8c on the issue on the pragmatic competence (*cf.* Appendix 1 Table 17 p 391), we note that the focus is predominantly placed on the modules which contribute to the construction of linguistic competence, namely grammar (70%), linguistics (70%), oral expression (50%). To qualify this so-called pragmatic competence, we refer to the definition stated in the CEFR (*cf.* Part II Chapter II p 141).

Researches in the field of second language acquisition (Paradis 1997) allow us to argue that a good majority of foreign language teachers find some difficulty in teaching pragmatic competence. This difficulty is reflected in the quasi-total failure of the learners in this competency. Paradis (1997) sums up this failure by binding it to a conceptual level containing a nonlinguistic multimodal information (images, diagrams, scripts, motor programmes, auditory, tactile and somato-sensory representations), based on the experience in the world and also called implicit memory or non-declarative, non vulnerable to aphasia.

Kecskes & Papp (2000) suggest that when acquiring their first language (L1), children develop the linguistic competence simultaneously with this conceptual competence. The situation is different for the appropriation of the second foreign language (SFL) as new concepts compete with the existing concepts of L1.

A lack of authentic interaction limits the richness of conceptual representation at which the word is linked, and will not allow any non-linguistic application, i.e., that the word/concept will not be embedded in the scripts. These speakers can achieve quite high fluency levels (high speed, no hesitation) and yet fail in "*conceptual fluidity*": they do not necessarily know how the target language reflects and encodes concepts from metaphorical structuring or other cognitive mechanisms. The use of the conditional, for example, requires a conceptual knowledge.

In sum, sociolinguistic and pragmatic competencies are acquired so hard and so slowly that learners begin to grasp their existence once their formal education comes to an end. The reason is that these competencies cannot be summarised just in a few ready-made formulas and recipes, as is the case for the acquisition of grammar rules.

II.6.5. Synergy of Three Competencies for Effective Language Communication

The tripartition, linguistic, sociolinguistic and pragmatic competences, rests on the didactic aspect that is grounded on a balance between work on the tongue; phonetics/lexicon/syntax with highlighting of subsystems that make up the language, and the use of this language in the meaning carrier situations and in authentic or almost real practices. This tripartition presents language as a system, i.e., linguistic competence, limited to the sentence, then as discourse, i.e., pragmatic competence that exceeds the sentence used in a socio-cultural context (sociolinguistic competence). So, to train "competent" foreign language teachers, it behoves all of the stakeholders to help them acquire these competences listed above. Otherwise, these teachers will be similar to musicians who know all the notes without being able to play bass in a rock band.

The students who chose the modules of civilisation and literature, both British and American, estimate that these modules enable them to better understand the native's reactions, attitudes and discourses as stated for the question why?. They point out that learning a FL goes and in a mandatory manner through the acquisition of the culture. Among others, we mention the answers found in Appendix 1 p 391-392.

In fact, the module of literature helps trainees to develop a humanistic outlook on the life. Via close interaction with literary works which, generally, portray multifarious ranges of human thoughts, emotions, and experiences, trainees gain knowledge and understanding of humans, their lives, activities, etc. and the world around them. Thus, they can develop their own creativity and hone their analytical and critical skills. It also enables them to boarden their awareness of the culture of English-speaking countries and boost their appreciation and understanding of Algeria as a culturally different society. Yet, prior to these expected outcomes, teachers should strive to enhance trainees' language proficiency and develop their critical abilities, aesthetic sensitivity and cultural awareness by exposing them to a broad range of language arts materials, including novels, short stories, fables, legends, myths, fairy tales, etc. It is a daunting task for teachers, which requires trainees' commitment.

Part of the teacher-trainees believes that the oral expression module is the most suitable for the development of competence in oral interaction. Active listening and speaking of the target language encourages the development and understanding of its structures. All areas of language structure must develop in order for the L2 acquirer to become proficient or native-

like in the second language. Furthermore, they add that this module allows them to implement the various language forms required in the different modules.

A significant number of teacher-trainees among the respondents (BA & ENS PEM) state that the acquisition of grammatical structures is essential for the command of the target language. An equivalent number of the teacher-trainees say that the module of linguistics allows them to study the theories (the major linguistic trends) and foundations of the target language development; synchronic and diachronic analysis of the target language. Some students recognize that the module of Oral and written expression is the most suitable for the development of the written production competence. Others perceive that the module of phonetics is the most important to understand and at the same time be understood by the target-language speakers. For them, phonological awareness develops on three levels of letter-sound-word understanding; syllables, phonemes and onset rhymes. Then, they understand the ways in which oral language can be divided into small units. The mastery of these units enables them identify the pronunciation of the words; orally in pronunciation and audibly by listening to the phonetical structure of the words. Besides, different from other languages, English has an inconsistent sound/letter correspondence. A limited number of the teacher-trainees think that the module of Reading Comprehension is important because it provides them with strategies to become autonomous readers. From these data, one can say that most of the teacher-trainees do not realise the importance of this module with regard to the interactive process in which the reader constructs a meaningful representation of the text using his schemata. Reading Comprehension has changed from what was considered as a mere receptive process to what is now an interactive process. Reading processes are both bottom-up and top-down.

II.7. Reflection on the TEFL Module: Device, Hourly Volume and Content

The data for question item 8 a, b, c and d addressing teacher-trainees (ENS PEMs) on the module of TEFL a) its ultimate goal achievement, b) time allotment, c) suggestions for time insufficiency, d) advantages gained, unveil that most of the respondents, representing a rate of 92.67% (=n 63/71), recognize the fair impact of the module of TEFL on an appropriate preparation of future teachers. Only five (07.35%) of the overall surveyed trainees attest that this module prepare them suitably to the future profession, thus totally reaching its objective. Yet, the follow-up question item b), indicates that the overwhelming majority around 92.95% of the respondents state that the time volume allocated to the module of TEFL is not enough,

07.04% of them acknowledge that time allotment is insufficient (*cf.* Appendix 2 Tables 35, 36 & 37 p 398). To address the shortcomings and time insufficiency, the respondents suggest (for 8c) that the module of TEFL should be spread over two or three years so as to become imbued with all written literature in the field of teaching foreign languages, but to be able to implement it as well. In fact time duration is an overarching factor to enable trainees to master the ETL methodology.

With regard to the data generated from question item 8d, dealing with the advantages made all of the respondents (ENS PEMs) acknowledge that they have benefited from the module of TEFL. For "*lesson planning*" and "*teaching the four skills*", the teacher trainees unanimously totally agree (100%) that they learned how to deal with these two activities. However, for "*needs analysis*" and "*learners' skill assessing*" nearly sixty-two percent (62%) and seventy-six percent recognise that they acquired how to tackle both activities *(cf.* Appendix 2 Tables 38, 39 & 40, p 398-399).

Referring to the data collected from question item 8d (*cf.* Appendix 2 Tables 38, 39 & 40, p 395-396), we can deduce that the TEFL module, generally based on theory and dealt with *in vitro*, helped most of surveyed trainees to grasp insightful and well-informed ideas about FLT methodologies, methods and techniques. For these ENS graduates, TEFL module contents and internship acquisitions (180 hrs) might endow them with harmonious theory-practice interplay. Yet, the internship may help the trainees to compensate for the identified shortcomings.

As a continuation to the previous question (8c), in the case of a negative response "*what should be added, adapted or omitted?*" Among the 11 ENS PEM trainees who believe that the TEFL module does not adequately prepare them for future profession, the majority thinks that the corpus endows them with theoretical concepts. These concepts, known as received knowledge (Wallace 1991), need to be transposed one (experiential knowledge Wallace 1991) because the theory, although useful, is not sufficient in itself to prepare future teachers to classroom situations (*cf.* Appendix 5 responses p 419).

The respondents recognize the importance of the theoretical aspect of the TEFL module while stating that alone it remains insufficient. So, the ITT is formative only if it is articulated between periods of training, classroom practice times, and training time outside of the classroom. The internships enable future teachers to connect thoughts with reality. In fact, the theoretical knows that are disconnected from practice are ineffective. They believed that a

good command of the TL and craft-based professional training would be sufficient to make 'competent' teachers. This is what we have noticed among future teachers' responses.

The time allocated to TEFL module may be judged to be insufficient with respect to hourly schedule (*cf.* Appendix 2 Tables 35, 36 & 37 pp 398) assigned for the last two years of the IT (90 hrs). Yet, the investigation in the way it is implemented may enlighten the researcher. For an effective exploitation of the ninety-hour volume, the teachers in charge of the module of TEFL should not restrict its content to synchronic and diachronic studies of various methodologies relating to FL teaching. Exposing teacher trainees to a halo of subsequent changes and methodologies will have no impact on future teachers' practicum unless it is linked to real-like teaching situations, through simulation, as well as the integration of the future teachers in the environment of the future profession. This integration process requires alternation between the training institute (university) and the workplace (school). Unfortunately, as it is currently designed and implemented, the TEFL module merely informs future teachers on different methodologies their strengths and limitations in an abstract context. This overview on strategies and teaching techniques remain useless if it is not put to test in the field in classroom situations. In other words, the juxtaposition of knowledge in the field of didactics, ensured by the module of TEFL, would be identical to the objectives behind the teaching of other modules [79]; linguistics, phonetics, civilisation, etc.

In addressing the teacher trainees about educational reform (questions 9 for BA holders & 11 for ENS graduates), apart from 27 female students and 4 male students (or a rate of 18.12%), who either have answered 'no idea' or left the box 'blank', most respondents summarize the educational reforms, saying that the latter target the development of social skills, collaborative and pair/group, etc. We want to specify that the data collected from respondents are classified according to a recurrence counting (*cf.* Appendices 1 & 2 pp 391-393).

By relying on these data, it can be inferred that most of the trainee teachers (BA and ENS graduates) are unaware or not well-informed of the main components targeted by new educational reforms initiated by the MNE. Nearly all responses listed below (*cf.* Appendices 1 & 2 pp 391 & 399), relate to the goals of the CBA and its objectives, while item (4) is in connection with the educational reforms in general. It was expected that teachers trainees show much more interest in the changes that particularly affect their future profession, namely

---

[79] cf. the university curriculum for the BA English trainees training

reorganization of the various levels of education, redesign and restructuring the syllabi and the implementation of the CBA. Knowing that since the school year 2003, a date which, in principle, is memorable for each teacher, much was said about these reforms. In addition, it is the teacher-trainees' duty and obligation to be aware of the official instructions, guidelines, texts and official bulletins emanating from the guardianship and managing the education sector to equip themselves in advance with necessary insights in connection with the field. Undoubtedly, the success of the educational reforms relies on the teachers' awareness of the new changes, their attitudes to it and incorporation of the reforms in their daily conversation, professional values and commitment and knowledge of content (Talbert-Johnson 2006). This calls for a necessary predisposition on the part of the teacher trainees to be well-prepared in relation with the needs and requirements of the school context. Certainly, the above knows are very useful, since they are closely related with the disciplinary training, provided that their translation into know-how-to-do and know-how-to-be on the ground actually occurs. Yet, additional skills and insightful understanding with regard to the overall education system are required for actual school teaching.

II.8. Elements of Analysis and Comments

The change that is taking place in the field of Didactics of Foreign Languages (TEFL) requires a methodological reflection in an optical *lato sensu* to include the (inter) cultural dimension in different levels of education. No one, neither the teachers nor educationalists, can now ignore it. In fact, the knowledge acquired by the candidates to the learning of the English language is very superficial which explains the confusion and misunderstanding. To reiterate what Abdallah Pretceille meant by intercultural competence by claiming that: *"The effectiveness of the intercultural competence is not ensured by the familiarity with the other culture, but by a permanent investigation that involves a constant cultural standby." (1996: 325).*

It is principally the English language teachers' responsibility to raise awareness and sensitize students to the cultural dimension. According to Lipiansky, it is not a question *"Only to the linking of two objects, two independent and relatively fixed assemblies. It is a phenomenon of interaction where these objects constitute themselves just as they communicate."(1995: 192).*

It seems that the FLTs cannot take on this role and this is due to the deficiencies in their IT. Training should provide future teachers with capabilities to establish the link between the

original culture and foreign culture, to play the intermediary between the two cultures, to manage cultural conflicts and misunderstandings, and learn how to go beyond superficial and stereotyped relationships. [80]

Undoubtedly, it is in FL classes that FLTs inculcate the awakening to the FL socio-pragmatic rules, but it is only outside the classroom (I mean the cultural context of the TL) that this competence can flourish and reach its integral development to become an effective competence. The sociolinguistic and pragmatic competences are rarely part of learning the language in a classroom context. In the absence of the socio-cultural environment in the Algerian context, the use of authentic audio-visual media can contribute to the acquisition of different variations. Linguistic exchanges with native speakers are the best way to make students aware of linguistic phenomena and thus develop this sociopragmatic competence. The training periods in the countries of the TL allow, beyond any shadow of doubt, future teachers to establish links between the morpho-lexical and operational semantic achievements and to produce appropriate speech from the socio-pragmatic standpoint [81].

The availability of online services via the Internet can substitute for immersion courses to make these contacts possible. The introduction of the ICTs in education and training is no longer a figment of the imagination. Indeed, new technologies have penetrated, and no one can deny it, significantly all sectors of national and tertiary education. They constitute a major challenge, a strategic issue. They offer new teaching/learning modalities, particularly in the field of the FL. Thanks to ICTs, in general, and multimedia, in particular, new teaching/ learning devices, allowing for effective management on the part of the learner of his own learning, are developed, in another way; they allow the liberation of the learners from their "masters". ICTs provide powerful tools to support the shift from teacher centred to learner centred paradigm and new roles of teacher, learner, curricula and new media. Shifting the emphasis from teaching to learning has created a more interactive and engaging learning environment for both the teachers and the learners. This new environment also involves a change in their roles. Learners have more responsibilities of their learning as they seek out, find, synthesise, and share their knowledge with others.

---

[80] Common European Framework of Reference for Languages (CEFRL). The issue of culture and intercultural. Council of Europe. The Edition Didier. 2001. p.84
[81] It is essential to point out that the pragmatic competence consists of pragmalinguistics and sociopragmatics. The former refers to the mastery of linguistic components (syntactical, semantic, lexical...rules). Yet, the latter refers to what is considered as appropriate linguistic behaviour (social norms).

The data collected from question item 8 on the module which initial training should focus on (*cf.* Appendix 1 Table 15 p 391), reveal that teacher-trainees (BA) think that the emphasis should be placed on the module of grammar (54.97%), oral expression (45.61%), written expression (36.84%), phonetics (37.42%) to help them acquire professional competences.

By analyzing the data from this question 7, we can infer that the importance is both placed on the acquisition of linguistic proficiency (grammar, phonetics, and writing) and sociolinguistic competence (speaking) and professional competence (TEFL and psycho-pedagogy). Thus, we can say that the major importance is assigned to the acquisition of linguistic competence. It is necessary, perhaps, to ask the question on the type of evaluation at university level. Does not this type of assessment encourage this tendency toward its acquisition? A new avenue of research proves to be important to uncover the reasons behind this emphasis on the acquisition of this competency.

II.9. Teacher-Trainees' Suggestions and Expectations

"*What would you suggest to be properly prepared for the future teaching profession*?" was the guiding question put to the teacher trainees. The data collected from this open-ended question were meant to give the targeted population the opportunity to express concerns directly linked to their preparation to classroom situations.

Except for a few teacher-trainees, a number of 20 (17 females and 3 males) who have not expressed suggestions and expectations, the majority expressed a variety of expectations. Knowing that this type of open questions raises the issue of processing in a quantitative study, we conducted a classification and counting of themes and ideas expressed in their recurrence (*cf.* Appendices 1 & 2 answers pp 391-392 & 399-400).

Browsing through the various suggestions made by teacher-trainees (nearly 16 for BA holders & 8 for ENS graduates), the first point to be noted is that a strong emphasis is put on the practical aspect of training in responses 1, 2, 3, 4, 5, 6, 7, 8, 15 & 16. Contrariwise, its linguistic and theoretical aspects do not attract the same degree of interest among teacher-trainees, without losing sight of the few suggestions which relate to the availability and use of the ICTs (answer 13) and establishment of interactivity links with native speakers (answers 12 & 14). The remaining suggestions, i.e., 9, 10 & 11, are about skills scheduling over the whole module content, the emphasis on the language mastery and the syllabus revision, respectively (*cf.* Appendix 1 pp 391-392). The ENS trainees suggested the following issues as the TEFL

module covering the whole training course and time allotment, early initiation to teaching techniques, video shows exploitation, classroom issues and ICTs generalisation and use (*cf.* Appendix 2 pp 399-400).

A strong emphasis is put on the organizational aspects, time schedule, contents, duration of TEFL teaching module, ICTs availability and use. In our opinion, this excessive importance that is assigned to this module is primarily due to its impact on the preparation, although fundamentally theoretical, for the new profession.

Referring to the various suggestions, it can be inferred that the IT as designed and implemented does not prepare teacher trainees of English for the future profession. Limited for most of its modules to the theoretical aspects and subject knowledge especially for BA trainees, endowing them with conceptual notions, although indispensible; remain insufficient to enable them develop the competencies necessary for the future profession. In fact, a disproportionate share is made to the theoretical aspect (2034 hours) for BA compared to the practicum (140 hours) (*cf.* Appendix 6 Table 99 p 427). Whereas, their colleagues ENS graduates get benefit of 2970 hours including 180 hours for practicum (*cf.* Appendix 7 Table 109 p 433). This primacy of theory over practice resides in that those in charge of the training conceive as useful competencies to be a "qualified" teacher. And here, the following pertinent questions should be asked: is every scholar systematically "competent"? Is the teacher who masters the knows of the TL automatically able to mobilize them wisely in all situations? The answer to these questions can only be negative.

This IT should target the construction of the teachers-trainees' professional competencies which should evolve throughout their training route between two spaces (pedagogy alternation) [82], i.e., the university/institute and the workplace of the future profession. The expectations are expressed in the responses (*cf.* Appendices 1 & 2 pp 391 & 399). This alternation between these two spaces should fit within a perspective of building necessary professional competencies enabling future teachers acquire additional tasks, i.e. didactic (Paquay et al. 2001: 32) [83] and pedagogical ones (ibid) [84]. Finally, in view of the expressed

---

[82] The recent popularity gain of the 'pedagogy of alternation'/ or work-link training'- educational formula whereby trainees are trained partly in a training institution and another in the workplace-participating in the overall movement. This is a pedagogical transmission which involves host schools expected to accommodate them.
[83] A Didactic Function of Restructuring and Managing Content. Paquet, L. & *al.* (2001: 32)
[84] A Pedagogical function of management, interactive regulation of classroom events. Ibid.

expectations, one can say that the majority of the teacher-trainees are training seekers especially in its practicality.

Conclusion

All the teacher-trainees' accounts on the ITT, via various questions in the questionnaires, reveal the need for a revision of the training programme content and its implementation especially during the ITT. The curriculum as it is conceived does not meet the requirements of the new reforms, based on the communicative approach and the entry by competencies. The development of the communicative competence builds on the three prioritised competencies (CEFR 2001) [85], namely linguistic, sociolinguistic and pragmatic. Obviously, the last two competencies are not part of school and university learning. Thus, if the acquisition of lexical, syntactic and phonological rules is essential to master a language, they will be inadequate if they are not accompanied by adapted pragmatic and sociolinguistic knowledge. In addition, the training process should be involving to encourage prospective teachers to seek to acquire ideas and to forge useful beliefs for their future professional action. Between the formative context that should offer them meanings to appropriate (Barbier 2000), and potential know-how-to-be, they should invent their own system of thought and action. Thus, a reflective process installs and generates self-assessments of knowledge and professional competencies. Once in the workplace, the prospective teachers face a tension between their own representations already acquired and the changes they should undergo in relation to the new environment, an inevitable imbalance that should enable the prospective teachers to project themselves in the future by thinking of themselves in a consistent manner. To function in such a way, the IT should prepare teacher trainees to enter the world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary working, equipping them with appropriate skills, knows, values and attributes to thrive in it.

---

[85] CEFR Common European Framework of Reference for Languages. The issue of culture and intercultural. Council of Europe. The Edition Didier. 2001. p.84

Chapter Three
The ITT Design and Impact from University Teachers' Perspective

Introduction

To go further on the issue of the ITT, we estimated it useful to consult another public, namely ENS teachers. They are responsible for the trainee-teachers IT. 25 tenured trainers have been randomly chosen. The choice of tenured teachers is justified by the fact of their representativeness due to the number of modules they are in charge of and which give them the opportunity to provide a well-informed assessment on different competencies of the future teachers. In other words, they benefit from high visibility by virtue of their hierarchical and statutory position. The decision to exclude contract/ teachers can be explained by the desire to deviate from the sample teachers which could not conduct an adequate reflection for the lack of experience or motivation on the skills of future teachers, knowing that these teachers generally ensure only a single module with an hourly volume of 6 hours/week.

Self-administered and comprising 12 open- and closed ended questions, grouped under four main sections, the questionnaire 3 (Appendix 10 p 448-451) was administrated to 25 research professors from the Department English of Bouzereah. The objective behind this survey is to collect enough data on the targeted competencies through the ITT, on the exit profile of prospective teachers and their expectations and aspirations *vis-à-vis* this training.

In total, we received 20 questionnaires back from lecturers at the Department of English. In fact, the number of teachers targeted initially is higher than the number of collected questionnaires. Limited only to tenured teachers, representativeness seems to be satisfactory since it is 80%. It is noted that the sample actually touched by this survey over-represents respondents regarding gender (17 women against 3 men). However, it can be noted that our sample is representative of the teacher population in terms of age, 29-46 years.

III.1. Description of the Respondents of the Questionnaire 3: Teacher Trainers

The respondents to the present questionnaire are all teachers of English who monitor future teachers of English.

III.1.1.General Profile and Professional and Biographical Data of the Respondents

The first question item of the questionnaire 3 concerns the "*gender*" variable of university teachers. It is no short of amazing to notice that the population targeted by the survey is

predominantly female. The questionnaire outcomes report that out of the 20 surveyed teachers, 17 are women, a rate of 85%. By cons, men represent only 15%. It is a further evidence for the over representation of women in the FL sector within the Department of English (*cf.* Appendix 3 Table 42 p 401).

III.1.1.1. A Feminised Teacher Population

Unlike other departments where women are a minority, the English department is 85% feminised. Researches in the field agree that women's representation, although it is in progress, remains low. In general, the number of women in research increased steadily since a few years, but in a slow manner. Less numerous in engineering and technology, women are overrepresented in the humanities and social sciences. Newly recruited, most of these young teachers and researchers are Magister degree holders. Certainly, the outlook for family life play a role in school counselling for women and the social environment affects their choice. Reconciling family life and autonomy is one of the reasons that encourage women to choose the teaching profession. Once in the profession, their career paths usually do not perform the same way as men. They do not significantly move the "glass ceiling" [86] that blocks their progress.

The second question item attempts to investigate teachers' "*age variable*." The data attest that the average age of the entire target population is 32.2 (*cf.* Appendix 3 Table 43 p 401). Women are much younger (35.94) than men (41 years). It is obvious that the population of research-professor (RP) [87] is very young. This situation is considered very satisfactory since the arrival of this young generation of RP should create some stability in the professorial body and allow investment in the field of scientific research for at least an acceptable duration.

III.1.1.2. Elements of Analysis and Comments

Similar to all public-service sectors, the Algerian university will experience retirements of a good number of its staff. The recruitment of young teachers is actually one of the stated objectives of the MESRS in a rejuvenating perspective of the university teaching workforce. More recently and in the five-year plan for the recruitment of research professors (RP), the

---

[86] The "glass ceiling" is a term that refers to the fact that in a hierarchical structure, the upper levels are not accessible to certain categories of people.

[87] RP (research-professors) can be characterised as those practitioners who attempt to better understand their practice and its impact on their students, by researching the relationship between teaching and learning in their world of work. John Loughran, Teacher as researcher: the PAVOT project in John Loughran, Ian Mitchell and Judie Mitchell (eds.), Learning from teacher research, Allen & Unwin, Crows Nest, NSW, 2002

ministry has set the objective of recruiting researchers at a precocious age and quickly integrates them in research laboratories. Thus, in terms of number of new teachers recruited has increased tenfold. Despite the new statutes amendments [88] for teachers and researchers which, beyond-any-shadow-of-doubt, have attracted a lot of young teachers, many of those who graduated abroad preferred to stay there [89]. In the absence of official statistics, some sources indicate that the number of professors, researchers, doctors, engineers who had fled Algeria in the search of decent and better living conditions is a total number of 300 000 Algerian executives working overseas [90]. In spite of all the decisions taken by the various successive Algerian governments, the curve is upward. At the international symposium on immigration/ emigration, organized at National Centre for Prehistoric, Anthropological and Historical Researches (NCPAHR), Mr. Henry, answering the why question about this phenomenon, evokes three vectors: the demographic and economic imbalance between continents and the decline of the idea of democratic [91].

III.1.2. A Short Professional Experience

The Fourth question item deals with the "*professional experience*" variable of the target population. Segments of years of professional experience range from less than 5 years, 5 to ten years and more than 10 years.

Among the targeted population, professional experience is spread out over a range of less than 5 years to 10 years maximum (*cf.* Appendix 3 Table 44 p 401). Ten trainers have an experience of less than 5 years, and the rest (10) have an experience ranging from 6-10. It is clear that most of these teachers are at the beginning of their professional career and are a promising generation for scientific research. It is the duty of managers of this sector to make this profession of teacher-researcher more attractive, avoiding the brain drain of these young teachers. It is not only question of remuneration, which, quite rightly, is nearly 50,000 dinars / month, about less than 267.3 Euros, for an assistant teacher, but also working conditions. Thus, the Algerian university lecturer with a derisory remuneration (related with the cost of living and professional status) does not even meet primary and physiological needs properly and decently. Undoubtedly, the socio-economic status affects too much people's behaviour, attitudes and way of life in different ways. In other words, unfulfilled or blocked needs exert a

---

[88] 86-52 decree of March 18, 1986
[89] El Watan (independent national newspaper) of 27.3.2008
[90] ibid 02/06/2008
[91] El Watan (independent daily) of 03.06.2007

negative influence and lead to dysfunctionality *vis-à-vis* work liabilities and changes. Thus, the teacher will depart from his/her intellectual role, compelling him/her to think about the world for reforming it, in order to drape himself/herself of tinsel of someone who seeks to round off his/her month-ends for a decent and better life [92].

In the Algerian university system, university professors are research-teachers. To apply for a position as a university professor, one must hold a Magister [93], a doctorate or a habilitation to direct research (HDR). For now, most of the teachers targeted by this survey are assistant-lecturers (MAB n=6 & MAA n=9), the rest are lecturers (MCA n=5) (*cf.* Appendix 3 table 45 p 399). New recruits move directly from the student status to the teacher status, without undergoing psychopedagogy, didactic, teaching methods...trainings. Their knowledge in this field of teaching sums up what they have learned from their experiences in their student courses or their experiences as a teacher "on the job". Thus, as noted by Mebarki, former rector of the University of Oran: *"The teacher training is not supported by a national education research programme." (2003: 25).*

Besides, he corroborates that *"The quality of supervision is, from the beginning, sacrificed by anarchic recruitments of teachers, often not well-prepared for the exercise of their functions on educational and scientific plans". (Ibid.)*

Today, the Algerian university is among the poorest in the world, including the so-called Least Developed Countries in Africa, in terms of scientific production and pedagogical support. It is easy to imagine the consequences on the future of the country when we know that science has become, during the last twenty years, the main factor in competitiveness between societies and nations. Higher education, supposed to care of the university-goers' learning outcomings, should imperatively innovate and create new knowledge that meet these graduates' learning outcomes. To keep place in a global space of higher education and scientific research, the Algerian university has to be attractive and efficient so as to produce 'high quality teachers' the sole warranty for sustainable development.

---

[92] El Watan "Où va l'université Algérienne?" 11.11.2007
[93] The preparation of this university degree at national accreditation is subjected to an open competition for all students who are holders of a BA or equivalent degree. It is prepared in 2 years; a theoretical year and another devoted to research on a theme.

III.1.3. Lack of Mentoring vs. Mass Education

Question item 5 addresses the "teacher-student ratio" variable. According to statistics (*cf.* Annex 3 Table 46 pp 402), almost all teachers, or 90%, mentor a student population that varies between 150 and 200 students. Only 02 teachers, representing a rate of 08%, supervise 200 students and more. The overall average is around 155. It is worth of note to mention that university teachers perform an hourly volume of 9 hours weekly, distributed over six sessions of 1:30 h each. Given that their mission is twofold. The first mission is that of teaching, and the second is that of searching (see Official Journal No. 1 Decree 09.03 of 03.01.2009 on the status of the teacher researcher).

Faced with the flow of students that Algerian universities experience, the state must ensure, even a little bit, adequate conditions of infrastructure and scientific coaching to guarantee quality training/education. To cope with growing demand, the Algerian university seems lacking in terms of preparedness. This glaring lack in infrastructure and especially coaching can cause adverse effects on the quality of the future teachers' training. Despite the efforts made to increase the number of infrastructures, the government seems not to attach great importance to human resources. According to statistics [94], for the 1.4 million enrolled in 2007-2008, there are only 27,500 teachers, 15% of Magisterial rank. Indeed, such an explosion of university enrollment cannot have been without consequences for the system itself, the definition of student status, his lifestyles, and his place in society. The economic factor, which should not be overlooked, has played an important role with respect to this new perception to studies and students' future. These are mutations resulting from a global context in turmoil.

According to statistics from the guardianship (MHESR), in 10 years, the student numbers have increased by 300%, while the teaching staff, including magisterial rank grew by only 11.8%. Consequently, the staff ratio has seriously deteriorated over the past decade, from a teacher to 10 students in 1985 to one teacher for every 23 students in 1999. The enrolled graduate rate, which was 1.02% in 1966, 4% in 1976 and 9% in 1990, reached 12% in 2000, a student for 70 inhabitants, against 20 in the US and 30 in France. Considering only teachers of magisterial rank, the number of students per teacher is 236. According to the minister himself, the teacher ratios in some specialties would have achieved this year, "one teacher for 600

---

[94] L'université algérienne en butte à de multiples difficultés. El Watan, 20 mai 2008

students" [95]. Though being seen in a positive light because it is a proof of the democratisation of access and is no longer elitist, massification has a negative impact on the training quality. In reference to the statistics provided by guardianship, we find that the streams of foreign languages are poorly coached compared to other ones. With 3.2% of the faculty, it disposes of 2.13% of the professors, 2.07% of lecturers (MCA), 3.66% of lecturers (MCB), 2.73% of assistant masters (MAA), and 8.83 % of assistants (MAB).

III.2. Teacher-Trainers' Reflection on the Teacher-trainees' Competencies

This section focuses on the assessment of the trainee-teachers' linguistic, sociolinguistic and pragmatic competencies by the teacher trainers. Therefore, it should be noted that the assessment of the competences poses problem. The assessment of competency and its development require different grids and various tools that allow the analysis of situations, actions and resources to trace its evolution over time.

In fact, the recommendations of the Council of Europe (1997-2001) forced the contemporary didactics of foreign language to subscribe in a more explicit socio-cultural objective. The emergence of the concept of "socio-pragmatic competence" gave, thus, the priority to the discourse on language, the use on the system, the performance on competence.

III.2.1. Competencies Assessment: Linguistic, Sociolinguistic and Pragmatic

The communicative competence, targeted by the educational system, relies on the three main components, viz, linguistic, sociolinguistic and pragmatic competencies which are to be developed within time.

III.2.1.1. Linguistic Competency (knows and know-how-to-do relating to the lexicon, phonology and syntax)

Teacher trainers were asked to tick the appropriate box (excellent, good, fair, poor, very poor) to language proficiency. By analysing the data of this question on the evaluation of this competence known as disciplinary (*cf.* Appendix 3 Table 47 p 402) shows that 80% (n=16) of teacher trainers agree that this competency is fair to the majority of fourth-year students, future teachers. Only two (10% n=02) think it is excellent. One teacher (05%) asserts that this competency is lower than the expected outcome. Poor and good assessment was assigned by one teacher each, representing 05%.

---

[95] El Watan du 28 août 2000

The data of this question 6 are significantly different from those of question 5 of the questionnaires 1 and 2 (*cf.* Appendices 1 & 2 Tables 11 & 28 p 390 & 396). It is noticed that trainee-teachers (BA 58% and ENS 66.19%) consider/recognize that linguistic competence as being excellent. Thirty BA trainees (30%) believe the same competence is good and thirteen ENS PEM (18.30%) consider it as being good. Yet, twelve BA trainees (12%) and eleven ENS PEM trainees (15.19%) assess this competence, coveting encyclopaedic knowledge, as being fair. No trainee acknowledges that the linguistic competence is poor. It is worth noting that there are significant discrepancies between trainees' self-evaluation and trainers' one.

III.2.1.2. Elements of Analysis and Comments

Certainly, mastering this competency called linguistic remains necessary since the prospective teachers represent a "linguistic model" for learners, but it remains insufficient for the appropriation of communicative competence (Hymes 1991) [96]. The fundamental principle of this competence relies on the communicative approach of the 90's. The teacher focuses on the development of his didactic sequence in a collective perspective, learners' action closer to real-life situations. In this vision, Puren says it is: *"To pass from the speech act of the communicative approach (which is an individual act on another) to social action of action-oriented approach (defined as collective linguistic and / or non linguistic action with others)" (2009: 155).*

This "social action" requires the development of oral/written linguistic competences with their linguistic (grammatical) [97], sociolinguistic [98] and pragmatic [99] components. Learning in an action-oriented approach requires the establishment of a key repository determining clearly articulated and defined linguistic, sociolinguistic and pragmatic objectives.

The term competency is referred to as a living social action which effects social behaviour in order for the latter to be achieved clearly and avoid misunderstandings. Thus, the

---

[96] For Hymes, we cannot put aside the inclusion of language in the social development where communicative competence concept defined as: "the members of a language community have a shared competence of the two types, namely a linguistic and socio-linguistic knowledge or, in other words, a combined knowledge of grammar and use standards" (1984: 47). D. Hymes, 1991 "Towards the Communication Competence" Hatier / Didier, Paris.
[97] Grammatical competence refers to mastering the linguistic code of the language that is being learnt.
[98] Sociolinguistic competence means knowing the socio-cultural rules of the use of the second language.
[99] Discourse competence refers to the ability to select and arrange lexical items and syntactic structures in order to achieve well-formed texts

communicative competence can never be achieved unless the acquired language is used for communicative purposes.

Although a credible assessment of this sociolinguistic competency seems difficult and this is due to the lack of authentic situations in addition to the kind of assessment [100] which targets only linguistic acquisition. Trainers' teachers make use of this traditional type of assessment to account to the administration. In fact, the assessment administrated to future teachers is only the summative which results in an arithmetic sum of the results awarded to the final product without any importance to the process of progression in competence acquisition.

III.2.1.3. The Sociolinguistic and Pragmatic Competences

The respondents were asked to do rate how well such competences are mastered by the trainee-teachers (question 5ii Appendix 3 Table 48 p 403). The study of the data gleaned from the assessments assigned to these teaching/learning subtle competences (*cf.* Appendix 3 Tables 48 & 49 p 403), reveal considerable inconsistency with regard to the ones attributed by the trainees themselves (*cf.* Appendices 1 & 2 Tables 12-13 & 29-30 pp 390 & 396). Around 05% of the teacher-trainers think that these competences are either excellent or good. However, the remaining majority, consider these competences as being fair (16 = 75%), poor (2= 10%) very poor (1=05%).

III.2.1.4. Elements of Analysis and Comments

Being defined as *"the sociological interface of the pragmatics"* (Leech 1983: 10), the sociopragmatic dimension is difficult to penetrate by the FL learners and at the same time hard to teach by the teacher. Unlike linguistic competence, sociopragmatic one is necessary for appropriate communication situations. The latter (sociopragmatic competence) requires not only the mastery of the FL words but also how communicative actions and the words that implement them are both responsive to and shape situations, activities and the social relations (Kasper & Rover 2005: 317). Differently couched, the sociopragmatic competence "[...] *consists of social perceptions that are the basis of the interpretation and production of communicative action by all participants"* (Kasper 1997 & 2001)*.* It is both easier for the

---

[100] The evaluation as it is conceived give much importance to the observed performance, so we often ignored monitoring or tracking the approach taken by the learner to answer a question or solve a problem. A lot of information is lost in an observation situation where only the product accounts. "The Assessment in Learning in a Competency-based Approach" by Gérard Scallon. 2004: 21

teacher to explain and for the learner to acquire how the syntactic, orthographic, morphological and phonological systems of the foreign language function. Otherwise, teachers find it difficult to teach this pragmatic competence. They, throughout their learning of the TL, should develop a variety of representations, which include several scripts, and help to establish communication without offending native speakers. These representations and scenarios were described as *"cognitive processes that allow us to understand and function in the world"* (Ranney 1992). These are psychological representations of hypothetical or imaginary situations (Legrenzi, Girotto & Johnson-Liard 1993). Using these scenarios in communicative acts reflects the relevant knowledge of socio-cultural aspects that enable stakeholders to operate in a communicational environment. For Ranney *"these schemes and scripts allow us to interpret and infer the communicative intent of the speech in a specific cultural context."* (1992: 12). Thus, the acquisition of this variety of patterns is closely linked to the learning environment and bringing into contact with scenarios that allow learners *"to distinguish and handle different registers in the target language"* (Bardovi-Härlig 1996 & 1999). Starting from this premise, we can say that the major problems for our students (future teachers) are summarized as follows: first, the scripts used and exploited are exclusively limited to formal registers, and second, our students rarely use the target language as authentic instrument of communication. Therefore, it remains the choice of teaching materials for learning the TL should imperatively include *"formal and informal registers so as to expose learners to a wide range of oral and written records"* (see also Chavez Lightbown 1992 &1998).

So, it should be said that this pragmatic competency is related to the use and opposes to the mechanical use of linguistic forms. But, this definition is reductive since it takes into account only the mastery of linguistic know-how-to-do. Communication is first and foremost dialogic, i.e., an interactive action. Thus, purely formal acquisitions of phonological, syntactic, semantic and morphological components do not disappear, yet these remain at the service of the speaker's pragmatic choices; speech adjustments to the audience and language use toward the goal of communication. Generally speaking, assessments of this competency is nearly totally restricted to linguistic criteria rather than to pragmatic ones; namely the mastery of grammar, vocabulary, pronunciation and discourse organization. The evaluation of this competency (pragmatic) should define criteria that accurately describe and measure its effective acquisition. We follow the criteria used for evaluation in examinations of Cambridge

(DLALD 1999) [101]: correction criterion (grammar, vocabulary, pronunciation), richness criterion (scope of grammar and vocabulary), flexibility/suppleness criterion (concerning the oral, the flow of interaction, the ability to get involved and manage a conversation), size criterion (length of the written or oral discourse), and appropriation criterion (of discursive, sociolinguistic and socio-cultural). In fact, it is an evaluation to linguistic entry but pragmatic pathway/progress.

III.3. Teacher-trainees' Competency Assessment

Competence assessment is often reduced to the restitution of decontextualized knowledge by trainee-teachers. In fact, this poses no problem, but does not reflect the trainee teachers' competence. The same learning behaviours, rather receptive, continue to plague: such as 'recettisme', a rote memorisation leaving no room to personal efforts to explore, inquire and probe the limits of the applicability of the new acquired knows. These practices have re-comforted reception-restitution process instead of inducing trainee teachers to adopt a deep approach conducing to their personal and professional development. Thus, the unprecedented attempt to recast and restructure the teacher-training programmes founded on competences has been reduced to a semantic learning.

III.3.1. Teacher-Trainees' Continuous Assessment

Along the school year, how would you assess their level of comprehension of different courses?

The above question was about the level of understanding of different courses. Respondents were asked to tick boxes, they see appropriate, ranging from "excellent to very poor."
For that matter, the majority of the teachers believe that trainee teachers have an acceptable competence of understanding (*cf.* Appendix 3 Table 52 p 404). Productive activities are more distressing than those receptive because in the first case the learner is judged by the communication partner. In this regard, the oral skill is more threatening than written one for the judgment is immediate.

---

[101] Department of Applied Linguistics and Language Didactics 1999

III.3.2. Elements of Analysis and Comments

According to the evaluation advanced by teachers, the trainee teachers' receptive capacity seems better than the productive one. The development of this written and oral comprehension competences is much more 'easy' for EFL learners than written and oral production. The causes induced to the slowdown in the evolution of the productive capacity are 'ability to listen and judge', 'linguistic limits', 'learner's personality', 'teacher's personality', and 'the nature of the language'. We try to develop briefly each of these obstacles mentioned above:

1. **Ability to listen and judge:** The learner begins to experience difficulties once the language elements begin to rise, and freer reactions such as opinions, arguments, etc. are desired. So, he/she prefers to abstain.

2. **The language limits**: As soon as the learner leaves the known, he/she feels the gap between the faculties of expression between the mother tongue and the foreign language. These linguistic boundaries are the source of that handicap. Also, the readability of the authentic texts may be at the level of frustration of learners. It is the same for anxiety of listening, caused by too complicated messages or pronounced too quickly (Young 1991). Using a 'higher language' as his audience, the teacher may increase this anxiety.

3. **The learner's personality**: Although the communicative approach tolerates and encourages the exercise of uncertainty and what is 'nearly', playing to the advantage of a certain type of learners, those who are introverted, shy or hesitant do not like adventure, risk-taking and challenge to escape embarrassment. The anxious person underestimates his/her potential which also reduces his/her functioning (Clement 1980 & MacIntyre 1995)

4. **The nature of language**: While the communicative approach tolerates the error, as long as the message gets through, the learner is often aware of his/her own difficulties, which are syntactic, morphological, phonetic and especially regarding the English language. This lack of the mastery of the language can increase this anxiety.

III.3.3. Learning Strategies and Obstacles

Question item 7b focuses on the obstacles that could adversely affect the trainee teachers' understanding. Teacher-trainers recognize the deficiencies in learning strategies. For them,

the strategy implemented by the learners and which encourages a word by word understanding that locks them up into a local processing mode, thus curbing the different level of operations, such as the compensating process. The excessive focusing of their attention on the achievement of low-level processes (phonetic aspects, lexical access, and syntactic processing), prevents the development and enrichment of learning strategies. These linguistic, psychological and poor listening practice are serious obstacles to teacher-trainees' appropriate skills development (*cf.* Appendix 3 p 401). For Coirier, Goanac'h & Passerault, it seems that the learner's language level has the effect:

> "*To prevent the transfer, from the mother tongue to the foreign language, of certain competencies which, however, might seem universal: the linguistic shortcomings seem to have the effect of "short circuit" the implementation of process of high level." (1996: 213)*

In fact, this high-level process that helps the learner to develop operating abilities related both to segmentation and interpretation (Narcy-Combes 1991: 32). These strategies target anticipation, operations related to meaning attribution, the economic in a cognitive perspective (Sabiron 1996: 523-566), and contextual and/or linguistic inference (appeal to phonological, lexical, and syntactic knowledge) allowing to compensate or reconstruct meaning, which can be activated by training for the index taken at different levels, taking cues to link to the interpretation by synthetic activities of comparison and classification.

The implementation of learning strategies requires a didactic reflection on the part of teachers in the design of the products they use to acquire that language competence through operational capacity [102] (Leplat 1997: 171-172).

III.3.4. The EFL Classroom Interaction: a Device to Promote Training

The question item 8 attempts to gauge the language mastery through EFL classroom interaction. The opinions are divided as regards the interaction of future teachers. The majority, 50%, confesses that this interaction is fair. 30% believe that this interactive competency is poor. One teacher said that this competency is excellent. By cons, one teacher thinks the language classroom interaction is 'very poor'. Two teachers assess this interaction as 'good' (*cf.* Appendix 3 Table 51 p 404).

---

[102] The operating capacities correspond to all subaltern operations coming into play in language proficiency. According to Leplat (1997: 171 -172), "it is easy to facilitate the learning of complex tasks by breaking them down into units which have meaning to the action, and leading operators on these elementary units or tasks".

These aforementioned data prove that EFL classroom interaction, supposed to foster trainees' competencies development via '*meaning negotiation*' (Long 1996), '*noticing function*' (Schmidt 2001) and '*consciousness-raising*' (Doughty 2001) remains far from rendering these objectives attainable, at least, for half of them.

III.3.5. Elements of Analysis and Comments

The EFL classroom is the privileged place for teaching and learning the English language. It is indeed in the lap of the classroom that this meeting between the three poles of the didactic triangle (Houssaye 1988), namely the teacher, the learner and the material to learn takes place. Several methodologies have had their experiences in the classroom, focusing oral proficiency. Both methods, either the Audio Lingual Method (ALM), in the United States, or the structural-global audiovisual method (SGAV) in France, have both marked the 60s-70s before evoking the "disenchantment" and mark the beginning of a methodological hegemony deconstruction (*cf.* the article by Moirand 1982).

This disappointment has led, since the 80s, to a reconsideration of the classroom as a place of socialisation, in which an active exchange between partners is established. Thus, the teachers' and learners' status have undergone modifications with respect to the roles of each others. The emphasis is not only put on the act of teaching, but the interaction in its collective dimension, taking into account of the progress/development of the exchanges. The assessment of the learners' interaction in EFL classrooms must refer to the work conducted in this direction by Mehan (1979) published in AILE 4, devoted to the learner's profile. Accounting for verbal behaviours, which occur in the EFL classroom, provide us with indications on a part of the classroom learning process. Among the learners' verbal behaviours, it should be ensured if the latter: take initiatives, negotiate the answers, interact with other learners or only with the teacher, make minimal answers? These answers relate to the proposed content or something else, how long the interactions endure and how they react to corrections, etc.).

III.3.6. Receptive, Interactive and Productive Language Proficiency

The next question item (9) endeavours to investigate trainers' reflection on the mastery of the language and the tasks that seem to be more difficult (receptive, interactive and productive). According to the surveyed trainers, trainee teachers face difficulties in interactive and productive skills. They confirm that the receptive capacity is perfect; however, deficiencies are at the level of the interactive and productive competencies (*cf.* Appendix 3

Table 52 p 404). In fact, twelve trainers (60%) attest that the interactive skill is hard to establish and maintain on the part of the trainees. All of the trainers acknowledge that the productive one is difficult too. One of the most negative effects of the implemented approach, which is as much teaching as learning, is the blocking of the future teachers in oral interaction. The teacher-trainees' passivity is permanently observed by the training teachers. This behavior plays in favor of the development of listening and reading skills at the expense of oral and written production. It can be deduced that two factors may be regarded as decisive, namely the lack of language practice and cultural factors. The teaching of foreign languages in universities is confronted with the problem of the lack of foreign language practice. The University curriculum (*cf.* Appendix 6 Tables 93, 94, 95 & 96 p 422-425) is mainly based, for the most part, on academic modules whose final objective is the transmission of knowledge in English (literature, civilization, grammar, phonetics ...) although the teachers' or researchers' willingness is oriented towards communication and interactivity. Anyway, the number of teacher trainees in groups (TD) is very high; typically they exceed 50 students to be able to conduct a class conversation. The teacher's authoritarian image and the consideration which he deserves encourage the learner (student teacher) to remain in an attitude of reserve, even respectful silence. Another very decisive socio-cultural factor is a very elitist culture of evaluation which is solely based on writing. Besides continuous assessment, future teachers are evaluated two times a year, a final exam is administered at the end of each semester and a make-up exam. All these examinations are done in writing apart from the oral expression module.

III.3.7. Elements of Analysis and Comments

It is well said that "*it is by communicating that we learn to communicate.*" (Calvé 1985: 278). A postulate on which is based the CA. "*Exchanging to learn*" is the motto of Anglo-Saxon interactionists (Hatch 1978 Long 1985 1997 Gass & Ellis 1999) who believe that learning a foreign language passes through communication. Based on that, an interactionist theory more or less unified has been proposed (Gass, 2003: 239). The learner, at the centre of communicative stakes, calls for negotiation of meaning (Swain 1985) and reformulations (Lyster 1998) so as to maintain the thread of communication and thereby identify discursive forms conveying sense (Schmidt 1995). On the other hand, research on language acquisition has proved in recent years that "*linguistic aptitude (...) is acquired through the ability to construct and negotiate the meaning of a discourse*" (Kramsch 1991: 8). Recent researches on FL acquisition have; however, highlighted the late timing of the development of

conversational competence, comparatively to the development of other linguistic areas. The analysis of numerous classroom practices (Capucho Cicurel 2000 & 1998) demonstrate that the interactions still remain largely restricted to those between teacher and learner and that the idea of "doing/acting/interacting" involving learners' collective activity (Puren CEFR 2006 & 2000) inherent to a real (inter) action-oreinted approach (Ollivier 2007) often remains unfulfilled (*lettre morte*). In language learning, classroom practices are still too often rooted in the simulation of communication outside any real social interaction and, written production situations around literary texts, it is noted that the texts produced by learners do not generally fit in an act of communication with other readers, but are not generally read by the teacher.

Apparently, it can be noted that little importance is ascribed to this interactional competence, which does not facilitate the mobilisation of the acquired knows in oral skills. Restricting FL acquisition to linguistic forms only will distort the reality of language use (Littlewood 1981) that is the communicative function.

III.3.8. The Lexical Competency: Source of Worry

The question item 10 scrutinizes the types of questions posed by prospective teachers and their recurrence, the majority of future-teacher trainers confirm that the queries relate to the form (lexis) and content (semantics). 80% of respondents say that future teachers care too much of the lexical dimension of the TL (*cf.* Appendix 3 Table 53 p 404). Although it is very important to master the rules that govern the language to communicate, it is even more important to have a good knowledge of the vocabulary. The latter plays a pivotal role both in the production and in the understanding of a language (Coady & Coady Huckin 1997: 273-290 & Mäkipää 1994: 19). These are adults learning a second language in particular who may feel frustrated not being able to express their ideas as freely and easily as they would like. This is one of the main reasons why these teachers ascribe much importance to the vocabulary in learning foreign languages in a particular context, that of learning at university level.

III.3.9. Elements of Analysis and Comments

Future Algerian teachers seem to go through the stage of lexical appropriation to seize the 'meaning'. In fact, the lack of morphological proximity between MT and FL makes scaffolding between the two languages difficult to achieve. The first concrete experiences of elaboration of the pedagogical tools based on lexical and syntactic reconciliations between MT/FL come from the United States and fall within the learning of French to English-

speakers, the aim being to favour the entry into reading of the FL and accelerate its acquisition on the lexical level (Hammer & Giauque 1989). In Canadian environment, pedagogical suggestions, being given the same purposes and resting on the formalisation of a certain number of rules of morphological conversion between English and French, are also advanced (Séguin 2000 & Tréville 2000).

Knowing that the language of instruction for all learners in the Algerian context is the Arabic language [103], which differs from the FL to more than one aspect; lexical, syntactic and morphological, and even the writing system, i.e., from right to left. The French language was an acquired 'booty of war', that Algeria should have exploited for scientific purposes. Unfortunately, in 1979, came into effect compulsory basic (fundamental) education of 6-14 years, fully 'Arabized'. Since then, the French language, relegated to the first foreign language status, has never been studied by many Algerian students, but the average level of language proficiency is declining. Indeed, the combination of material and linguistic problems produced a weakening of the quality of education as measured by very strong failure rates. The baccalaureate success, for a time long close to 25%, collapsed to 19.3% in 1992 and 12% in 1993 (particularly disturbed academic years); the MNE said that the results *reflect fully the outcome of the education system and the actual level of education in all its cycles*" [104].The language policy undertaken by successive Algerian governments has mortgaged access of generations to languages of science and research. University teachers, apart from a small minority, are from the all azimuth Arabized education system. Learners have difficulty operating their prerequisites in MT to easily operate this back and forth (alternation strategy) between the two languages. For the lack of systematic regular connections in terms of both the sound and the meaning between MT and FL make learning [105] of the TL too slow.

III.3.10. Code Switching between Easiness and Obstacle

The question item 11 is intended to verify and corroborate trainee-teachers resorting to the use of other languages to express themselves "code switching". All respondents confirm that no other language is permitted except the TL (*cf.* Appendix 3 Table 54 p 405). According to official educational instructions for all levels of education namely primary, secondary and

---

[103] Le programme de Tripoli, adopté sans débat par le CNRA en mai 1962.
[104] Le Monde (Paris) 15.8.1993
[105] Krashen is a researcher in English who adopted the terms of acquisition (a more implicit and unconscious trial, normally in an environment of the target language) and learning (a more explicit and conscious trial, normally in a classroom) he makes a clear distinction in its model control (Monitor theory 1981, 1982) (see Stern 1987: 403-404; Vogel 1995: 99).

tertiary, prohibit the use of other mother tongues or other languages except the TL in the language classroom.

III.3.11. Elements of Analysis and Comments

The debate is engaged between the adepts of the "*all in FL*" and defenders of the role and place of the MT in the language classroom (Van Lier 1995). On the one hand, the use of the TL, English, allows learners not only to learn the language but to practice it. Many authors (Ellis 1999, Giacobbe 1992 & Pekarek 1999, among others) have reported the importance that the oral interaction plays in FLL. Non-native speakers, not only practice the target language during interaction, but they also learn through it (Ellis 1999: 2). The prohibition of speaking the MT or other languages than the TL is viewed by teachers as an obstacle to the FL progress. Used in many disciplines and in current language, the concept of MT is difficult to define strictly, because of its historical depth, plural determinations and extensive connotations. Its most widespread use, in many languages, referring to the combination of two sets of factors: the order of the acquisition and the order of context. This would, thus, denominate the acquired language first by the speaking subject in a context where it is also the language used within the communication. The spontaneous character, natural to its use, ease in its handling, sometimes appears as the defining traits of the mother tongue. (Dictionary of French Didactics 150-151). By cons, any non-native language is a foreign language. Then, three levels of anxiety can be distinguished: -The physical distance, geographical, generally revealed by the exotic representations that it makes this type of language. -The cultural distance, making it more or less easily decoded foreign cultural practices, irrespective of geographical distance. -The linguistic distance, measurable for example between families of languages. In didactics, a language becomes foreign when it is established as a subject of language teaching and learning that is opposed by its qualities of mother tongue (*Ibid.* 150). For advocates of the MT exclusive use, the gaps between learning in both languages are not only considered, but they serve as vault in the construction of new competencies. It is necessary to rely on the language system already available to the learners, from the known and take advantage of their linguistic expertise, new and still in its construction phases, to bring the latter to reflect on language and its operation, to refine, polish and complexify learning strategies at their disposal. For researchers (Coste 1997, Dabène 1992, Hawkins 1985 & Roulet 1989 & 1995 and many others), it is, indeed, a matter of a didactics of alternation, in a perspective of the integration of learning, which seems to be

here the issue of methodological reflection. This MT/FL code switching [106] should not be perceived (Molander 2004: 87) as "*incompetence, or as loss of purity of the standard*" (Deprez 1999: 112) or as "*an inability to separate the two linguistic systems*" (Lüdi 1999), but as "*evidence of a very good bilingual competence*" (Lüdi 1998: 140), or communicational strategy as "*the use of L1 in a L2- based sentence can play significant roles in the learning process.*" (Moore, 2002: 280). For Coste & Pasquier, code-switching is:

> "*The coexistence of both languages in the same alternating movement of concepts building, not only can it contribute to enriching and to empowering the latter compared with words, but additionally is likely to foster a certain reflective and contrastive distance taking to such or such activated languages*" (1992: 16).

However, the recourse to this strategy of optimizing approximation should not be systematic and immediate. It generally intervenes only under extreme communicative pressure which becomes connected with distress.

III.3.12. The Official Instructions with Regard to FL Teaching/Learning

Question item 11 aims at verify the recurrence of the use of other languages in the EFL classroom. It is evident that the use of MT is avoided. All teachers interviewed confirmed their refraining *vis-à-vis* the recourse to the use of the MT. They advocate the so-called "*natural*" approach to creating the circumstances of the FL learning (*cf.* Appendix 3 Table 55 p 405). It is recommended that they create an environment where authentic communication in the FL rather than MT or other languages and vurnaculars. In fact, these recommendations are fully "respected" by teachers. Besides inspecting teachers' performance, class management, official documents, curriculum implementation, etc., inspectors ensure the scrupulous application of the educational instructions relating to the use of the TL in the EFL classroom.

III.3.13. Elements of Analysis and Comments

In the case of the FLL in the Algerian context, educational policy requires that teachers should be seen by learners as being unilingual in the FL. Therefore, the programme hopes to avoid recourse to LM by learners. Considered as a constraint and not as a facility for FL learning, the use of MT is strictly forbidden by school policy (*cf.* Benabed 2011: 47-63). According to Cook (2001), Matthey & Moore (1997), teachers experience the same feelings

---

[106] The code switching is an alternation of two or more linguistic codes (languages, dialects or linguistic registers). The alternation can take place in various locations of a speech, sometimes even in the middle of a sentence, and usually where the syntax of the two codes line up (code-PPB). Wikipedia

of guilt when they use it, as if they were breaking the contract with the educational institution (Lüdi 1999). The result is that the teachers spend a lot of time paraphrasing and simplifying their speech in the TL absolutely avoiding code-switching. However, many researchers (Cook 2001 Lüdi & Py 2002 Castellotti 1997 Cambra & Nussbaum 1997 & 1997 cited by Coste Tétrault 2008: 29) consider the recourse to L1 (MT) by the teacher as an effective strategy to manage certain activities and to overcome "*misunderstandings in defining the tasks*" (Coste 1997: 395). According to the researches conducted in this regard, avoidance aims to ensure a clear separation between the two linguistic systems in the brain "*bilingual in becoming*" (*bilingue en devenir*) (Py 1997). Moreover, another reason is attached to the fear of an overuse of L1 (MT). The purpose of the borrowing process in the FL classroom is to foster additive bilingualism, creating a teaching situation where FL is the language of instruction and interaction. In addition, other drawbacks may arise when teachers "*rely too extensively on the L1*" (Turnbull 2001: 531), as the risk of depriving their students, on the one hand, from the input L2 (FL), which is crucial to the learning of the L2 (FL).

It might be desirable to fully exploit all the didactic proposals and available learning tools, such as the work of Beacco & Byram (2002) Blanchet (1998) of Castellotti & Moore (1999) and Coste (2000) etc., to take advantage of these gains, which does not go without a willingness to change in this sense at the institutional level to consider new ways of teaching foreign languages and raise students' parents and the society in general awareness to the relevance of an approach that integrates the teaching/learning of the foreign languages as part of a new education for linguistic plurality.

III.4. Teacher-Trainers' Reflection on the TEFL Module Design and Implementation

Teacher-trainees' reflection on the teaching units, they are supposed to be exposed to during the ITTC, is necessary in sense that they show their awareness in respect with their underlying objectives and impact on the future profession.

III.4.1. The Module TEFL: Implementation and Intakes

The third section is intended to collect teacher-trainers' reflection on the design and implementation of the module of TEFL. The question item 12a explores whether the TEFL module represents a significant source of exposure to the ELT as a FL. In fact, all 20 respondents to this question acknowledge the usefulness of TEFL module to prepare trainee

teachers for the teaching practice. All teacher trainers perceive the importance of the module of TEFL for future teachers (*cf.* Appendix 3 Table 56 p 405).

III.4.2. Elements of Analysis and Comments

It is interesting to recall that the teaching/learning of English, as FL in the Algerian context, covers 7 years of study; four years in middle school education and 3 years in secondary school education. In 3rd AS (Année secondaire) [107], such teaching aims at consolidating, deepening and developing the knows, know-how-to-do and know-how-to-be acquired previously. Thus, it is continued to develop in students the three targeted competencies [108] throughout middle and secondary school education, while focusing on preparation for the baccalaureate examination. Differently from previous education cycles, courses at the tertiary level are organized into modules (teaching units). This modular system is based on academic credits that combine fundamental and professional training. A module is a teaching unit consisting of one or more subjects, grouped according to a scientific and educational coherence and in a professional option. Each module consists of one or more academic credits. The teaching of TEFL module (for ESN PEM) spreads over third and fourth years to cover an hourly volume of 90 hours (*cf.* Appendix 7 Tables 107-110 pp 432-433). In fact, referring to the answers (*cf.* Appendix 3 pp 403-404), it can be noted that this module is the only one in the training curriculum designed to prepare future teachers from professional training perspective. All of the researches that address the teaching profession agree nowadays to acknowledge the need for an appropriate preparation that the growing complexity of this profession and the level of expertise it requires necessitate training to knows to be taught and knows for teaching. In fact, it is this second type of knows that the module contents focus on.

In comparison with the BA IT Modular structure content which is said to be a theoretically oriented one, the ENS one consists of some modules that may endow trainees with some theoretical insightful knowledge on the specificity of the future profession to be tried out *in situ*. For instance the Modules of TEFL (with 90 hours spread over two years) and Material Design (with 45 hours) and the "Stage" (with 180 hours spread over one year/ 6 hrs/week) (*cf.* Appendix 7 table 109 p 433), should, virtually, allow trainees to put to test the

---

[107] Classe de terminale
[108] Interactive, interpretive and productive competencies. Algerian English Framework. 2008. Algiers: ONPS.

theoretical gains acquired at the training institution once in classroom situation. This theory-practice interplay and nurturing could clarify ambiguities about the future profession.

III.4.3. Initial Training and Classroom Scenarios via the TEFL module

Question item 12b concerns the proper preparation of future teachers for classroom scenarii. The guiding close-ended question is worded as follows "*does TEFL module, as it is designed and implemented, prepare future teachers to classroom scenarios? (Yes No)"*. All respondents confirm that the TEFL module, as designed and implemented, does not prepare future teachers for the future profession. The 15 (75%) teacher-trainers evoke the incompatibility of such training as it is implemented with the field of practice of the future profession (*cf.* Appendix 3 Table 57 p 406). To identify gaps spot by these teachers, we refer to the answers of the question.

III.4.4. Rethinking the Device and Implementation of the TEFL Module for better Preparation of Future Teachers

As a follow-up question item, question 12c deals with the additions, changes and omissions to be suggested so as to make the module of TEFL falls in adequacy with the educational preparation of future teachers. Being a follow-up question, all respondents formulated suggestions to make the TEFL module more in line with quality training for the teaching profession, especially from the viewpoint implementation (*cf.* Appendix 3 p 403-405). Much more emphasis is put the assignment of the module to experienced and highly-qualified teachers.

III.4.5. Elements of Analysis and Comments

This panoply of responses shows that teacher-trainers are aware of the incompatibility of the initial teacher training with social issues as appropriate. Initial training, besides theoretical concepts acquisition, should equip future teachers with competencies allowing each of them to implement diverse and more suitable teaching methods to his class. According to the researcher teachers, sufficient margin should be allocated to the practice in language classes. Alternation training which will enable prospective teachers to acquire initial experience in the profession thanks to professional internships accountability and support. In other words, training that makes sense in practice with willingness to professionalisation that combines theorizing practices in classrooms and setting out critical research hypotheses.

The teacher-trainers' suggestions in connection with the TEFL module are:

We viewed it beneficial to part the suggestions into didactical and pedagogical ones:

b) 'Addition, change, omission' variable

1. *"The module of TEFL should be assigned to experienced and highly- qualified teachers."*
2. *"Teachers in charge of the module of TEFL should undergo periodic training sessions to hone their knows about the issues of teaching the foreign language."*

3. *"More time and room should be allotted to teacher-trainees."*

Section Four: Trainers' Suggestions and Expectations

1. *What do you suggest for an effective IT of the future teachers?*

Sample Answers: Expectations and Suggestions

A) Didactical Suggestions

- *"Designing documents: class logbook, unit plans, sequence plans………"*

- *"How to design & didactise teaching materials"*

- *"Reference documents: curriculum, syllabus, supporting documents.. "*

- *"How to use a textbook judiciously?"*

- *"How to deal with the four skills in teaching?"*

- *"How to teach grammar in a context for example?"*

- *"How to set/design an exam?"*

- *"How and Why to assess?"*

B) Pedagogical Suggestions

- *"Classroom management"*

- *"It is important for future teachers to understand the "why" and "how" youth's behaviors and needs in order to be able to communicate and reach their minds."*

- *"Well, to start with, some psycho-pedagogical sessions and then, the use of some modern techniques to make the classroom lively and attract learners' attention and stir their motivation."*

- *"Attending observation classes"*

- *"Get in touch with experienced teachers"*

- *"Understand learners' behaviour and needs to react accordingly"*

- *"Be aware of learners' learning styles and preferences to respond suitably"*

- *"Manage appropriately the class, the time duration and the mixed-ability class groups"*

- *"Attend classroom observation to shift from the perceived intention to the observable practice"*

- *"Get in touch with experienced and senior teachers to get benefits from their professional experience"*

- *"Share ideas, teaching materials and techniques with other teachers"*

The suggestions above reveal the trainee-trainers' awareness of the deficiencies of the ITT. Thus, they recommend some solutions to compensate for the discrepancies of the training course, especially the TEFL module.

III.5. Teacher trainers' Suggestions and expectations: Initial training consistency with the field requirements

The question item 13 is devoted to investigate trainee-trainers' proposals for an effective IT of future teachers so as to ensure its survival in the current changing requirements and accountability (*cf.* Appendix 3 pp 406-407).

The objective behind this issue is to understand the question of the paradigm of an effective teacher. The answers collected from this question are varied. The tracks and proposals expressed by teacher-trainers were also chosen according to the criteria of recurrence, modality and respondents group representativeness. We quote some proposals to corroborate statements about the shortcomings of the IT of future teachers. We tried to group these proposals into three main clusters, namely didactical, pedagogical and professional (*cf.* Appendix 3 p 406-407).

The addressed teacher-trainers express the concerns based on their own experiences. By browsing these displayed concerns (*cf.* Appendix 3 p 406-407), it can be deduced that the initial training shortcomings are multiple namely didactical, pedagogical and professional. The main suggestions made by teacher trainees in this survey about training they received

focused on the fact that it was not practical enough and had not prepared them to classroom realities. The traditional model of university education English language teachers could be characterised as a solid model of applied sciences, in the terminology of Wallace (1999). Under this model, the theory is the foundation of the training programme.The importance of theoretical basis relevance should not be denied otherwise this might lead to *"intellectual improvishment"* (Widdowson 1997: 24). In fact, it assumes that it is primarily the theory that counts and that the application of a solid theoretical knowledge base scarcely poses any problems. Yet, this is often not the case, in other words, the theoretical knowledge does not guarantee that the trainee teacher will manage real problems with real learners.

Yet, against this backdrop, university instructors' professional proficiency relies on their empowerment and dedication by taking ownership of improving their continuous practices seeking for innovation and creativity. To be attainable, the latter require more endeavours on the part of the university instructors.

Conclusion

The comparative reading of the various data and statistics of questionnaire 2 shows clearly that the IT of teacher trainees of English focuses mainly on the language and teaching skills. This training lacks professionalism based on a genuine alternation articulating between two spaces, the university, to build skills and knowledge in their theoretical aspect and the training educational institution for the future profession, to ensure didactic transposition of these knows. In fact, this alternation allows the subjects (teacher trainees) to have definite ideas about their work, to be able to transfer intellectual attitudes acquired in other fields of thought, and realize the limits of their knowledge, which presupposes the recognition of the knowledge assimilated to one side, and the development of critical attitudes on the other one; a revealing insight of their talents and competencies.

However, it seems useful to note that the successful implementation of education changes in institutional terms implies the existence of a team and a type of culture of cooperation. It is important to bear in mind the fact that there can be no real curriculum change without the effective support of teacher training. In a nutshell, teacher training should be based on the teacher-trainees' needs and concerns to ensure an appropriate induction, professional development and effective impacts on learners' outcomes.

Another crucial question is the one related to the body of the professional knowledge that any teacher trainee worthy of the title of 'qualified' teacher needs to master. Since the mastery of this knowledge is a necessary condition for their freedom for the new profession which should ensure the construction of the learners' competencies.

CHAPTER FOUR
THE ITT DESIGN AND IMPACT FROM THE INSPECTORAL BODY PERSPECTIVE

Introduction

The evaluation of the teaching practices in the classroom (*in situ*) is a major problem, because teachers are in direct contact with learners and the effectiveness of an education system relies undoubtedly on their activities. Of course, the issue of teacher evaluation is nothing novel in the world of the education system since the first inspections originated from France under the Napolean's regime at the end of the 18th century (Grauwe, 2007).The idea spread to other countries in the 19th centrury (Wilcox 2000; Grauwe, 2007).The underlying idea towards accountability in education is to make the providers of education accountable to the people who pay taxes for the education of their children (Neave 1987; Ehren & Visscher 2006; Davis & White 2001; Richards 2001; Segiovanni & Starratt 2007). The guardianship relies heavily on inspectorate body in monitoring quality in teaching and learning and implementing the national goals and objectives. All these daunting missions, besides others, are assigned to the inspectoral body. In the Algerain educational system, three inspectoral bodies, namely the Primary Education Inspectors (PEI) [109], the Middle Education Inspectors (MEI) [110] and the National Education Inspectors (NEI) [111] are in charge of the evaluation of the teachers' classroom performance. Though being subject to various critics by the observees such as source of tension and fear to teachers, unnecessary additional burden upon teachers and mere monitoring of teachers' faults without any impact on their performance, imposition of onerous monitoring that increases workload, etc., inspection remains the best and unique access to the assessment of teachers' practices.The inspection and control system in the Algerian context is rather centered on the control of congruency with the current official instructions in force. In addition to individual and collective assessments, inspectors are supposed to ensure INSET for both neophyte and tenured teachers and accompany their integration (induction) and professional promotion. It is therefore necessary that novice teachers understand very early that their mission compels them to evolve and adjust themselves to the workplace and profession requirements. The mastery of the discipline (English) and the profession should indeed be ceaselessly conquered. That said, inspectors, by their accompaniment to the newly recruited teachers, seem best placed to enlighten us on the stakes of the IT, its strengths and shortcomings. They are also the ones who ensure the close

---

[109] PEI (Primary Education Inspector) = IEP: Inspecteur de l'enseignement primaire
[110] MEI (Middle Education Inspector) = IEM: Inspecteur de l'enseignement moyen
[111] NEI (National Education Inspector) = IEN: Inspecteur de l'éducation nationale

articulation between initial and in-service training [112], notably by developing, in a continuum perspective, a particular device support for neophytes. All in all, the experts' eye and feedback are of paramount importance to shed some light on the gaps of the ITT and the provisional programmes to address them in the INSET.

As in any quantitative study, the concern of the representativeness has guided us in the sample definition. Thus, we targeted 12 MEIs. As compared to their workplaces and geographical catchment, we targeted 12 wilayas of the country. The sample consists of 11 men and 1 woman. This shows that women are under-represented compared to men. Self-administered type, the questionnaire 4 (*cf.* Appendix 10 p 452-453) includes eleven (11) questions; three (3) open-ended and eight (8) close-ended. The latter are divided into three sections: the first section focuses on the biographical and professional data (independent variables), the second section focuses the reflection on novice teachers' competencies (dependent variables) and the third section targets the expectations of respondents (dependent variables). The pressing objective of our survey is to collect data firstly on the quality of the IT and then to verify the continuum of the two types of training courses; pre-service and in-service. The same teachers are followed over the course of their careers.

Out of twelve (12) distributed questionnaires, we collected twelve (12), the average response rate is 100%. At a rate of one inspector per wilaya, representation at the national level is 25% (12/48). Compared to the representativeness in terms of geographical distribution, we have chosen a variety of 12 wilayas scattered over the west, southwest, central and eastern parts of the country.

The inspectors of English, targeted by this survey, are 12 in number; eleven males and one female exercising at the middle school level. They operate/work in different wilayas of the country; namely Oran, Sidi Belabbes, Temouchent, Tlemcen, Relizane, Mostaganem, Tissemsilt, Blida, Constantine, Saida, Tiaret, and Chlef. The premise behind this choice is subject to two criteria. Firstly, it is this staff, in charge of mentoring, and supervising the teachers' classroom performance, who accompanies them all along their professional career, thenceforward, it must be recognized that these experts, in view of their daily supervision, are well-placed to perceive the strengths and/or weaknesses of the IT, assess and treat discrepancies in the perspective of developing practitioners' professional competencies.

---

[112] It is important to remind that teachers receive six days of study spread over the school year, supervision is ensured by inspectors who adapt and tailor the training programmes according to the deficiencies recorded during inspections. Source National Report on the Development of Education. September 2004

Secondly, we targeted diversity and representativeness for the purpose of a credible analysis since almost all regions of the country are represented. Knowing that all these wilayas have either and or a university or a university centre, but the ITT of the prospective English teachers is currently provided in ten of the wilayas listed above.

IV.1. Description of Questionnaire 4: Addressing Inspectoral Body

With regard to their critical role in educational innovations implementation and development, the respondents are solicited to inform the investigator on the TT issues.

IV.1.1. General Profile and Biographical Data of the Inspectoral Body

The female representation rate in respect with the inspectoral body is very low (*cf.* Appendix 4 Table 59 p 408): it is only 8.33% in our sample. Conversely, we noted an overwhelming male dominance; 91.66%. In contrast to what has been observed for the teaching profession, mostly dominated by women, the inspectoral profession counts only a minority of women. So, the gender distribution of the inspectors appears unbalanced compared to the ponds (the viviers) which inspectors are derived from; this is particularly clear regarding what concerns the PEI, MEI and NEI since the percentage of women reaches 10% at the national scale [113].

IV.1.2. An Inspectoral Body not envied by Women

Considering its very demanding aspect, the profession of inspector is not much envied by women. For a population of 12 inspectors, there is a woman. Many female teachers eschew this profession for the following reasons: regular trips, overlapping on several wilayas, *vis-à-vis* the constraints of family life, and with regard to other professional and socio-cultural obstacles. In fact, professional mobility is sometimes a group decision. One cannot speak of the women's career development without recalling that it is women who still mostly bear the burden of children's education and care. Although there are positive trends for men in the younger generations in their role as fathers, stereotypes remain: the social role of a woman is to be more present for her children and it is, in most cases, she who sacrifices their professional development in a more or less consensual way, whereas the man continues his career. Family and domestic constraints have also implications on the choice of certain posts with more restrictions or subjections on personal availability necessary in order to take examinations and gain access to the higher grade ... and women themselves forbid this type of

---

[113] Statistics of the Ministry of National Education

posts or contests for not jeopardizing personal and family balance. And more broadly, despite a culture of public offices imprint of principles of non discrimination taking to heart to a very large majority of civil servants, do not cultural "assumptions" influence the choices made for the profile positions? Are not men more advantaged (for instance, they are estimated *a priori* more available, more mobile) than women and regardless of their personal situation? To identify the factors of this phenomenon of disparity in professional advancement of men and women, Virginia Valain, in her book entitled "Why so Slow? *The Advancement of Women*", not to mention them all, we take as example thereof "*the most important consequence of such scheme in the professional life is that men tend to be overestimated and women underestimated*" (1999: 125). Apart from these factors delaying their professional advancement, women are naturally moving towards professions that allow them to organize themselves according to these family burdens. "*Women do not add one production to another.*" (Meda 2001) All times and actions are intertwined and women are "*time reservoirs*" and "*living mechanisms of coordination*" *(Ibid.)*. Hence this feeling that their life is a "*daily marathon*". As there is no place of debate, these difficulties remain individual and generate a greater sense of injustice, "*a loss of social welfare*" reports the annual report on the state of the public service 2007-08 entitled "*Women in the Public Service*" [114].

IV.1.3. An Aging Inspectoral Body

The question item 2 deals with the "ages" variable of the target population. The statistical evidence (*cf.* Appendix 4 Table 59 p 408) reveals that 50% of surveyed inspectors have an age that exceeds fifty (50 years). Around 16.66% of respondents are aged of 46 years, and for the remaining four inspectors (33.33%), their age ranges between 30 and 35 years. The average age is 44.91 years. In ten years time, the MNE will lose half of its inspectoral body which means that it should take initiative and actively prepare to address susceptible lack of qualified human resources.

IV.1.4. Elements of Analysis and Comments

From the data in table 59 (*cf.* Appendix 4 p 408), it can be noted that there is a trend towards the aging of the inspectoral body (the baby boom generation) with an average of 44.91 years, a candidate panel of between 30 and 54 years. Considered as a natural extension of the teaching career, many teachers are trying to initiate this second profession of inspector

---

[114] Quoted in the annual report on the state of the Public Service 2007-08 under the title "Women in the Public Service".

but a continuation of the first one. In a perspective of rejuvenation of the inspectoral body and to cope with the early massive retirement departure [115] and those that will be lost of a part of these inspectors for other reasons, the guardianship envisages the organization of competitive examinations for access to the rank of inspector. The advanced number by the Minister of Education is significant; 1000 inspectors all confused inspectoral bodies. The creation of jobs undoubtedly anticipates the future needs to ensure the implementation of new educational reforms and to encourage a necessary rejuvenation of the inspectoral body. In fact, the urgency to make up for the shortfalls of new inspectors proves to be more pressing in the coming decade, while almost half of the full-time inspectors will reach their fifties and sixties. It goes without saying that these sociological changes affect the inspectoral body. The decade that starts will witness massive departure of experienced inspectors who are retiring, and the likelihood of accelerated renewal arouses many questions among educational staff. Departures to retirement increased sharply for all types of the personnel. This departure peak could be explained by the combined effect of two phenomena. On the one hand, these years mark the transition to retirement age of a large number of those born after the World War II. On the other hand, the announcement of the new retirement reform has led some workers, especially those who paid contributions for 32 years to retire.

IV.1.5. Respondents' Professional Profile

Question item 3 focuses on the "degree" variables of English inspectors targeted by this survey that the question was: "*What type of degree do you have?*" The profile of the latter by level of education is emerging as follows:

None of the respondents has the Doctorate degree. Only one inspector holds a Master degree. By cons, most of them hold the baccalaureate and BA diploma (*cf.* Appendix 4 Table 61 p 408). It is worth of note to mention that following the recent amendments relating to the recruitment, training, confirmation, promotion and advancement cited in Executive Decree No. 08-315 of 11 October 2008 concerning the special status of civil servants belonging to specific corps of Education, for MEI, neither BAC nor university education are not part of the requirements conferring entitlement to participation in recruitment competitions [116]. Apparently, the recruitment process in this way does not give more importance to the

---

[115] Amendments to the Law 83-12 of 23 July 1983, which sets the retirement age at 60 for men and 55 for women, by the number of years required to receive the maximum rate of pension at 32 years of effective service and contributions.
[116] Executive Decree implemented since the academic year 2009-2010

selectivity parameter. A reflection on the professionalism of teacher educators is more than ever imperative (Altet, Paquay & Perrenoud 2002). All of the interviewed inspectors received a university education in the specialty "BA in English language teaching". All those aged over forty (40) years, or 66.66%, representing the cohorts of the so called '*traditional*' school. Furthermore, all those aged under 40, are the first cohorts of basic education (the so-called fundamental school), set up in 1976 [117]. These two types of supervisory personal received two types of education [118] to implement new educational reforms, based on CBA. In addition, they all followed one-year residential or alternated statuary training in the NIEPT [119] in Algiers. This statutory training should offer the best opportunities for balanced-joint training between training to the profession of inspector and training to a common culture of supervision/coaching.

It is interesting to recall that, unlike the majority of university teachers responsible for initial training, who receive no prior training in teaching practice in universities, all inspectors should, virtually, have an explicit image of the profession as long as they lived the double experience of the class, namely as students and teachers. Most of these university teachers gained their teaching profession at the mercy of field experience, observing their peers, questioning their colleagues or through targeted reading of refeered journals. Certainly, these experiences cannot duplicate the experiences of neophyte teachers, knowing that educational systems are constantly evolving and teaching practices as well.

IV.1.6. Higher Studies Pursuit and Administrative Constraints

Besides, it should be recognised that for some of this coaching staff of the National Education it is the "intrinsic motivation" for the pursuit of further post-graduate studies that is lacking. By cons for others, certainly very motivated for these studies, it is the age constraint [120] imposed by the MESRS which prevents them from deepening their knowledge. Apart from an inspector, who holds a master, the remaining 11 are bachelor degree holders. In our view, the pursuit of higher studies even part time is nowadays needed to improve, update practice, seek information or knowledge that would allow better addressing the problems encountered by inspectors in the accompanying teacher (Lafortune & Deaudelin 2001: 183-

---

[117] Decree No. 76-71 of 16 April 1976 on the organization and operation of the basic school
[118] Ordinance dated on 20.01.1971 generalizing the application of "Arabization". Thus, the French language became a foreign language. Both types of inspectors have received two types of education, the first bilingual and second monolingual.
[119] Institut National de la Formation du Personnel de l'Education (National Institute of Education Personnel Training)
[120] The age limit for the Magister contest is 35 years old.

184) and teacher trainers (Altet, Paquay & Perrenoud 2002). These are not issues on which inspectors abut daily that are lacking so that they would, via the works undertaken later on, take advantage. Their research will allow them provide insightful assistance to teachers. That said, these expert's and researcher's competencies allow them to be 'accepted' and that teachers place themselves in a request position. To do so, the supervisors (inspectors) should be more involved in the process of scientific research to ensure the provision of a variety of knows and incisive insights that allow:

> *"A theorization of practice, building a prudent attitude, problematisation of experienced situations, an analysis of "after the fact", enrichment of previously acquired professional schemes and progressive osmosis of knowledge and practices." (Lessard, Altet, Paquay & Perrenoud 2004: 16)*

This in-depth exploration of theories and practices on the English language teaching (ELT) will undoubtedly allow inspectors, since they are in charge of the INSET [121] to promote professional development through peer coaching, peer observing, workshops, seminars, exchange of practices and reading confrontation among colleagues. These different work techniques, besides compensating for the discrepancies and bridging the gap between theory and practice, offer teachers reflexivity moments. These enable teachers to bring about significant contribution to a better understanding of the classroom dynamics. Differently couched, teachers are to be initiated and empowered to seek appropriate solutions to classroom issues, as stated by Richards and Lockhart: "*teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about change in classroom practices''* (1996: 12). In fact, the acquisition of this reflective process by teachers primarily depends on the key role to be played by the inspectors. If the creation of the favorable conditions for reflexivity and research is incumbent to the inspector's competence and expertise, the development of a progressive reflective approach is the teachers' characteristic/percularity. That said, the teachers' participation in such an approach is imperative for the advantages it advances. In this way, we can hope that teachers integrate a reflective approach in their professional practices. Yet, we know, it is not easy to attain collective functioning and the opportunities to feel underpaid, humiliated, in conflict are numerous.

The reflective practice, rendering what is implicit explicit and shedding light on the values and assumptions which each one bases his professional know-how-to-do on, allows them to

---

[121] In the Algerian context, inspectors, besides supervision, are responsible for the in-service teacher training.

grasp the source of misunderstandings and identify areas of congruence and divergence between actors. It can also become a key regulator of tensions and more broadly of teamwork and professional relations. It is also conducive to the emergence of a "strong communication," according to the concept of Zarifian (2001), which consists of building and developing an area of intersubjectivity and mutual understanding between individuals and groups, assuming a share on the nature of the problem, defining actions required to its resolution, the meaning and the values held by the action.

IV.1.7. Respondents' Professional Status

Question item 4 deals with "professional status" variables of the inspectors of English. All 12 inspectors targeted by this survey are operating at the level of middle school education (*cf.* Appendix 4 Table 62 p 408). It is worth of note to mention that the same conditions were required to apply for the position of inspector all confounded bodies. The inspectors' recruitment conditions have undergone changes. In order not to mention them all, we take the university degree requirement was once a prerequisite for applying for the positions of IPE and IME is suppressed, only seniority should suffice (*see Official Journal 59 of 12.10.2008 Article 175*). Previously, three conditions must be met in order to apply for the position of inspector whatever the cycle, namely a university degree (bachelor and above), seniority (5 years), and a pedagogical mark equal to 14.50/20 minimum. The contest successful candidates are appointed at the posts of PEI, MEI or NEI. Subjected to the same criteria for participation in the contest, inspectors are classified and paid differently. The NEIs operate at the secondary schools and are classified in class 18 with an indexical-bonus of 255 points, those operating at the middle schools (MEI) are classified in category 16 with an index-based bonus of 145 points, and those operating at primary schools (PEI) are classified in class 14 with a grade-bonus of 110 points.

IV.2. Recruitment and Training Requirements

The NEIs are appointed, within the limits of posts to be filled, by means of contests and after having successfully completed an alternating specialised training spread over one academic year, from associate professors justifying three (3) actual service years that capacity; head teachers of secondary education with ten (10) years of actual service as such; on a transitional basis and for a period of five (5) years from the effective date of the present decree, the teachers of secondary education justifying fifteen (15) years of effective service in that capacity. By cons MEIs are appointed, within the limits of posts to be filled, by

competitive examination and after having successfully completed an alternating specialised training spread over one academic year, from: head teachers of middle schools with ten (10) years of actual service as such; on a transitional basis and for a period of five (5) years from the effective date of this decree, the teachers of middle school justifying fifteen (15) years of effective service in that capacity (Article 174 ibid). This one year alternating statuary training is hosted at the INFPE in Algiers. This training is finalised by examinations for modules of "inspection techniques", "psycho-pedagogy", "national history", "Arabic language" and "a research work maintaining dealing with the didactic aspect." This IT appears all the more important and necessary and that INSET of inspectors exists only in those few regroupings registered in the national programmes. Generally speaking, this IT is considered insufficient in view of its short duration and lack of coaching and ongoing monitoring. Undeniably, all teachers experience considerable need of help in understanding the evolution of educational reforms and projects that accompany them, advice on individual and team strategies to overcome the feeling of isolation (Tardif & Lessard 1999: 419) [122] (Carpentier-Roy & Pharand 1992: 18) and break the isolation of the novices (Johnson 1990). To do so, novice teachers do need coaching not only of the inspectors but also the support of their colleagues. Thus, Angelle (2002a), Lang (1999) & Wilfong (2005) identify the first year to a phase of survival, in agreement with the literature on "life cycles" and Mukamurera (2004 & 2005) speaks of "practice shock". In the light of the difficulties encountered in the early days of young teachers, Nadot (2003) considers that they are three distinct orders, namely educational, relational and institutional. Thus, supervision, support and accompaniment of neophytes are needed so that they can overcome the difficulties of professional integration. Traditionally, it was expected of these new teachers to "*sink or swim*" with minimal support. The inspectors, although they face a multitude of constraints, among others the burden of teacher training, the accumulation of administrative tasks, lack of material means, various competitions and examinations designing and supervising, etc., preventing them from fully performing their mission of boosting, animation, and regulation, they must find adequate means to provide the above didactic and pedagogical support. In fact, they represent the strong link since they ensure the interface between the field and decision making.

---

[122] General rule, communication is rather positive, when it exists in the daily or when it is embodied in collective projects. It then allows enriching exchanges and the development of team spirit. But this communication is fraught with the frequent obstacles that make it so superficial, unsystematic without a break, so many teachers say they feel a sense of isolation. The Higher Council of Education. 1984: 131. Quoted by M. Tardif & C. Lessard. 1999. The teacher daily work. p.419

IV.2.1. Professional Capital intakes/Contributions

Question item 5 is undertaken to delve into the inspectors' professional capital. Experience in the inspectorate body varies from less than five (5) to more than ten-year experience. Five (5) inspectors have an experience of less than five (5) years, four (4) of them have an experience that ranges between five (5) and ten (10) years, and only three (3) of them have an experience of over 10 years. The overall seniority average is around 08.08 ans (*cf.* Appendix 4 table 63 p 409). The inspectors' professional experience should undoubtedly be regarded as an asset that could have an energising effect for the accompaniment of the novice teachers. The most effective impact should empower them to accurately assess their own practice and self-diagnose their own areas of growth. In such processes, the novices could use comprehensive frameworks throughout the school year to collect the data related to their teaching, reflect on their practice, and identify specific instructional strategies they could work on to improve their repertoire of competences.

IV.2.1.1. Inspectors' Role in the Framework of Educational Reforms

It is obvious that the inspectors' role has changed following the changes that the education sector has been undergoing. Furthermore, this multilayer of the tasks (see below) is induced by the articulations with the outside such as the shared competencies and multiple partnerships. Defined by official texts, inspectors' fields of intervention are:

1. *An impulse mission*: they ensure, under the authority of the Director of the Local Board of Education, the implementation of the application of the education policy adopted by the MNE;

2. *An inspection mission* of the personal and monitoring compliance with the objectives and training programmes;

3. *A regular mission* in the pedagogical animation, the recruitment and teacher's training;

4. *An evaluative mission*: they evaluate the teachers' individual work. They also draw up evaluative findings of teaching/learning process and educational policy.

We mean by evaluation the definition retained by De Ketele & Roegiers "*to evaluate means to confront a set of information to a set of criteria, with a view to make a decision.*" (1993: 77). In the case of the inspection, it is both to establish a pedagogical grade at the end

of the report that will be submitted for validation by the head of the local directorate of education before being communicated to the observed teacher, but also to identify the elements that are likely to be improved or modified in teachers' practice and highlight the positive points to value and encourage. In this case, a clear distinction should be made between the individual assessment and the evaluation of the education system. In the first case, the inspector is the main actor, while in the second he is only one element of the stakeholders.

It should be reminded that teachers are subjected to a pedagogical grading [123] assigned by the inspectorate body every 2 or 3 years, and an annual administrative grade proposed by the school heads. This evaluative mark of the teachers' classroom work is governed by a grid type. They are awarded a score that varies between 0 and 20, accompanied by a conclusive appreciation.

To render the inspector's work more efficient, it is appropriate, first, to prioritize missions according to the recognized priorities corresponding to the needs of the education system and the specificities of his profession. This supposes to affirm the priority which must be given to the pedagogical activities and, in particular, inspection and evaluation missions. It is necessary, notably, to diversify assessment methods, to make a better use of the derived data, to better organize and coordinate the animation and accompaniment of the teams and, for this, to rebalance the inspectors' workload. Yet, the number of teachers to be coached plays an overarching role in the inspectors' efficiency and efficacy.

IV.2.1.2. Supervision and New Missions

The question item 6 attempts to address another overarching issue in connection with the number of dependent teachers for each inspector. The results obtained through the current questionnaire (*cf.* Appendix 4 Table 64 p 409) reveal that they all supervise more than 100 teachers. Two of them supervise between 100 and 150 teachers. Eight of them supervise between 150 and 200 teachers and two supervise more than 200 teachers. It is worth of note to point out that the overall coaching average is around 200 teachers for the surveyed supervisors. The inspectors' workload is substantial with regard to all tasks, pedadogical and administrative. Since the school has become an autonomous space for the projects defined in the programmes and national objectives, the inspectorate body mission has exceeded the

---

[123] The grade is subject to a grid depending on seniority, normed and level-headed. It determines the scales for promotions and transfers.

notion of control and compliance with the official programmes and evolved into the evaluation of educational action *lato sensu*.

It is worth noting that the inspectors' responsibility in the Algerian context is not limited only to the supervision of teachers in the classroom activities (teachers' expertise, classroom management, lessons preparation, worksheets designing, the preset objectives achievements, the curriculum implementation, etc.), but it is incumbent upon them to ensure other tasks: the teachers' accompaniment, the INSET, the elaboration and design of various subjects of examinations (BEM and BAC), participation in recruitment juries as part of his discipline, supervision and correction of the examinations and contests and the annual results evaluation. The inspectors' role towards novice teachers is twofold: firstly, they should support them during the introduction to the profession, i.e., the probationary period [124] also termed induction in Britain, and secondly, they should have an objective look at their teaching practices. However, the excessive number of tasks attached to them does not enable them to play the role of optimal supervision. In our view, for inspection, observation *in situ*, remains an inescapable necessity. However, the monitoring of the implementation of educational policies, the assessment of the impact of the teachers' teamwork practices on the quality of learners' achievements can be enhanced by the development of the new inspection practices.

In addition, the lack of logistical resources is added to the services that are often under-equipped and under endowed with insufficiently trained and remunerated human resources. The lack of moving means (transport) in patchy areas, communication (ICTs), compensation accessories premiums, etc. impact very negatively on their primary mission towards these teachers.

All in all, inspectors, in collaboration with other partners, should contribute in the novice teachers' successful induction. To do so, they should not only care of survival enquiries but target neophyte teachers' effectiveness and engagement in a culture of cooperation and continuous learning leading to a sustained professional development. Differently couched, the inspector-teacher relationships should be built on mutual respect, collaboration and understanding rather than disrespect, critics, harangue and pressure. Inspectors, though overburdened with both daunting pedagogical and administrative tasks, should be mindful

---

[124] A probationary period or trial period is a common feature of most education systems. Its purpose is to provide supplementary training under normal class conditions, side by side, with, or sometimes, under the supervision of, experienced teachers, as well as evaluate the new teacher's abilities before final appointment. The authors of the Geneva-based International Labour Office (ILO) (1991: 31)

that teachers' training, support and guidance should be allotted enough lengthy time and effortful special concern wherein teachers, instead of being condemned, take active, collaborative and cooperative roles. These result in the establishment of the state of confidence, conviviality and mutual help and especially to release both the inspectors and teachers of the antagonistic attitudes *vis-à-vis* one another. On the score of that, teachers' deskilling, stress, frustration and demotivation can be eschewed.

IV.3. Inspectors' Reflection on Teachers' Performance

Inspectors' reflection on teachers' classroom performance provides an overview on what is actually dealt in real curriculum. Teachers' efficacy assessment emerges in the classroom environment within all its influencing factors.

IV.3.1. Novice Teachers and Insertion Constraints

Question item 7a attempts to assess the novice teachers' classroom performance. Opinions are divided on the issue of the performance of novice teachers. But, undoubtedly, it is striking to notice that nearly half of the respondents, 58.33% (n=7) state that beginning teachers suffer from a series of shortcomings. Three inspectors, or 25% (n=3), evaluate this performance as acceptable and the rest (2), or 16.66%, judges it as very low (*cf.* Appendix 4 Table 65 p 410). It is a transition period that deserves the support of all educational partners; administrative body, inspectoral and collegial team. This is a pivotal step that articulates initial training to professional development early career and the internalisation of the workplace culture (Zeichner & Gore 1990). It is; therefore, a transition from a student status to a teaching professional status (Baillauquès 1990). In the Anglo-Saxon context, the focus is rather put on *'Teachers' Induction'* (2002b Angelle, NCTAF 1996 [117] & Serpell 2000 cited by Akkari & Broyon 2007: 1443). This term refers to a formal process of integration assistance and professional development of novice teachers targeting their socialisation into the school culture, improving their professional competencies, taking into account their main concerns and eventually the frame of their professional development. Undoubtedly, professional knowledge is built all along life through a process, interaction and confrontation between work situations and cognitive resources. For some researchers (Saussez Paquay & 1994), the teacher starts the new profession with the concepts of common sense, concepts borrowed from *"popular theories as popular psychology, popular pedagogy and popular epistemology*." These concepts interact with scientific concepts, *"scientific theories transmitted through vocational training"*. All these concepts, called "amalgam" constitute the professional knowledge of the teachers.

IV.3.2. New Teachers' Accompaniment

The novice teachers, normally hired for their knowledge in a specific discipline, remain in observation or trial period before being confirmed (licensure) to the English teaching job in middle or secondary school education. During this period, these teachers are accompanied by inspectors to help them integrate the new profession. Generally, they attend seminars, pedagogical days and half- study days devoted to workshops. The choice of topics to be tackled is, virtually, based on a diagnosis made in advance by the inspectors during the field visitations. Furthermore, within the collegial team, novice teachers attend, in the framework of the weekly coordination meetings [125], and courses models presented by experienced teachers [126]. This type of organization targets the internal promotion of the *"culture of collaboration"* (Osborn & Broadfoot 1992: 11). During these meetings the novice teachers should not only focus on the planning of the various tasks but also the action of the teacher in the classroom. In this support system of these new teachers, it is common to emphasize the importance of planning for the teacher's classroom activity: effective teachers are those who carefully plan their work and that of their students (Clark 1988 Lalik & Niles in 1990, Putnam & Johns 1987 cited by Dessus 2002). This planning as described by Durand, saying: *"The pre-active thoughts constitute one of the best predictors of what happens in the classroom"* (1996: 167), while stressing the fact that planning for class scenarios serves as preparation for action, and that gaps/discrepancies and adjustments are quite possible, Altet (1994) or Chautard & Huber (1999a & 1999b). It is important to specify to teachers the interest of the planning at the level of structural and material aspects of the lesson and not those behavioural of the teacher in the classroom (Berliner 1990).

It is incumbent to the inspectors to develop the reflexive training among new teachers. A job that consists in considering that it is in the nature of work on knowledge, a specific work to teaching that resides the obligation of reflexivity. We borrow from Tardif & Lessard what follows:

> *"The teacher's work is not limited to the use of the knows: it is always a work on knows, what is called a reflexive work where knows are reinvested as*

---

[125] The weekly coordination session is included in the allotted schedule to each teacher. During these sessions, the members of the team either attend a course model presented by a teacher or discuss pedagogical/didactic issues. These work sessions are conducted by the coordinator and immediately recorded on the coordination register.
[126] The research on the differences between novice and experienced teachers show that the latter are mainly attentive to intellectual abilities their students develop, while the former (new teachers) care about the first class management and then worry about their own knowledge of the subject to be taught (Clark Peterson, 1986).

resources making possible the production and reproduction of these same knows. In other words, in the reflexive work, the worker's knows are not only the tools used in the work, but they are also constituents of the work itself, as well as the worker's identity. [...] The work experience is therefore not than a place where teaching applies knows, it is itself knowledge of the work on the knows, in short, reflexivity, recovery, reproduction, reiteration of what one knows into know-how-to-do in order to produce his own professional practice."
(1999: 373).

The above quote reflects the idea of strategies to adapt in teaching/learning both on the part of the teacher and the learner. This makes us think of the reflection of Tardif (1992) when he evokes the construction problem and the transfer of knowledge and skills and their adaptation to the class.

By evoking, in terms of strategic teaching, the teacher's role in such a perspective, he describes the teacher as a thinker, a decision maker, a motivator, a model, a mediator and a coach. Consequently, he easily recognises himself in several of these roles.

Having regard to the characteristics of cognitive psychology, some of these roles involve a new teacher/learner relationship.

As a thinker for example, he should be "expert" with regard to content: he takes into account not only the learner's prior knowledge, his perceptions and needs, but also the objectives of a programme or curriculum, the requirements of the proposed tasks and the effective use of the appropriate learning strategies.

It may even be that the teachers discard partly the published material or that they modify and alter the presentation sequences. They may have distanciation by seeking to also be engrossed by the meta-cognitive, cognitive and socio-affective strategies.

IV.3.3. Teaching Practice Observations: Key Factor for Professional Competencies Development

The advanced assessments (*cf.* Appendix 4 Table 65 p 410) by inspectors on new teachers' classroom performance should be perceived as a vector of professional skills development of the latter. Orienting the INSET towards competencies, it is; therefore, to expand the scope of work and to give the actual practices more room than to the prescriptive models of Tyler who advocates to start planning by the statement of objectives, and then continue by selecting the learning activities and organizing these learning activities and finally to finish specifying assessment procedures and tools. To assume that the competencies

acquired by the neophyte teachers are conclusive would be a "myth". According to Perrenoud:

> "*Teachers cannot succeed in their pedagogical action solely by applying theories and rules learned in the IT. They function as handyman or artisan who gathers available materials to build up his teaching practices.*" (Qted by Paquay 1994).

The professional-teacher knowledge is constructed by relying upon the experience that lasts over time. For Donnay & Charlier, the professional development is defined as:

> "A *dynamic and continuous learning process that involves the person and leads to the development of professional competencies, and the transformation of the professional's professional identity.*" (2006).

This professional development is for them *"at the heart of the exercise of the teaching profession"* (Charlier & Donnay 2006). It is the trainers' duty to enhance trainees' reflexivity to ensure a progressive change. Other works were also carried out by Dewey (1938), Kolb (1984), Piaget 1974 & Lewin (1951) and which gradually legitimized the practitioners' experience by conferring/granting it an overarching importance in the learning process. They state that *"experience allows, encourages/arouses and nurtures learning"*.

Professionalism directly questions the teachers' training since it places them in a context of continuous development of their competencies throughout their careers; a career-long endeavour. This sends us back to the role which is incumbent to inspectors to implement a training programme to train professional teachers. This said that the elaboration of a training programme during the teaching practice is still more likely to be successful, considering that the participants' motivation has intensified because of their field experience and significant shortcomings in their pedagogy.

In this regard, classroom observations should primarily be used as a formative process framed as a development tool creating a reflective and self-directed teacher learner as opposed to high stakes of evaluation or appraisal. To do so, it should be undertaken as a collaborative and collegial exercise among peers and teams. Besides, the emphasis should be put upon the need for challenge in the process, involving, to some extent, principals, external experts and those observers who have been specifically trained for the purpose. The feedbacks from the crossing of several classroom observations enable teachers to gain much insight on their performance and a continuous professional learning, impacting on the learners' achievements. This can materialize only if the supportive professional environment is available. Teachers'

sustainable professional learning is most likely to be effective when the emphasis is plainly concentrating on the learners' attainments improvement; the feedback is associated to clear, specific and challenging goals for the recipient; the care is directed to the learning process rather than to the learners or to the comparison with others; the teachers are encouraged to be continual self-supporting learners; the feedback is mediated by a mentor in an environment of trust and support and the whole environment of professional learning and support is promoted and favoured by the school's leadership.

IV.3.4. Deficiencies Perceived as Positive Contributions

As an extension/follow-up to the previous question, question item 7b addresses the weaknesses identified by the inspectors. We attempted to group the deficiencies identified amongst novice teachers in the field during a whole school year into two categories; namely pedagogical and didactical (*cf.* Appendix 4 p 409). The choice of answers is subjected to recurrence criterion.

A. Pedagogical problems:

- *"Discipline and classroom management problems"*

- *"Lack of motivation its maintaining and sustainability"*

- *"Lack of the proper atmosphere for teaching / learning"*

- *"Inefficient teaching"*

- *"Lack of self-confidence"*

- *"Confusion, hesitation and uncertainty"*

B. Didactical Problems:

- *"Non-adapted teaching materials"*

- *"The teacher centeredness instead of concentration on the learner"*

- *"Teach above learners' heads"*

- *"Adoption rather than the adaptation of the syllabus"*

All deficiencies listed above indicate that the entrants to the teaching profession encounter difficulties in classroom management: difficulty establishing and maintaining discipline, motivating students, creating a good learning environment, teaching effectively,

etc. The lack of experience, inherent to the condition of teachers' early career, can explain the various impediments/difficulties encountered by the beginners. Thus, the scientific literature is numerous (Bédard 2000, Desgagnés 1995, Knowles & Hoefler, 1989, Pope & Dickens 1990, Schwab 1989 & Veenman 1984 quoted by Marineau & Presseau 2007) to address difficulties experienced by novices and seem to establish some consensus on this subject.

IV.3.5. Some Pitfalls on the Integration of Neophyte Teachers

The neophyte teachers have to face many challenges as they enter the new profession. Notably, they should acquire new knows and competences to become "effective" teachers. They should also consolidate the achievements of the IT. In other words, they need to reinforce, solidify, stabilize and reuse the prerequisites. So, beginning teachers, as claimed by Feiman-Nemser & Norman (2005), have much to learn when entering in the profession and that certain aspects can only be learned through the practice of teaching. Regardless of the quality of the ITCs, it cannot cover all facets of teaching duties. Therefore, the learning of teaching then continues during the professional integration. Among others, (Baillauquès & Breuse 1993 Bullough 1989 2004 Costigan & Valli 1992 cited by Vallerand & Martineau 2006), underline the difficulty for beginning teachers to transfer the knowledge acquired during the IT in teaching practices. Several new teachers deem then that their pre-service training was too theoretical and not enough practical and concrete (Angelle 2002 Flores & Day 2005 & 1999 cited by Gervais Vallerand & Martineau 2006). As indicated by Gervais with respect to the beginning teacher:

> "He has the unpleasant impression that he was not taught the essential, he should learn everything by himself, while he received a lengthly training and he has experienced colleagues all around him. He will have to build the relationship between theory and his own practice". (1999: 14).

It is certain that the articulation between theory and practice fits in time duration. It should not be taken for granted that everything is obvious and it is sufficient that the teacher acquires different knows in order for the classroom management follows automatically. Classroom management is one of the key challenges for all novice teachers. However, over time, they develop some confidence in front of the unforeseen situations, especially because of their ability to improvise (Tardif & Lessard 2005: 251).

IV.4. The IT: Excessive Focus on the Theoretical Aspects

All inspectors agree that the shortcomings are due to the excessive focus of initial training on knowledge and theory at the expense/detriment of teaching practice. "*Lack of practical training*," "*focus on knowledge at the expense of know-how-to-do*" these are the answers advanced by inspectors targeted by this survey. In fact, novice teachers during their initial training were emerged, submerged in a lecture-based pedagogy, and that, for the teaching of knows. They experienced this teaching repeatedly for four years, and they have found meaning only in the future success of the diploma. To do this, it was sufficient for them to replicate the knows, often learned by heart the day before the exam. By cons, during their integration into the job, the neophyte teachers live/face more complex classroom situations. To solve the situations of functional type such as "*classroom discipline and problems management*," "*lack of motivation and retention of the viability*" and "*lack of the appropriate atmosphere of teaching/learning*," of functional order, theory by itself is not enough." Teachers feel thence well the pedagogical and didactic pitfalls. For these classroom experienced problem situations, the IT appears not to bring/offer a lot of resources.

Going through the inspectors' answers to this question as extension to the weaknesses detected during the accompaniment of the novices teachers, it turns out that the IT is unsuited to meet the requirements of the profession, disconnected from the field realities and inadequate with the evolution of knows, the INSET is insufficient and does not meet the real expectations. This discrepancy between the preparation and the effective practice may cause the neophytes dismiss of the theoretical knows. Kane (1991), Le Maistre (2000), McPherson (2000), Ryan (1970), Smith & Shapson (1999), Snow (1988 & 1997) argue that:

> "*the gap between preparation and practice helps to perpetuate the belief that the real business of learning to teach occurs with ones own students, far away from the university's apparently impractical and theoretical approach to the realities of the classroom.*" (Cited by Tom Russell & cPherson 2001: 3).

In the same vein, neophytes may endure difficult induction phase and become frustrated of having to live and teach in survival mode during the first months of their professional lives, beginners can quickly come to characterize their university training course as "*irrelevant, superficial or unnecessary*" (Olson & Osborne, 1991: 341).

The ITT has been the subject of numerous recurrent critics in recent years. In general, these critics point to the lack of connection between theoretical and practical training

(Desgagnés 1995). In addition, they indicate that practitioners and educational researchers have interrogated the training organization, its means of implementation, objectives and impacts on the exercise of the profession (Carbonneau 1993, Perrenoud 1993, 1994a & 1994b, Paquay 1994, Paquay, Altet & Perrenoud 1996 & Martin 1997 cited by Riopel 2006: 3). In fact, the impact of training on the professional insertion and the training continues to pose major daunting problems.

IV.5. The IT: Disciplinary and/or Transversal Shortcomings

The next question deals with the shortcomings identified by inspectors. According to the collected responses (*cf.* Appendix 4 Table 66 p 410), novice teachers accumulate disciplinary and transversal weaknesses. Two out of the twelve inspectors (16.66%) say they have identified gaps in linguistic competencies (syntactic, phonological and morphological ....). Two others (16.66%) indicate that the gaps fall under two types of skills; i.e., disciplinary and transversal. However, the majority of the respondents (66.66%) reports having noticed the shortcomings at the level of the transversal competencies (critical and innovative thinking, interpersonal skills, intra-personal skills, reasoned-decision making, etc.)

The IT records deficits in disciplinary and transversal competencies. This is what most of the surveyed inspectors relate. The first source of information on the state of the teachings lies in the inspection reports drawn up by the inspectors, the only actors of the education system who enter in all classes, observe teachers *in situ*, check the means used and assess the learners' learning. Certainly, an adequate teacher training is not simply based on the mastery of disciplinary knows to teach. It requires the acquisition of specific competencies to this teaching. Several OECD countries [127], and in Quebec, determine teacher training in terms of professional skills. Out of the twelve competencies retained by the MEQ (2002), only four of them focus on the contents. The rest of the competencies converge in the direction of the construction of the professional competency, which requires that teachers are mere executors (Tardif & Lessard 1999), but active participants engaged in individual and collective approach of analysis and development of their competencies. They must thus shift "*from the consumption of predetermined trainings by experts to active engagement.*" (CSE 2004: 56).

---

[127] OECD: Organization for Economic Cooperation and Development is a unique forum of its kind and the governments of 30 democracies work together to address the economic, social and environmental challenges posed by globalization.

IV.6. Inspectors' Suggestions and Expectations

IV.6.1. The Concentration of the Initial Training

The next question item (9) attempts to check the areas that inspectors consider as overriding for an appropriate training. By exploring the MEI proposals, ranked according to their degree of recurrence, we note what follows (*cf.* Appendix 4 pp 411)

- *"The training Institutions should reconsider the syllabi to comply with the targeted competences underlying the tenets of the approach known as CBA."*

- *"The ITT and INSET should be implemented in a holistic approach, i.e., to target disciplinary, transversal and professional competencies."*

- *"The entry and exit profiles should be clearly identified and adequately assessed."*

- *"The ITTC should seek balance between theoretical and practical aspects."*

- *"ICT should be integrated into and made available to the teaching/learning process."*

- *"They should assess their training efficiency with regard to the standard norms."*

In the opinion of almost all the inspectors, it is question to break up with the 'syllabi' which do not specify, if little or poorly the expectations of the initial training, thus leaving neophyte teachers in the blur regarding their future mission. The current training programmes for teachers of English should imperatively be revisited to meet the societal demands in their global scale. The new programmes should align the future teachers' competencies and the needs of the new generation of learners. The current content-based programmes which are devoid of repository of expertise and appropriate training are afforded to competency development. Previously, the scheme followed the itinerary–training-profession-society, by cons today; it must take the reverse tendency, that is to say, identify societal needs, develop a repository of competencies and eventually adapt teachers' training.

To impact positively upon the teachers' training and their teaching practices, the stakeholders should reconsider the contents of the ITTC and its implementation targeting the holistic development of the teachers. In fact, quality teaching and quality teachers begin with quality training programmes. The attainment of both qualities, only a well-thought, developed, comprehension and flexible programme can render its materialisation feasible.

IV.6.2. Proposals for Training

IV.6.2.1. Microteaching

In our opinion, the implementation of the "*Micro-teaching learning process*" (Allen & Ryan 1969), if properly implemented, can help trainee teachers during the IT to make simulations. The advantages of this approach are a) teach in "real" situations, b) create simplified settings (time, content, size), c) focus on specific tasks, d) increase the control of the teacher's practice and allow a 'feedback' for teachers. The objective behind the implementation of this approach is to make these teachers able to teach in complex and real situations, as defined by Brophy & Evertson:

> "*Effective teaching is not simply a matter of implementing a small number of basic teaching skills. Instead, effective teaching requires the ability to a large number of diagnostic, instrumental, managerial and therapeutic skills, tailoring behaviour in specific contexts and situations to the specific needs of the moment.*" (1977: 139)

These so-called diagnostic, instrumental, managerial and therapeutic skills cannot be acquired without a practice *in situ*. In fact, they take shape in situations that require the mobilization of the knows, the know-how-to-do and attitudes that are specific to each.

IV.6.2.2. NICTs: Needs and Imperatives

The ICTs play an important part in contemporary world. Concretely, they enhance teaching and learning through their dynamic, interactive, flexible and engaging content. Besides, they supply effective opportunities for individualised instruction. They have the potential to speed up, enhance and deepen competencies; stimulate and involve learners in learning; contribute to thorough changes in schools; boost teaching/learning process and provide the possibility to exchange experiences and knowledge between the school and the world. Consequently, their use renders the institutions more efficient and productive, thus generating a diversity of tools to enhance and ease the teachers' pedagogical activities. Then, their integration in the TT appears to be imperatively necessary. These tools exhibit at least three advantages. First, student teachers are struggling with a process of construction of their professional identity. Among them, a certain number find themselves in a total or partial discovery of what the status of the teaching profession in concrete terms. Training them to work with such computer tool engages them to ask about didactic knowledge, but also on other gestures that make up their professional act. Then, this type of tools constitutes an option to enter the profession under favorable conditions, offering future trainees the

opportunity to be directly confronted with the realities and requirements of the field without thereby "undergoing" them. The video indeed proposes a real situation for the trainee to identify with the teacher, the same basis as if he had attended the scene in situ. As such, the device constitutes a balance between theory and practice, hence the idea of intermediate practice because although he does not have to take concrete action, the trainee is however invited to conduct an active reflection on his own practices, which will help him to be fulfilled professionally thereafter.

IV.6.2.3. Confidence and Efficacy: More Engaging and Enthusiastic Indicators

In this sense, Bandura said that *"people judge their capabilities partly through social comparison with the performances of others"* (1997 and 2003: 421). This is to foster an epistemological decline that will be necessary for the conduct of classroom practices, once in operation. Is it a matter of constructing self-confidence or self-efficacy among our teachers? This brings us back to the distinction made by Bandura (1986) of both concepts "confidence" and "self-efficacy" [128]. In contrast to the "confidence", which is a nonspecific term referring to the strength of conviction, but does not necessarily specify what certainty is around, "self-efficacy" includes both the affirmation of a level of ability and strength of this belief. We believe that the inspectors' objective should target the construction of the self-efficacy which, according to Bandura:

> *"[...] will allow teachers to appeal to symbolic capacity to understand their environment through judicious measures, to solve their problems cognitively, to develop reflective thoughts, and to communicate effectively with others"* (1986).

Being key agents of any education changes, teachers' self-efficacy should be concerned with regard to the successful implementation of the educational practices. Education programmes, aiming to maintain and/or enhance teachers' sense of self-efficacy, would undoubtedly impact both on teachers' language proficiency and learners' achievements. To ensure these twofold goals, the factors such as teachers' English language reinforcement, professional training, preparedness to teach and in-service training, contributing in the

---

[128] Bandura, A. 1986 "Self efficacy is the belief in one's capacities to organize and execute the source of actions required to manage prospective situations". He is the founder of the theories of social learning model that accept behaviourist theories of learning, but take into account the dynamic phenomena such as expectations, beliefs, attitudes and motivation. One theory between behaviorism and cognitivism, believing that learning is a self-efficacy, the perception of an individual's ability to perform an activity. The perception of competence (self-efficacy) is the key concept in the theory of Bandura: the behavioral pattern is determined by the perception that a person maintains his capabilities.

reinforcement of the attainment of teachers' efficacy, should be re-examined with regard to their role and efficiency and different partners' involvement.

IV.6.3. Provisional Remedial Plan: the Best Way for an Effective Accompaniment

1. *As being a supervisor, what are the weaknesses on which you would rather prefer to focus on in the first place?*

As a follow-up question to the previous one, the above question was about the weaknesses that inspectors prefer to deal with in the first place because of their overriding importance for effective support. We made the choice of the answers below according to their recurrence, modality and representativeness of the respondent group.

The respondent inspectors express their resolution to support and mentor teachers. They state they have already identified the gaps and sketched an outline for future action by targeting the following issues (*cf.* Appendix 4 pp 410-411):

- *"Increase teachers' awareness on educational reforms, their ends, purposes and scope"*

- *"Familiarise teachers with the CBA, its tenets, foundations and aims."*

- *"Equip them with survival models to help them integrate easily the new profession"*

- *"Focus more on the practical training during seminars, study days and workshops"*

- *"Involve teachers in classroom situations via periodic seminars"*

- *"Train them to cope appropriately with the challenges of the classroom management and organisation"*

- *"Emphasise on the impact of the positive classroom atmosphere on learners' learning"*

- *"Equip them with skills enabling them to solve complex problems in situ"*

- *"Target reflective practice triggering"*

- *"Strengthen collaborative and cooperative work and support among collegial groups"*

- *"Focus on planning importance and constituents: learning outcomes to be attained, teaching methods to be employed, activities to carried out, resources to be used, etc."*

It is obvious that the inspectors should target didactical, pedagogical and professional gaps that enable the neophyte teachers to meet the performance criteria and conveniently integrate the new profession and flourish; in-career professional development. By and large, the neophyte teachers, being taken off-guard and not prepared appropriately, should not be encouraged to reflect on their own practices during the probationary period, but replicate the techniques to meet standard performance. In other words, the targeted training model during the probationary year is undoubtedly the craft model. The latter would materialise via collegial work, seminars, classroom observations, workshops. If appropriately put into practice, these techniques can help neophyte teachers to compensate for the discrepancies of the IT in its practical aspect. Besides, successful teachers should be good learners too, committed to lifelong learning to cater with swift evolving teaching approaches, techniques, methods and curricula.

IV.6.4. Discrepancy between the ITT and Field Requirements: A Necessary Perception

All inspector respondents concerned by the survey agree that the IT course as it is currently designed and even implemented does not meet the institution intentions. They recommend a revision, recasting or adaptation of the programmes from the viewpoint content and form to make them consistent with the professional competencies and current social challenges. Training "competent" teachers, able to mobilize their disciplinary, transversal resources, skills and know-how-to-do, operational and cognitive abilities, and relational knowledge and capable of adapting themselves to different everyday situations, requires the establishment of a training device that enables future teachers to experience these competencies so as to build them up. A "limping" training, as labelled by inspectors, such as the one that neophyte teachers received in universities (colleges) does not suitably prepare them to implement a competency-based teaching. In emergency and absence of a plural vision of the ways of organizing classroom practices, teachers return to their students' experiences.

The IT should not be limited to equip future teachers with a range of ready-made didactical models to be implemented as such. Certainly, it should begin with the conceptual and methodological aspects, but they are not sufficient on their own.

In addition, it should be remembered that Algerian universities almost never appeal to the inspectors' collaboration. In fact, the latter can play an effective role in the IT since they accompany these teachers' day-to-day and practise a critical look at the teachers' performance. So, their critics (feedbacks) on teachers' classroom observations can be

exploited to modify, improve and readjust the ITT. Unfortunately, the positions of the employer and the employee training institution representatives are never easy to undertake. In any event, pedagogical links between inspectors and the ITT institutions are not obvious.

Conclusion

As a conclusion, it should be recalled that providing training for teachers should be based on a reference framework that specifies the postulates, principles and working methods to be adopted. Cooperation/bi-partisanship between university teachers, representing the training supplier institution, and inspectors, representing the employing institution, could help sketch out a strategic plan to meet the teachers' needs. Training activities must take account of the research on teachers' learning and professional development. So, it is fitting, training activities must take account of the research on learning and professional development of teachers. So it should, *inter alia*, strive to abandon the transmissive model of the knows so as to inculcate building models that emphasize the collaborative and experiential learning instead. The "Teaching Proficiency", so to speak, results of a co-construction between knows from the IT and know-how-to-do from practice; the interplay between the received and experiential knowledge. A professional teacher is forged through practical experience and guided reflective practice.

One of the key principles of the reflective model of the teacher training is to focus on the autonomous professional development. Thus, it is rather to encourage student teachers to find their own way than telling them what they should do. This reflects the ideal of Schön (1983) of the autonomous "reflective practitioner", in constant developing. This approach is linked to the principles of action research and explorer teaching (Allwright 1993).

There are various reasons for the popularity of the reflexive model to the recent years. In the profession of language teaching, it was definitely ruled out of the quest for the best method. At a conference of English teachers (at IATEFL Edinburg 1999), Mike Wallace spoke in his opening speech of "*the death of the method*". He drew attention to the growing belief that the success of any method depends on factors such as the students' cultural background, the teacher's personality or the trust between the students and the teacher. This suggests that a good education is to find the best possible method for a given group of learners in a given school and in the context of a given culture. This fits perfectly with the concept of autonomous professional development mentioned above.

The essence of the reflective practice consists of assessing one's own experience as teachers and to draw lessons, but also to appreciate the colleagues' experience and learn from it. The underlying strength of this practice is reflected in attitudes such as the heart and mind openness and responsibility (Dewey 1938). It is these qualities that provide the true motivation causing teachers not to cease asking questions about their practice in order to better understand it and ultimately improve the learning quality in their classrooms. In fact, the targeted teacher model, which passes for professionalism paradigm, describes the teacher as a reflective practitioner who unceasingly conducts action-research and critically deploys (utilizes) scientific knowledge to inform the practice.

Introduction

The current chapter is undertaken to investigate the fallouts of the ITT on the novice teachers' first experience in the field and eventually report quantitatively and qualitatively the data that have been collected and compiled through the questionnaires. It was also meant to understand their initial experience from their own viewpoints, besides unfolding the meaning of their experiences and uncovering their precocious lived teaching moments.

V.1. Description of the Questionnaire 5 Respondents: neophyte teachers

On completion of the IT, neophyte teachers are recruited as PEM for both BA holders and ENS PEM graduates. They remain under observation (probationary period) for a whole academic year or more to be confirmed (licensure) in their posts. They are allocated class responsibility for a weekly schedule volume of 22 hours. During this period called "probationary period" [129], they receive, in principle, the help, support and companionship of the fellow teachers of the institution. As for the inspectors' role, they are entrusted the programming and animation of a number of seminars, study days, workshops and training sessions for the benefit of these neophyte teachers. The choice of topics for these days rests upon the gaps identified in the field. These meetings focus more on didactical, pedagogical and professional competencies rather than on disciplinary ones. This coaching device would enable new teachers to build didactical (Vander Borght Jonnaert & 1999: 51), pedagogical and professional competencies (MEQ 1995a & b & Nault 1993) by resting on the teaching practices and the specific conditions under which they are performed; exchanges with collegial team members, classroom observations and reflection on their own teaching practices (Schön 1983) to better anticipate and adapt them. This articulation between the two training periods, IT and INSET, would allow the construction of the competencies that combine the knows acquired in the first, on the one hand, and the know-how-to-do that can be acquired only in class situation, on the other one. The professional competences are not only restricted to learn the "know-how-to-do of the profession" but to develop an "intelligence of the action" because it is necessary to be capable of apprehending complex situations

---

[129] The probationary officials are agents who have satisfied one of the recruitment procedures in the public service through a contest or direct recruitment. They are under the control and responsibility of their immediate superiors and all decisions regarding their situation falls under the authority vested in appointing power.

(Malglaive 1996). The professional insertion of the new teachers constitutes *"a hinge hob where new docking modes between the IT and continuing professional development are highly solicited."* (Hétu & *al.* 1999: 8). In fact, this initial phase represents a key turning point in the neophytes' entry professional career which is, generally, tinged with moments of survival and discovery. They strive to keep pace with unpredictable classroom situations and stand the burden of the day-to-day routinish teaching activities. Thus, the purpose of the induction (probationary) phase should focus on the acculturation of the novice teachers to various responsibilities, missions and academic standards. Yet, a successful induction rests on a comprehensive, coherent and sustained progression, ensuring a smooth and trouble-free transition from academic courses to the first year of teaching, generally, characterised as a type of "really-shock" Veenman, 1984 (qted in Farrel, 2009). Accordingly, the questionnaire 5, addressing neophyte teachers, is designed to ensure the articulation of the IT and INSET, their strengths and weaknesses for an appropriate insertion. In other words, it aims to highlight the effects of didactic training on professional competencies acquired by these new teachers.

V.2. Data Collection: Means and Procedure

The questionnaire (5) has been designed, piloted and finally distributed toward the beginning of May 2015 with a representative sample of the novice teachers taking their function for the first time in the 2014-2015 schoolyear. The questionnaires (100 copies) were distributed to both BA holders and ENS PEM. The questionnaires were completed and returned within the time prescribed by 72 respondents (=72%); 45 (42 females and 3 males) copies for BA holders and 27 (25 females and 2 males) for ENS PEM (*cf.* Appendix 5 table 67 p 413). The survey among these novice teachers sets as objective the rapport of the IT, thought in terms of articulation between theoretical contents and their contribution into the insertion in the new teaching profession. Besides, it would help us cross-check the results generated from different research tools used for the same purpose.

The Questionnaire 5, a self-administered type (*cf.* Appendix 10 pp 454-457), consists of 10 questions, five (5) close- and five (5) open-ended, tracking the impacts of training activities on their experienced professional practice. The questionnaire is constructed around three main interrelated sections: the first section focuses on the respondents' biographical data (independent variables), the second section focuses on the respondents' professional data, though very short (dependent variables) and the third one targets the respondents' suggestions

and expectations (dependent variables). The objective of our survey is to collect both data on the quality of the preparation ensured by the IT and to verify the continuum and interplay of the two types of training; IT and INSET. It is worth mentioning that these neophyte teachers are newly appointed to these positions for one schoolyear only. In fact, the targeted population would be able to shed light on the appropriateness of the pre-service preparation and the coherence between the IT and the INSET to improve professional practices. Differently couched, the neophyte teachers' reflection on the IT (Higher Education Institutes) and the INSET (School-based Experience), would help ITTC designers and INSET mentors get a well-informed insights on the benefits to be maintained and gaps to be corrected and overcome.

Out of 100 distributed questionnaires, we collected 72, representing a rate of 72%. The number of respondents is an asset to have a representative sample and ensure reliability and credibility of the results. The counting of the responses would provide a certain number of statistical data on the various points mentioned in the description of the questionnaire 4. This first work thus would elucidate the major trends in percentage terms, reflecting the perception of novice teachers themselves on their IT preparation, the difficulties they encountered in the field and their expectations of the induction year and beyond.

Randomly selected, the approached respondents are spread across two provinces of the country. The breakdown of the interviewees is as follows: 50 from the wilaya of Tiaret (= 69.44%), and 22 from the wilaya of Tissemsilt (=30.55%). The choice of these two wilayas is justified by the fact that the shortage of English teachers is a serious issue in these inland wilayas. All job nominees are, generally, BA, ENS PEM graduates from two different training institutions, the University of Abdelhamid Ibn Badis of Mostaganem, and the ENS of Bouzerah of Algiers, who followed different training routes in different environments.

V.3. Respondents' General Profile and Biographical Data
V.3.1. A Feminised Cohort of Teachers

Question item 1 is concerned with the respondents' "gender" variable. The first treatment that we have carried out regards respondents' gender (*cf.* Appendix 5 Table 68 p 413). It is no short of amazing to notice that the teaching staff in our sample is almost exclusively female, representing 93.05%.

This over-representation of females is maintained in all categories of teachers. Here we find the source of the qualifications associated with teaching profession, connoted

increasingly as a 'female profession'. In fact, we are witnessing a social division of labor (Durkheim 1978: 23). This trend towards the feminisation could still continue: by crossing the generated data of the questionnaires 1 and 2 related to gender and age, we realize that generations of our samples include younger women. The feminisation has increased sharply in recent years. This can be explained by the possibility of reconciliation of professional and family life. From the 70s, in Algeria, the enrollment of girls has experienced particularly rapid growth, approaching very quickly, as a national average, that of boys. The parity index between the genders of the years 2000-2001 is 1.35 [130]. Women found in their schooling progress a decisive incentive in their own social and professional development. The motivations [131] for the choice of teaching profession (Postic 1990: 25-36) differ from women to men. Huberman (1989), in a survey conducted in Switzerland, reveals the differences of motivations between men and women. Men prefer the following grounds: "discovery, pleasure" (32% of men's responses) "means of earning a living" (29%), "contact with young people" (29%) and "lack of better" (24%). In relative terms, women give proportionately more answers for the reasons such as "job security" (82% of the responses, while men represent only 46% of the respondents), "discovery & pleasure" (59% of the responses), "material advantages" (56% of the responses) and "freedom & flexibility" of the specifications (53% of the responses). We again find ourselves in a heavily tinged constellation of material and passive motivations.

V.3.2. Multifarious Motivations for the Choice of the Teaching Profession

With regard to the motives behind the choice of English language study, the data generated from question item 3 disclose the surveyed intents that made them choose to study English. For this type of question more than one reason can be chosen by the respondents. The overwhelming majority (95.83% = n 65 females 65/67 & 4 males 4/5) stipulates that the prupose behind the choice of English study is to teach English. It is worth noting that all PEM graduates unanimously chose to teach willingly. For the same gender, i.e., females, respondents among the BA graduates attest that the cause was to teach. "Like the English

---

[130] The parity index is the ratio between the number of girls and boys. According to UNESCO's 2000 report on gender parity in education, the general trend is towards a greater presence of girls in secondary education: this index is 1.26 in Sweden, 1.17 in Great Britain, 1.12 in the United Arab Emirates, and 1.11 in Malaysia.

[131] The motivation for a profession is related to the representation we have of it and the relationship one establishes between this representation of the profession and the representation of oneself. These are these elements of representation one has of the teaching profession, both in the social field as in the socio-emotional domain (contact with young people, relationship to a person who is being built) which are the referents in relation to which we located. These elements come from objective information (conditions for exercising the profession, pace of progress and salaries) or testimonies from those who exercise the function or even personal impressions, rooted in one's schooling. French educational Revue 91: 25-36

language" is the reason of 91.66% (n=66) of the surveyed neophyte English. For communication purpose is the motive behind 80.55% (n=55 females + 03 males) of the respondents. Travelling purpose stands behind 63.88% of the choice of studying the English language. All of the males (05) opted for English langage study for this reason. Only 12.50% (n= 9 BA graduates) recognise that they had no other choice. The study of these data highlights the purpose behind higher study in the Algerian context, especially for females. With 95.83%, the teaching profession seems to be the most wanted one by females (*cf.* Appendix 5 Table 72 p 414).

As for women, the motivations put forward are: "love of the branch" (36% of women's answers), "contact with young people" (35%) and "means to earn livelihood" (33%). Proportionately, women provide more answers than men for the following reasons: "female occupation" (of course 100% of the responses, while women represent only 54% of respondents), "will for power" (71% of responses), "love of the branch" (67% of responses) and "societal impact" (63% of responses). However, "job security" and "discovery, pleasure" reasons are less mentioned. Thus, material motives are less present, and one has the impression of a career choice made earlier and more firmly than among men.

In accordance with the above generated results, women are the majority among novice teachers. The distribution of the novice teachers by gender and disciplines taught highlights some expected specificities. Girls outnumber boys in languages. They markedly dominate in English where they form nearly 93.05% of our sample. Comparatively to the Arab countries, Algeria has the highest rate of girls in school [132]. Thanks to Gender Equality in Education, the schooling policy [133] conducted since the Independence of Algeria has the effect of allowing children equal access to education irrespective of their gender and their class of origin and this thanks to the expansion of the network of school and a voluntarist policy of

---

[132] El Khabar du 10 mai 2006

[133] The education system and Algerian training includes the following educational and training levels (statistical data: 2005-2006 school year):

- Early childhood education (2 years; from 4 to 5 years);
- Basic education (9 years, 6 to 15 years): 6,417,908 pupils, 280. 980 teachers, 17 163 Schools and Colleges 3947;
- The general and technical secondary education (3 years): 1,175,731 students, 623,301 teachers and High Schools 1473;
- Higher education: 826,737 students (including private sector), 27 932 teachers and 67 higher education institutions including 26 universities;
- Vocational training: 476,453 students, 11,266 teachers and 878 training centers; Adult education. In 2006, the overall number of students, trainees and students throughout the education system amounted to nearly 9 million people, representing over 26% of the population.

recruitment of Algerian teachers (*Algérienalisation* الجزئرة) and foreign aid. Indeed, the democratisation of education, with 97.50% in 2008, resulted in an increase of more and more important female enrolment in all levels, namely primary, intermediate, secondary and tertiary education [134]. With a growing body of evidence, studies [135] reveal that girls have, on an average, higher school performance than boys. For these girls, school does not have the sole function of instruction and inculcation of a number of values and attitudes, but it remains that success in studies is a way to escape the home confinement and allows them to join the world of labor.

Despite of this significant progress, the active female population is relatively small; it represents 12.0% of the female population of working age (16-59 years). According to the population census of 1998, the active female population is 1,406,005, a rate of 9.7%, on a total female population of 14,471,318 (Kateb 2005: 138). Regarding the education sector, supervision is ensured by a global workforce of 64 000 teachers, representing 4.55% of the active female population and a rate of 57.17% of the total workforce of teachers [136].

V.3.3. Training Duration Lengthening

Question item 2 deals with the "age" variable. The age sections range from less than 20 to 25 years. Out of the 72 respondents (*cf.* Appendix 5 Tables 69, 70 & 71 p 413) no teacher is aged less than 20. Among the respondents, the largest portion of the targeted population, 46 teachers, 63.88%, are between 20 and 25 years old. Teachers who are more than 25 years old (36.11%) represent about the third of the total number. It is well-noticeable that all ENS graduates are aged between 20 and 25; 27 out of 42 (25 females and 2 males), whereas the rest (26), aged over 25, are all BA graduates (25 females and 1 male). Yet, most English teachers are young neophytes. The age of taking up their first post has increased over time. This phenomenon is explained by the lengthening of the duration of studies and the continuous raising in the level of qualifications needed to participate in the recruitment contests. In fact, and following the reforms experienced by the Algerian university, a BA degree in English which was previously prepared in four years passes to three years, and a

---

[134] cf. MNE statistics 2008
[135] Eurydice, 2010. "*Gender Differences in Educational Outcomes*", Education, Audiovisual and Culture Executive Agency.
[136] Synthèse du rapport de l'Algérie sur l'état de mise en œuvre du programme d'action en matière de gouvernance (2008: 25)

Master degree in 5 years. Yet, ENS graduates training courses endure four (4) years for middle school teachers and five (5) for secondary school teachers.

In fact, taking into account the changes namely the integration of all knows, diversified competencies, skills, new ICTs use and learners' empowerment cannot be envisaged without posing the question of lengthening studies duration. But now the number of hours allotted to BA and Master degree training for teaching no longer meets the requirements of the new daunting teaching profession.

To remedy the shortcomings (assessments made by different surveyed publics), as long as possible, it is necessary to lengthen the ITT time span to comply with the modern society requirements.

In fact, the demographics of the Algerian teaching population markedly show that the older generation of teachers is massively replaced by a very young generation [137]. The starting generation is engaged in a job [138], the best and lofty profession in the world. For cons, the new generation has not chosen a job but a profession.

V.3.4. A Younger Population of Teachers to Train and Retain

It must be held that among the targeted population men are younger than women. Around the third of the novice teachers are older than 25 years. We may draw the conclusion that according to the data generated from tables 69, 70 & 71 p 407, the English teaching staff consists of a very young population. According to the OECD report [139], 2005, entitled: "*The Crucial Role of Teachers: Attract, Train and Retain Quality Teachers*", which examines the policies pursued as regards teachers, there will be more new teachers over the next ten years than at any time since the 70s. This new generation of teachers will be different. On the contrary to teachers who will soon be retired and have been in position since the 60s-70s, when many women and people from ethnic minorities had little access to other sectors and have adapted to this profession, for a relatively low salary throughout their careers, new teacher nominees are often offered other better remunerated opportunities, more prestigious and assorted with better working conditions. Moreover, teaching is no longer considered as the career of a lifetime. In the US, for instance, 30% of the new teachers leave the profession

---

[137] The older generation of teachers has chosen the teaching profession by vocation: attraction, passion or family heirloom.

[138] The new generation of young teachers (without vocation), chose the profession for practical economic reasons, or simply because circumstances have led them to this profession.

[139] OECD = Organisation for Economic Cooperation and Development

within three years, and 50% within five years. Ironically, the studies show that the best elements and those who have persued the most brilliant studies are more likely to leave the profession. Meanwhile, those who come to teaching following a professional reconversion arrive with higher expectations. According to Stefan Wolter, Director of the Swiss Coordination Centre for Research in Education, to be sure to recruit the best, countries must consider how their policies towards influential teachers not only on the existing teacher body but also on the potential candidates. For this, it is also necessary to focus on the working conditions of teachers. As noted by Christopher Spence, director of the Hamilton-Wentworth District School Board Ontario, Canada: "*If we integrate a good teacher in a bad system, it is still the system that prevails*" OECD 2005. Then, the case of new teachers needs more consideration. Even countries providing solid training recognize that the newcomers are strongly in need of support and training. Researches show that during the first few years in front of a class, all teachers face the same problems such as class conducting, students' differences managing, students' work assessing, students motivating, interacting with colleagues and communicating with parents. To help teachers cope, some countries such as Switzerland, Japan and the United States, create special programmes of practical initiation.

V.4. Respondents' Professional Data

V.4.1. Workplace Environment

Question item 3d was about the workplace (urban or rural) of these novice teachers. For this, "workplace" variable, it should be noted that more than half of new teachers, 52.77% (=38), are appointed in rural areas. Contrariwise, 47.22% (=34) of them work in urban areas (*cf.* Appendix 5 Table 76 p 414). The assignment of a post is done in the broader context of the 'movement' of all teachers wishing to change their workplace, based on a scale giving great importance to seniority. This movement of teachers is organized in two steps "ordinary" and "additional". New teachers, due to the mechanical application of that scale, generally pass after their seniors and therefore often get the least requested posts. Young teachers are mostly appointed in posts on ATP (*à tritre provisoire*) (provisionally) for a period of three years. It is at the end of third year that they can express their wishes for workplace change. The major concern of the managers of the Algerian education sector is to endow these rural areas with sufficient in number, skilled and permanent personnel. This professionalism and stability guarantee in these areas the obtainment of good results which undoubtedly will have a profound impact and lasting sustainability of education on people's lifestyle. The improvement of education in terms of quality and efficacy requires major progress in the TT

as well as the support to be provided to them and the way they are managed. The issue of training these teachers is a crucial factor to succeed the challenge and wager of the formation of the future generations.

V.4.2. Rural Areas Disparities and Constraints

Teachers, working in the hinterland, have less access to support services and fewer opportunities to benefit from INSET courses than their colleagues in urban areas. In some cases, they also have difficulties in gaining access to ICTs, books and teaching materials. Then, most of these teachers prefer to teach in urban areas so as to draw benefit from the facilities with regard to their professional progress. Hence, rural schools may have fewer qualified teachers if the latter have more choice in terms of positions. In addition, inspectors less frequently pay visit to these remote schools due to transport difficulties, lack of pecuniary compensation, etc. Thus, these teachers seem to be delivered to their own fate.

In addition, parents, in these remote areas, often have a lower level of education compared to those parents of cities, and sometimes the value they attach to education is lower. For most cases, these rural "*milieux*" are unfavourable for foreign languages learning. The reasons behind learners' de-motivation are multiple. They are psychological (specific to the learner), social (specific to the society), and family (specific to family, the institution and the teacher). The learner is influenced by all these multidimensional factors, which contribute more or less negatively to the transmission of teaching practices. In fact, family cultural and social characteristics exert a great influence on learners' academic achievements, in general, and on the acquisition of communicative competence in the English language in particular. That said, the school too organised as it is, and the teachers too trained as they are, will not replace the family, first catalyst of a true development of the children. Thus, all experts in the field of education agree that learning difficulties are also linked to the social environment in which the learners grow up. The family milieu with its educational practices, life and language habits, and sociolinguistic codes (Bernstein 1975, Kherroubi & Rochex 2004) often play a decisive role in the development of mental strategies for high taxonomic level: identifying the purpose of the task, anticipating approaches and resources, planning and implementing a set of organised actions. Learners coming from disadvantaged/ underprivileged socio-cultural backgrounds may have less benefit from these opportunities; the risk that these open pedagogies would henceforth be elitist. Perrenoud had already evoked

it in 1985 about the project pedagogy. The same danger lurks a misunderstood Competency-based Approach.

To all these constraints is added the lack of qualified administrative coaching to ensure a smooth and successful induction of the neophyte teachers in the new profession, the teaching community support, etc. This coaching is hierarchical, it is ensured by inspectors, heads of institutions and mentors generally stepping out of the ranks, of which training to these new functions is still little established, when it is not completely lacking.

As regards the school managers, they are in fact in a dilemma: should they play the role of intermediaries in the administrative chain, or the role of true managers; even leaders in their schools? It depends on the legal status of the institutions. Ultimately, the professionalisation of the profession of the manager can only go hand in hand with the teaching profession (Gather Thurler 1993 & 1996, 1996 & Pelletier Perrenoud 1993 & 1994b). However, the problem that currently arises is "*do the stakeholders have the means to immediately see things from this perspective?*"

V.4.3. Two Different Training Routes for the Same Professional Status and Teaching Mission

Question item 3 (c) focuses on the professional status of the PEM teachers. The statistical data (*cf.* Appendix 5 Table 73 p 414) show that all 72 respondents are permanently recruited as full-fledged teachers as middle school teachers; PEM. The overall number of this cohort of PEM teachers targeted by the survey consists of sixty-seven (67= 93.05%) females and five (05=06.94%) males. This cohort of teachers comes from, especially the University of Mostaganem and the ENS Bouzerea. They pursued different training paths but they are assigned the same professional status. The ENS PEM graduates completed four-year training course (BAC+4), whereas the university PEM underwent a three-year training course (BAC+3). The analysis of the overall structures of the ITTC reveals that ENS PEM graduates completed the training course in 2970 hours spread over eight semesters. While the university BA graduates carried out the pre-service training course in 2250 hours expanded over six semesters; a difference of 720 hours. With regard to the curriculum contents, the two pre-service courses seem to be different with an emphasis on the professional competence enhancement for ENS graduates (*cf.* Appendix 7 tables 107-114 pp 432-435).

Referring to these figures, we can make a set of observations, the first concerning the feminisation of both teaching staffs, i.e., BA holders and ENS graduates, which is almost totally feminised (93.05%), whereas males account for only 06.94%. For the former, the feminisation ratio is around 93.33% (=42 females/45), whereas for the latter, it is around 92.59% (25 females/27). The second one has to do with the training routes of the neophyte teachers from the viewpoints duration and contents. In fact, ENS PEM's training course endures 8 semesters, i.e., 4 years (BAC+4), whereas B.A graduates' training route covers 6 semesters, i.e., 3 years (BAC+3). For the ITTC for both categories of graduates, the analysis of the two different modular structures reveals very significant differences that will be highlighted later on.

We note that the lack of English teachers in Algerian middle schools is very high compared to that of the secondary schools. This shortage of teachers at the middle school is due to educational reforms undertaken by the MNE, which are characterized by a new education linguistic policy *vis-à-vis* foreign languages; namely French and English. In fact, since September 2002-2003 a new education linguistic policy has been adopted by the political powers so that the Algerian education system, as other education systems elsewhere, copes with linguistic, cultural and economic challenges which are heavily imposing themselves. This new education linguistic policy, focusing on French and English languages, and founded, pedagogically, on competencies and the communicative approach as it is currently used in the teaching of foreign languages, is implemented. Thus, as compulsory FLs, French, as FL1, is introduced in 3rd year of the primary education and English as FL2 in the first year of the middle school education. But the application of this new education linguistic policy requires the deployment of human resources (qualified teachers) and suitable teaching and learning materials. A significant shortage of teachers of English, holding the required diplomas, is felt. To palliate this deficit, the Minister of Education has announced a massive recruitment of foreign language teachers especially for certain wilayas of the country [140]. All of the surveyed neophyte teachers are definitively recruited as teachers of English in middle school.

Generally speaking, novice teachers start their careers with enthusiasm and are willing to change everything. But being faced to constraints such as the Ministry of Education

---

[140] The Minister of Relations with Parliament, Mahmoud Khedri, meeting place of the Minister of Education, said that "the Ministry of Education decided on a number of measures in coordination with other sectors, in order to fill the gap recorded in teaching foreign languages in the following 11 wilayas: Adrar, Chlef, Laghouat, Tamanrasset, Djelfa, M'sila, Ouargla, El-Bayadh, El-Oued, Khenchela and Ghardaia."

(considering teachers as ancillary agents), principals (session distribution 'gerrymandering'), inspectors (harboring negative attitudes towards teachers), associations of parents, colleagues, and socioeconomic hurdles, they are panic stricken, get discouraged, demotivated, disengagement, yet comply with all these burdensome tasks. Thus, the teaching profession is described as semi-occupation (Etzioni 1969 & Bourdoucle 1991) because the teacher is subject to the bureaucracy of the educational institution, which limits his autonomy. Of course, the educational officials and school boards have to set rules and decisions with regard to teachers' behaviour within an ethical control and autonomous framework. Teachers are supposed to act in a motivational way within these structures to accomplish their mission to the best of their abilities. To do so, an intrinsic motivation is required on the part of the teachers to cause their adherence and commitment to the ethics and arouse internal decisions. Yet, it should be pointed out that policy not only implies a certain motivation, it also produces it. Then, the teachers' autonomy and professional development are not impossible, and their level of training can evolve according to Judge (1988).

V.4.4. Criteria to Classes Assignment

Question item 3e focuses on the "classes in charge" variable.

Generally speaking, the assignment of classes to teachers, appointed in schools, should be done within the framework of the broadest possible consultation where all views must be heard. Routinely, this assignment of classes is dependent on seniority or scale criteria, as this may come together again, falls within the usage and is based on no official text. In addition, a teacher is appointed to an institution and not on a given class.

Regarding class distribution among the surveyed neophytes, it is noticed that only 22 out of the 72 teachers are in charge of 4AM classes, 28 are in charge of 2AM classes, and 23 are responsible of 3 AM classes. Almost 70% are in charge of 1 AM. No PEM man is in charge of 4AM classes. However, 20 PEM women, around 37.03%, are in charge of these examination classes (*cf.* Appendix 5 Table 77 p 415).

As regards middle school teachers, they also mentor two levels because the weekly hourly volume allotted to each class is three hours. These teachers have an hourly volume of 22 hours per week. To fulfill this due, they must supervise 7 classes. Similarly, the regulations stipulate that members of the teaching staff of English in middle schools are required to

provide, without additional compensation, throughout the school year the weekly service maxima of 22 hours for all subjects confused.

From the outset, it must be emphasized that school principals avoid to the maximum to assign classes of examinations [141] to new teachers. Since the allocation of these classes to teachers is of the prerogatives of school managers, they justify their choices by the novice teachers' lack of experience. The instructions emanating from inspectors stipulate that the most delicate classes to conduct should not, as far as possible, be entrusted to beginning teachers (newly licensured). They remind school managers of the necessity to entrust the most difficult class to the teachers who seem most "qualified" taking into account their professional experience. It is not necessarily the most ancient; it is not, in any case, the beginning teacher. Thus, we notice that 39.28% of novice PEMs are in charge of 4AM classes; examination forms.

V.4.5. The Difficulties of the First Meeting with the Class

The first meeting of the class represents a crucial moment for neophyte teachers with regard to learners' control, time management and learners' motivation. In fact, the significant statistical data gleaned from the tables (*cf.* Appendix 5 Table 78 p 415) demonstrate that neophytes unanimously face serious organisational and pedagogical problems such as class management (100%), time management (87.50%) crowdedness (100%) and with a lower percentage for learners' motivation (79.16%). Yet, other problems in connection with didactical aspects such as different plannings (40%), and learners' competence assessments (80.55%) seem to harden neophyte teachers' classroom performance.

These above statistics show that some challenges are about learners (discipline, motivation), whereas others are teachers' professional issues relating to training (difficulty in planning for instruction, time managing, etc.). In fact, the issues with regard to learners' discipline, crowdedness, and de-motivation are not only specific to neophytes, but even seniors and veterans do face similar problems. Yet, the second type of issues confirms the persisting need for an appropriate preparation for the teaching profession. In terms of different plannings, ENS PEMs seem to face no problems (*cf.* Appendix 5 Table 78 p 415). The difference in the responses of ENS versus BA graduates is statistically significant with regard to different plannings. In fact, almost all of the BA graduates (43/45) reported that different

---

[141] The examination classes are 4AM classes for Middle School Education (BEM) and terminal classes for secondary school education (Baccalaureate)

planning pose challenges to them. The challenge, of course, is to provide these new entrants to the teaching profession with the appropriate supports responding to their pressing difficulties that crop up and, thus, enhancing their classroom practices. Accordingly, the contribution of all stakeholders, i.e., veteran teachers, administrators, supervisors, etc. is of utmost importance in reducing neophytes' stress levels and helping them reconsidering alternative solutions to be implemented. As an afterthought, they gain benefit by knowing how to think constructively about classroom problems they encounter.

V.5. Initial Training: Duration and Intakes
V.5.1. The Length of Training

Question item 5 deals with the "pre-service training duration" variable. In how many years the IT was completed (3, 4, 5 or more). The figures in Table 73 (*cf.* Appendix 5 p 414) reveal that, in general, the majority of neophyte teachers (77.77% n=56/72) attended ordinary university and ENS training courses. All ENS PEM graduates finished their training course in due time, i.e., 4 years. Yet, 22.22% of the the BA graduates completed the IT course in time limit, i.e., 3 years. The rest of the neophyte teachers ended their BA degree either in five years (16.66% = 12- 11 females and 1 male), or in more than five years (05.55% = 3 females and 1 man). The overall age average for the neophytes is around 3.80.

The number of years between the end of secondary school education and university graduation can provide approximate indications regarding the conduct of higher education schooling: specifically on the type of success and the number of years of failure (belated resumption and abandonment). The average is 3.80 for the entire sample. Most of the teachers, 77.77%, seem to have achieved a flawlessly IT. It is also observed that 22.21% of beginning teachers conducted a longer route than the prescribed norm. So, they either had a failure or repetition or reorientation or abandonment of higher education (*cf.* appendix 5 Table 73 p 414).

The number of years between the end of secondary and university education varies according to gender too. The duration for women seems a little shorter (4.02 years) than their colleague males (4.40 years).

Ultimately, we could say that for the majority of our sample of novice teachers have completed a university educational path with "success".

V.5.2. Contributions of Initial Training in Teaching Practice

Question item 4c explores neophyte teachers' assessment of the structure of the ITC. It is one type of teachers' self evaluation of the different modules and their importance in relation to their preparation to the teaching profession.

Referring to the statistics (*cf.* Appendix 5 Table 80 p 416), we note that a small majority, 54.16%, of the novice teachers recognize that the teaching modules of the ITC are "very important". Thirty-eight per cent (38.88%) assume that these modules are "fairly important". Only 02.77% consider these modules "less important" or "not important" with regard to the teaching practice. One teacher did not respond.

In fact, the ETT is of great importance due to the vital role the teachers play in relation to improving language learning and awakening learners' interest in languages. The training curricula should be designed to equip foreign language teachers with the necessary competencies and knowledge, as well as other professional skills, to enhance their professional development and to increase the transparency and transferability of qualifications. Without pretending that the theoretical training is a necessary evil, it is obvious for the trainees that the shock of practice creates emergencies that do not always find immediate answers in university education. In the case of our teachers, these gaps result from a lack of practical experience of teaching during the ITT. The internship (MEN 2003), a place of articulation between theoretical and adaptation to the context sometimes leads to a confirmation of the professional choice, sometimes to its calling into question, accompanied with multiple strategies. The results reveal certain constituent elements of an emerging professional identity. The practical experience of the classroom teaching (the field-based practice experience or practicum) and the theoretical study of pedagogy and the subject should be treated in a holistic manner since they all interact to affect teachers' effectiveness and commitment. However, it should be recognized that whatever the body providing the IT is may not, in isolation, meet all the requirements of this training. It is important to consider the school as the structural axis of the training and the central space of promoting learning and theoretical-methodological reflection on practice (Gomez 1992). However, to produce a critical consciousness and a qualified action among future teachers, it should not cease supporting the teacher, school organization and the profession on a collective level (Nòvoa 1998). It is quite obvious that much support is required to make the pre-service teacher education institutions adequately responsive to the needs of the recent education reforms.

Finally, it should be pointed out that a modular system can result in significant advantages and gains on trainees' training only if the trainees are able to act responsibly, and oftentimes autonomously, making a whole of different ingredients. Yet, the attainment of such advantages also depends on the adequate organisation and structure of the whole modular structure and, of course, a teaching quality, seeking vertical and horizontal agreement in association with modularisation essence. In the absence of this, trainees may decline the virtual gains of the modular structure as a whole. Investigating trainees' motivations with regard to modules benefits seems to an overriding importance for curricula designers to disclose so as to select the most motivating ones

V.5.3. The Teaching Modules and their Impact on Classroom Practice and Management

a) Which one of these modules is indeed important for the classroom scenarios?

In response to the question item (7) on the modules having an effective impact on classroom practice, The ENS PEM respondents unanimously agreed to recognize the importance of the modules such as TEFL, material design, psychology, psychopedagogy, and "stage" in preparing them for the classroom situation (*cf.* Appendix 5 Table 81 p 416). In fact, these types of teaching units tackle pedagogical and didactical issues that trainees, at least, are sensitised about the classroom space and its physical structure impacting learners' learning and motivation. However, the BA holders believe that ESP (43.05%) and "stage" (52.77%) bestow an overview on the classroom space (*cf.* Appendix 5 Table 83 p 417).

Without thereby diminishing the importance of the mastery of the disciplinary knows, which represent the cornerstone of teacher training, it is essential that this training is organized and oriented in the direction of the construction of the skills. These skills can be grouped into four main categories (based on document "*Training for Preschool and Primary Education*" MEQ 2001a); namely disciplinary, interdisciplinary, pedagogical and socio-cultural competencies.

The disciplinary and interdisciplinary competencies are bound to the mastery of disciplinary contents and their updating. The pedagogical and didactic competencies related to the intervention, take into consideration the students' characteristics, their capacities and their evolution. These competencies enable teachers to consider their learning process. In terms of didactic competencies, teachers plan, organize, supervise and evaluate the adapted and differentiated learning activities. They distribute over time, teaching, learning and assessing

activities according to the competencies to achieve. To do this, they select the relevant methods and tools. On the level of the classroom management, they manage classroom in a dynamic and structured way. Within the framework of the CBA, they empower students and foster harmonious relations within the class group as a whole and teamwork. They involve learners in teaching/learning management. On the level of professional ethics, they act in accordance with the requirements of the profession. They question their practices and constantly adjust them. They engage in individual and collective training process. They are also actively involved in the functioning of the school. The socio-cultural competencies, practices related to respect for others and differences and the development of attitudes of openness, listening and empathy. They require learners to demonstrate the same attitudes.

The acquisition of the competencies aforementioned should necessarily go through practice and exercise in the classroom, and a reflexive professional writing, enabling them to better understand their own actions or their positioning, to discover the interest of mobilizing theoretical resources to attain a redesigned objective.

It is clear that the acquisition of these so-called professional competencies engages in the IT (common training) and supposedly strengthened by ongoing training that is consistent and in agreement with the requirements of the current situation.

V.5.4. Reflection and Explicitness

As a follow-up question to the previous one addressing ENS PEM with regard to the advantages made from the modules that prepare teachers to the classroom situation, novice teachers place a great emphasis on practical observation. In fact, they seem to be aware of its impact on the teaching practice. We quote below the answers to this question (*cf.* Appendix 5 p 416):

For the module of TEFL:

1. *"The module of TEFL has enabled us to be familiar with the teaching approaches and methods."*
2. *"The module of TEFL has enlightened us on the teaching of the English language as a foreign language."*
3. *"It gave us the opportunity to know about the different methods and techniques to cope with different classroom situations."*
4. *"It responds to the needs of teachers for teaching situations."*
5. *"It enables teachers to be familiar with different methodologies of teaching."*

6. *"It permits us to know how to teach English language as a foreign language."*

7. *"It affords different techniques and methods to deal with various class situations."*

8. *"This module appeals to the teacher's needs for the teaching situations."*

It is worth noting that all the above answers, on the module of TEFL, include words such as "enable", "permit" "afford" " appeal to" "enlighten", "give", "respond to" appealing to learning that congregates towards intellectual ability. Although theoretical, the latter remain necessary for the control of a well-informed didactic competency. This stands as a key indicator of neophyte teachers' insightfulness, generating innovative perception of the essence of the different acquisitions; theory and practice.

For the psycho-pedagogy module (*cf.* Appendix 5 p 416):

1. *"It has allowed us to better understand the learners' behavior and endowed us with a variety of appropriate behaviours."*

2. *"It enables us to understand better the learner's behaviour and provides a variety of ways to deal with."*

3. *"It makes teachers aware of the kind of learners and their characteristics."*

4. *"It enables us understand how learners learn, why trying and adapting different teaching approaches to dispense an effective teaching."*

5. *"It allows us to understand how learners learn, why resorting to different pedagogical approaches to provide an appropriate learning."*

All the above answers include words like "enable us to understand", "enable us to think of", etc. which fall within the teacher's qualities and skills. These are of utmost importance for professional competencies construction.

All beginning teachers confirm the contributions of the two modules, namely "TEFL" and "Psycho-pedagogy". The satisfaction of respondents from this initial training, from a theoretical point of view, appears in the recurring use of the term to epistemic modality "enable us to ...", "enlighten....", "give..." and "respond to...". In fact, these expressions are carriers of an index that states, at least, the acquisition of theoretical aspects.

All of the teachers surveyed attest that the theory, although it constitutes a necessary step to practice, is not in itself sufficient to train teachers who are capable of integrating the teaching profession easily. In other words, one can never learn to swim or dance in the books

but practicing in places dedicated for these two activities. The same for our teachers, they learn to teach, motivate the learners, manage the classroom, and regulate their teachings if they are placed in the appropriate environment.

Indeed, the classroom observation is for the teacher all the more important as it is the very place of confrontation between theory (what should happen) and contingency (what indeed happens or does not happen in the classroom). The theoretical knowledge is not an end in itself, but a must for effective transposition.

V.5.5. Retrospective Account on the ITT

The next question item 8 interpellates novice teachers on the journey of the IT. The analysis of the collected data (*cf.* Appendix 5 Table 79 p 415) reveals that 62.50% (n=45) of teachers targeted by this questionnaire relate that the ITT course was mainly mostly theoretical, i.e., targeting disciplinary competencies. Yet, thirty-seven percent and a half (37.50% n=27) of them state that this training is rather theoretical and practical. Less practical according to some, too theoretical according to others, the teacher training programmes seek their balance in this relationship between the reality of the classroom and the deepening of concepts that constitute an essential support for the pedagogical development. In fact, the mastery of both practical and theoretical aspects renders teachers' integration into professional life easy and successful.

It is not difficult to understand that the ambivalence of novice teachers *vis-à-vis* the ITT, judged to be "too theoretical" "too far from the immediate needs" while demanding methodological insights, express the feeling of not be sufficiently imbued with the qualities in connection with the new profession. The fact remains that novice teachers often highlight the discrepancy between what they have acquired in the IT and what they face in their classrooms. Confronted with class conduct constraints, discipline, heterogeneity, and anxiety, with growing proximity of their first entry in the profession, they expect recipes and ready-made worksheets from the ITT; practical answers to pressing questions. Drawing upon personal experience, the group of teachers tries, whenever they can, to respond and provide the necessary assistance. The trainers endeavor to make the trainees gain benchmarks and conceptual tools that enable them to analyze problems and to put them in situations to find themselves the adapted answers to the context in which they arise. Hence, the feeling among the majority of novice teachers is that trainers remain far away from the field and the initial training is too "theoretical".

Because of its excessive theoretical scope and less close to the reality of the profession, novice teachers tend to judge the IT incomplete to better prepare them to integrate the new profession. This overemphasis on theory can make teacher trainees insecure about their teaching practice. By and large, the two spaces of academic instruction and clinical one seem to be disconnected. In fact, the goal of this IT course should better prepare the trainees to real and complex professional situations that await them by working and developing the "special skills required by the teaching profession."

V.5.5.1. Theory-Practice-Context Interplay

As it can be observed, the complexity of teaching (Paquay et al. 1996 & Perrenoud 1994) originates not only from the need for a practice - theory articulation, but also of the context into which such training and teaching are carried out. To get convincing results, educational technology must take into account the context in which learners are at a given time, the whole context in human and pragmatic terms. In this sense, several authors (Holiday & Cooke 1982: 123-183 & Van Lier 1996) refer to this as "*an ecological perspective*". This is why the statements of principles regarding the learner's learning process insist on the necessary intake of reflection to training, far from restricting the training schemes, providing him with roots and beacons which circumscribe his achievement possibilities.

The offer of training should be placed in a perspective of service. It is not a matter of gargling teachers of learned theory on meta-cognition or learning transfer neither on the emergence of transversal competencies. However, training should adopt a pragmatic point of view and should provide teachers with benchmarks and tools for managing daily teaching, and, through this, contribute to the progressive appropriation of the teaching profession. It results that the theoretical contributions are reduced to a minimum and the focus is on exchanges, group work, and direct appropriation of the targeted competencies.

It is undeniably recognized that the IT cannot claim, on its own, to train the future teachers to education system reforms. Certainly, teacher trainers play an important role in this enterprise, but it is important that those responsible for the INSET pick up the relay. We believe that this intervention by the operators of the INSET should be done as early as possible in the professional career of the neophyte teachers and that this intervention could be organized in collaboration with the operators of the IT. The role of this IT at the university is admittedly to train future teachers in educational reforms; that being so - and this is without

doubt one of the specificities of university education - the role of the IT is to bring the future teachers to reflect critically on the educational reforms.

V.5.5.2. Classroom Observation: Efficiency and Contribution

The statistics (*cf.* Appendix 5 Tables 84, 85 & 86, pp 418) indicate that 44.44% (30 females & 02 males) of the novice teachers have had the opportunity to attend courses conducted by experienced teachers. By cons, 36.11% confirm that they have never attended courses in classroom situations. With regard to the substantial hourly volume devoted to 'stage' 180 hours (*cf.* Appendix 7 Tables 110 p 433), it can be inferred that those ENS PEMs had more chance to observe other teachers handling learners' behavioural issues, and sharing successful teaching experience with them.

According to the aforementioned data, the majority of the novice teachers (63.88%) were able to observe other teachers in action during the periods of the IT and INSET. These classroom observations enable trainee teachers to understand, analyze and make reflections on the benefits of the service. In other words, these processes are to be considered as an opportunity to conduct collaborative classroom observation with constructive feedback, which supports trainee teachers' evolution by allowing them to freely assess the theories and the classroom techniques that they have studied in the training courses. This work of elucidation of the pedagogical practices must, in a first step, build upon the versatility of the disciplines taught to develop issues that more specifically interrogate new teachers, especially class management and the learners' heterogeneity support. Doing so, trainees will be encouraged to reflect upon their teaching and make such reflection a permanent part of their teaching regimen. A well-understood analytical approach of the practices appeals to strong competencies and should not be confused with mere exchange of practices. This device of accompaniment of the neophyte teachers rests on a number of resource persons. They should notably develop the analytical and listening skills, even before advising and evaluating. They should also be able to help identify issues, elaborate a request and analyze needs.

Far from being threatening, classroom observation should be conducted under the appropriate guidance of "expert" trainers and observers enabling the teacher trainees gain confidence to take risks and discover how to implement ideas they learn the INSET courses. Working in such constructive perspective, the teacher trainees will be given every opportunity to take advantage of professional practice. Thus, classroom observation should be included as a compulsory part of both training courses, namely IT and INSET, to allow them observe a

variety of teaching styles, and reflect upon their own teaching practice simultaneously. To attain a sure effectiveness and make teacher trainees gain self-esteem and confidence, classroom observation implementation should be reflective (Wallace and Woogler 1991), collaborative (Wallace 1991) and developmental (Williams 1985: 85).

V.5.5.3. Classroom Observation: Frequency and Impact

The statistics (*cf.* Appendix 5 Table 84, 85 & 86 p 418) demonstrate that less the half of the respondents (44.44%) had the opportunity to attend courses presented by other "qualified" teachers. The frequency is more than five times for all those teachers who confirmed that they had attended classroom observation. It can be inferred that those respondents (55.55%) who responded by 'no' had, probably chosen the project instead of the 'stage'.

Referring to the above statistics, it is noted that 44.44% of the sample of the novice teachers attended classroom observations presented by other teachers. These classroom observations, though insufficient in number, are very useful to provide alternation between theory and practice. "Competent" teachers cannot be trained without offering them a substantial practical experience during the IT. Thus, training should not be limited to 'quick tips' and 'formulaic way' to approach teaching. Doing so, this type of training produces teachers who know neither what they are doing nor why they are doing it in such a way. Hence, theory seems imperative as acquisition so that teachers will be able to understand the "How?" "Why?" and "When?" of their teaching practices. We borrow from James Williams (2003) that: *"Classroom-based training alone does not always produce the best teachers"* [142].This said that a balance in the theory/practice equation is necessary to train "good" teachers. For the few sessions these neophyte teachers had the opportunity to observe, this equilibrium between theory and practice seems by no means guaranteed.

V.5.5.4. Theory: Applicability and Implementation

As for the issue regarding the applicability of all theoretical aspects in classroom situations, the majority of the respondents, around 76.38% (i.e., 51 women and 5 men), state that theoretical acquisitions are not all applicable in the field. Only, 22.22% (n=16) assert that these theoretical aspects are applicable in the classroom (*cf.* Appendix 5 Tables 88, 89 & 90, pp 418-419).

---

[142] Telegraph 29.10.2003

The methodology as theoretical principles does not necessarily correspond to the methodology as a pedagogical reality. In general, any training that does not put teachers in direct contact with the professional realities, taking support on the field data is proved to be incomplete for proper insertion of novice teachers. Anchored in the theoretical references, the ITT should allow the construction of didactical, pedagogical and professional competencies. The implementation of the theoretical knowledge requires a perfect mastery of these knows. To back this idea up, we rely on what Perrenoud said:

> *"The major risk of a misunderstood contribution to sciences of education is to multiply the theoretical and speech courses for use by trainers or training teachers, as if it was enough to intellectually assimilate knowledge in order to make good use in a training practice, whether with adults or children in primary or secondary school."* (1994: 147-173).

With regard to the teaching of a foreign language, there is no clear boundary between theory and practice but a regulating relation between them: practice being related to certain theoretical references, the theory being confronted with the practice. Thus we take the expression of Houssaye (1993) *"The pedagogue is a practitioner-theorist of the educational action"* to support our opinion.

Indeed, the theory is not a pure theory, imported from another domain or arising only from the integral application to the education of existing theories of this or that discipline; but it emanates from the practice itself and manifests its originality and eventually the dignity of a specific professional since he is a good practitioner only if he is capable of constantly questioning his teaching and training practices in his capacity of "researcher" and "theoretician". This vision showed well the necessity to overcome the traditional theory vs. practice opposition. This is why, the idea launched by Hameline (1979), taken by M. Altet (1994) of a pedagogy *"Theory of the practice of a practitioner-teacher"* seems worth mentioning with regard to the trainer and especially for lifelong learning alongside didactics. It is not a question herein to verbalize pedagogical practices in theoretical knowledge, dogmatic, prescriptive to reapply in the classroom, but to bring the teacher to learn and analyze his own actions, to better understand what he is doing, identify and solve problems, share new knows, exchange experiences, know-how-to-do and know-how-to-be and, via this awareness, to improve his profession.

To conclude, we can say that practice and theory maintain interactive rapports which make one feeds and nurture the other and vice versa. So, these are two interactive moments and thereby inseparable from the training process of professional competencies.

V.5.5.5 A Compulsory Didactic Transposition

a) What should be done in case of theoretical aspects inapplicability?

Among the surveyed sample, 55 teachers, around 76.36%, recognise the inapplicability of the integral theoretical acquired knows in the field. The shift from theory to practice should be subjected to adaptation and transformation to regulate the teaching practice in relation to the audience heterogeneity, its level and aspirations.

The answers given by the respondents are as follows (*cf.* Appendix 5 p 418):

1. *"Focusing on the teaching strategies enabling the learners to observe, analyse, express an opinion, create hypotheses, look for solutions and discover language by themselves"*

2. *"Increasing teachers' awareness on strategies and learning styles of learners"*

3. *"Developing several types of knowledge about learning"*

4. *"Being able to use different teaching strategies to accomplish various tasks"*

5. *"Raising knowledge about instructional resources"*

6. *"Learning better by reflecting on their performance"*

7. *"Developing several kinds of knowledge about learning"*

The analysis of the responses above reveals the specific interest that respondents devote to learning strategies, learning styles, reflexive processes, and diversity of teaching practices so as to ensure a successful adapted teaching practice to meet learners' individual fulfilment and needs. Thus, teachers are required to deploy a variety of resources, resort to different techniques and strategies to respond to the requirements of each and every singular classroom situation. Though teachers generally feel confident in their ability to implement core teaching skills, they lack experience that builds the requisite professional assurance to cope with learners' differences, attitudes, and abilities.

It is obvious that all the theoretical principles must always undergo transformations during their implementation. *"For the teaching of such knowledge is possible, it must undergo a certain deformation that will make it suitable to be taught,"* as stated by Young (1971) &

Bernstein (1975). This transformation operated by the teacher himself that Chevallard (1991: 43) called *"didactic transposition theory"* to transform *"scholarly knowledge"* via *"knowledge to be taught"* and *"the actual knowledge taught to learnt knowledge"*, also called transition from the formal curriculum to the real one (Perrenoud 1984 & 1985), exists in all disciplines and at all levels of education. Didactic teaching (transposition) refers to an organized and systematised sequence of activities and resources aiming to facilitate learners' learning. In fact, the process requires an adaptive transformation that matches the learners' cognitive capacities and provides samples that are familiar to the learners. To gain such insight which undoubtedly helps teachers cope with such complex tasks, a continuous training programme should be implemented to create the appropriate environment ensuring the suitable transformation of the scientific knowledge into teachable knowledge.

V.6. In-service Training (INSET) : Impact and Benefits

V.6.1. Novice Teachers' Insertion and Professional Support

The question item 9a targets the INSET course. After a school year, all neophyte teachers assert that they attended some training days. In application of the instructions emanating from the Ministry of Education related to the INSET of teachers of English to middle and secondary schools, teachers benefit of six days of training per year [143] (*cf.* Appendix 5 Tables 90, 91 & 92 p 419). When entering the profession, teachers often discover the inherent complexity of their task. On the one hand, the nature of the teaching activity involves the relational aspects where cognitive and affective components intersect and where the teacher/learners relationship influences learning. On the other one, the time of the teacher's insertion is a difficult passage, marked by numerous discoveries both at the level of the learners and the work contexts or the management of multiple and diversified tasks.

The time of insertion of these teachers requires new learning, the development of specific competencies and/or multiple behaviours re/adjustment in ways that lead to improvement in learners' performance. These necessary updating and upgrading are an enrichment of the teaching practice. Huberman (1989) & Nault (1999) point to the stages of consolidation and installation in the profession. According to these authors, even if the course is diversified over time, periods of questioning are observed as well as periods where certain serenity settles. Huberman (1989) is the only one to envisage the end of a career.

---

[143] It is important to recall that teachers benefit from six day workshops spread over the school year, supervised by inspectors adapting the training program according to the deficiencies recorded during inspections. Source National Report on the Development of Education September 2004

Besides formal interaction, under the supervision of the institution stakeholders, novice teachers may engage in informal interaction and collaboration with colleagues within the same school or via learning community networks to develop their professional competence. In fact, teacher professional development should be tackled and unfolded as a process over time rather than being restricted merely to individual workshops and seminars, which are one-time events, sporadic and disconnected and lacking any follow up. The effective materialization of such professional learning culture depends on stakeholders' involvement, the appropriate collegial environment and above all the teacher's commitment.

V.6.2. Teachers Arousal to Professional Difficulties

As a follow-up question item 9b, the neophytes were questioned on the profits gained from these training sessions, they relate that they have acquired some "didactical and pedagogical skills". We have attempted to categorize their answers, the most recurrent (*cf.* Appendix 5 pp 419 & 420), into two types of competencies, namely didactical and pedagogical:

a) Didactical competencies

1. *"I am well organized in my work."*
2. *"I learned how to teach grammar inductively."*
3. *"I have learned to set learning objectives."*
4. *"I have learned to use and exploit the didactic materials."*
5. *"I saw how the theory is transposed into practice."*
6. *"I learned a lot about the new changes in the field of education."*
7. *"I learned to plan my teaching materials."*
8. *"I learned a lot on the assessment of learners."*
9. *"I learned a lot on learning integration."*
10. *"I have been shown how to conduct a reflective process."*
11. *"I realised that not all that is planned is appropriately carried out; adaptation is required."*
12. *"I gained support in learning how to develop teaching strategies."*
13. *"I learned much from other staff members through observation and coaching."*
14. *"I understood that adapatation to respond to learners' levels is more than indispensable."*
15. *"I experienced Project work selection, presentation, exhibition and evaluation."*

b) Pedagogical competencies

1. *"I have a clearer idea on how to be a facilitator teacher."*

2. *"I gained a little more self-confidence."*

3. *"I learned how to deal with learners."*

4. *"I became better organised in terms of classroom and time management."*

5. *"I gained a few tips on how to maintain and motivate learners."*

6. *"I started to get rid of stress and anxiety."*

7. *"I developed some skills that are proper to classroom environment."*

8. *"I have learned more about positive classroom atmosphere and its impact on learners' learning."*

9. *"I learned how to deal with learners' grouping, dealing and monitoring."*

According to these highly valued responses grouped above, novice teachers start to proceed to a progressive didactic transposition of scholarly knowledge acquired during the ITT. Seminars, workshops and training days of reflexive practice (6 days/year) organized during the INSET, though too short, represent a key moment to reactivate theoretical elements addressed and tackled during the ITT course with a view to ensuring the didactic transposition (A) and construction pedagogical competencies (B). Yet, the learning is an *"active, constructive process that is heavily influenced by an individual's knowledge and beliefs."* (Borko & Putman 1966).

Undoubtedly, when placed in actual teaching situations, the surveyed teachers claim that they have begun to discover the competencies and realize the professional difficulties objectively endured by all entrants to the profession. These difficulties, encountered in the first years of the new profession, can be summed up to individual variables (gender, age), situational (the subject taught, the pedagogical staff) and professional (educational choices, initial training, the classroom management) and relational (the rapport to students, parents, the principal, social recognition). It stands to reason that the neophyte teachers live right from the beginning a transitional situation not devoid of ambiguities and contradictions, in conflict of roles and an in-between spaces, of time, status and action (Baillauquès & Breuse 1993). The first step of function taking would be a step of discovery and survival at a time (Katz 1972 & Huberman 1989). They live a tension between professionalisation, paving to practice development and renewal as well as to the mastery of a reflective practice, and professional socialisation, leading to the adaptation of the practices to institutional and social realities. This

integration goes through three distinct but complementary stages; namely a stage of anticipation, a second stage of confrontation with reality and a third stage of consolidation of acquisitions (professional assertiveness). This stage of confrontation to reality requires various coping mechanisms such as the blind adaptation, thoughtful adaptation and dynamic adaptation (Hétu 1999). Above all, it is worth of note to mention that the mentors' role is crucial for neophyte teachers' knowledge development since they are generally the first point of contact with these teachers.

V.6.3. The INSET: A Lever of Professional Competency Construction and Enhancement

As already advanced in the questionnaire 4 (directed to supervisors), training days for the benefit of English teachers, based on the data collected in the field, focus rather on the development of didactical and pedagogical competencies than on the disciplinary ones. In other words, the contents of these training days are oriented primarily toward altering practitioners' attitudes and performance. This training device represents a new lever in building professional competencies. Put at the service of these professional competencies, this INSET fits in a pedagogical, didactical and professional perspective, seeking their development. Certainly, this second step is to ensure continuity (continuum) based on a competency repository to be better structured. We borrow the table (*cf.* Appendix 16, p 482-483) cited by Perrenoud (1996) in *"Continuing Training and Development of Professional Competencies"*, which presents the 10 competencies identified as a priority in the TT. These aforementioned competencies can only be built in teaching situations and their acquisition to be spread over time; a lifelong process. In different wording, the neophyte teachers enter the new profession with no or very little of basic professional training, thus the INSET providers should focus on the development of three competencies, i.e., knowledge improvement (knowledge acquisition and its appropriate transposition into teaching practices), professional skills' enhancement (basic professional skills construction and compliance with the policy guidelines) and professional career development (lifelong professional learning).

Obviously, the TT for the implementation of the new educational reforms founded on the CBA principles and objectives is certainly the responsibility of the IT providers, but it is also that of the INSET ones. It must be stated that this IT takes place relatively in theoretical and artificial contexts: theoretical, since during the ELT didactic courses in the micro-teaching sessions are carried out in vitro, and artificial, as in the case these trainee teachers are assisted

by mentors, who attend these courses and the classes assigned to the trainees do not cause any problem. In general, when placed in the real context, these novice teachers are faced with a "reality shock" which is sometimes extremely harsh. Furthermore, the scientific literature in this field demonstrates that the way in which young teachers will negotiate this critical period is likely to determine (positively or negatively) the rest of their teaching career (Huberman 1989). It is, thus, important that trainers supervise more new teachers during these first months/years of teaching, especially that during this transitional period, they are still relatively "plastic/fexible" didactically, which is no necessarily the case after a few years of teaching.

V.6.4. Reforms and Innovations

Regarding the question item 10, dealing with the educational reforms and the objectives that they focus on, the respondents seem to be aware of the changes targeted by the latter. The answers collected, classified according to their recurrence (*cf.* Appendix 5 pp 419-420), are listed below:

1. *"The reform puts learners at the heart of the teaching / learning process."*
2.   *"It places the learner as an active agent that supports learning and the construction of its own knows"*
3. *"It puts the learners at the core of the process."* (ENS graduates)
4. *"It incites the learners to rely on themselves; leading research, boosting innate abilities."* (ENS graduates)
5. *"It depends on the project pedagogy to develop learners' transversal competencies."* (ENS graduates)
6. *"It gives more importance to learning rather than teaching."* (ENS graduates)
7. *"It focuses on learner-centeredness rather than on teacher-centeredness."* (ENS graduates)
8. *"It promotes group, pair work and learners' mutual help."* (ENS graduates)
9. *"It focuses on the learners' own achievements."* (ENS graduates)
10. *"It restricts teacher's roles to monitoring, guiding, scaffolding."* (ENS graduates)

11. *"It focuses on knows construction rather than a mere transmission."* (ENS graduates)

12. *"It promotes socio-constructive pedagogy."* (ENS graduates)

13. *"It targets the development of the competence of communication."*

Based on the responses listed above, novice teachers seem to be theoretically well-informed on the educational reform goals and the targeted changes in methodology, CBA, in question. They demonstrate their awareness toward the allocation of teacher/learner roles, transversal competencies that should result from the project pedagogy, of the hegemony of the learning paradigm over that of teaching (Late 1998), the construction of knows rather than their simple transmission, promoting the socio-constructive pedagogy, the focus on communicative competence (Hymes 1991). These are valuable assets to be transposed and translated into classroom practices, a daunting task.

V.7. Suggestions and Expectations

When asked about their expectations to improve the TT (question item 11), respondents put forward the following suggestions which, moreover, highlight the dysfunction of the ITT (*cf.* Appendix 5 pp 420-421):

1. *"Putting much focus on practice rather than theory;"*

2. *"Focusing on the reflective process embodiment;"*

3. *"Carrying out in-service training sessions in real classroom situations;"*

4. *"Promoting and enhancing collegial and collaborative work;"*

5. *"Providing the adequate means to promote the teaching/learning process;"*

6. *"Increasing the frequency of training sessions to ensure the shift from theory to practice and vice verse;"*

7. *"Providing the necessary means for the realisation of the principles and objectives of the new approach, and the attainment of the expected competencies;"*

8. *"Providing authentic resources;"*

9. *"Integrating and expanding the use of ICTs as a teaching/learning means;"*

10. *"Reducing the number of learners in classes;*

11. *"To care of improving the teacher's social conditions."*

The above suggestions amply reflect the shortcomings and gaps felt by the neophyte teachers *vis-à-vis* the ITT. They point out the deficiencies of the ITT and constitute themselves as training applicants.

Critics often brought to the ITT is that it would be "too theoretical" in the sense that it would not equip teacher trainees for the practical exercise of the classroom. No one doubts that teachers need to master many and various knows on the content to teach, the child development, the learning processes, socio-educational determinants of success or failure of learning, phenomena related to the groups and the pedagogical relationship. However, these remain a dead letter among many neophyte teachers, who fail to use them by re- interpreting them when teaching.

It is essential for the ITTP designers to specify the level of mastery of competencies with regard to the trainee status. In the same vein, there should be guidelines describing the intended competencies that guide curricular and pedagogical decisions by the training providers. Regarding the IT, it is important to determine the reasonable level of what can be expected of a novice teacher in the profession. This level can, in no case, be identical to that of a teacher already in exercise of this profession, and who is invested in INSET. The exit profile of a learner enrolled in a teacher training programme will constitute the basis of the enunciation of the competencies and the levels to master.

The ITT, technically and operationally, appears to be certainly one of the most essential aspects of the transition to the practice of the teaching profession and the construction of the professional competencies. And as the world at a large is evolving so rapidly nowadays, teachers in service, just as the members of most of the other professions, should henceforth admit that their IT is woefully insufficient and that they will need throughout their careers, to update and improve their knowledge and techniques.

The national strategy for the implementation of the new educational reforms should first go through the trainers' training. But equally important is the motivation of teachers themselves, a motivation that is not of a conditioning but the manifestation of a deep commitment. Finally, we should understand that the involvement of other educational personnel, directly or indirectly concerned with the new educational reforms, is also crucial. For these staffs, it is essential to schedule short and intermittent training sessions that can instill the major aspects of these reforms.

The key element in the educational reforms, undertaken by the tutorship, remains the teacher and this with regard to the crucial role he should play in their implementation, no longer as a knowledge transmitter, but as an accompanist in the discovery of the knows. A resource person by excellence, he is the one who creates the environment that helps the learners discover and construct that threefold appropriation of knows, know-how-to-do and know-how-to-be. All in all, teachers should gain insight and freedom to innovate, to select the suitable methods of communication and devise the activities to cater for all learners' capabilities, needs, and concerns.

To do this, novice teachers should benefit from an IT that promotes adaptation to new unpredicted situations, improvisation, listening, innovation, establish networks, teamwork and above all, dare to bring their own practice and knowledge in question. The integration, in the ITT [144], of an updated pedagogical action knowledge validated by research and practitioners could develop the relevance and specificity of this knowledge of high level (Gauthier & al. 1997: 25). Thus, the IT received at university would better reflect the practice in the teaching environment and the knowledge of the professed practitioner within the university would find recognition of its relevance. However, the IT is not enough. It is imperative to put in place a strategy aimed at training these teachers throughout their professional careers. The implementation of an IT should be based on the design of a teacher who is able to understand the context in which his professional activity fits and to master the relationship between theory and teaching practice.

V.8. Synthesis

The synthesis presented below is derived from the crossing of the data collected from five questionnaires directed to a diversified public. This concerns the university and ENS graduates (future teachers), neophyte teachers (in position for one year in two wilayas of the country), university professors (trainers) and finally inspectors (supervisors [145] in several provinces). The data analysis is an attempt to perceive the participants' attitudes and perceptions that may shed enough light on the TT devices, contents and the expected outcomes.

---

[144] We are aware of the difference between what teachers should do to stimulate learning and learners that teacher trainers should implement to help novices to acquire this knowledge (Christensen, 1996). In this sense, there's a whole world between the determination of a basic knowledge of teaching and the construction of a true pedagogy programme in teacher education (Carter and Anders, 1996).

[145] It is important to reiterate that teachers benefit of six study days spread over the school year, Supervision is provided by inspectors by adapting the training program according to the deficits identified during inspections. Source National Report on the Development of Education. September 2004

Drawing upon the data collected from the research tools mentioned above, it can be concluded that the didactic issues of training the teachers of English L2 in the Algerian context should arouse much more concern on the part of both partners; namely guardianship (MNE) the employment provider, and institutes and universities the training provider. The approximation of these two poles, ensuring academic teams and university/college trainers-joint-work, proves to be very important. From the responses of the populations targeted by this survey, several avenues seem to emerge, those concerning training device, its design and its implementation (Questions 5 & 6 questionnaire 1 pp 440-443), as well as its articulation with the INSET to enable teachers to acquire knows (knows on/about the language) and know-how-to-do (knows in the language) giving them the ability to become researchers in their own field (Kelly et al. 2004). The theory-action interplay raises the issue of reciprocal contributions between researches on teaching/ learning process and teaching/learning practices, and corollary/consequently between researches on teachers' training processes and actors' training practices who provide the FL teaching/learning. Their involvement in the TT enables them to refine and renew their reading of the teaching/learning situations in the light of the data provided by the observations.

In fact, as stated in question items 5 and 8 of the questionnaires 1 and 2 , the IT, ensured by the universities and institutes, is mainly concentrated on disciplinary knows and theoretical concepts and principles. The purely linguistic knows (content knowledge) (Questionnaire 1 question item 5) are not sufficient to communicate appropriately. It is still necessary to master the socio-cultural conditions of language (sociolinguistic competence) and know how to use, appropriately, that language in authentic situations of communication (pragmatic competence) (Questionnaire 1 question item 5). As pointed out by Kerbrat-Orecchioni: *"the overall communicative competence is prior to the linguistic competence, which constitutes only an excerpt" (1990: 37).* Focusing only on the knows about the English language (*cf.* ITT modular structure contents pp 422-427 & 432-435) to the detriment of knowledge of the language, English teacher training does not prepare them adequately to ensure 'good' teaching/learning of the target foreign language. The approach homologated by the guardianship; i.e., the CBA, centered on the learners' learning, is based on a threefold components of competencies: linguistic, sociolinguistic and pragmatic to acquire the communicative competence. The emergence of the notion of "socio-pragmatic competence", following the recommendations of the Council of Europe (2000 & 2001), obliging contemporary didactics of modern languages to subscribe in a more explicit socio-cultural

perspective, gave, thus, priority to the discourse over the language, to the use over the system and to performance over competence. This new perspective has revealed that certain elements of the target language (systemic issues) can be taught more easily than others (socio-pragmatic aspects) [146]. However, we consider only the mastery of the language in its socio semiotic dimension, knowledge of its use in appropriate contexts by the teacher and the willingness of the learner determine what constitutes success or failure in the acquisition of the new language (Questionnaires 1, 2 & 5 / Question items 5 & 6). We notice a critic on the part of the teachers towards this IT completely based on theoretical principles (Question item 8 Questionnaire 5) and that is not connected to a field practice. All teachers, future (Questionnaires 1 & 2) and also those in service (Questionnaire 5), deplore the insufficiency and even the lag of this training that is merely content-based with the transmission of disciplinary knows without allowing enough room to their construction as well as to their effective implementation. The possible discrepancy between a "thought class" and "lived class" must introduce a constructive educational dialogue between the trainer and the trainee. How many times we do hear similar quote: "*Well, these are good ideas, it is clear that the people who issued them have never set foot in a classroom*" (Poteaux 2003). The pedagogy of theory/practice alternation (Donnay and Charlier: 2006) far from being a juxtaposition of "theory" and "practice" should help teacher trainees to develop the competencies and implement them. Trainees, young and without teaching experience, are inclined to favour what they call the "field" (Question items 10 and 11/Appendix 10), that is to say, the responsibility internships [147], the effective classroom practice, exchanges with the "seasoned" teachers (Moir & Gless 2001), collective work (Tardif & Lessard Garnier in 1999 & 2003), and meetings with students. The shapes of the Teachers Collective Work (TCW) are characterized by two dimensions and three structures. The vertical dimension is that whereby the agent is delegated a task. It organizes formal interactions within the institution: compulsory meetings (class councils, meetings with families), consultative instances, etc. The horizontal dimension is that by which several agents share the same goal. It underpins the exchanges, sometimes very informal, occasionally joint projects or lessons in the classroom

---

[146] The socio-pragmatics, defined as "the sociological interface of pragmatics" (Leech, 1983: 10), is fundamental to communication: it is linked to social perceptions that are the basis of the interpretation and production of all communicative action by the participants (Kasper, 1997, 2001). It is possible to draw up a list of words, phrases and constructions but it is more difficult to teach the nuances that they transmit, and the countless factors in the situation that determine their use.

[147] The organization of the course depends on the application of Circular No. 2006-130 dated on 23/08/06 that fits, for what concerns the courses planned as part of the professionalisation of teachers, Circular No. 2002-070 dated on 04/04/02. The main objective lies in strengthening of the principle of the alternating professional training.

with colleagues or partners. In addition, three structures characterize the ICTEs: Teachers of the same discipline exercise in *collaboration*, since they teach the same curriculum with specific goals and approaches to their subject; those of the same class interact in the form of *distributed cooperation* since they are expected to contribute together to the same learners' progress. Finally, those of the same sector interact by co-action when sharing spaces and equipments. This claim, explicitly formulated by beginning teachers (questionnaires 1, 2 and 5 question items 10 & 11), reveals most of the time a legitimate will to enter as soon as possible in the profession to acquire the skills and singular aptitude of a "good" teacher, that only the experimentation in situation seems to truly build up. A precocious discovery of the contexts and real operating conditions is therefore essential during the IT, long enough to permit the maturation of the professional project that will turn gradually building up professionality. This strategy must engender a genuine capacity among future teachers to switch from disciplinary fields to new approaches ensuring the gateway from what is theoretically acquired to what should be put into practice.

The INSET is seen as an essential step to improve both the initial quality of the teacher-student and the nature of the preparation programmes themselves. Many initiatives, however, government-sponsored and non-governmental organizations, are centered on the professional development of teachers in service. The purpose of this training is the attainment of a "competent" teacher; it is very far away from a new idea that consists of imposing strict standards for assessing the performance of the new teacher and measuring performance through such high-level tests, normative and standardized. Inspectors (Questionnaire 4) who have been supervising these novice teachers during the 2013-2014 school year consider the IT very insufficient, and describe it as being "boîteuse/limping". They think that the novice teachers' performance is "poor" (Questionnaire 4 question item 7). As a continuation to this question, inspectors believe that these shortcomings are of pedagogical and didactical types (Appendix 4 question 8 p. 409).

Furthermore, by examining the ITTP (University Curriculum), inspectors criticize them in two respects. Firstly, by and large, universities still operate according to knows transmission paradigm and, therefore, do not prepare teachers who can reflect on their teaching practice and effectively initiate their students to learning. In addition, verification and control of the acquired knows are conducted according to criteria which neither provide nor ensure reliable validation of language acquisition. Secondly, national policies imply that the competency in

educational field is acquired in the institutions where theory and practice are often at odds rather than on the ground.

To attain a successful TT and really prepare practitioners who are able to take appropriate decisions addressing the multiple classroom situations, the focus should be placed on the professional character in teacher training. They should be able to demonstrate an aptitude to dispense a teaching donning multiple forms, to reflect on their tasks and to work with colleagues aiming at improving their performances - this requires not only the acquisition of solid basic knows but know-how-to-do and critical thinking. Teacher preparation for new reforms recently launched by the MNE arouses considerable interest. These teachers are accustomed to conditions exactly contrary to the principles and objectives of the new approach which requires a strategy centered on the learner and his own learning. The question of how to help teachers understand and teach the new programmes is still open. The cascade training mode which the guardianship generally uses to inform teachers massively hardly permitted to respect its principles, but it has not been properly replaced.

Faced with requirements weighing differently on them according to their exercise situation, teachers teach with their methods and know-how-to-do, adapting and responding to each one in his own way, according to his personality, referring to the guidelines (programmes and certifications), with the help of advice received, especially by relying on the accumulated experience. Freedom in the modalities of teaching is constitutive to the profession, provided that the objectives, including those of the programmes are achieved. But this freedom is relative, because the institution is also prescriptive in terms of didactical and pedagogical practices. To the programmes, knows transmitting and teaching manners are associated.

Generally speaking, the findings gleaned from respondents' answers and accounts cluster around a fairly common confirmation of the IT gaps and deficiencies. In fact, a significant majority of them acknowledge the insufficiency and inadequacy of the initial and professional training of the English teachers. The reproaches target the shortcomings in the preparation for the practice of the profession, the theoretical training excesses in the education science, and weaknesses of the articulation between theory and practice. Critics also concern the insufficient preparation of the internship courses and the lack of support and accompaniment especially at the beginning of their career. "*Although learning to teach is acquired during multiple stages of the professional career*" (Feiman-Nemser 2003 & 2001), the focus is put on

the first year (s) of the induction period because it represents the crucial period and problematical for neophyte teachers. Presumably, it has been noted that during this period the teaching models take shape and influence the teacher retention (Ingersoll & Smith 2004), as well as influence of the school context on teacher retention (Johnson & the Project on the Next Generation of Teachers 2004). An alternation training course that solves the tension between disciplinary and professional training, theoretical and practical training, didactical and pedagogical training, is generally desired. In a nutshell, the training needs are clearly identified, which suggests that it is the entire design and management of the ITT and INSET that should be reconsidered so that it finds its meaning and attains its objectives.

Insufficient quantitatively and qualitatively, whilst it is essential for teachers, training must be perceived as a right. This right concerns/challenges all partners and stakeholders involved in the exercise of the teaching profession: the state (MNE, general inspection, Central Administration), trainers (universities & colleges), local authorities and learners' parents. To complement and deepen our research, especially on what is done and what is said, we thought it useful to bring these concerns, explicitly expressed by trainees and neophyte teachers in the field, to those responsible in charge of TT; namely the local board of education (department of training) and the teachers' trainers (university).

Thenceforth the probing questioning inflects to investigate, at present, the ITT model designated for English language teaching within the current educational reforms.

1. Is it simply a matter of training teachers who slavishly follow and doggedly apply knowledge developed by others?

2. Is it a matter of training teachers who solve problems encountered in practice and be able to anticipate the learners' needs and to cater for professionally?

3. Is it to train teachers who learn how to teach? Who can respond to classroom pressing problems? Who can develop classroom appropriate attitudes and behaviours? Who evolve along their professional careers? Who take step back from their practice? How do they perceive their learning and teaching?

So, a set of questions to which we will try to find answers among official managers involved in ETT (Chapter V p 74-97).

In general, do national education officials wish to function with a body of higher technicians executing the guidelines of a well-oiled hierarchy or do they want, to put in the

service of education, an independent body of intellectuals who are capable of producing the necessary knowledge to achieve the objectives assigned to the Algerian school?

The intentions of the guardianship, in view of the undertaken educational reforms, aim to train teachers who are able to make pertinent decisions, to stand back on their education and become teachers capable of taking the risk to innovate and create their own teaching materials. For Shavelson (1976: 144), teachers are decision makers, precising that it is a basic aptitude, because each "*pedagogical action is based on an interactive decision*" (Altet 1994), and "*a reflexive practitioner*" (Schön 1994).

In order for this to occur, the necessary conditions to meet the requirements of these English teachers' training should be created. This training should participate in their professional development, and also help them innovate, that is the challenge for English teachers' trainers.

A needs analysis should be established before this training course is implemented and made available. Essentially, the needs analysis is used to describe the problem, specify the profiles of the target audience, and define the training objectives and contents. *Sensu stricto*, the prior activity consists mainly in the explicit production of objectives that support training (Barbier & Lesne 1977). The adaptation of the training to the requirements of the profession is indeed a major issue which should be based on the needs, whether expressed or inferred from the obstacles encountered. It is commonly admitted that, in order to ensure a good quality teaching and learning, teachers should be well-supported, motivated and trained.

CHAPTER VI
THE IT FROM THE TRAINING MANAGERS' PERSPECTIVES

Introduction

The second part of our corpus was built from the interviews conducted with two officials in charge of the TT. We opted for the interviews as a form of joint action (Desgagné 2005) where narration supported by the researcher in the course of the interview represents a stage of cooperation. Besides, the use of the 'mixed approach', i.e., the combination of the interviews (qualitative tools) and the questionnaires (quantitative tools) is carried out to collect enough insightful data and ensure a comprehensive assessment on the issue of teacher training.

To check, deepen and complement the results obtained through different questionnaires addressed to the field workers, we opted for two semi-structured interviews. This required the development of an interview guide prepared according to the survey objectives. The target population for these interviews consists of two intervenees; the first represents the employing department, namely the MNE and the second is the training provider institute, namely MHESR. The purpose of our interviews with officials of both ministries is to bring to light the converging and/or diverging points between the design of the training system and its effective implementation in the field.

To better understand the conductor threads which are related to educational issues of the ETT, approaching the two departments concerned with the issues related to the TT, namely the head of department of training at the local directorate of Education of Tiaret, and the head of department of English at the University of Bouzereah (ENS), Algiers, was viewed as an overarching importance.

The choice of these two officials is made with respect to the common responsibility they assume *vis-à-vis* mainly the TT (for MHESR) and INSET (for MNE) and depending on the interest they have to relate to the latter. Upstream to these interviews, our hypothesis was that they can inform us about the progress of the ITT and INSET, its implementing system, its research topics, evaluation, and to undertake the approaches that are required. In summary, they are the main advisory agents of both departments in the field of the TT.

Both TT managers were interviewed for a time limit of about 60 minutes each, about the new reforms in the Algerian education system especially on its facet in connection with the ETT.

These two interviews, recorded by means of mini-cassette Dictaphone and then orthographically transcribed, following Wray and Bloomer model (2006) of data transcription (*cf.* Appendix 12 p. 459-472), were held in late 2014 for the former and early 2015 for the second. We like to specify that the language used was Arabic for the representative of the MNE and French for the MESRS. A translation was needed to transcribe the first interview, an arduous task to achieve in several respects faithfulness, quality and above all conceptual compliance.

For the sake of better readability, we viewed it appropriate to group the questions into three (3) distinct types. First, descriptive issues, which have helped us identify the main axes of the educational reforms; the overall purpose, the approach set up, the underlying purpose in teaching foreign languages, the place reserved for interculturality as well as ICTs, etc.; then analytical questions that invite the respondent to make the inventory of the expected changes, from the ITT and the INSET of English teachers between the prescriptive and descriptive viewpoint, constraints, gaps, shortcomings, etc.; and finally, as prospective issues, which highlight the policies (orientations), actions, readjustments that best meet the goals of the institution and the teachers' expectations.

The collected comments were transcribed in full in order to elucidate, from the responses received, indicators or even guidelines that will clarify the issues of TT as designed/projected by the reform designers and as it is actually implemented by the training providers.

The first interview was conducted in December 2014 between 14h and 15h (*cf.* Appendix 12 p 459-467).

Being in office for 10 years, the department head in charge of the TT at the local board of education of the wilaya of Tiaret voluntarily agreed to answer our questions on teachers training issue within the educational reforms undertaken in 2003.

VI.1. Semi-structured interviews: Data analysis

We decided to divide the analysis of the two interviews into three distinct but complementary parts. We will adopt first a descriptive and analytical and finally prospective regards. The synergy of these various regards, founded on institutional intentions, would allow us to put enough light on the reforms undertaken by the MNE, their stakes, goals and objectives, the TT issues, its process and relevance, and finally, to issue forward-looking

expectations for better support for the TT. These three aforementioned fields seem crucial for the expected objectives attainment.

VI.2. Descriptive Overview: Educational Reform, Purpose and Underlying Objectives

The societal changes of political, economic, and cultural types, that distinguish today's society, have highlighted the urgent need to call into question the Algerian educational system. As stated by the training manager at the local Directorate of education (*cf.* Appendix 12 Interview 1 p 459-468) around the world, the Algerian society makes special mention of the role of the educational system to which we tend to grant the responsibility to contribute to a constant development in a fundamental and systematic manner. To cope with the challenges stemming from these mutations all azimuths associated with globalisation, the Algerian government had to imperatively undertake an eminent review of its educational policy (*cf.* Appendix 12 interview 1 p 459-468), both in primary, secondary and tertiary education. In fact, it has invested significant resources to foster the process of modernizing it in order to improve both the quality and equity education. In order to fully base this reform enterprise, a NCER was established in May 2000. Its role was to make an inventory of fixtures and project into the future by advocating recommendations. Indeed, the diagnosis undertaken by the NCER has noted a number of the shortcomings of the educational system which it had even qualified it as "*école sinistrée*" and identified the main challenges faced in terms of quality and relevance of education. Thus, among the main components recommended by the NCER, those related to the reorganization of the various cycles of education, the restructuring/overhauling of curricula and the teachers', inspectors', trainers', and institutes managers' training. To eschew repeating the three axes concerned by these reforms, we have limited our questions only to two axes that concern us more, namely the redesigning of the programmes and the training of different actors. In terms of programmes, the National Commission of the Programmes (CNP) and the '*Groupe Spécialisé de Discipline'* (GSD), bringing together academicians, didacticians, researchers and inspectors have been installed to reformulate the programmes according to the objectives and tenets of the CBA. These programmes (re) formulation and textbooks designing (see Annex 9 interview 1 answer 3 p 402), responding to the objectives of the approach in question, lasted nearly three years. It is worth mentioning that the intercultural dimension, as it has been stated by those TT managers, is evoked in the official instructions, included in the curricula and textbooks, known under the rubrics of "learn about culture", "snapshots", etc. (*cf.* Appendix 12 interview 1 answers 5 & 6

p 460). Although these reforms, concerning programmes and textbooks, have been achieved in a record time, especially in a climate of turmoil, their implementation on the ground depends largely on the teachers' commitment and content mastery. So, these actions upstream at the level of the accompaniment of the renewal process of the programmes and textbooks could not be done without a simultaneous support at the level of the trainers' and teachers' training. This is what will be seen in the section on the analytical regard below.

The issues related to the introduction of the ICTs, the equipments which are available, according to the interviewees (*cf.* Appendix 12 interview 1 answer 14 p. 462) and of which the exploitation remains, unfortunately, linked to training that cannot be installed effectively (cf. Appendix 12 interview 1 answer 15 p 463). In many cases, the issue of ICTs is reduced to a question of equipment. But once the first moments of wonder elapsed, it became almost obvious that it was necessary to brood over the nature and typology of the activities carried out with these tools, as well as the uses. However, *"The use of ICTs as tools for teaching and learning drives teachers to organize their practices differently."*(Charlier & Peraya 2003: 146). In addition, in the absence of an ICTs system design, adequately meeting the needs of educational reforms and which is genuinely in the teachers' and learners' hands, deprives several cohorts of English teachers and learners to take advantage of the contributions offered by these means. At the level of universities, the insertion of a module on ICTs in the curriculum, a process that is not insignificant/anodyne, should be done not only in order to popularize and democratise the use of these tools, but to benefit English teacher trainees of this digital space that offers multiple and diversified sources of information. *"This integration of ICTs in the training system should enable the overcoming from emotional point of view, in favor of a scientific approach which will validate or invalidate the underpinned scientific theories"* (Linard 2000 quoted by Deyrich HDR 2007: 132) and *"a clarification of the epistemological foundations of the concept device"* (Brodin 2004 quoted by Deyrich HDR ibid) and *"retained positioning"* (Narcy-Combes 2005 quoted by Deyrich HDR ibid). Accordingly, in the context of the TT, the research competence of information, its processing and communication is needed in a universal environment where power is no longer in the hands of those who hold knowledge, as formely believed, but in the hands of those who hold the know-how-to-do (*savoir agir*).

VI.3. Analytical Overview: ITT and INSET for Teachers of English between Prescriptive and Descriptive Facets

The Analysis of the interviews reveals the existence of a widening gap between the the CBA tenets and competencies required by the employing department on the completion of the IT and the actual exit profile of the cohorts leaving universities and colleges (*cf.* Appendix 12 interview 2 answer 12 p 470). Reflection on the teacher exit profile is inescapable when, in a TTP, we want to ensure tangible results. *"The teaching profession is acquired in an articulation between life experienced situations and the theories that attempt to explain them"* (Altet et al. 2002: 74). So, training solely focused on acquiring theoretical concepts without real support on actual situations, the case of the future Algerian teachers of English, cannot subsequently help them later when they are in front of learners. Hence it follows that a lag between academic training resulting as rather useless with an intuitive practice that must respond to unforeseen classroom situations.

The teachers' training courses, instead of being limited to the theory, as it has been confirmed by both responsible for training (*cf.* Appendix 12 interview 1 answer 17 p 463), should integrate theory-practice interaction both a theory associated with the practice, and practice stemming/arising from a theory. It is said: *"Theory without practice is powerless, and practice without theory is blind"* (Kant). This is to establish a system that ensures an articulation between learning in the training institute (theory) and practice in the internship sites (practical) to ensure the alternation between the moments of the acquisition of knowledge and expertise and moments of their implementation. Thus, a back-and-forth movement settles down between theory which provides the tools for reflection, rather than ready-made or recipes for application, and practice which regulates theoretical reflection. The training, which is restricted to the acquisition of a sum of concepts and knows (*cf.* Appendix 12 interview 2 answer 12 p 470-471), upon which the assessment is exclusively based, does not lead to reflective practice in any case (*cf.* Appendix 13 p 479), a triggering element for the transformation of the teachers' behaviour and practice. This reflective practice is difficult to acquire, if not impossible, especially for a teacher who was little or poorly trained. This requires an outsider's observation, opening his class to a conscious observer to develop professional competencies, an unavailable device in all host establishments of trainee teachers according to officials of the TT. Then, it seems indispensable that a thoughtful analysis with the observer is to be prepared, built collectively, that the interview with this observer leads to the explanation of his own practice and that this analysis is based on a previously built planning.

The acquisition of this high-level competence (*cf.* Appendix 12 interview 2 answer 11 p 470), sends us back to the importance of the teachers' trainers training in universities as well as the teachers supposed to provide coaching, support and supervision in the field. The design of the training programme, as described by the two responsible for training, does not meet the requirements of the current educational policy. In the field, the transmission of professional competencies is based on the observation of supervisors' teaching sequences, when available in the host institutions. It is based on the mere imitation and reproduction of performances considered as exemplary. These supervisors, trained mainly in the 70s and "unmindful" to deepen their reflection, provide only professional training in a behaviourist perspective relying mainly on the duplication of a number of normative models/prescriptive. This type of training based exclusively on the transmission of "good practice" is not without potential risks in the words of Vergnaud (1996).

At the level of universities, most trainers, newly recruited, following the massive retirement or under other skies of hundreds of university researchers, lack professional experience as confirmed by the head of the English department (*cf.* Appendix 12 interview 2 answer 12 p 470). Their activity is mostly limited to theoretical training, focusing on disciplinary skills that are completely disconnected from the reality of teaching/learning situation variants that unquestionably influence practice. The reconciliation of the various stakeholders involved in the TT in an advisory capacity, collaborative and in a perspective of complementarity, proves to be compulsory. Research and training are two watertight spaces that require the establishment of a bridge ensuring round trips between theory and practice and vice versa. This theory-practice relationship targets the promotion of reflection on teacher trainees' classroom practices. The observation of teacher trainees' teaching sequences allow university trainers to have an overview of what unfolds in the classroom, and for the same to refine their reading of these observations and, ultimately, to make the necessary changes *vis-à-vis* the teaching/learning process in relation to the principles and tenets of the CBA. This type of reflection results in a stimulation of a questioning on the necessary knows, know-how-to-do and attitudes to teacher trainees so they can respond to institutional requirements.

This theoretical -practical training synergy (*cf.* Appendix 13 p 479) provides teacher-trainees an opportunity to make a return/retrospection on their own professional practice, and not on normative models, to proceed to readjustments that are needed to change and refine their own practices. Thus, teacher-trainees are placed in a position of questioning their own

practices, inevitably leading to an awareness of the gaps identified to bring the necessary improvements.

The juxtaposition of the practitioners' professional experiences and the university trainers' knowledge, while being aware of what this can generate in view of the differences in status, logics, etc., can lead both parties to join their knows and skills both theoretical and practical to find an equilibrium/balance favoring/promoting the training of "scholarly and competent" teachers; scholars since they will be holders of scholarly knowledge and knowledge to be taught and competent as they transpose, of course by bringing the changes and improvements that will be needed along the way into learnt knowledge (Chevallard 1985).

Obviously, the synergy of these two spaces, research and practice, should imperatively lead to their decompartmentalization, and result in the development of interventional didactical devices and their feasibility and/or evaluation. It is, therefore, essential to provide functional solutions to problems posed by pedagogical practice (Van der Maren, 1996: 65). This type of work that Paquay called 'praxeological research' (1993: 3), tries to propose to the practitioners solutions for transforming everyday practices. For the moment, this theory-practice articulation is far from actually being built/constructed (*cf.* Appendix 12 interview 2 answer 9 p 469); which highlights the discrepancies between the two spaces, supposed to be interdependent and complementary, and the perverse effects that result.

However, one does not observe a strong correlation between the policymakers' expectations, explicitly stated in the official documents and translated into educational courses in English textbooks, and the results obtained on the ground. The good intentions do not necessarily deliver consistent results. The effectiveness of the implemented reform would be doomed to failure if the mobilisation of all actors is not engaged to identify gaps and look for valid and appropriate remediation. In this perspective, an important place should be given to assessment in order to measure, compare, and understand. And from there, the most effective measures to improve the TT and the education quality should be identified.

It is relevant that the reforms on the ground remain at the level of academic and scholastic approach. Whereas, the discourse advocates the centration on the learner, the main entrance remains, nevertheless, that of the contents; knows appear as an end in themselves, and not as sources to act; the concern related to the amount of achievements remains present despite the concern displayed in the discourse quality of these achievements.

It can be stated that in the intentions figure, certainly, a will to mobilize knows in complex situations, but these assertions are limited to their simplest expression at the level of the discourse.

VI.4. Prospective Overview: Expectations and Prospects

Twelve years after its implementation, the educational reform initiated by the Algerian government has not been the subject of an institutional assessment (*cf.* Appendix 12 interview 1 answer 22 p 462-463) that would have been perceived as a lever of improvement at all levels; from central to local level. Based only on the observations made by field practitioners (*cf.* appendix 12 interview 1 answer 22 p 465-466), as stated by the head of the TT at the local board of education, officials of English teachers training (ETT) perceive that the latter is far from meeting the expectations of the educational reform, and thus ensure the coveted quality and relevance. The training system, with support from PARE [148] (*cf.* Appendix 12 interview 1 answer 24 p 465), set up to allow trainers to master the application of the pedagogical approach on which rests the current reform remains insufficient. The training officers bet on the time allocated to the implementation of reforms (representative of the MNE), the training of the teacher trainers, the recruitment criteria of qualified teachers (representative of the MESRS), the availability and effective exploitation of the ICTs, so that the reforms result in conclusive results.

The two managers of the ETT insist on a necessary proximity between the field practitioners (teachers accompanists, observers, inspectors, etc.) and university and college teachers who are in charge of the ETT to make up the identified gaps and implement a training system that joins both theoretical to practical competencies. This is obviously an exploration of the tracks, which may be promising, to overcome the detected deficiencies.

In order to grasp the stakes in terms of training, it is imperative that those in charge of the Algerian education sector should brood conscientiously over the study of the TT needs in general and design devices which allow teachers to improve their competencies so that they can, in their turn, modify their teaching practices.

Conclusion

Undoubtedly, the Algerian government made appreciable efforts in the educational sector. The latter is considered a priority area that benefits from 5.8% of the GDP. The reforms of the

---

[148] Support Programme for Educational Reforms (Programme d'Appui aux Réformes Educatives)

educational system are continuing with a laudable objective: to improve the Algerian school products making them compatible with the requirements of societal changes in perpetual mutations. But the realisation of this project must necessarily go through the training of the actors who are expected to implement these reforms. The restructuring of the curricula, the reorganisation of the various cycles of education and availability of the ICTs, although necessary, on their own are not enough if they are not crowned by a credible, probative and sustainable training. The ITT and INSETT have become essential devices of ensuring both teaching/learning quality and responsiveness to diverse learners' needs.

However, the analysis of the responses generated from the two interviews reveals a widening gap between the policy-makers intentions and English teachers' expectations. The unexpected dysfunctions at the TT can engender difficulties, which can themselves turn into obstacles preventing the implementation of the undertaken reforms. The obvious question is: how can we mobilize all the English teachers on the new approach based on the competencies when the IT and INSETT do not prepare them properly to this new version?

In the absence of a coherent framework for coordination between the various partners, namely MNE and MHESR (*cf.* Appendix 12 interview 2 answer 13 p 470), the challenge remains essential in the establishment of a training which meets repositories of disciplinary and professional competencies. The ITT and INSETT devices in full mutation are to be predicted; they will be necessary anyway for the benefit of new generations of learners for renewal with the new incessantly societal and cultural changes. This is to train teachers of English to a *"new profession"* (Meirieu 1989), which requires *"genuine and new professional competencies"* (Paquay et al. 1996), which includes new challenges. This training should focus on *"the competencies to act constantly in emergencies and decide in uncertainty"* (Perrenoud 1996). This new teaching profession, moreover complex, dynamic and evolving, requires both, and among others, teamwork, construction of didactical approaches: such as the learning situations organization and management, the learning progress, the differentiation devices design and evolution, learners' involvement in their learning and work. These need to be adapted to the diversity of learners, intellectual autonomy in didactic transposition, and organizational competence. In short, it is a question of professional training that incorporates several disciplinary and interdisciplinary knows, didactical, epistemological, pedagogical, psycho-pedagogical and philosophical to produce a "reflective practitioner" (Schön 1983). So, the professionalisation of the teaching profession is the main entry point to the renovation of the Algerian educational system. It involves a professional training throughout life, for the IT,

whatever its quality is, is unable to form lifelong "competent" teacher. The INSETT, which constitutes a powerful lever for developing skills and fostering ongoing adaptation to the evolution of the profession, currently occupies a discreet place in the programmes of the MNE, and is not yet part of their main missions.

The IT focuses on disciplinary training and leaves, in fact, little room for practical aspects. It can even be disconnected from the ground, in so far as it does not incorporate teaching situations. Thereof often places the trainees in a significant lag position between two visions of the teaching profession: one 'real' corresponding to what they experience daily in their classes, and the other "ideal" and complete essence advocated by the theory acquired at university. In the absence of an articulation between the two spaces; theory/practice and vice versa, the prescribed educational models remain distant from the realities of classrooms. In addition, this training is cut from the INSETT and is not part of an overall vision of teachers' preparation and accompaniment, ensuring permanent professional development.

Regarding the intercultural dimension included in the new curricula (*cf.* Appendix 12 interview 1 response 6 p 458 & interview 2 answer 15 p 469), it is important to state that it is not enough to develop programmes including this cultural dimension to see its effects in classroom practices. The teacher training device (*cf.* Appendix 12 interview 1 answers 7 & 8 pp 460-461) must integrate procedures that help changing the teachers' representations (Abdellah-Pretceille 1996, 1999 & Besse 1993) so that the latter can act in this sense on the learners' representations. It is, in the words of Deyrich, to *"develop a cultural competency exceeding the level of stereotypes and clichés"* (2006). An education that contributes to go beyond the mere juxtaposition of cultural facts allowing teachers *"to enter into the inter, to live an identity change, no matter how small it is."* (Ricoeur 1990: 14) & (Kramsch 1997: 80) cited by Tardieu (2006). Accordingly, rather than learning and memorising facts and truths, the ITTC contents should endow teacher-trainees with the competency to learn about cultures and adapt to their changes so as to be enabled to keep pace with their constant changing process. In fact, the development of this cultural competency is largely related to the teachers' cultural competency themselves, to their way of transmitting it and the representations it conveys. Among other pitfalls that prevent/preclude this cultural competence acquisition, there is a lack of direct contacts, trips and even refereed journals, magazines, etc. (*cf.* Appendix 12 interview 1 reply 8 p 460). For the time being, ICTs stand as a hope in this field, hence the interest to bring together different cultures and pursue research in this vast field of teaching cultures.

All in all, we cannot envisage the desired change in the practice of teaching based on the CBA without rethinking the IT and INSET devices of the English teachers, ensuring a continuum, without becoming aware of the field obstacles after identifying them, without focusing on the training of teachers' trainers according to the criteria approaching the objectives of "professionalism", without providing an alternation between moments of theoretical and practical training times, without placing a monitoring mechanism and companionship to teacher trainees in the field, and without engaging all partners involved in this training. Otherwise, these changes can lead to teachers', students' and even parents' real destabilisation, by giving them the impression of not understanding the role assigned to school.

It is true that the teachers' involvement and commitment, certainly necessary, are not sufficient in themselves to meet the new requirements of the educational reform to which they are neither associated nor well-informed nor well-trained. In the absence of a wisely-thought institutional training proposal, identifying the teachers' actual needs, whose modalities would be rigorously defined, teachers, the field practitioners, embark alone in fuzziness. Differently couched, in the light of these successive quick makeshift changes, qualified as ambiguous and unclear, entail, as stated by Miliani: *"This new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it." (2010)*. Thus, the attainment of the intended outcomes and competencies is precluded and unrealisable.

VI.5. Data Crossing and Discussion

From the cross-data analysis generated from the 5 questionnaires, addressed to the teaching staff, trainers and field supervisors, and two interviews conducted with two officials of the department of teacher education, we may conclude that there is, indeed, a widening gap between training as it is prescribed in guardianship official documents and as it is carried out in universities/colleges and in the field. Differently couched, the data reveal that the lag between the decreed educational policy and the implemented education practice for the most part is due to inconsistency between what is mandated in the curricula reform and the school and classroom effective environment where innovation should be carried out. The upcoming cross-data analysis comfirms what the surveyed publics have stated above.

On the one part, the English teacher- trainees state that the IT does not prepare them appropriately for the new teaching profession (*cf.* Appendix 1 & 2 Questionnaire 1 replies 7, 8, 9 & 10 p 389-390). They stipulate that it relies largely on the acquisition of concepts,

methods, and theoretical techniques without a handy link to classroom realities. In addition, university trainers (*cf.* Appendix 2 Questionnaire 2 replies 8a, b, c & d and 9 pp 396-397) confirm that the IT focuses on disciplinary skills which are completely disconnected from the reality of classroom situations. Similarly, neophyte teachers, in view of the difficulties associated with practice to which they are confronted at their arrival in the field *(cf.* Appendix 5 Questionnaire 5 replies 5e p 415) as well as the inspectors (*cf.* Appendix 4 answers 7a & b pp 408-410), who report the weaknesses identified at the didactical and pedagogical levels. Several studies confirm that the practice carried out in the school environment during the ITT is an essential part of their preparation (Wilson et al. 2001). In fact, the actual experience in schools and in the classrooms allows familiarising future teachers with the complex dynamics of the school and the teaching process, and gives them the opportunity to learn more about effective teaching strategies and their ability to implement them. However, the coursework give them theoretical and empirical bases. What seems to be called into question, it is not the interest of these bases, but their relevance to the immediate needs of teachers. When referring to the questionnaire answers 4 questions 7 a. and b. it is noticed that the efficacy of a "good" training and the relevance of the teacher's action depend on the reality of its effective implementation and dynamics of constant adaptation. This is what researchers such as Kelly (2008), call for the construction of so-called professional competencies. In charge of the INSETT, inspectors also deplore the didactical and pedagogical shortcomings (*cf.* Appendix 4 replies 7a & b pp 408-409) of these neophyte teachers. They even go so far as they describe the IT as '*boiteuse*' for the defects identified during almost a year of coaching (*cf.* Appendix 4 Reply 7a, b & c pp 408 & 409). Moreover, they claim that the university curriculum should be revised to be consistent with the professional competencies required by the repository of the professional competencies (*cf.* Appendix 12 interview 1 answer 11 p 461). By and large, the various questionnaire respondents acknowledge the lack and consequences arising therefrom this insufficient practice on the ground.

On the other hand, the data collected from the interviews disclose and confirm the huge gap between the training devices in their prescriptive aspects, as conceived by those decision-makers and officials of the national education, and in their descriptive ones, as they are effectively carried out by the practitioners in the field.

IV.5.1. Official Expectations Lacking Effective Implementation on the Ground

Although the intentions of the officials of the Ministry of National Education, represented by the head of the training department at the wilaya of Tiaret, advocate in their speeches for

training that meets the requirements of the 21st century (*cf.* Appendix 12 interview1 answer 1 p 459), i.e., training teachers who dispose of high-level competencies, the reality on the ground is any other thing. 12 years after its implementation, the educational reform does not reflect the expected impact of professional training on the teachers' practice. The manager of the teacher training department recognizes the presence of a widening gap.

On his side, the representative of the MHESR recognizes the non-compliance of the IT with the repository of competencies inserted/stated in the contract specifications in several respects (*cf.* Appendix 12 interview 2 answer 10 p 469), the lack of qualified human resources which explains the recourse to contract teachers (*cf.* Appendix 12 interview 2 answer 10 p 469), or lack of experience ranging from 1 and 10 years of seniority for 50% of teacher trainers (*cf.* Appendix 3 Questionnaire 3 Table 45 p 401). In addition, the lack of coordination and collaboration between the two bodies involved in teachers' training, namely research lecturers, depositaries and producers of theoretical and procedural knowledge at the level of the universities, and the teachers, depositories of a background knowledge learned from practice, its traits, conditions and constraints at the level of schools, undoubtedly been lacking (*cf.* Appendix 12 interview 2 answer 13 p 470). These two spaces should nurture each other in order to structure the ETT system. In fact, effective collaboration and shared responsibility of all stakeholders is the main success factor to effective support for teachers' professional development. In principle, the multifarious accounts of practice and their co-analysis conducted by both field and institutes trainers should provide a formalisation approach. It is obvious that "partnership" between the theoretical-knowledge depositaries and practical-knowledge depositaries proves to be necessary to consolidate and hone the FTT. University teachers cannot, on their own, assume all the dimensions of training which the future teachers will need to dispense an education that targets the construction of knows, know-how-to-do and know-how-to-be among most of learners. Thus, prospective teachers need both the theoretical expertise of the university teachers and the practical experience of the field teachers to operate with adroitness and confidence in the field. Doing so, the neophyte teachers will be equipped with appropriate theoretical insights and empirical expertise to frame their continuous researches responding to current situations. To back up this idea on the integration of research in the TT, we rely on what Deyrich cited as a project in this regard:

> *"Research is supposed to play a key role in the FTT since it is accepted that professional training is not limited to the model and practice reproduction and, consequently that future teachers should acquire knows, know-how-to-do giving them the ability to become a researcher in their own field." (Kelly & al. 2004).*

Certainly the Algerian state has committed significant resources to improve its educational system at all levels, and thus preparing future generations for the challenges of the 21st century, this is what the representative of the MNE training department affirmed (*cf.* Appendix 12 interview 1 answer 1 p 466). But things, according to the testimony of all surveyed partners, trainee teachers, field teachers, university teachers, inspectors, and the two training officials have not actually changed on the ground and inside the classroom. Three quarters (3/4) of teachers [149] continue to implement scenarios that exhort the transmission of disciplinary knows founded on OBP (*cf.* Appendix 12 interview 1 answer 25 p 466). The OBP is a type of pedagogy that consists in linking the objective set out to its operating procedure and the means of its realization. In most cases an overall target is set and broken down into sub-objectives that all contribute to achieving this overall objective. Next, a set of targeted educational activities are selected and proposed to achieve each sub-goal. Each unit of educational activity is considered necessary and sufficient to achieve sub- objectives. This pedagogy entails a particular division of the learning time which is done by successive and compact blocks corresponding to each sub-objective (Cuq in 2003: 192). Although the reorganization of the various levels of education, redesign/restructuring programmes, the new textbook design, and introduction of the ICTs are not negligible, they are not enough in themselves to improve the training of practitioners. Obviously, one of the main determinants of the success of the educational reforms process initiated by the MNE, the training of teachers and teacher-trainers was to occupy a strategic place. Indeed, the quality of education depends to a large extent on the practitioners' competence, and the development of teachers and their trainers. In the case of Algerian teachers, training usually relies on trainers who are not always from the field of practice of the profession or trainers teachers whose knowledge and skills have reached their expiration limit date, so they also need recycling (*cf.* Appendix 12 interview 2 answer 10 pp 469-470). The case of teachers accompanying trainee teachers at the level the schools that constitute the network, were formed during the 70s and 80s and are not ready to follow what is prescribed yet keep to their own personal practices (*cf.* Appendix 12 interview 2 answer 10 p 469-470). It is obvious that the success of the FTT is generally dependent on the role played by these accompanying teachers. Certainly, the FTT remains constantly in a state of incompletion especially in the context of the changes that the whole worldwide society is witnessing and will certainly witness in the coming years. So, in our opinion a serious and regular concern of the continuous training of teachers' trainers and

---

[149] Three-quarters (3/4) of teachers currently practicing in schools, all confused bodies, are from a traditional system exhorting education based on learning by objectives.

accompanists turns out to be urgent and necessary so that they can ensure, to quote the expression used by Perrenoud (1985) to characterize another situation, the role of "go-between" the scholastic and university world, between the practice and theory world/sphere. In this respect, they are key actors in the professional training.

VI.5.2. Recommendations toward a Renewed Linguistic Policy and EFL Teaching in an Intercultural Optic

One should by no means lose sight of the new LP undertaken by the Algerian state (speech of the head of state in front of the members of the NCER) in the context of these educational reforms by introducing the languages teaching/learning, in general, and the English language, in particular, in a language-culture optics (*cf.* Appendix 12 interview 1 answers 4 & 5 pp 469 & 460). In other words, foreign languages learning (FLL) should go beyond the traditional encyclopedic aims to enable learners to get in contact with other people and discover other cultures. But here also the practitioners training in this cultural dimension is required. Although the latter is explicitly mirrored/reflected in official documents (programmes, accompanying documents, teacher guides) and didactical materials (textbooks) (*cf.* Appendix 12 interview 1 responses 6 & 7 p 460), having regard to the teachers' inadequate training, its appropriate implementation remains uncertain. The breadth of the "intercultural" dimension has increased since it was introduced in the sphere of language teaching. It has become one of the nodal axes of any conscious approach to go beyond a purely linguistic teaching of a foreign language (*cf.* Appendix 12 interview 1 answers 5, 6 & 7, pp 460 & 461). Therefore, the linguistic-cultural junction guides the didactic reflection towards an education that strives to take into account all the interactions aroused in language classes by placing the learner at the heart of any training (*cf.* Appendix 12 interview 1 answer 5 p 460). Being designed as a crucial component of culture, language reveals the lifestyles of a society and its cultural values. In the same vein, Byram in his work on the current understanding of culture in the pedagogy of second and foreign languages and learning says:

> *"Language teaching can rarely be done without implicit learning [150] of the culture of its speakers, because language invariably refers to their knowledge and perceptions of the world, cultural concepts, and cultural learning" (1989).*

In this sense, it is more remarkable that a foreign language teaching/learning is based on an approach of socialisation goals, awakening to language and culture and openness to other prospects by focusing on the learner as social actor with his representations and own cultural

---

[150] For Byram, culture represents the "hidden" curriculum in the teaching of a second or foreign language.

specificity. More especially as communicative competence, targeted by the CBA "*involves the appropriate use of language that, in part at least, is the specific culture*", as highlighted by Byram (1989: 61). But this new approach to language-culture teaching/learning deserves teachers' awareness and sensitization in addition to an upstream training to avoid the persistent polarization on the linguistic aspect of the English language (*cf.* Appendix 12 interview 1 answer 25 pp 466-467), which, in our view, supplants, no doubt, its cultural dimension. We believe that without a conscious mediator, cultural issues conveyed by the English language and capable of arousing the learners' curiosity to develop a founded and sustainable cultural competency, the cultural dialogue behind the teaching/learning will be illusory as it was clarified by the representative of MNE (*cf.* Appendix 12 interview 1 reply 8 p 458). This mediator is required to employ the negotiation strategy between the learners' "déjà-la" and the cultural learning of allergenic origin while making sure to provide him with identitary balance without underestimating of a culture compared to the other. However, efforts need to multiply and intercultural education should not be simply reflected in the contents of the official and didactic documents as emphasized by the representative of MNE (*cf.* Appendix 12 interview 1 response 6 p 460), but also and especially in the teachers' attitudes and behavior. It is necessary that this teaching/learning English in a language-cultural perspective leads to the acquisition of intercultural competence (*cf.* Appendix 12 interview 1 reply 8 p 460) to avoid misunderstandings between native and non-native. In fact, this is what Thomas commented saying that:

> "*Violations of cultural norms of inadequacy in interactions between native and non-native speakers often lead to socio-pragmatic failure, then to failures in communications and non-native stereotypes*" (1983: 91).

In this regard, we propose to foster intercultural learning through linguistic learning and to build on the confrontation of cultures within the EFL classes by sensitizing learners to become more aware of the cultural benchmarks continuously conveyed by the language they are learning but also of their own culture. Our idea is also supported by Porcher who says about this: "*we do not receive intercultural ready-made, but we construct it*" (1988). It is therefore important that:

> "*The interest of this dimension, intercultural communication, to be integrated and recognized in the ITT and the INSETT of teachers and also by the designers of textbooks by the development of teaching/learning situations appealing the mediations previously envisaged*" (2002 Haramboure ASp 35-36).

VI.5.3. The Advent of ICTs: Between Availability and Effective Use

The advent of ICTs, which did not miss their entry into the Algerian education sector remains, for the time being, at the introductory phase. In fact, those in charge of the ITT confirm the availability of these new technologies at the universities (*cf.* Appendix 12 interview 2 answer 14 p 468-469) and schools (*cf.* Appendix 12 interview 1 answer 14 p 462-463), but the actual operation/exploitation is still very insufficient (*cf.* Appendix12 interview 1 answers 15 & 16 p 463 and answer 14 interview 2 p 470-471). Again, it is a matter of TT support for initiation, piloting, awareness of their contributions and general use. Without it, these tools reach their expiration date without even being unpacked from their impressive package. In our opinion, the role of ICTs proves to be one of the key factors in meeting the different challenges that Algeria faces in the development and renovation of its education system. Their integration has become a key phenomenon, particularly in the education sector, where their use seems able to encourage access to information, facilitate the construction and acquisition of knows, as well as increase all learners educational success. To do this, "*a didactised support is required in a multimedia environment to help the weak; otherwise this environment would only benefit advanced students.*" (Cazade 2003). In addition to changing teachers' role from that of actors to that of observers of the learners' learning process, the use of ICTs could also promote collaboration between teachers and schools and create a new dynamic of communication and interaction within the family and society. ICTs constitute powerful cognitive tools providing new opportunities of openness and apprenticeship to learners. However, their use in education deserves to be conscientiously studied by the leaders of the Algerian education sector. Since their integration in education, the concept of teaching/learning especially foreign languages got fully in a new era: henceforth, teachers and learners should learn to access the information, to use and produce them if they want to find their place in a world more and more impregnated with high technology. In this context, the situation in Algeria is hardly optimal. Indeed, notwithstanding the widespread endowment of schools and institutes in ICTs, the future outlook remains an equation with several unknowns due to the lack of a serious and adequate TT to their effective exploitation, the shortage of qualified human resources in the field, the lack of appropriate local infrastructures, and the unfortunate experiences of design and implementation of programs and projects appealing to these technologies. However, it should be stressed that the abundance technological means on their own cannot guarantee the elevation of the learners' level. *"The addition of technological means does not necessarily mean an addition of educational effectiveness and/or progress*

among learners." (Cazade 2003). In fact, there is an ambiguity with respect to the ICTs use in education. They should be judiciously exploited to ensure effective learners' achievements rather than just integrated as peripheral accessories to ornament the classroom.

VI.5.4. A Generated Matrix of Interrelated Challenges

All these data lead us to say that the Algerian education system faces the challenge of the training of the teaching staff and trainers. Undoubtedly, the training of human resources is one of the essential elements to ensure the success of educational reforms with the proposed objectives. However, we believe that the analysis of different data allowed us to highlight this issue that affects the ETT. In fact, issues linking theory to practice, and affect the behavior of teachers through this, are still likely to be the crucial issue for teacher trainers. The university according to the important role assigned to it, should have a greater influence on the training of student teachers by contributing to an improvement in their teaching practice. To improve the training, it is also a question of an engaged collaboration of both the theoretical and pratical knowledge depositaries (*cf.* Appendix12 interview 2 answer 16 p 472), who, for moments, opt for isolation and confinement to two different expository modes. If these concerns, explicitly expressed by practitioners in the field are supported, it will offer the hope of improving professional skills, and thus form the learner who will face the challenges of the 21st century.

As a final note, we may say that the ETT in a professionalising perspective should be founded on reflexivity. For many researchers, this process is at the heart of professionalism: being a professional teacher is to be reflective practitioner (Paquay & Sirota 2001), is to be able to embrace a systematic approach, regular, instrumented, serene and carries effects on his own action (Perrenoud 2001). Teacher trainers should link the issue of reflexivity to the analysis of teaching practices (Marcel 2002). This analysis of the teaching practice has a dual function (Altet 1994): training that aims, on the one hand, at improving the teachers' pedagogical intervention, and on the other one, at enabling researchers to produce knowledge on these practices. In order to ensure a training in a professional perspective, the responsible for training, namely theoretical knowledge depositaries (research professors) and practical knowledge depositaries (accompanying teachers) should jointly implement various training schemes that go through autoscopy (*cf.* Appendix 13 p 475) "single self-confrontation of the subject to his activity or for the combination to that of others in the case of cross self-

confrontation" [151], the awareness (e.g.: under the guise of interview of explicitness in the sense of Vermersch (1994), understanding his own practice through a "*instruction to a look alike*" [152] (Clot 1999, Oddone & al. 1981 & Saujat 2002 cited by Saujat 2004), or even the use of the portfolio (Vanhulle 2004) in the TT, as a recent singular reflexive approach to professionalisation. The implementation of all these devices and tools would, no doubt, allow distinguishing the differential impact of each device on the reflexive work and demonstrating the potential ambiguities of the steps lying between professional development and institutional constraints, between professional practice and initial training. The diversity of perspectives, methods and approaches testifies to the richness of this theme which relates to the TT and the contributing devices.

It is obvious that didactics feeds on basic research that builds concepts for thought and applied-action research which constructs concepts and tools to act alongside the action knowledge. At the level of training institutes, this didactics also feeds on practitioner research, the daily articulation of theory and practice in different training situations.

The stakeholders involved in the TT, whether policymakers, trainers or users are led to wonder, now more than ever about the issues, content, modalities, procedures, and professional initial and continuing training strategies of English teachers. For, in the current context, it is no longer a question solely of professional teacher of the English language teaching/learning, but it is also the professional trainer. And similarly, if the professional teacher should place the learner at the heart of the learning process, the trainer must also place the teacher at the center of the training system. That said, the device of this training should not be subject to improvisation.

The TT stakes do not only depend on the decisions of education policy and top-down official instructions taken at high level, but they are also dependent on clear and applicable competences transcription in the IT and INSET curricula. This is what we will try to elucidate in the upcoming chapter.

---

[151] Methodology thanks to which teachers are led to react to the spectacle of their work by a researcher who viewed the film made with them in their classrooms and strives to arouse among themselves professional controversies.
[152] This is a method of co-work analysis, involving a researcher and professional in an interview during which the professional receives the following instruction: "Suppose I am your lookalike and tomorrow I have to replace you in your work. What are the instructions you would like to transmit to me so that no one perceives the substitution."

Chapter VII

Overview and Analysis of the Initial Training Modular Structures: BA Degree and ENS Graduation

Introduction

This section is a follow-up to the questionnaires and surveys analysis. Similar to questionnaires and interviews, the purpose of this analysis of the overall curriculum structure of the ITT for future teachers is to check its compatibility with the expected competencies of the new reforms especially the adopted approach; CBA. In other words, to verify to what extent neophyte teachers' readiness to the new profession is attained. Thanks to the data generated via the questionnaires, interviews and analysis of the curriculum, we wish to highlight the issues in connection with the ETT.

Like all countries around the world, and to respond to the requirements of the labor market, Algeria has adopted the LMD/BMD system. Since 2003-2004 academic year, the LMD system [153] was implemented in the tertiary education. This reform was designed to introduce new competencies at each level, a standardised teaching unit system throughout each curriculum, and make transfer possible among national and international universities. In a nutshell, the reform objectives are to place universities at the heart of the country's economic development by ensuring the production and dissemination of knowledge, mastery of technology, promotion of research and development and training of the human resources. (Idri 2010).

Each academic year is divided into two semesters, between 14 and 16 weeks/semester. Each semester consists of a set of fundamental (core classes specific to the general field of study), discovery (electives outside the student's area of specialization), methodology (classes for particular subjects of study) and transversal teaching units. The latter are either tutorials or lectures. Each semester includes at least between 350 or 360 hours of study, i.e., 2100 hours (96 to 84 weeks) to cover a BA degree curriculum. Each teaching unit is assigned credits and coefficients. These credits can be capitalised and transferred. The BA degree is equal to 180 credits.

---

[153] It is introduced by executive decree on 29th August 2004.

The second level of the tertiary education includes four semesters for Master degree training. It requires 120 credits to be fully completed. It also prepares students to doctoral studies. It offers further, high-level intensive study in an academic specialty and initiates students to research tools and methods.

The third level of the tertiary education is a three-year programme leading to Doctorate. The admission to Doctorate studies requires a Master and an admission examination (contest). After three years of high-level research and successful defense of a dissertation, the candidates are awarded the diploma of Doctorate.

This chapter discusses three main points namely the presentation of ITC, its analysis and reflection on its compatibility, relevance and shortcomings in terms of the expected competencies. It is worth of note to mention that the corpus to be analysed consists of three different overall IT modular structures namely BA degree and ENS graduates (PEM).

VII.1. Presentation of the Modular Structures of the IT Teaching Units

VII.1.1. Modular Structure of the Teaching Units per year

The model of the modules for the preparation of a BA in English is as follows:

VII.1.1.1. The Modular Structure of the Fisrt-year BA Degree

The modular structure of the first year of the BA curriculum is designed as follows (*cf.* Appendix 6 Tables 93-94 pp 422-423):

• The number of teaching units is 10 covered in 25 hours per week spread over 28-32 weeks, so the curriculum of the first year is covered in 700 hours (30 weeks/year).

• 17:30 hours as TDs and 7.30 hours as lectures

• The total coefficient is 30.

• The total credit is 60.

We note that among the first-year ten teaching units structutre of the BA degree in English (*cf.* Appendix 6 Tables 93 & 94 p 422-423), 6 focus on basic knowledge of the language with a weekly volume of 16 hours. The coefficient of these units is 15 out of 30. It can be inferred that the design of the curriculum in this way is intended, first, to ensure a transition between lower secondary education and the university, and then, to bring the

adequate corrections to the deficiencies, to consolidate and deepen the achievements. That said in terms of competencies, such curriculum targets both linguistic competence [154] (grammar, linguistics and phonetics) and pragmatic [155] (oral and written expression, and oral and written comprehension).

VII.1.1.2. The Modular Structure of the Second-year BA Degree

The modular structure of the second-year undergraduate curriculum is as follows:

- The number of the teaching units is 10 with an hourly volume of 25 hours per week. So, the second-year curriculum is covered in an annual hourly volume of 700 hours (30 weeks/year).

- 17:30 hours for tutorials and 7.30 hours for lectures.

- The total coefficient is 30.

- The total credit is 60.

Similarly, second-year modular structure (*cf.* Appendix 6 Tables 95 & 96 p 424-425) focuses on disciplinary knows; namely syntax, oral comprehension and production, written comprehension and production, phonology and linguistics. In addition to strengthening linguistic and pragmatic skills, the second-year modular structure covets sociolinguistic competence (*cf.* Appendix 6 Table 93-98 p 422-427) by introducing the British and American civilizations. Out of the ten teaching units, 4 relate to the knowledge of the English language spread over a weekly schedule 13 hours/25h with a coefficient of 11 out of 30, and a total credit of 11/30. It is obvious that the curriculum designers aim to reinforce the mastery of knows of the language.

VII.1.1.3. The Modular Structure of the Third-year BA Degree

- The number of the teaching units is 8 with a total time-volume of 25 hours per week. So, the third year curriculum is covered in an hourly volume of 700 hours (30 weeks/year).

- 7.30 hours for TDs and 17.30 hours for lectures.

---

[154] The linguistic component is induced by the nature of tasks and communicative situations. It deals with knows and know-how-to-do relating to the lexicon, syntax and phonology.

[155] The pragmatic component refers to the action-oriented approach and choice of discursive strategies to achieve a specific goal (organize, adapt, structure the discourse). It makes the link between the speaker and the situation.

- The coefficient is 30.

- The total assigned credit is 60.

The course of third year (*cf.* Appendix 6 Tables 97 & 98 p 426-427) includes 8 modules distributed on a weekly schedule of 25 hours. This schedule is largely reserved for TDs (tutorials) (14 hours/week), against 11h for lectures. Conversely to first and second years modular structure, which focus much on disciplinary knows about the target language, the third year one is nearly devoted to discourse analysis and pragmatics, language and society, research project or internship, British and American civilization and literature. The teaching units dealing with pragmatics, sociolinguistics, civilisational and literary aspects benefit of 14h/week out of 25hours, and an overall coefficient of 15 out of 30 and 15 credits. So, the third-year modular structure switches to the study of target language from social acts and civilizational and literary aspects (in an intercultural perspective), and the introduction of the teaching unit related to the project research/internship. The latter, i.e., project research and internship, are dealt with in the third year. The overall intial training course is spread over three academic years and covers 2100 h (equal to 180 credits).

VI.1.1.4. The Three-year Common Core Modular Structure for ENS graduates (Common core for PEM and PES)

The ENS graduates (both PEM & PES) pursue a three-year joint training (common core). The curriculum consists of nine (9) modules except for the third year where an extra module is added (*cf.* Appendix 7 Tables 107, 109 &111 pp 432 & 434). The overall weekly schedule is 25.30h and a total coefficient of 15. The whole curriculum is covered in 765 hours a year (30 weeks). For the three-year study, the curriculum contents are covered in 2295 hours. The analysis of the modular structure reveals that the focus during the first two year-joint training is totally put on the disciplinary knows (writing, grammar, reading techniques, speaking and listening, phonetics, linguistics, western civilisation and literature) and mother tongue, French and computing. The disciplinary knows are devoted 21 hours/week (82.35%) and a total coefficient of 12 out of 15. Up to the second year, the PEM and PES teacher-trainees have not been initiated to the field work, i.e., the classroom, teaching, methodologies...etc.Yet, for the third year of the common core, besides writing and grammar, speaking and phonetics, reading, linguistics, British and Amerivan Civilisation and Literature, new modules such as psychology, TEFL, pedagogical Trends and Educational systems and communication and attitude preoccupations (*cf.* Appendix 7 Table 109 p 433) are introduced. The curriculum

content is biased toward the professional competence construction. These modules benefits of weekly time-volume of six (6) hours out of 25.30h and a coefficient of 4 out of 14.

VII.1.1.5. The Fourth-year Modular Structure for ENS Graduates (PEM teachers)

In their fourth training year, the modular structure for the PEM teacher trainees comprises ten (10) modules that are covered in 22.30 weekly hourly schedule (*cf.* Appendix 7 table 113-114 p. 435). They are dispensed in seminars, lectures and workshops. Applied linguistics, British civilisation and literature, American civilisation and literature, and African civilisation and literature are maintained for the fourth year and benefit of six (6) hours out of 22.30h and a coefficient of 4 out of 13. The rest of the modules namely TFEL, Material Design and Development, Psychology, Education Legislation (التشريع المدرسي), Textbook Evaluation and Syllabus Design, Scientific Report drafting and Internship, covered in 16h30 weekly and an overall coefficient of 9 out of 13. That is to say, the professional competence construction gains 73.33% of the overall hourly schedule and around 69.23% of the total coefficient. On the score of that, an ENS PEM graduate should have successfully completed eight-semester training course that equates to 2970 hours expanded over four years to be eligible for the position of middle school teacher.

It should be pointed out that both university BA holders and PEM ENS graduates are recruited as middle school teachers, though their training paths differ from the viewpoints breadth and depth. Indeed, they are assigned the same professional status, duties, rights and remuneration.

VII.2. The ITT Modular Structure Analysis
VII.2.1. The University BA Graduates

By browsing the BA curriculum degree in English (*cf.* Appendix 6 tables 93-106 p 422-430), over three years of study spread over 28 or 30 weeks a year, we notice that it includes 28 modules, and is covered in a global hourly volume of about 2100 hours. Courses are taught in CMs and TDs as follows (*cf.* Appendix 6 Tables 100, 101 & 102 p 428).

In the first-year of the BA degree, the curriculum includes 10 modules divided into CMs and TDs. The CMs receive an overall weekly schedule of 10h/week or an annual hourly volume of 280 hours. However, TDs are distributed over a weekly schedule of 15 hours, an annual volume of 420 hours. Therefore, it can be noted that a significant hourly volume is

devoted to TDs. Their overall time-volume is 700 hours of study (*cf.* Appendix 6 Tables 100 p 428).

In second year, 10 teaching units are distributed over a weekly schedule volume of 25 hours. This schedule is also divided into CMs and TDs. The weekly schedule assigned to the CMs is 10 hours (40%) and the one assigned to TDs is 15 hours (60%). Annually, the 10 teaching units are performed in an overall schedule of 700 hours (*cf.* Appendix 6 Tables 93 & 94 p 422-423).

In the third year of the BA degree, the weekly volume is 25 hours. This hourly schedule is divided into 11h for CMs and 14 hours for TDs. The CMs consume a rate of 42% (294h) of the total number of hours. On the contrary, the TDs are being assigned a time volume of 58% (406 h). Annually, the 10 teaching units are assigned a global schedule of 700 hours (*cf.* Appendix 6 Table102 p 428).

In three years, the CMs are carried out in an overall hourly of 854 hours (40.66%) and the TDs in an hourly volume of 1106 hours (52.66%). Thus, a graduate in English is able to hold a BA national diploma when he gets an average equal or higher to 10 out of 20, and he should have attended a total volume of 2100 hours (= 180 credits), besides 140 hours of internship course (06.66%) or research paper. We note here the high importance given to TD (1106 h), estimated to 52.66% of all teaching units. In fact, most of the IT is integrated with TDs in a socializing practice perspective. What Lahire (1997) refers to as a *"silent students' socialization"* by academics work rhythms and timetable. The data in table 103 (*cf.* Appendix 6 p 429) highlight the distribution of these teachings, and time assigned to each type during the three years.

In three years of study, student teachers performed a number of hours of 2100 hours, of which 140 hours, or just over 06.66% of practice. However, the theory consumes the lion's share of the ITT time, i.e., 1960 hours, or 93.32%. The situation scenario of knows and know-how-to-do acquired during these courses receives only a margin of 06.66% of the total number of hours. This practice, in our opinion, is insufficient to build professional competencies (*cf.* Appendix 6 Table 103 p 429).

The teaching units are organized in a device which, during the first two years, seems to give great importance to the mastery of the receptive and productive oral and written skills of the English language. Thus, we note that the teaching units which contribute to the acquisition

of proficiency of and on the TL (including disciplinary, cultural, discovery and methodological competencies) receive an hourly volume of 1708 hours, accounting for about 81.33% of the three-year curriculum. In addition, the teaching units that contribute to the development of the multicultural aspects are carried out in an overall hourly schedule of 392h, representing around 18.66% of the whole the three-year time volume. Yet, the professional competency development seems to be relegated to the second rank. The practical aspect (school-based experience) in the field, in addition to being included only in the final year of the study, receives only 30 hours (6.66%) (*cf.* Appendix 6 Tables 105 & 106 p 429-430 & 431).

VII.2.2. The ENS PEM Graduates

In the fourth year (PEM ENS graduates), the curriculum comprises ten (10) modules and benefits of a total coefficient equal to 13. They are divided into lectures, seminars, workshops, etc. The weekly schedule is 22.30 hours, in addition to six (6) hours for internship (*cf.* Appendix 7 table 113 & 114 p. 435). It is worth of note to mention that the fourth year course is nearly devoted to teachers' professional development where modules such as TEFL, Material Design and Development, Education Legislation, Textbook Analysis, Scientific Report Drafting and 'Stage' all together gain a weekly hourly schedule of sixteen hours and half (16h30 = 73.33%) out of twenty-two hours and a half (22h30). That is to say the aforementioned teaching units (495hrs/year) contribute in the professional activities that endow teacher- trainees with tools of the teaching profession.   CM and TD have equal hours, 210 hours for each type of course (*cf.* Appendix 7 Table 113 & 144 p 435) provides an overview of the fourth year curriculum.

VII.3. Reflection on the Initial Training Courses (ITC)

Referring to Tables 93, 94, 95 & 96 (Appendix 6 pp 422-425), we note that the BA degree curriculum is divided into two distinct parts. The first two years focus more on knows of and on the language "subject knowledge or disciplinary knows"; namely language practice (written comprehension and production & oral comprehension and production), description of the language (origin and evolution of the language and Morphosyntax), phonetics, linguistics Introduction to cultures and literature. All these teaching units, totaling a weekly schedule of 16 hours/ 25h in the first and second years (*cf.* Appendix 6 Tables 93-96 p 422-425), contribute to the acquisition of communicative competence (*cf.* Appendix 6 Table 106 p 430-431) which comprises three components; linguistics which declines in several competencies:

lexical, grammatical, semantic, phonological, orthographic and orthoepic (*cf.* Appendix 6 Table 106 p 430 - 431), and discursive or pragmatic, which is defined as:

> *"Knowledge and know-how-to-do relating to speeches and messages as sequences of organized statements; sentence patterns (transphrastiques) arrangement and concatenation, rhetorical, and enunciation manifestations of argumentation*" (CECR 2001: 98).

Lexical aspects, syntactic, morphological and phonological are at least easier to acquire than those within the culture of the target language; knowing that the native language (Arabic) and the target language (English) are not isomorphic. However, in third year curriculum, the main focus is put on literary and civilisational aspects of the language. This said, the objective is to help future teachers acquire cultural competency, by exposing them to social and sociolinguistic norms, that is to say the knowledge and appropriation of social rules and norms of interaction between individuals and institutions, knowledge of cultural history and relationships between social objects. The question that arises is: "Is it enough to acquire this sociolinguistic competence only by exposing future teachers to literary and civilizational aspects?" This said sociolinguistic competence, defined as "*the sociological interface of pragmatics*" (Leech 1983: 10) and is a fundamental component of communicative competence, remains difficult to penetrate by teachers and difficult to be taught to the teacher-trainees. It cannot be acquired and sufficiently developed in the school context (Ellis 1992). Therefore, our teacher trainees may remain the "mono-stylistic" in the target language (English) (Dewaele 1996, 2001 & 2002). Sociolinguistic competence can be acquired only if our teachers develop a range of schemes, grouping a multitude of specific scripts, to which native speakers adhere. These schemas and scripts represent cognitive processes that allow us to understand and function in the world (Ranney 1992). These are psychological representations of hypothetical or imaginary real situations (Legrenzi, Girotto & Johnson-Laird, 1993). A lack of authentic interactions limits the conceptual richness of linguistic skills which they are bound and will not allow any non-linguistic application. In the state of research on the appropriation of sociolinguistic competence by non-native (Mougeon & al. 2000) conclude that mastering this remains modest. They suggest that to complement what is done in class by frequent interactions with native speakers. Moreover, Belz & Kinginger (2002) showed that communication in the classroom via the Internet with peers who are speakers of the target language may lead to an apprenticeship of the sociolinguistic standards. In fact, this sociolinguistic competence seems to be out of perfect acquisition "proficiency" for our future teachers in several respects: the lack of authenticity (interactions only *in vitro*

via situations close to "authentic"), the non-integration rather non-exploitation of the ICTs in education -available but untapped tools (*cf.* Appendix 12 interview 1 answer 14 p 462 & answer 15 interview 2 p 471-472), lack of immersion courses (lack of in vivo interaction), etc.. That said, in tutorials (TDs), teachers, to improve the teaching of sociolinguistic and pragmatic standards, should use authentic material such as video documents (documentaries, debates, film clips), means of communication via the Internet (computer mediated discourse) via chat sites (synchronous discourse) (*cf.* Appendix 13 p 480), email (asynchronous discourse) (*cf.* Appendix 13 p 474) and also video conferencing (*cf.* Appendix 13 p 478) which remain a significant source of language immersion for learners whose chances of interaction with the natives of the target language are scarce or almost non-existent. A successful exploitation of this authentic material will enable them to connect the morpho-lexical and semantic information in the explicit memory to the conceptual representations in the implicit memory, adapt their schemes and scripts in the target language to produce a linguistically appropriate socio- discourse. This is the way that teachers could raise future teachers' awareness to the sociolinguistic rules. This awareness, exposing them to various oral and written registers enabling them to make better use of didactic material contained in the textbooks or they themselves choose in their teachings.

Focusing on the sociolinguistic component (*cf.* Appendix 13 p 479), in third year, the disciplinary knows benefit of an hourly schedule of 14 hours/ 25h (*cf.* Appendix 6 Tables 97 & 98 p 426 & 427), Finally, the discovery of the logic and values of the foreign language can be done only by a reasoned articulation of the linguist and cultural, and the confrontation of two systems involved. In the absence of such a cultural competence in ELT, teachers focus on the language taught and taming it by abandoning the cultural component, in particular the behavioral cultural component according to the term of Galisson (1994). To compensate for the obvious asymmetry between the teacher agent and the language object, teachers prefer "*to use the manual in strict accordance with the methodology proposed by its designers*" [156] or "*to systematically implement their personal methodologies they have forged themselves from their personal experience*". (Puren, Bertocchini & Costanzo 1998: 80). The module on teaching discipline (theory only), namely TEFL, is introduced in the third and fourth years of the ENS PEM graduation with a weekly schedule of 1h30 (*cf.* Appendix 7 Tables 109-110 pp 433-434). The approach taken in the TEFL module is the one that equips

---

[156] This is what we have ourselves noticed among most of the English teachers during our Magister research work.

teacher trainees with different successive theories in the history of the FL teaching/learning. Is it possible, in the light of what is done during the TEFL sessions to make future teachers aware of the parameters that come into play in the teaching/learning of English as a foreign language? Do these theoretical contents allow teachers to acquire the competencies in the field of didactisation (*cf.* Appendix 13 p 476) of the available authentic documents (*cf.* Appendix 13 p 474) or others with regard to the targeted objectives? Is it possible to be able to reflect on their own teaching practices without having a chance to use them with learners? Without this, our teachers will be deprived of their subjectivity as "*applicators of applied methodologies*" Puren (1998: 10). Finally, from the perspective of the CBA tenets, which advocates a communicative competence, it is no longer a question of focusing on the teacher and teaching methods, but the basic educational principle targets "centration on the learner" (*op. cit*. 9-10).

VII.3.1. The Practical Training Significance in Bridging the Gap between Theory and Practice

In the field of teaching foreign languages to our student teachers, practical training (*cf.* Appendix 13 p 479) should be a lever that engages the teachers in the construction of the knows and know-how-to-do stemming from practice and allows them to consider the teaching/learning situations in their singularity and complexity. That being said, the practice should become the object of reflection and research that equips them to make use of a questioning and remoteness approach from the reproduction of prescriptive models, thus breaking with routine practices. It is the way teachers become independent in making relevant and reasoned decisions to meet the requirements of the context of their teaching and at the same time to become professionals. Or, if the professional training aims at:

> "*The development of necessary competencies for the professional act, the appropriation of knows that underpin the professional act and socialization, that is to say the acquisition of specific values and attitudes to the professional group.*" (Bourdoucle & Lessard 2002).

It is the theory/practice articulation that will be the level of the professionalization, not the application of theory to practice. Future teachers cannot build "professional competencies" unless, firstly, the partners expected to contribute to their training are themselves integrated in a logic of change and, on the other hand, they identify themselves with trainers and not only to teachers.

We also note that the CMs receive 40.66% (*cf.* Appendix 6 Table 103 p 429) of the courses dispensed during the first two years of the BA degree. It should be noted; however, the abandonment of these traditional lectures, which left little room for the students' initiative, in favor of TDs. The latter gain almost 90% of two-year global time volume and target students' self-regulation (*cf.* Appendix 13 p 479). Researchers (Deci & Ryan Pintrich 2000 & 2000) have clearly shown that students who are self-regulated in their learning have the ability to self-determine the strategies to learn how to perform their tasks in a manner more and more satisfactory. Self-regulation consists in approaching a learning task with confidence, diligence and ingenuity. The learner is then aware of the degree of mastery and knowledge of an object being subject. He seeks the information that he needs and proceeds to its assimilation. He is able to find a way to succeed when faced with obstacles such as poor conditions of study, teachers who fail to get the message or the unavailability of books on the topic, etc. (Wilson 1997). Self-regulation presumes that the learner is active and controls his learning is more effective than others. This process enables him to reinvest the achievements in exolingual communication contexts (*cf.* Appendix 13 p 477). It is incumbent on teachers in charge of these TDs to exploit them by making them closer to authentic situations to acquire and continuously strengthen the future teachers' learning process.

VII.3.2. An Excessive Focus on the Linguistic Competence at the Detriment of other Competencies

Generally speaking, the curriculum, as designed, attaches a great importance to the linguistic knows consolidation and deepening (linguistic competence) and theoretical aspects on teaching (didactics of the discipline); 1708 hours out of the overall volume 2100 hours (*cf.* Appendix 6 Table 105 p 429). Within an overall hourly volume, field practice (practicum training) receives only 140 hours, estimated to 06.66% (*cf.* Appendix 6 Table 105 p 429). If a "good" mastery of the competencies (with a reserve for sociolinguistic competence) may be acquired, it is not at all sure that the professional competences are the same (*cf.* Appendix 6 Table 105 & 106 pp 429-430). At the end of this IT, ascertainment drawn from the questionnaires (*cf.* Appendix 1 p 385-390, Appendix 2 p 394-399 & Appendix 5 p 413-421), teachers find themselves disadvantaged, insecure and even demotivated vis-à-vis a professional project that they had decided to invest. Having received incomplete training, in many respects, gaps in the communicative competence, especially sociolinguistic variations, and professional, especially the didactics of the discipline, teacher-trainees feel destabilized once in front of a class as a teacher. Indeed, the curriculum, not giving great importance to the

didactics of the English language (TEFL) in its practical aspects, does not adequately prepare teachers to new profession.

According to these university modular structures (*cf.* Appendix 6 Tables 93-106 pp 422-430 & Appendix 7 tables 107-114 pp 432-435), which is paramount is reduced to a "perfect" knowledge of linguistic forms and rules that govern the English language. The construction of professional competency, the main objective behind this IT, should not be restricted to the simple mastery of subject knows, quite the contrary; it aims at the professional knows acquisition in a double situation of training and learning about the profession. Teacher-trainees cannot appropriate the didactic tools offered to them during that IT, almost theoretical, unless they can implement them in the field, and make the necessary changes to make them teachable. This regulatory process can be acquired through a fruitful interaction between the idyllic theory and effective teaching practices. It is only in this way that future teachers will position themselves as actors in their own experiences. Relative to their experience, traditional university education, which favors frontal teaching and transmission of content, does not allow future teachers to experience or observe other pedagogical approaches. They are somehow trapped in a transmissive framework acquired by modeling where what they experienced themselves as learners is reproduced. Can we consider that this IT really prepares future teachers to build a professional identity based on knows, know-how-to-do and appropriate professional actions? We doubt that this, even if it attests to the acquisition of a good level of disciplinary knowledge, can actually build professional competencies, meeting the current requirements of the teaching profession. That said, a profound transformation of educational curriculum should be undertaken to foster the development of professional competencies, placing teachers in situations of action research, awakening their didactic creativity and to train their attitudes of continuous adaptation of the didactic activity with the purposes that are fixed and the results to be reached. Thus, they will develop a methodological palette, and enrich teaching strategies allowing them to meet the different teaching situations. Ultimately, this should contribute to their successful professional integration.

VII.3.3. A Mandatory Analysis and Review of the ITT Curriculum Contents

We believe that a reflection on the pedagogical practice should be initiated right from the beginning of the ITT for the BA degree. Instead of placing it at the end of training course (current modular structure), new educational projects for TT should include it from the outset

of the curriculum by means of the development of specific contents or related activities, for example, the study of the Algerian education system, theories on language acquisition/ learning, to FL didactics, to language teaching according to specific objectives, among other areas. This integration of the practical aspect in the first year seems as a requirement for the future teacher training which wants critical and able to cope with the challenges of the Algerian society.

Proceeding from this analysis of the ITTC for future English teachers, curriculum reformulation projects should be initiated with a view to designing a new training system. The latter should be a moment of confrontation of educational proposals in order to give future teachers of English real critical analysis tools of their own practices and plural reading tools of institutional programmes and requirements. In other words, the TT should set the goal of providing future teachers with a solid academic background and professional competencies that are adapted to current educational needs. In this perspective, it is to design a work, at the meantime academic and professional, which attests for reflection, distancing, and linking of experiences and theoretical knowledge.

The ITTC review, which also promises mandatory, would require that the professional logic dominates. There would be more to train specialist teachers in the discipline, but to optimize the development of competencies that allow them to meet the real educational needs of the Algerian society. To do this, the working groups should be established to determine the description of each TU, explain its content and propose a grid of progression of competencies targeted by each TU.

In our opinion, the current ITTC of future English teachers does not train teachers for analysis and reflection on the teaching practice, but rather tends to favor a receptivity rapport. The TT, as it is conceived, almost on theoretical basement, does not address the problems faced by future teachers in the field. The theoretical knows and their practical implementation in the field should be organized in a way to provide the training system with a closure making of the two spaces, theory and practice, the junction point for the capitalisation of acquired throughout the IT process. In other words, the identification of problems related to the teaching and learning of the English language should be perceived as an organizing principle of the training system. In the absence of such a link between the theoretical content of the TUs offered in total ignorance of any educational difficulties future teachers could meet and identify during the few hours of practice, and their effective implementation in the field, the

output profile of the future teacher of English remains unclear and IT incomplete. The gap between what is being done throughout the training and what is required of them to accomplish once on the ground inevitably would generate difficulties in developing professional competencies.

VII.3.4. Seeking a Blance between Received and Experiential Knowledge

In short, the IT of the English teacher should grant more importance and increased volume to the practical experience in host institutions and classroom observation (*cf.* Appendix 13 p 475). It should, as a complement to practical training in suitable milieu offer them the opportunity to exercise a critical, reflexive analysis of teacher performance through techniques such as the micro-teaching (*cf.* Appendix 13 p 477) (Goodman 1985), (Louw 1985) & (Mahler 1983) the autoscopy (Ponnamperuma 1980), etc., to become aware of the observation methodology and its advantages. For the first technique, which is the micro-teaching, the teaching performance can be analyzed in terms of observable behaviors. However, for the second, namely autoscopy, the analysis is done in terms of introspection and self-confrontation. These techniques, although not substitutes for observation in the real environment of the teaching practices, can enable future teachers to be better equipped to start their profession and improve one's performance along the way. The underlying purpose of exploitation the range of recordings cannot be summed up solely to bring the trainee teachers to focus on their own performance (how to teach?), But also to focus their attention on teaching learners (how to learn?). In fact, the activity of class conducting [...] is a training activity in that it is framed by two moments, one building (constructive), the other analysis (analytical), and both times, upstream and downstream happen to be collective moments of explanation and elucidation, the first by anticipation, and the second by retrospection. Building a situation means then, on the one hand, designing a task for the students, which brings into play competencies and procedures and, on the other hand, anticipating certain observable behaviours so as to adjust the pedagogical intervention. By constructing situation/observation jointly, we define the axes themselves of the analysis and the use that will be made of the Video [...] (Mottet, 1996: 29-54). Initial training should also be the subject of a partnership in which the host institutions, accompanying teachers, inspectors and teacher trainers in universities will be strongly involved in all stages of this training. That being said, the partnership, inscribed in a perspective of complementarity, collaboration and efficiency, should enable the regulation and harmonization of the services of each partner. Furthermore, it should not however be forgotten that the levers of change reside in the

development of the professionalism of each stakeholder group. For trainers' identity to be built, there should be encouraged alongside an intra- and inter- training institutions partnership work and a "shared responsibility" between different spaces, different institutional guardianships and especially the actors, and thereby, future teachers should be, among one another, the key actors.

Ultimately, it is clear that what is currently shown through is a lack of collaboration between different groups. Training is segmented according to a juxtaposition theory/practice alternating pattern where everyone defends his territory. Indeed, University trainers "dump" their theoretical knowledge with a public they would not accompany it on the work field whereas accompanying teachers, operating in host institutions, remain in withdrawal without working on the articulation of such theoretical knowledge. To achieve the desired objectives, training should be contemplated from the angle of professionalism, efficiency guarantee of a school resolutely turned towards the future.

VII.3.5. The Impact of the Professional Development on the Teacher's Practices and Learner's Achievements

Actually the concrete development of the professional competencies gives teachers the opportunities to reflect on their expert knowledge and experiences, and expand them, as they pursue their individual careers. The professional competences are these behaviours that can be progressively learned and improved through practice, forcing to reflection and that a continuous support will enrich it. In a broad sense (*sensu lato*) the notion of "professional competence" describes the competencies in complement of the disciplinary knows and that will improve the future teachers' ability to make a successful transition from the academic world to the professional world.

It is worth noting that the PEM and PES ENS graduates benefit from 540h and 360h of training in hosts institutions, respectively. This hourly volume, though quite higher with regard to the hourly volume devoted to professional development for BA and Master degree holders, remains insufficient to ensure a successful transition from the trainee status to the teacher one. Seemingly, teachers are the most trained persons comparatively to other professionals since they spend a long period as trainees observing different teachers as Lortie (1975, qted by Bailley & *al.* 1996) refers to it as the "*13,000 hours apprenticeship of observation*". This successive observation contributes in deep-anchoring the tainee-teachers' beliefs of what it means to teach once they began their profession. In fact, considering its daunting character, the teaching profession requires much more training time to enable

trainees understand the required types of knowledge they are supposed to master to ensure appropriate teaching namely content knowledge, pedagogical knowledge, curriculum knowledge, learners' characteristics knowledge, educational objectives and purposes, etc.

Adopting a more structured approach in the field of professional competencies, the training institutes (universities & ENS) can improve their training to equip future teachers with a higher level of competitive know-how-to-do.

Our research aims to instigate a dialogue about these competencies so that universities, policymakers and practitioners can identify and determine the gaps in the curriculum relevance as well as level of their implementation, identifying opportunities to fill these discrepancies.

Conclusion

We cannot ignore the fact that professionalisation cannot be decreed, imposed or dictated. Yet, only a reformulation of the ITTC in accordance with the competencies repository aforementioned, and a reorientation of the professional training design and foundations prove to be necessary so as to attain the expected objectives. Also, is it appropriate to affirm the need to rethink the question of the teaching practices quality which represents an important issue for the future of higher education in order to prepare the teaching profession?

An urgent need to enhance and optimize the ITT outcomes is increasingly recognized. Thus, the ITTC should shift towards a model less based on academic preparation and more on preparing professionals in host school settings with an appropriate balance between theory and practice. With regard to this new framework, teacher-trainees get into classrooms earlier, spend more time there, and benefit of more and better support in the process.

To attain an ITT quality, which systematically impacts on learners' achievements; thinking, acting and feeling, requires that the MNE training managers work with MHESR training managers grain rather than across, eschewing a regulatory and bureaucratic approach.

VII.4. Discussion of the Results

Drawing on the the results analysis of our research on didactical issues of Initial and in-service training of English teachers, we would like to make interpretative and explanatory attempts. In general, the interpretation takes the assumptions of research to see if the

orientation of the data confirms or invalidates the theoretical framework chosen. We will review the results of the work in time and space on the same subject. However, let us first synthesize the results.

The processing and analysis, at a time, the respondents' answers and ITTC, lead us to make the following observations:

Undoubtedly, the INSETT is a major issue for the success of educational reforms. However, the collected data show that training, as implemented at the level of the training institutions (universities & ENS), is not in compliance with the requirements dictated by official instructions. Newly recruited teacher trainees attest that the IT is far more theoretical, and consequently, it does not adequately prepare them for the challenges of the requirements of the classroom in a competency-building perspective. In fact, the knows acquired by teachers are virtually understood, but not enough practised in classroom context. These knows will be useful and relevant to learners and effective with regard to the expected skills only when teachers manage to put them wisely into practice. The acquired knows represent a capital to be mobilised only in teaching practice situations and the effective use. The IT duration represents a link between theory-practice-theory; of alternation, which allows teachers to practise the theory and theorise the practice. Doing so, this can make the to and fro motion process between the field and the most intensive reflection, more coherent and meanwhile more efficient. In this perspective, alternation in the TT should be considered as a privileged place of knows processing and competencies construction. Building on this premise, the teachers trainers should empower trainees with appropriate knows, competencies, attitudes, etc. so that they can cope with the challenges awaiting them once they enter the new profession. The acquisition of additional knowledge and skills especially the ones in connection with learners' learning, behaving, assessing and lessons didactising are of utmost importance for daily classroom management.

This finding of incompatibility between, on the one hand, TT as prescribed and the expected competencies and, on the other one, its effective implementation, is confirmed by inspectors who state that they have identified gaps in teachers' competencies. To conclude, we can already say that our first hypothesis is confirmed. The TT is not adapted to the requirements and evolutions which teachers are expected to face. Then, the TT should be rethought in several ways, namely contents, devices and prospects: didactical, reflexive, professional, intercultural, which, in fact, endure a whole professional life.

Contrary to what the official instructions prescribe, the curriculum for the IT as designed reveals that the content-based curriculum prevails and focuses on deepening linguistic knows (learning about the language). In a competency-based approach, teaching units, targeting the training of "competent" teachers, should operate/work in a perspective of building competencies. The teaching units constitute the basic elements of the training curricula and should systematically prepare for the acquisition of one or more competencies. The IT exit, founded on the professional profile, requires a reformulation and redesign/overhaul of the contents to be responsive to the expectations and aspirations of the educational policy. The impetus for revisiting the current ITTC components, processes and outcomes is to better meet nowadays students' needs, interests, pace and especially pertinent use in various learning environments. It should also be reminded that the evaluation criteria are characterised by punctual exams working in favour of rote memorisation and responsiveness/receptivity. To summarise, it should be attested that our second hypothesis is confirmed. There is no consistency and correspondence between the IT contents and competencies that underpin the CBA. In view of the current regulations, the INSETT is not sufficient as long as it is limited to six days a year; two days for each term. Thus, it remains very insufficient to mitigate the multiple deficiencies and equip new teachers with professional skills needed for a constant adaptation to the evolutions of the field. Then, it could be said the third hypothesis is also confirmed.

Finally, it is clear from what has been argued above that the issues of the English teachers training in the Algerian context are the cornerstone of the success of the reforms, founded on competency entry.

Recommendations

Introduction

The present doctorate thesis has undertaken the issue of the ITT and INSET of the Algerian teachers of English as planned by the guardianship and as carried out in the training institutions, *viz* universities and ENS. The generated data from multifarious investigation tools have revealed that the ITTCs endow trainees with theoretical knows which remain necessary yet insufficient to succeed the teaching profession. In a perpetually changing worldwide context following the fallouts of Globalisation, English teachers, analogous to all 21st century humans, should be endowed with the competencies that enable them to function autonomously. The training curricula should not be limited to theoretical models to be put in practice without any reflection on their effectiveness with regard to the teaching context. In other words, the teacher trainers' overriding role is neither prescriptive nor descriptive but that of a facilitator, mediator where efforts converge to equip the trainees with opportunities to be the principal actors of their own learning and training. It is no longer a matter to memorise and reiterate leading to the acquisition of rigid and inflexible behavioural patterns, but to analytical, reflective and enquiry processes. This ability requires an insightful theoretical perception of the teaching aspects that should be mobilised to nurture the practice and vice-versa. The attainment of an appropriate preparation of the teachers of English requires the contribution of many stakeholders.

1. To the Guardianship (MNE)

Similar to all entrants to any new profession, teachers need an appropriate preparation to integrate the job successfully. Thus, the guardianship, MNE, should explicitly identify the achievable and measurable competencies to be attained by the end of any training course for the sake of accountability. The following suggestions may help improving the ITT and INSET training paths:

1. Recruitment criteria for the teaching profession should be reviewed with much emphasis on highly-skilled staff,

2. Implementation of practical supportive policies leading to teachers' acquisition of the intended competencies and development throughout their careers,

3. Periodical assessment of the teachers' needs for the INSET to comply with novel requirements,

4. Establishment of a peer-learning device grouping experts on teacher education and stakeholder bodies,

5. Taking advantage of the experience of senior expert teachers to accompany the neophytes during the first years of their teaching,

6. Expansion of the training period to allot enough time to the practical aspects of the teaching training *in situ* so as to create an adequately theory-practice balanced training,

7. Setting up of school networks to enable teachers share documents and professional experience, ask questions, ensure peer learning to allow comparing and contrasting ideas, opinions and reflections,

8. Selection of the highly-skilled teacher trainers to ensure quality training,

9. Improve the working environment to enhance quality teaching and learning,

10. Addressing the issues of crowdedness, dearth of didactic means, ICTs unavailability, etc;

11. Make teacher training a more practice-based one.

2. To Neophyte Teachers

Teaching is a daunting profession in general and more complex for English in the Algerian context in particular. Thus, the need for self-training, assessing, reflecting and updating knows, know-how-to-do, action-research (AR) [157] etc. remains compulsory on the part of all teachers so as to respond appropriately to the 21st century educational requirements.

Teachers' professional development cannot materialise without the collaboration and accompaniment of a number of stakeholders. Collegial work is one of the sure devices to support teachers' professional development. Besides the school principals, administrative staffs appropriate assistance plays a positive role in affording the suitable ecological environment which favours teachers' prosperous professional development. Similarly, supervisors' intervention, perceived as mediation and negotiation, contributes to teachers' multifaceted improvements namely curricular planning, analysing, classroom and time managing, etc. The aggregate of all these inextricably linked and very much dependent efforts enable neophyte teachers to move from the operative status (syllabus implementers) to creative, problem-solver and decision-maker status; autonomous behaviour. Reaching such a stage of autonomy, among all approaches, techniques, strategies learned through the IT, for those which work effectively with their learners, teachers will make their own ones. Yet, the

---

[157] ''It is widely agreed that research involves teachers researching their own classrooms- with or without collaborative support of other teachers''. Lankshear and Knobel (2004: 4).

materialisation of the professional development, leading to autonomy, reflection and critical thinking, requires the mastery of the basic scientific knowledge of the discipline.

To ensure professional development, teachers should depend much upon their intrinsic motivation and personal initiative to bring changes about their teaching performance. In fact, they should be career-long learners, without which they would not be capable of stimulating learners to be continuous learners. The INSET sessions may be the appropriate opportunities to share different experiences through interaction with different interlocutors with different levels, needs, professional experience during workshops, study days, seminars, peer coaching, peer observations, etc. All in all, teachers should be empowered to take risk to expose themselves, learn to observe and analyse, share experiences, learn by doing, evaluate, etc.

3. To Training Institutions, i.e., Universities and ENS

The training institutions, universities and ENS, should not restrict their role to theoretical knowledge assignment that is entirely detached from the workplace context features of the future graduates. Besides theoretical knows, they should equip them with competencies that enable them fulfill the required requirements. The link between theory and practice during the IT is of utmost necessity in contemprory context to bring the indispensable re-adjustments and alterations to fit the mandatory requisites. To fulfill the latter, periodic needs analyses are of an overarching importance to adequately respond to the labour market.

Besides modular structure contents revision, universities and Institutes should organise periodic training sessions for the benefit of their teaching staffs so that they keep pace with the requirements which are constantly changing. The ITT contents are required to endow 21st century teachers with competencies to meet requirements for "highly qualified status" which encompasses content area knowledge, coursework, and instructional practice. To sum up, the training institutes are required to focus on what follows:

1. To provide and construct open repositories;

2. To provide devices in offers and requests;

3. To foster experiences in multifarious contexts;

4. To allot longer time to training;

5. To enhance experiential knowledge;

6. To establish production conditions;

7. To allow 'beaded' devices for experiments;

8. To organise the monitoring and evaluations of the productions;

9. To assist in the elaboration of collective projects;

4. To Supervisors (Inspectors)

Being teachers' mentors, scaffolders and guides for a long professional career, inspectors should set up a favourable teachers-inspector relationship founded on mutual respect and confidence, cooperative- and collaborative-based attitudes. Reciprocated support and understanding generate feelings of responsibility and self-esteem; two precursors which ensure teachers' successful practice and professional development. Teachers' shortcomings should in no case be regarded as a source of critics and antagonism but an appropriate issue for action-research and reflective practice leading to adequate and sufficient remedies. In other words, the authoritative managing style, where inspectors harangue and intimidate teachers, should be eschewed in favour of participative and consultative managing style. Seminars, study days and workshops should not be restricted to those idyllic principles and quite different metalanguage that sound 'outlandish' for most of the teachers. Yet, to ensure efficiency and pertinence, they should be simplified, adapted and transposed into effective classroom practices. During such meetings, teachers' voices should be taken into account in decision-making processes. Visitations should be mainly made for the sake of teachers' teaching support and improvement, seeking to provide sound recommendations for teachers. Inspectors should prioritise visits follow-up actions (seminars, study days, meetings, etc.) to handle the most serious issues in connection with teaching/learning. All in all, the INSETT workshops effectiveness depends on:

1. Participants' intrinsic motivation;

2. Adequately planned, well-equipped and documented workshop sessions;

3. Highly-skilled resource persons involvement;

4. Scope of the selected topics covering both individual needs and those generated by the education system, i.e., specific needs related to daily classroom practices and general ones with connection to the new eduation requirements;

5. Specific needs responsiveness, i.e., teachers' needs to be taken in consideration;

6. Setting-up a follow-up programme to ensure the acquired knowledge and skills survival;

7. Participatory and interactive characters of training sessions to involve all those who can add insightful intakes/contributions;

8. Teachers' engagement in generating solutions to their own problems;

9. Teachers' self-reflection commitment.

5. To the Textbook Designers

Generally speaking, textbooks, whatesover sophisticated and complete they are, they can neither specify nor respond to all teachers' and leaners' needs, levels and wants. This might be demotivating for teachers and learners whose needs are not taken into account. In most cases, teachers and learners rely heavily on textbooks contents which determine the components and the ways of both teaching and learning. Differently couched, the textbook contents, reflecting the principles of the mandatory approach and the educational policy, influence to high extent both teachers' teaching and learners' learning. Thus, textebook designers should care of the textbook content, language system, mandatory approach tenets, cultural knowledge and competency, learning strategies, critical thinking skills, organization and teacher's edition.

A. Textbook contents

1. selection, lay out, and gradation

2. accuracy, up-dating, age-appropriateness, appealing to a wide range of learners, encouraging active learning, etc.

B. Language system: textbook contents

1. Supporting divers authentic materials, oral and written activities, appropriate vocabulary, etc.

2. Providing appropriate sound material such as CDs, Videos…

3. Ensuring contextualised learning;

4. Providing individual, pair and group activities;

5. Ensuring cumulative and constructive learning;

C. Compliance with the approach tenets: textbook contents

1. complying with the approach tenets and objectives;

2. easing the approach implementation;

3. allowing the intended competencies fulfillment;

D. Cultural Background: textbook contents

1. supporting learners' cooperative, constructive learning;

2. shifting from cultural knowledge to cultural competency;

E. Learning Strategies: textbook contents

1. supporting learners' learning strategies: successful readers, listeners, speakers and writers;

2. illustrating learners' multiple intelligences;

F. Critical Thinking: textbook contents

1. Enhacing learners' analysis, synthesis, evaluation etc.

G. Organisation: textbook contents

1. Consisting of table of contents, glossary, index, appendices, etc.

2. Ensuring logical arrangement and development;

H. Teacher's edition: textbook contents

1. Including assessment tools;

2. Stating clear teaching objectives.

6. To the ITT Course Contents Designers

A set of parameters should be taken into consideration with regard to academic training programmes and outcomes. That is to say, a due consideration should be devoted to the expectations of the potential graduate, a whole society, changes in labour market and new technologies advancements. The involvement of the academic community is recommended in the development, improvement and alteration of the training programme. The ITT contents designers should care of:

1. Both the disciplinary knows in connection with the discipline and the epistemology and history of academic disciplines, their methods, the knowledge of their scientific and didactic elaboration, students' learning process, etc.

2. Cumulation and complementarity of the parts (TU) of the modular structure;

3. The interconnection between the ITT contents and professional development to ensure and create a lifelong learning;

4. Appropriate identification of the exit profile and the competencies to be attained;

5. Outcomes, in terms of competencies, of each and every teaching unit;

6. Teaching and assessing methods to be implemented;

7. Suitable credits, time volume allotment, coefficient balance and feasibility;

8. Regular and continuous assessment and monitoring process of the programme implementation;

9. Feedback collection and exploitation for further improvement;

10. Introduction to research based on personal practice research;

7. To Teacher-trainers and Researchers

At the ouset, it should be noted that researches on teacher education are not numerous for several interrelated reasons, including the relatively small number of teacher-researchers in didactics of language-cultures. Yet, the joint-collaborative work of researchers and teacher-trainers proves to be more than necessary for an appropriate preparation of the future teachers of English. The relationship and interaction between research and teaching should remain the specificities of the training of teacher-trainees.

In fact, the empirical research that focuses on classroom observations, learners and teachers activities is badly needed in Algeria. It will be too difficult to improve education quality without an insightful understanding of what occurs in the classroom space. More research on the teaching of English in schools and universities contributes undoubtedly to a research base for policy and curricula that are context sensitive (Rubin 1991, Holliday 1994).

As a final note, to cope with the didactic issues that teachers, in their turn, should face, the IT should help the practitioners to take up an active role in the education system. To do so, the IT should take into account two essential elements, firstly, to ensure the teacher trainees' shift from the learners' status to the posture of the ones who help learners learn how to learn, to develop critical thinking, to self-access their learning. Yet, all these require an insightful knowledge of the learning strategies and methods. Secondly, the IT should help them learn how to systematically position themselves in a critical reflection on the efficacy of their classroom performance rather than being mere implementers of top-down decisions. They are required to develop high-skills helping them to question their practices and seek alternative solutions to multifarious daily hindrances.

General Conclusion

This research entitled: "*The Didactical Issues of the Algerian English Teachers' Initial and In-service Training Courses: between Institutional Objectives and Teachers' Expectations*" primary objective was to answer the following questions:

- Is the ITT really adapted to the requirements and developments which teachers are expected to face?

- Is there coherence and correspondence between the contents of the training and skills that underpin the CBA?

- Is the INSETT sufficient and effective to equip teachers with essential professional competencies for constant adaptation to changes arising from globalisation?

We can say, whereof, at the end of this research, based on the analysis of the statistical data and accounts gleaned from different research tools, namely questionnaires, interviews and analysis of the modular structures of the ITT curriculum cluster around a fairly common opinion stipulating that a gap between institutional objectives and expectations of practitioners has been highlighted.

Through the results obtained, this research does not claim to cover the entire profession and its related issues. It should be said that this modest contribution in the IT issue represents some limits. It is in this context that we must point out that the field surveys could have been conducted over a longer duration and; therefore, reach a large population of teachers in several teacher training institutes. It should also be noted that the apprehension of different competencies was limited to practitioners' verbalisation without touching the praxeological practices. The analysis of the classroom practices and didactical organisations preferred by teachers could have enabled us to study the evolution of different competencies as it is proposed in the structure of the TT. Nevertheless, and beyond these shortcomings, this research work opens perspectives completely explorable for studying didactical issues of the ITT and the INSETT for teachers of English. Below are some prospective avenues that could be explored:

- Longitudinal studies that focus on teacher-trainees' perspectives on learning to teach.

- Exploratory studies that seek to gauge the degree of relevance of the teaching units' contents, device, and assessment modes to teaching in schools.

- Studies that focus on the teacher-trainers' activities in connection with teacher-trainees' training, evaluation, supervision, teaching materials design and development, etc.

Thus, the present study seeks ways and means that can help to understand the didactical issues of the professional training to meet both, the societal requirements and the English language teaching/learning improvement in the Algerian context. It sketches the difficulties that could be envisaged for the development of various competencies: didactical, professional, intercultural, and reflective, and stowage of English teaching/learning modes and methods with the requirements of the context of globalisation.

Beyond these suggestions that we deem appropriate made for training professional teachers, this research proposes a didactic approach to Engish language teaching/learning; an approach going in the direction of the improved synthesis of the positive points of the CBA.

It was intended as a contribution to didactical issues in the ETT as well as the effective relationship of theory framework to actual teaching practices.

Bibliographical References

I.   Official Sources

A) Algerian Government

Bulletin Officiel de l'éducation nationale. 1975. Ordonnance n° 75-58 du 15 septembre portant loi d'orientation sur l'organisation de l'éducation nationale. Alger

Bulletin Officiel de l'éducation nationale. 2003. Loi n° 03-14 du 25 octobre 2003 portant approbation de l'ordonnance n° 03-09 du 13 août 2003 modifiant et complétant l'ordonnance n° 76-35 du 16 avril 1976 portant organisation de l'éducation et de la formation.

Bulletin Officiel de l'éducation nationale. 2008. Loi n° 08-04 du 23 janvier portant loi d'orientation sur l'éducation nationale. Alger.

Constitution algérienne 1963

Journal Officiel n° 23. 1970. Ordonnance n° 69-106 : création des instituts de technologie modifiée par l'ordonnance n° 70-78 du 11.11.1970.

Journal Officiel n° 6.1981. Décret n° 81 -128 portant organisation de la formation, sanction des études et statut des élèves des centres régionaux des cardes de l'éducation.

Journal Officiel n° 1 décret 09/3 du 03.01.2009 relatif au statut de l'enseignant chercheur.
Journal Officiel n° 59 du 12.10.2008 article 174-175.

MEN Ordonnance n° 76/35 du 16 avril 1976 portant organisation de l'éducation et de la formation. MEN. 1997. *Formation des formateurs, perspectives d'avenir*. Alger : ONPS.

MEN. 2000. *L'évaluation de l'éducation pour tous à l'an 2000*. Rapport des pays de l'UNICEF. MESRS. 2007. « Cahier des charges de la formation des maîtres en institut universitaire de formation », *In Bulletin officiel,* n° 1.

B) Ministry of Education of Quebec

Conseil Supérieur de l'Education. 1991. Loi d'orientation 91 -22 du 16 février 1991.

MEQ. 1992. *La formation à l'enseignement général. Orientations et compétences attendues.* Québec : Ministère de l'Education, Direction générale de la formation et des qualifications.

MEQ. 1995a. *La formation à l'enseignement. L'insertion professionnelle des nouvelles et des nouveaux enseignants. Orientation. Document de travail présent au colloque sur l'insertion professionnelle à Victoriaville.* Québec : Direction de la titularisation et de la classification du personnel enseignant. Direction générale de la formation et des qualifications.

MEQ. 1995b. *De la probation à l'insertion professionnelle de multiples enjeux : compte rendu du colloque sur l'insertion professionnelle du nouveau personnel enseignant.* Québec :

Direction de la titularisation et de la classification du personnel enseignant. Direction générale de la formation et des qualifications.

MEQ. 1997a. *Réaffirmer l'école. Prendre le virage du succès. Rapport du groupe de travail sur la réforme du curriculum.* Québec : Ministère d'Enseignement du Québec MEQ. 1997b. *L'école, tout un programme.* Québec : MEQ

MEQ. 2001a. *Programme de formation à l'enseignement : les orientations, les compétences professionnelles.* Québec : Bibliothèque nationale du Québec.

MEQ. 2001b. *Programme de formation de l'école québécoise : éducation préscolaire, enseignement primaire.* Québec : Gouvernement du Québec.

MEQ. 2002. Echelle des niveaux de compétence. Enseignement primaire. Direction Générale de la Formation des Jeunes. Québec : Gouvernement du Québec.

C) CECR : Europe

CECR. 2001. *La compétence de communication devient compétence à communiquer langagièrement.* Conseil de l'Europe : Didier

Conseil de l'Europe. 2000 et 2001. *Un cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer.* Strasbourg : Conseil de l'Europe/ Didier.

II. Books

Abdallah Pretceille, M. 1996. *Vers une pédagogie interculturelle*. Paris: Anthropos.

Abdallah Pretceille, M. 1999. *L'éducation interculturelle*. Paris: PUF.

Abbou, A. 1980. *Communications sociales et didactiques des langues étrangères*. Paris: Didier.

Allard, M. 2005. *Les ratés de la réforme étaient prévisibles*. La Presse.

Allen, D.W. & K. Ryan. 1969. *Microteaching.* Reading: Addison-Wesley.

Altet, M. 1994. *La formation professionnelle des enseignants. Analyse des pratiques et situations pédagogiques.* Paris: PUF.

Altet, M. & al. 2002. *Formateurs d'enseignants. Quelle professionnalisation?* Bruxelles: De Boeck.

Amado, G. & A. Levy. 2001. *La recherche-action. Perspectives Internationales.* Paris: Eska.

Argyris, Ch. & D. Schön. 1978. *Organizational Learning: a Theory of Action Perspective.* Addison Wisley.

Ascheson, K. & M.-D. Gall. 1997. *Techniques in the Clinical Supervision of Teachers: Preservcie and Inservice Applications*. N.Y: Longman.

Astolfi, J.-P., B. Peterfalvi. & A.Vérin. 1991. *Compétences méthodologiques en sciences expérimentales*. Paris : Institut national de recherche pédagogique.

Astolfi, J.-P. 2003. *Éducation et formation : nouvelles questions, nouveaux métiers*. Issy-les Moulineaux : ESF éditeur.

Avanzini, G. 1975. *Immobilisme et novation dans l'éducation*. Paris: Privat.

Bachman, L.-F. 1990. *Fundamental Considerations in Language Testing*. Oxford: OUP.

Bachman, L.-F. & A.-S. Palmer. 1996. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: OUP.

Baillat, G. & al. (dir.). 2003. *Vers quelle professionnalité enseignante en France et au Québec?* Reims: Sceren CRDP de Champagne-Ardenne.

Baillauquès, S. 1990. *La formation psychologique des instituteurs*. Paris: PUF.

Baillauquès, S. & E. Breuse. 1993. *La première classe. Les débuts dans le métier d'enseignant.* Paris: ESF.

Bailly, D. 1997. *Didactique de l'anglais - Objectifs et contenus de l'enseignement*. Paris: Nathan.

Bandura, A. 1980. *L'apprentissage social.* Bruxelles: Mardaga.

Bandura, A. 1986. *Social Foundations of Thought and Action: a Social Cognitive Theory.* Englewood Cliffs. N.J: Prentice-Hill.

Bandura, A. 1997. *Self-Efficacy: the Exercise of Control*. New York: Freeman.

Bandura, A. 2003. *Auto-efficacité, le sentiment d'efficacité personnelle*. Bruxelles: De Boeck.

Barbier, J.-M. 1996. *Situations de travail et formation*. Paris: L'Harmattan.

Barbier, J.-M. & M. Lesne. 1977. *Needs Analysis in Training*. Paris: Belin

Beacco, J.-C. 2007. *L'approche par compétences dans l'enseignement des langues – Enseigner à partir du Cadre européen commun de référence pour les langues*. Paris: Didier.

Beacco, J.-C. & M. Byram. 2002. *Guide pour l'élaboration des politiques linguistiques éducatives en Europe*. Strasbourg: Conseil de l'Europe.

Benavot, A. & C. Braslavsky 2007. *School Knowledge in Comparative and Historical Perspective. Changing Curricula in Primary and Secondary Education.* Hong Kong: Springer, Studies in Comparative Education.

Bernstein, B. 1975. *Class, Codes and Control. Toward a Theory of Educational Transmission.* London: Routledge & Kegan.

Berthelot, J-M. 1990. *L'intelligence du social*. Paris: PUF.

Blanchet, Ph. 1998. *Introduction à la complexité de l'enseignement du français langue étrangère.* Louvain: Peeters.

Blatchford, P. 2003. *The Class Size Debate: Is small better?* Berkshire, England: Open University Press.

Blin, J.F. 1997. *Représentations, pratiques et identité professionnelle*. Paris: L'Harmattan.

Blumer, H. 1996. *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, N.J. : Prentice-Hall.

Bourdieu, P. 1972. *Esquisse d'une théorie de la pratique.* Genève : Droz.

Bourdieu, P. 1980. *Le sens pratique*. Paris : Editions de Minuit.

Bourdieu, P. 1982. *Ce que parler veut dire. L'économie des échanges économiques*. Paris : Fayard.

Boutet, M. 2004. *La pratique réflexive: un apprentissage à partir des pratiques*. Université de Sherbrooke.

Boutin, G. & L. Julien. 2000. *L'obsession des compétences, son impact sur l'éducation et la formation des enseignants*. Montréal: Éditions Nouvelles.

Boutin, G. & al. 2006. *L'école actuelle face au changement : instruire, éduquer ou socialiser.* Montréal: PUQ.

Bullough, R.-V. Jr. 1989. *First Year Teacher. A Case Study*. New York: Teacher College Press.

Byram, M. 1989. *La relation langue-identité-école. Minorisation linguistique et interaction.* Neuchâtel / Genève: Droz / Faculté des lettres. (151-156).

Byram, M. 1997. *Teaching and assessing intercultural communicative competence.* Clevedon, Avon: Multilingual Matters.

Byram, M. & al. 1997. *La compétence socioculturelle dans l'apprentissage et l'enseignement des langues. Vers un cadre Européen commun de référence pour*

*l'apprentissage and l'enseignement des langues vivantes : études préparatoire*s. Strasbourg : Éditions du Conseil de l'Europe.

Byram, M., B. Gribkova, & H. Starkey. 2002. *Developing the Intercultural Dimension Language Teaching – A Practical Introduction for Teachers*. Strasbourg: Conseil de l'Europe.

Calvet, J.-L. 1987. *La guerre des langues et des politiques linguistiques*. Paris : Payot

Calvet, J.-L. 1993. *La sociolinguistique*. Paris : PUF.

Cambier, A. 1994. *Le rôle de l'université dans la formation des enseignants*. Paris : Unesco.

Carpentier-Roy, M.-C. & S. Pharand. 1992. *Organisation du travail et santé mentale chez les enseignantes et les enseignants du primaire et du secondaire : rapport de recherche.* SainteFoy. Québec : Centrale de l'enseignement du Québec.

Casalfiore, S. & L. Paquay. 1998. *Le paradigme de la situation située : regard sur l'activité enseignante et implications pour l'évaluation de la planification des enseignants*. Louvain-la Neuve : UCL, département des sciences de l'éducation.

Charlier, E. & J. Donnay. 1991. *Comprendre les situations de formation, formation de formateurs à l'analyse.* Bruxelles : De Boeck.

Charlier, B. & D. Peraya. 2003. *Technologie et innovation pédagogie.* Bruxelles : De Boeck.

Chevallard, Y. [1985] 1991. *La Transposition didactique. Du savoir savant au savoir enseigné.* La Pensée sauvage.

Chautard, P. & M. Huber. 1999a. *La gestion des imprévus par l'exercice du jugement pédagogique.* Dijon : ENESAD, rapport de recherche.

Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge: Massachusetts. MIT Press.

Chomsky, N. 1975. *La langue et la pensée*. Paris : Payot.

Claparède, E. 1909. *Psychologie de l'enfant et pédagogie expérimentale*. Delachaux et Niestlé.

Clot, Y. 1999. *La fonction psychologique de travail*. Paris: PUF.

Coady, J. & T. Huckin (Eds.). 1997. *Second Language Vocabulary Acquisition. A Rationale for Pedagogy*. Cambridge: CUP.

Cohen, A. 2003. *Multiple commitments in the workplace: an integrative approach*. Mahwah, NJ: Lawrence Erlbaum Associates.

Coirier, P., D. Gaonac'h & J.-M. Passerault. 1996. *Psycholinguistique Textuelle*. Paris: Armand Colin.

Comenius 1646-1992. *La grande didactique*. Paris: Editions Klincksieck.

Coste, D. & al. 2007. *Un document européen de référence pour les langues de l'éducation ?* Strasbourg : Conseil de l'Europe: Division des politiques linguistiques.

CSÉ. 2004. *Un nouveau souffle pour la profession enseignante*. Sainte-Foy: le Conseil.

Cuq, J-P. 1996. *Dictionnaire de didactique du français*. CLÉ International.

Cuq, J.-P. 2003. *Dictionnaire de didactique du français*. CLÉ International.

Dasen, P.-R. & Ch. Perregaux. 2000. *Pourquoi des approches interculturelles en éducation?* Bruxelles: De Boeck.

Day, C. 1999. *Developing Teachers: The Challenges of Lifelong Learning.* London: Falmer Press.

Defarges, P.- M. 1997. *La mondialisation*. Paris: PUF.

Desgagné, S. 2005. *Récits exemplaires de pratique enseignante : analyse typologique.* Québec: PUQ.

De Ketele, J.-M. & X. Roegiers. 1993. *Méthodologie du recueil d'informations*. Bruxelles: De Boeck Université.

Deprez, C. 1999. *Les enfants bilingues : langues et familles*. Paris: Didier. Collection Crédif Essais.

Deyrich, M.-C. 2007. *Enseigner les langues à l'école.* Ellipses

Dewey, J. 1938. *Expérience et éducation*. Paris: Armand Colin.

Dictionnaire le Robert 1968 *Dictionnaire le Robert* 1985

Donnadieu, B., M. Genthon & M. Vial. 1998. *Les théories de l'apprentissage. Quel usage pour les cadres de santé.* Paris: InterEditions, Masson.

Donnay, J. & E. Charlier. 2006. *Apprendre par l'analyse des pratiques : initiation au compagnonnage réflexif.* Presses Universitaires Namur.

Durand, M. 1996. *L'enseignement en milieu scolaire*. Paris: PUF.

Durkheim, E. 1978. *De la division du travail social*. Paris: PUF.

Elias. N. 1993. *Engagement et distanciation. Contribution à la sociologie de la connaissance.* Paris: Fayard.

Ellis, R. 1992. *Second Language Acquisition and Language Pedagogy.* Cleveton: Multilingual Matters.

Ellis, R. 1999. *Learning a Second Language through Interaction.* Amsterdam: John Benjamin Publishing Company.

Etzioni, A. 1969. *The Semi-Professions and their Organization: Teachers, Nurses, Social Workers.* New York: The Free Press.

EURYDICE. 1995. *La formation continue des enseignants dans l'union européenne et dans les pays de l'AELE/EEE.* Bruxelles: Unité Européenne de l'EURYDICE.

Evans, N. 2005. *Curriculum Change in Secondary School, 1957-2004. A Curriculum Roundabout?* London: Routledge.

Faerch, C., K. Haastrap & R. Phillipson. 1984. *Learner Language and Language Learning.* Copenhagen: Multilingual Matters.

Fourez, G., V. Englebert-Lecomte, & P. Mathy. 1997. *Nos savoirs sur nos savoirs : un lexique d'épistémologie pour l'enseignement.* Bruxelles: De Boeck Université.

Fullan, M. 2001. *The New Meaning of Educational Change.* New York: Teachers College Press.

Fullan, M. 1993. *Change Forces: Probing the Depths of Educational Reform.* London: Falmer.

Gage, N. 1978. *The Scientific Basis of the Art of Teaching.* New York: Teachers College **Press.**

Galisson, R. 1994. *D'hier à demain, l'interculturel à l'école.* Paris: Didier Erudition.

Gaonac'h, D. 1991. *Théorie d'apprentissage et acquisition d'une langue étrangère.* Paris: Hatier-Didier.

Garnier, P. 2003. *Faire la classe à plusieurs : Maîtres et partenariat à l'école élémentaire.* Rennes: Presses Universitaires.

Gass, S.-M. 1997. *Input, Interaction and the Second Language Learner.* Mahwah, N.J: Lawrence Erlbaum Associates.

Gather Thurler, M. 1992. *Les dynamiques de changements internes aux systèmes éducatifs: comment les praticiens réfléchissent à leurs pratiques.* Genève : faculté de psychologie et des sciences de l'éducation.

Gather Thurler, M. 1993. *Renouveau pédagogique et responsabilités de la direction de l'établissement.* Genève: faculté de psychologie et des sciences de l'éducation.

Gauthier, C. & al. 1997. *Pour une théorie de la pédagogie : recherche contemporaine sur le savoir des enseignants.* Québec: PUL.

Gauthier, C. & M. Mellouki. 2006. *La formation des enseignants au Québec à la croisée des chemins.* Québec: PUL.

Giacobbe, J. 1992. *Acquisition d'une Langue Etrangère: cognition et interaction.* CNRS: Editions Collection Sciences du Langage.

Goodman, P. 1985. *Video in Second Language Teacher-Training.* Chicago: University of Illinois.

Hadji, Ch. 1990. *Evaluation* : les règles du jeu. Paris: ESF.

Hameline, D. 1979. *Les objectifs pédagogiques en formation initiale et continue.* Paris: ESF.

Hammer, P. & G.-S. Giauque. 1989. *The Role of Cognates in Teaching French.* New York: Peter Lang.

Hatch, E. 1978. *Second Language Acquisition.* Rowly, MA: Newbury House.

Holliday, A. 1994. *Appropriate Methodologies in Social Context.* Cambridge: CUP.

Hopkins, D., M. Ainscow. & M. West. 1994. *School Improvement in an Era of Change.* London: Cassell.

Houssaye, J. 1988. *Théorie et pratique de l'éducation.* Berne : Peter Lang.

Houssaye, J. (dir.). 1993. *La pédagogie: une encyclopédie pour aujourd'hui.* Paris : ESF.

Huberman, M. 1989. *La vie des enseignants. Evolution et bilan d'une profession.* Lausanne : Delachaux et Niestlé.

Hymes, D.-H. 1991. *Vers la compétence de communication.* Paris: Hatier-Didier.

Jessup, G. 1991. *Outcomes: NVQs and the emerging model of education and training.* London: Falmer.

Johnson, S.-M. 1990. *Teachers Work: Achieving Success in our Schools.* New York: Basic Books.

Johnson, S.-M. 2004. *The Project on the Next Generation of Teachers. Finders and Keepers: helping New Teachers Survive and Thrive in our Schools.* San Francisco: Jossey-Bass.

Jonnaert, Ph. & C. Vander Borght. 1999. *Créer des conditions d'apprentissage. Un cadre de référence constructiviste pour une formation didactique des enseignants.* Bruxelles : De Boeck.

Jonnaert, Ph. 2002. *Compétences et socioconstructivisme. Un cadre théorique.* Bruxelles : De Boeck.

Jonnaert, Ph., M. Ettayebi. & R. Defise. 2009. *Curriculum et compétences, un cadre opérationnel.* Bruxelles: De Boeck Université.

Jordon, G. 2004. *Theory Construction in Second Language Acquisition.* Amsterdam: John Benjamins.

Jorro, A. 2002. *Professionnaliser le métier d'enseignant.* Paris: ESF.

Halliday, M.-A.-K. & R. Hassen. 1976. *Cohesion in English.* London: Longman.

Kane, P. (Eds.). 1991. *The First Year of Teaching.* New York: Walker and Company.

Karsenti, T. & L. Savoie-Zajc. 2004. *La recherche en éducation : étapes et approches.* Sherbrooke : Éditions du CRP.

Kateb, K. 2005. *École, population et société algérienne.* Paris : L'Harmattan.

Kecskes, I. & T. Papp. 2000. *Foreign Language and Mother Tongue.* Mahwah: NJ: Lawrence Erlbaum Associates.

Kelly, M. & al. 2004. *Profil européen pour la formation des enseignants de langues étrangères.* Un cadre de référence. Direction générale de l'éducation et de la culture de la commission européenne.

Kerbrat-Orecchioni, C. 1990. *Les interactions orales.* Tomes I & II. Paris: Armand Colin.

Kohn, R.-C. 2001. *Les positions enchevêtrées du praticien et chercheur. Parcours dans le champ social.* Paris : L'Harmattan.

Kolb, D.-A. 1984. *Experiential Learning.* Englewood Cliffs. NJ. Prentice-Hall.

Kramsch, C. 1991. *Interactions et discours dans la salle de classe.* Paris: Hatier-Didier.

Kramsch, C. 1993. *Context and Culture in Language Teaching.* Oxford: OUP.

Lafon, R. 1963. *Vocabulaire de la psycho-pédagogie et de la psychiatrie de l'enfant.* Paris : PUF.

Lafortune, L. & C. Deaudeline. 2001. *Un accompagnement socioconstructiviste pour accompagner la réforme en éducation : métacognition et pratique réflexive.* Sainte-Foy : PUQ.

Lahire, B. 1997. *La manière d'étudier, cahier de l'OVE*. Paris : La documentation française.

Lang, V. 1999. *La professionnalisation des enseignants : sens et enjeux d'une politique institutionnelle.* Paris: PUF.

Le Boterf, G. 1994. *De la compétence. Essai sur un attracteur étrange.* Paris : Éditions d'Organisation.

Le Boterf, G. 2001. *Ingénierie et évaluation des compétences.* Paris : Les Éditions d'Organisation.

Le Boterf, G. 2003. *Construire des compétences individuelles et collectives.* Paris : Éditions d'Organisation.

Lebrun, N. & J.-M. Wood. 2009. *Assises du référentiel de compétences dans la formation professionnelle universitaire des enseignants: savoirs théoriques et pratiques.* Université du Québec à Montréal.

Leech, G. 1983. *Principles of Pragmatics.* London: Longman.

Legendre, R. 1993. *Dictionnaire actuel de l'éducation.* Montréal : Guérin.

Lepat, J. 1997. *Regards sur l'activité en situation de travail.* Paris : PUF.

Lessard, C., M. Altet, L, Paquay & Ph. Perrenoud. 2004. *Entre sens commun et sciences humaines. Quels savoirs pour enseigner ?* Bruxelles : De Boeck.

Lewin, K. 1951. *Field Theory in Social Sciences.* N.Y.: Harper & Row.

Liddicoat, A.J., Papademetre, L., Scarino, A., & M. Kohler. 2003. *Report on intercultural language learning.* Canberra ACT: Commonwealth of Australia.

Lier Van, L. 1996. *Interaction in Language Curriculum. Awareness, Autonomy and Authenticity.* USA: Longman.

Littlewood, W. 1981. *Communicative Language Teaching: An Interaction.* Cambridge: CUP.

Lortie, D. 1975. *School Teacher: A Sociological Study.* Chicago, IL: University of Chicago Press.

Louw, W.-J. 1985. *Video-recorded Micro-teaching Situations and their Contribution towards the Pre-service Professional Training of Students Teachers for the Secondary School.* Vancouver: International Council on Education for Teaching.

Lüdi, G. & B. Py. 2002. *Être bilingue.* Berne: Peter Lang.

Maturana, H.-R. & F.-J. Varela. 1987. *The Tree of Knowledge: The Biological Roots of Human Understanding.* Boston: New Science Library.

Mebarki, M. 2003. *Sauver l'université.* Oran : Dar El Gharb.

Meda, D. 2001. *Le temps des femmes. Pour un renouveau partage des rôles.* Paris : Flammarion.

Mialaret, G. 1979. *Vocabulaire de l'éducation.* Paris: PUF.

Medgyes, P. & A. Malderez (Éds.). 1996. *Changing Perspectives in Teacher Education.* Oxford : Heinemann.

Meirieu, Ph. 1989. *Extraits d'enseigner, scénarios pour un métier nouveau.* Paris: ESF.

Meirieu, P. 1998. *Lettres à quelques amis politiques sur la République et l'état de son école.* Paris: Editions Plon.

Mehan, H. 1979. *Learning lessons: Social organization in the classroom.* Cambridge: HUP.

Mellouki, M. 1989. *Savoir enseignant et idéologie réformiste. La formation des maîtres (1930-1964).* Québec: Institut québécois de recherche sur la culture.

Mellouki, M. (Dir.), 2010. *Promesses et ratés de la réforme de l'éducation au Québec.* Ste Foy, Québec: PUL.

Moirand, S. 1982. *Enseigner à communiquer en langue étrangère.* Paris: Hachette.

Molnar, A. 2002. *School Reform Proposals: The Research Evidence.* USA: Information Age Publishing, Inc.

Morrow, P.-C. 1993. *The Theory and Measurement of Work Commitment.* Greenwich, CT: Jai Press Inc.

Mortimer, P. 1998. *The Road to Improvement: Reflection on School Effectiveness.* Lisse, the Netherlands: Swets & Zeitlinger B.V.

Mucchielli, A. 1996. *Dictionnaire des méthodes qualitatives en sciences humaines et sociales.* Paris: Armond Colin.

Munby, J. 1978. *Communicative Syllabus Design.* Cambridge: CUP.

Nanzhao, Z. & Z. Muju. 2007. *Educational Reform and Curriculum Change in China: a Comparative Case Study.* Genève: BIE.

Narcy-Combes, J.-P. 1991. *Comment mieux apprendre l'anglais.* Paris: Éditions Organisation.

Narcy-Combes, J.-P. 2005. *Didactique des langues et TIC, pour une recherche-action responsable.* Paris: Ophrys.

National Commission on Teaching and America's Future. 1996. *What matters most: Teaching for America's Future.* New York: NCTAF.

Nòvoa, A. 1998b. *Histoire et Comparaison (Essais sur l'Éducation).* Lisbonne: Educa Editeur.

Nunan, D. 1992. *Research Methods in Learning.* Cambridge: CUP.

Nzomo, J., M. Kariuki & L. Guantai. 2001. *The quality of education: some Policy Suggestions based on a Survey of Schools.* Paris: Institut International pour la Planification de l'Education.

Obin, J.-P. 1998. *Dépasser l'alternance, La formation des enseignants sur le terrain.* Hachette

OCDE. 1998. *L'école à la page : Formation continue et perfectionnement professionnel des enseignants.* Paris : Editions de l'OCDE.

OCDE. 2005. *Le rôle crucial des enseignants : attirer, former et retenir des enseignants de qualité.* Paris: Les éditions de l'OCDE.

OECD. 2005. *Teachers Matter. Attracting, Developing and Retaining Effective Teachers.* Paris: OECD.

Oddone, I. & al. 1981. *Redécouvrir l'expérience ouvrière. Vers une autre psychologie du travail.* Paris : Editions Sociales.

Paillé, P. & A. Mucchielli. 2005. *L'analyse qualitative en sciences humaines et sociales.* Paris: Armand Colin.

Paquay, L., M. Altet, E. Charlier & P. Perrenoud (dir.). 1996. *Former des enseignants professionnels. Quelles stratégies ? Quelles Compétences ?* Bruxelles : De Boeck.

Perrenoud, Ph. 1984. *La fabrication de l'excellence scolaire : du curriculum aux pratiques d'évaluation. Vers une analyse de la réussite, de l'échec et des inégalités comme réalités construites par le système scolaire.* Genève : Droz.

Perrenoud, Ph. 1985. *Du curriculum formel au curriculum réel.* Genève : Service de la recherche sociologique.

Perrenoud, Ph. 1994. *La formation des enseignants entre théorie et pratique.* Paris: L'Harmattan.

Perrenoud, Ph. 1997. *Construire des compétences dès l'école.* Paris : ESF éditeur.

Perrenoud, Ph. 2001. *Développer la pratique réflexive dans le métier d'enseignant. Professionnalisation et raison pédagogique.* Paris : ESF.

Pekarek, S. 1999. *Leçon de conversation : dynamiques de l'interaction et acquisition des compétences discursives en classe de langue seconde.* Fribourg: Éditions Universitaires.

Piaget, J. 1974. *Réussir et comprendre.* Paris: PUF.

Pieron, H. 1963. *Vocabulaire de la psychologie.* Paris: PUF.

Puren, Ch., P. Bertocchini, & E. Costanzo. 1998. *Se former en didactique des langues.* Paris: Ellipses.

Queffelec, A. & al. 2002. *Le français en Algérie : lexique et dynamique des langues.* De Boeck: Éditions Duculot, AUF.

Ryan, K. 1970. *Don't Smile until Christmas.* Chicago: University of Chicago Press.

Raymond, D. & Y. Lenoir. 1998. *Enseignants de métier et formation initiale une problématique divergente et complexe.* Bruxelles : De Boeck.

Reboullet, A. 1973. *L'enseignement de la civilisation française : pratique pédagogique.* Paris: Hachette.

Rey, B. 1996. *Les compétences transversales en question.* Paris ESF.

Richard, J.-F. 1990. *Les activités mentales.* Paris : Armand Colin.

Ricoeur, P. 1990. *Soi-même comme un autre.* Paris : Seuil.

Riopel, M.-C. 2006. *Apprendre à enseigner : une identité professionnelle à développer.* PUL.

Robinson, B. & C. Latchem. 2003. *Teacher Education through Open and Distant learning.* London: Routledge Falmer.

Roegiers, X. & J.-M. De Ketele. 2000. *Une pédagogie de l'intégration : compétences et intégration des acquis dans l'enseignement.* Bruxelles: De Boeck Université.

Rogers-Everett, M. 1995. *Diffusion of Innovations.* New York: Free Press MacMillan Publishing.

Roulet, E. 1980. *Langue maternelle et langues secondes. Vers une pédagogie intégrée.* Paris : Hatier et CREDIF.

Rubin, L.-J. 1971. *Improving In-service Education: Proposals and Procedures for Change.* Boston, Massachusetts: Allyn & Bacon, Inc.

Ruth Deakin, C. 2006. *Learning Power in Practice: A guide for teachers.* A Sage Publications Company: Paul Chapman Publishing.

Saint Arnaud, Y. 1992. *Connaître par l'action.* Montréal : PUF.

Sarremejane, Ph. 2008. *Faire l'histoire des théories pédagogiques et didactiques.* Paris : L'Harmattan.

Saussez, F. & L. Paquay. 1994. *La co-évaluation en question(s). Le point de vue de l'étudiant écartelé entre apprendre et réussir.* Louvain-la-Neuve : UCL /PSP.

Savoie-Zajc, L. 2000. *La recherche qualitative, interprétative en éducation. Une Introduction à la recherche en éducation.* Sherbrooke : CRP.

Schmidt, R. 1995. *Attention, Awareness in Foreign Language Learning.* Honolulu University Press.

Schön, D. 1983. *The Reflexive Practitioner. How Professionals Think in Action.* New York: Jossey-Bass.

Schön, D. 1987. *Educating the Reflective Practitioner.* San Francisco: Jossey-Bass.

Schön, D. 1994. *Le praticien réflexif. À la recherche du savoir caché dans l'agir professionnel.* Montréal: Éditions Logiques.

Sergiovanni, T. & R. Starratt. 2007. *Supervision: A Redefinition.* New York: McGraw- Hill.

Serpell, Z. 2000. *Beginning Teacher Induction: A Review of the Literature.* Washington DC: American Association of Colleges for Teacher Education.

Springer, C. 1996. *La didactique des langues face aux défis de la formation des adultes.* Paris: Orphys.

Stacey, R. 1992. *Managing the Unknowable.* San Francisco, CA: Jossey-Bass.

Tardif, J. 1992. *Pour un enseignement stratégique : l'apport de la psychologie cognitive.* Montréal : Editions Logiques.

Tardif, J. 1996. *Le transfert des compétences analysé à travers la formation des enseignants, transferts de connaissances.* Lyon : C.R.D.P.

Tardif, M., C. Lessard & C. Gauthier. 1998. *Formation des maîtres et contextes sociaux: perspectives internationales.* Paris : PUF.

Tardif, M. 1999. *Le transfert des apprentissages.* Montréal : Les Éditions Logiques.

Tardif, M. & C. Lessard. 1999. *Le travail enseignant au quotidien. Expérience, interactions humaines et dilemmes professionnels.* Québec : Les Presses de l'Université Laval et Bruxelles, De Boeck.

Tardif, M. & C. Lessard. 2005. *La profession d'enseignant aujourd'hui : évolutions, perspectives et enjeux internationaux.* Presse Universitaire Laval.

Thélot, C. 1993. *L'évaluation du système éducatif.* Paris: Nathan.

Tochon, François V. 1993. *L'enseignant expert.* Paris: Nathan.

Tom, A.-R. 1997. *Redesigning Teachers Education*. Albany, New York: State University of New York Press.

Tréville, M.-C. 2000. *Vocabulaire et apprentissage d'une langue seconde.* Québec : Les Editions Logiques.

Trousson, A. 1992. *De l'artisan à l'expert. La formation des enseignants en question.* Paris: INRP & Hachette.

Tsui, A.-B.-M. 2003. *Understanding Expertise in Teaching: case Studies of Second Language Teachers.* Cambridge: CUP.

Vallerand, A.-C. & S. Martineau. 2006. *Construction et consolidation de savoirs et de compétences*. Université du Québec à Trois-Rivières: CRIFPE.

Van der Maren, J.-M. 1996. *Méthodes de recherche pour l'éducation.* Bruxelles: De Boeck.

Vanhulle, S. & A. Schillings. 2004. *Former des enseignants compétents en lecture-écriture: interactions sociales, écriture réflexive et portfolio.* Bruxelles: Labor Édition.

Vanhulle, S. & Y. Lenoir. 2005. *L'état de la recherche au Québec sur la formation à l'enseignement.* Sherbrooke : Editions du CRP.

Vecchi, G. & N. Carmano-Magnaldi. 1996. *Faire construire des savoirs.* Paris: Hachette livres.

Vermersch, P. 1994. *L'entretien d'explicitation.* Paris: ESF.

Virgin, V. 1999. *Why so slow? The Advancement of Women.* Cambridge. MA: Mit Press.

Vygotski, J.-S. 1985. *Pensée et langage.* Paris: Editions Sociales.

Wallace, M.-J. 1991. *Training Foreign Language Teachers- A reflective Approach.* Cambridge: CUP.

Weiss, F. 1983. *Jeux et activités communicative dans la classe de langue.* Paris: Hachette.

Widdowson, H-G. 1978. *Teaching Language as Communication.* Oxford: OUP.

Wilcox, B. 2000. *Making School Inspection Visits More Effective: The English Experience.* Paris: UNESCO.

Willems, G.-M. 1996. *Issues in Cultural Communication.* Nijmegen: Hogeschool Gelderland Press.

Willems, G.-M. 2002. *Language Teacher Education Policy Promoting Linguistic Diversity and Intercultural Communication.* Strasbourg: Conseil de l'Europe.

Wilson, J. 1997. *Self-Regulation Learners and Distance Education Theory.* College of Education University of Saskatchewan: section educational links and resources.

Wilson, S.-M. & al. 2001. *Teacher Preparation Research: current Knowledge, Gaps and Recommendations.* Préparé pour le Ministère de l'Éducation des États Unis Seattle, WA: centre for the study of teaching and policy.

Wittorski, D. 2005. *Formation, travail et professionnalisation.* Paris: L'Harmattan.

Wray, A. & A. Bloomer. 2006. *Projects in Linguistics: A Practical Guide to Researching Language.* London: Hodder Education.

Young, M.-F.-D. 1991. *Knowledge and Control.* Collier Macmillan Ltd.

Zakhartchouk, J.-M. 1998. *L'enseignant un passeur culturel.* Paris : ESF.

Zarate, G. 1986. *Enseigner une culture étrangère*. Paris: Hachette.

Zarate, G. 1993. *Représentations de l'étranger et didactique des langues.* Paris: Didier.

Zarifian, P. 2001. *Le modèle de compétence.* Paris: Éditions Liaisons.

III. Articles

Abdellatif, N. 2013. "*Teaching English under the LMD Reform: The Algerian Experience*", in International Journal of Social, Education, Economics and Management Engineering Vol 7, n° 4: 431-434.

Adel, F. 2005. "*L'élaboration des nouveaux programmes scolaires*", *In La refonte de la pédagogie en Algérie,* Bureau International de l'éducation. Unesco. Ministère de l'éducation nationale. Algérie (45-56).

Aden, J. 2008. "*L'anglais à l'école élémentaire*", *In* Narcy-Combes, P. & *al. Les langues Modernes*, n° 3: 10-19. Akkari, A. & M.-A.

Altet, M. 1994. "*Comment interagissent enseignant et élèves en classe ?*", *Revue française de pédagogie*, n° 107: 123-139.

Altet, M. 2010. "*Deux décennies de formation des enseignants dans les IUFM : Un processus de formation professionnalisante en héritage*", *Recherche en Éducation* n° 8 : 12-23.

Altet, M., P. Guilbert & Ph. Perrenoud. 2010. "*Formation et professionnalisation des métiers de l'éducation et de la formation*", *Recherche en Éducation*, n° 8: 7-11.

Allwright, D. 1993. "*Integrating Research and Pedagogy*", *In* Edge, J. & K. Richards (éd.). *Teachers Develop Teachers Research*. Oxford: CUP: Heinemann. (125-135).

Altun, T. & al. 2007. "*A study on evaluation of effectiveness of an in-service training (INSET) course about the use of instructional technologies and material development.*" (pp. 491-497). Proceedings of *7th InternationalEducational Technology Conference (IETC2007)*. May3-6, Nicosia, Turkish Republic of North Cyprus.

Bailey, K.-M. & al. 1996. "*The Language Learner's Biography: Examining the Apprenticeship Observation*", in D. Freeman & J. Richards (Eds.), Teacher Learning in Language Teaching. New York: Cambridge University Press (11-29).

Balley, JR., D.-B. & S.-A. Palsha. 1992. "*Qualities of Stages of Concern Questionnaire and Implications for Educational Innovations*", Journal of Educational Research 85: 226-232.

Barbier, J.-M. 2000. "*Rapport établi, sens construit, signification donnée*", *In* Barbier, J.-M. & O. Galatana (dir.). *Signification, sens, formation. Education et formation*. Biennales de l'Education Paris : PUF (61 -86).

Barbier, J.-M. & M. Durand. 2003. "*L'activité : objet intégrateur pour les sciences sociales?*", *Recherche et Formation*, n° 42: 99-117.

Bardovi-Harlig, K. 1996: "*Pragmatics and language teaching*", *In* L. Bouton (ed.). *Pragmatics and language learning*. Urbana, IL, University of Illinois (21 -39).

Bardovi-Harlig, K. 1999: "*Exploring the Interlanguage of Interlanguage Pragmatics: a Research Agenda for Acquisitional Pragmatics*", *Language Learning*, n° 49-4: 677-713.

Bardovi-Harlig, K. 2001. "*Evaluating the Empirical Evidence: Grounds for Instruction in Pragmatics?*"*In* Rose, K. & G. Kasper (Eds.). *Pragmatics in Language Teaching*. Cambridge: CUP.

Barnier, J.-M., M.-L. Chaix & L. Demailly. 1994. "*Editorial*", *Recherche et Formation*, n° 17: 5-8.

Barrett, A. & al. 2007. "*Initiatives to Improve the Quality of Teaching and Learning*: *A Review of Recent Literature*", Background Paper prepared for the EFA Global Monitoring Report 2008: Education for all by 2015: will we make it? France, Paris: Unesco.

Bazin, H. 2003. "*Questions fréquentes sur la recherche-action*", *In* http:// biblio.rechercheaction.fr/ document. php ? id 142.

Beckers, J. 2009. "*Contribuer à la formation de "praticiens réflexifs"*. Piste de réflexions", *Puzzle*, n° 26: 4-14.

Belz, J.-A. & C. Kinginger. 2002. "*Cross-Linguistic Development of Address from Use in Telecollaborative Language Learning: two Case Studies*", *Revue canadienne des langues vivantes,* n° 56 (2): 189-214.

Benabed, A. 2010. "*L'alternance codique dans une classe d'anglais de première année moyenne : une facilité ou une contrainte pour l'apprentissage de la langue étrangère*", *Les Après-midi de LAIRDIL*, n° 17: 47-63.

Berliner, D.-C. 1990. "*What's all the Fuss about Instructional Time?*" *In* Ben-Pertz, M. & R. Bromme (Eds.), *The Nature of Time in Schools: theoretical Concepts, Practitioner Perceptions* (161-188) New York: Teachers College Press.

Besse, H. 1993. "*Cultiver une identité plurielle*", *Le français dans le monde*, n° 254: 42-48.

Blasé, J. & J. Blasé. 1997. "*The Micro political Orientation of Facilitation School Principals and its effects on Teachers' Sense of Empowerment*", *Journal of Educational Administration*, 35 (2): 138-164.

Borko, H. & R.T. Putman. 1996. "*Learning to Teach*" In D. Berliner & R. Calfee (Eds.). Handbook of Educational Psychology. New York: Simon & Schuster

Bourgeon, G. 1979. "*Socio pédagogie de l'alternance*", *Éditions Universitaires UNMFRO*, n° 35: 117-132.

Bourdoncle, R. 1991. "*Professionnalisation des enseignants : analyse sociologiques anglaises et américaines. La fascination des professions*", *Revue française de pédagogie,* n° 94: 73-92.

Bourdoncle, R. 1993. "*Professionnalisation des enseignants : la limite d'un mythe*", *In Revue française de pédagogie,* n° 105: 83-119.

Bourdoncle, R. & C. Mathey-Pierre. 1995. "*Autour du mot 'Professionnalité'*", *Recherche et Formation,* n° 19: 137-148.

Bourdoncle, R. et Lessard, C. 2002. "*Qu'est-ce qu'une formation professionnelle universitaire? Conception de l'université et formation professionnelle*", *Revue française de pédagogie,* n° 139: 131 -154.

Bourdoncle, R. 2000. "*Autour des mots : Professionnalisation, formes et dispositifs*", Recherche *et Formation*, n° 35: 117-132.

Bourguignon, O. 1995. "*Le processus de recherche*", *In* Bourguignon, O. & M. Bydlowski. *La recherche clinique en psychopathologie*", Paris : PUF (35-51).

Brophy, J.-E. & C.-M. Evertson. 1977. "*Teacher Behavior and Student Learning in Second and Third Grades*", *In* Borich, G.-D. (Ed.), *the Appraisal of Teaching: Concepts and Process*. Reading, Mass.: Addison-Wesley.

Broyon. M.-A. 2007. "*Insertion professionnelle des enseignants diplômés en Suisse : vers un modèle écosystémique* ", VII Congresso Nacional de Educação. EDUCERA.

Brumfit, C. 1983. "*Creating Coherence in ELT Teacher-training*", *In* Jordan, R.-R. 1993. (ed.). *Case Studies in ELT*. London: Glasgow: Collins ETL (170-178).

Buffet, F. & G.-M. Willems. 1995. "*Communication transculturelle et langua franca*", *Revue Internationale d'Education*, n° 6: 61-72.

Byram, M. 1992. "*Foreign Language learning European Citizenship*", *Language Learning Journal,* n° 6: 10-12.

Calvé, P. 1985. *"Les programmes de base: les principles à la réalité"*, The Canadian Modern Languages n° 42: 271-287.

Cambra, M. & L. Nussbaum. 1997. "*Gestion des langues en classe de LE : le poids des représentations de l'enseignant*", *Études de linguistique appliquée,* n° 108: 423-432.

Canale, M. & M. Swain. 1980. "*Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*", *Applied Linguistics* n° 1: 1-47.

Canale, M. 1983. "*From Communicative Competence to Communicative Language Pedagogy*", In Richards, J-C. & R-W. Schmidt (Eds.). *Language and Communication*: 2-27. London : Longman.

Candelier, M. 2008. "*Approches plurielles, didactiques du plurilinguisme : le même et l'autre*", *Cahiers de l'ACEDLE, n°* 5: 65-90.

Capucho, F. 2000. "*L'enseignant et l'intervieweur – un même discours, un même pouvoir?* ", *Études de Linguistique Appliquée*, nº 117: 109 – 118.

Carbonneau, M. 1993. "*Modèles de formation et professionnalisation de l'enseignement : analyse critique de tendances nord-américaines* ", *La Revue des sciences de l'éducation*, n° 1: 33-67.

Cardinet, J. 1988. "*La maîtrise, communication réussie*", *In* Huberman, M. (éd.), *Assurer la réussite des apprentissages scolaires ? Les propositions de pédagogie de maîtrise (TDB).* Paris & Neuchâtel : Delachaux & Niestlé (155-195).

Cardinet, J. 1989. "*Évaluer sans juger* ", *Revue française de pédagogie*, n° 88: 41-52.

Caspar, P. 1991. "Eléments sur la formation continue des personnels enseignants de l'éducation nationale en France", In Bone, T.-R. & J. McCall. Teacher Education in Europe: The Challenges Ahead : Proceedings of a Conference held at Jordanhill College, Glasgow : Jordanhill College of Education, (99-108).

Castellotti, V. 1997. "*Langue étrangère et français en milieu scolaire : didactiser l'alternance?*", *Études de linguistique appliquée,* n° 108: 401-410.

Castellotti, V. & D. Moore. 1999. "*L'alternance des langues et construction des savoirs bilingues*", Cahiers du Français contemporain, n° 5 ENS Éditions

Castellotti, V. 2000. "*Alterner les langues pour construire des savoirs bilingues*", *In* Duverger, 118-124.

Cazade, A. 2003. "*L'écran multimedia : obstacle ou atout pour l'apprenant en langues ?*", *ASp*, n° 41-42: 175-195.

Cazade, A. 2009. "*L'interculturel est-il soluble dans l'humour ?*", *Cahiers de l'APLIUT* [en ligne], vol.XXVIII n° 2: 1-35, consulté le 28 septembre 2012.

Celce-Muricia, M., Z. Dornyei & S. Thurell. 1995. "*Communicative Competence: A Pedagogical Motivated Model with Content Specifications*", *Issues in Applied Linguistics, n° 6: 5-35.*

Chaker, S. 2003. "*Le berbère*", *In Les langues de France*. Paris : PUF: 215-227.

Chaudenson, R. 1996. "*Politique et aménagement linguistiques. Des concepts revisités à la lumière de quelques expériences*", *In* Juillard, C. & J.-L. Calvet (Eds.) 115-126.

Chautard, P. & M. Huber. 1999a. "*Une recherche à double effet : de la conceptualisation du cours dialogue à la l'auto-analyse, par l'enseignant, de ses pratiques*", *Éducation Permanente*, n° 139: 165-184.

Chavez, M. 1998. "*Learner's perspective on authenticity*", *International Review of Applied Linguistics*, n° 36- 4: 277-306.

Chini, D. 2003. "*Entre formation académique et pratique professionnelle : Quels entredeux?*", *ELA,* n° 129: 150-157.

Cicurel, F. 1998. "*Interactions et enseignement des langues*", *Cahiers pédagogiques : Le FLE, une langue vivante*, n° 360: 20-22.

Clark, C.-M. 1988. "*Asking the Right Questions about Teacher Preparation. Contributions or Research on Teacher Thinking*", *Education Research*, 17 (2): 5-12.

Clement, R. 1980. "*Ethnicity, Contact, and Communicative Competence in a Second Language*", *In* Giles, H., W.-P. & P.-M. Smith (Eds.), *Language: Social Psychological Perspectives.* United Kingdom, Oxford: Pergamon Press, 147-154.

Coady, J. 1997. "*L2 Vocabulary Acquisition through Extensive Reading*", *In* Coady, J. & T. Huckin (Eds.). *Second Language Vocabulary Acquisition.* 225-237.

CoFEC. 2007/2008. "*Rapport d'évaluation de la formation continue fondamental*" Bruxelles: Liège

Cook, V. 2001. "*Using the First Language in the Classroom*", *Canadian Modern Language Review,* n° 57 (3): 402-423.

Coste, D. & A. Pasquier. 1992. "*Principes et méthodologies, langues et savoirs, Due Lingue per Sapere, Matériaux pour un apprentissage bilingue à l'école primaire de la vallée d'Aoste, supplément à l'école Valdôtaine 14*", *Assessorat de l'Instruction Publique*, Aoste : 13-26.

Coste, D. 1997. "*Alternances didactiques*", *Études de Linguistique Appliquée*, n° 108: 393-400.

Coste, D. 1998. "*Immersion, enseignement bilingue et construction des connaissances*", *In Duverger,* 86-94.

Coste, D. 2006. "*Pluralité des langues, diversité des contextes : quels enjeux pour le français?*", *In* Castellotti, V. & H. Chalabi (dir.). *Le français langue étrangère et seconde. Des paysages didactiques en contexte*. Paris: L'Harmattan (11-25).

Costgan, A. 2004. "*Finding a name for what they want: a Study Case of New York City' Teachers Fellows*", *Teaching and Teacher Education,* n° 20: 129-143.

Cros, F. 1998. "*L'innovation en éducation et en formation: vers une construction d'un objet de recherche*", *Éducation Permanente*, n° 134.

CUQ, J.-P. 1996. "*Contact de langues, contact de didactiques ?*" *LIDL* (6). Grenoble III.

Dabène, L. 1992. "*Le développement de la science métalinguistique : un objectif commun pour l'enseignement de la langue maternelle et les langues étrangères*", *Repères,* n° 6: 13-22.

Dadoy. M. 1986. "*À la recherche de la notion de professionnalité*", *Cahier du Plan Construction.* 137-148.

Dams, A. & *al.* 1998. "*The Teaching of Foreign Languages or Oral Cross-cultural Communication. Towards the Writing of new Input Materials*", *In* Willems, G.-M., F. Courtney, E. Aranda, N. Cain & J. Ritchie (Eds.). *Towards Intercultural Language Teacher Education.* Nijmegen: HAN Press (113-195).

Davis, A. & J. White. 2001. "*Accountability and School Inspection: In Defense of Audited Self- Review.*" In Journal of Philosophy of education, Vol. 35, n° 4: 667- 681

Deci, E.-L. & R.-M. Ryan. 2000. "*The What and the Why of Goal Pursuits: human needs and self-determination of behavior*", *Psychological Inquiry*, n° 11(4): 227-268.

Degagnés, S. 1995. "*Un mentorat en début de profession : la reconstruction d'un savoir d'expérience*", *Cahiers de recherche en éducation,* n° 2 (1): 89-121.

Demaizière, F. & J.-P. Narcy-Combès. 2007. "*Du positionnement épistémologique aux données de terrain*", *Les Cahiers de l'ACEDLE,* n° 4: 1-20.

Dessus, Ph. 2002. "*Les effets de la planification sur l'activité de l'enseignant en classe*", In Kail, M. & M. Fayol (Eds.), *les sciences cognitives et l'école des apprentissages*, 213-257.

Deyrich, M.-C. 2001. "*Quelles médiations pour une gestion efficace de la transposition didactique en anglais de spécialité ?*", ASp, la Revue du GERAS, n° 31 -33: 143-153.

Deyrich, M.-C. 2004a. "*Exploration didactique de la langue du milieu professionnel à l'université : quel apport pour la définition de tâches d'enseignement-apprentissage ?*", ASp, la revue du GERAS, n° 43-44: 125-134.

Deyrich, M.-C. 2004b. "*Reconstruire la motivation avec des stratégies intégrant l'Internet*", Les Cahiers de l'APLIUT, n° 2: 74-85.

Dewaele, J.-M. 1996. "*Variation dans la composition lexicale de styles oraux* ", *International Review of Applied Linguistics*, n° 34-4: 261-282.

Dewaele, J.-M. 2001. "Une distinction mesurable : corpus oraux et écrits sur le continuum de la deixis", *Journal of French Language Studies*, n° 11: 179-199.

Dewaele, J.-M. & V. Regan. 2001: "*The use of colloquial words in advanced French interlanguage*", *In* S. Foster-Cohen & A. Nizegorodcew (eds.), *EUROSLA Yearbook 2001*, Amsterdam, Benjamins (51 -68).

Dewaele, J.-M. & V. Regan. 2002. "*Maîtriser la norme sociolinguistique en interlangue française: le cas de l'omission variable de 'ne'* ", *Journal of French Language Studies*, n° 12: 131-156.

Dewaele, J.-M. & N. Wourn. 2002. "*L'acquisition de la compétence sociopragmatique en langue étrangère*", *Revue française de linguistique appliquée,* n° 2: 139-153.

Dewaele, J.-M. 2002: "*Using sociostylistic variants in advanced French IL: the case of nous/on in advanced French interlanguage*", *In* S. Foster-Cohen, T. Ruthenberg & M.L. Poschen (eds.). *EUROSLA Yearbook 2002*, Amsterdam, Benjamins (205-226).

Djebbar, A. 2008. "*Le système éducatif Algérien : Miroir d'une société en crise et en mutation*", *In* T. Chenntouf. *L'Algérie face à la mondialisation*. Sénégal : Dakar : Imprimerie Graphiplus (164-220).

Dolz, J. & Ollagnier, E. 2002. "*La notion de compétence: nécessité ou vogue éducative*", *In* Dolz, J. & Ollagnier, E. (Éds). *L'énigme de la compétence en éducation*. Bruxelles : De Boeck (7-24).

Dolz, J., A. Pasquier & J-P. Bronckart. "*L'acquisition des discours: émergence d'une compétence ou l'apprentissage de capacités langagières diverses ?*", *Études de Linguistique Appliquée* n° 92: 23-37.

Doughty, C. 2001. "*Cognitive Underpinnings of Focus on Form*", in Robinson, P. (ed.), Cognitive & Second Language Instruction. New York: CUP.

Ellis, R. 1999. "*Making the Classroom Acquisition-Rich*", *In* Ellis, R. (Ed.). *Learning a Second Language through Interaction*. Amsterdam: John Benjamin Publishing Company (211 - 229).

Ehren, M. & A. Visscher. 2008. "*The Relationship between School Inspections, Characteristics and School Improvement.*" In The British Journal of Educational Studies, Vol. 56, n° 2: 205-227.

Ewens, T. (1979). "*Analyzing the Impact of Competence-based Approaches on Liberal Education*", *In* Grant, G. et *al.* (Eds.). *On competence.* San Francisco, CA: Jossey-Bass (160-198).

Farrell, T.S.C. 2009. "*The Novice Teacher Experience*", In Richard & Burns (Ed.). The Cambridge Guide to Second Language Teaching Education. Cambridge University Press (182-189).

Fassin, D. 1999. "*L'anthropologie entre engagement et distanciation : essai de sociologie des recherches en sciences sociales sur le sida en Afrique*", *In* Becker, C., J.-P. Dozon, Ch. Obbo & M. Touré. V*ivre et penser le sida en Afrique*. Paris: Karthala (41-66).

Feiman-Nemser, S. 2001. "*From Preparation to Practice: designing a Continuum to strengthen and sustain Teaching*", *Teachers College Record,* n° 103 (6): 1013-1055.

Feiman-Nemser, S. 2003. "*What New Teachers Need to Learn*", Educationnal Leadership, n° 60 (8): 25-29.

Fennell, H-A. 1992. "*An Investigation of the Relationships between Organisational-cultural Linkages and Teachers' Stages of Concern towards a Policy Implementation*", Alberta Journal of Education Research, 38 (1): 9-26.

Fenstermacher, G. 1979. "*Philosophical Consideration of Recent on Teacher Effectiveness*", In Shulman, L.-S. (Ed.), Review of Research in Education, n° 6: 157-185.

Flores, A.-M. & C. Day. 2005. "*Contexts which Shape and Reshape New Teachers' Identities: a Mutli-Prespective Study*", Teaching and Teacher Education, n° 22: 219-232.

Froger, N. 2005. "*L'entretien de la problématisation, un outil pour l'analyse de pratiques*", Recherche et Formation, n° 48: 61-73.

Garrant, M. & L. Paquay. 2004. "*Des conseillers pédagogiques pour accompagner les enseignants engagés dans la réforme : évolution des rôles en Belgique francophone*", *In* P. Laderrière (Ed.). *Les nouveaux métiers d'enseignants: Où en est l'Europe ?* Paris: L'Harmattan (77-116).

Gass, S., Mackey, A. & Pica, T. 1998. "*The role of Input and Interaction in Second Language Acquisition. Introduction to the Special Issue*", Modern Language Journal, n° 82-3: 299-307.

Gass, S.-M. 2003. "Input and interaction", In Doughty, C.-J. & M.-H. Long (dir.), *the Handbook of Second Language Acquisition*, UK: Blackwell, 224-254.

Gather Thurler, M. 1996. "*Professionnaliser le métier de chef d'établissement: pourquoi et comment ?* ", La Revue des Échanges, vol. 13, n° 1: 1-16.

Gervais, C. 1999. "Comprendre l'insertion professionnelle des jeunes enseignants", Vie Pédagogique, n° 111: 12-17.

Gervais, C. 2005. "*Comprendre l'insertion professionnelle des jeunes enseignants*", Vie pédagogique, n° 111: 12-17.

Gilpin, A. 1997. "*Cascade Training: Sustainability or Dilution?*" In McGrath, I (Ed.), *Learning to train: Perspectives on on the Development of Language Teacher Trainers.* Hemel Hempstead: Prentice Hall.

Giroux, H.-A. & P. Mclaren. 1996. "*Teacher Education and Politics of Engagement: the Case for Democratic School*", *In* Leistyna, P., A. Woodrum & S.-A. Sherblom (Eds.), *Breaking free: the Transformative Power of Critical Pedagogy.* Cambridge MA: Harvard Educational Review: 301-331.

Glatthorn, A-A. 1993. "*Outcome-based education: reform and curriculum process*", Journal of Curriculum and supervision, 8 (4): 354-363.

Goigoux, R. 2001. "*Lector in didactica. Un cadre théorique pour l'étude de l'activité du maître de lecture*", *In* J-P. Bernié (Ed.). *Apprentissage, développement et significations*. 129-153. Bordeaux : Presses Universitaires de Bordeaux.

Gomez, A.-P. 1992. "*O Pensamento Pratico do Professor: A Formação do Professor como Professional Reflexivo*", *In* A Nòvoa (dir.). *Os Professores e sua Formação*. Portugal: Publicações Dom Quixote UNESP (93-114).

Grauwe, A. 2007. "*Transforming School Supervision into a Tool for Quality Improvement*" In Internationl Review of Revolution (709-714).

Guigue-Durning, M. 1998. "*Autour du mot 'pratique'* ", Recherche et formation pour les professions de l'éducation, n° 27: 115-122.

Hall, G.-E. & S. Loucks. 1978 "*Teacher Concerns as a Basis for facilitating and Personalising Staff Development*", Teachers College Record 80: 36-53.

Haramboure, F. 2002. "*Les médiations en jeu dans la construction de la compétence de communication interculturelle*", Revue du GERAS, n° 35-36: 149-156.

Haramboure, F. 2003. "*Formation des enseignants de langues-cultures et recherche : quel décalage, quelles interactions ? La formation des enseignants en IUFM*", ELA, n° 129 :95-108.

Hargreaves, D. 1990. "*Making Schools more effective: The Challenge to Policy, Practice and Research*", the 1989 SERA lecture, Scottish Educational Review, 22 (1): 5-14.

Hargreaves, A. & L. LO. 2000. "*Les paradoxes d'une profession: l'enseignement à l'aube du XXIe siècle*", *Perspectives :* Revue internationale d'Education, XXX (2): 83-198.

Harley, B, Cummins, J., M. Swain. & Allen, P. 1990. "*The nature of language proficiency*", *In* B. Harley, P. Allen, J. Cummins & M. Swain (eds.). *The Development of Second Language Proficiency*. Cambridge: CUP (7-25).

Hawkins, E. 1985. "*Awareness of Language in the Curriculum*", *In* Luc, C. *Les langues vivantes à l'école élémentaire.* Paris : INRP (105-108).

Hétu J.-C., M. Lavoie & S. Baillauquès. 1999. "*Jeunes enseignants et insertion professionnelle*", Perspectives en éducation, de Boeck Université (21 -41).

Holec, H. 1990. "*Autonomie et apprentissage autodirigé*", Cahiers de L'ASDIFLE, n °2: 23-33.

Holec, H. 1991. "*Autonomie de l'apprenant: de l'enseignement à l'apprentissage*", Éducation permanente, n° 107: 59-66.

Holliday, A. & T. Cooke. 1982. "*An Ecological Approach to ESP*", *In* Lancaster Practical Papers in English Language Education, n°5. University of Lancaster.

Hubbard, L. & A. Datnow. 2000. "*A Gendered Look at Education Reform*", Gender & Education, 12 (1): 115-130.

Hymes, D-H. 1972. "*On Communicative Competence*", In Pride, J-B. & J. Holmes (Eds.). *Sociolinguistics* : 269-293. Baltimore, USA: Penguin Education.

Ingersoll, R. & T. Smith. 2004. "*What are the effects of Induction and Mentoring on Beginning Teacher Turnover?*" American Educational Research Journal, n° 41 (3): 681-714.

Johnson, K.-E. 1994. "*The Emerging Belief and Instructional practices of Pre-service English as a Second Language Teachers*", Teaching and Teacher Education, Vol. n° 4: 439-452.

Jonnaert, Ph, J. Barette, S. Boufrahi & D. Masciotra. 2005. "*Contribution critique au développement des programmes d'études : compétences, constructivisme et interdisciplinarité*", Revue des sciences de l'éducation 3 (30): 667-696.

Jonnaert, Ph. & al. 2010. "*Approche par situations. Matrice du traitement compétent de situations*", les Cahiers de la CUDC, n° 5-1010.

Jonnaert, Ph. 2011. "*Sur quels objets évaluer des compétences*", Éditions et Formation, n° 296: 32-43

Jorro, A. 2007. "*L'évaluation génératrice de développement professionnel*", *In* A. Jorro. *Évaluation et développement professionnel.* Paris : L'Harmattan.

Judge, H.-G. 1988. "*Cross-National Perceptions of Teachers*", Comparative Education Review, n° 2: 143-158.

Kanpol, B. 1989. "*Institutional and Cultural Political Resistance: Necessary Conditions for the Transformative Intellectual*", Urban Review, 21 (3): 163-179.

Kasper, G. & K. Rose. 1999. "*Pragmatics and Second Language Acquisition*", Annual Review of Applied Linguistics, n° 19: 81-104.

Kasper, G. 2001. "*Four Perspectives on L2 Pragmatic Development*", Applied Linguistics, n° 22-4: 502-530.

Kasper, G & C. Rover. 2005. "*Pragmatics in Second Language Learning*", In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Mahwah: Lawrence Erlbaum Publishing. 317-334.

Katz, L.-G. 1972. "*Developmental Stages of Preschool Teachers*", Elementary School Journal, 73 (10): 50-54.

Kelly, M. 2008. "*La formation des professeurs de langues à l'épreuve du plurilinguisme*", In le Monde de l'Education: 40-41.

Kherroubi, M. & J.-Y. Rochex. 2004. "*La recherche en éducation et les Z.E.P. en France : deux apprentissages et exercice professionnel en Z.E.P. : résultats, analyses, interprétations*", Revue française de pédagogie, n° 146: 115-190.

Knowles, J.-G. & V.-R. Hoefler. 1 989. "*The Student Teacher who would not go away: Learning from Failure*", Journal of Experiential Education, 12 (2): 14-21.

Kottkamp, R.-B. 1990. "*Means for Facilitating Reflection*", *Education in Urban Society,* n° 2: 182-203.

Kramsch, C. 1997. "*Imagination métaphorique et enseignement des langues*", *In Les représentations didactiques des langues et cultures*, ENS Fontenay St Clous, Université René Descartes, Notions en questions, rencontre en didactique des langues, n°2.

Lang, V. 2001. "*Les rhétoriques de la professionnalisation*", Recherche et Formation n° 38: 95-117.

Laurin, S. 1998. "*La géographie enseignée : sa place de la géographie dans la société québécoise*", *In* Klein, J.-L. & S. Laurin (éds.), *L'éducation géographique, formation du citoyen et conscience territoriale.* Sainte-Foy : PUQ.

Le Bas, A. 2005. "Didactique professionnelle et formation des enseignants", Recherche et formation, n° 48: 47-60.

Leblanc, S. & al. 2008. "*Concevoir des dispositifs de formation professionnelle des enseignants à partir de l'analyse de l'activité dans une approche enactive*", Activités (5) n° 1: 58-78.

Legendre, M-F. 2008. "*La notion de compétence au cœur des réformes curriculaires: effet de mode ou moteur de changement en profondeur* ", *In* F. Audigier et N. Tutiaux-Guillon, (éd.). *Compétences et contenus. Les curriculums en question.* Bruxelles : De Boeck Université (27-50).

Legrenzi, P., V. Girotto, & P.N. Johnson-Laird. 1993. "*Focusing in Reasoning and Decision Making*", Cognition, n° 49: 37-66.

Lieberman, A. & Mc.-L. Milbrey. 2000. "*Le perfectionnement professionnel aux Etats-Unis: principes et réalités*", Perspectives Revue Internationale d'Education, XXX (2): 233-268.

Le Maistre, C. 2000. "*Mentoring Neophyte Teachers: lessons Learned from Experience*", Mc Gill Journal of Education n° 35 (1): 83-87.

Lessard, C. 1991. "*Le travail enseignant et l'organisation professionnelle de l'enseignement: perspectives comparatives et enjeux actuels*", *In* Lessard, C., M. Perron & P.W. Bélanger (dir.), *la profession enseignante au Québec : enjeux et défis des années 1990*. Québec : Institut québécois de recherche sur la culture: 15-40.

Lightbown, P. 1992. "*Getting Quality Input in the Second/Foreign Language Classroom*", *In* C. Kramsch & S. MacConnell-Ginet (eds.). *Text and Context: cross Disciplinary Perspectives on Language Study.* New York: Heath (187-198).

Lipiansky, M. 1995. "*La communication interculturelle*», *In* Benoît, D. (dir.), *Introduction aux sciences de l'information et de la communication*. Paris: Éditions d'Organisation (187-216).

Long, M. 1996. "*The Role of the Linguistic Environment in Second Language Acquisition*", *In* Ritchie, W & T. Bahtia (dir.). Hanbook of Second Language Acquisition 413-469.

Lüdi, G. 1998. "*Le code-switching comme variété mixte?* ", Sociolinguistica, n° 12: 140-154.

Lüdi, G. 1999. "*Alternance des langues et acquisition d'une langue seconde*", *In* Castellotti & D. Moore (Eds). *Alternances des langues et construction de savoirs.* Fontenay : ENS Éditions (25-51).

Lyster, R. 1998. "*Recasts, Repetition, and Ambiguity in L2 Classroom Discourse*", Studies in Second Language Acquisition, 1(2): 53-82.

MacIntyre, P.-D. 1995. "*How does anxiety affect second language learning? A response to Sparks & Ganschow*", The Modern Language Journal, n° 79: 90-99.

Malglaive, G. 1994. "*Alternance et compétences*", Cahiers Pédagogiques, n° 320: 26-28.

Malglaive, G. 1996. "*Apprentissage : une autre formation pour d'autres ingénieurs*", Formation emploi n° 53: 269-282.

Marcel J.-F. & *al*. 2002. "*Les pratiques comme objet d'analyse*", Revue française de pédagogie, n° 138: 135-170.

Martin, D. 1997. "*Mentoring in one's Classroom: An Exploratory Study of Contexts*", Teaching and Teacher Education, n° 13 (2): 1 -15.

Martineau, S. & A. Presseau. 2007. "*Construire et consolider des savoirs et des compétences en début de carrières », Actualité de la recherche en éducation et formation*", *In* Marquet, P. & *al*. (Éds.). Strasbourg : Université Louis Pasteur.

Matthey, M. & D. Moore. 1997. "*Alternance des langues en classe: pratiques et représentations dans deux situations d'immersion*", Tranel, n° 27: 63-82.

Miled, M. 2005. "*Un cadre conceptuel pour l'élaboration d'un curriculum selon l'approche par les compétences*", *In la refonte de la pédagogie en Algérie*. Bureau International de l'Education. UNESCO. Ministère de l'Education Nationale. Algérie. 125-136.

Miliani, M. 2010. "*Between enduring hardships and fleeting ideals*" Mediterranean Journal of Educational Studies, 15(2). 65-76.

Moir, E. & J. Gless. 2001. "*Quality Induction: An investment in Teachers*", Teacher Education Quarterly.

Molander, L. 2004. "*L'alternance codique en classe d'immersion: délimitation interprétation et fonction interactionnelle*", Sociolinguistica, n° 18: 86-105.

Montagne-Macaire, D. 2007. "*Didactique des langues et recherche-action »*, Cahiers de l'Acdle, n° 4: 93-120.

Moore, D. 2002. "*Case Study: Code-switching and Learning in the Classroom*", International Journal of Bilingual Education and Bilingualism, n° 5: 279-293.

Morin, B. 1989. "*Programme d'études et compétence des étudiants* ", Pédagogie collégiale, 2 (4), 32-37.

Moses, I. 1986. "Self and Student Evaluation of Academic Staff", Assessment & Evaluation in Higer Education, n° 11: 76-86.

Mottet, G. 1996. "*Du voir au faire. Le trajet de la vidéo-formation*", Recherche et Formation, n° 23: 29-54.

Mougeon, P., T. Nadasdi & K. Rehner. 2002. "*État de la recherche sur l'appropriation de la variation par les apprenants avancés du FL2 on FLE*", AILE, n° 17: 7-50.

Mukamurera, J. 2005. "*La professionnalisation de l'enseignement et les conditions d'insertion dans le métier*", *In* Biron, D., M. Cividini & J. F. Desbiens (éds.), *La profession enseignante au temps des réformes*. Sherbrooke, QC : Editions du CRP (313-336).

Nadot, S. 2003. "*L'entrée dans le métier d'enseignant ou la pratique à ses débuts*", *In* Boutin, G. (dir.), *La formation des enseignants en question. Modalités, entrée dans le métier et dimensions critiques*. Montréal, QC : Editions nouvelles (125-155).

Nault, T. 1993. "*Le stage probatoire : du rêve à la réalité de l'insertion professionnelle*", Dimensions, n° 15 (2) : 8-9.

Nault, T. 1999. "*Éclosion d'un moi professionnel personnalisé et modalités de préparation aux premières rencontres d'une classe. Jeunes enseignants et insertion professionnelle. Un processus de socialisation ? De professionnalisation ? De transformation?*", *In* Paquay & *al.*, Bruxelles : De Boeck (139-159).

Nemser, S. 1983. "*Learning to Teach*", In L. Shulman & G. Sykes (Eds.) Handbook of Teaching & Policy (150-170). White Plains, N.Y: Longman

Noddings, N. 1999. "*Caring and Competence*", *In* Griffin, G-A. & M. Early (Eds.), *The Education of Teachers*. Ninety-eighth Yearbook of the National Society for the Study of Education, 205-220. Chicago, IL: NSSE.

Norris, N. 1991. "*The Trouble with Competence*", Cambridge Journal of Education, 21 (3): 331-341.

Norman, J.-P. & S. Feiman-Nemser. 2005. "*Mind Activity in Teaching and Mentoring*", Teaching and Teacher Education, n° 12: 679-697.

Nòvoa, A. 1998a. "*Relação Escola-Sociedade: Novas Respostas para um Velho Problema*", *In Formação de Professores*, R. Sabino, R. Ribeiro, R. Lazzari Leite Barbosa & R.-A. Gebran (dir.), São Paulo: Editora UNESPA (19-40).

Ollivier, C. 2007. "*Ouvrir la classe de langue sur le monde pour motiver les apprenants et modifier la relation enseignant-apprenants*", *In* Coppola, Katia (coord.), *Les nouveaux rôles de l'enseignant et de l'apprenant dans une perspective actionnelle*. Barcelone: Difusión (15-19).

Osterman, K.-F. 1990. "Reflective Practice: A New Agenda for Education", Education in Urban Society, n° 22: 133-152.

Olson, M. & J. Osborne. 1991. "*Learning to Teach: the First Year*", Teaching and Teacher Education, n° 7: 331-343.

Osborn, M. & P. Broadfoot. 1992. "*A Lesson in Progress? Primary Classrooms Observed in England and France*", Oxford Review of Education, n° 18: 3-15.

Paquay, L. 1993. "*Des critères multiples pour caractériser les recherches liées à l'action en éducation, tiré de le travail de fin d'études, clé de voûte d'une formation initiale*

d'enseignants chercheurs", *In* H. Hensler. 1993. *La recherche en formation des maîtres ? Détour ou passage obligé sur la voie de la professionnalisation ?* Sherbrooke : éditions du CRP. Paris : ESKA (195-232).

Paquay, L. 1994. "*Vers un référentiel des compétences professionnelles de l'enseignement*", Recherche et formation, n° 16 : 7-23.

Paquay, L. 2005. "*Vers quelles évaluations du personnel enseignant pour dynamiser leur développement professionnel et leur implication vers des résultats ?*", Recherche et formation, n° 50 : 55-74.

Paquay, L. & R. Sirota. (dir.). 2001. "*Le praticien réflexif. La diffusion d'un modèle de formation*", Recherche et Formation, n° 36 : 5-15.

Paradis, M. 1997. "*The Cognitive Neuropsychology of Bilinguism*", *In* De Groot, A. & J. Kroll (Éds.). *Tutorials in Bilinguism, Psycholinguistic Perspectives*. Mahwah, N.J.: Lawrence Erlbaum Associates (335-354).

Parsons, T. 1968. "*The Professions*", In International Encyclopedia of the Social Sciences. New York: Collier Macmillan, 536-547.

Pelletier, G. 1996. "*Chefs d'établissements, innovation et formation : de la complexité aux savoirs d'action*", *In* Bonami, M. et Garant, M. (dir.). *Systèmes scolaires et pilotage de l'innovation. Émergence et implantation du changement*. Bruxelles : de Boeck (87-113).

Pelletier, G. 2005. "*De quelques reflexions sur la gestion du changement et sur l'art de diriger le dirigeant*", *In* Biron, D. & al. *La profession enseignante au temps des réformes*. Sherbrooke : Les Éditions du CRP (89-102).

Pepper, D. 2008. "*Primary Curriculum Changes: direction of Travel in 10 Countries*", QCA, International Unit.

Perrenoud, P. 1993. "*Pour une approche systémique du changement*", Mesure et évaluation en éducation, n° 1-2 : 107-132.

Perrenoud, Ph. 1994a. "*Choisir et former des cadres pour un système éducatif plus décentralisé et plus participatif*", La Revue des Échanges (AFIDES), 11 (4): 3-7.

Perrenoud, Ph. 1994b. "*Compétences, habitus et savoirs professionnels*", European Journal of Teacher Education, 17: 45-48.

Perrenoud, Ph. 1994c. "*Construire des compétences, est-ce tourner le dos aux savoirs ?* ", Resonances Mensuel de l'école valaisanne, n° 3 : 3-7.

Perrenoud, Ph. 1995. "*Enseigner des savoirs ou développer des compétences : l'école entre deux paradigmes*", *In* Bentolila, A. (dir.). *Savoirs et savoir-faire*. Paris : Nathan (73-88).

Perrenoud, Ph. 1996. "*Le métier d'enseignant entre prolétarisation et professionnalisation : deux modèles du changement*", Perspectives, XXVI. (3) : 543-562.

Perrenoud, Ph. 2000. "*Les hautes écoles pédagogiques entre la forme scolaire et la forme universitaire : les enjeux*", *In* Criblez, L. & R. Hofstetter. *La formation des enseignant(e)s primaires.* Histoire et Réformes actuelles. Bern : Peter Lang.

Perrenoud, Ph. 2002. "*Piloter le pratiques pédagogiques*", *In* Gille, B. (dir.). *Le pilotage pédagogique : exercice partagé.* Poitiers : Ministère de l'Education Nationale (80-104).

Perrenoud, Ph. 2004. "*Adosser la pratique réflexive aux sciences sociales, condition de professionnalisation*", Éducation Permanente, n° 160 : 35-60.

Perron, M. 1991. "*Vers un continuum de la formation des enseignants : éléments d'analyse*", Recherche et formation, n° 10 : 137-152.

Peters, J. 1991. "*Strategies for Reflective Practice*", *In* Ralph Brockett (Ed.). *Professional Development for Educators of Adults. New Directions for Adult and Continuing Education.* San Francisco: Jossey-bass (133-152).

Pintrich, P.-R. 2000. "*The Role of Goal Orientation in Self-Regulated Learning*", *In* M. Bockaerts, R.-P. Pintrich & M. Zeidner (dir.). *Handbook of Self-Regulation.* San Diego: CA Academy Press (452-502).

Porcher, L. 1988. "*Observer et décrire les faits culturels*", Études de linguistique appliquée, n° 69: 91-100.

Postic, M. 1990. "*Motivations pour le choix de la profession enseignante*", Revue française de pédagogie n° 91: 25-36.

Poteaux, N. 2003. "*L'autoformation à l'université : de quelques éléments dialectiques*", *In* Alberto, B. (dir.). *Autoformation et enseignement supérieur.* Paris : Lavoisier (131 -140).

Pultorak, E.-G. 1993. "*Facilitating Reflective Thought in Novice Teachers*", Journal of Teacher Education, vol. 44 n° 4: 288-295.

Puren, Ch. 1994. "*Psycho-pédagogie et Didactique des langues*", Revue française de pédagogie, n° 106 : 13-24.

Puren, Ch. 1997. "*Concepts et conceptualisation en didactique des langues : pour une épistémologie disciplinaire*", Études de Linguistique Appliquée, n° 105 : 11-125.

Puren. Ch. 1998. "*Perspective objet et perspective sujet en didactique des langue-cultures*", Études de linguistique appliquée, n° 109 : 9-37.

Puren, Ch. 2006. "*Explication de textes et perspective actionnelle : la littérature entre le dire scolaire et le faire social*", Les langues modernes, n° 1: 29-33.

Py, B. 1997. "*Pour une perspective bilingue sur l'enseignement et l'apprentissage des langues*", Études de linguistique appliquée, n° 108 : 495-503.

Ranney, S. 1992. "*Learning a new script: An explanation of sociolinguistic competence*", Applied Linguistics, n° 13: 25-50.

Richards, J-C. & R-W. Schmidt. 1983. "*Conversational Analysis*", *In* Richards, J-C. & R-W. Schmidt (Eds.). *Language and Communication*. London: Longman. 117-154.

Richards, C. 2001. "*School Inspection: A Re-appraisal.*" In Journal of Philosophy of Education, Vol. 35, No 4: 655-665.

Roche, J. 1999. "*Que faut-il entendre par professionnalisation?*" Revue Éducation Permanente, n° 140: 35-50.

Roegiers, X. 2008. "*L'approche par compétences dans le monde: entre uniformisation et différenciation, entre équité et inéquité*", Revue in Direct, n° 10: 61-77.

Rouiller, J. 2001. "*Chercheurs en science de l'éducation et formateurs d'enseignements : un dialogue difficile mais promoteur !*" Éducateur, n° 8: 22-25.

Roulet, E. 1989. "*Des didactiques du français à la didactique des langues*", Persée : portail des revues en sciences humaines et sociales, n° 82: 3-7.

Roulet, E. 1995. "*Peut-on intégrer l'enseignement-apprentissage décalé de plusieurs langues?*" ELA, n° 38: 113-118.

Saiti, A. & C. Saitis. 2006. "*In-service Training for Teachers who Work in full-Day Schools Evidence from Greece*", European Journal of Teacher Education, n° 29: 455-470.

Sargent, C., A. Byrne & S. O'Donnel. 2010. "*Thematic Probe. Curriculum Review in the INCA Countries*", International Review of Curriculum and Assessment Frameworks.

Saujat, F. 2002. "*Quand un professeur des écoles débutant instruit son 'sosie' de son expérience*", Les dossiers des sciences de l'éducation, n° 7: 107-117.

Saujat, F. 2004. "*Comment les enseignants débutants entrent dans le métier*", Formation et pratiques d'enseignement en question, n° 1: 97-106.

Seghouani, A. 2005. "*Suivi et évaluation de la mise en œuvre de la réforme du système éducatif : vers un dispositif de pilotage*", *In la refonte de la pédagogie en Algérie*. Bureau International de l'Education. UNESCO. Ministère de l'Education Nationale. Algérie. 67-68.

Schneeberger, P. & E. Triquet. 2001. "*Didactique et formation des enseignants*", Aster, n° 32: 3-13.

Shavelson, R.-J. 1976. "*Teachers' decision making*", *In* N.-L. Gage. *The Psychology of Teaching Methods.* Chicago: University of Chicago Press (143-165).

Schmidt, R. 2001. "*Attention*", in Robinson, P. (Eds.), *Cognition and Second Language Acquisition*. New York: Cambridge University Press. (3-32).

Smith, N. & S. Shapson. 1999. "*Transformative Teaching: an Agenda for Faculties of Education*", Education Canada, n° 39 (1): 4-6.

Snow, S. 1988. "*Concerns of the First Year Teacher*", *In* Holborn, P., M. Wideen & I. Andrews (Eds.). *Becoming a teacher*. Toronto: Kagan & Woo Limited (288-293).

Swain, M. 1984. "*A Review of Immersion Education in Canada. Research and Evaluation Studies*", *In* Honig, B. (dir.), *Studies in Immersion Education: A Collection for United States Education*, (87-112). California State Department of Education, Sacramento, CA.

Swain, M. 1985. "*Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development*", *In* S. Gass & C. Madden (Eds.). *Input and Second Language Acquisition.* Rowley, Mass: Newbury House (235-252).

Talbert-Johnson, C. 2006. "*Preparing Qualified Teachers Candidates for Urban Schools. The Importance of Dispositions.*" In Education and Urabn Society n° 39.

Taleb-Ibrahimi, K. 1998. "*De la créativité au quotidien, le comportement langagier des locuteurs algériens*", *In* Billiez, J. (Dir.). *De la didactique des langues à la didactique du plurilinguisme.* Université Grenoble 3 : 291 -298.

Therer, J. 1993. "*Nouveaux concepts en didactique des sciences*", Bulletin de la société géographique de Liège, n° 28 : 5-10.

Thomas, J. 1983. "*Cross-cultural Pragmatic Failure*", Applied Linguistics, n° 4.

Turnbull, M. 2001. "*There is a Role for the L1 in Second and Foreign Language Teaching, but…*", Canadian Modern Language Review, n° 57 (4): 531 -540.

Usher, R. 1997. "*Seductive Texts: Competence, Power and Knowledge in Post modernity*", *In* Barnett, R. & Griffin, A. (Eds.). *The end of knowledge in higher education.* London: Cassell (99-111).

Valli, L. 1992. "*Beginning Teacher Problems: Areas for Teacher Education Improvement*", Action in Teacher Education, n° 14 (1):18-25.

Vanhulle, S. 2004. "*Entre interactions sociales et démarches réflexives singulières, le portfolio comme outil de professionnalisation*", *In* J.-C. Kalubi et G. Debeurme (dir.). *Identités professionnelles et interventions scolaires-contexte de formation de futurs enseignants.* Sherbrooke: Éditions CRP (41 -63).

Vanhulle, S., M. Deum, C. Mattar & A. Schillings. 2004. "*Des pratiques réflexives en formation initiale, pour une intégration optimale de la théorie et la pratique*", Caractères, n° 15/2: 19-29.

Veenman, S. 1984. "*Perceived Problems of Beginning Teachers*", Review of Educational Research, n° 54: 143-178.

Verdelhan-Bourgad, M. 1986. "*Compétence de communication et communication de cette competence*", Langue Française, n° 70 : 72-86.

Vergnaud, G. 1996. "*Au fond l'action, la conceptualisation*", *In* J.-M. Barbier (dir.). *Savoirs théoriques et savoirs d'action.* Paris : PUF (275-292).

Vermunt, J. & N. Verloop. 1999. "*Congruence & Friction between Learning and Teaching*" Learning & Instruction n° 9: 259-280.

Wallace, M. & D. Woolger. 1991. "*Improving the ELT Supervisory Dialogue: The Sri Lankan Experience.*" Cambridge Experience. ELT Journal 45 (4): 320-27.

Wallon, H. 1985. "*Psychologie est éducation de l'enfance, buts et méthodes de la psychologie*", Enfance, n° spécial: 87-94.

Wilfong, L. G. 2005. "*Hear Me Out: A Statistic Speaks*", Journal of Adolescent and Adult Literacy, n° 48 (6): 452-455.

Williams, M. 1989. "*A Developmental View of Classroom Observations*" ELT Journal 43 (2): 85-91.

Vygotski, L.-S. 1987. "*Imagination and its Development in Childhood*", *In* Reiber, R.-W. & A.-S. Carton (dir.), *the Collected Works of L. -S. Vygotski*: vol.1. Problems of General Psychology, New York: Plenum Press.

Young, D.-J. 1991. "*Creating a Low-anxiety Environment: what does language anxiety research suggest?*" Modern Language Journal, n° 75: 426-439.

Yoshida, R. 2003. "*Evaluations of Communicative Competence in Japanese by Learners and Native Speakers*", *In* ASAA e-journal of Asian Linguistics & Language Teaching Issue.

Zarate, G. 1995. "*Propositions méthodologiques concernant l'évaluation de la compétence culturelle en contexte européen*", Actes du 4e Colloque ACEDLE, 91-98.

Zeichner, K. M., & Gore, J. 1990. "*Teacher Socialization*", In Houston, W.-R., R. Howsam & J. Sikula (dir.). *Handbook of Research on Teacher Education*. New York: Macmillan. (329-348).

Zeichner, K.-M. 1983. "*Alternative Paradigms of Teacher Education*", Journal of Teacher Education, n° 34: 3-9.

IV.   Thesis & Dissertations

Bédard, Y. 2000. "*L'insertion professionnelle du jeune enseignant par la méthode de mentoring,*" Rapport de recherche présenté à l'université du Québec en Abitibi-Temiscamingue comme exigence partielle de la maîtrise en éducation. Université du Québec Abitibi-Temiscamingue : Rouyn-Noranda.

Benabed, A. 2011. "*The Implementation of the Competency-based Approach in the Algerian Middle School: A Tentative Analysis of the constraints and Obstacles.*" Dissertation in Partial Fulfillment of the Requirements for the Degree of Magister: Ibn Badis University of Mostaganem.

Bernard, J-M, A.-P. Nkengne & F. Robert. 2007. "*La relation entre réformes des programmes scolaires et acquisitions à l'école primaire en Afrique: réalité ou fantasme. L'exemple de l'approche par compétences.* " Dijon : Université de Bourgogne : les documents de travail de l'IREDU. En ligne http://iredu.u-bourgogne.fr

Boudreault, H. 2002. "*Conception dynamique d'un modèle de formation en didactique pour les enseignants du secteur professionnel.*" Thèse de doctorat. Montréal : Université de Montréal.

Courtois, B., L. Lacoste & Ch. Dufour. 1997. "*Définitions et évolution des notions de métier, profession, professionnalité, professionnalisme et professionnalisation en sociologie du travail.*" Synthèse documentaire. Paris : INTD-CNAM.

Deyrich, M.C. 2007. "*Médiations et positionnements : deux concepts clé dans la formation des enseignants d'anglais.*" Document de synthèse.

Idri, N. 2010. "*The LMD system experience as a struggle between the educational development and reform: an Analytical study of the endeavour of the academic year 2004/2005 in Bejaia University with suggested solutions.*" Rencontres Internationales sur le Dispositif LMD –Problèmes et Perspectives. Bejaia: University of Bejaia.

Jonnaert, Ph. 2002. "*Compétences et socioconstructivisme. De nouvelles références pour les programmes d'études.*" Deuxième conférence annuelle des inspecteurs de l'enseignement secondaire les 18, 19, 20, 21 et 22 décembre 2001 à Bobo Dioulasso au Burkina Faso.

Mäkipää, M. 1994. "*Aidinkielen Vaikutus Vieraan Kielen Sanaston Oppimisessa.*" Mémoire de Maîtrise. Département d'études françaises. Université de Turku.

Mcpherson, S. 2000. "*From Practicum to Practice: two Beginning Teachers' Perceptions of the Quality of their Pre-service Preparation.*" Thèse de Maîtrise. Queen's University Faculty of Education, Kingston, Ontario.

Ponnamperuma, S. 1980. "*Student's Cognition prior to Microteaching and their Perception of Microteaching Performance.*" M. Ed., Dissertation, University of Stirling, Scotland.

Sabiron, J. 1996. "*Langue anglaise et étudiants scientifiques.*" Thèse de Doctorat. Bordeaux : Université Bordeaux II.

Tetrault, A.-M. 2008. "*Exploitation de la L1 dans le développement des compétences linguistiques et communicationnelles des apprenants de français en immersion précoce en C. –B.*" Recherche Master. Canada : Université de Simon Fraser.

Zeilinger-Trier, M. 2006. "*Les projets de télécommunication interculturels: un enjeu pour l'innovation de l'enseignement/apprentissage scolaire de l'allemand en France.*" Thèse de Doctorat. Université Clermont 2.

V. Colloquiums et Communications

Angelle, P.-S. 2002a. "*Beginning Teachers Take Flight: a Qualitative Study of Socialization*", Paper presented at the Annual Meeting of the Southwest Educational Research Association. TX: Austin.

Angelle, P.-S. 2002. "*T.O.S.S. It to the New Teacher: The Principal's Role in the Introduction Process*", Paper presented at the Annual Meeting of the Southwest Educational Research Association. TX: Austin.

Deum, M. 2004. "*Développer la pratique réflexive et amorcer la professionnalisation en formation initiale des enseignants par la rédaction du journal de bord. Analyse d'un dispositif belge de formation au préscolaire*", *Acte du 9e colloque de l'AIRDF*, Québec.

Deyrich, M.-C. 2003. "*Des activités au service des apprentissages : quelle gestion de la transposition didactique ?*" Acte de la journée d'étude du GEPED, « *L'activité en classe de langue »*, 48-62.

Deyrich. M-C. 2006. *"Le vécu de l'altérité dans un dispositif de formation des maîtres utilisant les nouvelles technologies", In* Construction identitaire et altérité *: Créations curriculaires en didactique des langues.* Colloque national 24 et 25 mars 2006.

Dourari, A. 2004. *"La question de la mondialisation dans la réforme des systèmes éducatifs magrébins (Algérie, Tunisie, Maroc)",* Colloque, Université d'Oran, Département des langues étrangères.

Ettayebi, M., F. Medzo & G. Fortier. 2004. *"De nouveaux rôles pour enseigner dans le temps des réformes",* Actes du Congrès de l'AIPU.

IATEL. 1999. "*International Annual Conference*" England: Edinburgh. 28th March – 1 st April.

Kasper, G. 1997. "*Can pragmatic competence be taught?*" Manuscrit inédit, Honululu University of Hawaii, Second Language and Curriculum Center.

Malher, S. 1983. *"Short and Long Term Effect of Teacher-Training Workshops in Medical School",* Paper presented at the AREA conference. Montréal.

Malone, S.-E. 1984. *"Many Training Programs prepare new literary workers to plan and to carry out literacy work among non literate people of the world"*, *SIL International*.

Mukamurera, J. 2004. *"L'insertion professionnelle des enseignants au Québec : un problème complexe qui commande une stratégie globale", In Actes du colloque – Pour une insertion réussie dans la profession enseignante : passons à l'action !* Centre des Congrès de Laval (88- 90).

Perrenoud, Ph. 1993a. *"Travailler en équipe pédagogique : résistance et enjeux"*, *texte d'une intervention aux journées d'études de l'ANIFEC*. Clermont-Ferrand.

Perrenoud, Ph. 1993b. *"Favoriser la rénovation pédagogique : routine ou travaux d'Hercule ?" In* Actes du Colloque de AFIDES. *Le directeur, la directrice d'établissement scolaire et le renouveau pédagogique*. Suisse: Coppet.

Pape, S. & J. Dickens. 1990. *"Learning the wisdom to teach",* Paper presented at the annual meeting of the Association of teacher Educators, Las Vegas, NV.

Riley, P. 1991. *"L'éducation interculturelle"*, *In* Yvard, P. (éds.). *Le rôle des langues et la dimension européenne. Actes de la troisième université européenne de Nantes* : Université de Nantes.

Romainville, M. 2002. *"L'évaluation des acquis des étudiants dans l'enseignement universitaire"*, Les rapports établis à la demande du Haut Conseil de l'évaluation de l'école. sur le site : http://www.hce.education.fr/index.php

Russel, T. & S. McPherson. 2001. *"Indicateurs de réussite de la formation du personnel enseignant", Colloque du Programme pancanadien de recherche en éducation formation du personnel enseignant des éducatrices et éducateurs*. Québec: Université Laval.

Schwab, R. 1989. *"Stress and the Inter Teacher: an exploratory study"*, Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA.

Séguin, M. 2000. *"La langue française dans les écoles de Montréal",* Avis présenté à la commission des états généraux sur la situation et l'avenir de la langue française au Québec : Montréal.

Tardieu. C. 2006. *"Vers un sens commun partagé"*, *In* Construction identitaire et altérité : créations curriculaires en didactique des langues. Colloque national.

Tehio, V. (Dir.), 2010. *"Politiques publiques en éducation : l'exemple des réformes curriculaires",* Actes du séminaire final sur les réformes curriculaires par l'approche par compétences en Afrique. CIEP, Sèvres, OIF, Paris, AFD, Paris.

UNICEF. 2000. *"L'évaluation de l'éducation pour tous à l'an 2000"*, *Rapport des pays.*

VI.   Articles on Papers

El Watan du 28.08.2000

El Watan du 01.06.2005 « 242.000 enseignants, en exercice, ont besoin d'un recyclage ». MEN

El Watan du 03.06.2007

El Watan du 11.11.2007

El Watan du 27.03.2008

Magherabia 27.05.2009.

Sebaa, R. 1999. « Représentations et pratiques du français à l'université », El Watan.

Williams, J. 2003. Theory and practice make perfect. *The Telegraph* (du 13.11.2003).

VII.   Websites and Pdf Articles

Lakhdar-Barka, S.M. (2002). *English teaching in the Maghreb*. Retrieved from www.univ-parisB.fr/CRIDAF/TEXTES/LanguesEtrangeres.pdf

APPENDICES

Appendix 1: Questionnaire 1

Directed to BA Graduates

Abdelhamid Ibn Badis University of Mostaganem

Table 1: Number of Respondents (BA graduates)

Targeted Population: Third/Fourth/Fifth Year Students		
Nombre d'étudiants ciblés	Nombre de répondants	taux
100	100	100%

Table 2: Trainees' gender

Females	Males
80	20
80%	20%

Table 3: Female trainees' distribution by age brackets

Age	Number	pourcentage	Average
Less than 20	00	00%	
Between 20-25	80	100%	**25**
Over 25	00	00%	

Table 4: Male trainees' distribution by age brackets

Age	Number	%	Average
Less than 20	00	00%	
Between 20-25	09	45%	**25.55**
Over 25	11	55%	

Table 5: Trainees' global distribution by age bracket

Age	Number	%	Average
Less than 20	00	00%	
Between 20 and 25	89	89%	**25.11**
Over 25	11	11%	

Table 6: Trainee's global Distribution according to the grade in Bac examination

Marks	Nomber	%	Average
Less than 10.00	00	00	
Between 10.00 and 11.00	00	00	
Between 11.50 and 12.00	00	00	
Between 12.50 and 13.00	22	22%	
Between 13.50 and 14.00	35	35%	

Between 14.50 and 15.00	42	42%	**14.22**
Between 15.50 and 16.00	01	01%	
Between 16.50 and 17.00	00	00%	
Between 17.50 and 18.00	00	00%	
Between 18.50 and 19.00	00	00%	
19.50+	00	00%	

Table 7: Male trainees' distribution according to the grade of English in the Bac examination

Marks	Nomber	%	Average
Less than 10.00	00	00	**13.60**
Between 10.00 and 11.00	00	00%	
Between 11.50 and 12.00	00	00%	
Between 12.50 and 13.00	10	50%	
Between 13.50 and 14.00	08	40%	
Between 14.50 and 15.00	02	10%	
Between 15.50 and 16.00	00	00%	
Between 16.50 and 17.00	00	00%	
Between 17.50 and 18.00	00	00%	
Between 18.50 and 19.00	00	00%	
19.50+	00	00%	

Table 8: Female Trainees' distribution according to the grade of English in the Bac examination

Mark	Number	%	Average
Less than 10.00	00	00%	**14.37**
Between 10.00 and 11.00	00	00%	
Between 11.50 and 12.00	00	00%	
Between 12.50 and 13.00	12	15%	
Between 13.50 and 14.00	27	33.75%	
Between 14.50 and 15.00	40	50%	
Between 15.50 and 16.00	01	01.25%	
Between 16.50 and 17.00	00	00%	
Between 17.50 and 18.00	00	00%	
Between 18.50 and 19.00	00	00%	
19.50+	00	00%	

Table 9: Trainees' distribution according to their exit profile of the terminal class

Streams	Females	%	Males	%	nber	Global
Lettres & Philososphy	32	40%	08	40%	40	40%
Lettres & Foreign Lges	42	52.50%	07	35%	49	49.%
Experimental Sciences	06	07.50%	05	25%	11	11%
Technical stream	00	00%	00	00%	00	00%

Table 10: Trainees' purposes behind English language study

Purposes	Nber/females	%	Nber/males	%	Overall
Like the language	75	93.75%	15	75%	90%
To be a teacher	80	100%	10	50%	90%
To communicate	27	33.75%	17	85%	44%
Travelling	30	37.50	20	100%	50%
No other choice	04	05%	03	15%	07%

Table 11: Trainees' self-assessment of their linguistic competence

Grades	Females	%	Males	%	Global	%
Excellent	48	60%	10	50%	58	58%
Good	22	27.50%	08	40%	30	30%
Fair	10	12.50%	02	10%	12	12%
Poor	00	00%	00	00%	00	00%
Very poor	00	00%	00	00%	00	00%
No answer	00	00%	00	00%	00	00%

Table 12: Trainees' self-assessment of their sociolinguistic competence

Grades	Females	%	males	%	global	%
Excellent	21	26.25%	05	25%	26	26%
Good	08	10%	06	30%	14	14%
Fair	31	38.75%	04	20%	35	35%
Poor	20	10%	05	25%	25	25%
Very poor	00	00%	00	00	00	00
No answer	00	00%	00	00	00	00

Table 13: Trainees' self-assessment of their pragmatic competence

Grades	Females	%	Males	%	Global	%
Excellent	24	30%	03	15%	27	27%
Good	31	38.75	06	30%	37	37%
Fair	25	31.25%	11	55%	36	36%
Poor	00	00%	00	00%	00	00%
Very poor	00	00%	00	00%	00	00%
No answer	00	00%	00	00%	00	00%

Table 14: Trainees' reflection on modules contribution in the construction of the teaching profession (classroom scenarios)

Modules	Females	%	Males	%	Global	%
Written Exp.	08	10%	03	15%	11	11%
Reading C.	00	00%	00	00%	00	00%
Morphosyntax	20	25%	02	10%	22	22%
Linguistics	12	15%	04	45%	16	16%

Phonetics	16	20%	02	10%	18	18%
Civilisation	16	20%	05	25%	21	21%
Literature	04	05%	02	10%	02	06%
Language Origin & Evolution	00	00%	00	00%	00	00%
Epistemology	00	00%	00	00%	00	00%
ESP	35	43.75%	10	50%	45	45%
Research Methodology	00	00%	00	00%	00	00%
Lexico semantics	00	00%	00	00%	00	00%
Internship	50	62.50%	20	100%	70	70%
Project	00	00%	00	00%	00	00%

Table 15: a) Trainees' reflection on the modules which best contribute in linguistic competence to the future profession

Modules	Females	%	males	%	global	%
Grammar	60	75%	10	50%	70	70%
Linguistics	55	68.75%	15	75%	70	70%
Oral Comprehension & expression	40	50%	10	50%	50	50%
Phonetics	11	13.75%	03	15%	14	14%

Table 16: b) Trainees' reflection on the module (s) which contribute best in sociolinguistic competence to the future profession

Modules	Females	%	males	%	global	%
Am. Civ	17	21.25%	05	25%	22	22%
Brit. Civ.	30	37.50%	15	75%	45	45%
Brit. Lit.	13	16.25%	02	10%	15	15%
Am. Lit.	21	26.25%	15	75%	36	36%

Table 17: c) Trainees' reflection on the module (s) which contribute best in pragmatic competence to the future profession

Modules	Females	%	males	%	global	%
Am. Civ	30	37.50%	19	95%	49	49%
Brit. Civ.	21	26.25%	17	85%	48	48%
Brit. Lit.	28	35%	14	70%	42	42%
Am. Lit	30	37.50%	13	65%	43	43%

1. **Why?**

1. *"I can learn more about the features of the English language in real-life context."*

2. *"I become familiar with the customs, cultures of English speaking countries."*

3. *"Civilization and literature allow us to discover the English-speaking countries habits, values..."*

4. *"Civilisation and literature provide the opportunity to know about native speakers' attitudes, habits..."*

5. *"I cannot control the sociolinguistic and pragmatic competence without the target language context."*

6. *"I can master the language system thanks to grammar and linguistics."*

7. *"I cannot communicate without a perfect mastery of the syntactic rules."*

8. *"Grammar mastery enables me use the language accurately."*

9. *"Oral expression enables me to put into practice the knows acquired."*

Section Three: Suggestions and Expectations

Sample answers to question 11 on the reforms

1. *"The development of the social skills"*

2. *"The development of the cooperative/pair and group work"*

3. *"The development of the interactive, interpretive and productive competencies"*

4. *"The introduction of the ICTs"*

Sample Answers to question 12: Expectations and Suggestions

1. *"The shift from theory to practice and verse versa should be implemented to reach refinement"*

2. *"To schedule modules which prepare trainees to classroom practice"*

3. *"To enable trainees to attend real classroom situations"*

4. *"To initiate students to teaching techniques earlier than the third year"*

5. *"To proceed to the transposition of what is theoretical into class situation"*

6. *"Training sessions in host schools should be compulsory"*

7. *"To be given the chance to see experienced teachers teaching their pupils"*

8. *"To plan seminars, conferences….for teacher-trainees to increase their awareness of the future profession"*

9. *"Grammar, written and oral expression should be learnt all along the training course because they are the foundation of the target language"*

10. *"To master the target language first to be able to teach"*

11. *"To reconsider the whole syllabus content, timing and outcomes to prepare the future teachers"*

12. *"Workshop sessions should be implemented to develop future teachers' competencies; linguistic, sociolinguistic and pragmatic."*

13. *"To provide and use the ICTs"*

14. *"To organise immersion training sessions to develop lasting skills"*

15. *"To learn more about learners and their characteristics"*

16. *"To be aware of the braod principles of strategies of the classroom management"*

17. *"To know about educational aims, purposes, exit profiles, etc."*

Appendix 2: Questionnaire 2

Directed to ENS PEM Trainee-Teachers

Table 18: Number of Respondents (ENS PEM graduates)

Targeted Population: Third/Fourth/Fifth Year Students		
Nombre d'étudiants ciblés	Nombre de répondants	taux
100	71	71.00%

Table 19: Trainees' gender

Females	Males
68	03
95.77%	04.22%

Table 20: Female trainees' distribution by age bracket

Age	Nber	%	Average
Less than 20	00	00%	
Between 20-25	68	100%	25
Over 25	00	00%	

Table 21: Male trainees' distribution by age bracket

Age	Nber	%	Average
Less than 20	00	00%	
Between 20-25	01	33.33%	25.66
Over 25	02	66.66%	

Table 22: Trainees' global distribution by age bracket

Age	Nber	%	Average
Less than 20	00	00%	
Between 20 and 25	69	97.18%	25.02
Over 25	02	02.81%	

Table 23: Trainees' global distribution according to the grade in Bac examination

Marks	Nber	%	Average
Less than 10	00	00%	
Between 10.00 and 11.00	00	00%	
Between 11.50 and 12.00	00	00%	
Between 12.50 and 13.00	00	00%	15.85
Between 13.50 and 14.00	02	02.94%	
Between 14.50 and 15.00	35	51.47%	
Between 15.50 and 16.00	20	29.41%	

Marks	Nber	%	Average
Between 16.50 and 17.00	05	07.35%	
Between 17.50 and 18.00	04	05.88%	
Between 18.50 and 19.00	04	05.88%	
19.50+	01	01.47%	

Table 24: Male trainees' distribution according to the grade of English in the Bac examination

Marks	Nber	%	Average
Less than 10.00			
Between 10.00 and 11.00	00	00%	
Between 11.50 and 12.00	00	00%	
Between 12.50 and 13.00	00	00%	
Between 13.50 and 14.00	00	00%	17.66
Between 14.50 and 15.00	00	00%	
Between 15.50 and 16.00	00	00%	
Between 16.50 and 17.00	01	33.33%	
Between 17.50 and 18.00	02	66.66%	
Between 18.50 and 19.00	00	00%	
19.50+	00	00%	

Table 25: Female trainees' distribution according to the grade of English at Bac examination

Mark	Number	%	Average
Less than 10.00	00	00%	
Between 10.00 and 11.00	00	00%	
Between 11.50 and 12.00	00	00%	
Between 12.50 and 13.00	00	00%	
Between 13.50 and 14.00	02	02.94%	
Between 14.50 and 15.00	35	51.47%	15.77
Between 15.50 and 16.00	20	29.41%	
Between 16.50 and 17.00	04	05.88%	
Between 17.50 and 18.00	02	02.94%	
Between 18.50 and 19.00	04	05.88%	
19.50+	01	01.47%	

Table 26: Trainees' distribution according to their exit profile of the terminal class

Streams	Females	%	Males	%	nbre	Global
Lettres & Philosophy	08	11.76%	00	00%	08	11.26%
Lettres and Foreign languages	60	88.23%	03	100%	63	88.73%
Experimental Sciences	00	00%	00	00%	00	00%
Technical stream	00	00%	00	00%	00	00%

Table 27: Trainees' purposes behind English language study

Purposes	Nber/females	%	Nber/males	%	Overall
a) Like the language	68	100%	02	66.66%	98.59%
b) To be a teacher	68	100%	03	100%	100%
c) To communicate	65	95.58%	03	100%	95.77%
d) Travelling	30	44.11%	03	100%	46.47%
e) No other choice	00	00	00	00%	00%

Table 28: Trainees' self-assessment of their linguistic proficiency

Grades	Females	%	Males	%	Global	%
Excellent	46	67.64%	01	33.33%	47	66.19%
Good	12	17.64%	01	33.33%	13	18.30%
Fair	10	14.70%	01	33.33%	11	15.49%
Poor	00	00%	00	00%	00	00%
Very poor	00	00%	00	00%	00	00%

Table 29: Trainees' self-assessment of their sociolinguistic competence

Grades	Females	%	males	%	global	%
Excellent	23	33.82%	00	00	23	33.82%
Good	17	25%	02	66.66%	19	26.76%
Fair	28	41.17%	01	33.33%	29	40.84%
Poor	00	00	00	00%	00	00
Very poor	00	00	00	00%	00	00
No answer	00	00	00	00%	00	00

Table 30: Trainees' self-assessment of their pragmatic competence

Grades	Females	%	Males	%	Global	
Excellent	12	17.64%	02	66.66%	14	19.71%
Good	16	23.52%	01	33.33%	17	23.94%
Fair	40	58.82%	00	00%	40	56.33%
Poor	00	00	00	00%	00	00%
Very poor	00	00	00	00%	00	00%
No answer	00	00	00	00%	00	00%

Table 31: Tainees' reflection on modules contributing in the construction of the classroom scenarios

Modules	Females	%	Males	%	Global	%
Writing	00	00	00	00	00	00
Grammar	00	00	00	00	00	00
Reading Techniques	00	00	00	00	00	00
Speaking & Listening	00	00	00	00	00	00
Phonetics	00	00	00	00	00	00

Linguistics	00	00	00	00	00	00
British Civilisation & Literature	00	00	00	00	00	00
American Civilisation & Literature	00	00	00	00	00	00
African Civilisation & Literature	00	00	00	00	00	00
Psychology	68	100%	03	100%	71	100%
TEFL	00	00	00	00	00	00
Pedagogy Trends & Education Systems	00	00	00	00	00	00
Communication & Attitude Preoccupation	00	00	00	00	00	00
Applied Linguistics	00	00	00	00	00	00
Material Design & Development	68	100%	03	100%	71	100%
Textbook Evaluation & Syllabus Design	00	00	00	00	00	00
Writing a Scientific Report in Education	00	00	00	00	00	00
Internship	68	100%	03	100%	71	100%

Table 32: ENS Male trainees' reflection on the impact of TEFL module on their future profession

Grading	Nber	%
Totally	00	00%
Fairly	03	100%
Not at all	00	00%0

Table 33: ENS Female trainees' reflection on the impact of TEFL module on their future profession

Grading	Nber	%
Totally	05	07.35%
Fairly	63	92.64%
Not at all	00	00%

Table 34: ENS Trainees' overall reflection on the impact of TEFL module on their future profession

Grading	Nber	%
Totally	05	07.04%
Fairly	66	92.95%
Not at all	00	00%

Table 35: ENS Female trainees' reflection on time allotted to TEFL module

Yes	%	No	%
05	07.35%	63	92.64%

Table 36: ENS Male trainees' reflection on time allotted to TEFL module

Yes	%	no	%
00	00%	03	100%

Table 37: ENS Trainees' overall reflection on time allotted to TEFL module

Yes	%	No	%
05	07.04%	66	92.95%

If no, what should be done?

- The module of TEFL should be spread over two or three years.

- The module of TEFL should be practice-based teaching unit rather than heavily theory-based one.

Table 38: Female trainees' assessment of the profit from the TEFL module

Advantages	Totally agree	%	Agree	%	Disagree	%
Lesson planning	68	100%	00	00%	00	00%
Teaching the four skills	68	100%	00	00%	00	00%
Doing a needs analysis	43	60.56%	25	35.21%	00	00%
Assessing learners' skills	51	71.83%	17	23.94%	00	00%

Table 39: Male trainees' assessment of the profit from the TEFL module

	Totally agree	%	Agree	%	Disagree	%
Lesson planning	03	100%	00	03		
Teaching the four skills	03	100%	00	03		
Doing a needs analysis	01	33.33%	02	03		
Assessing learners' skills	03	100%	00	03		

Table 40: Trainees' overall assessment of the profit from the TEFL module

	Totally agree	%	Agree	%	Disagree	%
Lesson planning	71	100%	00	00%	00	00%
Teaching the four skills	71	100%	00	00%	00	00%
Doing a needs analysis	44	61.97%	27	38.02%	00	00%
Assessing learners' skills	54	76.05%	17	23.94%	00	00%

Table 41: Trainees' reflection on the Initial Training

	Females	%	Males	%	Global	%
Totally theoretical	00	00%	00	00%	00	00
Partly Theoretical	00	00%	00	00%	00	00
Totally Practical	00	00%	00	00%	00	00%
Both theoretical & practical	68	100%	03	100%	71	100%

Sample answers to question 11 on the reforms

1. *"The implementation of the project pedagogy"*

2. *"The development of the meta-cognitive strategies"*

3. *"The focus on learner's learning"*

4. *"The shift from the paradigm of the knows transmission to their construction"*

5. *"The focus on learners' autonomy"*

Section Three: Suggestions and Expectations

Sample Answers to question 12: Expectations and Suggestions

1. *"To schedule TEFL for the whole training course"*

2. *"To study TEFL in TD not in lectures only"*

3. *"To initiate students to teaching techniques earlier than the fourth year"*

4. *"Time allotment for the module of TEFL should be reviewed to prepare appropriatelt the future teachers"*

5. "*To reconsider the TEFL module from viewpoints timing, content, management, etc.*"

6. "*Video shows should be used and exploited to reflect on personal performance*"

7. "*Availability of ICTs and Internet*"

8. "*To focus much on classroom issues and how to solve them*"

Directed to Teacher-Trainers

Section One: Trainers' Biographical and professional Data

2. **"Gender" Variable**

The biographical data			
Female		**Male**	
Number	**%**	Number	**%**
17	85%	03	15%

Table 42: "Gender" Variable

3. **"Age" Variable**

Age	Gender	Number	Average
29	F	01	
30	F	02	
31	F	02	
35	4F+1M	05	32,2
38	F	05	
42	2F+1M	03	
46	1F+1M	02	

Table 43: "Age" Variable

4. **"Qualifications" Variable**

Professional Status	Females	%	Males	%	Overall	%
Professor	00	00%	00	00%	00	00%
MCA	03	17.64%	02	66.66%	05	25%
MCB	00%	00%	00	00%	00	00%
MAA	08	47.05%	01	33.33%	09	45%
MAB	06	35.29%	00	00%	06	30%
Probationary	00	00%	00	00%	00	00%

Table 44: Teacher-trainers' professional Status

5. **"Professional Experience" Variable**

The professional experience							
Female			Male		Global		Overage
	Number	**%**	Number	**%**	Number	**%**	
Less than 5 years	10	58,82%	00	00%	10	50%	**7.5**
Between 6 and 10	7	41,17%	3	100%	10	50%	

years							
More than 10 years	00	00%	00	00%	00	00%	

Table 45: "Professional Experience" Variable

6. "Trainees/trainers ratio" Variable

Teachers' scaffolding and coaching							
Female			**Male**		**Global**		**Average**
Number	%	Number	%	Number	%		
Less than 50 sts	00	00%	00	00%	00	00%	
Between 50 and 100	00	00%	00	00%	00	00%	**155**
Between 150 and 200	15	88,23%	03	100%	18	90%	
More than 200	02	11,76%	00	00%	02	10%	

Table 46: Number of Students scaffoded/coached

Section Two: Trainers' Reflection on the Trainees' Competences

7. "Reflection on competencies" Variable

i. Linguistic competence [Knowledge and know-how relating to lexical, syntactic and phonological parameters]

Teachers' reflection on teacher-trainees' Competence (linguistic)		
Grades	Number	%
Excellent	02	10%
Good	01	05%
Fair	16	80%
Poor	01	05%
Very poor	00	00%

Table 47: Evaluation of the furture teachers' linguistic competence

ii. Sociolinguistic competence [language usage factors: social relation markers, rules of politeness, expressions reflecting popular wisdom and dialects and actions]

Teachers' reflection on teacher-trainees' Competence (sociolinguistic)

Grades	Number	%
Excellent	01	05%
Good	01	05%
Fair	15	75%
Poor	02	10%
Very poor	01	05%

Table 48: Evaluation of the future teachers' sociolinguistic competence

iii.   Pragmatic competence [choice of discourse strategies aiming at reaching a precise Objective; adapting, organizing and structuring discourse]

Teachers' reflection on teacher-trainees' Competence (sociolinguistic)		
Grades	**Number**	**%**
Excellent	01	05%
Good	01	05%
Fair	15	75%
Poor	02	10%
Very poor	01	05%

Table 49: **Evaluation of the future teachers' pragmatic competence**

8. Along the initial training course, how would you assess their understanding of the different courses?

Trainers' reflection on Trainee-Teachers' understanding Skill		
Grades	Number	%
Excellent	01	05%
Good	01	05%
Fair	16	80%
Poor	02	10%
Very poor	00	00%

Table 50: Evalaution of the future understading skill

9. a) "Evaluation of classroom Interaction**" Variable**

Trainers' reflection on Trainee-teachers' Competences		
Grades	Number	%
Excellent	01	05%
Good	02	10%
Fair	10	50%
Poor	06	30%
Very poor	01	05%

Table 51: Evaluation of teachers' interactions

10. a) "Skills' proficiency" Variable

Trainers' reflection on Teacher-trainers' skills		
Skills	Number	%
Receptive	00	00
Interactive	12	60
Productive	20	100
All of the above	00	00

Table 52: Reflection on the trainees' skills

b)   What could hinder the teacher-trainees' skills development?

12. Linguistic barriers: lack of vocabulary, poor mastery of syntactical rules, pronunciation defects

13. Psychologic barriers: lack of confidence, fear of mistakes making,

14. Poor listening practice

11. "Trainees' Questioning Frequency" variable

Teachers' reflection on Students' Questioning		
Difficulty	Number	%
New concepts meaning	02	10%
Course content	02	10%

Both of them	16	80%

Table 53: Trainees' frequent difficulties

12. a) "Code-switching" variable

1. Do they resort to the use of other languages to understand?

Students' use of the target language		
	Number	%
Yes	00	00%
No	20	100%

Table 54: Code switching

b) "frequency" variable

Students' code-switching		
	Number	%
Always	00	00%
Very often	00	00%
Often	00	00%
Rarely	00	00%

Table 55: Code-switching during the IT

Section Three: Trainers' Reflection on the Module of TEFL

13. a) "*Importance*" variable

Teachers' Reflection on TFEL Module Design		
	Number	%
Yes	20	100%
No	00	00%

Table 56: Importance of the module of TEFL design in the modular structure of the IT

b) *"Trainees' Appropriate Preparation"* variable

Teachers' Reflection on TFEL Module Design			Teachers' Reflection on TFEL Module Implementation		
	Number	%	Number	%
Yes	20	100%	05	25%
No	00	00%	15	75%

Table 57: Reflection on the TEFL module design and implementation

c) 'Addition, change, omission' variable

1. *"The module of TEFL should be assigned to experienced and highly- qualified teachers."*
2. *"Teachers in charge of the module of TEFL should undergo periodic training sessions to hone their knows about the issues of teaching the foreign language."*

3. *"More time and room should be allotted to teacher-trainees' training."*

Section Four: Trainers' Suggestions and Expectations

14. *What do you suggest for an effective IT of the future teachers?*

Sample Answers: Expectations and Suggestions

A) Didactical Suggestions

1. *"Designing documents: class logbook, unit plans, sequence plans………"*

2. *"How to design & didactise teaching materials"*

3. *"Reference documents: curriculum, syllabus, supporting documents.. "*

4. *"How to use a textbook judiciously?"*

5. *"How to deal with the four skills in teaching?"*

6. *"How to teach grammar in a context for example?"*

7. *"How to set/design an exam?"*

8. *"How and Why to assess?"*

B) Pedagogical Suggestions

1. *"Classroom management"*

2. *"It is important for future teachers to understand the "why" and "how" youth's behaviors and needs in order to be able to communicate and reach their minds."*

3. *"Well, to start with, some psycho-pedagogical sessions and then, the use of some modern techniques to make the classroom lively and attract learners' attention and stir their motivation."*

4. *"Attending observation classes"*

5. *"Get in touch with experienced teachers"*

6. *"Understand learners' behaviour and needs to react accordingly"*

7. *"Be aware of learners' learning styles and preferences to respond suitably"*

8. *"Manage appropriately the class, the time duration and the mixed-ability class groups"*

9. *"Attend classroom observation to shift from the perceived intention to the observable practice"*

10. *"Get in touch with experienced and senior teachers to get benefits from their professional experience"*

11. *"Share ideas, teaching materials and techniques with other teachers"*

Section One: Supervisors' Biographical and Professional Data

Targeted Population : middle and secondary education supervisors		
Number of targeted inspectors	Number of respondents	%
12	12	100%

Table 58: Total number of respondents

1. "Gender" Variable

Females		Males		Global	
Number	%	Number	%	Number	%
01	08,33%	11	91,66	12	100

Table 59: gender

2."Age" Variable

Females		Males		Average
Number	Age	Number	Age	
1	35	2	54	
		1	53	
		2	52	**44,91**
		1	50	
		2	46	
		1	32	
		1	35	
		1	30	

Table 60: "Age" variable

3. "Degrees" Variable

Supervisors' Qualifications		
BAC	12	100%
Licence	12	100%
Master	01	08,33%
Ph. D.	00	00%

Table 61: Supervisors'qualifications

4. **"Professional Status" Variable**

Supervisors' professional position	
Middle School Education Inspectors	Taux

12	100%

Table 62: Supervisors' professional status

5. **"Professional experience" variable**

Supervisors' length of service			
	Nombre	Taux	Average Experience
Less than 5 years	05	41,66%	**08.08**
Between 5 and 10 years	04	33,33%	
More than 10 years	03	25%	

Table 63: Supervisors' professional experience

6. **"Coaching" Variable**

Supervisors' teachers' coaching			
	Number	Taux	Average
Less than 50 teachers	00	00	**150**
Between 50 and 100 teachers	00	00	
Between 100 and 150 teachers	02	16,66%	
Between 150 and 200 teachers	08	66,66%	
More than 200 teachers	02	16,66%	

Table 64: Coaching variable

Section Three: Supervisors' Reflection on Neophyte Teachers' Performance

7. **a) "Reflection on novice teachers' performance" variable**

Supervisors' Reflection on teachers' performance

	Number	Taux
Excellent	00	00
Good	00	00
Fair	03	25%
Poor	07	58,33%
Very poor	02	16.66%

Table 65: Novice teachers' performance

b) If poor, what are the weaknesses?

A) Pedagogical Weaknesses:

1. *"Discipline and class management problems"*
2. *"Lack of motivation its maintaining and sustainability"*
3. *"Lack of the appropriate teaching/ learning atmosphere"*
4. *"Inefficient teaching"*
5. *"Lack of self-confidence"*
6. *"Confusion, hesitation and uncertainty, .."*

B) Didactical Weaknesses:

1. *"Non-adapted teaching material"*
2. *"Teacher centeredness instead of learner centeredness"*
3. *"Teaching above learners' heads"*
4. *"Curriculum adopting rather than adapting"*

8. "Reflection on novice teachers' competencies"

Supervisors' Reflection on weaknesses		
	Number	taux
a. disciplinary competencies	02	16,66%
b. transversal competencies	08	66,66%

c. both types of competencies	02	16,66%

Table 66: Novice teachers' competencies

Section Three: Supervisors' Suggestions and Future prospects

9. Sample Suggestions and Expectations

- *"The training Institutions should reconsider the syllabi to comply with the targeted competences underlying tenets of the approach known as CBA."*

- *"The ITT and INSET should be implemented in a holistic approach, i.e., to target disciplinary, transversal and professional competencies."*

- *"The entry and exit profiles should be clearly identified and adequately assessed."*

- *"The ITTC should seek balance between theoretical and practical aspects."*

- *"ICT should be integrated into and made available to the teaching/learning process."*

- *"They should assess their training efficiency with regard to the standard norms."*

10. Sample Issues to be urgently supported

- *"Increase teachers' awareness on educational reforms, their ends, purposes and scope"*

- *"Familiarise teachers with the CBA, its tenets, foundations and aims."*

- *"Equip them with survival models to help them integrate easily the new profession"*

- *"Focus more on the practical training during seminars, study days and workshops"*

- *"Involve teachers in classroom situations via periodic seminars"*

- *"Train them to cope appropriately with the challenges of the classroom management and organisation"*

- *"Emphasise on the impact of the positive classroom atmosphere on learners' learning"*

- *"Equip them with skills enabling them to solve complex problems in situ"*

- *"Target reflective practice triggering"*

- *"Strengthen collaborative and cooperative work and support among collegial groups"*

- *"Focus on planning importance and constituents: learning outcomes to be attained, teaching methods to be employed, activities to carried out, resources to be used, etc."*

Respondents' Number

Targeted population: novice teachers		
Target Number	Respondent Number	Percentage
100	**72**	**72%**

Table 67: Total number of respondents

Section One: Respondents' Biographical Data

1.   Neophyte teachers' Gender

Gender	Females			Males		
	BA	ENS	Overall	BA	ENS	Overall
Number	42	25	67	03	02	05
72	58.33%	34.72%	**93.05%**	04.16%	02.77%	**06.93%**

Table 68: Neophyte teachers' gender

2.   Female neophyte teachers' age

Age	Nombre	Pourcentage	Average
less than 20	00	00%	
between 20-25	23	34.32%	**25.65**
over 25	44	65.67%	

Table 69: Female neophyte teachers' age

Male neophyte teachers' age

Age	Nombre	Pourcentage	Average
less than 20	00	00%	
between 20-25	03	60%	**25**
over 25	02	40%	

Table 70: Male neophyte teachers' age

Neophyte teachers' overall age

Age	Nombre	Pourcentage	Average
less than 20	00	00%	
between 20-25	26	36.11%	**25.63**
over 25	46	63.88%	

Table 71: Neophyte teachers' overall age

Section Two: Respondents' Professional Data

3.   Neophyte teachers' purposes behind English Language Study

Purposes	Females		Males		Nber	Overall

	BA	PEM	%	BA	PEM	%		
Like the language	35	25	89.55	03	03	100	66	91.66
To be a teacher	40	25	97.01	01	03	66.66	69	95.83
To communicate	35	20	82.08	01	02	50	58	80.55
Travelling	25	15	59.70	03	03	100	46	63.88
No other choice	08	00	21.62	01	00	16.66	09	12.50

Table 72: Neophyte Teachers' purpose behind English Language Study

4. Initial training duration

Initial Training	Females		Males		Global		Average
	Number	%	Number	%	Number	%	Overall
3 years	15 (all BA)	22.38%	01 (BA)	20%	16	22.22%	03.80
4 years	38 (25 ENS)	56.71%	02 (ENS)	40%	40	55.55%	Females
5 years	11 (BA)	16.41%	01 (BA)	20%	12 (BA)	16.66%	04.02
More than 5 years	03 (BA)	04.47%	01 (BA)	20%	04 (BA)	05.55%	Males 04.40

Table 73: Initial training duration

5.   a)   Neophyte teachers' degrees

Degrees	Females		Males		Global	
	Number	%	Number	%	Number	%
BA	42	62.68%	03	60%	45	62.50%
PEM	25	37.31%	02	40%	27	37.50%

Table 74: Neophyte teachers' training Routes

b)   Neophyte teachers' professional status

Professional Position	Females		Males		Global	
	Number	%	Number	%	Number	%
Fully-fledged teacher	67	100%	05	100%	72	100%
Part-time teacher	00	00%	00	00%	00	00%

Table 75: Neophyte teachers' professional status (recruited)

c)   Neophyte teachers' workplace

Place of work	Females		Males		Global	
	Number	%	Number	%	Number	%
Rural	35	52.23%	03	60%	38	52.77%
Urban	32	47.76%	02	40%	34	47.22%

Table 76: Neophyte teachers' workplace

d)   Neophyte classes in charge

Audience	Females		Males		Global	
	Number	%	Number	%	Number	%

1 AM	37	68.51%	02	40%	39	69.64%
2 AM	28	51.85%	02	40%	30	41.66%
3 AM	23	42.59%	01	20%	24	33.33%
4 AM	20	37.03%	00	00%	22	39.28%

Table 77: Teacher-Learners Ratio

e) **What difficulties did you encounter at the very beginning of the contact with the class?**

	Females		**Males**		**Global**	
Difficulties	Nber	%	Nber	%	Nber	%
Classroom management	67	100%	05	100%	72	100%
Crowdedness	67	100%	05	100%	72	100%
Different plannings	40 (40 BA)	59.70%	02 (all BA)	40%	42	58.33%
Time management	60 (42 BA)	89.55%	03 (all BA)	60%	63	87.50%
Learners' assessment	55 (42 BA)	82.08%	03 (all BA)	60%	58	80.55%
Learners' motivation	52 (40 BA)	77.61%	02 (all BA)	33.33%	54	79.16%

Table 78: Neophyte teachers' encountered difficulties

Section Three: Reflection on Initial and in-service training courses

6. **a) Reflection on the IT modular structure contents**

University syllabus	**Females**		**Males**		**Global**	
	Number	%	Number	%	Number	%
Totally theoretical	00	00%	00	00%	00	00%
Mostly theoretical	42	62.68%	03	60%	45	62.50%
Totally Practical	00	00%	00	00%	00	00%
Both theoretical and practical	25	37.31%	02	40%	27	37.50%

Table 79: Reflection on the IT modular Structure contents

b) **Reflection on modules importance**

University syllabus	**Females**		**Males**		**Global**	
	Number	%	Number	%	Number	%
Very important	38	52.77%	01	20%	39	54.16%

	25	34.72%	03	60%	28	38.88%
Fairly important	25	34.72%	03	60%	28	38.88%
Less important	02	02.77%	00	00%	02	02.77%
Unimportant	01	01.49%	01	20%	02	02.77%
No answer	01	01.49%	00	00%	01	01.38%

Table 80: Reflection on modules importance

c)   Which one (s) is (are) effectively important for classroom scenarios? (ENS Graduates)

Modules	Females	%	Males	%	Global	%
Civilization	00	00	00	00	00	00
Literature	00	00	00	00	00	00
Reading	00	00	00	00	00	00
Grammar	00	00	00	00	00	00
Linguistics	00	00	00	00	00	00
Oral Expression	00	00	00	00	00	00
WE	00	00	00	00	00	00
Phonetics	00	00	00	00	00	00
Textbook evaluation	00	00	00	00	00	00
Material Design & Development	25	100%	02	100%	27	100%
Psychology	25	100%	02	100%	27	100%
TEFL	25	100%	02	100%	27	100%
Psychopedagogy	25	100%	02	100%	27	100%
"Stage"	25	100%	02	100%	27	100%

Table 81: Reflection on the module effectiveness for classroom scenarios (ENS graduates)

d)   Which one (s) is (are) effectively important for classroom scenarios? (BA Graduates)

Modules	Females	%	Males	%	Global	%
Civilization	00	00	00	00	00	00
Literature	00	00	00	00	00	00
Reading	00	00	00	00	00	00
Grammar	00	00	00	00	00	00
Linguistics	00	00	00	00	00	00
Oral Expression	00	00	00	00	00	00
WE	00	00	00	00	00	00
Phonetics	00	00	00	00	00	00
Cultural Eras	00	00	00	00	00	00
ESP	**30**	**71.42%**	**01**	**33.33%**	**31**	**43.05%**
Research Methodology	00	00	00	00	00	00
Language origin & Evolution	00	00	00	00	00	00
Epistemology	00	00	00	00	00	00
Lexico-semantics	00	00	00	00	00	00

Discourse Analysis and Pragmatics	00	00	00	00	00	00
Stage	**35**	**83.33%**	**03**	**100%**	**38**	**52.77%**
Project	**00**	**00%**	**00**	**00%**	**00**	**00%**

Table 82: Reflection on the module effectiveness for classroom scenarios (BA graduates)

A. a) The profit made from the module of TEFL (ENS PEM graduates)

1. *"The module of TEFL has enabled us to be familiar with the teaching approaches and methods."*
2. *"The module of TEFL has enlightened us on the teaching of the English language as a foreign language."*
3. *"It gave us the opportunity to know about the different methods and techniques to cope with different classroom situations."*
4. *"It responds to the needs of teachers for teaching situations."*
5. *"It enables teachers to be familiar with different methodologies of teaching."*
6. *"It permits us to know how to teach English language as a foreign language."*
7. *"It affords different techniques and methods to deal with various class situations."*
8. *"This module appeals to the teacher's needs for the teaching situations."*

b) The Profits made from the module of psychopedagogy (ENS PEM graduates)

6. *"It has allowed us to better understand the learners' behavior and endowed us with a variety of appropriate behaviours."*
7. *"It enables us to understand better the learner's behaviour and provides a variety of ways to deal with."*
8. *"It makes teachers aware of the kind of learners and their characteristics."*
9. *"It enables us understand how learners learn, why trying and adapting different teaching approaches to dispense an effective teaching."*
10. *"It allows us to understand how learners learn, why resorting to different pedagogical approaches to provide an appropriate learning."*

7. a) Classrrom observations

Yes	%	No	%	No idea	%
30	44.77%	37	55.22%	00	00%

Table 83: Classroom observations during the IT (female novice teachers)

Classroom observations

Yes	%	No	%	No idea	%
02	40%	03	60%	00	00%

Table 84: Classroom observations during the IT (male novice teachers)

Classroom observations -Global

Yes	%	No	%	No idea	%
32	45.07%	40	56.33%	00	00%

Table 85: Classroom observations during the IT-Global

b) Classroom observation frequency

Frequency	Females		Males		Global	
	Number	%	Number	%	Number	%
Once	00	00%	00	00%	00	00%
Twice	00	00%	00	00%	00	00%
Three times	00	00%	00	00%	00	00%
Four times	00	00%	00	00%	00	00%
More	43	64.17%	02	40%	45	63.88%

Table 86: Classroom observation frequency

8.   a) Theoretical Aspects applicability

Yes	%	No	%	No idea	%
16	23.88%	51	76.11%	00	00%

Table 87: Theoretical aspects applicability (female novice teachers)

Theoretical Aspects Applicability

Yes	%	No	%	No idea	%
00	00%	05	100%	00	00%

Table 88: Theoretical aspects applicability (male novice teachers)

Theoretical Aspects Applicability

Yes	%	No	%	No idea	%
16	22.22%	55	76.38%	00	00%

Table 89: Theoretical aspects Applicability (Global)

b) If no, what should be done?

Sample answers:

1. *"Focusing on the teaching strategies enabling the learners to observe, analyse, express an opinion, create hypotheses, look for solutions and discover language by themselves"*

2. *"Increasing teachers' awareness on strategies and learning styles of learners"*

3. *"Developing several types of knowledge about learning"*

4. *"Being able to use different teaching strategies to accomplish various tasks"*

5. *"Raising knowledge about instructional resources"*

6. *"Learning better by reflecting on their performance"*

7. *"Developing several kinds of knowledge about learning"*

8. **a) INSET participation (female novice teachers)**

Yes	%	No	%	No idea	%
67	100%	00	00%	00	00%

Table 90: Female Teachers INSET Participation

INSET participation (male novice teachers)

Yes	%	No	%	No idea	%
05	100%	00	00%	00	00%

Table 91: Male Teachers INSET Participation

INSET participation (global)

Yes	%	No	%	No idea	%
72	100%	02	00%	00	00%

Table 92: Global Novice Teachers' INSET Participation

b) If yes, what advantages did you make from those training sessions?

A. Didactical benefits

1. *"I am well organized in my work."*

2. *"I learned how to teach grammar inductively."*

3. *"I have learned to set learning objectives."*

4. *"I have learned to use and exploit the didactic materials."*

5. *"I saw how the theory is transposed into practice."*

6. *"I learned a lot about the new changes in the field of education."*

7. *"I learned to plan my teaching materials."*

8. *"I learned a lot on the assessment of learners."*

9. *"I learned a lot on integrative learning."*

10. *"I have been shown how to conduct a reflective process."*

11. *"I realised that not all that is planned is appropriately carried out; adaptation is required."*

12. *"I gained support in learning how to develop teaching strategies."*

13. *"I learned much from other staff members through observation and coaching."*

14. *"I understood that adapatation to respond to learners' levels is more than indispensable."*

15. *"I experienced Project work selection, presentation, exhibition and evaluation."*

B. Pedagogical benefits

1. *"I have a clearer idea on how to be a facilitator teacher."*

2. *"I gained a little more self-confidence."*

3. *"I learned how to deal with learners."*

4. *"I became better organised in terms of classroom and time management."*

5. *"I gained a few tips on how to maintain and motivate learners."*

6. *"I started to get rid of stress and anxiety."*

7. *"I developed some skills that are proper to classroom environment."*

8. *"I have learned more about positive classroom atmosphere and its impact on learners' learning."*

9. *"I learned how to deal with learners' grouping, dealing and monitoring."*

10. **With regard to the new educational reforms, what are the most important changes it focuses on?**

Sample Answers

1. *"The reform puts learners at the heart of the teaching / learning process."*

2. *"It places the learner as an active agent that supports learning and the construction of its own knows"*

3. *"It puts the learners at the core of the process."* (ENS graduates)

4. *"It incites the learners to rely on themselves; leading research, boosting innate abilities."* (ENS graduates)

5. *"It depends on the project pedagogy to develop learners' transversal competencies."* (ENS graduates)

6. *"It gives more importance to learning rather than teaching."* (ENS graduates)

7. *"It focuses on learner-centeredness rather than on teacher-centeredness."* (ENS graduates)

8. *"It promotes group, pair work and learners' mutual help."* (ENS graduates)

9. *"It focuses on the learners' own achievements."* (ENS graduates)

10. *"It restricts teacher's roles to monitoring, guiding, scaffolding."* (ENS graduates)

11. *"It focuses on knows construction rather than a mere transmission."* (ENS graduates)

12. *"It promotes socio-constructive pedagogy."* (ENS graduates)

13. *"It targets the development of the competence of communication."*

Section Four: Respondents' Suggestions and expectations

11. Sample Answers

1. *"To focus on practice rather than theory"*

2. *"To focus on the reflexive approach"*

3. *"To carry out in-service training sessions in real class situations"*

4. *"Introduce new things to break routine"*

5. *"To promote collaborative work"*

6. *"To provide the means to promote teaching/ learning process"*

7. *"To increase training sessions to ensure the theory-practice-theory shift"*

8. *"To reduce the number of learners in classes"*

9. *"To supply the necessary means to ensure the materialization of the new approach principles, objectives and competences"*

10. *"Authentic materials should be provided"*

11. *"To care of improving the teacher's social conditions"*

12. *"To introduce the use of the ICTs"*

Appendix 6: The ITT Modular Structure

The ITT Modular Structure For first year LMD (14 -16 weeks) Semester 1						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Cred.
	CM	TD				
Fundamental Teaching Units						
Language Practice Oral & writ. Production Oral & writ. comprehension	------	3h 3h	**6 h**	CA EMD Make-up exam	2 3	3
Lge Descrip & Funct. Lge Origin & Evolution Morphosyntax	------ 1h -----	3h	**4h**	CA EMD Make-up exam	2 1	3
General & applied linguistics Linguistic trends and concepts	1h30	------	**1h30**	CA EMD Make-up exam	3	3
Phonetics Theory & practice	-----	1h30	**1h30**	CA EMD Make-up exam	3	2
Introduction to Cultures History of ideas Cultural Eras	------ 1h30 1h30	------ ------	**1h30**	CA EMD Make-up exam	1 1	2
Introduction to Literature Literary Genres History of Artistic forms	1h30	------	**1h30**	EMD Make-up exam	1 1	2
Discovery Teaching Units						
Introduction to Sciences Epistemology ESP	1h30 1h30	------ -------	**3h**	CA EMD Make-up exam	2 3	5
Methodology Teaching Units						
Research Methodology Interaction & Transaction Strategy		3h	**3h**	CA EMD Make-up exam	5	5
Transversal Teaching Units						
FL 2 Human & Social Sciences ICTs Introduction to Arts	1h30 1h30 1h30	1h30	**3h**	CA EMD Make-up exam	5	5
Total: 15 Teaching Units	**10h**	**15h**	**25h**	----------	**30**	**30**
Term Hourly Volume	**-140h**	**210h**	**350 hrs**	-----------	**----**	**-----**
Percentages	**40%**	**60%**		---------	**-----**	**-----**

Table 93: the ITT modular structure for first year/Semester 1 (14 weeks)

Choice 2 out 3/ 1/15

422

The ITT Modular Structure For First year LMD (14 -16 weeks) Semester 2						
Teaching Units	**Type of Course**		**Weekly timing**	**Evaluation**	**Coef.**	**Cred.**
	CM	**TD**				
Fundamental Teaching Units						
Language Practice Oral & writ. Production Oral & writ. comprehension	------	3h 3h	**6 h**	CA EMD Make-up exam	2 1	3
Lge Descrip & Funct. Lge Origin & Evolution Morphosyntax	------ 1h	3h	**4h**	CA EMD Make-up exam	2 1	3
General & applied linguistics Linguistic trends and concepts	1h30		**1h30**	EMD Make-up exam	3	3
Phonetics Thory & Practice	-----	1h30	**1h30**	CA EMD Make-up exam	1 1	2
Introduction to Cultures History of ideas Cultural Eras	------ 1h30 1h30		**1h30**	CA EMD Make-up exam	1 1	2
Introduction to literature Literary Genres	1h30		**1h30**	CA EMD Make-up exam	2	2
Discovery Teaching Units						
Initiation to Sciences Epistemology ESP	1h30 1h30	------	**3h**	CA EMD Make-up exam	2 3	5
Methodology Teaching Units						
Research Methodology Interaction & Transaction Strategy		3h	**3h**	CA EMD Make-up exam	5	5
Transversal Teaching Units						
FL 2 Human & Social Sciences ICTs	1h30 1h30	1h30	**3h**	CA EMD Make-up exam	3 1 1	5
Total: 15 Teaching Units	**10h**	**15h**	**25h**	------------	**30**	**30**
Term Hourly Volume	**140h**	**210h**	**350 hrs**	---------------		
Percentages	**40%**	**60%**		-----------		

Table 94: the ITT modular structure for first year/Semester 2 (14 weeks)

The ITT Modular Structure For Second year LMD (14 -16 weeks) Semester 3						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Cred.
	CM	**TD**				
Fundamental Teaching Units						

Language Practice
    Oral & writ. Production
    Oral & writ. comprehension
		3h
		3h
			6h	CA
				EMD
				Make-up exam
					2
					1
						3

Lge Descrip & Funct.
    Morphosyntax
    Lexico-semantics
	1h	3h	**4h**	CA
				EMD
				Make-up exam
					2
					1
						3

General & applied linguistics Linguistic trends and concepts	1h30		**1h30**	CA EMD Make-up exam	3	3
Phonology		1h30	**1h30**	CA EMD Make-up exam	2	2
Civilisation Civilisation	1h30		**1h30**	CA EMD Make-up exam	2	2
Literature British Literature	1h30		**1h30**	CA EMD Make-up exam	2	2
Discovery Teaching Units						
Introduction to sciences	1h30 1h30	------	**3h**	EMD Make-up exam	2 3	5
Methodology Teaching Units						
Research Methodology Interaction & Transaction Strategy		3h	**3h**	CA EMD Make-up exam	5	5
Transversal Teaching Units						
FL 2 Human & Social Sciences ICTs	1h30 1h30	1h30	**3h**	CA EMD Make-up exam	3 2	5
Total: 15 Teaching Units	**10h**	**15h**	**25h.00**		**30**	**30**
Term Hourly Volume	**140h**	**210h**	**350 hrs**			
Percentages	**40%**	**60h**				

Table 95: the ITT modular structure for second year/Semester 3 (14 weeks)

The ITT Modular Structure For Second year LMD (14 -16 weeks) Semester 4						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Cred.
	CM	TD				
Fundamental Teaching Units						

Language Practice
    Oral & writ. Production
    Oral & writ. comprehension
		3h
		3h
			6h	CA
				EMD
				Make-up exam
					2
					
					1
						3

Lge Descrip & Funct.
    Morphosyntax
    Lexico-semantics
	
	2h
		2h	**4h**	CA
				EMD
				Make-up exam
					2
					
					1
						3

General & applied linguistics Linguistic trends and concepts	1h30	1h30	**3h**	CA EMD Make-up exam	3	3
Civilisation Civilisation	1h30		**1h30**	CA EMD Make-up exam	3	2
Introduction to Literature **Anglo-Saxon Literature**	1h30		**1h30**	CA EMD Make-up exam	2	2
Discovery Teaching Units						
Introduction to sciences	1h30 1h30	------	**3h**	CA EMD Make-up exam	5	5
Methodology Teaching Units						

Research Methodology
    Interaction & Transaction
    Strategy
    Theme & Version
		3h	**3h**	CA
				EMD
				Make-up exam
					3
					
					2
						5

Transversal Teaching Units						
FL 2 Human & Social Sciences ICTs	 1h30 1h30	1h30	 **3h**	CA EMD Make-up exam	3 2	5
Total: 15 Teaching Units	**10h00**	**15h**	**25h**	------------	**30**	**30**
Term Hourly Volume	**140h**	**210h**	**350 hrs**	------------		
Percentages	**40%**	**60%**		---------		

Table 96: the ITT modular structure for second year/ semester 4 (14 weeks)

The ITT Modular Structure For Third year LMD (14 -16 weeks) Semester 5						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Cred.
	CM	TD				
Fundamental Teaching Units						
Language Sciences Discourse Analysis Language & Society	------	3h 3h	**6h**	CA EMD Make-up exam	3 2	5
Civilisation	4h		**4h**	CA EMD Make-up exam	5	5
British Literature	4h		**4h**	CA EMD Make-up exam	5	5
Discovery Teaching Units						
Internship or Project		5h	**5h**	CA EMD Make-up exam	5	5
Methodology Teaching Units						
Research Methodology Interaction & Transaction Strategy		3h	**3h**	CA EMD Make-up exam	5	5
Transversal Teaching Units						
FL 2 ICTs Educative Engineering	1h30 1h30	1h30	**3h**	CA EMD Make-up exam	3 2	5
Total: 15 Teaching Units	**11h**	**14h**	**25h**		**30**	**30**
Term Hourly Volume	**140h**	**210h**	**350 hrs**			
Percentages	**40%**	**60%**				

Table 97: the ITT modular structure for third year/ semester 5 (14 weeks)

The ITT Modular Structure For Third year LMD (14 -16 weeks) Semester 6						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Cred.
	CM	TD				
Fundamental Teaching Units						
Language Sciences Discourse Analysis Language & Society	------	3h 3h	**6h**	CA EMD Make-up exam	3 2	5
Civilisation	4h		**4h**	CA EMD Make-up exam	5	5
British Literature	4h		**4h**	CA EMD Make-up exam	5	5
Discovery Teaching Units						
Internship or Project		5h	**5h**	CA EMD Make-up exam	5	5
Methodology Teaching Units						
Research Methodology Interaction & Transaction Strategy		3h	**3h**	CA EMD Make-up exam	5	5
Transversal Teaching Units						
FL 2 ICTs Educative Engineering	1h30 1h30	1h30	**3h**	CA EMD Make-up exam	3 2	5
Total: 15 Teaching Units	**11h**	**14h**	**25h**		**30**	**30**
Term Hourly Volume	**154h**	**196h**	**350 hrs**			
Percentages	**44%**	**56%**				

Table 98: the ITT modular structure for third year/ semester 6 (14 weeks)

Internship Duration						
Number of Teaching Units	Weekly Timing	Observation	Practicum	Total Annual Time Volume	Coefficient	Credits
Stage or Project	5 hrs		28 weeks	140 hrs	5	5
Percentage				06.66%		

Table 99: Internship duration (observation & practicum)

First year						
Number of Teaching Units	Weekly Timing	CM	TD	Total Annual Time Volume	Coefficient	Credits
11x2	25h	10h	15h	700 hrs	60	60
Annual Hourly Vol.		280 hrs	420 hrs			
Percentage		40%	60%			

Table 100: Summary of the modular structure of the first year

Second year						
Number of Teaching Units	Weekly Timing	CM	TD	Total Annual Time Volume	Coefficient	Credits
11x2	25h	10h	15h	700 hrs	60	60
Annual Hourly Vol.		280	420 h			
Percentage		40%	60%			

Table 101: Summary of the modular structure of the second year

Third year						
Number of Teaching Units	Weekly Timing	CM	TD	Total Annual Time Volume	Coefficient	Credits
7x2	25h	11h	14h	700 hrs	60	60
Annual Hourly Vol.		294 h	406h			
Percentage		42%	58%			

Table 102: Summary of the modular structure of the third year

Nber of TU	Recapitulation				
	Nber of Weeks	Global Time of CM	Global Time of TD	Global Time Practicum	Total Annual time Volume
	28 weeks	854 h	1106 h	140h	2100 hrs
Percentage		40.66%	52.66%	06.66%	
Total	28 weeks				

Table 103: Global three-year modular structure –Types of courses-

Nber of TU	Recapitulation				
	Nber of Weeks	FTU	DTU	Methology	TTU	Total
	28 weeks	1288 hrs	308 hrs	252 hrs	252 hrs	2100
Percentage		61.33 %	14.66 %	12%	12%	99.99%
Total	28 weeks				

Table 104: Recapitulation with regard to Teaching Units

	Theory		Praticum	T R A N S V E R S A L
	Linguistic/pragmatic & socio pragmatic Competences	**Professionnal Competences**		
	Linguistic/Sociolinguistic/ Pragmatic & Methodological Mastery (FTU+DTU+Methodology)	Internship		
Total Volume	1708h	140 h		252 h
%	81.33%	06.66%		12%

Table 105: Overall recapitulation with regard to competencies

Teaching Unit	First Year Hourly Volume	Second Year Hourly Volume	Third Year Hourly Volume	Total BA Degree Hourly Volume	Competences
Fundamental Teaching Units					
1. **Oral Comprehension & Production**	3 hrs 84 hrs	3 hrs 84 hrs	0 h	168 hrs	**D I S C I P L I N A R Y**
2. **Written Comprehension Production**	3 hrs 84 hrs	3 hrs 84 hrs	00 h	168 hrs	
3. **Morphosyntax**	3 hrs 84 hrs	2 hrs 56 hrs	00 h	140 hrs	
4. **Lexico-semantics**	00h	4 hrs 112	00 h	112 hrs	
5. **Language Origin & Evolution**	2 h 28 hrs	00	00 h	28 hrs	
6. **Linguistics**	3 hrs 84 hrs	4h30 98 hrs	00	182 hrs	
7. **Phonetics**	3h 42 hrs	00h	00h	42 hrs	**896 hrs 42.66 %**
8. **Phonology**	00	1h30 21 hrs	00 h	21 hrs	
9. **Civilisation**	3 hrs 42hrs	3 hrs 42 hrs	4 hrs 112 hrs	196 hrs	**C U L T U R A L & C I V I L**
10. **Literature**	3 hrs 42 hrs	3 hrs 42 hrs	4 h 112 hrs	196 hrs	
11. **Discourse Analysis & Pragmatics**	00 h	00 h	6 h 84 hrs	84 hrs	
12. **Language & Society**	00 h	00 h	6 h 84 hrs	84 hrs	**392 hrs 18.66%**
Discovery Teaching Unit					
13. **EPS & Epistemology**	6h 84 hrs	6h 84 hrs	5h 140 hrs		Discovery 308 hrs 14.66%
Methodology Teaching Unit					
14. **Research Methodology**	6h 84	4h30 84 hrs	6h 84 hrs		**M E T H O D O L**
15. **Theme & Version**	00 h	1h30 42 hrs	00 h	252 hrs	

					O G I C A L 252 hrs 12%
Transversal Teaching Units					
16. FL2	3 hrs 42 hrs	3 hrs 42 hrs	3 hrs 42 hrs	126 hrs	T R A N S V E R S A L
17. ICTs (choice 1)	3h 42 hrs (1/15)	3h 42 hrs (1/15)	3h 42 hrs (1/15)	126 hrs	
18. Human & Social Sciences (choice 2)					252 hrs 12%
Totaux	700 hrs	700 hrs	700 hrs	2100 hrs	
19. Stage/Project	0 h	0 h	5hx28	140 hrs	140 hrs 06.66%
Total	700 hrs	700 hrs	700 hrs	2100 hrs	

Table 106: Overall Recapitulation with regard to hourly volume

Appendix 7: The ITT Modular Structure

Journées d'études sur la finalisation des programmes de formation dans les ENS. 29-30 avril 2002. Constantine

Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Total
	CM	TD				
The ITT Modular Structure For ENS Common Core for PEM & PES First Year						
Writing			**4.30 h**	CA EMD Make-up exam	2	135 h
Grammar			**3h**	CA EMD Make-up exam	2	90 h
Reading Techniques			3h	CA EMD Make-up exam	2	90 h
Speaking & Listening			4.30 h	CA EMD Make-up exam	2	135 h
Phonetics			1.30 h	CA EMD Make-up exam	1	45 h
Introduction to Linguistics			**1h30**	EMD Make-up exam	1	45 h
Introduction to Western Civilisation & Literature			3h	CA EMD Make-up exam	2	90 h
Arabic			3h	CA EMD Make-up exam	2	90h
Computing			1.30 h	CA EMD Make-up exam	1	45 h
Total: 9 Teaching Units			**25.30h**	----------	**15**	**765 h**
Year Hourly Volume			**760 hrs**	----------	-----	

Table 107: the ITT overall modular structure for first year PEM & PES (30 weeks/year)

Recapitulation First Year				
Nber of TU	Nber of Weeks	Disciplinary Competences	Transversal Competences	Total
9	30 weeks	21h x 30= 630 hrs	4h30 x 30= 135hrs	765hrs
Percentage		82.35%	17.64 %	
Table 108 : Recap. First Year				

The ITT Modular Structure For ENS Common Core for PEM & PES Second Year						Total
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	
	CM	TD				
Writing			**4.30 h**	CA EMD Make-up exam	2	135 h
Grammar	------ 1h 3h	-----	**3h**	CA EMD Make-up exam	2	90 h
Reading Techniques	1h30 --	----	**3h**	CA EMD Make-up exam	2	90 h
Speaking & Listening	----- 1h30		**4.30 h**	CA EMD Make-up exam	2	135 h
Phonetics	------ 1h30 - 1h30 -	----- -----	**1.30 h**	CA EMD Make-up exam	1	45 h
Introduction to Linguistics	1h30 --	----	**1h30**	EMD Make-up exam	1	45 h
Introduction to Western Civilisation & Literature	1h30 - 1h30 --	----- -----	**3h**	CA EMD Make-up exam	2	90 h
French		3h	**3h**	CA EMD Make-up exam	2	90h
Computing			**1.30 h**		1	45 h
Total: 9 Teaching Units			**25.30h**	----------	**15**	**765 h**
Year Hourly Volume			**765h**	-----------	----	
Percentages				---------	-----	

Table 109: the ITT overall modular structure for Second year PEM & PES (30 weeks/year)

Recapitulation Second Year

Nber of TU	Nber of Weeks	Disciplinary Competences	Transversal Competences	Total
9	30 weeks	21h x 30= 630 hrs	4h30 x 30= 135hrs	765hrs
Percentage		82.35%	17.64 %	

Table 110 : Recap Second Year

The ITT Modular Structure For ENS Common Core for PEM & PES Third Year						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Total
	CM	TD				
Writing & Grammar			**4.30 h**	CA EMD Make-up exam	2	135 h
Speaking & Phonetics	------ 1h ----- 3h		**3 h**	CA EMD Make-up exam	2	90 h
Reading	1h30 ---- --		**1.30 h**	CA EMD Make-up exam	1	45 h
Linguistics	----- 1h30		**1.30 h**	CA EMD Make-up exam	1	45 h
British Civilisation & Literature	------ 1h30 1h30	------ ------	**3 h**	CA EMD Make-up exam	2	90 h
American Civilisation & Literature	1h30	------	**3 h**	EMD Make-up exam	2	90 h
Introduction to Psychology	1h30 - 1h30 --	----- -----	**1.30 h**	CA EMD Make-up exam	1	45 h
TEFL From Practice to Theory		3h	**1.30 h**	CA EMD Make-up exam	1	45 h
Pedagogy Trends& Educational Systems			**1.30 h**	------------	1	45 h
Communication & Attitude Preoccupations			**1.30 h**	------------	**1**	**45 h**
Total: 9 Teaching Units			**25.30h**	----------	**15**	
Year Hourly Volume			**765h**	-----------	----	**765 h**

Table 111: The ITT overall modular structure for Third year PEM & PES (30 weeks/year)

Recapitulation Third Year				
Nber of TU	Nber of Weeks	Disciplinary Competences	Professional Competences	Total
10	30 weeks	16h30 x 30= 495 hrs	9hx30=270h	765h
Percentage		64.70%	35.29%	

Table 112 : Recap. Third Year

The ITT Modular Structure For fourth year ENS for PEM FourthYear						
Teaching Units	Type of Course		Weekly timing	Evaluation	Coef.	Total
	CM	TD				
Applied Linguistics	Lect.		**1.30 h**	CA EMD Make-up exam	1	45 h
British Civilisation & Literature	Seminar		**1.30 h**	CA EMD Make-up exam	1	45 h
American Civilisation & Literature	Seminar		1.30 h	CA EMD Make-up exam	1	45 h
African Civilisation & Literature	Seminar		**1.30 h**	CA EMD Make-up exam	1	45 h
TEFL			**1.30 h**	CA EMD Make-up exam	1	**45 h**
Material Design and Development	Workshop		**3 h**	EMD Make-up exam	1	**90 h**
Psychopedagogy			**1.30 h**	CA EMD Make-up exam	1	**45 h**
Education Legislation			**1.30 h**	CA EMD Make-up exam	1	**45 h**
Tetbook Evaluation and Syllabus Design			**3 h**		2	**90 h**
Writing a Scientific Report in Education			**1.30 h**		**1**	**45 h**
Internship			**6 h**		**2**	**180 h**
Total: 9 Teaching Units			**22.30 h**	----------	15	
Year Hourly Volume			**675h**	-----------	----	**675 h**

Table 113: The ITT overall modular structure for Fourth year PEM (30 weeks/year)

Recapitulation Fourth Year				
Nber of TU	**Nber of Weeks**	**Disciplinary Competences**	**Professional Competences**	**Total**
11	30 weeks	6hx30= 180	16h30x30=495 hrs	675h
Percentage		26.66%	73.33%	

Table 114 : Recap. Fourth Year ENS

APPENDIX 8: CHANGES WITH REGARD TO HOURLY VOLUME IN THE THE THREE CYCLES, NAMELY PRIMARY, MIDDLE & SECONDARY EDUCATION (28 WEEKS)

	Basic Education						Middle school education				Global Hourly Volume
	1 AF	2 AF	3 AF	4 AF	5 AF		1AM	2AM	3AM	4AM	
Arabic	14	14	12	9	7		6	6	5	5	2028 h
Islamic and Social Education	2	2	2	1 :30	1 :30		1	1	1	1	364 h
Education politique							1	1	1	1	130 h
Histoiry / Géography							3	3	3	3	316 h
Maths	6	6	6	5	5		5	5	6	5	1372 h
Natural Sciences							3	3	3	3	336 h
Study of the milieux			2	2 :30	4						238 h
Technology							3	3	3	3	336 h
Manual Works	1 :30	1 :30	1 :30	1 :30	1 :30						210 h
1st Foriegn Language French				5	5		5	5	5	5	840 h
2nd FL English							3	3	3	3	264 h
Drawing	1	1	1	1	1		1	1	1	1	261 h
Music	1	1	1				1	1	1	1	202 h
Physical Education	1 :30	1 :30	1 :30	1 :30	1 :30		2	2	2	2	433.30h
Total	27	27	27	27	27		34	34	32	32	3831
	756 h	756 h	756 h	756 h	756 h		952 h	952 h	896 h	896 h	7476 h

Table 115: Primary and Middle School Syllabi structure

Changes in Secondary School Education

Au niveau de la 2ème et 3ème année, les enseignements se diversifient de la manière suivante :

	Lycée d'enseignement Général	Lycée d'enseignement Technique	Lycée d'enseignement général et lycée d'enseignement technique
Spécialités	Exact Sciences Nature & Life Sciences Lettres & Human Sciences Lettres & Foreign Languages Lettres et sciences Religieuses	Electronique Electrotechnique Mécanique Travaux publics et de Construction Chimie Techniques de Comptabilité	Génie mécanique Génie électrique Génie civil Gestion et économie
Diplômes	Bac de l'enseignement Secondaire	Bac technique	Bac de l'enseignement secondaire option « technologie »

* D'après les indications fournies par le Ministère de l'éducation nationale d'Algérie (site web : http : //www.meducation.edu.dz/men/) et les données de « L'évaluation de l'éducation pour tous à l'an 2000 : Rapport des pays » de l'UNICEF.

Table 116: Changes in the Secondary School Education

Proficient User (C2)	Can understand with virtually anything heard or read. Can summarize information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, fluently and precisely, differentiating different shades of meaning even in more complex situations
Profecient User (C1)	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently without much obvious searching for expressions. Can use language flexibility for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User (B1)	Can understand main ideas of a complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with the degree of fluency and spontaneity that make regular interaction with native speakers quite possible for either party. Can produce clear, detailed text on a topical issue giving the advantages of various options.
Independent User (B2)	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling where language is spoken. Can produce simple connected texts on topics which are familiar and/ or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and

	plans
Basic User (A1)	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic and family information, shopping, local geography, employment). Can communicate in simple and routine tasks. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Basic User (2)	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where s/he lives, people s/he knows and things s/he has. Can interact in simple way provided the other person talks slowly and clearly and is prepared to help.

Table 117: The main characteristics of the Common European Framework of Reference for Langauges (CEFRL)

APPENDIX 10: SAMPLE QUESTIONNAIRES

QUESTIONNAIRE 1 DIRECTED TO TEACHER-TRAINEES UNIVERSITY GRADUATES

I.   Section one : Students' Biographical Data and Profile

1. Gender

   I am a _____.

   a) Female: ☐

   b) Male: ☐

2. I am _____**year old.**

   a) less than 20 ☐

   b) between 20-25 ☐

   c) over 25 ☐

3. My mark at English Bac examination is _____ .

   a) less than 10 ☐

   b) between 10 and 11 ☐

   c) between 11.50 and 12 ☐

   d) between 12.50 and 13.00 ☐

   e) between 13.50 and 14.00 ☐

   f) between 14.50 and 15.00 ☐

   g) between 15.50 and 16.00 ☐

   h) between 16.50 and 17.00 ☐

   i) between 17.50 and 18.00 ☐

   j) between 18.50 and 19.00 ☐

   k) 19.50 + ☐

4. My secondary school stream is_____.

   a) Lettres and Philososphy ☐

   b) Lettres and Foreign Languages ☐

c) Experimantal Sciences ☐

d) Technical ☐

5. Why have you chosen to study English language?

a) I like the language. ☐

b) I want to be a teacher of English. ☐

c) I want use it for communication. ☐

d) I need it for travelling. ☐

e) I have no other choice. ☐

II.   Section Two: Teacher-trainees' Competence

6. After three years, how would you evaluate your English language competences?
   i.   Linguistic one [Knowledge and know-how relating to lexical, syntactical and phonological parameters]

a) Excellent ☐

b) Good ☐

c) Fair ☐

d) Poor ☐

e) Very poor ☐

   ii.   Sociolinguistic one [language usage factors: social relation markers, rules of politeness, expressions reflecting popular wisdom and dialects and actions]

a) Excellent ☐

b) Good ☐

c) Fair ☐

d) Poor ☐

e) Very poor ☐

   iii.   Pragmatic one [choice of discourse strategies aiming at reaching a precise objective; adapting, organizing and structuring discourse]

a) Excellent ☐

b) Good ☐

c) Fair ☐

d) Poor ☐

e) Very poor ☐

7. With regard to your English language competences, which module (s) is (are) the most appropriate to your future job? (classroom scenarios)

a) Written Expression ☐

b) Reading Comprehension ☐

c) Grammar ☐

d) Linguistics ☐

e) Discourse Analysis & Pragmatics ☐

f) Origin and Evolution of the language ☐

g) Phonetics ☐

h) Civilisation ☐

i) Literature ☐

j) Epistemology ☐

k) ESP ☐

l) Research Methodology ☐

m) Phonology ☐

n) Language Sciences ☐

o) Stage ☐

p) Project ☐

8. With regard to competences construction,
   a) Which module contributes best to the mastery of the linguistic one?

_____
_____
_____
_____
_____

   b) Which module contributes best to the mastery of the sociolinguistic one?

_____
_____
_____
_____
_____

   c) Which module contributes best to the mastery of the pragmatic one?

_____
_____
_____

_____
_____

d) Why?

_____
_____
_____
_____
_____

9. What are the tenets and objectives of the Competency-based Approach?

_____
_____
_____
_____
_____
_____

III.   Section Three: Suggestions and Expectations

10. To be appropriately prepared for the Teaching of English as a Foreign Language, what would you suggest?

_____
_____
_____
_____
_____
_____
_____
_____

QUESTIONNAIRE 2 DIRECTED TO TEACHER-TRAINEES
ENS PEM GRADUATES

I.   Section one : Students' Biographical Data and Profile

Gender

1. **I am a** _____ .

   a) Female: ☐

   b) Male: ☐

   Age

2. **I am** _____ **year old.**

   a) less than 20 ☐

   b) between 20-25 ☐

   c) over 25 ☐

   BAC grade

3. **My mark at English Bac examination is** _____ .

   a) less than 10 ☐

   b) between 10 and 11 ☐

   c) between 11.50 and 12 ☐

   d) between 12.50 and 13.00 ☐

   e) between 13.50 and 14.00 ☐

   f) between 14.50 and 15.00 ☐

   g) between 15.50 and 16.00 ☐

   h) between 16.50 and 17.00 ☐

   i) between 17.50 and 18.00 ☐

   j) between 18.50 and 19.00 ☐

   k) 19.50 + ☐

Terminal Exit Profile

4. **My secondary school stream is** _____ .

   a) Lettres and Philososphy ☐

   b) Lettres and Foreign Languages ☐

c) Experimantal Sciences ☐

d) Technical ☐

Study Choice

5. **Why have you chosen to study English language?**

a) I like the language. ☐

b) I want to be a teacher of English. ☐

c) I want to use it for communication. ☐

d) I need it for travelling. ☐

e) I have no other choice. ☐

II.   Section Two: Students' Competence

6. **After four years, how would you evaluate your English language competences?**

   i.   Linguistic one [Knowledge and know-how relating to lexical, syntactical and phonological parameters]

   a) Excellent ☐

   b) Good ☐

   c) Fair ☐

   d) Poor ☐

   e) Very poor ☐

   ii.   Sociolinguistic one [language usage factors: social relation markers, rules of politeness, expressions reflecting popular wisdom and dialects and actions]

   a) Excellent ☐

   b) Good ☐

   c) Fair ☐

   d) Poor ☐

   e) Very poor ☐

   iii.   Pragmatic one [choice of discourse strategies aiming at reaching a precise objective; adapting, organizing and structuring discourse]

   a) Excellent ☐

   b) Good ☐

c) **Fair** ☐

d) **Poor** ☐

e) **Very poor** ☐

7. **With regard to your English language competences, which module (s) is (are) the most appropriate to your future job? (Classroom scenarios)**

    a)   Written Expression ☐

    b)   Reading Techniques ☐

    c)   Speaking & Listening ☐

    d)   Linguistics ☐

    e)   Literature & Civilisation ☐

    f)   Psychology ☐

    g)   TEFL: From Practice to Theory ☐

    h)   Pedagogical Trends & Educ. Systems ☐

    i)   Communication & Attitude Preoccup. ☐

    j)   Material Design a Development ☐

    k)   Psychopedagogy ☐

    l)   Education Legislation ☐

    m)   Textbook Evaluation & Syllabus Design ☐

    n)   Writing a Scientific Report in Educ. ☐

    o)   Stage ☐

8. **a)** **TEFL module is intended to prepare you to the future job of teaching [the shift from theory to practice], is this finality _____ reached?**

    a) Totally ☐

    b) Fairly ☐

    c) Not at all ☐

    b) **With regard to its importance to the teaching profession, is it sufficient to limit TEFL module study to one year only?**

    a) Yes ☐

    b) No ☐

    c) No idea ☐

    c) **If, no. What should be done**

_____

_____

_____

_____

d) **With regard to the module of TEFL, What advantages have you made from it?**

a) How to make lesson planning ☐

b) How to teach the four skills ☐

c) How to conduct a needs analysis ☐

d) How to assess learners' skills ☐

9. With regard to the Initial Training course, was it _____?

a) Totally theoretical ☐

b) Partly Theoretical ☐

c) Both theoretical and practical ☐

10. What are the tenets and objectives of the Competency-based approach?

_____

_____

_____

_____

Section Three: Suggestions and Expectations

11. To be appropriately prepared for the Teaching of English as a Foreign Language, what would you suggest?

.

_____

_____

_____

_____

_____

_____

_____

ENS Bouzereah

I.   Section One: Teachers' Biographical and Professional Data

1.   **I am** _____.

   a.   Female   ☐

   b.   Male   ☐

2.   **I am** _____ **years old.**

3.   **I have been teaching university future teachers for** _____.

   a. Less than 5 years   ☐

   b. between 6 and 10 years   ☐

   c. more than 10 years   ☐

4.   **I coach and teach** _____.

   a. less than 50 students   ☐

   b. between 50 and 100 students   ☐

   c. between 100 and 150 students ☐

   d. between 150 and 200 students ☐

   e. more than 200 students   ☐

II.   Section Two: Teachers' Reflection on Students' Competences

5.   **As a teacher teacher trainer, how would you evaluate fourth year future English teachers' competencies?**

   i.   Linguistic competence [Knowledge and know-how relating to lexical,

       syntactical and phonological parameters]

  a. Excellent   ☐

  b. Good   ☐

  c. Fair   ☐

  d. Poor   ☐

  e. Very poor   ☐

   iv.   *Sociolinguistic competence [language usage factors: social relation markers, rules*

  of politeness, expressions reflecting popular wisdom and dialects and actions]

a. Excellent ☐

b. Good ☐

c. Fair ☐

d. Poor ☐

e. Very poor ☐

iii. Pragmatic competence [choice of discourse strategies aiming at reaching a precise objective; adapting, organizing and structuring discourse]

a. Excellent ☐

b. Good ☐

c. Fair ☐

d. Poor ☐

e. Very poor ☐

6.   a) Along the intial training, how do you assess their understanding of the different courses?

a. Excellent ☐

b. Good ☐

c. Fair ☐

d. Poor ☐

e. Very poor ☐

b)   What could hinder/impede the student teachers' understanding?

_____
_____
_____

7. With regard to the students' language proficiency, how would you evaluate their class interaction?

a.   Excellent ☐

b.   Good ☐

c.   Fair ☐

d.   Poor ☐

e. Very poor   ☐

8.   a) With regard to the students' language proficiency, what is (are) the most difficult skill (s) for them?

a. Receptive   ☐
b. Interactive   ☐
c. Productive   ☐
d. All of the above   ☐

     b)   What precludes these skills development?

_____

_____

_____

9.   The trainees' most frequent questions are related to_____ .

a. the meaning of the new concepts.   ☐
b. the content of the course.   ☐
c. both of them.   ☐

10.   a) Do they resort to the use of other languages to understand?
               Yes ☐   No   ☐

     b) If yes, how often?
a.   always   ☐
b.   very often   ☐
c.   often   ☐
d.   rarely   ☐

III.   Section Three: Teacher's Reflection on the TEFL Module Design

11. a) Does TEFL module represent an important source of exposure to language teaching?

a. Yes ☐   b. No   ☐

     b) Does TEFL, as it is designed, prepare appropriately future teachers to class scenarios?
a. Yes ☐   b. No   ☐

     c) If no, what should be added, altered, omitted…?

_____

_____

_____

_____

_____

IV.   Section Four: Teacher's suggestions and expectations

12. What do you suggest for an effective initial training of the future teachers?

_____

_____

_____

_____

_____

_____

_____

_____

I. **Section One: Supervisor's biographical and professional data**

1. **I am a** _____ .
   a.   Female   ☐
   b.   Male   ☐

2. **I am** _____ **years old.**

3. **What kind of degree(s) do you have?**
   a)   BAC   ☐
   b)   BA   ☐
   c)   MASTER   ☐
   d)   Ph D.   ☐

4. **I am a** _____ **school supervisor.**
   a.   secondary   ☐
   b.   middle   ☐

5. **I have been supervising and training English teachers for** _____ .
   a.   Less than 5 years   ☐
   b.   between 5 and 10 years ☐
   c.   more than 10 years   ☐

6. **I supervise and train** _____ .
   a.   less than 50 teachers   ☐
   b.   between 50 and 100 teachers   ☐
   c.   between 100 and 150 teachers   ☐
   d.   between 150 and 200 teachers   ☐
   e.   more than 200 teachers   ☐

II. **Section Two: Supervisor's reflection on the neophyte teachers' performance**
   7. a)   **How would you evaluate novice teachers' performances?**
   a.   Excellent   ☐
   b.   Good   ☐

c.   Fair   ☐

d.   Poor   ☐

e.   Very poor   ☐

b)   If poor, what are their weaknesses?

_____

_____

_____

_____

_____

c)   What causes these weaknesses?

_____

_____

_____

_____

_____

8. The weaknesses are due to …………………….defects?
    a.   disciplinary competencies   ☐

    b.   transversal competencies   ☐

    c.   both types of competencies   ☐

III.   Section Three: Supervisors' suggestions and planning
9. What should be focused on in the initial training [university syllabus]?

_____

_____

_____

_____

_____

10. As a supervisor, what weak areas would you like to work on/ focus on first?

_____

_____

_____

_____

_____

BA Holders & ENS graduates
I.   Section One: Trainees Biographical Data

1. **I am a** _____.   male ☐   female ☐

2. **I am** _____.

    -   less than 20   ☐

    -   between 20 and 25   ☐
    -   more than 25   ☐

II.   Section Two: Professional Data

3. **Why have you chosen to study English language?**

    a)   I like the language.   ☐

    b)   I want to be a teacher of English.   ☐

    c)   I want to use it for communication.   ☐

    d)   I need it for travelling.   ☐

    e)   I had no other choice.   ☐

4. **During my training, I had studied English language for** _____.

    -   3years   ☐

    -   4 years   ☐

    -   5 years   ☐

    -   more than 5 years   ☐

5. **a) I am a**_____.

    -   PEM Graduate   ☐

    -   BA Graduate   ☐

    b)   **I am recruited as** _____**teacher.**

    -   Fully –fledged   ☐

    -   Part-time   ☐

    c)   **I work in a** _____**area.**
              rural   ☐   urban ☐

    d)   **I am in charge of** _____.
    -   1 AM   ☐
    -   2 AM   ☐
    -   3 AM   ☐
    -   4 AM   ☐

e) **What difficulties have encountered at the very beginning of the class contact?**

- Classroom management ☐

- Class crowdedness ☐

- File & lesson plannings ☐

- Time management ☐

- Learners' Assessment ☐

III. Section Three: Initial and in-Service Trainings

6. a) I consider the initial training _____.

- Totally Theoretical ☐

- Mostly Theoretical ☐

- Partly Theoretical ☐

- Both Theoretical and practical ☐

b) I consider all modules _____.

- very important ☐

- fairly important ☐

- less important ☐

- unimportant ☐

c) Which module (s) was (were) effectively important for classroom scenarios?

BA graduates		ENS graduates
1. Written Expression	☐	1. Writing
2. Reading Comprehension	☐	2. Reading Techniques
3. Grammar	☐	3. Grammar
4. Linguistics	☐	4. Linguistics
5. Discourse Analysis & Pragmatics	☐	5. Speaking & Listening
6. Origin and Evolution of the language	☐	6. TEFL
7. Phonetics	☐	7. Phonetics
8. Civilisation	☐	8. Civilisation
9. Literature	☐	9. Psychology
10. Epistemology	☐	10. Pedagogical Trends & Educ.
11. ESP	☐	11. Communication & Attitude
12. Research Methodology	☐	12. Applied Linguistics
13. Phonology	☐	13 Psychopedagogy

14. Language Sciences ☐ 14. Material Design & Development

15. Stage ☐ 15. Educational Legislation

16. Project ☐ 16. Textbook Evaluation

☐ 17. Scientific Report in Education

☐ 18. Stage

d) Why?

_____

_____

_____

____

7. a) As a trainee, did you have the chance to observe other teachers at work?

    a. Yes ☐   b. No ☐

b)   **If yes, how often?**
- Once ☐
- Twice ☐
- Three times ☐
- Four times ☐
- More than four times ☐

8. a)   **Are all theoretical knows applicable in class situations?**

    a. Yes ☐   b. No ☐   c. Not really ☐

b)   **If no, what should be done?**

_____

_____

_____

9. During the probationary period,

a)   **Have you attended any in-service training session up to now?**

    a. Yes ☐   b. No ☐

b)   **If yes, what advantages did you make from those training sessions?**

_____

_____

_____

10. With regard to the new educational reform, what are the most important changes it focuses on?

_____

_____

_____

IV.   Section Four: Suggestions and Expectations

11. What would you suggest to make future teachers feel comfortable in class situations?

_____

_____

_____

_____

APPENDIX 11

Keys to Interview Ortagraphic Transcription

Symbol	Meaning
?	**Question**
(.)	**Normal stop in speech**
(1.0), (2.0) ...	**Number of seconds, in long stop in speech**
Speech<	**Quick speech**
:	**Long sounds, which makes speech slow**
CAPITAL LETTERS	**Loud speech**
↑	**High intonation**
↓	**Low tone**
[Speech]	**Two speakers at the same time**
=	**To be continued**
R	**Researcher (interviewer)**
I	**Interviewee**

Interview 1

R: What does the educational reform initiated by the Algerian government consist in?

I: Well (.) **t**he fundamental objective of this reform (.) i::s not only substantially to increase the enrollment ratio (.) but also to ensure equity and improve the quality of school products (.) to cope with the changes of any kind occurring in society. Emm (.) these changes have an impact on the design o::f (.) education and orientations of the reforms undertaken (2.0) to align the Algerian school with societal changes (.) a major project is implemented in order t::o (.) re-valorise human resources (.) obviously placing the learner at the center of the teaching/learning process (.) as well as the teacher at the center of the work to be undertaken (3.0) thus (.) the Algerian school has the mission (.) in fine (.) to improve > teaching methods and impact performance<

R: What are the main components targeted by this reform?

I: Well (.) the fact is that (.) the equation previously analyzed by the National Commission of Reform (.) now called the education system to focus on training situations (.) to enable all actors to acquire a greater pedagogical competence (.) the mastery of the planning of school flows a::nd (.) permanent training of the entire cohorts of teachers (.) the introduction of the ICTs (.) the global restructuring of pedagogy and programmes (.) to improve the quality of the learnings as well as their relevance (.) the progressive generalization of preschooling and (.) reorganization of the post-compulsory education (4.0) emm all these variables being constantly questioned (.) WITH A NEW VISION of the act of training in which the (.) CBA founded the whole system matrix

R: How to situate this new approach called the "CBA"?

I: Emm (.) the new approach is a::n attempt to update/modernize the curriculum (.) to suit the social condition a::nd (.) the learners' probable future, (.) taking into account, (.) in addition to the knows (.) the ability to transfer and mobilize them (.) to cope with problem-solving situations, (2.0) to implement projects (.) and to make decisions

R: What is the place reserved for the teaching of foreign languages especially that of English in this reform?

I: Well (.) in his speech on May 16, 2000 (.) in the presence of (.)145 members of the NCER (.) the President of the Republic (.) stressed the importance of foreign language learning (.) in a constantly changing global context (.) thus, a new linguistic policy is implemented (.) which introduces the French from the third year of primary school (.) and English from the first year of middle school

R: What is the purpose behind education, particularly that of the English, in the Algerian context?

I: Emm (.) contrary to what has traditionally been done (.), the foreign language teaching in general and English in particular (.) in addition to access to the different sciences and technologies, (2.0) emm that is to say for purely encyclopaedic, should enable learners to access to others' different cultures and civilizations enabling them to discover their similarities and differences by becoming aware of their own culture. Emm (.) the role of this education would be to make the learner understand and accept the difference, (.) and consequently place him in a curious situation (.) emm (.) a vector of all learning and hence of receptivity of the other's culture. Emm (3.0) it is good to shift from a linguistic-based approach to an anthropological-based teaching, which considers the subject and its culture. Here lies the challenge of a real educational approach targeting cultural competence, between norm and subjectivity, between capitalizable knowledge (knows) and mastered competences >know-how-to-do and know-how-to be< Well (.) in short (.) in the current context (.) the learner must be designed as a social actor (2.0) supposed to learn through interaction (.) and within the group: (.) >pair and group work Internet searches surveys projects individual work etc.< ....

R: Is this intercultural dimension supported from political, pedagogical and didactical viewpoints?

I: Eh (.) well (.) yes, in theory. (.) It is explicitly mentioned in the official instructions (.) the textual and graphic spaces of textbooks (.) the programmes and the accompanying guides (.)

R: So, that said an intercultural competence turns out to be imperative. Have teachers been trained to acquire it and implement it in their practices?

I: Aaa well (.) since the beginning of this reform, we have been (.) ceaselessly recalling, via official instructions (.), the various stakeholders in the ITT and INSETT to insist on the

integration of (.) the intercultural dimension in foreign language education. Emm (.) this is to break with (2.0) traditional and obsolete practices and habitus.

= (.) The latter no longer met the requirements of the present world in its (.) movement towards globalization forced almost all azimuth (.), a global environment that it is impossible to ignore.

R: In the absence of an active relationship with the target culture, are these reminders enough to convince teachers to take ownership and make learners acquire that competence?

I: Of course no (.) I think to convince them (.) it is necessary to find ways to simply explain the idea (.), concepts, and method. Aaa (.) the training system should be set up to expose (.) these teachers to a choice (.) of teaching materials that reflects social diversity and cultural plurality (3.0) and seeks to promote the social and cultural values (.) such as respect for differences, active communication, etc. ...well (.) finally (.) it is (.) in the life of the language class (.) to create a linguistic milieu, which is lacking (.) to exploit the available ludic means (.) to show and plan with all learners the authentic situations (.) to avoid teaching/learning a decontextualized language from its cultural eras. Emm (2.0) thus (.) the teacher-trainers' mission is twofold (1.0) in addition to an upgrade (.) they must suggest them strategies to deconstruct frozen stereotypes (.) but also (1.0) supply them with interactive tools. (03.) Aaa without this, >the teaching/learning with a cultural scope would inevitably proceed towards the ambiguities of the informal and abstraction<

R: Why is a new training policy necessary for English teachers?

I: Emm (.) it is obvious that teacher training has long been considered (2.0) as a condition sine qua non for change >no educational reform not new didactics without extensive training and recycling programme addressed to teachers< well (.) In addition (.) it must be recognized that the level of effectiveness of education and training systems (.) is henceforth positioned at the center of most of the social and economic issues (.) which prepare the 21st century

R: To what objectives should it tend?

I: in fact (.) in a perspective founded on Competency-based Approach it is to say that (.) training should seek to place the teacher in a situation of action-research (.), raising his didactic inventiveness (.) and train his permanent adjustment capacity (.) of the didactic

activity with the purposes that (.) one gives to oneself and the results that one gets. Aaa (.) thus (.) he may expand a methodological palette (.) and enrich teaching strategies (.) enabling him to respond to different teaching situations (.) Well (.) in short (.) we must establish a geniune reflective practice AMONG ALL TEACHERS

R: To the general knowledge or training of professional competences?

I: well (.) in my view (.) the teacher requires a specific training course (.) that should be put in place since the early years of university (.) performed in laboratories concerned with pedagogy and didactics. (3.0) Teachers' bookish and theoretical training should be (.) replaced by a practical training (.) that is nearer to the reality of the profession. Aaa in other words (2.0) training programmes should focus (.) on the skills to do the teaching work effectively (.) and not on the skills to know (.) and say how to teach effectively. Eh....(.) having said that (.) trainee-teachers should be accompanied during their IT by trainers (.) to observe them at work (.) to develop the implementation of theories (.) and thus (.) promoting the interviews referred to trainer that results

R: What are the useful tools for this training?

I: well (.) all the means to enable teachers to reflect on (.) what they are doing are good training tools (.) to the extent that they (.) facilitate the establishment of effective teaching

R: Can you list some of these tools?

I: Yes (.) of course (.) for instance mutual observation (.) metacommunication with students (.) video recording (.) supervision (.) the introduction to research (.) etc Aaa (.) in short, it is the working on his practices (.) that the teacher –trainee (.) will develop intellectual (.) and educational tools (2.0) and, de facto, he will build (.) a professional identity of teaching.

R: We are in the era of new information and communication technologies (NICTs) which are likely to facilitate the teaching/learning process. In your opinion, what is the state vis-à-vis the generalization of these NICTs, their contributions to education in general and languages in particular?

I: well (.) according to the statistics available at the service of equipments >all schools have benefited from NICTs and Internet connections< (.) the contributions of these new technologies represent (.) an important lever for the adaptation and innovation of teaching/learning devices (.) Aaa (.) the world of education can no longer escape the wave of

transformations generated by NICTs (.) Aaa! and even more so when it comes to language teaching (.) means of communication on the Web. Emm (.) in fact the NICTs offer new ways of acquiring foreign languages.

=Thanks to them (.) new teaching/learning processes have developed (.) which allow effective support on the part of the learner's own learning (.) the learner autonomy and the construction of knowledge being the objectives that underlie the design of activities based on the use of the new technologies.

R: Is training for the use of ICT scheduled?

I: Well (.) as regards training (.) a system was put in place (.) remains to put it into execution. Aaa (2.0) we have emm (.) therefore developed an approach that is based on three phases (.) awareness demonstration and sample applications (.) and finally (.) generalization of training.

R: Are these ICTs available to teachers and learners?

I: Well (.) I think it is difficult for me to answer on behalf (.) of the managers (.) who are in charge of monitoring the exploitation (.) and use of the teaching (.) aids set up by the guardianship

R: On the facts findings, Training, especially the IT of the English teachers is too theoretical and incomplete in theoretical and practical terms. What is your opinion on this subject?

I: Uh...! (2.0) in my viewpoint (.) the institution that is responsible for the training of future English teachers (.) should be in harmony, from the viewpoints content (.) design and implementation (.) with the competency repositories agreed on (.) in the specifications documents (2.0) well (.) it is explicitly stated that the professional construction is not only reduced to the simple mastery of subject knowledge (.) but it should be articulated around general and professional competences (.) >A new teacher model that of a professional one < (.) this means (2.0) a multifaceted-competencies holder (.) both general and specific, to his discipline (.) The student-teacher needs to be aware of (.) the factors involved in the educational situation and should be able to master it

R: What evaluation mechanisms should he put in place to build educational performance indicators?

I: Well (.) the device is jointly established by the officials of the two Ministries (.) eh....namely the MNE and MHESR (.) it consists of a repository that previously determines the competences to achieve (.) the indicators and the evaluation mechanisms (.) among these evaluation mechanisms (.) I can cite for example (.) the various internships (.) teachings, sequences (.) professional writings (.) the defense (.) etc.

R: What are the training devices to imagine rendering trainers' profiles consistent and fitted to invest themselves more effectively in the new training objectives?

I: Well (.) the ongoing reform in the country has (.) introduced into the system a certain number of concepts (.) innovations and pedagogical principles (.) to which teachers were not accustomed (.) emm (.) the enhancement of all of the school staff has become (.) quite indispensable (.) for the success of the reform (2.0) this is an issue that poses great challenges.

shrugging one's shoulders

= Inspectors (.) trainers (.) educational counselors and teachers (.) have all become learners in comparison to the reform need (.) each according to the requirements of his functions (.) and (.) role to be recycled and equipped to succeed in his mission (.) the trainers training planning (.) should be a response to the needs generated (.) by the evolution of educational and the (.) ITT and INSET policy.

R: Well, all that has been said so far is perfect, but on the ground, either at the level of the IT or IST practices, the situation does not seem likely to improve anytime soon. The question that naturally arises today is the following: what assessment can be done twelve years after the effective launch of the educational reform?

I: Aaa well (.) if it is a tautology (.) it is that which consists in saying that a redesign process of an education system is (.) a long process and full of pitfalls (2.0) at the moment (.) no institutional assessment has been made (.) really (.) it is a matter to convince the education system stakeholders (.) so that a progressive decline of their regards to their profession (.) and their competence may materialize.

R: This implies that there are challenges and constraints to be removed, are not there?

I: Emm (.) certainly, it is the case of any reform (2.0) Aaa if a consensus is purportedly reached on a theoretical level (.) it is otherwise in the operational reality (.) of the classroom

where the teacher can (1.0) in the short term (.) change firmly installed practices (.) and even less appropriate (.) and develop new tools well (.) similarly (.) the learner is expected to change his approach to learning and evaluation (.) his relationship to knowledge (.) and with the teacher   nodding

= To avoid that these requirements do not turn into blocking sources (.) it is essential to clearly identify the constraints (.) identify resources (.) envisage relevant solutions (.) and undertake progressively certainly appropriate actions (.) to to to put the reform on the way of qualitative change

R: What is the inventory of fixture vis-à-vis English teacher training?

I: Well (.) frankly speaking (.) the training system introduced in the IT of English teachers has (.) not been the subject of institutional assessment since (.) its inception. (2.0) an approximate inventory as to its implementation by the practitioners (.) shows in fact a gap between thoughts and deeds (.) and reveals↓unsuspected indicators of dysfunction (2.0) this discrepancy concerns the self-regulation mechanism that (.) the training system –as any system (.) is endowed with to ensure its operation (.) endogenous and even exogenous factors cause it.

R: Does this dysfunction reveal the failure of the reforms?

I: Hmm! (.) certainly no (.) this is an expected and imperative transition period (2.0) due to the quick makeshift reforms (.) it is the cascade training model that has been set up (.) we have realize the inconvenience caused by this model (3.0) the training periods are short (.) trainers do not sufficiently master (.) the conceptual framework to transmit to basic teachers (.) this results in a loss of (.) prejudicial information on the proper functioning of (.) the device and accrediting the proverb that says (.)↓the blind leading the blind (2.0) some testimonies gathered require (.) a significant revision of the process in order to (.) make it effective (.) others require a radical change of the training paradigm.

R: What solutions are undertaken to face these significant disadvantages?

I: Well! (.) the guardianship appealed to the foreign experts' assistance (.) especially those from PARE (.) [158] in order to create a reflection foci (.) train and equip the Algerian trainers

---

[158] Following the request of the Algerian government of an international expertise and an accompaniement of UNESCO for the implementation of the reform, a cooperation program had been defined and a cooperation agreement signed in Paris in October 2003 by the Minister of Education and the Director-General of UNESCO.

(.) skills / capacity to respond to the field changes (2.0) based on a compilation of needs drawn up within the commissions and working groups (.) a training program is established (.) the requests thus collected throughout the year (.) are then discussed within the trainers' training commitee (.) and possibly translated into training offer (2.0) in fact (.) the training of trainers meets (.) the demand of the government (.) and pressing necessity (.) the trainers (.) in their turn (.) organize meetings (.) seminars and workshops to ensure (.) the demultiplication of information (.) and training on ground (.) over the coming years (.) we are working on the formalization of a collection (.) and analysis strategy of (.) the most visible and relevant needs.

R: Your last word about the reform in general

I: Ok! (.) I reiterate what I have advanced earlier (.) by saying that the success of the reforms depends to (.) a large extent ON TEACHERS (.) it requires teachers to develop appropriate strategies (.) individually and collectively to develop competencies (.) required among young learners entrusted to them (.) the new challenges that face the school (.) CANNOT BE MET BY TEACHERS WHO ARE MERE EXECUTORS OF TOP-DOWN DIRECTIVES (2.0) emm I mean (.) only professionals of the learning organization (.) who are capable of creating and developing original strategies independently (.) can really accompany each learner in his personal social (.) and citizenship competence construction =   nodding

= Asserting that teachers are autonomous professionals (.) and responsible (.) means that the conditions are met (.) so that they can develop themselves throughout their careers (.) that said (.) it is necessary that (.) teacher training is inscribed in a continuum (.) it is to be able to enhance the achievements (.) and ensure continuity from ↑entering the studies until the end of the career =   shrugging shoulders

= the elevation of the level of qualification of teachers (.) and teaching supervisors professionalization (.) of their training signifying their empowerment (.) and ability to integrate the changes (.) as well as their commitment vis-à-vis the reform (.) are the best guarantees of success of the educational recasting =   smiling

= the transition from objective-based approach (.) dispensed by ¾ of teachers of English (.) mainly centered on the transfer of knowledge (.) to competency-based approach (.) centered

---

This agreement constituted the basis of official support programme for the reform of the Algerian education system (PARE). This support program had a series of technical accompanying measures for the period 2004-2006 in the three main axes of reform that are planning, training and renewal of curricula.

on the construction of competences (.) requires an ongoing regulation process (.) which allows bringing (.) along the way (.) the appropriate adjustments and improvements (2.0) this goes without saying that (.) changing the teaching practices (.) does not happen overnight (.) especially when it comes to (.) substitute behaviors forged by (.) long habit the point of being (.) Aaa frozen and refractory to change (.) different methods (.) and behaviors (.) which implies that one MUST BREAK RESISTORS (.) create the conditions for a profound change of mentalities (.) practices and attitudes =

= It is therefore necessary to (.) give the time and means to evolve (.) gradually changing some existing practices to (.) Aaa (.) adapt to new needs or new constraints >it should also have a clear vision of the direction in which we engage< Emm (.) hanging practice (.) this does not imply that we should (.) discard all current practices (.) and sweep everything backhand (.) it consists rather in conducting a reframing (.) to better identify the functions and limits of (.) existing practices and (.) devise other ways of teaching (.) that complement (.) enrich and help to give them (.) a new significance in a renewed context= nodding

= this entreprise of qualitative transformation cannot be achieved WITHIN SHORT TIME (.) because it undertakes new and profound ethical (.) conceptual (.) methodological (.) and organizational requirements.

INTERVIEW 2

The second interview was held on May 13th, 2015 between 10 am and 11 am.

Appointed in the current post since 2010, the vice rector, in charge of graduates training, deliberately wanted to answer some questions about English ITT in the context of the new reforms.

R: Are you familiar with the reforms undertaken in the Algerian educational system?

I: Yes of course (.) I had the opportunity to attend several national and regional seminars and (.) symposiums that (.) focused on the aims of these reforms.

R: Can you succinctly, tell us what these reforms consist in?
I: Well (.) generally speaking (.) they are concerned with the reorganization of the (.) various cycles of education (.) the curricula overhauling and (.) restructuring (.) and the coach training in a training perspective founded (.) on the competencies (2.0) these changes could take place only (.) relying on the contributions of ICTs

R: What kind of teacher do you train?

I: We train teachers of English (.) they follow either four or five-year studies (2.0) the recruitment of these graduates is the prerogative of the employer (.) MNE (0.2) they will be assigned as PES (.) or PEM (.) of course following a contest organized in this direction.

R: What is the entry profile of the future teacher of English?

I: Well, hmm (.) all student-teachers are BAC holders (.) they are oriented to this stream if they meet the required criteria (.) the final enrollment of these student-teachers is done (.) following the centralized orientation (2.0) in principle (.) to ensure a continuum (.) they must have already acquired the basic knows and competencies (.) which enable them to follow without difficulty the training curriculum.

R: What are the required criteria for admission?

I: Well (.) the nominees applying for such training (.) should have an average that is (.) equal or above ten out of twenty (.) Aaa (.) this threshold is calculated by (.) adding the overall average of the BAC examination (.) and the grade of the English test.

R: Are there students who are oriented towards the English specialty without their knowledge?

I: Hmm (.) yes (.) certainly (.) we find among this population of students whose (.) profiles are scientific (.) technical (.) and others

R: Does this profile meet the requirements of the specifications?

I: Aaa (.) not exactly (.) in some cases (.) there are students who are oriented towards this stream (.) without their knowledge (.) that said the important guarantee of success in higher education resides (.) essentially in the STUDENTS choice of personal (.) mature and well-thought out projects (.) hmm (.) in the absence of personal projects (.) failure is (.) therefore (.) attributable (.) in large part (.) to the >lack of motivation of these students<

R: What are the institutional intentions of university education?

I: Well (.) according to the standards agreed on in the contract documents (.) the university had to provide a dual training (.) general and professional

R: In your opinion, are these institutional expectations achieved?

I: Hmmm (.) certainly no (.)⏐ if the trainee-teachers leave university with (.) acceptable mastery of knows (.)⏐ their wisely actuation (.) requires time a::nd (.) a specific training work =   nodding

Aaa (.) we should put in place (.) a training system that (.) ensures the alternation between the knows acquisition times (.)⏐ and their mobilisation training times (.) this is not the case today.

R: In your opinion, what are the constraints that hinder the realisation of these expectations?

I: Well (.) in fact (.) the constraints are numerous (2.0) the first constraint is the lack of qualified human resources (.) following the massive retirement (.) a::nd (.) drain of a large number of university teachers (.) qualified coaching to ensure this initial training is lacking (.) which forces us to appeal to contract teachers to overcome the lack (.) educated in the 70s (.) 80s a:::nd 90s (.) contract teachers merely duplicate their own experiences (.) that have reached the end of their expiration (.) compared to the expectations explicitly prescribed in the specifications (.) and current requirements (.) Aaaa (.) the second constraint pertains to the

BAC holders' prerequisites (.) Aaa (.) upstream of the initial training (.) a series of diagnostic evaluation is (.) USUALLY ADMINISTERED to students to evaluate a number of competencies (.) estimated to be essential PREREQUISITES in order to (.) start the first year of the bachelor programme (.) the inventories reveal (.) that the majority of these students arrive with serious shortcomings (.) EVEN IN DISCIPLINARY COMPETENCIES (.) this requires the recourse to remediation sessions (.) to mitigate deficits (.) a::nd upgrading (2.0) certainly (.) this readjustment requires reorganisation in programs (.) the hourly volume (.) etc Aaa (.) the third shortcoming i::s (.) that relating to assessment practices (.) often restricted to PUNISHMENT type which (.) too often appeal only to (.) the knows rote memorisation and retrieval (.) not enough to their integration fo:::r (.) the competences construction (.) encouraging trainee-teachers t:::o (.) develop superficial knows which are (.) insufficient on their own to build PROFESSIONAL COMPETENCIES

R: During the initial training of teachers of English, what are the competencies acquired?
I: Well (.) especially disciplinary competencies (.) that is to say academic knowledge (.) whereas within the CBA (.) which imposes itself widely in educational systems (.) requires to produce not only scholars (.) but also COMPETENT teachers (.) the mere accumulation of academic knows is ineffective (.) they should be apprehended in connection (.) with their suitable use

R: Is it for lack of teachers' adherence?

I: Aaa (.) yes (.) but there is not just that (.) because only teachers' adherence to the principles of the CBA is insufficient (.) in addition to support for their self-education (.) we must provide them with adequate training (.) a::nd time to a progressive (.) a::nd adaptive implementation.

R: What would you propose to train English teachers who meet the requirements of today's market?

I: Well (.) teachers trainers should (.) ensure the development of a double competence (.) academic and professional (.) >in order to achieve a didactic transposition and knows recomposition< (.) but this work (.) difficult (.) is not always successfully attained

R: Why does this IT remain incomplete?

I: Aaa well (.) the IT does not meet the expectations in several respects (.) the lack of close coordination between the two types of trainers (.) namely academic and field (.) seems to be one of the reasons (.) the training of student teachers is beyond the control of the employer department (.) another handicap (.) hmm is the lack of means required to accompany this training (.) such as networks of institutions (.) that provide field experience to trainees (.) the deficit in adequate supervision at the host institutions (.) the unexploited observation sessions (.) lack of qualified personnel to ensure the accompaniment (.) the lack of coordination between the various stakeholders (.) a::nd trainers to agree on the perspective (.) on the trainee-teachers' teaching practices (.) trained (.) mostly in the 70s (.) accompanying teachers (.) where they exist at the assignment institutions (.) apply pedagogical models strongly marked by a transmissive pedagogy (.) a::nd leaving little or no initiatives to trainee teachers (.) at the university level (.) it is clear that the trainers-teachers (.) lack appropriate training to train (.) teachers who are able to operate according to the CBA tenets =   shrugging shoulders

= Well (.) it seems imperative that an overhaul of TP is required (.) to provide training that meets the expectations of educational reforms (.) to achieve this (.) the programmes (.) generally content-based (.) must be reformulated in terms of explicit competences (.) in the absence of appropriate training (.) a::nd a competency repository (.) for ensuring a better readability (.) a::nd transparency of the trainee-teachers' achievements (.) teacher-trainers lack benchmarks on the (.) FINAL PRODUCT of the training course (3.0) without an effective taking into account of the shortcomings (.) a::nd deficiencies cited above (.) the educational reforms a::nd innovations would remain A DEAD LETTER

R: What challenges are teachers trainers faced with today?

I: Well (.) I think to provide an appropriate training that meets (.) the expectations of the society (.) a::nd (.) t::o the purposes of training previously formulated (.) trainers should be aware of their new status a::nd (.) role under the new reforms (.) Aaa (.) they no longer have t::o (.) >work as privileged depositaries of knowledge< (.) but as trainers=   nodding

=It is about (.) the way they do a::nd its evolutive implementation (.) their role should be t::o facilitate access (.) a::nd the construction of knowledge to lead (.) on know-how-to-do (.) a::nd know-how-to be (.) the training of the trainers should be (.) reconsidered with regard to CBA tenets. Well (.) to do this (.) the initial training programmes for teachers should (.) therefore (.) b::e reviewed and training institutes EQUIPPED in order to train teachers who must acquire knowledge (.) develop skills (.) a::nd demonstrate ↑positive attitudes that (.) are

essential to ensure (.) quality education to all learners of English in the country (2.0) the training of trainers must not (.) ⌐remain entrenched to the expositive modes (.) Aaa (.) they >should train themselves more actively< (2.0) to ENSURE PROFESSIONAL BASIS TO FUTURE TEACHERS for an educational practice that (.) harmonizes to the new realities (.) which define the academic contemporary world (.) the MNE should define ↑the professional competencies expected (.) at the end of the IT

R: One of the means likely to facilitate access to knowledge and appropriation of intercultural competence are the NTIC. Are they available and do they play a role in the development of this competence?

I: Yes (.) certainly (.) ICTs are few in available (.) but the few that are available are still untapped (.) Hmm (.) Internet spaces are installed in the institute (.) but their use for information retrieval (.) a::nd new educational tools a::re (.) very limited (.) The objective behind the introduction of these tools (.) aims to the enrichment of the learning environment (.) their integration in learning process (.) a::nd (.) their association with certain active teaching methods=

=In short, >this is to ensure that (.) they provide an added value to teaching and learning process< In fact (.) the new digital environment (.) constitutes a double challenge for (.) higher education institutions=

=This digital revolution (.) compels higher education institutions (.) to better meet the expectations of the current generation (.) of digital native (.) by providing training schemes adapted to this new data a::nd (.) integrating new knowledge transfer opportunities=

=Then (.) the university is led t::o (.) rethink its teaching methods (1.0) I think that the NICTs constitute a real lever t::o (.) build these new learning devices (.) the purpose is t::o (.) prepare the integration of the learners into the society o::f (.) network knowledge=

= Yet (.) the first challenge requires raising a second one (.) to insert universities in digital networks of knowledge (.) Algerian universities are still too weakly present (.) on the Internet a::nd in (.) ⌐sharing networks and online exchange around knowledge (.) Aaa (.) this absence is a bearer of a certan risk of marginalization (.) at the international level (1.0) it is (.) therefore (.) appropriate to allow universities t::o develop a digital heritage (.) that they can promote by dissemination (.) sharing a::nd (.) crossed enriching according t::o models (.) that are still to be invented=

= Well (.) regarding of intercultural competence (.) it should not be dissociated fro::m (.) the learning of the English language (.) a::nd requires (.) at the same time (.) a specific device a::nd (.) adequate supervision or mediators (.) is↓far fro::m being acquired

R: A final word on the English teachers training

Well (.) in my view (.) it worth reflecting on (.) the conditions of training mo::re suited to (.) THE NEW REQUIREMENTS (20.) this training (.) in addition to an explicit repository of competencies (.) should review a number of criteria relating t::o (.) the initial orientation of the students (.) the selective recruitment of teachers (.) and the extension of university education (.) which should act in the direction of reforms. Aaa (.) in addition (.) a close collaboration between the two partners (.) namely the MNE and MHESR is mo::re than necessary (2.0) on its side (.) the MHESR should rethink trainer training teachers (.) BREADTH a::nd DEPTH=   Shrugging shoulders

= Well (.) to meet the current requirements (.) the English teachers training should allow the construction of competencies (.) RATHER THAN the transmission of a unified a::nd encyclopedic knowledge (.) aptitude construction (.) whose mastery is essential to the continuum (.) it is about developing a training curriculum that (.) leads future teachers t::o actively build their knows (.) know-how-to-do a::nd↑attitudes.

In the end (.) the design of a training programme (.) according to professional competence logic, to be constructed (.) and evaluated for (.) the most part (.) in real situations (.) should revolve around different means which (.) enable future teachers t::o (.) reflect in proximity a::nd in deferred on their practices (3.0) increased emphasis should be granted t::o the development (.) of reflective thinking

APPENDIX 13

Glossary

1. Asynchronous Discourse

The discussion forum is an online space where participants are encouraged to establish links between multiple information to which they are exposed to forge their own understanding. The messages of each one are accessible to all participants. It is, therefore, essential to create the conditions for dialogue that foster confidence, respect for the ideas expressed and the encouragement to take the risk of publicly communicating ones knows, beliefs, values, questionings and doubts (Campos 2004) .

2. Authentic Document

The authentic characterization, in language teaching, is usually associated with "document" and applies to all messages produced by Anglophones for the purpose of effective communication: it, therefore, means anything that is not originally designed for the classroom. The authentic document refers to an abundance of well-typed genres and a very diverse set of communication situations and text messages, oral, iconic and audiovisual, covering the whole panoply of everyday life products, administrative, professional, cultural, media, etc.

The entry of the authentic documents of language into the classroom, also called raw or social documents, dates back to 1970s with the generated reflection to set the level 2 of the SGAV methodology. It responds to the need to put the student in direct contact with the language and to reconcile the language learning to that of civilization; since the educational exploitation of authentic documents is generalized to cover all levels and to concur in the acquisition of communicative competence.

The authentic document only makes sense when inserted in the framework of an accurate and consistent methodological programme (level, progression, needs, and objectives) and if it is being exploited in its intrinsic qualities. It is; therefore, necessary to implement exploitation strategies that respect the communication situation conveyed by the authentic document and attempt to restore the authenticity of its receipt. It should be noted that, even in this perspective, the authentic loses its authenticity (removal of its situational context, misuse of the utterance with a deferred communication which can make it caducous some remarks of

the statement, etc.). The concept also loses some of its features when the document is modified and didactised. The key is that the learner perceives it as authentic and that pedagogical approaches confer him a likely communication. Authentic documents, although they have the disadvantage of getting old quickly, constitute a rich and varied material, and, by their strengths, are at the core of the educational device. Dictionary of Teaching French. 2003: 29. Paris: CLE International.

3. Autoscopy

It is a recording technique by video camera which is followed by a critical viewing of one's own educational performance by a student in initial or in-service training. The autoscopy can be used in other trainings other than teachers and future teachers (athletes, actors, dancers, politicians). Dictionary of Teaching French. 2003: 31. Paris: CLE International.

4. Classroom Observation

The classroom observation is a technique that is regularly practised, in teacher training courses, to understand what exactly happens in a real teaching situation and learning a language and its culture. The observation can be limited either to the ways of being and making of the teacher, or to ways of being and making of learners, but may also address the interactions between teacher and learner. For each classroom observation, a target is set and an observation grid is designed. This grid can target different criteria depending on the research or training objective. For example, a teacher's observation grid will consider the speaking time which he attributes, for the circulation of speech in the classroom, for the formulation of his instructions, his questioning, his way to correct or to assess learners' productions, of his way to use the board, the quality of listening, his way to explain the vocabulary, grammar and phonetics, the weight of culture in his course. Dictionary of Teaching French. 2003: 181. Paris: CLE International.

5. Competence

Competence: The term encompasses three forms of abilities namely linguistic, communicative and socio-cultural. Chomsky introduced the concept of language proficiency to refer to the intuitive knowledge of the underlying grammatical rules to speech that an ideal native speaker has of his language and that make him able to produce and to recognize the correct sentences. These knows concerning units, structures and functioning of the internal code of language-phonology, morphology and syntax- whose study will be de-contextualised, dissociated from

the social conditions of speech production (or "performance" Chomskyan in terms; Also see the Saussurian opposition between "langue" and "parole"). If the main purpose of learning a language is formulated in terms of linguistic competence, we will give priority to teaching approaches aimed at the linguistic forms mastery: grammar-translation, structural exercises, etc.

6. 12 Competencies Repository

Training to teaching in a perspective of professionalization and cultural approach to teaching is based on a repository of twelve professional skills. These competencies were grouped into four categories: **1**. **Foundations** (1. To act as a professional or inheritor professional, criticise and interpret objects of knows or culture in the exercise of his duties. 2. Communicate clearly and correctly in the language of instruction, orally and in written form, in various contexts related to the teaching profession.) **2. The act of teaching** (3. To design teaching-learning situations of the contents to be learnt, and this should be according to the students concerned and the competences development targeted by the education programme. 4. To pilot teaching-learning situations for the contents to be learnt, and this, according to the students concerned and development of the competencies targeted in the training program. 5. To evaluate the learning progress and the degree of acquisition of the students' competences for content to be learnt. 6. To plan, organize and supervise the operation mode of the class-group to foster learning and socialization of students.) **3. Social and school context** (7. To adapt the interventions to the students' needs and characteristics with learning adaptation or disability difficulties. 8. To integrate the ICTs for the purposes of preparation and piloting of teaching and learning activities, educational management and professional development. 9. To cooperate with the school team, parents, the various social partners and students in order to achieve the educational goals of the school. 10. To work with members of the teaching team in carrying out tasks allowing the development and evaluation of the competencies targeted in the training programme, and this, depending on the students concerned.) **4. Professional identity:** (11. To engage in individual and collective processes of professional development 12. To act ethically and responsibly in the exercise of his functions.). The Guidance of Professional Competencies. MEQ 2001: 59.

7. Didactisation

Didactisation is the process of transforming or exploiting a raw language document to make an educational purpose. This process generally involves pre-didactic analysis, linguistic

essence to identify what may be helpful to teach. Dictionary of Teaching French. 2003: 71. Paris: CLE International.

8. Exolingual Communication

The notion of exolingual communication refers initially (Porquier 1978 1984) to the one that is carried out by means of linguistic means other than a common native language to interlocutors, as opposed to endolingue communication, which takes place in a common language with the interlocutors. The notion of exolingual communication refers not only to how a speaker communicates in a language that is foreign to him, or not mother tongue, but also the manner in which a native speaker communicates in his mother tongue, with a non-native speaker.

9. Initial Teacher Education (Training):

This refers to the education that teachers receive before being licensed to teach. Throughout the world initial teacher education generally takes place in postsecondary institutions (as colleges, universities). The typical initial teacher education programme includes two major components: formal coursework and field experiences. This latter generally referred to it as practice teaching (Anderson, 1995, p. 571).

10. Intercultural Competence

Intercultural competence is a combination of knows, skills and attitudes that enable people to communicate and have contacts despite cultural boundaries. This includes the following skills: to learn about a given culture; interpret this information to understand the beliefs, reasoning and behaviors of people of that culture; to link his personal culture and the studied culture and to interact with people from that culture. By acquiring these skills, students gain knowledge about the other culture, are more aware of their own culture and know more about the process of interaction between two cultures. To promote intercultural interaction, it is necessary as a preliminary to be open and inquisitive, but also to be ready to observe the world from the viewpoint of the other culture.

11. Micro-teaching

This method, came from the United States and implementing the processes of the video recording and autoscopy, is used in teachers' initial or continuing training. It involves recording only very short sequences (micro-lessons) on micro-aptitudes (teaching skills) and

conducted before small groups of students (micro-classes). The micro-lesson session can be conducted in four phases:

1. A first trail micro-lesson and its self-critical viewing by the service provider in the presence or not of the trainer according to their decision;

2. A second micro-lesson intended to correct what has not been considered to be satisfactory;

3. A last viewing, possibly with the whole training group if the service provider agrees.

Further tests are possible with or without modification of the contents taught or aptitudes exercised. The Skinnerian registration of the method is evident in both the very analytical division of the teaching act than in the choice the aptitudes to exercise: strengthening student participation, diversifying stimuli, putting into perspective the proposed activity, fluidity in the students questioning, remediation and retroactive (feedback) techniques, skills to reformulate, to expose, to check understanding, silent and non-verbal skills, etc. Starting in the 1970s, the proponents of micro-teaching, particularly in language didactics, were inclined to save truer and longer sequences and to privilege the dimension of self-critical viewing, including in groups, rather than the micro-lesson. This is which amounted to make the video one tool among others to analyze educational benefits in full scale, a kind of "observation grid" *sui generis* observable at leisure. Persons undergoing training have therefore reflected further to the aspects to record, as well as their recording techniques, shooting being by definition not neutral. Dictionary of Teaching French. 2003: 168. Paris: CLE International.

12. Orthoepy

Orthoepy or normative phonetics defines the standard pronunciation of sounds of a language and their concatenation in speech. It is practised mainly in language laboratory and assumes knowledge of grapho phonics system of the language. It also assumes a definition of the pronunciation of standard language: the orthoepy seeks the implementation of phonetic forms within certain margins of acceptability such as the use of the language will be considered as not having particular accent that we do not manage to situate it neither socially nor geographically. Dictionary of Teaching French. 2003: 183-184. Paris: KEY International.

13. Practical Training

Practical training, it is based on the pedagogy of the "model" represented by the "internship supervisor", this "seasoned" teacher chosen for his experience and professional competences. He hosts the trainee to guide, advise, and teach her/him the "tricks of the profession." But what has been noted is that even the criteria of "experience" that preside over the designation of the "tutor" are sometimes forgotten, the key is to find a volunteer to open his classroom to a future colleague .

14. Reflective Practice

Moon defines reflective practice as "a set of skills and competencies, to indicate taking a critical position, an orientation toward problem-solving or state of mind" (1999: 63). This includes the broader range of activities related to thinking about your learning. Cowan suggests that learners are reflecting in an educational sense "when they analyze or evaluate one or more personal experiences, and try to generalize from this thought" (1999: 18). However, as Biggs points out, "a reflection in a mirror is an exact replica of what is in front of it. Reflection in professional practice, however, does not give him what it is, but it could be an improvement compared to the original" (1999: 6).

15. Self- Regulation

The school self-regulation is a set of thoughts, feelings and actions generated by the student to reach specific educational goals such as the analysis of reading instructions, preparation of a test or writing a dissertation. Barry. J. Zimmerman et al. 2000. 13. Independent Learners: Self-regulation of Learning.

16. Sociolinguistic Component

Sociolinguistic component (very similar to the socio-cultural competence) is to be taken into account because the language, in what we are doing with, in fact, is a social phenomenon. Speaking is not only making sentences. Come into play, here, traits related to language use: markers of social relations, rules of politeness, expressions of popular wisdom, dialects and accents.

17. Syncretism

Syncretism is the combining of different, often contradictory beliefs, while blending practices of various schools of thought. Syncretism involves the merger and analogizing of several originally discrete traditions, especially in the theology and mythology of religion, thus asserting an underlying unity and allowing for an inclusive approach to other faiths. Syncretism also occurs commonly in expressions of arts and culture (known as eclecticism) as well as politics (syncretic politics).

18. Synchronous Discourse

Computer-Mediated Communication tools (CMC) today possible to break away from the usual material supports of writing through digital encodings. Anis (2003) emphasize that these are exchanges whose messages are vehicled thanks to the combination of information technology and communications. Email, discussion forums, instant messaging, chat and Short Message Service (SMS) are examples of CMC. Les Cahiers d'Acedle Volume 5, Number 1, 2008.

19. Video Conference

A new training system for student teachers: transversal by videoconference seminars which bring together new teachers in initial training, expert teachers in the field, and natives. Videoconferencing favors the comparison of useful knowledge to action, puts to the test communication competences in a group and opens a new formation regulatory space. But this device, difficult to use, puts in tension opposite dimensions. Used in a scenario favouring very continuous interactive exchanges between small remote groups, videoconferencing is an enriching supportive training.

Appendix 14: **The Geolinguistic Distribution in the Maghreb**
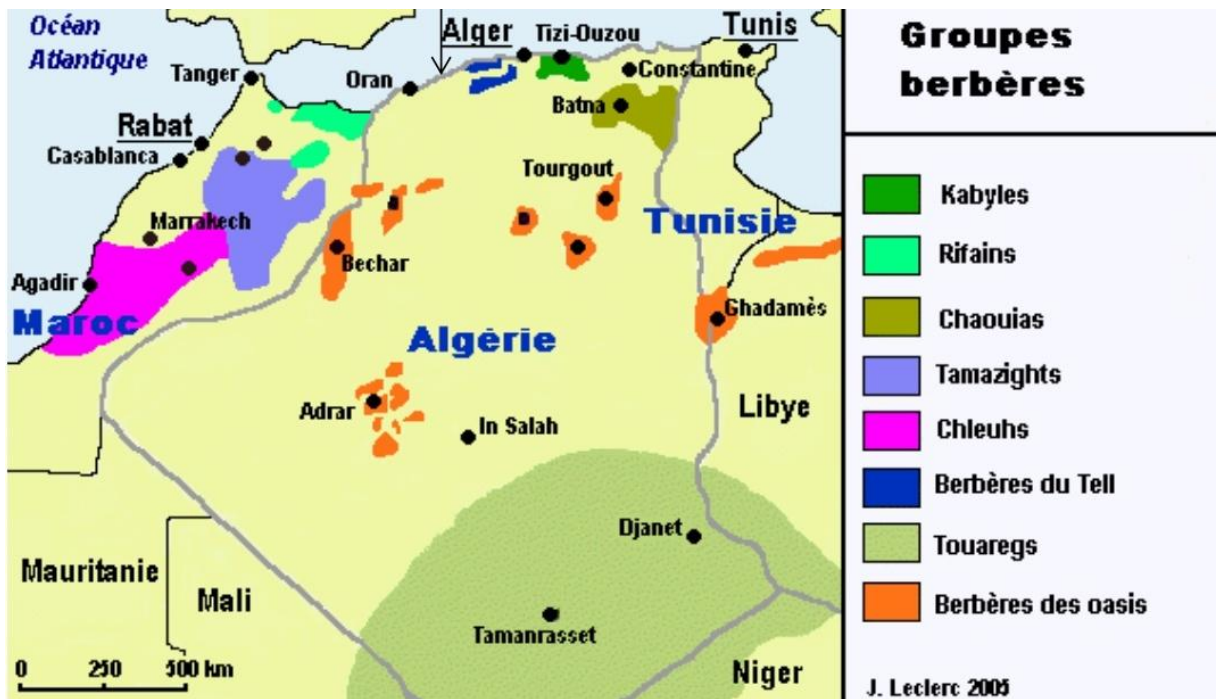
Appendix 15: Professional Skills Repository

481
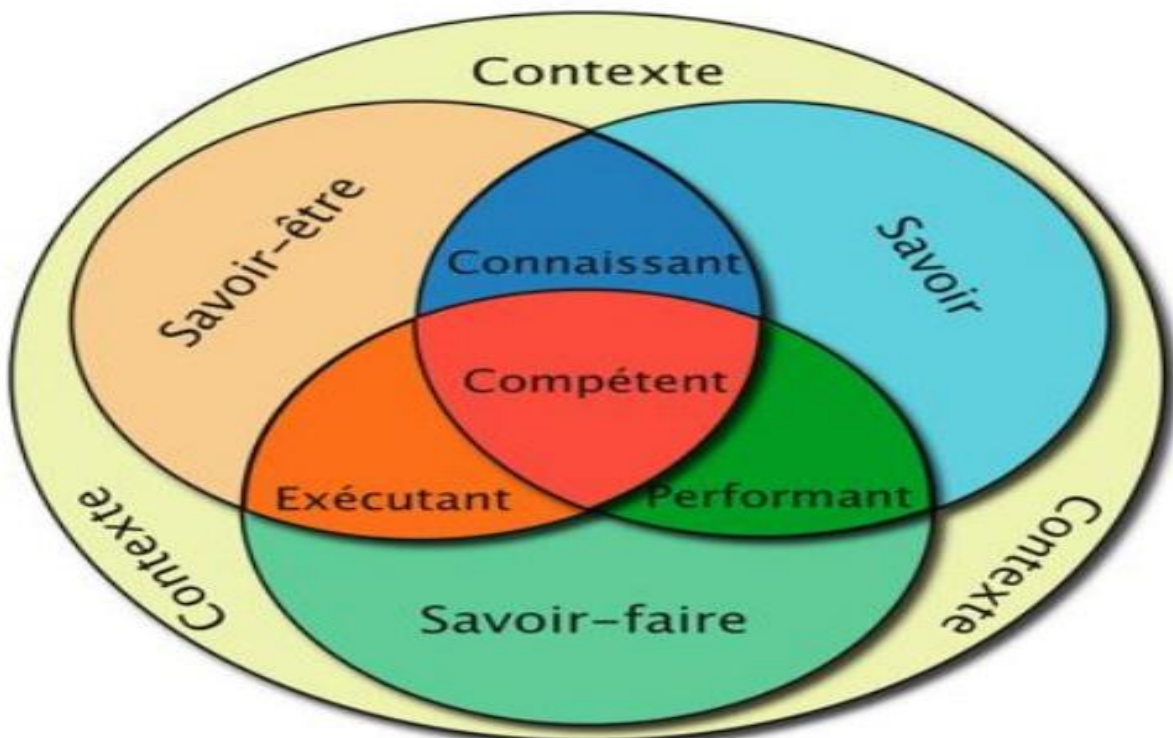
ANNEXE 16 : LES COMPÉTENCES PROFESSIONNELLES

Compétences de référence	Compétences plus spécifiques à travailler en formation continue (exemples)
1. Organiser et animer des situations d'apprentissage	• Connaître, pour une discipline donnée, les contenus à enseigner et leur traduction en objectifs d'apprentissage • Travailler à partir des représentations des élèves • Travailler à partir des erreurs et des obstacles à l'apprentissage • Construire et planifier des dispositifs et des séquences didactiques • Engager les élèves dans des activités de recherche, dans des projets de connaissance
2. Gérer la progression des apprentissages	• Concevoir et gérer des situations-problèmes ajustées aux niveaux et possibilités des élèves • Acquérir une vision longitudinale des objectifs de l'enseignement primaire • Établir des liens avec les théories sous-jacentes aux activités d'apprentissage • Observer et évaluer les élèves dans des situations d'apprentissage, selon une approche formative • Établir des bilans périodiques de compétences et prendre des décisions de progression
3. Concevoir et faire évoluer des dispositifs de différenciation	• Gérer l'hétérogénéité au sein d'un groupe-classe • Décloisonner, élargir la gestion de classe à un espace plus vaste • Pratiquer du soutien intégré, travailler avec des élèves en grande difficulté • Développer la coopération entre élèves et certaines formes simples d'enseignement mutuel
4. Impliquer les élèves dans leur apprentissage et leur travail	•Susciter le désir d'apprendre, expliciter le rapport au savoir, le sens du travail scolaire et développer la capacité d'autoévaluation chez l'enfant • Instituer et faire fonctionner un conseil des élèves (conseil de classe ou d'école) et négocier avec les élèves divers types de règles et de contrats • Offrir des activités de formation optionnelles, " à la carte " • Favoriser la définition d'un projet personnel de l'élève
5. Travailler en équipe	• Élaborer un projet d'équipe, des représentations communes • Animer un groupe de travail, conduire des réunions • Former et renouveler une équipe pédagogique • Confronter et analyser ensemble des situations complexes, des pratiques et des problèmes professionnels • Gérer des crises ou des conflits entre personnes
6. Participer à la gestion de l'école	• Élaborer, négocier un projet d'établissement • Gérer les ressources de l'école • Coordonner, animer une école avec tous les partenaires (parascolaires, quartier, associations de parents, enseignants de langue et culture d'origine)

Compétences de référence	Compétences plus spécifiques à travailler en formation continue (exemples)
	• Organiser et faire évoluer, au sein de l'école, la participation des élèves
7. Informer et impliquer les parents	• Animer des réunions d'information et de débat • Conduire des entretiens • Impliquer les parents dans la valorisation de la construction des savoirs
8. Se servir des technologies nouvelles	• Utiliser des logiciels d'édition de documents • Exploiter les potentialités didactiques de logiciels en relation avec les objectifs des domaines d'enseignement • Communiquer à distance par la télématique • Utiliser les outils multimédia dans son enseignement
9. Affronter les devoirs et les dilemmes éthiques de la profession	• Prévenir la violence à l'école et dans la cité • Lutter contre les préjugés et les discriminations sexuelles, ethniques et sociales. • Participer à la mise en place de règles de vie commune touchant la discipline à l'école, les sanctions, l'appréciation de la conduite • Analyser la relation pédagogique, l'autorité, la communication en classe • Développer le sens des responsabilités, la solidarité, le sentiment de justice
10. Gérer sa propre formation continue	• Savoir expliciter ses pratiques • Établir son propre bilan de compétences et son programme personnel de formation continue • Négocier un projet de formation commune avec des collègues (équipe, école, réseau) • S'impliquer dans des tâches à l'échelle d'un ordre d'enseignement ou du DIP • Accueillir et participer à la formation des collègues
Compétences de référence	**Compétences plus spécifiques à travailler en formation continue (exemples)**

Source: Classeur Formation continue, Genève, Enseignement primaire, 1996.

CONTENTS

PART ONE

RESEARCH COURSE REVIEW IN THE ALGERIAN INSTITUTIONAL AND SOCIO-CULTURAL CONTEXT

CHAPTER I

EDUCATIONAL REFORMS SWEEPING THE INSTITUTIONAL LANDSCAPE

CHAPTER II

A PERSONAL AND PROFESSIONAL BACKGROUND ROOTED IN TRAINING

CHAPTER IV

THE EDUCATIONAL REFORMS AND LINGUISTIC POLICIES AND THEIR

IMPACTS ON TEACHERS' TRAINING ISSUES

CHAPTER V

TEACHERS' TRAINING ISSUES IN THE ERA OF GLOBALISATION

PART TWO

LITERATURE REVIEW

THEORETICAL CONCEPTUALISING AND REFRAMING

CHAPTER I

BACKGROUND

CHAPTER II

THE TEACHERS' TRAINING ISSUES ON THE IMPORTANCE OF A THEORY AND PRACTICE JOINT-BASED LEARNING

CHAPTER III

TEACHER TRAINING ISSUES ON THE IMPORTANCE OF CULTURAL, REFLECTIVE AND PROFESSIONAL COMPETENCES FOUNDED EDUCATION

CHAPTER IV

TEACHERS' TRAINING ISSUES IN EVOLUTIONARY SYSTEM DESIGNS

PART THREE

**THE TEACHER-TRAINEES', TEACHER-TRAINERS', INSPECTORAL BODY
AND NEOPHYTE TEACHERS' CROSSED VIEWPOINTS ON THE ITT DESIGN**

CHAPTER I

THE OVERALL FRAMEWORK OF THE RESEARCH

RESEARCH, RESULTS PRESENTATION AND ANALYSIS

CHAPTER II

THE ITT DESIGN AND IMPACT FROM THE TEACHER-TRAINEES'

PERSPECTIVE

CHAPTER III

THE ITT DESIGN AND IMPACT FROM THE TEACHER -TRAINERS'

PERSPECTIVE

CHAPTER IV

THE ITT DESIGN AND IMPACT FROM THE INSPECTORAL BODY

PERSPECTIVE

CHAPTER V
THE ITT DESIGN AND IMPACT FROM THE NEOPHYTE TEACHERS' PERSPECTIVE

CHAPTER VI

THE ITT DESIGN AND IMPACT FROM THE TRAINING MANAGERS'

PERSPECTIVE

Résumé

La présente thèse s'inscrit dans le domaine de la recherche exploratoire sur les enjeux didactiques de la formation initiale et continue des enseignants d'anglais L2 en contexte algérien : entre les objectifs institutionnels et les attentes des enseignants. L'étude s'intéresse à la formation initiale et continue des futurs enseignants telle qu'elle est prescrite par la tutelle et telle qu'elle est mise en œuvre par l'institut de formation en particulier dans le sillage de la mise en œuvre de nouvelles réformes visant la mise en œuvre d'une approche interdisciplinaire, à savoir l'approche par les compétences, comme moyen d'instruction. Il convient de noter que la formation des enseignants, quoique fermement affirmé d'être la pièce maitresse du processus, semble être habituellement reléguée aux derniers rangs des priorités et placée en aval de l'ensemble du processus des réformes. S'appuyant sur les données recueillies à partir des différents outils utilisés à cet effet, à savoir les questionnaires (cinq en tout), qui sont la clé de voûte de notre enquête ainsi que deux interviews et l'analyse des maquettes du cursus de la formation initiale, la recherche met en lumière le décalage qui existe entre le prescriptif et le descriptif de la formation. Les conclusions de l'enquête révèlent également que les perceptions des enseignants des principes théoriques de la nouvelle approche restent trop vagues et leur maîtrise insaisissable pour avoir un impact sur les pratiques d'enseignement *in situ*. Le monde dans lequel nous vivons est en perpétuelle métamorphose; celui de l'éducation l'est autant. Les changements et les réformes auxquelles nous assistons ces temps-ci sont dictés par le seul souci de bien-faire, dans le cadre de la mondialisation. Néanmoins, les réformes entamées dans le système éducatif algérien ne peuvent atteindre leurs objectifs que si elles sont menées de manière réfléchie, intelligente, méthodique et rationnelle. Dans une société en pleine transformation, la formation professionnelle des enseignants s'avère une nécessité urgente. Ces enseignants doivent développer une pratique réflexive: une posture fondamentale, parce que la capacité d'innover, de négocier et de réguler leur pratique passent impérativement par une réflexion sur l'expérience, favorisant la construction de savoirs nouveaux.

Les mots clés:

Formation initiale, formation continue, didactique, pédagogie, praticien réflexif, compétence, compétences professionnelles, approche par compétences, conscientisation interculturelle

ملخص

تندرج هذه الأطروحة في مجال البحث الاستكشافي فيما يخص القضايا التربوية المتعلقة بتكوين الأولي وأثناء الخدمة لمدرسي اللغة الإنجليزية كلغة ثانية في السياق الجزائري بين الأهداف المؤسسية وتطلعات الأساتذة. وتركز هذه الدراسة على التكوين الأولي والمستمر لمدرسي المستقبل على النحو الذي تحدده الوصاية، وكما ينفذه معهد التكوين ولا سيما في أعقاب إدخال المزيد من الإصلاحات لتنفيذ نهج متعدد التخصصات، ألا وهو المقاربة بالكفاءات كطريقة للتدريس. وتجدر الإشارة إلى أن تكوين الأساتذة، على الرغم من الاعتراف بأهميته كحجر زاوية في العملية يبدو أنه عادة ما يرتب في المراتب الخلفية للأولويات و يوضع في مؤخرة العملية الإصلاحية برمتها. واستنادا إلى البيانات التي تم جمعها من مختلف الأدوات المستخدمة لهذا الغرض، وهي الاستبيانات (خمسة في المجموع) التي هي الحجر الأساسي لاستطلاع الرأي والمقابلات التي أجريناها فضلا عن اثنين من نماذج تحليل مناهج التكوين الأولى،فإن نتائج البحث سلطت الضوء على الفجوة الموجودة بين التكوين التوجيهي و الواقعي. كشفت نتائج المسح أيضا أن تصورات المعلمين للمبادئ النظرية للمقاربة بالكفاءات الجديدة ما زالت غامضة للغاية وبعيد المنال والتحكم حتى يكون لها تأثير على الممارسات التعليمية داخل القسم. العالم الذي نعيش فيه هو هو في تحول دائم، وكذا عالم التربية. و التغييرات و الإصلاحات التي نشهدها هذه الأيام تمليها فقط الرغبة في القيام بعمل جيد في سياق العولمة. ومع ذلك، فان الإصلاحات التي شرع فيها في النظام التربوي الجزائري لا يمكن أن تحقق أهدافها إلا إذا نفذت بعناية، و ذكاء، و منهجية وعقلانية. في مجتمع سريع التغير، أصبح التدريب المهني للمدرسين ضرورة ملحة. يجب على هؤلاء المدرسين أن يطوروا الممارسة التأملية: الوضعية الأساسية، وذلك لأن القدرة على الابتكار، والتفاوض وتنظيم ممارساتهم تمر بالضرورة من خلال التأمل في تجربة، تشجيعا لبناء معارف جديدة.

الكلمات المفتاحية: التكوين الأولي، التكوين أثناء الخدمة، التعليمية، البيداغوجية، الممارس التأملي، الكفاءة، الكفاءات المهنية، المقاربة بالكفاءات، التفاعل الثقافي، التوعية