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FAILURE IN LANGUAGE LEARNING IN SECONDARY SCHOOLS:
A PSYCHOPEDAGOGICAL APPROACH

THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MAGISTER IN EDUCATIONAL PSYCHOLOGY AND DIDACTICS

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To my parents …

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ICT's   Information and Communication Technologies.

INTASC   Interstate New Teacher Assessment and Support Consortium.

IST   In-service training.

MOE   Ministry of Education.

NBPTS   National Board for Professional Teaching Standards.

NCAT   National Council for Accreditation of Teachers.

NCTM   National Council of Teachers of Mathematics.

NCTE   National Council of Teachers of English.

Abstract

It became a paradigm shift to say that dealing with educational issues is a hard, complex task for researches, whether at a professional level in universities or at a smaller scale in lycées. Thus, language learning problematics are not exceptions.

Through the present tentative to comprehend failure in language learning, a correlation with the teachers' psycho-pedagogical in-service training (IST) seems to be theoretically a relative good track to follow. Besides, the role of universities in that in-service training could be another avenue to explore.

It is also well documented that learning is *effective* if *affective*, however do affectivists have the means of their policy, if we know that a single secondary teacher in Algeria deals with an average of 100 pupils daily? What if it is simply a problem of feasibility and transferability of those theories in our classrooms? They may be successful beyond our frontiers where teachers are not as overloaded as ours, whereas implementing them in our schools with all the implications and complexities that can crop up is another story.

Teachers are aware of the huge responsibility and the tremendous complexity of their tasks at school. That is why they are disarmed to face their daily problems whether at a cognitive level or affective one. So, a reinvented in-service training added to long life learning is a necessity to prevent their deprofessionalization and their helplessness to face failure at different stages of teaching and learning .Yet, there is still confusion about what to learn and what to unlearn as well.

Throughout this thesis, one could just raise problematics and try to approach them through reflection, analysis, possible recommendations, and momentary « solutions » that paradoxically might become « problematics » someday. For, meanwhile these lines are written new concepts would have replaced the fashionable concepts of affectivism or even the outmoded concept of motivation or school itself to be replaced by other « newest » ones that nobody can predict .

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GENERAL INTRODUCTION

General introduction

Language learning has become increasingly complex. A complexity that resulted from context specificity and context dependency. Accordingly, understanding and managing problematics could seem to be extremely hard to solve without comprehending the specificity of a given microcosm, socially speaking.

A novice teacher is already faced with that exciting but challenging task to perceive and manage these tremendous ever-changing educational realities. Besides, new scientific trends tried, and are still trying to assist the novice teacher in his journey which is far from being a pleasant one. The variety of contexts from specific to societal, from micro to macro contexts, adds another dimension of complexity which is really daunting as a prospect. To that complexity, the human factor is another difficulty that has cropped up in the problematics of failure in language learning. Dealing with human beings as factors in developing theories and human affect as variables in research is one of the most controversial issues to consider, evaluate and comprehend.

Different feeder fields such as psychology, neurology and sociology have fostered language learning saving it from its intellectual compartmentalization. Yet, too much is still to be explored and solved. Problem-solving is as everlasting as life, and so are problematics in educational psychology.

Educational psychology as one of the most recent fields has for a long time contributed to language learning / teaching, especially when scientists have insisted, since the seventies, on the urgency to fuse the cognitive and affective domains in the process of research on learning / teaching languages to human beings. That urgency was certainly a result of a falling down of previous trends in the field of language learning. Accordingly, it was a symptom of a failure of those trends which paved the way to the following attempts.

Despite that urgency, few researchers have tackled the issue of failure in Algerian secondary schools. Furthermore, the only references about failure are written beyond our frontiers by foreign researchers and thus decontextualized ones. It became a paradigm to say

that the context as variable is extremely determinant for any research validity and thus efficiency.

The present thesis aims at adding to the current body of knowledge on language learning, mainly the relationship between failure in language learning and the teacher's psychopedagogical in-service training in secondary schools since in-service training is the unique way to update the theoretical knowledge as well as the know-how gained at the university.

This contribution will have these research questions as a theoretical starting point:

1. Is there a correlation between failure in language learning and the teacher's psychopedagogical in-service training?

2. How can universities through researches contribute in that in-service training ?

On the basis of these research questions, the following hypotheses will be examined and proved:

1 .Psychopedagogical developments and the changing realities of classrooms could be compensated by a reinvented, adequate, and longer in-service training based on research in schools and universities.

2 . Universities can help secondary schools to compensate shortcomings in in-service training by:

- creating a dynamics of collaboration with secondary schools,
- taking into account research-based criteria,
- and promoting psychopedagogical aspects in in-service training.

In order to backup these hypotheses, the problematics will be approached from a dual theoretical and practical level .To insure maximum objectivity, a correlational approach will be utilized. As tools, a questionnaire fostered by corpora of pedagogical data including the 2005 reform documents and inspectors programmes will be explored and examined.

The questionnaire will be the methodological tool to examine certain issues concerning the population of language teachers in different lycées, and which may confirm the hypotheses concerning their conceptions and attitudes towards pre-service training, in-service training and professional development in language learning as well as needs and recommendation about those issues.

If we might talk about expected results it could only be a sort of ground testing and an exploration of the unknown from the laid down land marks .Therefore in the present thesis one expects to examine and confirm the above hypotheses - in the present context and one should insist on that - and mainly the importance of psychopedagogical training in language learning process and its correlation with success or failure.

Chapter One
Failure and Language learning in theory

Chapter One
Failure and Language learning in theory

1.1 Introduction

It could be interesting to examine the research literature on failure in language learning and in-service training through a psychopedagogical scope. It is beneficial in a sense that it could give us a representation of the map of all what could constitute the theoretical background of the present study. It is a way to position oneself, to compare, to back up and discover as well any missing block in the present problematic solving.

1.2 Review of the literature :

Failure in language learning has seen significant investigations over the past twenty years. Most studies have concentrated on the possible causes of failure in learning; others have tackled more specifically the relation between professional development including the correlation in-service training and learners / teachers achievements.

However, few publications have attempted to investigate the possible correlation between failure in language learning and the teacher's in-service training in Educational Psychology or even linked to psychopedagogical aspects. Theses, reviews and articles are the basis of the following review of the literature on professional development or IST including an implicit relationship with failure in learning without specifying language learning.

It could seem worth trying to examine the Algerian theses rather than the "foreign" ones, and to a greater extent the developed countries theses simply because one could say it could bias our conclusions. More than that, we cannot compare the incomparable.
Thirdly, applying others ' theories could sometimes raise problems of contextuality and ecologicality. Yet, we can mention some titles on passant just to show the importance of the problematic and its recurrence.

Though it could be the first time to tackle the present problematic, i.e. failure in language learning from a psychopedagogical angle and the in-service training, several theses have examined and treated language learning from different angles .Many of them have focused on the pre-service training and in-service training or training roughly speaking and tried to solve some aspects of the overall problematic of language learning. Yet, no thesis has tried to explore the in-service n educational psychology, and this is what one should examine through this work.

Three context-based theses have been issued in and outside Algeria. In his PhD. thesis, entitled Teaching English for Specific Purposes: the organization of a communicative approach for higher education in Algeria, written by Bouchagour.Y in Cardiff in 1984, the author " found out that the training of ESP teachers has to be urgently taken into consideration" (quoted in Meddeber,1989:11).

So, according to that thesis training of ESP teachers could be considered as one of the possible factors of failure in language learning. Abdelah Salih Bachir in his memoir de magister in 1986 whose title is : Formation des enseignants de Français langue étrangère au Soudan: présentation critique, "tried to show that both pre-service and in- service are complementary [...]"(Ibid,1989:12).

Meddeber tried through her work (Meddeber, Thesis,1989) to show that there are discrepancies between university education and English teachers daily tasks at secondary schools ,i.e. *" that some sort of inadequacy existed between university education outputs and the demands put on secondary teachers of English"* (Meddeber,1989:5) . In other words Meddeber tried to focus on the pre-service training as a possible source of failure in the language learning process.

In developing countries, different scopes of study were emphasized. Ayeni Oyo, in his study: the development of teacher education on Oyo State since 1955 (M.ed) thesis written in Cardiff in 1984 recommended *"[...] the continuing development of teacher education so as to get more efficiently trained teachers [...]"* (quoted in Meddeber,1989:12). Yet, again, he did not mention which sort of training is about.

In his PhD thesis, Booner, DR in Cardiff in 1985 revealed discrepancies between the function and aim of the college of education, which implies a possible failure in achieving training future teachers .

The type of teachers expected to be trained is not clearly delineated by governmental educational policies. That is what was shown in a PhD thesis conducted by Udofot, M, in Bristol in 1986. An interesting study that paramounted the vagueness of objectives in governmental policies, and its possible negative repercussions on the educational outcomes.

Dahawhi, B.M, in his PhD thesis in London 1986 and entitled: systems of training teachers of basic education in the Arab Republic of Egypt, UNESCO's statements, India and Kenya : a comparative study, showed an inadequate teacher training resulting from a lack of harmony between the educational policy and the socio-economic change.

Eighty three studies conducted by several researchers from different western countries displayed the major problems encountered by beginning teachers in their first year after graduating which probably show an inadequate pre-service and in -service training.

Demetriades F.C., in Durham 1985, in his PhD thesis insisted on training teachers after graduation in a pedagogical institute for one year before starting their career. This implies that the teacher pre-service training could -again- be a possible reason of failure in their professional career.

Reports and articles -since easily provided and up-to-date - were the main references of the present thesis. Especially the **ERO** review, the **OECD** and Eurydice reports. The (ERO,2000) report in a consistent study has insisted on the changing context of IST and the necessity to reinvent and reform IST mechanisms on the basis of more scientific and empirically based criteria with a special attention on needs analysis and its relation with learning success or failure.

ERO : Education Review Office.

OECD: Organization for Economic Cooperation and Development.

The OECD report has broaden the scope for a more eclectic form of training including three forms of research, i.e. self-contained, scientifically and empirically -based studies, which offer a focused , policy-oriented assessment of development in an area of emerging importance where significant innovation is taking place.

The intentions of those reports are to identify key issues in the current state of IST and professional development and briefly to examine how they are being addressed in different western countries.

The following conclusions are key findings shared as consensual preoccupations in those reports :

- Some of the most effective methods of professional development involve on and off-site activity.
- Combining self-development and input from source outside the school.
- A need for more systematic identification of needs.
- A better evaluation of programmes and an improved dissemination of these evaluations.

1. 3 A comparison between the studies :

It could be beneficial to examine the common points that create the consensus on that kind of researches.

1.3.1 Similarities :

1. In-service training as a crucial process in learning

2. Teacher training quality could be improved.

3. Better tertiary /college teaching quality means better training.

4. Teacher training effectiveness dependency.

1.3.2 Differences:

Differences in focuses are shown in the above theses:

1. Focus on in-service training vs. pre-service training.

2. Focus on pre- and in-service training vs. focus on professional development

3. Focus on learning vs. Language learning.

4. Teachers centeredness vs. beginner teachers' centeredness.

1.4 Redefining the concepts:

The present chapter will be a theoretical map of the terrain or what Thomas Kuhn (1970) called a process of "puzzle solving". It is a real slippery terrain and a moving ground since presuming to define notions and concepts is in itself a risky, contradicting process. Contradicting, in a sense that defining means giving definite words to indefinite ever-changing phenomena and processes.

> *" It is when a concept changes in meaning that it has the most meaning, at that time ,it is really, an event of conceptualisation "*
> (Bachelard, in Baruk,1973:80).

1.4.2 Failure :

Failure as a concept has long been subject to debates among intellectuals and educationists. Far from being consensual, this concept has been -paradoxically- "defined" and thus imprisoned in a given theoretical framework, not to say mortgaged and thus fixed according to given ever-changing considerations, which could be considered as an exercise to define the indefinable.

> *«Everyone, researchers as well as others; would like that everybody rally ONE clear and stable definition preferably his !"*
> *(Perrenoud,1996:3)*

Many reflections have noticed that failure is "a multiheaded problem" Covington,1992), "..complex.." (Perrenoud,1996), (Cordié,1993), "..difficult to define.." (Eurydice,2005), " ...with variable geometry.." ,"..plural and floating..", "..vague.." (Perrenoud,1996). This multitude of characteristics has made it difficult -not to say impossible- to define.

" It is clear that the concept of failure takes different forms according to the member state in question and is difficult to define "
(Euridyce ,2005: 53)

1.4.3 Language :

One could not be categorical in his statements on that concept / theory too, for *" to presume [defining] language adequately would be folly"* . (J. Wilson 2000:1). Defining is one of the most delicate, questionable exercises a scientist can perform. *"A definition is really condensed version of a theory, and a theory is simply - or not simply - an extended definition»* ibid. Every theory should, thus, be questioned, put in its context and handled with extreme care.

One should always consider and doubt of terms used in definitions, be it from lay persons, dictionaries and even specialists.

Looking at the various definitions, one could but notice their helplessness and even one-sidedness when defining language. Let us take this example:

" Language is a system of arbitrary vocal symbols which permit all people [...] to communicate " (Finocchiaro,1964:8) . How can one be so categorical when stating: vocal symbols when defining "language"? What about the non-vocal ones? And when saying people, can one deduce that language is essentially human?

New fields and sub-fields are suggested in different categories such as :

- The symbolic nature of language
- Kinesics, proxemics and other paralinguistic features
- Dialectology, language and culture
- Human language and non -human communication ...

not to mention them all. Of course that does not exclude some common features like:

- Universality
- Systematicity

- conventionality .

1.4.4 Learning :

A less controversial term meaning : *" [a] relatively permanent change in behaviour tendency and is the result of reinforced practice "* (Kimble and Garmezy,1963:133, quoted in J. Wilson,2000). Of course, it cannot be dissociated from teaching which can be defined as *"showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand "* ibid. It seems to be too generic but it is only a step towards deeper analysis when one comes to other levels like: studying vs. learning; thinking vs. learning; learning vs. unlearning and conscious vs. semi- conscious learning.

Jerome Bruner (1966:40-41) noticed that a theory of instruction should specify the following features:

1. The experiences which most affectively implement in the individual a predisposition.
2. The ways in which a body of knowledge should be structured.
3. The most effective sequences in which to present the materials to be learned.
4. The nature and pacing rewards and punishments in the   process of learning and teaching.

Learning according to J. Wilson is a *" very complex psycho-physical function of familiarization of knowledge and skills ,which is put by effect of internal and external factors".* To conclude one might say definitions are endless the endlessness of learning theories.

1.4.5 Language learning :

" Second language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit " remarked J.Wilson. It is far more complex than that. Talking about language learning, means talking about all theories that tried and try to solve that puzzle of language. It is talking about the various dimensions, i.e. :

1.4.5.1 The cultural dimension

Language means culture. It became really a paradigm to fuse the two dimensions, the linguistic with the cultural one within a common entity.*" Being a language learner means being a culture learner "* (ibid). Yet, culture is in an everlasting change. Is it the case for the language we teach/ learn ? That dynamic is really worth studying and can even be a niche of research to explore, for it could be a source of failure if the learners are decontextualized in non authentic linguistic situations.

1.4.5.2 Socio-psychological dimension :

Mediated by the pedagogy adopted by teachers, teachers and learners roles interactions are central in the learning process in classrooms. Schools represent a physical and social setting where beliefs, preconceptions, routines, values and expectations shape the ever-changing reality of classrooms in a complex socio-psycho-cultural dimension.

> *" Language teaching and learning take place in a classroom setting which is subject to a set of conventions derived from ' deeper and less accessible social and psychological dimensions of the teacher - learner relationship "*
> *(Wright , quoted in Li, 1999:4)*

That relationship is always based on rules, conventions and expectations and any dysfunction of that interaction will become highly threatening, problematic and even a potential risk of eventual failures.

> *" Failure to fulfill a role can cause serious discrepancies in the role of expectations »*
> *(Wrigh, quoted in Li,1999:4)*

1.4.5.3 The cognitive dimension :

As opposed with the behaviourits who have the mechanistic approach as a solution to solve linguistic problems, the cognitivists took a contrasting theoretical stance, and where *«thinking, learning and remembering"* (Miliani,2003:72) are mental processes to study.

The cognitive school of thought *" potentially includes all the inner mediating systems whereby an organism processes stimulus information and constructs, represents, organises,*

interprets, and responds to ongoing events . At the human level, this includes thought process involving language and symbols. " (Wessman, quoted in : Miliani,2003:72).

1.4.5.4 The affective dimension:

The affective dimension in learning is one of the most updated theories in learning and teaching processes. It does not necessary contrast with the cognitive side of language learning but are complementary , because *" both are used together, the learning process can be constructed on a firmer foundation. Neither the cognitive nor the affective has the last word"* remarked Arnold and Brown.

Damassio went further when he affirmed that *«certain aspects of the process of emotion and feeling are indispensable for rationality "* (Damassio, quoted in : Arnold, 1999:1) . Actually, almost all the studies made by cognitivists insisted in the fact that *" language learning experience will be much more effective when both affect and cognition are considered "* (Arnold and Brown,1999:2). In other words learning is effective if affective.

1.4.6 Educational psychology redefined :

One may define educational psychology as *" the study of learners ,learning , and teaching "*(Pearson Education ,1995:4) ,or as the *"branch of applied psychology that studies children in an educational setting "* (Chiron Valdosta,1995) ,which could seem to be definitions for lay men.

However, educational psychology is something more. It is:

> *" The accumulated knowledge, wisdom, and seat-of-pants theory that every teacher should possess to intelligently solve the daily problems of teaching "* *(Pearson Education,1995:1)*

Furthermore, Berliner has lengthily insisted on sustaining the changes that are occurring now; and has strongly advocated a modification in the definition of educational psychology. It should not merely be carried out to education, more than that:

" Our job [educational psychology] is to psychologize about educational problems and issues and not simply to bring psychology to education , as if we are missionaries carrying out the Lord's work "
(Snow, in : Berliner,1984:22)

And this is different from being simply a " middle man" (Berliner). Educational psychology from this scope , should not be just a science to follow but rather a question of talents, perspectives and eclecticism (Berliner).

" It needs to be less strident about pronouncing, ex-cathedra, its findings, a warning that was first given by James. Our science needs to be more tolerant of the teacher and the complexity of the social, moral, and political world of classrooms and schools, as Dewey reminded us "
(Berliner, 1984:22)

It is today well documented that educational psychology *" cannot tell teachers what to do, but can give them the principles [...]* (Pearson education, 1995:1). So, educational psychology from this new angle should not be considered just as a science that provides us with recipes, but rather a science and an art at the same time. A science that provides us with the principles and an art that provides us with real, genuine decisions in real worlds, and real contexts. At that moment, it *can "lend [s] dignity to the work of the educators»* (Berliner).

1.4.7 In-service training:

1.4.7.1 Map of the terrain:

Algeria has been examining the question of in-service training since the eighties through different scientific university-based researches: theses, national conferences and colloquiums. Almost three decades have passed since the first theses in Algeria, and three years since the third national conference held in Algiers in 2003. (Third National Conference on ELT).

Deep reforms were decided as a response to those universities initiatives. Yet, did the reforms introduced in the educational system respond adequately to researches urgent cries? Did those reforms take into consideration the central priority of in-service training when

drafting the reform guidelines? Are the reforms adequate with the salient recommendations rose by the universities researches? These are the main questions that would guide our exploration of the in-service training situation in Algeria and its possible repercussions on language learning specifically speaking.

1.4.7.2 Changes:

The thesis aim is a revisit of one of the facets that was unintentionally or momentarily deemphasized throughout the former theses. It is a response to the deep inevitable social-economical and especially psychological changes in and outside Algeria since we live the era of globalisation.

1. Socio-economical changes:

Educational systems face the challenges to form learners who will be capable to survive in highly complex and changing world, and the socio-economical norms are no exception. Learners as well as teachers should be made aware of present and even future challenges that face learners. Accordingly, reforms should accompany those changes and prepare schools to prevent any disillusion and avoid any mismatch between school and real life.

Here are some noticed socio-economical changes as reported by researches:

- Unemployment (Eurydice,1995:2) and "poverty " Covington,1999:9)
- Increasing violence and "loosening of public morals" (Ibid)
- Population growth (Eurydice,1995:2)
- Globalisation (Saner et all,1995:6; UNESCO,1995)
- New complex economical needs UNESCO,1995; ERO,2000;
  OECD,1998)

> *" Education appeared essential to economic development and the appearance of a new critical dimension led to the birth of what became known as continuing education and life long learning "*
> *(Eurydice, 1995:3)*

2. Psychological :

Psychopedagogists (Cahen, Gillic,Cordié) as well as other educationists and reports (Frand, Covington, Ecolecon) agree that the current generation of students is different .

" One reason the current generation of students is   increasingly restless during and at lectures is a result of frequent neglect of new learning styles and tools".
(Barone,2005:3)

Most of researchers try to draw teachers and teachers trainers to the necessity of "re-inventing" and rethinking the " entire process of education *", for " students who have grown up 'digital' expect to be involved in active ,social learning situations [...] rather than passively absorbing information "* (Frand, quoted in Ecolecon,2005)

In other words, learners' styles and attitudes towards learning is a changing process and so should be teachers' styles. A too much face-to-face learning adopting a *"talk and chalk"* (Wallace), *"ex-cathedra"* (Maria, David) way of teaching could be perceived by learners as predicted, and thus obsolete style of learning.

Other pychopedagogical changes could be summarised in these:

- Behavioural changes (Frand, 2000)
- Attitudinal changes (Barone, 2005, Cahen1996, Gillic, 1998)
- Complexity of needs (ERO2000, OECD, 1998)
- Complexity of the learner's / teacher's psychological profile resulted from socio- economic changes (ibid)

" Schools can no longer be viewed as ivory towers, and the growing diversity of school population requires teachers - in the exercise of their profession - to shift the emphasis from teaching to a type of learning which is based on the pupils own intellectual activity " (Meirieu,1993) . That's why teacher training *" upon which the quality of education hinges , should now be examined "* (Eurydice,1995:2) and redefined if we want to reduce what Covington has called the *"decline "* (Covington,1999:9) of schools and education .

1.4.7.3 In-service training redefined:

It would be really very naive to content oneself with the generic definition of in-service training being defined as the courses of studies done while working to learn new skills. Many aspects of the question of the in-service should be re-examined with more attention and with a specific emphasis on educational psychology.

According to the Eurydice experts ,in-service training is neither a *" remedy for deficiencies in initial training "* nor a *" punitive-corrective"* (Saner et all ,1995:2) exercise but a *" long term process and a part of continuing education "* (ERO,1995:3) which joins Cochran's words when talking about teaching /learning being a *" life span process "*(Cochran, 2001).

The same experts (Eurydice's) have tried to define in-service training -even if a complex question- 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 "* (Eurydice, 1995:3)
(Perron, quoted in Eurydice, 1995:3).So, in-service is broadening knowledge (theoretical and practical) through:

> **a.** Activities and practices (practical knowledge)
>
> **b.** Acquiring skills
>
> **c.** Assessing professional approaches
>
> **d.** and finally developing those approaches

In few words in-service training is first of all a question of practice and not a mere theoretical learning for the sake of learning. Practice is *"more relevant "* (Willis ,in Meddeber 1989:39) to trainees than theory ,even if there is always a need for theory (Willis,1981).

On the other hand, in-service is not a mere retraining i.e. a completion of the pre-service training*, " it enables teachers to meet their personal as well as their professional needs and encourages the development of autonomy".* (Eurydice,1995:3). But the problem with a "need" is that it couldn't always be perceived and followed; sometime difficult to define since it is something extremely dynamic. Autonomy here is another salient criterion for a successful in-service training to meet the teacher's needs within all its dimensions.

It is well documented that up-datedness and readiness to follow an in-service training is really beneficial (Stevens, 2002 ; Eurydice,1995; Wallace,1995; Esposito 2000 ; Lera, Cela,).

> *" It could be taken that teachers who have always kept their qualifications up to date would be in a better position for promotion but there is no guarantee of this "*
> *(Eurydice,1995:11)*

1.4.7.4 In-service training delivery:

When comparing the organizational mode of in-service in European counties and Algeria, one could notice different approaches:

1. University- based in -service training

2. School -based (Inspectors) in-service training

3. External Advisers/ experts based in-service training

The first question that imposes itself is: which approach was - if we consider the empirical data - or is likely to be successful if one can put forward a hypothesis? One may say that it is easier said than done and that could be really difficult to draw conclusions and be categorical when it comes to educational aspects and criteria of success. Furthermore, there is a clear consensus that no theory - however well documented could it be - can be useful and successful for all contexts everywhere and any time.

Yet, whether they are policy makers, schools or trainers, they should all be eclectic in their approaches - without paying attention to their narrow and sometimes subjective choices of this or that policy when implementing an in-service training programme.

Here is brief comparison between: France, England and Algeria concerning the in-service training modes of delivery:

Country	Location(s)	Organiser (s)
France	Universities, and specialized centers	University specialists
U.K ,England, Wales	Universities, local authority centres + schools	University researchers + inspectors
Algeria	Lycées	Ministry of Education inspectors

Table 1.1: In-service training delivery

The same approach could be implemented to compare other organizational aspects of in-service training like : timing, and length provided we get enough data for that . Meanwhile, one can examine the aspect of content basing the research on the provided data in our possession .

1.4.7.5 Content of in-service training in Algeria:

Theoretically, training programmes should show minimum of criteria that include:

1. *Learning something new and beneficial*

" Learning means showing some sort of change in how we react to what is going on around us ." (Arnold;1999:44)

2. *" wide range of topics" (Eurydice,1995: 2)* . Something that has never occurred in Algeria if we assume that inspectors follow a national programme to be implemented everywhere.

These following issues have not been tackled yet:

a. Evaluation / assessment in secondary schools.

b. Dealing with adolescent learners.

c. Managing the issue of behavioural problems and violence

d. Teaching in sensitive schools

d. Affect in language learning

e. Teaching maladapted learners (dyslexic learners...)

f. The I.C.T 's ... to mention only these.

1.4.7.6 In-service training in educational psychology:

There is a traditional paradigm of education that seems to prevail until now. Carl Rogers has critiqued this one-sidedness in analysing the educational issues with these words:

> *" Education has traditionally thought of learning as an orderly type of cognitive, left brain activity. The left hemisphere of the brain tends to function in ways that are logical and linear [...] It accept only what is sure and clear. It deals with ideas and concepts. [...] This is only kind of functioning that   is acceptable to our schools and colleagues."*
> *(Rogers, 1983:20, in Arnold, 1999:194).*

An attitude that several researches have refused to adopt, and have even combat it.

1. The policy:

Theoretically, secondary school teachers must have a *"good knowledge of adolescent's psychology, of relationship between psychology and pedagogy and of the various learning strategies "* (Pedagogical instructions of 1984 ,quoted in Meddeber ,1986:42) . This is what should theoretically be implemented in all schools without any exception.

A good knowledge of adolescent's psychology is a necessity if one wants to understand and comprehend how do adolescents learn / unlearn to relearn in terms of cognition, affectivity and metacognition .Furthermore *," a relation psychology / pedagogy should be perceived to ease, manage and develop the profession towards an "effectiveness" and "expertise "* (Cochran - Smith ,2001:3) since the teacher education is no longer a *"*

normative , natural, or intuitive process " remarked Gardner (quoted in Cochran -Smith ,2001:6).

New university -based researches discoveries have showed their effectiveness scientifically speaking. It would be really pervert to marginalise and ignore them on a base of some isolated perceptions and mere intuitions.

> " *The refusal of generations of teachers and educational administrators to benefit from successful experiment and proved theory [...] is an example of human perversity* "
> *(Gatessby, 2003: 48)*

Elsewhere, almost all schools have understood that, and after being " *influenced by new studies of the scientific basis of teaching and by empirical evidence about effectiveness ,[...] many teacher education programs developed systems for evaluating prospective teachers according to scientific objectives and started performance criteria* " (Gage,1972,in Cochran-Smith 2001: 3).

It is now clear that " *language learning experience will be much more effective when both affect and cognition are considered* " (Arnold, 1999:348) .Almost the same discourse is developed by (Pastiaux,1997:24; Foulin, Mouchon,1998:4- 118; Arezki, 2004:7-8; Cohen et all, 2004; Cahen 1996:41).

> " *To know the taught subject- matter is necessary;   to   know   the   subject   to whom we teach is may be a   factor of success [...]*
> *(Cahen,1996:41)*

Besides, practice of that knowledge (psychology) is another crucial issue to be examined since a prospective teacher is someone " *who has a sound practical pedagogical knowledge* " "(Arnold,1999: 347) and accordingly a psychological / psychopedagogical knowledge as well .Pedagogy and educational psychology cannot be separated if we want an "*effective language learning*" (ibid).

2. The practice:

Before and even after the last reform of Algerian schools in 2005 , and apart from the pedago-cognitive shift towards the very fashionable C.B.A (Competency-Based Approach) , no change occurred in the psycho-educational side of language learning. Secondary school teachers still teaching / learning in the traditional outdated way used before the reform. I.e. with the almighty cognitive pedagogy .An exception could be the evaluation system that emphasized the affective effects on teachers. And even if the reform guidelines (2005) have insisted - implicitly- on some affective aspects in the implementation of the new approach, many issues seem to be eclipsed by other cognitive issues that are thought to be prioritized.

Although, it is not the first time such remarks are made on the educational situation. In 1984, Meddeber in her Magister thesis has found out that -concerning the pre-service training - :

a. *" [...] no seminars have been organized as follow up to the lectures of psychology and psychopedagogy "* (Meddeber,1984:84)

b. *"Most teachers [...] think they received a preparation for job requirements "* Meddeber ,1984:113) but forgot that they should pursue adequate and up-dated IST and a long life professional development latter .

1.4.7 University research and in-service training:

Various studies have been issued in and especially outside Algeria. Yet, many questions are worth rising. One of them concerns the usefulness of such studies to develop the official precedent or recent reform.

Do policy makers in education take in consideration those studies? And which one(s) is /are most prevalent? Who is better positioned to select, analyse and implement the findings and on which criteria? Many questions should be answered. Yet, there is a certainty in that flow of incertitude *" a great deal of attention to sorting out the result of these studies and drawing policy conclusions from them "* (Cochran- Smith,2001:13) should be implemented and encouraged to bridge universities efforts with real life needs.

Universities and research centres, have thus a great responsibility to professionalize, develop, and promote the teachers' profession if they want them to reach a certain confidence and expertise not just a theoretical one, but a practical as well. Undoubtedly, that will *«distinguish [ed] professional educators from lay persons"* (Gardner, Yinger, quoted in Chochran-Smith, 2001:6).

1.4.8 The profile of teachers redefined:

Conscious that the outcomes consequences and results of teacher education have become central and critical topics, western researches -especially the U.S - have initiated a revolution in terms of redefining the profile of teachers, that could be theoretically beneficial for our national quest for expertise and professionalization.

Since 1996, the New York Times alone has printed 1,220 articles about teacher quality. This has been urged by the several failures that the preceding policies have known.

Researchers and practitioners in teaching and teaching education have settled down *"new standards for teacher education accreditation and curriculum as well. The new focus on outcomes has been described as paradigm shift from inputs to outputs"* (NBPTS,2000), a "bold" and *"daring plunge into the world of performance standards*[...] " (Cochran-Smith,2001:7) ,expertise and professionalization.

Several striking and courageous steps have been decided and implemented in order to fold the old page of amateurism. The reforms to redefine the profession have been introduced as a response to the increasing cries of public opinion polls, since, *"education has ranked higher than the economy, the environment, and even crime " (Mostle,1996).*

The professionalization of teaching was intended *«to make teacher education a state - of-the -art body of knowledge that distinguished professional educators from lay persons "* (Gardner,1989; Ynger,1999). It aimed to establish *"standards for the advanced certification of highly experienced and successful teachers "*(Cochran-Smith, 2001:8).

Several audit organisms were created and work today to implement their special plans, such as the: **NBPTS, INTASC** .Those kind of national organisms have the last word in terms

of assisting teachers and teachers' trainers and it is the kind of institutions missing in our country today to regulate the educational field.

All the organisms work today on the new outcomes-based approach to evaluating teacher preparation programmes and institutions. Even pedagogical degrees have been created, which has been already advocated by Demetriades in his thesis in 1985 (quoted in Meddeber,1989:15).

The ability based performance was another approach focusing on what students can do with what they know. In other words knowing and doing was the spirit of the changes that ally knowledge and practice.

NBPTS: National Board for Professional Teaching Standards.
INTASC: Interstate New Assessment and Support Consortium.

"Taking the radical position that learning from teaching ought to be regarded as the primary task of teacher education across the professional lifespan [...] (Cochran-Smith ,2001,24) was another principle to be taken into account . The new definition *"rely centrally on the development of highly qualified teacher work force imbued with knowledge ,skills, and dispositions to encourage exceptional learning"* (Cochran-Smith,24)

Teachers who enter must *"remain in the profession not expecting to carry on the business as usual but prepared to teach differently and to join others in major efforts to change the way we think about teaching, schooling, and social change "* (Cochran-Smith,1991,1995)

Teachers should according to various US education organisms:

1. Be committed to student's learning.

2. Be dedicated to make knowledge accessible to all students.

3. Adjust their teaching according to varying student interest, skill, knowledge and background (NBPTS,1994).

4. Understand *" how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners "* (INTASC).

5. Learn to contextualize teaching and to draw upon representations from the student's own experiences and skills.

Through the work of the three organizations (NBPTS, INTASC, **NCAT**), a powerful consensus has emerged. The standards have framed the image of the:

- Professional teacher

- Reflective practitioner.

- Willing and able to engage in collaborative, contextually grounded learning activities.

NCAT: National Council for Accreditation of Teachers.

1.4.9 Prospective vs. experienced teachers:

There is an assumption among some teachers that proficiency in teaching is a mere question of experience and common sense. However, the education literature abounds with studies that advocate the necessity for teachers ,whether novice or experienced ,to pursue new reformed models in IST and especially professional development as a long life learning process (Saner et al1994; Maria, David 2002; ERO2000, OECD,1998; Lera2000).

> " Part of the professionalisation of teaching and teacher education was mounting recognition that training models were inadequate to the major tasks of teaching and schools reforms and new models of professional development for prospective and experienced teachers were required "
> (Cochran-Smith et all ,2001:7)

This clearly means that there is no difference between prospective and experienced teachers when it comes to implement an in-service programme to alleviate any inadequacy between reforms and former in-service models.

Both teachers should *"perceive the fact of being students again as positive, because they got to know student's psychology, when a session [of training] becomes tiring due to the use of ' extended monologue' .As a result, they both got a lesson regarding the things they need to avoid in a classroom with children*" remarked a teacher in a study conducted by Gravani and David.(Gravani, David,2002:7).

Teachers "failure" regarding the learners modest results in the Bac whether novice or experienced, is another solid argument against any reluctance to pursue in-service training programmes and an urgent recall into question about the issue of performance.

However, that reluctance could be understood if considered from a certain angle. *«Those teachers have adopted an attitude that appeal them to do the minimum while aiming to get the best results possible"* (Perrenoud,2001:1). How could those teachers acquire a reflexive practice if we know that they are *" acting against their immediate comfort ? "* remarked again Perrenoud. It is but a *" destabilizing automatisms that they tried to settle down with an extreme difficulty "* (Ibid).

1.5 The causes of failure :

Hundred of articles, reports and books have tried to analyse, define and solve the problematics of failure. Yet, without any generalisable success. Furthermore, researchers were too far from being looking at the same direction without being consensual in their approaches and findings.

> *" Research literature abounds in studies and theories trying to interpret the phenomenon of failure at school , analyzing the situations which give rise to it and defining its causes "*
> *(Gravani, David, 2002:7)*

It is an *" attempt to show the development and the theoretical differences in research which has marked the twentieth century"*. Yet, the analysis of the theories given in this report does not claim to be exhaustive. Hence, the focus will be on the institutional causes and mainly the in-service in educational psychology since it represents the core of the problematic.

The causes could be divided into two kinds, intrinsic and extrinsic ones, i.e., learner related causes and environment related ones.

> *" Many other factors outside the reach of schools are also involved in the decline [...]"*
> *(Covington, 1999:9)*

1.5.1 The intrinsic causes:

1.5.1.1 The genetic cause (s):

Represented by what Euridyce call the genetic movement, this school of thought thinks that failure could be explained *" in terms of problems and deficiencies intrinsic to the individual which can be detected through tests "* *(Euridyce,2005:4)*

Used at the beginning by Binet and Simon (ibid), those tests were gradually used to assess the genetic potential of individuals and even of social classes.

"Success at school depend on the intelligence which is inscribed in the genetic inheritance and which can be measured by the intelligence quotient "
(ibid)

Yet, the concepts used and the content of the test could not escape a *" socio-cultural bias "*(ibid), *since it denies the differences among learners which leads to a " hierarchical classification of individuals "*(ibid). This school held the view that failure justified the selection of individuals on the grounds that *" nature destined them to servile tasks or leadership role "*(ibid)*, and that *" inequality was natural"* (ibid). It seems to be a logical reasoning, but far from any scientific base.

Though this school based its "findings" on a so called biological laws, it was criticized , and has thus based its researches on other avenues like learning and environment.

" There are no genes for madness, language and intelligence "
(Euridyce,2005:5)

Even though, there could be what H. Gardner called the *" linguistic intelligence "* (Sylvestre,2002:2) in his theory on the multiple intelligences. So, genetically related or not, it is a highly complex question to conclude, since science did not say its last word yet.

1.5.1.2 The psycho- affective cause (s):

Many researchers have established the close correlation between failure and particular psycho-affective causes, and well documented books have exposed hundreds of theories in this field.

A variety of terms and concepts came to foster this school of thought and linked it to failure. Among them, the attributional theory (Weiner et al.,1971), self-worth theory (Rosemberg,1965), Maslow theory about motivation (1970), Seligman theory about learned helplessness (1968), to the fashionable metacognition theory (Murphy, Festinger,L 1957, Flavell 1979,Greer,Blank 1977) and metastrategies (Covington,1978), with all their plethora of terms and concepts beginning with self-...., : Self esteem, self-handicapping strategies, self-

justification, self-knowledge, self-worth motive, self-depreciation, self-doubt... and the list is not exhaustive.

The psycho-affective movement made a close relation between *«the process of personality building of the child with the progress of his education."* (Euridyce, 2005:6). It is also a story of conflicts occurring on several grounds. Conflicts linked to the parents ' separation, linked to rivalry within the family, and other within the child himself caused by the puberty which entails emotional changes that affect more or less in its turn his education.

1.5.2 The extrinsic causes :

1.5.2.1 The sociological cause(s) :

A common opinion estimated Gillic that could be extended into a broader title, i.e., socio-economical factors. Failure or success for this school of thought could be related to different factors according to several researchers:

1. Economical conditions:

Failure or success at school is closely linked to the economical conditions and the learner social background. These conditions could affect positively or negatively the learner's outcome.

Yet, it does not mean that education is a luxury for rich and advantaged class families. Poverty could be also a precious source of motivation to reach higher education and thus to change its own social economical status. Besides, and exceptionally, in education systems where financial recourses are required to make long-term projects, success could only be within middle, and upper financially secure classes.

2. Relational:

We mean by relational, parents / teachers contact. Some researchers have stressed the fact that a lack of contact between teachers and parents from disadvantaged background tends to influence the learners school careers. Educated parents could be sometimes a source of

"pression" or motivation towards both the learners and the teachers. Furthermore, and according to many psychotherapists, in many cases it is the parents who need to be "treated" by psychologists not their children. In other cases, and as mentioned in Gillic research, some teachers need more assistance than the learners to "treat" their psycho-affective problems. If one add to this psychological complexity the socio-communicative one it would become a real puzzle to solve. In that case, the teacher could find himself totally disarmed.

3. Linguistic :

A number of researchers have focused on this linguistic facet related to the sociological factor. The correlation social environment / language mastery are the key concepts of this school of thought. The concept of "sophisticated language" (Language élaboré) is used here " to show how the linguistic background [and exposure]of the child affects his adjustment to the language of the school from an early stage " (Euridyce,2005:6)

> " In a socio-culturally rich environment, the child learns a sophisticated code which corresponds to the code used in school "
> (Ibid).

The reverse could entail a " restricted code" which means a poor language deprived from any cultural , linguistic sophistication or any " nuances of expression " . The result could be in the end a "linguistically" handicapped learner.

1.5.2.2 Socio-cultural :

According to the supporters of the socio-cultural deprivation, there is a correlation between the families' educational practices and children's success or failure at school.

> " Interest shown by parents in their child and its education influences its intellectual development "
> (Euridyce,2005:7)

Secondly,*" the theory of socio-cultural deprivation stresses the fact that the child himself is "deprived" through lack of the cultural references which are necessary for success at school "* (ibid). That "deficit" has entailed pedagogy of compensation aiming at reducing that cultural

gap between the different social classes through different remedial educational programmes to cover that parental cultural deficit. Yet, this deprivation could represent a good source of motivation for the learner to excel and overcome those difficulties and access to a higher social class thus to a higher education.

> *" The teacher - student relationship can be problematic due to cultural differences "*
> *(Hofstede,1986:17)*

Whether, it is a question of elitism, intellectualism ,cultural dominance, or cultural deprivation, these theories tried *" to establish a statistical correlation between failure and belonging to a specific social group" (Euridyce,2005:11)*, without being spared from criticism, stating that knowledge is universal and not specific class related.

1.5.2.3 Institutional :

Several researchers have loaded the education institution with the responsibility of failure and *"the decline"* as Covington put it. These researchers tried to examine and analyze the different spheres of the institutions. Beginning from the universities and ending by Ministries, as if the problematic is purely and merely institutional, which could mean a "clearing through" of schools and the other possible factors of failure as seen above.

1. Training:

Many researches and theses have seen training as a possible factor of failure. (Bright,1968 ; Britten 1985; Edge,1988; Wallace,1991, Bensemmanne,2003; Esposito,2000; Cahen,1996)... Some of them have even seen problematic as *"a failure to teach teachers»*. It is *"vagueness in the objectives of official programmes for training teachers"* for Dahawi(1986) ; it is *" perceived problems of beginning teachers "* according to Veenam (1984); it is the length of training course at pedagogical academy [that] ought to be of four years instead of three noticed Demetriade (1985) (ibid).

In conclusion, the above studies have focused on " training" as a possible source or cause of failure without mentioning its phase .

2. Pre-service training :

On the other hand some researchers have focused on pre-service training as a specific source of learners deficit or failure (Bouchagour, 1984; A.Salih Bachir, 1986; Furlong, Hirst, Pocklington, Miles, 1988 ; McIntyre,1988; Parker, 1966; Sergiovanni , 1977;Gautam, 2000; Sari-Ahmed, 2003, Fasla, M, 2003; Wilson, floden, Ferrini-Mundy,2000; Berliner, 2003)... Broadly speaking one of the common features of theses studies is the following, failure could be a reflection of the shortcoming of the teacher's training pre-service rather than the in-service training .

> *" The poor achievement level of the student reflects the deficiencies in teacher's*
> *training "*
> *(Gautam,2000:1)*

And hence, pre-service training as an initial and thus important training could not escape that reflection. For the same researchers a correlation between failure and pre-service is evidence. An inappropriate/ inadequate pre-service training leads to poor achievement level and thus to learners failure.

Inappropriate / deficient pre-service training

↓

Poor learner achievement level

↓

Learner failure

Figure 1.1: relation pre-service and learner's failure

Furthermore, many shortcomings were noticed concerning the pre-service training throughout different researches, which makes it deficient systematically. These are the main shortcomings:

1. Lack of relevance of the training components to the real needs of teachers

 2. Inadequate taught (if taught) testing / evaluation systems

3. Inflexibility to rapid changes in social, economic and technological conditions.

However, and having said that,

> *"There is no best way to train teachers. Success is highly sensitive to context. Perennial formulas, by definition, are hard to find. Yet, given all the difficulties in determining what works in teacher training, it is increasingly clear what does* not *work.*
> *(Navaro, Verdisco, 2000:2)*

So, for pre-service training has a momentous role to play ,it should urgently be reconsidered and reinvented systematically so as to professionalise novice teachers and make them aware of the complexity of their tasks ,and thus the necessity to readapt their teaching flexibly according to the up-dated theories and criteria on a professional agreed standards base.

3. In-service training:

This is exactly what this thesis tries to examine -even if the researches done towards this objective are not worthless or few-. There is a considerable number of studies that aimed to make the correlation between failure and in-service training.

> *" It has been widely recognised that periodic in-service training is essential in order to compensate for the shortcomings in or lack of training of those teachers who are in the field "*
> *(Gautam, 2000:1)*

The main shortcomings that could be noticed on in-service mainly in Algeria are:

1. The inadequate time devoted to teaching the practical aspects of classroom work.

2. Inadequacy of the content of in-service training programme with the real needs of teachers.

3. The absence of training about:

a. Educational psychology

b. Assessing / evaluating.

The correlation between in-service training quality and failure is largely backed up. Common sense and empirical data agree:

" Those who have trained longer and harder to do the complex work of teaching do it better "
(Berliner,2003:38)

So, in-service training « clients » as well as providers, should be aware of the ever-changing nature of teaching and learning and the complexity to respond the challenges in classrooms, taking into consideration the necessity to reinvent IST systematically, i.e. whenever there is a need for that change or even reform.

4. Inadequacies / discrepancies :

Another track to be explored and that many researchers have tried to back up through several theses and articles. They have all thought that there are inadequacies or in other cases discrepancies between the pre-service training as an example and English daily tasks, meaning that the university education is inadequate with classroom reality (Meddeber,1989)

One might think that inadequacies or discrepancies are a one way relationship. In other words, pre-service or in-service training could be inadequate with the terrain or the *"daily tasks"* of schools as Meddeber put it, but tend to forget that the reverse could be also possible, i.e. classroom realities - because of the eternal dynamism of the educational process-could become inadequate with the pre-service training. And change as one of the variable is one of the trickiest and highly complex components of education that nobody and no institution can easily predict. Because " *Pedagogy is context dependent* " (Cahen et al ,2005:5).

It is worth mentioning the few examples of studies outcomes that tried to treat the problematic of failure from the angle of the inadequacies /discrepancies:

- Discrepancies between the function and the aim of the college of education (Booner, 1985)

- Inadequate teacher training resulting from a lack of harmony between the educational policy and the socio-economic changes. (Dahawi, 1986).

- Discrepancies between university education and teachers' daily tasks in secondary schools. (Meddeber, 1989).

- Discrepancies of pre- and in-service syllabi and programmes with the updated scientific based educational /pedagogical trends. (Riche, Ameziane, 2000)
- Mismatch between the expatriate teacher's pedagogical agenda (Nunan) and that of the students , which gives rise to disparities between what is taught and what is learned (Li,1999:9).

1.6 Conclusion

A short journey in the literature on professional development and mainly in-service training was beneficial to avoid any reinvention of the wheel, as it was important to define concepts that would delimit the theoretical background for a further exploration of the problematic. That exploration has shown a relative deficit on research about failure and professional development seen from a psychopedagogical angle.

Literature abounds with researches on pre-service training, in–service training, professional development, and andragogy. Yet, psychopedagogical aspects in professional development did not get the necessary interest, and researches were rather attentive to criteria of efficient professional development and the urgency of a re-conceptualization of the newest paradigm shifts.

It would be quite understandable that teachers often do not much appreciate theoretical models and highly academic reflexions models on education, they would rather prefer practical solutions to problems they meet in their daily lives in classroom now and here .Yet, as potential consumers of research, teachers should be made aware of recent theoretical paradigm shifts to complete their practical knowledge with a theoretical one. Practitioners know that it is easier today to « find » and use definitions on all educational issues, but the impressive number of definitions could sometimes be perceived as a semantic haziness and thus can lead to misconceptions. Teachers, accordingly have to be sensitive to the changing, complex, multidimensional, holistic aspects of concepts, since dealing with learners as human beings, and this is prior to be understood than hundreds of books and articles on language learning issues.

Chapter Two
Research tools

Chapter Two
Research tools

2.1 Introduction

The present chapter is an introduction of the different tools of study. It is conducted within a determined number of Algerian secondary schools as an educational setting that could be considered as representative to all secondary schools in the country otherwise in a part of it- even if it is only a case study.

Very attentive to the scope of this research, the thesis is purposely delimitated into the psycho-educational approach aiming through that methodological choice to reinforce the hypothesis raised in the introduction. Thus, a triangulation strategy has imposed itself.

The first research tool is the 2005 reform documents. This document is a journey into the changes that aim to affect, and remedy to the teachers practices, attitudes and methodology in order to reach high standards and expertise as well as the learners performances, attitudes and motivations through a new approach of teaching and learning.

The second part is devoted to the in-service training programmes of the period 2000 - 2005. This research tool will permit to examine and then to analyse -in chapter 3- the content of the in-service training and the supposed criteria that could be more efficient to choose that content, and secondly it will permit to examine the correlation between the content of in-service training and teacher's performance in terms of success or failure.

The third part is a questionnaire for secondary school teachers. This research tool is supposedly very useful to "listen" to and report the teachers' appreciations, needs, choices and recommendations concerning the in-service training and professional development since they are the first "clients" and beneficiaries of that training.

The choice of the three tools was dictated by a concern of diversification, eclecticism, and complementarity. It was also dictated by the nature of research which could be identified as being a descriptive / correlational one.

2.2 The reform documents of May 2005

2.2.1 The English curriculum.

Initiated by the Ministry of Education in 2005 and issued by the Commission Nationale des Programmes, the new curriculum of English for the 1st secondary year (1ere AS) is presented in the introduction of the same document as a " *performant linguistic tool* " (Programme d'Anglais 2eme langue étrangère, 2005:7) that will develop *" a critical spirit of tolerance and openness "* (ibid). It is an adequate response to the different changes that occur internationally as well as locally, that want to bring fresh blood to the old contents and approaches to reform the whole educational system. Several novelties were introduced within a new approach, and that concerned the methodology, the product, the process and the evaluation.

2.2.1.1 The methodology :

The document is based on different new methodological indications. The first includes the competencies with their different stages: interaction, comprehension, interpretation and the production of various significant written and spoken messages. Secondly, the metacognition and the integration of all the acquired learnt elements, within the situation, which is prepared by the teacher and presented for pedagogical ends.

2.2.1.2 The learning / teaching process (demarche):

The 1st AS programme revolves around *"meaningful communicative intentions"* (ibid:8). The novelty in that curriculum is the " project" which is not considered as only a final product of the unit but as a process as well, and mainly that, will motivate the learner to do research .Thus, *" the learner is in a process that permits him to learn to learn "* (ibid:9).

Several reconsiderations of educational concepts have been introduced by the Conseil National des Programmes (CNP) .Sometimes it is an introduction of new old educational principles. The concept of learning for example was reviewed within the newest educational

theories, for the **CNP**, learning is first of all *" understanding", "changing the mental representations"* (ibid:9), which reminds us of the schemata theory. It is putting in interaction of know ledges (one's and other's) to create new ones and reinvest them afterwards. The whole within the theoretical principles of the CBA (Competency Based Approach).

> *« [...] learning means to be able to use one's knowledges in non-didactic situations"*
> *(ibid:9).*

And within the same theoretical principals of the CBA, the roles of both the learner and the teacher have been reconsidered permitting a certain "autonomy", "creativity" and a sense of "initiative" for the learner and deresponsabilizing the teacher that will be more a " co-learner" than a classical knowledge provider or spoon feeder.

2.2.1.3 The evaluation :

That third issue in its old shape has been reinforced by some concepts like the «evaluation formatrice". That concept came to complete the three already known concepts of: the diagnostic, formative, and "somative" evaluation types. The "evaluation formatrice" is articulated on three modalities: the co-evaluation, the mutual evaluation and the self - assessment (auto-evaluation).

Furthermore, and in addition to the purely cognitivist approach, some affective principles were also introduced - even if timidly- such as the responsabilization of the learner, using the board journal to encourage the learner to talk about his/ her success or failure as well, the use of questionnaires or interviews that could be used by the learner and his/ her parents to know his attitude towards certain issues of learning, and some socio-affective principles like the discussion and debates to tackle the issues of " learning difficulties" , the learner preferences (needs) in addition to other meta-cognitive principles like the adequate use of the know ledges and the acquired competencies.

CNP :Commission Nationale des Programmes

2.2.2 The French curriculum :

2.2.2.1 The theoretical framework :

Within the same CBA principles mentioned in the curriculum of English, the French one has mentioned other kind of competencies that lie under the old communicative competency, the semiotico- semantic, the situational and the pragmatic competency (savoir faire).

An other passage was devoted (p29) to the cognitivism with more details than the English curriculum. Three main concepts were developed and considered as concepts that enlighten the nature of knowledge to transmit: "the cognitive conflict", "the cognitive unbalance" and "the learning difficulties" as euphemism to failure.

2.2.2.2 The cognito-affective aspects :

As far as the pedagogical intention is concerned, "the project" permits the integration of different domains as an adequate educational process.

> *"The integration of different domains (cognito-socio-affective) throughout*
> *pertinent activities is the adequate means of learning"*
> *(Programme 1st AS, 2005:29)*

This integration could be considered as one of the most significant step towards change introduced in that new curriculum. An educational revolution in the theoretical choices that fed the educational debates between cognitivists and affectivists.

2.2.3 The concepts / notions in the reform documents :

An armada of concepts and notions appear in the reform document (curriculum 2005) to introduce the new theoretical and methodological instructions to the teacher. Here is a list of concept in both the curricula (English and French for the 1st AS) .The first list concerns the cognitive/ metacogntive concepts, the second concerns the affective concepts and notions.

2.2.3.1 The cognitivism / metacognitivism in the reform documents :

The list below could certainly inform us about the theoretical background of the curriculum writers and the issues that they judged to be prior in that reform. It is clear that those writers as stakeholders, have given more importance to cognitivism than affectivism especially in the French curriculum, it is apparent in the number of concepts used (18 vs. 7 concepts) and their development in the document of reform, even if there is a seemingly balance between them in the English curriculum.

_____

English curriculum	French curriculum
Strategies	Learning / teaching strategies
Mental and intellectual aptitude	Learning process
Conscience	Transversal know-how
Self assessment	Interdisciplinarity
Autonomy	Pedagogical intentions
Learning process (demarche)	Resources mobilization
Metacognition	Conscience (prise de)
Cognitive ressources	Cognitivism
Mobilization of knowledges-	Cognitive conflict
Integration of knowledges-	Cognitive unbalance
Fixation of notions-	Knowledge "structuration"
Reflexion-	Integration of know ledges
Analysis	Deduction
Reinvestment of knowledges	Prediction
Communicational intentions	Sensibilisation
Transferring know ledges	Reasoning capacity
Learning to learn	Problem solving.
Problem solving.	Learning to learn

_____

Table 2.1: Cognitivism through concepts.

2.2.3.2 The affectivism in the reform documents :

The plethora of concepts included in the reform documents of 2005 represent important issues to comprehend ,provided that teachers would develop them alone through the professional development process ,since it would take a long time to vulgarise them through seminars.

English curriculum	French curriculum
Adolescents	Savoir être
Attitudes	Attitudes
Motivation	Stimulate
Situation valorisante	Stake (risk taking)
The right to errors /mistakes	Psychological conditions
Savoir être	Socio-affective (aspects)
Needs	Self- affirmation (as a subject).
Inciting the learner	
Affective	
Encouraging	
Interests	
Feelings	
Introversion /extroversion	
Evaluation as a socio-affective stake.	
Savoir étre.	

Table 2.2: Affectivism through concepts

2.3 The in-service training programmes of 2000 - 2005 :

2.3.1 The context of educational reforms :

The context of educational reforms can be summarized in a single word, challenges. Any reform policy is motivated by the inevitable and urgent confrontation with differing challenges, economic, social, educational and political.

The economic globalisation encourages urgent reviews and reforms of national educational systems that became traditional , not to say obsolete , in a world that tends to consider any reluctant as an odd one out that risks to be disadvantaged internationally . These challenges geared up the competition towards an efficient integration and change into a modernized educational system of high standards so as to survive in the economical dynamic world. That world requires today a highest sense of challenge, performance ,competence, fighting spirit, flexibility and anticipation.

Accordingly and inevitably, social changes introduce the notion of social needs .Those needs that should be taken into consideration while deciding for any curriculum objectives and finalities. Furthermore, more competent learners who can live in a highly ever-changing society are needed in modern schools. That is why different countries have began their quest for a new culture of teaching and learning based on feasible, pragmatic and efficient criteria. And that is why:

> *" Many countries have found that simply increasing access to people from all social backgrounds, without sufficiently adopting the curriculum or teaching styles , has led to high failure rate i.e. too much focus on access and not enough on quality "*
> *(OECD, 1996:8).*

At the same time, the decline of social values (OECD1996, Covington 1999) , grafted to family disintegration, unemployment and combined with destabilizing factors such as violence and drugs to mention only these, have complicated the job of teachers already overwhelmed by his professional challenges of teaching his subject matter. Professionally disarmed teachers cannot be but helpless in front of the tremendous suprahuman social challenges and those everlasting changes in the educational field.

> *" Teachers cannot solve these social problems, and rightly resist becoming social workers "*
>
> *(ibid)*

A seemingly desperate situation that led serious studies to qualify teaching today as a journey in a battle field and even went further to say that:

> *" Student teachers should be under no illusions: teaching is taught. It is not a profession for faint-hearted "*
>
> *(Cohen et al ,2005:16)*

Those social changes are in turn catalyst to educational changes related to educational findings in pedagogy, didactics and other related sciences such educational psychology since

> *" Traditional didactic teaching methods seem as insufficient to accomplish the educational tasks that lie ahead"*
>
> *(OECD, 1996:8)*

Today those challenges are ever changing and influence the policy makers in education to introduce reforms and prepare the learner for a highly dynamic society through changing his attitudes, raising standards, giving him more autonomy, responsibility and providing him with the adequate educational means and methodology ,but within his diversity of thinking, learning styles and far from any irrational , naive ,irrelevant objectives and finalities (Avanzini, 1996).

> *" Changing the way in which knowledge can be accessed can alter every aspect of teaching and learning "*
>
> *(ibid)*

Policy makers are certainly trying to change the way learning is provided, but should think to change the way learners and even teachers learn and learn to unlearn their old stigmatized misconceptions. Teachers should no longer perceive themselves as such, but as co-learners at school and mere learners outside.

2.3.2 The reforms and in-service training service :

Any educational reform is systematically followed by in-service training programme relevant and adequate to that reform. We are witnessing in Algeria the introduction of the 2nd year's reform curriculum and yet no repercussions seem to occur on teachers. The trainings concerned only a presentation of the curriculum and the manual without any further details on the concepts and approach of that reform in the foreign languages in its second year of existence in lycées.

Teachers who live the daily challenges of this new millennium have a responsibility to broaden their professional role so as to reach high standards of competence and an acceptable level of expertise, and thus the responsibility of trainers is greater because

> *"How can a plethora of reforms being undertaken [...] succeed if teachers are*
> *not adequately prepared for them ?"*
> *(OECD,1996:8)*

Furthermore, how can teacher survive professionally and *" convince students to become life-long learners if they themselves are not ?"* remarked the OECD's researchers. Such issues are at the heat of several debates between professional and policy makers and even parents.

2.3.3 System-based needs vs. individuals-based ones:

A dilemma that researchers want to solve. Talking about schools, means talking about a whole educational system. Thus, it could appear legitimate the choice of the mode of provision made by policy makers when they aimed the optimization of all teachers' development to reach the settled objectives through the unique way of provision, i.e. the system-based in- service training. Accordingly, and to survive to the differing challenges imposed by societies, many countries -whether developed or not - have focused a long time ago and till now on responding the whole community needs.

Furthermore, the reforms are destined to respond all the professionals' needs at the same time with the same consistence .That could seem more manageable than responding individual isolated, unknown needs which is less conventional. The following comment could be the answer of that seemingly dogmatic choice.

" The sheer weight of tradition still dictate much of what happens in in-service training and development "
(OECD, 1996:17)

If the system is an institutional entity, individuals are human beings who form that system. It could be more interesting to listen to those individuals than responding mechanically to a whole system ignoring their rights, feelings, preoccupations, attitudes and expectations. The right to largely self-selected training could be seen as legitimate as well.

In real world, teachers *"are frequently less able to set their own learning agenda, and more frequently obliged to address the needs of the system"* (OECD), and this is true in most advanced countries such as The UK, Germany and France.

Yet, and in Germany, a new trend is paving its way towards changes. It concerns the design of school-based in-service education instead of the traditional system-based one, involving parents and even student's representatives. A considerable degree of freedom to choose the courses of in-service training is initiated in Switzerland. (OECD). This does not mean policy makers and Ministries loosing control over decision making about in-service training programmes provision, but rather re-adjustment in the balance between externally imposed policy reforms and internally needed reforms which is most evident today in the USA *" where wide-ranging systemic reform is influencing a greater proportion of in-service training and professional development"*(ibid).

Algerian schools -if we look at the programme of in-service training- are still imprisoned by those same traditional modes of delivery, i.e. the system based in-service training in its top-down form.

" [...] much of what passes for professional development is fragmented and fleeting. All too often is not focused sufficiently and is too 'top-down' to give teachers any real sense of ownership "
(OECD,1996:17)

2.3.4 The content of in-service training programme

A quick search in educational web sites such as "ERIC" shows thousands of studies involving the content of in service training programmes (Hrusa, 2005; Euridyce, 1995; ERO 2000; OECD, 1996...). Those researchers have come to a consensus that focused on some criteria of efficient I.S.T programmes. The most important of these criteria are:

- Diversity of content.
- Democratisation of the IST programme preparation.
- Relevance of content to teachers' daily work and needs.
- Ownership of in-service training content by teachers.
- Evaluation through multiple mechanisms.

The issue of diversity is - according to many researchers- directly linked to the issue of needs analysis, in-service training priorities and training needs of individual teachers vs. the overall priorities in terms of content. Yet,

> " The manner in which practicing teachers learn depends on many factors such a [the] country's past traditions and existing institutions as well as the way in which [the] system is at present being steered."
> (OECD, 1998:16)

2.4.5 In-service training content in Algerian lycées :

An example of in-service training content from real world seemed to be opportune in this stage .The present example concerns a list of seminars programmes held from the period 2000 to 2005 in some secondary schools in some wilayas of the west of Algeria.

In service training in Algeria is a top-down type. Provided by inspectors it is initiated by the Ministry of Education which is the unique provider until today. The content was and still is organised in the same way since *"policy reforms are directing the kind of in-service to be pursued by teachers"* (OECD:18) i.e. ,centrally-resourced, and the weight of tradition in

spite of the changing context and new complex challenges ,still dictate all what is happening in training and development.

> *" [...] teaching in the modern times has become increasingly complex job requiring high standards of professional practice to maintain an acceptable level of performance in the teacher's role"*
> *(Hargreaves, Goodson,1996; in Fok, Sin, Yeung, 2005:1)*

A furtive look at the following list is enough to draw conclusions and notice plenty of shortcomings instead of the usefulness of that content pedagogically speaking and the good intentions that accompanied the initiatives.

2000-2001: - Teachers roles and functions
- Four lessons types.

2001-2002: - Errors analysis and remedial work.

2003-2004: - Writing sequences (writing activities).
- Learning through games.

2004-2005: - The competency based approach and the new reform.

The present chapter will not be analytic but rather expository, that is why we are insisting on facts. The list above from a pedagogical point of view could be analysed - in the following chapter- through different levels, content diversity, needs analysis, ownership, relevance and evaluation. One could only be theoretical when comparing and describing the state of the art researches in the issue of in-service training and development, we could then draw conclusions to remedy to any inadequacy, and this is the aim of any research even if the sheer reality is something different and is not always evident to do since

> *" Effective teaching involves a complex interplay between theory and practice. Unfortunately much professional development tends to focus on recipes for innovations and fails to provide relevant theoretical underpinning."*
> *(ERO, 2000:10)*

2.3.6 Choice of in-service training content :

Broadly speaking, researchers have noticed the presence of three forms of selecting in-service training programme. I.e., the dictated policy makers' agenda, the self-selected training courses, and the collaborative form.

The dictated policy makers agenda could be consensual since it could be nationally accepted -or imposed that depends on the educational system -. *"It is traditionally seen as the responsibility of the Ministry of Education "* (ERO, 2000:38). It might also seem evident that governmental agenda answers best to reforms policy requirements. And finally it could be more suitable and more able to analyse teachers' needs, things that teachers are not able to do alone.

> *" Policy reforms are directing the kind of in-service training and professional development pursued by teachers. [...]Individual teachers are less able to set their own learning agenda "*
> *(OECD, 1998:18)*

The second form is closer to the "clients" and more democratic if implemented according to the criteria determined by researchers. It has many advantages. One of these advantages is that teachers will feel a sense of ownership (OECD, ERO), since teachers are the most concerned by their professional development. Furthermore -even if they cannot analyse their peers' needs -they are more concerned and better positioned to make known their own real needs.

> *" On- going feedback from participants in in-service training and professional development can also give teachers a greater sense of ownership- but sustaining it is dependent on their views being taken into account in the framing of the in-service programme."*
> *(OECD, 1998:18).*

The third type is a combination of the two first , i.e. the policy makers-based training and the individuals -based one. It is according to many researchers the ideal. It maintains the governmental ,official control of training in terms of policy, decisions , provision and funding and at the same time, it maintains the sense of ownership of that agenda by teachers.

Furthermore, it could be a better way to reduce the tension between those two pillars of the educational system -policy makers and teachers -in that issue.

> " If teachers do not perceive that courses are relevant to their own needs [...] they may not " own" the training they receive or see it as a key strategy to improve their professional practice "
> (ERO, 2000: 38)

Besides the three known forms, a fourth form close to the third one could be implemented under certain conditions. It concerns the collaboration of policy makers, teachers, private sector, universities and even parents and learners. It seems to be the most democratic form -even if idealistic- .

> " Ideally, in service training and professional development should form a collaborative effort from start to finish, involving all stakeholders in the process - the reality often falls short of that."
> (OECD, 1998:17).

Whatever could be the source of the in-service programmes, it should not ignore the most salient features and which are:

1. Identifying the real needs.
2. Needs analysis.
3. Collaboration of all stakeholders.
4. Sense of ownership.
5. Structured organisation and funding -ideally governmental.

2.4 The questionnaire :

2.4.1 The context :

Schools and teachers need to respond to the recent reforms in education in a world which is changing rapidly, and in a complex context that requires responding differing challenges.

" There has been no period of time since the second World War during which
school have been confronted with so many   challenges"
(ERO, 2000: 3)

It could be described as a context of disturbances, where teachers could react more or less differently. Theoretically different attitudes could be perceived among teachers differing from acceptance from novice teachers to critic, fear and defensive conservatism from experienced ones, but this is not the aim of the present research. *"It is important [...] that teachers are comfortable with the introduction of new technology"* or any other reform in schools *"and do not see it as a threat "* (ibid) because

" Top-down initiatives can have limitations in their ability to alter the way
teachers do things : attitudes and dispositions cannot easily be changed by
government order."
(EOCD,1998:14)

The present period is the beginning of the 2006-2007 academic year that witnesses the introduction of the second year of reform and that is programmed by the MOE to welcome the introduction of the new curriculum of the 2nd AS classes (2eme Année Secondaire).

2.4.2 The population:

The choice of teachers as a population was dictated by the nature of the research that emphasises the issue of in-service training in educational psychology, even if some researches focused on learners feedback rather than teachers ones, arguing that the learner achievement - which is the aim of any educational policy- deserves more attention than the teacher efficiency in IST -which is just a process to attain that aim.

Yet, and in order to get the most reliable answers as possible, one could assume that teachers "maturity" ,sense of responsibility and seriousness could be good arguments backing up that choice of population. Moreover, teachers are the sole "clients" of IST and professional development and seem to be the first "beneficiaries" from any findings or recommendations in the issue of IST.

2.4.3 The content:

The content of the questionnaire was determined by the objectives fixed in the introduction. Those later should reflect the focus of the study, i.e. the examination of the correlation between IST in educational psychology in secondary schools and failure or success.

To achieve that objective -matching the questions with the objectives - a battery of questions (17) are classified in the most logical sequencing possible, according to the recommendations and instructions of several specialists in the field like Fréderic d'Astou who recommended to *" Read each question then [to] examine the manner to stow them in a way so as to obtain a logical sequence from the first question to the last ".*Accordingly, the questions are respectively laid in this order :

> **1st sequence:** Profile of the teacher.
>
> **2nd sequence:** Pre-service training i.e. its: adequacy, content, provision and evaluation.
>
> **3rd sequence:** In-service training i.e. its: adequacy, content, provision and evaluation.
>
> **4th sequence:** Comments and recommendations.

2.4.4 Methodology:

To examine the perceptions, attitudes needs of teachers as well as The IST efficacy and congruency with educational psychology principles, the questionnaire was selected instead of an interview thinking that it could be more manageable for a research, and more time saving for teachers - a thing that many authors recommend.

Six Lycées - which represents twenty four teachers - are selected to fill in the questionnaire. Geographically speaking three lycées represent the urban type; the three others represent the rural one. Culturally speaking the two types of lycées could represent microcosms of all the lycées in the targeted region. Three main criteria are respected in the process:

> **1.** Feasibility (manageability).
>
> **2.** Distance

3. Representativeness.

After receiving the answers one can draw a map of the present situation, conclusions and recommendations on the issues already mentioned above to be analysed and displayed numerically in chapter three.

2.5 Conclusion

Chapter two in its expository type, is a theoretical part that could help completing the analytical side of chapter three. It is an introduction of the three tools of study mentioned above. Yet, there are some shortcomings that would create some confusion in the analytical phase. The use of French instead of English when writing the English curriculum for 1st AS could to a certain extent bias our analysis since the pedagogical lexis differ in many aspects in different levels ,the semantic level to mention just this one .This issue will be developed with more details in the following part of this thesis .

Another preoccupation has appeared while progressing .It concerned the ever-changing reality and dynamism of the educational context in a world of challenges and eternal reforms geared up by social, psychological, politico-economic and educational mutations. Thus, one should be very suspicious and sensitive to the up-datedness of the data provided in a given « changing » time while approaching educational issues like the one developed in this thesis.

Chapter Three
Data Analysis

Chapter Three
Data Analysis

3.1 Introduction :

Three research tools are analysed in this present chapter and that were described in the previous one:

1. The documents of the 2005 reform

2. The agenda of **I.S.T** in Algerian secondary schools.

3. Questionnaire for secondary school teachers.

The choice of these tools was dictated by ,first, the nature of the present research which is a descriptive/ correlational one, the relationship between the three elements of research , the correlation between IST and teachers' competency, and finally a quest to create a triangulation so as to reach a certain degree of reliability .

Methodologically speaking, the analysis will follow the present scheme throughout the three elements of research:

- State of the art

- Criteria / instructions

The state-of-the-art will be on the one hand a presentation of the practices in the real educational world, and on the other, research criteria or the reform instructions will represent the theoretical framework which will in the end be synthesized in a kind of comparison and opposition i.e. practices vs. theory.

The psycho-educational perspective will be represented in notions of affect as a focus. Three notions/concepts are chosen :

I.S.T : In-service training.

- Teachers / learners needs.

- Motivation

- Attitude

Two levels of analysis will be utilised throughout the present research the lexical and syntactic level since it deals with textual data in general. An exception will be the questionnaire that could require other types of analysis.

3.2 The in-service training programmes of 2000-2005

3.2.1 State of the art

3.2.1.1Content

The observations and analysis of the different topics of the programme can provide a framework to guide thinking about programme design, content and evaluation. A first look at the I.S.T programmes in secondary schools from 2000 to 2005 presented above can provide unpredictable data:

2000-2001 :   - Teachers roles and functions

   - Four lessons types.

2001-2002 :   - Errors analysis and remedial work.

2003-2004:   - Writing sequences (writing activities).

   - Learning through games.

2004-2005:   - The competency based approach and the new reform.

Several observations can be drawn from these topics:

1. One- sidedness of issues :

Almost all the topics belong to one educational aspect which is the cognitive side of education - not only the headings but even their content- . "Learning through games" could be the exception if notions and concepts such as motivation, attitudes and needs were tackled, but it was unfortunately not the case. That topic could provide the opportunity to highlight the combination of cognitivism with affect, since the presence of the concept motivation is central to those practices. The combination of the two aspects of pedagogy is today a necessity (Gardner 1980 ;Brown 1981;Arnold 1999; Rossiter 2003;UNESCO 1995).

> *" It is not enough just to define cognitive components of knowledge; we must also be aware of attitudes, and values that may be transmitted, intentionally or unintentionally, through education and teaching materials"*
> *(UNESCO, 1995:4)*

2. Out-datedness of issues:

The chosen issues seem to be "déja-vu" ones. Already tackled in pre-service training, these issues were a sort of retaught lessons especially the ones concerning "teachers roles and functions" ,"lessons types" and "writing sequence". Most of the issues were old-fashioned (Covington) in the time of their provision which may imply that the sources used to prepare them were old references:

- Teachers roles : Since the 70's (Moody 1976, Moskovitz, 1976,Coste,1981)

- Lesson types: Since the 60's (Mackey 1965; Halliday et al., Titone 1968;Levin 1972).

- Errors analysis: Since the 70's, (Lucas, 1976; Chaudron, 1977, Ludwig, 1979; Corder 1980; Porquier 1980; Doca 1981).

Yet, this does not mean that these issues cannot be introduced and up-dated following the most recent findings including the newest tools and theories through a multi-disciplinary prospect, a thing that could not be done in the 60s or even in the 80's.

3. Top-down vs. bottom-up:

Two different periods characterise the I.S.T pre-reforms period (2000-2004) and the post-reform one (2004-2005). Both periods were marked by top-down character of IST provision. It could be legitimate and understandable if only the post-reform was a top-down model, since the policy reform is determined by official instructions and guidelines. Yet, nothing could hamper the involvement of teachers in the process of IST content selection. Furthermore, and even a reform could not be a justification to "marginalise" teachers and put them out of the decision-making process because

> " Teachers are central to the capacity of schools to perform well in this new situation. No amount of policy reform will make education more effective unless teachers are a party to the change"
> (ERO ,2000:15)

4. Ineffectiveness :

There are 3 stages to evaluate IST effectiveness through well determined criteria that could be implemented. An IST programme can be evaluated **before** *(pre-implementation)*, **during** *implementation* and finally **after** its implementation (*post-implementation*). It is very difficult to check whether the first stage was efficient. The second evaluation can be done but in real- time, things that -again- cannot be done today. Yet, the third stage - which is the most important- can be evaluated and remedied through remedial actions. These actions could be:

> **1-** An extension and development of the ineffective issue
> **2-** An emphasis through longer sessions with practical programme rather than a purely academic theoretical one.

The most striking example of this ineffectiveness is the results of written expressions in all levels and streams and even in the baccalaureate results which become alarming and discouraging to learners, parents teachers, trainers and policy makers to a greater extent.

> " Our pupils are weak, our pupils do not read, they do not write well [...] " Bouguerra, 1984:23)

Many levels can converge in that problematic. Two main "causes" might be :

1. Purely communicational, since *«communication is not simply 'transparency' but also ' misunderstanding' "*(Bourdieu, in Bouguerra,1986:62).

2. Pedagogical , i.e. imbalance between theory and practice problematic.

5. Absence of contextual practicality:

There were practical exercises to be implemented during the seminars, yet those exercises were unfortunately decontextualised, since provided and checked in a *"non-didactic environment"* (Bouguerra:1984), and where the *"authentic is desauthenticised "* (Bautier-Casting,1982) .It is almost similar to a laboratory situation where *" nothing is authentic [...] without any connection possible with real life "* (Richterich,1969 in Bouguerra,1984).

Real life in Algerian schools unfortunately is a soar reality :

- Learners negative attitudes towards foreign languages
- Demotivating / unmotivating pedagogical situations
-Over-crowded classes where implementing state of the art pedagogical findings is almost a myth
- Alarming lack of means despite their presence in successful private schools and the possibility to provide them or the impossibility to access them. Even if

> *" Schools in many countries are inundated with materials which may have an educational benefit and help teachers' development but where the underlying message is an advertising one "* (OECD,1998:26)

- Difficulty to invest the new findings issued from multi- disciplinary research
- Difficulty of teachers to articulate theory with practice

6. Mode of provision:

All the issues of the IST agenda were provided in a top-down way by a unique provider - the Ministry of Education - and one unique trainer, the inspector in charge of IST in some wilayas of the west of Algeria. This form of provision seems, to many, to be a "normal" practice even if ruled by the sheer weight of tradition in managing IST.

Research has proved that a one-sided mode of practices in education can be ineffective and even dangerous and dogmatic (Besse,1984). However, *" Isn't the school 'sick of its training' i.e. of its will to assume it ? Willing to do everything, isn't it risking to miss everything? In the future this problematic will become more complex since the different transformations [...]* (Avanzini:1996:233).

Besides, how can a unique provider represented by a unique trainer perform and master such a titanic overwhelming job alone knowing that he or she is dealing with : didactics, pedagogy, with its converging specialties and sciences: educational psychology, and linguistics ? Was that the unique solution? What could hamper the implication of all the possible educational participants: external trainers, university teachers (specialists in their respective field), foreign advisers (OECD, ERO) and even experienced teachers who master certain issues since they are the "front-line" actors in the profession? Several researches insisted on the effectiveness of IST content.

> *" The success of any educational process depends on the quality ,commitment and expertise of the teachers. Therefore the quality of training that the teachers themselves undergo become crucial "*
> *(Gautam, 2000:1)*

3.2.2 Criteria in IST

3.2.2.1 The importance of IST criteria

The literature abounds with researches that insisted on the importance of criteria in IST content and its crucial role in the educational process and teachers development (Harris1989, Oldroy, Hall 1991, Panda2005, UNESCO 1988, 1991, OECD 1998, ERO, 2000; Williams, 1982; Gautam, 2000).There is a consensus between those researches that there is a

correlation between teachers performances and learners achievements even if it is not always easy to demonstrate that (ERO, 2000:36)

> *"The shortcomings in teaching processes and the poor achievement levels of the students reflect the deficiencies in teacher's training and hence there is severe need for substantial reforms in these processes."*
> *(OECD, 1989:28)*

The latest reforms introduced in the Algerian secondary schools are welcome 1st steps towards a complete reform, and it is high time that it affects the rest of the levels of the educational system, i.e. the IST content, mode of provision and evaluation.

3.2.2.2 Criteria

Several research documents tried to settle sets of criteria that could help policy makers, trainers and teachers to implement and evaluate the effectiveness of their IST agenda and programmes (Smith, and Woeste 1983; Gautam 2000; OECD 1998; Di Gennaro 1998; Ozdemir 1994; UNESCO 1995, ERO, 2000).

The first difficulty that could rise in this problematic is the following: who is /are better positioned to evaluate and settle criteria for successful IST agenda content? Different approaches are used for that purpose (ERO, 2000: 19):

- Observing and appraising the performance of the teacher
- Observing improvement in student achievement
- Relying on intuitive judgment or general feeling.

This could be suitable after an IST implementation to evaluate the impact of that latter. Yet, it could also be considered as very precious data to decide for future IST agenda as remedial and reconsideration. This mode of evaluation could seem very simplistic and too vague to be implemented efficiently.

Here is a synthesis of the different criteria proposed in study cases or researches:

1. Smith and Woeste criteria :

- Worthiness of the objectives

- Appropriateness of programme to situation

- Appropriateness of course content / activities to objectives

- Qualification of staff

- Efficiency of resources planned

- Comprehensiveness of evaluation plans

 (Smith and Woeste, 1983 :12)

Three keywords are emphasized in Smith and Woeste criteria :

> **a.** Appropriateness (in pre- / during implementation)
>
> **b.** Qualification
>
> **c.** Evaluation (in post-implementation)

2. OECD's criteria:

- Teacher's sense of IST' ownership.

- Decentralisation of IST from individuals to whole schools

 - Anticipating the future changes and reforms

- Balance between courses dictated by reforms and those chosen by individual teacher a school levels

- Flexibility. I.e. enabling teachers to apply centrally- led changes in curricula or other aspects of teaching.*" More good sense. Less dogmas "* (Miliani,2003:7)

 - Combination of different forms of provider and provision

 - Contextualisation. I.e. taking in account local, regional and national needs

The following keywords can be drawn from the above criteria :

> -   Ownership,   balance,   adequacy,   flexibility,   eclecticism contextualisation, balance, anticipation.

3. ERO's criteria:

- Taking into consideration the different and differing needs of the institutions, the schools and the individual teachers on a more systematic way

- Research on andragogy in the pre-implementation stage of IST
(Ovesni,2001; ERO,2000 Smith, Woeste1983)
- Linking theory and practice
- Relevance and ownership of IST agenda
- Diversifying IST providers: insiders and outsiders of education
- Balancing content between classroom practice, out-of-school learning and collegiate discussion
- Adequacy of content with realities of classroom needs
- Diversifying IST content: pedagogy, educational psychology and **ICT's**.

The following keywords can be drawn from the above criteria:

-Needs analysis, andragogy, articulating theory and practice, relevance, diversity, balance, adequacy.

ICT's : Information and Communication Technologies.

3.2.3 Theory vs. practice

After having presented the state-of-the art of the practices of IST as implemented in reality, and having exposed the theoretical requirements of an effective and efficient IST agenda through the above criteria, it is high time to confront the two sides in the following lines so as to evaluate the compatibility or incompatibility between the theory and the practice . However, if it is not always evident or easy to do that, since some aspects cannot be evaluated out of context nor identified such as the resources used to cover the cost of ISTs. Another difficulty could be the difficulty to identify the real needs out of the identified ones. Choosing objectives or courses could be biased by subjectivity or an inadequate perception of priorities. Many organisational aspects and consideration could overlap in that process; this is why one could not check everything, except for the observable issues.

Theoretical criteria	Practice
- Appropriateness of programme	-Relative appropriateness of situations too theoretical and rarely practical
- Appropriateness of course content / activities to objectives as recommended by the UNESCO	- Relative appropriateness, No sign of International education i.e. not a single world on peace ,openness …
- Qualification of staff	- One provider (Inspector)
- Efficiency of resources planned	- Unchanged since 2000. - Hardly perceived.
- Teacher's sense of IST' ownership.	- Top-down

- Anticipating the future changes and reforms	- No signs of anticipation in textbook
- Balance between courses dictated by reforms and those chosen by individual teacher	- Dictated by the Algerian MOE and reform
- Flexibility. I.e. enabling teachers to apply centrally- led changes in curricula	- No clear instruction on that in the reform documents
- Combination of different forms of provider and provision	- One provider, one form of provision
- Relevance and ownership of IST agenda	- lack of ownership since it is a top-down model
- Diversifying IST providers: insiders and outsiders	- One (insider) provider
- Adequacy of content with realities of classroom needs	- Unknown classroom needs
- Diversifying IST content: pedagogy, educational psychology and ICT's.	Based on pedagogy .E.g. ：Teachers' roles and functions , error analysis, writing sequences

Table 3.1: Theoretical criteria vs. practice

3.3 The reform documents of May 2005

3.3.1 State of the art

The series of reforms introduced in the Algerian secondary schools from the 70's (Orientations et programmes1974) to the latest reform of 2004 are an answer to meet the changing needs of a changing society in a highly changing and challenging world. The latest reform, thus, will not be the last one for the same reasons. That is why one of the criteria of an "efficient" reform is its predictional aspect and its sense of anticipation (National meeting Feb, 2004, OECD, 2000).

Those series of reforms could also be an interpretation of a series of dysfunctions not to say *"failures"* (Lakhdar Barka, 2002) due to the *"extreme complexity of the scholastic situation"* (Bouguerra,1984:7). Yet, whatever will be the reform it will always be tested by the reality of the classrooms.

3.3.2 Analysis:

3.3.2.1 Lexical level:

From the table of concepts and notions presented in chapter two, the document could be judged or might seem highly elitist. Several "technical" terms such as cognitive conflict, cognitive unbalance, knowledge "structuration", not to mention others. A great number of these concepts require further research, and a higher education level. The short glossary was not enough developed to vulgarise them.

The present research has focused on the affectivism vs. the cognitivism. Several remarks could be drawn from the same table (chapter2):

- There is an imbalance in the number of concepts on affect between the English curriculum and the French one; could it be interpreted as a difference of focuses? i.e. 15 concepts vs. 07 concepts (affect).

- Yet, syntactically there are more details on cognitivism in the French curriculum and where a whole paragraph is dedicated to that issue (1/2 a page)

as if it is a central concept, while 2 concepts on affect only are mentioned   in the same page (attitudes, socio-affective needs)

1. Semantic haziness:

This study will not be a thorough examination of all the concepts and notions of the reform documents, that is why the focus will be on the predetermined notions of **:**

- Needs.
- Motivation
- Attitude

that will provide the psychopedagogical framework as a semantic limit. *"All these concepts were debated and interpreted eternally with little consensus [...]"* (Eurydice, 2005:23) on their exact meaning.

Let us take the concept of "need" as example. *"A key concept "* in pedagogy and in any functional approach .Several critiques have been formulated around this notion and several questions as well: About its definition , nature , characteristics ,and the persons involved to determine it. So many Theories have tried to grasp the meaning of that complex notion .Yet, without a real success. The debate is still opened.

2. The causes of the semantic haziness:

For any reader the reform instructions are clear. There is a necessity " *to place the learner in an environment that respects his needs, [...] and interests ."* (Reform document,2005:6)   as an objective to reach. The concept " Needs" (besoins) and interests (interets) are mentioned 6 times in the reform document. This notion is problematic for several reasons:

- Nobody can determine it.
- It is used in the document as synonym of interest since used together.
- It is highly complex to analyse learners' needs
- Needs are /could be changing.
- It may mean or be linked to : "interest", "desire", " lack", " motivation", " expectations" etc.

" The need is not an object that exist and that we can find in the street. It is a constructed object. A conceptual network, and the product of a certain number of conceptual choices (that are themselves not innocent) "

(L.Porcher, in Besse ,Galisson,1980)

3.3.2.2 Syntactic level :

Many incongruence can be observed between the reform documents and the textbook of 1st AS syntactically speaking .i.e. differences can be found between the reform instructions and the textbook context and that sometimes are simply contradictory (in the cases of : Autonomy, needs , motivation). Here are some examples:

Reform documents	**vs.** **Textbook**
- To emphasise on the acquisition of a functional language rather than a literary one.	- Lack of functionality in most of the content . Most of texts are purely literary
- <u>Autonomy</u> of the learner	- Impossibility of autonomy imposed by the complexity of textbook content
- To respond the real <u>needs</u>	- The textbook does not always respond those needs because simply unanalysed and too complex to determine
- To develop a critical mind, of tolerance, openness	- Not a single text encourages these universal <u>principles</u>

- Openness on the world	- Too vague to be taught
- [to teach] the cultural competencies	- hardly perceptible in texts
- To encourage the pedagogy of success in environment in which the learner will develop positive <u>attitudes</u> towards English	- Some lessons are too much complex and thus too much demotivating .E.g. phonetics (stress, intonation, transcription)

Table 3.2: Official instructions vs. textbook

Nevertheless, it is clearly mentioned in the preamble (to the teacher) that : *" At The Crossroads (textbook) complies with relevant Ministry of National Education curriculum as laid down in January 2005 ".*

The issue of "attitudes" can give an overall image of these incongruencies. This typical example from the reform document should be emphasised:

" The learner will [...] develop a critical mind of tolerance,
openness " (reform document, 2005:4) "

"[...] openness on the world, self-respect and respect of the other [...]" ibid.

These universal principles are good objectives that could change the learner's attitudes towards the self and the other. Furthermore, it is legitimate to aspire to such noble virtues .Yet, these finalities might be prisoner of the following conditions and remarks:

- Asking a teacher to fulfill that task means asking him to do anything anyhow permitting him to feel free and *[...]authorising him to use any text, any' authentic'*

document, to tackle any theme [...]" (Bouguerra ,1989:109) without respecting any criteria specific to text selection .

- Such an institutional objective- explained Bouguerra - requires to be operationalised», i.e. taking into considerations the means that the learner need to apprehend this world. I.e. the linguistic and para-linguitic mode of communication, the literary, and the para-literary. The different communicational signs, cultural and iconic.

- A third remark can be added to Bouguerra's reflections. How can teachers select texts, recognise bias and prejudice as an example in a flow of resources if they lack the skills to do so? Teaching openness on the world requires a whole seminar and before that, a culture of open-mindedness of the teacher himself. And here lies the importance and the role of appropriate IST programmes and the correlation IST and curricula in language teaching.

3.3.3 Criteria of curricula

Defining a curriculum is a highly complex task that requires high expertise and specialised competent staffs. All UNO nations have been invited to benefit from its collegiate know- how in curricula elaboration. Since 1974, efforts to improve national curricula have been made by the specialised UNESCO experts to promote international cooperation for that aim.

In 1999, an International Expert Meeting was held in Brisbane, Australia to define and elaborate *"criteria for improving curricula, textbooks, and other educational materials"* (UNESCO). 1995 was the UNESCO's fifteen anniversary and was the best opportunity to tackle the question of international education and issue guidelines for curriculum and textbook developers whether authors, publishers syllabus writers, Ministers of Education and their advisors .

In that scope four main criteria are emphasised by the UNESCO and which are:

1. Validity

2. Cultural perspectives

3. Comprehensiveness

4. Operational objectives

3.3.3.1 Validity

One of the most important criterion to be taken into consideration by IST providers, educational organisms, and even teachers. The UNO experts insisted on the:

a. *"Selection and emphasis of topics should reflect current scientific thought on the nature of issues being studied [...]"* (UNESCO,1995:8)

b. *Sequency of issues and consistency in the representation of their essential elements should reflect an accurate and appropriate account of the topic matter ".* (ibid). In other words:

- Up-datedness
- Consistency
- Accuracy
- Appropriateness

c. *"Information is used from sources which can be verified to insure that controversial and/or important theories ,generalisations or interpretations are supported by evidence and placed in an appropriate context"* (ibid). In other words :

- Validity of information
- Scientificity
- Contextuality

3.3.3.2 Cultural perspectives

Foreign languages and local cultures could be combined through an intelligent balance of the two aspects, i.e. the cultural and the linguistic aspect of societies. The harmony of the two is possible -as the UNO experts advocated- through:

a. Underlying assumptions (national, religious, philosophical)
b. Dependence and interdependence among cultures
c. Minimising nationalistic interpretations and ways of thinking

d. Avoiding ethnocentrism, stereotypes and prejudices in presenting other cultures (Adapted from UNESCO,1995:8)

3.3.3.3 Comprehensiveness

a. "All core issues necessary for a balanced understanding of a topic are represented
b. Underlying assumptions in the selection and representation of issues should be selected.
c. Selection and representation are made in a systematic way so that underlying organisation of the topic is clearly indicated".(ibid).

3.3.3.4 Operational objectives

a. Appropriateness of content to age and ability levels
b. Critical thinking

All the above criteria if taken into consideration can change positively the learners' attitudes on foreign cultures and thus on foreign languages (English and French specifically).

3.4 Questionnaire

3.4.1 Description

Population : Secondary teachers
Number : 24
Percentage : 20% of the whole population of secondary teachers
        in the wilaya of Mascara.
Number of lycées : 6.
Sociological profile of lycées :
        - 3 lycées from urban areas.
        3 lyceés from the rural areas.
Professional profile of teachers :
        - 6 novice teachers

- 18 experienced teachers.

3.4.2 Results

Affirmations	Percentage
- I am computer literate	**50%**
- I am not familiar with ICT's	**75%**
- I do not use the computer for my professional development Because it is: - Unavailable - Inadequate with Algerian schools - Costly	**66.66%** **33.33%** **8.33%** **25%**
- The pre-service training I have received was not adequate with my profession Because: - Abstention - Pre-service training was theoretical	**58.33%** **25%** **75%**
- Pre-service training was balanced (pedagogy / didactics / Educational Psychology)	**75%**

- My knowledge in educational psychology / pedagogy is insufficient	**75%**
- In -service training is not a necessity for my professional development	**16.66%**
- In-service training is balanced (pedagogy / didactics/ Educational Psychology)	**58.33%**
- In-service training is inadequate with my professional needs	**58.33%**

- I would like to have (as providers) :
    - foreign consultants
    - university
    - national Pedagogy laboratories
	
	66.66%
	16.66%
	16.66%

Table 3.3: Results of the questionaire

3.4.3 Interpretation

3.4.3.1 ICt's and IST :

The following interpretation is a tentative to understand teachers' attitudes, assess their motivation and report their needs and recommendations. Many reactions were predictable but others were not. Some answers seem even to contradict. And to avoid any digression, the interpretation is based on psychopedagogical aspects with some issues linked to IST and professional development.

Instead of the governmental efforts to promote computer literacy, only half the teachers questionned are computer literate. Paradoxically, the majority (**75%**) is not familiar

with ICT's. And more than a half **(66.66%)** do not use the internet for their professional development.

When asked for the reasons of that (internet) many of them **(33.33%)** have argued that internet is unavailable, few of them **(8.33%)** found that internet is inadequate with Algerian schools, or simply costly to use **(8.33%)**. Yet, which was really unpredictable is the abstention of **25%** of them to give reasons. That abstention open doors to interpretations, but without being an open-and-shut case. Teacher reluctance to use internet could be interpreted this way:

- Teachers are computer illiterate, but tend to hide this truth, since embarrassing. This could be due to a reluctance to learn or become learners again ,which implies a certain "school phobia" i.e. to be treated -again- as pupils / students , which is for them according to andragogists somehow embarrassing not to say challenging and insecure.

- The second possibility could be the availability or pseudo availability of internet in lycées with paradoxically the impossibility to use it.

- The third possibility, and since the majority of teachers have an   experience   that ranges from **22** to **29** years , is the presence of one of the   signs   of   burn-out syndrome ,yet without any confirmation, since this could not be detected through a simple questionnaire but systematic psychological tests.

- The fourth and last but not least probability is the "defensive fixism" (Besse, Perrenoud). I.e. a reluctance to change the methods and techniques acquired during several years by new and challenging ones, especially when one have taught for **24** years - which is an average in this study of experienced teachers.

3.4.3.2 Pre-service training

55% have seen that pre-service training is inadequate. This could be due to the following factors:

- The different qualities of the acquired pre-service training, since the population belong to different generations taught in the 70's, 80 '90's   and even the 2000's.

- Different perception of the concept "adequacy" ,which could be   somehow subjective and perceived according to personal values ,schemata or empirical i.e. through intuition, common sense and experience rather than scientific data.

The majority of teachers **(75%)** estimated that their pre-service was rather theoretical. This implies that the few lessons of micro teaching (stage) are not sufficient for implementing all or at least a reasonable number of theories and approaches acquired during the 3 rd and 4 th year especially in pedagogy, didactics and educational psychology. Furthermore, teaching learners while being assisted by other teachers could not be an "authentic" learning / teaching situation, various phenomena could bias the interactions and transactions, i.e. between a neophyte and classroom learners whether in university or lycées.

Instead of the balanced pre-service training **(75%),** teachers -paradoxically- estimated their knowledge in educational psychology as being «insufficient". This could be interpreted as teachers need to perfect this knowledge through:

- In-service training
- and / or teacher /professional development.

Being a necessity -as predicted- the in-service training (IST) cannot - according to **58,33%** of teachers - respond their professional needs , even if -according to **41,67%** of them it does. Which was unpredictable is - paradoxically- and among those who say that IST is adequate with their professional needs would like to have as providers:

- foreign consultants / trainers   **66%**
- university   **16,66%**
- national pedagogy laboratory   **16,66%**

This could be an implicit acknowledgement of a certain "superiority" or expertise of foreign consultants, or to a lesser extent of university teachers and national pedagogy laboratories and thus a professional inefficiency of traditional providers, or inadequacy of the mode of provision including the content, and duration.

3.5. Psychopedagogical aspects

The above interpretation - like any other - which is based on statistics and probabilities are tentative to seize a part of a truth, a truth that is paradoxically paved by incertitude since dealing with human being is dealing with the living, change, dynamism and complexities and not mere numbers.

In order to refocus the study on the psychopedagogical dimension the three aspects of: motivation, needs and attitudes -respectively- will be reintroduced as a synthesis.

3.5.1 Teacher's motivation

The responses and reactions of teachers betray -to a less or more extent- a hidden facet about their motivation, unmotivation , not to say demotivation in certain cases.

- Teachers reluctance to learn and pursue a professional development through the use of the ICT's and specifically   internet could be a sign of unmotivation.

- Teachers reluctance to use the internet in schools - since   unavailable - could be a result of a demotivation caused in certain lycées by a conservatist - not to say archaic- bureaucracy encouraged by some administrations that provide "virtual" means without -and this is the paradox- allowing teachers to use them effectively.

- The IST content and provision, as conducted currently, cannot respond teachers' professional needs and thus can demotivate them to attend it.

3.5.2 Needs

Needs and aspirations can more easily be depicted through the questionnaire and can be summarized this way :

- Teachers are very sensitive to the fact that their needs - if taken into consideration - could be (with other factors) an insurance of their achievement, implication and thus to their motivation and success.

- Teachers need to have the "best" training staff - foreign consultants according to **66,66%** of them -, while other prefer rather universities and national pedagogy laboratories.

- Teachers need a varied, practical professional development (IST specifically), focused on the new approach implemented in lycée and based on an aspired collaboration with foreign advisers and university.

- Teachers need to be trained by profesionals that are able to use appropriate pedagogical approaches based on affective dimensions and recommended by andragogists . This is why they are reluctant to venture in a "risky" and unsafe learning process.

3.5.3 Attitudes

Predicted as well as unpredicted attitudes appeared in the questionnaire either in a denoted or implied form. These attitudes can be summarized this way:

- Teachers reluctance to use the ICT's and specifically internet could be a sign of a "defensive fixism" (Besse, Perrenoud), since most of them are trained in a traditional way .

- Teachers reluctance to pursue professional development and internet could stem from their self-esteem (Cahen, Covington) and their feeling of insecurity, which contrast with their need to be considered a whole persons and respected professionals.

- The presence of the attributional mechanism as a defensive strategy and blaming attitude - which was not predicted at all - reflects a certain embarrassment, and a legitimate escape, and may be the only way to say: It's not me, it's the other».

3.6 Conclusion

Research has proved that IST is based on different needs. Individual needs, schools needs and institutional needs. Therefore, needs analysis should be conducted by all the educational actors and preferably assisted by specialised organisms according to the predetermined criteria and through the identified mechanisms. Needs analysis is a critical process that is closely tied to the educational realities.

Besides, many researchers (Gautam 2000, OECD1998, ERO 2000) have considered frequency in IST as one of the most salient criteria, since teachers -in Algeria specifically- need to learn more on psychopedagogical issues and other cross-curricular content .The necessity to reinforce those competencies through frequent and longer IST is -nowadays- more than a necessity, an urgency.

Any educational reform should be therefore accompanied by reform of its IST (Gautam) .Those reforms could be conducted to re-define the criteria, the mechanisms and the processes, the whole guided by a revisited system of evaluation guarantying a systematic readjustment through remedial. The relationship IST and curriculum does not need to be proved.

Chapter Four
Suggestions and recommendations

Chapter Four

Suggestions and recommendations

4.1 Introduction

In a combination of questionnaire-based suggestions and study-based ones, the present chapter is an attempt to draw attention to the necessity to be more sensitive to teachers and learners' attitudes as ultimate tests of the success or failure of the learning process, especially those concerning IST and professional development within its psychopedagogical scope.

The included suggestions cannot be thorough guidelines. The challenges and the complexity that characterizes the learning process are the eternal problematic. Yet, the present chapter will try to draw some conclusions concerning the multiple relationships that might exist in professional development issues, the crucial role of needs in IST and professional development, the problematic of suggestions, and finally some suggestions about the necessity to change attitudes and reconsider some key principles **.**

4.2 Professional development

4.2.1 IST and learner's performance

There is an assumption today that IST revolves around the learner's achievement as a success assurance. However, *"It is seldom possible to demonstrate a clear causal relationship between IST and student's achievement»* (ERO, 2000:36).

Two possibilities could be implied. The first is the possibility to demonstrate that this relationship exist -even if rarely possible to do so . The second shows that the possible factors that can influence the learner's achievement are too varied and too complex to be reduced into only one, i.e. IST. Then, however is the extent of that relation, it does exist. (OECD, 1995; ERO, 2000; Boogards, 1991). It is an indirect relation that can be schematized this way:

IST

Teacher's Achievement

Learner's Achievement
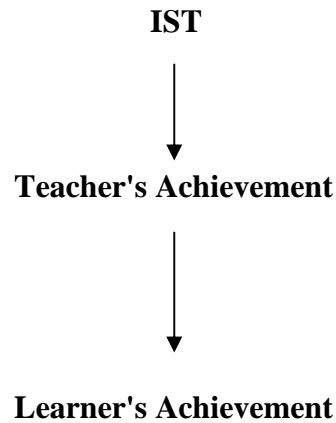
Fig 4.1: relation IST learner's achievement

Theoretically, an IST responds both teachers and learners needs.*" Children learn best when [their] needs are met " (ERO,2000:25)*

According to the theory (learner centredness), it is the learner who occupies the central position, the teacher and the situation being secondary (Boogards, 1991:12)

4.2.2 IST and teacher's performance

The relationship IST and teacher's achievement does not need to be proved .It is a direct relation, even if one may prove that IST is only one among the multitude of variables affecting the teacher's achievement. It would rather be interesting to study the nature of that relation.

> *" Teacher's in-service development is part of a wider enterprise to adopt education to new challenges and new circumstances "*
> *(ERO, 2000:5)*

Yet, the success of that enterprise does not depend only on the teacher's performances and achievements but their schools and education systems too are involved in the process. Involving the teacher in IST has been for a long time subject to debates. Some researches saw

the teacher as a mere client of IST . Others saw him rather a central, active and even co-trainer in the bottom-across mode of IST provision.

> *" No amount of policy reform will make education more effective unless teachers are a party to the change "*
> *(ERO, 2000:5)*

So, the effectiveness of any reform policy is determined by an effective participation of teachers in the change through an efficient IST programme based on teachers'needs and their everyday concerns.

It is not until the 1980's that the concept of ownership appeared in some university researches. " Ownership" –i.e. the right of teachers to own their IST- was the *"key missing feature by the various stakeholders in the process"*(ibid) . Ownership could be attained when teachers' needs are taken into consideration and are, thus, a guarantee of an IST usefulness and efficiency.

> *" Simply ordering a teacher to take a course is unlikely to change classroom practice if its recipient [teacher] does not see that this is a useful way of becoming a better teacher "*
> *(OECD, 1995:11)*

4.2.3 IST and curriculum content

An efficient IST has always been related to curriculum content. A curriculum reform means systematically a review of the IST content, agenda and sometimes forms of provisions, mechanisms and evaluation modes. Besides, an inefficient curriculum or incompatible teaching styles could lead to failure.

> *" Increasing access to people from all social backgrounds, without sufficiently adapting the curriculum or teaching style has led to high failure rates "*
> *(ERO, 2000:68)*

The relation curriculum and IST has been interpreted in two different conflicting ways:
- a rigid,
- and a flexible relation.

Some countries saw that the content of IST is *" standardized and closely tied to curriculum requirements "* (ERO:2000:37). Others in comparison have chosen more flexible ways and preferred to leave *" more decisions about curriculum implementation and IST in the hands of individual schools"* (ibid).

The standardized option to implement curricula could be felt by teachers as a constraint and thus a negative attitude towards curricula could be provoked. Conversely, the flexible way could be conceived as a freedom for implementing curricula, an actualization of the teacher's status and an opportunity to try and implement new methods and techniques since the absence of the *"full curriculum"* constraint permits a full disponibility to innovate.

Another problem can rise from that relation between IST and curriculum. In some cases *" there are few explicit connections between teachers' capabilities, curriculum and other national priorities and the needs of schools"* (OECD) mainly because there are no agreed framework permitting school and individual teachers to determine "their own" training needs and priorities.

Articulating the principles of curricula has always been problematic due to some confusing concepts carrying a semantic haziness (Bouguerra, 1989) that could be interpreted in various equivocal ways. As a result, teachers' attitudes could be affected. Furthermore, it can reinforce or create in certain cases the burn-out syndrome.

> *" Current teacher development practices are also influenced by the character and status of the teaching profession, by attitudes   towards curriculum and pedagogy [...]"*
> (OECD, 1995:30)

So, the implication is clear:

*A positive attitude towards ──────────────▶ **Success of IST**
 IST and curriculum

* A negative attitude towards ──────────────▶ **Failure of IST**
 IST and curriculum

Fig : 4.2 relation attitudes and success/failure

Most of the teachers share the aspiration to enable them to apply *" centrally -led changes in curricula or other aspects of the teaching practices "*. i.e. a flexible implementation of curricula within the limits of their finalities and objectives and according to teachers needs , aptitudes and attitudes. And in order to avoid any constraint or negative attitude towards curricula , it would be possible - according to many reports - to :

1. Introduce up-dated curricula

2. Provide good general understanding of those curricula through IST.

3. Permit the teachers to pursue an out- of- school development if necessary.

4. Permit centrally-led changes in curricula.

4.2.4 IST and university researches

Universities and other higher education institutions have long had an important role in the development and transmission of educational expertise whether in pre-service training, IST or professional development.

The university through its pre-service training cannot alone train teachers in every educational issue , and cannot be expected to guarantee a sufficient training under a highly changing and challenging educational reality. It has to be completed by other types of training, IST, and professional development. Yet, even with these latter, teachers and schools have given universities another opportunity to maintain their influence through different mechanisms.

One of universities roles is to *" allow teachers to stand back from their every day teaching experiences and to develop a more in-depth understanding of educational subjects "* (ibid:39).

Different mechanisms can permit the implication of universities in teacher professional development. Some countries have adopted the Master's degrees that became a popular mechanism. In order to maintain their influence over professional development, other universities provide their training through:

a. Short courses, tailored to particular needs, rather than structured around university degree.

b. Longer programmes that can look at the multiple development needs of a school together rather than isolated individual teachers modules.

c. Part -time graduate courses, where large number of teachers enroll on their own expense.

So, whether through master's degrees, short, long or post-graduate courses, all these university-based professional development can be interpreted as school-based IST deficiency and a teacher readiness and motivation to pursue life-long learning out of school rather than in school. This could be an opportunity for them to reconsider their daily practices from a remote angle and through fresh eyes .Sometimes practitioners cannot see and solve problems because paradoxically they are so close to them. Yet, one cannot walk in the street and see himself from the window walking in the same time.

However, quitting the profession for a long or even short period to study in university with all its professional and social repercussions seems to be unrealistic, not to say utopist in a rigid educational system that cannot allow more than a one day absence from school. A rigidity that could be legitimate to a certain extent, but which could paradoxically, "prevent" a necessary teacher development, and thus the success of the same educational system.

It could be possible then to conclude that professional development is a question of attitude. Teacher's attitudes towards acquiring knowledge and his readiness for a life-long

learning and towards also a policy-makers attitude towards those teachers professional choice. That teacher's choice is worth encouraging if it does really serve the learner's achievements through the enhancement of his own capacities, achievements, expertise and efficiency. Unfortunately

> *" Parents, employers and educational managers are disinclined to believe that giving teachers time off to study will in itself ensure that classroom practices improve in quality and relevance "*
> *(OECD, 1998:13)*

4.3 The notion of needs

4.3.1 The different needs

Needs identification and analysis is considered by many researches and reports as the Achilles heel of IST. Most of the time teachers have been taught issues already tackled in their pre-service training (ERO, 2000). In other cases they have been taught issues irrelevant to their daily practices. A very small proportion of what have been provided by IST programmmes was effective.

The issue of needs is a real problematics since " *problems associated with educational systems included lack of good quality information about needs targeting and the effectiveness of training provided."* (ERO, 2000) The problematics concerning the adequacy / inadequacy of IST and needs stems from the different populations and institutions concerned with those needs identification, analysis and interpretations in the form of IST programmes.

Three different kinds of needs - and thus three owners - are identified in all reports and studies used in the present study :

> **1**. Institutional needs
> **2**. School-wide needs
> **3**. Individual teacher's needs

4.3.1.1 Institutional needs

They are those needs related to national priorities and identified on the basis of social and economic considerations, or required by " *the introduction of new curriculum areas "* (ERO,2000:22). Those needs are interpreted in forms of finalities, objectives,

instructions and provided according to official guidelines and framed by a methodological approach (the Competency Based Approach in the present curriculum).

The noticeable characteristic of the present secondary school curriculum (1st and 2nd years) is its relative or semi rigidity. A set of competencies that must be mastered at the end of the year. No sign of flexibility concerning the approach fixed to implement those institutional and thus official needs. Yet, implicitly this could be interpreted as permission for teachers to choose their own methods and techniques and thus espouse eclecticism but within the official limits of the CBA. Implementing a unique method could be synonymous of possible failures since

> *" A method can prove to be successful with a certain kind of students and a failure with others"*
> *(Miliani, 2005:57)*

For Bougherra, institutional needs are the sum of *" linguistic needs (besoins langagiers) identified and their implementation in a form of content. "*. Yet, in this approach to define concepts , the two notions of needs and objectives overlap. That "semantic haziness" adds another dimension of complexity to the already complex problematic of needs definition and analysis.

Some researches have concluded that in most of the cases needs analysis gave consideration to institutional needs instead of the learners'needs. Besse (Besse,1983) went further when he affirmed that any needs analysis is biased by the one who conducts it or the institution that supervises it. Furthermore, Germain (Germain, quoted in Boughera, 1989) wondered whether *"analysing needs is necessary, not to say essential in the elaboration of programme*"(ibid) ,since *" nothing could prove that those linguistic needs (supposing they are) will be taken into consideration [...] "*(ibid). This problematics shows seemingly conflictual conceptions and can reintroduce the debate about learners' centeredness vs. teacher / policy centeredness. (Germain) .

4.3.1.2 School's needs

Schools needs represent school-wide priorities identified by those schools managers and teachers. They share the vision that *" training needs are frequently identified in relation to the whole school rather than one or two teachers "* (ERO,2000:23) .

Taking into consideration individual teachers needs could be conflictual in most cases and thus is likely to create too varied information to consider. Yet, that notion of school' needs is too vague to identify and thus causes equivocal interpretations. Does it mean teachers' needs or learners' needs or both combined? To which extent if both? And who can decide about that? When and how? A very complex task that requires the contribution of all stake holders sustained by experts in the field.

To that uncertainties is added the *" few explicit connections between teachers capabilities ,curriculum and other national priorities and the needs of schools [...]"* (ERO,2000:37) .As a result ,there are no mechanisms to determine guidelines for those schools to define their needs according to the settled national objectives and finalities.

However, schools would be able to develop their own IST if they consider this approach more beneficial than the traditional modes of provision and consider them "more appropriate to their needs *". Theoretically, the variety of in-service training providers that could be invited to assist schools could be synonymous of more freedom and less constraints "*(ibid:13)

4.3.1.3 Teacher's needs

The teacher's job in school is obviously to teach learners and thus is directly concerned by his learners' needs. Teachers' needs are the reflection of the different learners needs in a given period of time in a given context. Teachers' needs, even in the same school, the same period and same educational context could differ according to their professional level. An experienced teacher's needs can differ from those of an inexperienced one.

It could be difficult to respond to individual teachers needs through an IST programme if provided to them as school or schools needs. Learners are different, adult learners (teachers) too. It would be less difficult to respond their needs if they are categorised. Teachers for

example could be given the freedom to choose their courses after a simple identification of their whole school (teachers) needs. i.e.:

a. Teachers needs identification

b. Categorisation

c. Planning the different issues of IST

d. Teachers selection of their own issue (s).

" The greatest benefits were where training needs were identified themselves and a large number of teachers were involved in the same training activities ". (ibid:19).

So even if teachers' needs are multiple, they could be identified by teachers themselves through a systematically provided questionnaire and taking into consideration:

1. The teachers' attitudes

2. The freedom to choose their IST or issue(s) from IST

3. The flexibility in needs analysis and IST provision

4. Involving teachers in the process of IST in its 3 stages

5. The systematic frequency of questionnaires

6. The changing nature of needs.

4.4 Redefining research mechanisms

4.4.1 Contextualized vs. decontextualized studies

Several researches have been issued on failure and professional development. Most of them included series of suggestions and recommendations often presented by international institutions like the UNESCO. It seems legitimate to wonder whether these recommendations are in fact sufficient and could be implemented or taken into consideration as sufficiently compatible recommendations with the Algerian educational system and within its context.

Two divergent - not to say conflictual - visions might be confronted. On the one hand, it could seem beneficial to capitalize, consider and implement decontextualized

recommendations since they are conclusions of serious studies compiled by experts and university researchers and specialised organisms especially when it comes from international organisms, the UNESCO most of the times. Some recommendations are the results of empirically -based researches and thus -relatively- valid in most of educational situations even if ,

> " Report [s] do not seek to be comprehensive surveys of a vast set of activities that affects every aspect of school education "
> (OECD, 1995:13)

but,

> "[…] by setting the experiences of different countries alongside each other, [they] aim to provide fresh insights for policymakers ".
> (ibid).

The different studies with their recommendations and suggestions open doors on other educational horizons and *" illustrate various approaches to the task of developing the skills and approaches of teachers "* (ibid) .In the issue of the present thesis *" no country has found a perfect way of giving teachers sufficient control and ownership over their development [...] while maintaining a coherent system-wide policy strategy "* (ibid). Both understanding how IST and professional development are conducted elsewhere can give ideas and inspirations about *«how best to confront these problem in its national context "* (ibid).

On the other hand, "contextualized recommendations " seem to be more compatible in their national context and are somehow tailored to respond to their national needs, i.e. their needs instead of every educational system needs. Believing that foreign education systems can solve our educational problems and be successful right their transfer, is a naive conception of educational realities.

> " There is growing recognition in policy and in practice that teaching strategies need to be sensitive to the social context rather than ignoring it "
> (OECD,1995:19)

This means that context dependency as a criterion should always be an important variable to consider in theory and practice rather than ignoring it. Besides, finding two identical educational systems - even if based on the same principles- is a utopia. There is an

increasing recognition that trying to change and reform schools should be first based on school reality rather than a "pedagogical elsewhere". Every single learner is unique depending on complex and varied factors and variables. It is more complex on school scales where almost undless parameters overlap. Furthermore, and on a methodological level,*" no methodologist*

has the whole answer" (Prator, quoted in Miliani, 2003:62) especially in an ever-changing context and dynamic educational environment and reality.

4.4.2 Towards a flexible model of research

Choosing a model of references from contextualized or decontextualized studies seems quite problematical since the two models are open to criticism. The first model could be represented as being too poor and too limited - not to say inexistent compared with the second- . The second model could be qualified as a *"...notions and concepts developed in a pedagogical elsewhere" 1 (Bougherra, 1998:6)* .Yet, their theoretical contribution is a necessity to progress and confront ideas. However, it does not mean that we are bound to be fed from that "pedagogical elsewhere" . On the contrary, it could be only a starting point and a first step towards developing our own pedagogical researches and why not theories according to our national reality and context.

_____

1. *" … notions et concepts nourris d'un ailleurs pédagogique"*

Accordingly, the adequate situation is creating a balanced and flexible model -fed by different pedagogies- and that can be capitalized as a data-base whenever possible in a flexible realistic and "functional " way .

4.4.3 Towards creating a data-base

In order to create that data-base of contextualized researches especially , backing up and sustaining in the same way that "foreign" pedagogy , a dynamic of targeted researches is an urgent achievement to be fulfilled inside and outside schools , through action research in situ and in university. The ideal situation would be combining researches led by teachers and sustained by university and this what have Hargraves and ERO 's experts advocated ,

> *" The relation between researchers in universities and practicing teachers need to be aligned with those between researchers and engineers in highly successful knowledge -intensive firms "*
> *(ERO,2000:12)*

Different mechanisms could be activated to accomplish that secondary school teachers- university cooperation. One of them would be analysing learners or teachers' needs - depending on the research- or encouraging post- graduate and researchers to develop corpuses on learners' achievements in order to determine educational priorities according to learners feed back and appraisal. In other cases simple but systematic questionnaire would be sufficient to analyse and interpret teachers or learners' needs and thus the priorities to be studied.

4.5 Changing attitudes

4.5.1 Changing learners' attitudes

Changing teachers' attitudes could be insufficient if implemented alone. It should be completed by learners positive attitudes towards learning languages and incite them to play their new role as central actors in the process.

> *" Strategies to create teaching techniques in which students become more pro-active and enquiring, require simultaneous changes of attitudes among teachers and students "*
>
> *(OECD,1998:40).*

As a whole person and an entire stakeholder - even if influenceable- the learner is the central actor in the process, his centeredness is a reality. He is the second beneficiary of IST - not to say the first- actually even if provided for teachers. The learner absence of IST programmes is replaced by his presence in the terrain where that IST will be transferred and translated into practices. The learner success is the sole insurance of IST efficiency.

The learner's attitudes are also central and even crucial for the good and efficient IST provision in its three stages (i.e. pre, during and post implementation). His feedback is very precious to IST trainers as well as for teachers. Learners positive attitudes towards learning and specifically languages is *" noble and universal ideal "* that is worth considering by managers and policy-makers .

4.5.2 Changing teachers' attitudes

Teachers as well as any stake holder should *«broaden their professional role and responsibilities at a time of great change in school and society"(*OECD,1995). We live in a time where many challenges confront schools , economic social and educational . Those challenges *"[…] make change seem everywhere more urgent"* (OECD,1995:8).

No one can ignore these factors and variables that influence policy-makers to introduce a multitude of reforms to respond to the various expectations and the exigencies to make the educational system more " relevant" to the diversity of students and thus of schools.

> *" Traditional didactic teaching methods are increasingly seen as insufficient to accomplish the educational tasks that lie ahead. Now challenges are to involve students actively in the learning process and to allow for individual learning styles"*
>
> *(OECD,1998:8)*

It is high time for teachers to learn new roles not just new skills far from that negative and yet legitimate "defensive fixism" (Besse) and traditionalism (ERO,2000).

> *" Educational reform is based to large degree round a desire to break down*
> *some of the formality of the [...] classroom, and to   encourage creativity*
> *among teachers and pupils "*
> *(OECD,1998:25)*

Yet, *" such cultural changes are not always easy to implement, as it challenges deeply ingrained conceptions about the nature of education "* (ibid) .Furthermore, *" sometimes time is required for ideas to gel, for the teachers to ' work them out in their head 'and feel comfortable with them and for new practices to be tried [...]"* (ibid) especially when teachers do not feel ready to change their old reflexes in which they have spent many years. For many of them changes and reform is synonymous of professional insecurity and apprehension. At this point IST can intervene and change that stressful situation and implement its remedial strategy

> *" Training is sometimes identified as a strategy to effect culture change within*
> *a school"*
> *(ERO,2000:24)*

4.5.3 Changing policy-makers' attitudes

Research and reports are precious *" source for education policy and decision makers"* (ibid) as well as for all educational stakeholders. The information included stimulate debate on topical education issues, which can help them design, implement and review their policies specifically in IST programmes.

Most reports concluded that IST is too top-down to give teachers an opportunity to own their training. The so many challenges confronting schools shape the necessity to change so as to survive these deep social, political and educational mutations. How could policy makers ignore them? Policy makers are bound to follow the wind of change not resist it- as they do with IST provision for e.g. - if they want to achieve the expected professionalism and expertise.

" Economic globalization makes change seem everywhere   urgent. Increased competition [...] makes it harder for a country to maintain those aspects of its traditional education system which appears to put its citizen at a disadvantage internationally"
(OECD,1998:19)

Policy-makers around the world are sensitive to that serious stake. Different countries are trying to change the culture of teaching in the most positive way. Yet, it is not only a question of good intentions or reforms to be implemented, but also of long-term visions to predict and anticipate the future challenges and the rapid changes. A goal that requires the implication of sociologists, psycho-sociologists, educational psychologists with education managers and policy makers in a spirit of cooperation and inter-disciplinarity since the complexity of the learning process needs that.

" Challenges facing teachers will become greater, so too should the opportunity for professional development as the concept of lifelong learning gains greater currency "
(OECD,1998:29)

Accordingly, any reform in curricula is systematically completed by a reform of professional development. If the teacher became a co-learner (in the CBA) with the learners, trainers as well should become co-learners with their "adult" learners, i.e. teachers. And instead of the traditional top-down mode of IST provision, the bottom-up model and the bottom-across one should be given the opportunity to be implemented and tried. This reoganization could trigger the dynamic of change, flexibility and creativity. Moreover, it is an opportunity for teachers as practitioners to create their knowledge (Hargraves) and own their IST. (OECD).

Even if the sheer tradition still dictates much of educational practices in some educational systems, especially in IST and professional development, changing attitudes seems to be the unique solution to gain that international recognition and face those challenging revolutionary mutations in developing counties. *"Every [developed] country has a combination of many forms of provider and provision"* (OECD, 2000) ,a complex and yet necessary situation that is worth implementing.

4.6 Reconsidering principles

4.6.1 Flexibility

Considered too rigid, many educational systems have been urged to follow the trend of change to respond the " rising expectations and pressures " (OECD) resulted from an ever changing world and geared up by the notion of globalization .

> " Some countries judge that even though their students achieve high standards, they are being taught too rigidly and thus lack the creativity and flexibility needed in today's economies "
> (OECD,1995:19)

As a principle, flexibility is required for every learner whether young or adult (teachers) . Learners in the Algerian new curriculum are required to think flexibly to be able to solve problems and communicate effectively. Learners live in societies where surviving requires a good adaptability to new ever-changing situations and conditions.

> " There is a need to adopt teaching styles and encourage young people to think more flexibly "
> (OECD, 1995:36)

Teachers too, are required today to adopt this attitude as co-learners, in their teaching styles, techniques and methods in an eclectic way to respond the multitudes of learners and thus their changing needs and be sensitive to the complexity of classroom situations.

> " As a result of this change , there is at least as much need for teachers to develop new skills and techniques as to update their knowledge "
> (ibid).

Flexibility in teachers and learners' styles should theoretically then be endorsed by a flexible curriculum , i.e. flexible objectives and instructions - within determined finalities- to anticipate the future changes and thus preventing mortgaging the dynamic of change and condemn it to a pedagogical negative "fixism" ,even if that "fixism" can sometimes serves the learners achievement .

Nevertheless, the notion of flexibility should not always be understood as a total freedom to act as iconoclast. Flexilibility could be therefore, limited by guidelines since *«children learn best when teachers have flexibility to meet children's needs within agreed guidelines "* (Aitken,2000:25) . It could also be confronted with classrooms reality as a unique proof of the efficiency of any approach in its broad meaning. Guidelines too, could be confronted with the reality of terrains. Success or failure will then test their adequacy to launch another reform or maintain the same guidelines.

4.6.2 Balance between

4.6.2.1 Cognitivism and affectivism

The recent years have witnessed the debate that concerned the two approaches of learning , i.e cognitivism vs. affectivism. Most of researchers today share the idea that it is not a question of cognitivism or affectivism as conflictual concepts but rather *" cognition and affect"* (Arnold, Brown) combined in a integrative approach to learning (Hilgard) or what Gross called "whole brain learning".

> *" It is not enough to define cognitive components of knowledge ; we must also be aware of attitudes and values that may be transmitted, intentionally or unintentionally, through education and teaching materials "*
> *(UNESCO,1995,4)*

4.6.2.2 Bottom-up, top-down and bottom- across IST

There are three possible ways to provide IST. The number of these ways of provision is often ruled by national considerations and the types of attitudes and traditions that govern education. Each of the three could be opened to criticism.

> *" Top-down initiatives can have limitations in their ability to alter the way teachers do things : attitudes and dispositions cannot be easily changed by government order"*
> *(OECD,1995:38)*

At the same time teachers as individuals cannot be responsible of their IST since they are neither traditionally involved in that purpose nor enough qualified to provide it without any kind of assistance. Furthermore, it would certainly be burdensome for many of them to provide it and who are already overloaded by educational and administrative tasks as it is the case with Algerian teachers.

So, it would be better to balance the different forms of provision in a collaborative and flexible way rather than a unique and rigid mode. That will influence the teachers' self-conceptions and attitudes and thus motivate them to achieve better results. Researchers have long insisted on the importance of the notion of "ownership". When teachers own their IST they feel less " obliged " but rather invited as a practitioner who have expertise to share with other colleagues and policy makers in the issues of learning .

4.6.2.3 Stakeholders needs

All the different stakeholders whether institutional or individual, central or peripherical have the legitimate right to define their own needs. There are neither clear limits nor mechanisms that permit to delimit every stakeholder needs. This might be explained by the nature of needs themselves, their complexity, haziness and overlapping characteristic.

This could not prevent the necessity to identify and analyse them systematically with the adequate up-dated and innovative techniques and methods. The task is ambitious and yet very complex to fulfill. However, the most important thing to achieve is to take into consideration all the various parties needs in the most effective way possible. The ability to do so would be the insurance of a successful IST.

> " The ability to integrate individual teacher priorities , school priorities and national priorities into an agreed strategic direction is a key factor in insuring in-service training effectiveness."
> (ERO,2000:38).

4.6.3 Cooperation

The task to activate the dynamics of cooperation between all the educational stakeholders is an ambitious but complex purpose. However, if all practitioners, sustained by university professional and experts, participate in the enterprise, successful achievement would be reached. The UNESCO experts have very recently concluded that defining *" global contents for curriculum and teaching materials is already sufficiently complex "* and thus could not be the responsibility of a unique associate. Cooperative joint effort could be a solution to decompartimentalize the various visions.

> *" The concept of team-building in starting to play a prominent part in the teacher development "*
> *(OECD,1995:25)*

The conception of professionalism is moving towards more collegiality rather than professional isolation .

> *" Education is everywhere becoming more a community-wide partnership rather than an enterprise run purely by professionals "*
> (ibid:28)

Practically, the principle of cooperation - especially between practitioners - could be trigged by developing an up-dated data base of all successful techniques or methods. It can also be possible to share these efforts through a local or national network which is technically relatively easy to do.

Some teachers - not to say a large proportion - tend legitimely to hide the "secret" of their "success" and consider their professional isolation as a defensive attitude. This attitude is in fact created by a certain professional compartimentalization - not to say egotism- that might be interpreted as a question of prestige. Very often, that "know-how is considered as a personal "trade-mark" susceptible to be capitalized as a pseudo professional superiority and thus a pseudo power.

This misleading idea still exists and is still affecting the achievement -to a less or more extent- of whole schools. One can affirm that reality, and the increasing number of teachers who "buy" their expertise outside the walls of public schools is evidence. This attitude is neither illegal nor illegitimate, even if it might compromise the " education for all " principle.

It could be possible to change that reality, since it is just a question of readiness to change that legitimate attitude, provided that the teacher's professional status would be readapted in a flexible way so that they would not feel themselves professionally and socio-economically inferior, as compared with others.

4.6.4 Ownership

Because all the reports and researches on IST and professional development agreed on the necessity to reconsider teachers and schools needs, most of countries today have a multitude of IST providers and modes of provision. That redefinition of the notion of needs affects positively the teachers' ownership and in the same way the learners' needs as well.

Teachers need to own their IST stems from their nature of being adult learners. One of the characteristics of adult learners is their different and specific readiness to learn - as compared to young learners.

> *" They prefer to be integrated with their experience , and will resist learning that conflicts with their existing values and   conceptions "*
> *(ERO,2000:9)*

The same reports and researches emphasised the fact that *" lack of content relevance and ownership by teachers are barriers to effective professional learning "*(ibid) .Teachers as adult learners have a " problem -centered orientation" to learn and thus will be "less patient" than young learners if they feel that the content is irrelevant to their real everyday needs and expectations.

Trainers, accordingly, should take into consideration and implement adult learning principles. The importance to take into account adult learners' diversity not only as practitioners but also as whole persons -not to mention their attitudes, preoccupations and socio- professional situations, is a necessity.

A bottom- across mode of IST delivery could be a good opportunity for teachers to act the trainers and deliver their knowledge. It is a chance for them to own their IST. Several schools today assist their teachers - with the help of universities - to become "knowledge creators" in their schools. *" Small scale researches "* (Miliani) could be encouraged to solve problems specific to their educational environment and context. This mode of provision is a complementary way of IST delivery that should not be understood as a remodelation of the top-down mode.

4.6.5 Lifelong learning

A large proportion of teachers think that teaching is a question of experience, and common-sense, other think that it is a question of efficient pre-service training or in-service training. This simplistic conception has contributed in the aggravation of teachers and learners problems, their low performances and the education decline (Covington).

Even if IST is crucial for teacher's development, it could not - by its limitedness in time and short scope- cover all the teachers' needs professionally speaking. Ideally, it should be completed by teacher professional development as a longer process which creates a dynamic of what researches call lifelong learning. The future great challenges should be faced by great efforts and adequate professional development.

However, the majority of teachers show a reluctance to pursue an effective professional development as post training. This reluctance could be justified by their conception of their professional status as being a modest one.

> *" Current teacher development practices are [...] influenced by the character*
> *and status of the teaching profession "*
> *(OECD,1995:30)*

Those same teachers, if asked about their learners' failure, will justify it by any possible conceived or misconceived reason apart from their own failure to pursue their own professional development. (Bouguerra)

> *" Good teachers are good learners and the ultimate test of the success or failure of policies for in-service training and professional development of teachers will be their effect on learning outcomes for students "*
> *(OECD,1995:29)*

Another cause of that reluctance to pursue professional development could be the teacher's misconception concerning life-long learning. Today, any professional development requires a refreshed data base about educational issues that could be found in internet or in valuable up-dated resources (books, and reviews), which requires in turn financial resources. That could be a serious handicap for teachers, especially those who are not "ready " to spend money from their monthly "modest" income. Even if in some countries there are different attitudes with different variables and a different context.

> *" Good teachers will always pursue further courses- often at their own expense- if they believe that they are useful to them in their work"*
> *(ibid:32)*

So, the possible constraints for an efficient life-long learning could be summarized into three points:

1. Teachers misconceptions.

2. Teachers professional status

3. Teachers attitudes due to the two first causes.

4.7 Conclusion

So many factors influence teacher's professional development and mainly IST. Hundreds of studies and reports have been conducted to comprehend those complex factors and variables (Reid, 1999), each within its own educational context. Most of them presented criteria for an efficient IST model. Others have included recommendations, and proposals that could be beneficial for "good" IST preparation, implementation and evaluation, providing the possible mechanisms to fulfill them successfully.

Yet, many constraints have hampered and even blocked their possible transfer in classrooms reality or their implementation outside their original context. Context specificity and cases complexity have been the main constraints that prevent other educational systems - mainly ours- to benefit from them in every aspect of IST and even professional development.

However, and whatever the causes of this technical or theoretical impossibility of transferability are, it is always possible to consider them and analyse them separately and take advantages from them whenever possible to do so. This implies - again- that decontextualized researches and recommendations should not be the unique source of inspiration, or the sole "recipes" to solve " our" educational problems and mainly IST.

A possible solution could be gathering those reports and researches, analysing, using and then confronting them with our reality, but endorsing them with our own researches even if they are small-scale ones. Both types of studies could represent a sufficient data- base and considered whenever a research will be issued.

No research, however thorough it is, could be "the" solution for language learning multiple and complex aspects. Yet, joint efforts and collegial cooperation of teachers, policy makers and university researchers working together within scientifically and empirically settled guidelines and criteria, could be a fruitful enterprise towards shaping a framework for an efficient IST and teacher development.

The following proposed criteria could be a possible basis for this complex and yet necessary enterprise:

1. Cooperation of all education stakeholders.
2. Flexibility in attitudes
3. Balance of options and modes
4. Ownership
5. Lifelong learning
6. Systematic analysis of needs

GENERAL CONCLUSION

GENERAL CONCLUSION

It is a hard task to work on the shifting sands of education and the ever-changing realities of pedagogy and educational psychology. Dealing with such moving target is – paradoxically- an urgency and an almost impossible mission . A highly challenging task that was tested in the first chapter through a tentative to settle down in that shaky terrain of language learning and professional development. One could not predict that the present definitions will certainly be put into questions, unlearned to be redefined in a perpetual restart. This is the sole absolute certitude in that flow of momentary relative certitude not to say incertitude.

Teachers as well as researchers would like to get adequate tools to solve educational problems like those of failure and underachievement and « measure » it systematically so as to remedy those problematical issues. If practitioners in medicine have the opportunity and the possibility to « measure » their patients' blood pressure ,practitioners of education because they deal with psycho-effective phenomena cannot have the same professional « advantages » and this is why education and mainly language learning remains seemingly eternally problematic. Furthermore, the soar reality of our secondary schools witness a deprofessionalization due to the rapid social changes as compared with the slow contextualized research and the relative absence of school-based research, not to mention the professional problems practitioners face in their daily struggle in the education arena. Almost all educators are aware of the schools' shortcomings. It is high time to acknowledge that an « intelligent change » towards a reinvention of the profession should then occur to face the highly complex challenges. Archaic practices are imprisoning our schools. Researchers, practitioners and specialists in related fields should urgently cooperate to issue studies on that tricky problematics.

Dealing with the living is dealing with limitations, changes and constraints. Policy makers researchers and practitioners have a hard task ahead if they seek to balance the different and differing needs. And even if they could feel that they can solve education problematics, they would complain and face the constraints of changes, limitations and internal validity and contextuality. In the meantime stakeholders try to implement « new »

findings in professional developments; reality of classrooms would have changed. This is the eternal paradox. And even if there is a glimpse of hope of an apparent stability, one would never predict its duration in terms of time nor its efficiency in terms of success or failure. This does not mean that there is no way to solve school problems. One can solve them but within a more or less limited time and efficiency. Meantime these lines are written, new concepts and paradigm shifts would have replaced the fashionable concept of « life long learning » , or may be that same concept will last for a decade .Nobody can predict when research will yield its products.

The concept of language learning is undergoing profound change as the realities of modern schooling have their impact. Taking decisions to change, to learn to unlearn so as to relearn should not be left to top-down initiatives or next reforms, but shaped by all stakeholders in a systematic, flexible scientific cross-disciplinarity, university and school – based approaches. Conflictual approaches could be seriously damaging , and thus a holistic , eclectic approach is more then a necessity in the present context of disempowering schools and the emergence of the « digital revolution » lead by new media as a serious « electronic competitor » for digital learners.

On the one hand, the impressive number of books and articles with their prolific theories, definition is an admirable capacity to « say » things, yet -and paradoxically- an acknowledgement of a relative helplessness to « do » those things as well. On the other hand, the impressive number of years that 'experienced' teachers spent in classrooms represent an admirable capacity to « do » things is –paradoxically- an acknowledgement of a relative helplessness to « say » those things, too. If research could be sometimes « easier said than done », practice could be rather « easier done than said ». The cooperation of researchers and practitioners is more than a necessity it is urgency.

Language learning seems to be a story of paradoxes, and a history of frustrations not to say « failures ». A plethora of researches have noticed that teachers' failure to learn through professional development can lead to a failure to teach with its severe implications. Schools have never succeeded to « please » learners and make them « happy » and motivated, yet it is teachers' role to reduce the risk to make some learners feel as if born to fail. Teaching is an eternal learning; this is what teachers need to learn. However, schools are not just places to learn, they are places to unlearn as well.

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APPENDIX

The questionnaire

<p style="text-align: center;"><u>**The questionnaire**</u></p>

Dear colleague,

You are kindly requested to answer the following questions. Thank you for your precious collaboration.

<p style="text-align: right;">**Mr Safir Kassim B**.</p>

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1. How long have you been teaching ?

.... year(s).

2. Are you computer literate ?

Yes □   No □

3. Are you familiar with the ICT's ?

Yes □   No □

4. Do you use the internet for your professional development ?

Yes □   No □

- If no ,why ?

Because it is :

        a. Costly .   □
        b. Unavailable   □
        c. Time consuming   □
        d. Useless   □
        e. Inadequacy with Algerian schools   □
        f. Other ....

        ....

5. Do you think that the pre-service training (formation universitaire) you have received was adequate with your profession ?

        Adequate □   Not at all adequate □

- If no ,why ?

....
....
....
....

6. Do you think that your pre-service was:

        Theoretical □   Practical □   Balanced □

7. Was your pre-service training focused on Pedagogy / Didactics or Educational Psychology ?

                Pedagogy / Didactics   □
                Educational Psychology   □
                Balanced   □

8. Who provided your pre-service training ?

        Subject specialist □   Other □

9 . How can you consider your knowledge in Educational Psychology/ Pedagogy?

        Sufficient □   Insufficient □

10. Do you think that the in-service training (formation continue) is a necessity for your professional development ?

        Yes □   No □

11. Who provides your in-service training ?

Inspectors   □

Other   □

12. Do you think that the in-service training ,already received, is :

     a. Focused uniquely on aspects of Pedagogy / Didactics   □

     b. Varied (Pedagogy / Didactics/ Educational Psychology) □

13. Is it adequate with your professional needs ?

      Yes □   No □

14. Are there any mechanisms in your school for evaluating the impact of in-service training in terms of increasing the teachers' capability ?

      Yes □   No □

- If yes ,what is it / are they ?

....

....

15. In-service training could be provided by external trainers. Which of the following trainers do you want to have ?

          - Foreign consultants / trainers   □

          - Universities   □

          - National Pedagogical laboratories   □

          - Other ....

16. Are there any comments you wish to make about <u>pre-service</u> training (provision, content , duration ,evaluation ...?

....

....

....

....

17. Are there any comments you wish to make about in-service training (provision, content , duration ,evaluation ...?

....

....

....

....

__Thanks.__

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