University of Oran 2
Faculty of Foreign Languages
Department of English
THESIS
Submitted in Fulfilment of the Requirements for the Degree of 'Doctorat En-Science' in Didactics of English and Applied Linguistics.

Enhancing EFL Teaching and Learning in the Algerian Secondary School under the Competency-Based Approach
The Case Study of Three Secondary Schools in the Wilaya of Chlef: Bennouna Mabrouka (El-Marsa), Zerrouki E'Chikh (Taougrite), and Abrous Naas (Ouled Ben Abdelkader).

Submitted by:
Fathi DJEROUANE

Supervised by:
Prof. Zoulikha BENSAFI-HASSAINE

Members of the Jury:

- Prof. Nidhal CHAMI   Oran 2   (Chair)
- Prof. Zoulikha BENSAFI-HASSAINE   Algiers 2 (Supervisor)
- Prof. Khadidja LAYADI   Oran 2   (Internal examiner)
- Prof. Mohammed Yamine BOULENOUAR   Sidi Bel-Abbess (External examiner)
- Dr. Nahed Rajaa GHLAMALLAH –MCA-   Oran 2   (Internal examiner)
- Prof. Zohra LABED   ENS d'Oran (External examiner)

2021-2022

Dedication

I dedicate this modest work to all my family. I warmly appreciate my parents' and my wife's support. I would ask them kindly to keep praying for me. To my lovely daughters, Razane and Bayane, your love and great patience have motivated me all the time; otherwise, I would never have had the strength to achieve this project. I also dedicate this work to my wife's family; I shall thank them for everything they did and still are doing for me.

I should not miss the opportunity to dedicate this work to the souls of my grandmother and grandfather, to my uncles and friends. May Allah preserve us and direct our steps to the right path.

.

Acknowledgments

Abstract

Two decades, this is approximately the period since the last Education Reform took place in Algeria. It was particularly characterised by the move towards adopting the Competency-Based Approach as a new teaching-learning method. The aim was to react upon the multiple deficiencies resulted from Objective-Based Approach (OBA) to a better and flexible approach in order to enhance the quality of education in the country, meet teachers and learners expectations for modernised as well as learner-centred classes, and live in harmony with this highly advanced/globalised world. Yet, up-to-date, most of the designed goals have not seen light in schools where EFL teachers and learners are having a lot of problems and constraints that stand against achieving satisfactory results in English language fluency and accuracy.

Our study, then, comes to detect and identify a number of possible challenges, problems, and obstacles which hinder secondary education EFL teachers as well as learners (mainly 3rd year) to appropriately teach/learn English for the sake of attaining good levels. This research targets three Algerian Secondary Schools in the Wilaya of Chlef, and suggests practical procedures and solutions to help overcome the different hindrances detected through data collection research tools (questionnaires, classroom observation, and teacher's Book and Learner's Book, Year 3 analysis), and to help enhance EFL teaching-learning practices under the CBA, precisely CBLT. Following an APA methodology, the gathered data were quantitatively and qualitatively analysed. The triangulation of the findings revealed that ELT classrooms seem to suffer from serious obstacles and face many challenges that keep teachers/learners far from achieving fluency in English language. Accordingly, this study emphasises an immediate step to solve these issues besides the suggested solutions in our work that may well help in bettering the non-satisfactory situation in this sensitive sector (Education).

Key words: Enhancing – EFL - Secondary School - CBLT – Teaching - Learning Obstacles – Solutions.

الملخــــــص

عقدان مـن الـزمن، هـذه هـي المـدة تقريبـا منـذ اخـر اصـلاح مـس المنظومـة التربويـة في الجزائـر والـذي تميـز بـالتحول نحـو تـبني المقاربـة بالكفـاءات كنهـج جديـد في ميـدان التعليم و التـعلم. كـان الهدف مـن خـلال هـذا الاصـلاح هـو الـتخلص مـن ضـعف التحصيل العلمـي الـذي نـتج عـن المقاربـة بالأهـداف نحـو مقاربـة أفضـل بغيـة تحسـين جـودة التعليم في الـبلاد، تلبيـة تطلعـات المعلمـين و المـتعلمين، عصـرنة العمليـة التعليميـة/ التعلميـة، وأبعـد مـن هـذا اللحـاق بالركـب في ميـدان التطـور للعيـش في تنـاغم تـام مـع العـالم. لكـن الى يـوم النـاس هـذا معظـم الأهـداف الـتي تـرى النـور حيـث ان المدرسـة بجميـع أطوارهـا لازالـت تتخبط في عديـد المشـاكل و نخـص بالـذكر هنا أسـاتذة و تلاميـذ اللغـة الانجليزيـة في الطـور الثـانوي الـذين هـم في صـراع يـومي مـع عديـد العقبـات الـتي تحـول دون تحقيـق نتـائج مرضـيـة لـتعلم وتكلـم اللغـة الانجليزيـة بالشـكل و الدقـة المطلوبـة. .

للأسـباب المـذكورة، جـاءت هـذه الدراسـة لكشـف و تبيـين نوعيـة المشـاكل والمعوقـات الـتي تقـف حجـر عثـرة أمام اسـاتذة اللغـة الانجليزيـة و كـذا تلاميـذ السنة الثالثـة ثانوي وتمنـع تعلـيم وتعلـم الانجليزيـة بالطريقـة الأمثـل. للوصـول الى اهـداف هـذه الدراسـة تم اسـتهداف ثـلاث ثانويـات عـبر ولايـة الشـلف كحالـة دراسـة أيـن تعرفنـا علـى مختلـف التحـديات وكـذا العوائـق داخـل القسـم والـتي علـى أساسـها اقترحنـا اجـراءات وحلـول بديلـة للمسـاعدة في مواجهـة هاته المشـاكل.

البيانات المحصـل عليها تم تحليلها كميا ونوعيا حيـث أبانـت عـن عراقيـل جديـة / صـعبة تمنـع المعلمـين و المـتعلمين مـن بلـوغ الكفـاءة اللغويـة المطلوبـة في هكـذا مسـتوى. كمـا ركـزت هـذه الدراسـة بشـكل كـبير علـى مـد حلـول فوريـة وكـذا توصيات عمليـة بغيـة الـتخلص مـن المشـاكل المكتشـفة لتحسـين تعلـيم وتعلـم اللغـة الانجليزيـة في المدرسـة الثانويـة تحت نهج المقاربـة بالكفاءات.

الكلمات المفتاحيـة:

تحسـين ـ الانجليزيـة كلغـة أجنبيـة ـ المدرسـة الثانويـة ـ تـدريس اللغـة باعتمـاد الكفـاءة ـ التعلـيم ـ التعلـم ـ العقبـات ـ الحلول .

Table of Contents

CHAPTER ONE
Literature Review
English in the World

CHAPER TWO

The Competency-Based Approach (C.B.A)

CHAPTER THREE
Challenges Facing EFL Teachers and Learners
Methodology, Data Collection, Interpretation, and Discussions
PART I: Methodology

PART II: Data Collection, Interpretations, and Discussions

CHAPTER FOUR

Section One:

Suggestions/Solutions to Enhance EFL Teaching and Learning

Section Two:

Discussions, Implications, and Recommendations

List of Tables

List of Figures

List of Abbreviations

ALM= Audio Lingual Method

APA= American Psychological Association

BEM= Brevet d'Enseignement Moyen

CA= Communicative Approach

CBA= Competency-Based Approach

CBE= Competency-Based Education

CBLT= Competency-Based Language Teaching

CEFR= Common European Framework of Reference

CLT= Communicative Language Teaching

CPD= Continuous Professional Development

Ec= Economy and Management

EFL= English as a Foreign Language

ELF= English as a Lingua Franca

ELT= English Language Teaching

Esc= Experimental Sciences

ESL= English as a Second Language

ESP= English for Specific Purposes

FL= Foreign Language

GA= General American

GB= Great Britain

GE= General English

GTA= Grammar Translation Method

ICTs= Information and Communication Technologies

IT= Information Technology

ITT= Initial Teacher Training

L1= First Language

L2= Second Language

LA= Lexical Approach

LA= Language Awareness

LB= Learner's Book

LFC=Lingua Franca Core

LFL= Literary and Foreign Languages

LPh= Literary and Philosophy

M= Mathematics

MHESR= Ministry of Higher Education and Scientific Research

MNE= Ministry of National Education

MT= Mother Tongue

NCP= National Commission of Programmes

NCRES= National Commission for the Reform of the Education System

NS= Native Speaker

OBA= Objective-Based Approach

PEF= Professeur de l'Enseignement Fondamentale

PES= Professeur de l'Enseignement Secondaire

SE1= Secondary Education, Year One

SE2= Secondary Education, Year Two

SE3= Secondary Education, Year Three

RP= Received Pronunciation

TB= Teacher's Book

TBA= Task-Based Approach

TBI= Task-Based Instruction

TBL= Task-Based Learning

TEYL= Teaching English for Young Learners

TM= Technique and Mathematics

TLMs= Teaching Learning Materials

TOEFL= Test of English as a Foreign Language

TOESL= Test of English as a Second Language

TPCK= Technological Pedagogical Content Knowledge

TTC= Teachers Training College

TV= Television

UK= United Kingdom

UNO= United Nations Organisation

USA= United States of America

WB= World Bank

WE= World Englishes

WHO= World Health Organisation

WTO= World Trade Organisation

WW II= World War Two

General Introduction

General Introduction

The system of National Education in Algeria under the Competency-Based Approach (CBA) more precisely the Competency-Based Language Teaching (CBLT), does not seem stable due to known and unknown or non-discovered reasons. When this well-known approach was adopted and everything (curriculum, syllabus, books, etc.) became ready made in September 2003, the Educational sector turned optimistic because the schooling pattern was finally going to get rid of the teacher's authority over learners' who were having passive roles within this highly complex process of teaching and learning. Yet, two decades until the present day the image is still unclear to make fair judgments whether the competency based teaching-learning styles have brought fruitful and satisfactory results to both policy makers and educators, after the graduation of many generations, since the adoption of this approach, from Universities, or not.

However, none denies the truth that the euphoria which prevailed in Algeria around the CBA and the Educational Reform led, later on, to criticism on its official implementation as well as its actual application and practices. The latter were discussed in our Magister Dissertation as obstacles and constraints against competency-based principles. The study relied on daily observation, as teachers in the field, on how this approach has been implemented for many years, and what the reality is for both teachers' and learners' behaviours in and out of schools. Obviously, the dreamt consequences and the expected results behind this reform have not been attained yet. As a matter of fact, neither teachers have reflected serious signs of effective involvement in monitoring the teaching-learning process nor learners seem to have acquired some command over the English language in real life situations.

1. Statement of the Problem

In this research we aim, firstly, at detecting and identifying the nature of challenges, problems, and obstacles that EFL teachers and learners are encountering in their

classrooms. Secondly, we are providing suggestions, solutions, necessary teaching tools and materials to enhance English language teaching-learning at Secondary Education level.

2. Research Questions and Hypotheses

2.1. Questions

To carry out the current inquest, the researcher wishes to set some inquiries that help investigating the raised issues. Among the research questions that are selected, we count the following below:

a- What is the nature of challenges, problems, and obstacles that EFL teachers and learners are facing in the classroom?

b- Why do the current teaching-learning materials and practices seem inappropriate to fit learners' needs and raise their motivation towards EFL learning?

c- What are the alternative solutions to improve the performance of teachers and learners in ELT classrooms?

d- In what way(s) are these tools/materials and strategies going to shift the focus from teacher-centeredness to learner-centeredness?

2.2. Hypotheses and Assumptions

To answer the above stated questions, one can call for the formulation of some hypotheses to be tested and which are as follow:

a- We hypothesise that Secondary Education EFL teachers do not appropriately master the CBA's principles and therefore they misuse the different teaching materials and lack appropriate assessments procedures.

b- After more than 16 years since the last publication of the different teaching/learning materials, particularly textbooks, the researcher believes that most of their contents turned inappropriate and outdate because many new discoveries, events, and statistics are being realised in almost every field of life.

2

c- Teaching tools and practices can be improved, adapted, or even changed. I.e., there are always substitutes which can replace these old-fashioned curricula, books, and teaching/learning behaviours for both teachers as well as learners.

d- Learners will be motivated and their attitudes towards EFL learning will change if we let them feel they are responsible and in charge of the learning process. We hypothesise that if the teacher's role is lessened to that of a guide on the side, lessons and activities in the textbook are modified, EFL is afforded more time, and learners become the focal point in the teaching process, the situation will be enhanced.

3. Background of the Study

The Competency-Based Education or CBE can be traced back to the philosophy of experimentalism and to the work of John Dewey in the early 1900s. The concept of Competency has a long history and it is linked with the philosophical foundations and approaches in educational and learning theories. Three well-known and important theories are Behaviourism, Cognitive Theory, and Constructivism. Its antecedents include Vocational Education and Progressive Education (Flowers, 1990; Stoffle, & Pryor, 1980). Competency-based education (CBE) is surging in popularity as most of educational systems around the world scramble to implement their own versions of Competency-based curricula.

The Competency-Based Approach (CBA) is based on theories of adult learning and focuses on acquiring life coping skills while developing the language to perform these skills in real life situations. When EFL teachers truly master this approach to language teaching (CBLT), they will be able to base their practices and activities on interaction, pair work, and group work to generate communication in tasks such as problem solving and filling information gaps to boost learner-centeredness (Peace, 1989). The Competency-Based Approach is a rich source of materials and ideas for English

teacher/learners because it is grounded in specific, useful tasks which cover a wide range of teaching and learning skills.

4. Objectives of the Study

The present investigation is carried out for the realization of the following goals and objectives:

- ✓ It wishes to increase teachers and learners' awareness by providing them more opportunities for a better interaction inside EFL classrooms;
- ✓ It targets grafting some spatiotemporal aspects, that is to say making some space-time modifications to enhance the competency-based approach principles' implementation while the teaching-learning process is taking place;
- ✓ It aims at guaranteeing: the smooth transition from teacher-centeredness to learner-centeredness and the motivation under the guidance of the teachers;
- ✓ The fourth objective in this research is prescribing necessary teaching materials and strategies for teachers and learners to bring to an end their daily complaints and free the educational environment from traditional teaching/learning procedures.

5. Research Design and Methodology

The present research follows an APA methodology, and is concerned with emphasizing the need for teachers' and learners' flexible formula, or harmonious teaching-learning process. This criterion can take a set of interactional attitudes as effective ingredients to promote teacher-learner/learner-teacher performance under CBA's atmosphere.

Hence, for more credibility of the data collected, our research necessitates the call for the implementation of an experimental and descriptive method. This path involves both qualitative and quantitative tools. After gathering data, they are tallied with scores and then put into more interpretive graphs to support a formally complete analysis.

This step tends to supply useful implications for CBA or precisely CBLT possible future practices by educators. This is achieved through uncovering ambiguity on points drawn from every single datum. This is, indeed, the regular basis on which recommendations are prescribed. To do so, the process of data collection and the set of final conclusions are questioned too.

Consequently, this research appeals for three research methods and tools: Two questionnaires, one for SE3 English language teachers and the other one for SE3 learners who belong to the three mentioned schools in the case study. The second data collection method is through classroom observation in which the researcher attends several ELT classes to scrutinise how teachers and learners behave, and the third research tool is SE3 Teacher's and Learner's Book analysis and review.

The next step gives details about the previously listed research instruments and tools:

a- Quantitative Data

The researcher chose questionnaires and classroom observation because they seem pertinent and practical in our case. They are also meant to facilitate eliciting data once they are collected from the informants. These two methods will help to provide an original description concerning teacher-learner's daily EFL practices inside classrooms. When distributing the questionnaire to experienced teachers, on the other hand, they can bestow the understanding of many confusing points related to the syllabus, the teacher's and learner's book (Year3), time frequency, and classroom management.

- **Questionnaire to teachers (Appendix A)**

This kind of questionnaire is in the form of close-ended questions that include: In the first section, the questions are structured with [two sometimes] three possible answers (yes, no, or no idea). Then, it is followed by another section that contains scaled questions, multiple choice questions, and space for suggestions. Our informants are requested to tick the right box. For more freedom for teachers to express

themselves, the questionnaire ends in some mixed and open-ended questions for possible opinions. This method of research is mainly concerned with the pedagogical didactic triangle (the teacher & the learner, the teaching programme, and the timing). It appears as follow:

- Teachers' teaching experience;
- Teacher's Book (TB) usefulness and compliance with CBLT;
- Teachers' suggestions for TB readjustments;
- In-service training seminars with Inspectors.

- **Questionnaire to learners (Appendix B)**

It is directed to SE3 foreign languages learners. This type of questionnaire includes close-ended, open-ended, and multiple choice questions. It, in turn, targets three main areas to explore the following points:

✓ Learners' attitudes towards English language learning;

✓ Learners' attitudes towards Learning about the English Culture;

✓ Learner's attitudes towards their English language teachers.

- **Classroom Observation (Appendices C & D)**

A number of observational sessions are conducted with teachers and learners inside ELT classrooms. The researcher, as an observer has designed a classroom log, where we try to track class activities, leadership roles, question-asking behaviours, pair/group work tasks, and the like. The aim is essentially attempting to detect the nature of problems, challenges, and constraints, both EFL teachers and learners are facing, and therefore to be able to suggest practical solutions for better performance.

b- Qualitative data

- **SE3 Teacher's/Learner's Book Review and Analysis**

This step deals with SE3 course-book and Teacher's Book content; we try to thoroughly analyse its lessons, tasks, and exercises to pick out the possible mistakes, errors, and weaknesses that stand against what CBLT suggests as principles. On the

other hand, the researcher consults experienced teachers, and seeks their expertise to suggest adjustments in order to keep what is workable and propose modifications for what is not so. Such process is not easy to be performed, thus we work to realize it through collaboration if we wish to ease the critical situation that the educational system is witnessing.

6. Organization of the Study

To reach the underlined objectives, this investigation is organised along four chapters which appear as follow:

Chapter one deals with theoretical background entitled 'English as a global language' where it is seen from different angles; we state first a brief history of English language/teaching, then we move to talk about the influence of English as a universal language on other languages as well as cultures. After that, we deal with English as a lingua franca and the term "World Englishes" besides the future of English as a world's language. Finally, we spot light on the on-going methods and approaches for the teaching of English language.

Chapter Two focuses primarily on reviewing literature that is concerned with the latest researches and what has been said about the Competency Based Approach. We give definitions of the approach, how it functions, and discuss the roles of both teachers as well as learners to end with mentioning assessments process with in this approach, and the pros and cons of the CBA.

Chapter Three includes research methodology and the different research methods used to gather data, makes interpretations, and discusses the findings related to the multiple issues, obstacles, and hurdles that EFL teachers/learners are witnessing in their classes. We compare CBA's principles with what is really being done in the Algerian context. Why we cannot achieve or attain the targeted competencies in almost every major as far as EFL is concerned. We talk about the programme, the

teaching materials, and more importantly the timing allotted to the teaching of English as a foreign language.

Chapter Four contains two sections; the first is dedicated to suggesting practical procedures and immediate solutions to help both English language teachers and learners overcome the identified/detected problems, challenges, and obstacles in ELT classrooms in the previous chapter besides, of course, other issues. We aim at providing solutions that concern education reforms, the importance of English as a universal language (raising learners' awareness), reinforcing teacher's pre-service and in-service training, increasing ELT timing in Secondary schools, teaching English at early ages, integrating ICTs in class, and give much importance to appropriate language assessments as an inseparable element from the teaching/learning process.

The second section, which is the last in this study, includes general discussions related to the focal points in the research through recapitulating the nature of the different challenges and issues met in ELT classrooms, the most common solutions to settle a kind of stability in this field, pedagogical implications, limitations, and recommendations for further research.

CHAPTER ONE

Literature Review

English in the World

CHAPTER ONE

Literature Review

English in the World

Introduction

Thanks to globalisation, English language is currently gaining a leading position in almost every field of life and every country in the world. Statistically, there are over 70 countries in the world that give special status to English as an official language of the country or by requiring its study as a second or foreign language (Roby & Ashish, 2014).

The history of English language, which was being spoken by a small number of people in an island that locates in northern Europe and what is called today Great Britain (GB), originated over 955 years ago when the Normans conquered the English in 1066, and the French language became the language of the rich and powerful, but the poor, there, primarily spoke English. In the 14th century, the British brought many words from French as well as Latin though they predicted that their language (English) would die sooner or later. Richard Mulcaster in 1582 (cited Pandarangaa, 2015), one of the strongest supporters of English and the Headmaster of Merchant Taylor's School in England, thought that the English language would have no possibility to spread out from the island, he exactly wrote: Our English tongue is of small reach- it stretches no further than this island of ours- nay, not there over all," (p. 90).

However, Richard's forecast did not come true, as Britain started to grow stronger and built up an empire from about the end of the 17th century, the English language became more important in which it began spreading as a world language creating more speakers and necessitating the teaching of English even further.

1. A Brief History of English Language Teaching (ELT)

The beginning of the twentieth century was the starting point where language teaching, as far as English is concerned, appeared as an active area of educational debate and innovation in which the foundations of contemporary approaches and methods to language teaching were improved during the early of that period. English language teaching was, then, characterised at different times by change and invention of ideologies (Methods and Approaches) as a response to the increased demand for speakers of second and foreign languages.

Many linguists think that World War II (WWII), for example, prompted the need for new ways of teaching oral skills in foreign languages due mainly to the large number of immigrants besides the internalization of education since the 1950s that brought a demand for new types of language programs (Richards & Rodgers, 2014, p3). Thus, the English language speaking world grew even bigger; in the 1980s, Braj Kachru (cited Harmer, 2007, p13) estimated that there were between 320 to 380 million people speaking English as a first language and anywhere between 250 and 380 million speakers of English as a second language.

By the end of the 18th century, as Jeremy Harmer states, English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language (2007, p13). So, English is now used almost all around the globe as the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum; David Crystal suggests that:

> There are currently around 1.5 billion speakers of English worldwide, of whom only some 329 million are native speakers …the population growth in areas where English is a second language is about 2.5 times that in areas where it is a first language.   (2003a, p. 69)

Although the statistics which have been mentioned by Crystal are not exact and are to some extent only guesstimates, English is clearly spoken by quarter of the world's population where native speakers are in a proportionately ever-decreasing minority, i,e., non-native speakers of the English language are greatly outnumbering its native speakers. This widespread of English as a language, however, did/does not take place because of the teaching programs or WW II only but due to many other factors like the ones stated by Jeremy Harmer:

- **A colonial history:** in USA, for instance, when the Pilgrim Fathers settled on the land in 1620 after their journey from Plymouth, England, they brought with them not just a set of religious beliefs, nor only a pioneering spirit and a desire for colonisation, but also their language and thoughts.

- **Economics:** a major factor in the growth of English has been the spread of global commerce and marketing, pushed on by the dominance of the United States as a world economic power. So, the English language travelled in the wake of this success to become one of the main mediating languages of international businesses whatever countries are involved.

- **Information exchange:** a great deal of academic discourse around the world takes place in English; many journal articles in the field of medicines, astrophysics, and zoology have English as a default language either on sit or online through the Internet as a major channel for information exchange.

- **Travel:** much travel and tourism today is carried on, around the globe, in English as the majority of airports and airline companies gloss their announcements in English language whatever the language of the country the airport is situated in.

- **Popular culture:** USA in specific, Britain, Canada, and Australia are doing their best to spread their cultures overseas through music (like Pop music), cinema (films and movies), and TV (news & documentaries) which truly help

English to dominate the world since we see many people who are not English speakers sing words from their favourite English-medium songs, or go to cinema (sit in front of their TV sets) to hear and watch Hollywood films.

(2007, Pp. 14-15)

In the same sense, the British scholar John Soars (cited in Essays, UK.) sees that English has become a world language because of its establishment as a mother tongue outside England …Above all; it is the great growth of population in the United States …that has given English its present standing in the world. (November, 2018) Nevertheless, such widespread of the English language all over the universe gave birth to different attitudes towards it since not everyone sees this growth a desirable phenomenon. Hence, we will discuss the effect of English on others' languages and identities.

2. The Effect of English on other Languages and Cultures

The spread of English as a global language presents risks and benefits. As English is frequently considered the world's language, other languages that are different than English could be perceived as unnecessary which, in turn, contributes to the loss of languages, especially minority languages. Yet, and in contexts where a group of people do not share the same first language, a global language, such as English, could make communication possible. Therefore, the impact of English as a universal language allows us to exchange world knowledge and increase interconnectedness.

For instance, Crystal (2003a) writes about a meeting where a Japanese organization will have dialogue with German and Saudi Arabian people. If all of them would speak in their Japanese, German and Arabic languages respectively, effective communication would be impossible. In addition, English has been used to present international news and inform people about relevant events that are happening in more countries; Al Jazeera Media Network, which changed its Arabic language to the English language in the global news in 2005, is a good example, to reach a wider

audience (Carpenter, 2017). Thus, English language acts as a link between people who possess common interests, but do not share a common language.

The English language is supported by many non-native speakers and countries. A higher number of English speakers and people teaching English as a second language represent other effects of the spread of English as a global language. Surprisingly, more people whose native language is other than English are the largest users of English language (Seargeant, 2012). This means that English is spoken more frequently by English non-natives. Besides, according to Seargeant (2012), about two billion people, including the native and non-native speakers, have basic or proficient knowledge of the English language. Even more, English as a foreign language has been implemented in nations like China, Africa, and Asia (Ammon, 2010; Shin, 2015). This support in teaching English as a second language is a consequence of its influence and usage as an international language.

On the other hand, a negative effect of the invasion of English as a global language could be the death of other languages. In a linguistic context, language death equates to the lack of speakers of a language. Crystal (2003a) remarks that a language dies every two weeks, in other words, valuable traditions, knowledge, and life perspectives are lost weekly. This may result in a hazardous situation where minority languages can be perceived as "unnecessary" languages in the presence of an international language. This also means that an international language may cause a lower interest in other languages because they might not seem as useful in a number of scenarios. In addition, it is known that since the presence of English as a world language has become increasingly dominant in more scientific contexts, then academic studies written in different languages could be disregarded (Crystal, 2003a). This implies that knowledge which is written in languages other than English could be devalued.

To sum up, the spread of English as a global language has both positive and negative effects. It is beneficial in the way that it permits people who do not share a native language to communicate and exchange ideas. Therefore, information that is

transmitted in contexts where effective communication would normally be impossible, due to an absence of a world language, is possible thanks to the use of English. Ultimately, this results in increased interconnectedness. Because of the spread of English as an international language, more countries have decided to teach English as a second language. Currently, English is spoken in some capacity by more non-native than native speakers.

However, a hazardous consequence of this is that minority languages can seem irrelevant in the presence of English as a global language. In this way, English as an international language could cause languages to die, and this, unfortunately result in a loss of knowledge, traditions, identities, and more importantly diversity. But, as Juliane House (cited in The Guardian) once wrote:

> We should not be starry-eyed about all this, of course. Instead of fearing English as a destroyer, we should, perhaps, concentrate on how to maintain communities with a strong enough identity to preserve the language they represent. It is even possible that the presence of English as a lingua franca actually provokes speakers of minority languages to protect and promote their own languages.   (April, 2001)

Consequently, and to safely stand against some of the negative effects such as the death of culture through language loss, it is necessary to recognise both sides of the coin so as to appropriately use English as a global language, or as recently termed English as a Lingua Franca (ELF) that has become a focus for much discussion and it is to ELF that we will now turn.

3. English as a Lingua Franca

3.1. Definition

English as a lingua franca (henceforth ELF) can be defined as a contact language used between speakers who do not share the same mother tongue or different cultural background. Jennifer Jenkins (2009, pp. 200-2001) defines ELF as:

A specific communication context: English being used as a lingua franca, the common language of choice, among speakers who come from different lingua-cultural backgrounds. In practice this often means English being used among non-native English speakers from the Expanding Circle, simply because these speakers exist in larger numbers than English speakers in either of the other two contexts.

Jenkins view, however, does not intend to exclude Outer or Inner Circle speakers (see Kashru, 1985) from her definition to ELF as the vast majority of ELF researchers take a broad rather than narrow vision, and include all English users within their definition of ELF. So, all what we need to do, is to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication. ELF is thus a question of mutual negotiation involving efforts and adjustments from all parties.

3.2. The Term World Englishes (WE)

There seems to be a good deal of uncertainty as to what, precisely, ELF actually is, and how it relates to the much more firmly established field of World Englishes (WE), Jenkins explains: "My own use of the term 'world Englishes' is thus one that is likely to be non-controversial for most scholars of WE in that it refers to all local English varieties regardless of which circle they come from." (2009, p.200)

The WE, indeed, has been welcomed as a vehicle of efficiency in, for example, business and science, or as a new means of communication for globally emergent localities in a variety of non-mainstream sub-cultures. Harmer Jeremy reinforces:

The reality of Global or World English(es) has caused some people to become very interested in what actually happens when it is used as a lingua franca-that is between two people who do not share the same language and for whom English is not their mother tongue. (2007, p.20)

That's why English establishes its position as the global *lingua franca* beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the Internet. Meanwhile, the phenomenon of English as a *lingua franca* (ELF) has become the subject of considerable debate and has raised many fears during the past few years. It has been seen as a threat to local languages and cultures, or alternatively, its global uses are taken as a threat to Standard English. Such negative attitudes, even hostility, towards English are nevertheless comparatively recent and intertwined with the current wave of globalisation, more complete than anything hitherto experienced and more closely associated with just one language.

3.3.   ELF between Resistance and Acceptance

This suggestion always meets, however, with strong resistance from many quarters, and this is particularly so in the case of accent. The result is that two particular native speaker English accents, Received Pronunciation (RP) and General American (GA), continue to command special status around the English speaking world including international/lingua franca communication contexts where sociolinguistic common sense indicates that they are inappropriate and irrelevant.

In the case of RP, the continued promotion of native speaker (NS) English accents has become even more untenable over the past few decades, during which the use of this already minority British accent, has declined even further, especially among younger British people. Macaulay (cited Mauranen & Ranta, 2009) argues:

> Since RP is not necessarily the easiest or most appropriate accent of British English for foreigners to learn, the choice of RP as a model is difficult to justify. It would be better for everyone if linguists, phoneticians, and teachers overcame their fascination with the accent of an élite minority and concerned themselves more with the speech of the majority of the population. (p. 11)

17

Yet, Jennifer Jenkins (cited in Mauranen & Ranta, 2009) points out that: the fascination with RP continues to this day, and the accent continues to be aspired to even in ELF contexts (p. 11) where native speakers of English are not part in much of the communication at all. In fact, RP is often the only accent presented as a model for production; for example, materials learners of English especially in Europe, and other parts of Asia, Africa, and Latin America, still promote RP as being superior.

All in all, ELF researchers believe that learners should be free to choose which kind of English they want. It is supporters of the *EFL* status quo who believe in prescription, and prescribe NS English with RP or GA accents for learners. Unlike these traditionalists, ELF researchers argue that learners should be made aware of the sociolinguistic facts relating to the spread of English, which will enable them to make informed choices about which kinds of English they want to aim for.

As a result, and though Sylwia Sheuer sees that native speakers [of English] will always remain, if not the owners of the language itself, at least the keepers of the key to what is irritating and what is acceptable in interactional exchanges all-round the globe, whether they actively participate in them or not, (2005, pp. 127-128) the traditional inner circle teachers, publishers, and testing organisations need to think again about what kind of English to be taught to be, then, in harmony with the widespread of English as a lingua franca.

3.4. The Era of ELF and English language Teaching

Students who are learning English to, mainly, communicate with other non-native speakers; their needs are quite different to students who go to the UK, for example, and want to integrate within that culture and so may want to sound as much like a native speaker as possible. Thus, learners need to learn not a variety of English, but about Englishes, i.e., instead of conforming to a native standard such as British English, we should change what we teach just as it is suggested by Jennifer Jenkins: learners need to learn about Englishes, their similarities and differences, issues

involved in intelligibility, the strong links between language and identity, and so on (2006a, p173). The priority for students using ELF, then, is to be as intelligible as possible to the people they are communicating with. This does not necessarily mean sounding like a native speaker.

> ➤ **Teaching English as a Lingua Franca**

To have an idea about how ELF classes look like, we consider Katy Simpson Davies and Laura Patsko's work. They delivered a British Council seminar in Glasgow on the 26 of November, 2013 on teaching pronunciation and listening in an ELF context. They, also, explained how teachers can teach ELF in their classrooms.

"Conduct a needs analysis to find out whether your students use or are planning to use ELF, or whether they need to integrate in an English-speaking country. Then conduct a diagnostic test, like you would with other language areas such as grammar, to find out which areas of the lingua franca core, or LFC, students need to work on producing. It would also be helpful to know the language backgrounds of the people your students will be talking to, in order to work on appropriate accommodation skills, too (in other words, adjusting your expectations of what pronunciation you will hear, according to who is speaking).

If you're using a set course-book in your class, look at the Lingua Franca Core (LFC) and consider how the pronunciation exercises in your coursebook compare to the pronunciation features identified as important for maintaining intelligibility in Jenkins's data. Then match those areas to the needs of your students. If possible, skip the irrelevant pronunciation exercises and spend more time on LFC priority areas, such as nuclear stress, by taking extra pronunciation activities into the classroom to focus on these.

You can help learners to become more familiar with a range of non-native accents, especially those they are most likely to encounter in their specific context. Familiarity is a key factor in a listener's ability to understand an accent. Being more aware of the

issue of familiarity as a listener might also raise students' awareness of how features of their own accent could cause difficulty for someone who is not so familiar with it. Using listening activities featuring non-native accents can help students accept the reality of accent variation, and challenge negative perceptions of their own accent and others".

Concerning the teaching materials, Graddol 1997, p. 57) claims that some non-native speakers (experts, teachers, book designers, etc.) of English will probably create and develop their own resources such as the teaching methods, curricula, and materials. He continues that these resources are designed and developed in line with the English language rules as well as knowledge, but based on their local cultural background. Similarly, Phan (2008 cited in Pandarangga, 2015, p. 92) reckons that the English teaching-learning resources which are designed by English native-teachers and experts are suitable much more for their native-speakers but not for others. So, it is important, when teaching English as a lingua franca, to consider the social and cultural local context of the non-native speakers.

Yet, not everyone would be happy to adopt ELF teaching models, such as the one presented above, since they do not constitute an appropriate model for learning purposes. Vicky Kuo (2006), who strongly defends a native-speaker variety as an appropriate pedagogical model, argues that: "ELF as a phenomenon where people are making use of their imperfect L2 repertoire to communicate more or less effectively 'is interesting and revealing' but does not necessarily have any implications for teaching." (p. 219)

As a matter of fact, many will stick to the traditional ways of teaching *Standard English* be it RP or GA. But it seems, also, highly challenging to continue thinking/doing so, especially when recognizing the widespread of English as a universal language or more precisely as a lingua franca which means that the future is for ELF.

4. The Future of English as a World's Language

We have noted that English is now spoken by at least a quarter of the world's population (more than a billion and a half) to be used either as a first, second, foreign, or even an international language over a number of languages around the globe. It is an exceptional language since it is highly preferred and chosen for education, occupation, and communication. (Graddol, 1997, p.3; Baker, 2006, p.12):

➢ **In Education:** almost all countries around the world integrate and choose English as one of the compulsory subjects in their schools. Some start teaching English language sine elementary schools while others prefer middle/junior or senior/high schools. Further, to be allowed/accepted to enter the university, in many countries, you have to pass tests and examinations in the English language such as TOEFL (Test of English as a Foreign Language) or TOESL (Test of English as a Second Language).

➢ **In Occupation:** most companies, nowadays, require their employees to speak and understand English. It is, according to Graddol (1997, p.3), the gateway towards advertisements making, information exchanging, and transaction of business all over the world. Similarly, Harmer (2007, p.14) believes that English is now commonly used as a language for the majority of economic activities globally.

➢ **In Communication:** none denies the fact that English is being used, approximately, by everywhere as an important tool for communication across nations. Many Scholars such as Ammon (2001, p.345); Baker (2006, p.12); Graddol (1997, p.3 & 2006, p.107); and Harmer (2007, p.18) see that English will expand even more to reinforce connectedness, understanding, and respect among people who do not share the same language, cultural background, or lifestyles (customs & traditions). Martin Luther King Jr (cited Pandarangaa, 2015) once wrote: "People do not get along because they fear each other. People fear each other because they do not know each

other. They do not know each other because they have not properly communicated with each other." (p.91)

English as a global language, therefore, is bridging these gaps through strengthening relationships and enabling proper communication so as to effectively avoid any kind of misunderstanding or misinterpretation among individuals. That's why linguists think it is an exceptional language that will certainly keep its universality as well as the top position over other languages, to reach as a prediction 3billion English speakers by the year 2040 (Graddol, 2006; cited in Harmer, 2007, p.18) , despite the criticism and negative terms (such as language hegemony).

The expansion of English as an international language, then, is continuously giving birth to more calls for teaching and learning this language as its spread is predicted by experts not to stop in the near future. That is why, it is overwhelmed by acronyms and initials (like many professions and disciplines) such as GE, ESP, ESL, and EFL.

4.1. General English (GE)

General English, as defined by Marko Modiano (1999) & McCrum, Robert (2006), is the concept of the English language as a global means/tool of communication in multiple dialects or accents, and the movement towards an international standard for the language. It is also referred to as Global English, World English, Common English, Continental English, and recently International English; or these terms refer simply to the array of varieties of English spoken throughout the world.

More precisely, General English is a semi-technical term for a course in English, usually as a mother tongue or in an English-medium school, within a framework of general education. GE aims to achieve a high standard of everyday English communication skills for it covers the four main skills: reading, writing, listening and speaking. Also, it is a non-technical term for English when the language at large is contrasted with a usage, variety, dialect, or register. In Linguistics, a range of English

that includes the standard but contrasts with specific accents and dialects. (Encyclopedia.com)

4.2. English for Specific Purposes (ESP)

It is misleading to continue thinking that English is only needed by linguists, grammarians and those who are in the English linguistics field, because the truth is that English is being vastly used in almost all professions. For example, students in Medical Sciences major need English for their courses and even pilots need English for their aviation courses. Therefore, English for Medical Purposes and English for Aviation were established to suit those specific needs. According to Crystal (1999) English for Specific Purposes (ESP) can be simplified as the use of a particular variety of the language in a specific context of use. In addition, Robinson (1991, p.20) mentions that ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of communicative needs of the context. Dudley-Evans and St. John (1998) have offered a modified definition of ESP by summing up its characteristics in two groups:

a- Absolute characteristics

- ✓ ESP is defined to meet specific needs of the learner;
- ✓ ESP makes use of the underlying methodology and activities of the discipline it serves;
- ✓ ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

b- Variable Characteristics

- ✓ ESP may be related to or designed for specific disciplines;
- ✓ ESP may use, in specific teaching situations, a different methodology from that of general English;

- ✓ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

- ✓ ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

(Essays, UK. November 2018)

In their motion, Dudley-Evans and St. John (1998) have removed the absolute characteristic that 'ESP is in contrast with General English (GE) and added more variable characteristics. They have asserted that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

4.3. English as a Second Language (ESL)

According to the *Online Cambridge Dictionary*, ESL is referred to the teaching of English to speakers of other languages and who are living in countries where English is an official or important language. Angele Carrasquillo (1994) gives a precise and concise definition by saying:

> English as a Second Language, also referred to as English for speakers of other languages, is a specialised approach to language instruction designed for those who have a primary language other than English and who are limited in English proficiency.   (p. 4)

The use of the term "specialised", as Angela Carrasquillo (1999, p. 5) further explained, connotes the use of different methods and strategies based on a wide range of innovative theories related to foreign language learning, and that have developed over years to deal with teaching-learning strategies to non-native or limited English speakers. Thus, an appropriate ESL program provides learners with an adequate

opportunity to main self-esteem, make adjustments to a new linguistic environment, and develop academic areas where it:

- ✓ Emphasises communication and meaning;
- ✓ Integrates the four skills (reading, writing, listening, and speaking) four functional context of learning and communication development;
- ✓ Recognises learner's prior linguistic, conceptual, and cultural experiences so as to build proficiency in English;
- ✓ Respects the values and traditions of learners' cultural heritage.

The major objective, so far, behind the implementation of English as a Second Language programs is to prepare learners to function successfully in classrooms where English is the medium of instruction for all subjects areas or modules. ESL teaching equips learners with several opportunities to learn English systematically and cumulatively moving from concrete to abstract levels of language.

4.4. English as a Foreign Language (EFL)

Tsuda (2008, p. 54) claims that almost 86% of people around the world learn English as a foreign language. These people, according to Tsuda, have greater chance to get a position that is more prestigious when they become more fluent and competent in English than their native languages. This increase in learning and teaching English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals or teachers of EFL. What is meant by this acronym then?

EFL is a traditional term that refers to the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. EFL corresponds roughly to the Expanding Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985).
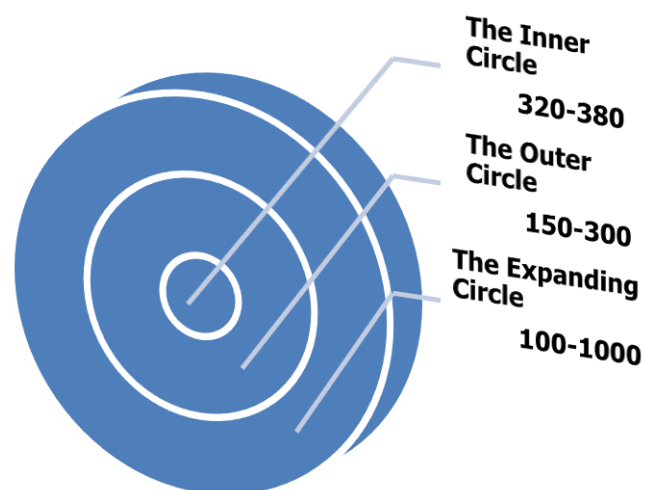
Figure 1: Kachru's Circles, 1985 (in Harmer, 2007, p. 17)

According to Braj Kachru, the expanding circle as pictured in ***figure1*** represented those countries where English was learnt as a foreign language. So, unlike ESL, EFL describes a situation where students are learning English in order to use it with any other English speakers in the world (Harmer, 2007) when the learners, for example, might be tourists or business people. But it (EFL) is often studied in their countries, or sometimes on short courses in Britain, USA, Australia, Canada, etc.

The universality of English as a language in almost every field of life, let scholars, academics, educationists, and decision makers think of common methods and approaches to teach/learn this language. Hence, the next coming step will be dealing with some of these methods/approaches to ELT.

5. On-going Methods/Approaches for English Language Teaching (ELT)

Methods and Approaches of language teaching and learning in general and English in specific, have been on-going since the time of Comenius in the 17th century, if not before. The complexity of contexts and the greater appreciation of the issues lead us to the conclusion that the panacea of a single, universal, optimum method for teaching and learning modern languages does not exist. Instead, teachers now acknowledge the

need to adopt an informed eclectic approach, incorporating elements from the range of methods available. Most ELT programs today emphasise oral communication and fluency to enable their learners' know-how to use the language in real life situations.

5.1. Communicative Language Teaching (CLT)/ Communicative Approach (CA)

This approach, also known as "Functional-National" Approach, emerged in the 1970s as a result of the Council of Europe's experts' work. The CA was mainly designed to meet adult learners' needs, tourists, or people engaged in academic, cultural, technical or economic activities. Yet, it can be traced back to the work of Chomsky in 1960s when advancing the two notions of 'competence' and 'performance' as a reaction to the prevalent ALM and its view on language learning.

There are a lot of origins to the Communicative approach. It could be said that it is the product of educators and linguists who had not been satisfied with the ALM and the GTM (Morea, 2009). Lindsay and Knight (2006) think that these methods put little, if any, emphasis on the ability to communicate or interact (p.20). In fact, as previous methods failed at producing learners who could communicate effectively, there was a growing recognition among both linguists and educators of an urgent need for reform. As clearly stated by Allen & Widdowson (1975):

> There is need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language in order to show the student how language system is used to express scientific facts and concepts. (pp. 1-2)

Thus, proposals for an urgent reform in ELT were the key factor that accelerated the development and the adoption of the communicative approach. Communicative language teaching was also influenced by developments in the way the language was described taking into account the communicative function of language. If we want to characterize the pedagogy of the last fifteen to twenty years in one word it would

definitely be "communicative". Widdowson (1980) believes that it is of course the CA which is in current fashion in methodology (pp.102-103). He continues his description of the CA as follow:

> …it concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.
>
> (p. 159)

Obviously, the communicative Approach is being widely used and welcomed by many schools and institutions around the world where syllabuses are designed, textbooks are published, and curricula are developed. And this is the opinion of Richards and Rogers when they remind us that:

> The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching.   (2001, p. 154)

Such wide acceptance of CA and its varied way of interpretation and application can be attributed to the fact that practitioners from different educational traditions can identify with it and therefore interpret it in different ways. For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Moreover, Littlewood (1981) argues that communicative language

teaching pays systematic attention to functional as well as structural aspects of language.

Yet, we have to mention that Communicative Language Teaching (CLT) has two versions: '***strong***' and a '***weak***' version. Howatt (1984, p. 279) distinguishes between them by stating that there is a '***strong***' version of the communicative approach and a '**weak**' version. The weak version, on the one hand, which has become more or less standard practice in the last ten years stresses the importance of providing learners with the opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.

Examples of those who have knowledge about the language without being fluent are numerous (weak version of CA), but we should train ourselves as learners of a certain language, English for example, to use it daily and in different contexts (communication) to learn English (strong version of CA). The following principles that characterize the Communicative Language Teaching as an approach can support our comment because in CA environment:

As Richard & Rodgers (2014, p. 95) state it rightly so,

- Learners learn a language through using it to communicate. The CA provides communicative functions (uses) and notions (semantic themes & language items) to reflect real life use of the language;

- Authentic and meaningful communication should be the goal of classroom activities, whereas grammar is taught as a language tool;

- Fluency is an important dimension of communication and errors are tolerated;

- Communication involves the integration of different language skills such as speaking, reading, and listening together;

29

- Learning is a process of creative construction and involves trial and error;

- Let student induce or discover grammar rules.

 ➢ **Limitations of the Communicative Approach**

Like the previous methods and approaches, the CA has been subjected to many criticism, more precisely:

- It relies on the functional-national syllabus which places heavy demands on the learners, chiefly at the first stages of language learning;

- Language functions are overlapped as they are not systematically graded like the structures of the language, thus, confusion and difficulty while teaching these functions take place;

- No overt error correction and any kind of such process should be incidental not systematic. Prabhu (1987) states that incidental correction, by contrast to the systematic type, is confined to particular items. So, the error is corrected but there is no generalization to the type of error it represents;

- Syllabus modification by the teacher to comply with every single learner's needs and interests seem unrealizable and far reaching.

(Harmer, 2007, p. 70-71)

Despite these drawbacks, the Communicative Approach to Language Teaching has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world up-to-date.

5.2. Task-Based Approach (TBA)

Task-based language teaching is an approach which uses tasks as the core unit of planning and instruction in language teaching. TBA, TBI (Task Based Instruction) or TBL (Task Based Learning) was developed in the 1980s by Dave Willis and Jane Willis who presented it as a logical development of Communicative language Teaching as it draws some of its principles where:

- Activities that involve real communication are essential for language learning;

- Activities in which language is used for carrying out meaningful tasks promote learning;

- Language that is meaningful to the learner supports the learning process.

Harmer (2007, p. 71) suggests that TBL makes the performance of meaningful tasks central to the learning process, i.e. learners are presented with a task they have to perform or a problem that needs to be solved. The teacher, at this stage, does not interfere until the given task has been completed by the learners. He, then, discusses the language that was used, makes corrections, and adjusts their performance. Hence, TBA can be seen as a sort of PPP (Presentation Practice Production) upside down (Willis, 1994, p. 19).
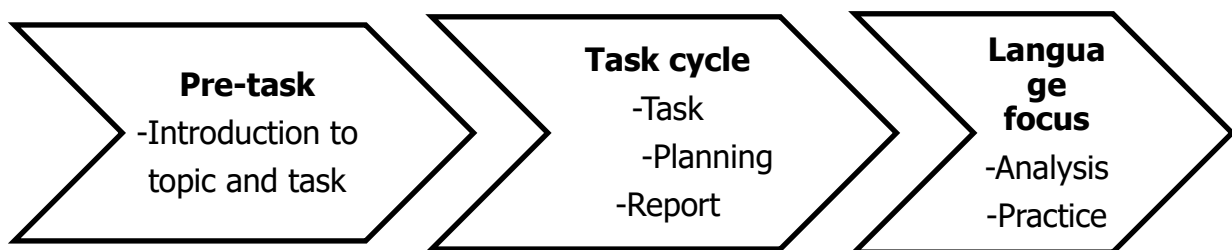
Figure 2: The Willis TBL Frame Work (Harmer, 2007, p. 71)

In TBLT, learning is promoted by giving students tasks to be done while using the target language (Lindsay and Knight, 2006, p. 23). Tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of Second Language learning. This statement brings us to question what is then a task? David Nunan (1989) in his book Designing Tasks for the Communicative Classroom, offers this definition:

> ...the communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning

rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.   (1989, p. 10)

It is clear now that tasks are the key element of TBA, task types are important, because they should reflect types of situations in which language might be used by the students and also types of activities in which students practice certain functions of language. Therefore, according to Hanušová Svěltana (2004) the typology of the TBA can be the following: ordering; sorting/classifying; listing; comparing/matching; problem solving; creative tasks/projects; sharing personal experience/anecdote telling.

5.2.1. Advantages of TBA

According to Feez (1998), six main factors in this approach encouraged the migration towards its adoption by many educational systems in the world:

- ✓ The focus is put on process rather than product;
- ✓ Basic elements are purposeful activities and tasks that emphasize communication and meaning;
- ✓ Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks;
- ✓ Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom;
- ✓ In TBA, activities and tasks are sequenced according to difficulty;
- ✓ The difficulty of a task depends on a range of factors including the previous experience the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Institutions around the globe, those which adopted the TBA, found that with task - based instruction and authentic materials, learners could make progress swiftly and were able to use what they have learnt, as far as foreign language is concerned, in real world circumstances, with an acceptable level of efficiency after quite short courses

though their grammar structures as well as lexis were remote from perfect. (Shehadeh, 2005, p. 14)

5.2.2. Disadvantages of TBLT

In spite of the abovementioned advantages, the Task-based Approach faced many opposite views that attacked it through counting a number of limitations. Littlewood (2004a), Guy Cook (2005), Richards &Rodgers (2014), and Seedhouse (1999) point out that:

- It requires a high level of creativity, initiative, and time on the part of the teacher. If the teachers are limited to more traditional roles or do not have resources, this type of teaching may be impossible;

- It requires resources beyond the textbook and related materials usually found in language classrooms;

- It needs individual & group responsibility, and commitment on the part of students since it is not a teacher-centered method. If learners are notably lacking these qualities, difficulty in implementing TBL appears;

- There is naturally more concern for using lexis and lexical chunks than for grammar and grammatical accuracy;

- Pressure of time may well force learners to make use of language that can be readily accessed rather than to attempt to create language in real time;

- Evaluation in TBL can be difficult; the nature of task-based learning prevents it from being measurable by some of the more restricted and traditional tests.

In short and regardless criticism, it is the sequence of tasks, in TBL, that is the key to success although such process consumes both time and efforts. It enables learners to create many opportunities to practice and recycle the vocabulary or structures that they have just been taught or exposed to. Then, it is the dependence on tasks as the primary source of pedagogical input in teaching in favour of systematic grammar syllabus that made TBL the one it is today.

5.3. The Lexical Approach (LA)

Promulgated notably by Lewis (1993, 1997) and Willis (1990), the lexical approach to language teaching began in the early 1990s as a reaction to traditional structural syllabuses which viewed vocabulary and grammar as the building blocks of language. The Lexical Apprroach to language teaching has received great interest in recent years as it is based on the idea that lexical competence is fundamental, because vocabulary represents the vehicle needed to express ideas and communicate meaning in the target language. Lewis (1993, p. 95), suggests that: this approach focuses on developing learner's proficiency with lexis, or word and word combinations.

One of the fundamental principles distinguishing this approach from more conventional language teaching approaches is that grammar plays a subordinate role to lexis, and the emphasis goes rather to multi-word prefabricated chunks (Harmer, 2007, p.74). Richards & Rodgers (2014, p. 2015) claim that:

> A lexical approach in language teaching refers to one derived from the belief that the building blocks of language and communication are not grammar, functions, notions…but lexis. A lexical approach reflects a belief in the centrality of the lexicon to language structure, second language learning, and language use, and in particular to multi-word units, or chunks.

Hence, language is not analysed in terms of sentence level grammatical structures and the vocabulary items that are slotted into them (i.e., lexicalized grammar). Within a lexical approach, language is considered to comprise prefabricated expressions and phrases, usually referred to as lexical units or chunks that are a central feature of naturalistic language use. According to Richards & Rodgers (2014) there are- from the perspective of language production- advantages in building utterances from ready-made chunks rather than from single lexical items since the ability to call on chunks is an important factor that enhance speech fluency.

Moreover, LA not only encouraged reconsideration of the importance of grammar to the teaching/learning process in favour of lexis, it also served to eliminate randomness from the way lexis had been introduced in traditional language classes. Therefore, classroom practice based on a lexical approach, as explained by the linguist John Racine (2018, pp. 1-2), may be considered to be a type of communicative language teaching (CLT) where language learning is said to stem largely from listening and reading input; the communicative competence is the ultimate goal and the emphasis is placed on using the language successfully, rather than accurately. Error is intrinsic to the learning process and sociolinguistic and communicative competence is expected to precede grammatical competence. Thus, activities used with the lexical approach include:

✓ *Awareness activities*: to facilitate the noticing of chunks such as the use of corpora;

✓ *Training in text chunking*: to raise awareness towards chunks and how they operate;

✓ *Memory enhancing/elaboration activities* that learners perform with regard to the meaning or the form of the words and phrases;

✓ *Re-telling*: learners work on summarizing or retelling what they have read (after studying a text) but attempt to use the same chunks that appeared in the text.

(Richards & Rodgers, 2014, p. 223)

Classroom procedure involves the utilization of both receptive and productive skills. A typical class might consist of all of the following: raising awareness/discovery of lexical chunks, adding knowledge of usage restrictions to vocabulary already known by learners, providing practice opportunities for communicative use, and encouraging the retention of lexical knowledge by way of elaborative tasks, vocabulary notebooks, and other means.

Such type of activities would steer us away from an over-concentration on syntax and tense usage (with vocabulary slotted into these grammar patterns) towards the teaching of phrases which show words in combination, and more importantly draw learners' attention to lexical collocations that develop autonomy in language learning (Harmer, 2007). Similarly, Hill (2000, cited in Richards & Rodgers, 2014, p. 225) suggests that classroom procedures involve:

a) Teaching individual collocations;

b) Making students aware of collocations;

c) Extending what students already know by adding knowledge of collocation restrictions to known vocabulary; and

d) Storing collocations through encouraging students to keep a lexical notebook.

The learning of collocations, indeed, is one aspect of language development which is ideally suited to independent language learning (Woolard, 2000, p. 35). Besides, the well-selected chunks in the syllabus that offers the learner the practical value of being among the most frequent, and hence most useful, elements of the language.

Obviously, like all other methods and approaches in ELT, the Lexical Approach has not been without its critics, and here is some of what they have put forward:

➢ the Lexical Approach, particularly Michael Lewis's over-reliance on Krashen's view of language acquisition and a lack of guiding principles for building a syllabus (Thornbury, 1998);

➢ Lindstromberg (2003) argues against a strong version of the LA, whose proponents downplay the importance of meaning at the word level: they argue that words as such are devoid of meaning without context.

➢ Michael Swan sees that Chunks in the classroom do not let us go overboard, and here is what she says:

Much of the language we produce is formulaic, certainly; but the rest has to be assembled in accordance with the grammatical patterns of language [...]. If these patterns are not known, communication beyond the phrase-book level is not possible - as somebody memorably put it, language becomes all chunks but no pineapple.   (2006, p. 6)

To sum up, the giant work done by Lewis and Willis (Harmer, 2007; Richards & Rodgers, 2014), represented in the proposal of lexical approach, has certainly drawn the attention of many scholars as well as linguists to facts about the composition of language; but this proposal lacks a set of pedagogical principles or syllabus specifications which could be incorporated into an approach or a method.

5.4. The Objective-Based Approach (OBA)

Frederick Taylor (1947), one of the founders of industrial psychology and who elevated job analysis to a science, states that the Objective-Based Approach had emerged in the United States in the 1930s in a socio-economic rationalism of industrial production processes, particularly in Motor Manufacturing Companies. The implementation of this working method relies on specialising a task to the extreme through repetitive actions in a single production process. It postulates that the focus must be put on observable behaviours and measurable learning by using proper techniques.

The idea, further, promoted by Ralph Tyler in 1935, initiator of the OBA is to propose a scientific and rational education that is adaptive to human needs as well as society values, and translate them to goals or objectives. Tyler emphasised the idea that the formulation of these objectives should be based on activities that are seen from the learner's perspective not from the teacher's project point of view (Benabed, 2011, p. 29). To express it differently, Brian Davis (2018), 32-Year Veteran of Athletic Academic Support in the USA, thinks that:

Clear goals/objectives, with actionable steps and quantifiable outcomes, are just as vital to academic success. Students need to know what is expected from them, but many of the current learning models are simply focused on time-based measures, making sure students are in study hall at the scheduled time and for a pre-determined duration. (Team works, Oct 2018)

To synthesise, the educational objectives should be defined in terms of expected behaviours, reactions and consciousness; the teaching-learning process, then, will be more effective as long as we identify clearly the expected (observable) results/ behaviours from our learners at the end of a lesson, sequence or unit regardless of how much time is needed.

5.4.1 Pedagogical implications

The OBA revolves around two main concepts (Mager, 1975; Hameline, 1979) namely the general objectives & specific objectives. The former which represents a particular point in the general orientation of the curriculum, is a statement of the pedagogical intention describing one of the learning outcomes in a single activity in terms of learner's capabilities. The latter (also called operational objective) describes the trend of the learning activity results from the breakdown of a general goal in as many statements as necessary. Thus, four operational requirements, as claimed by Hameline (1979, p. 9), should be met:

➤ Unequivocally describes the teaching content;

➤ describes learner's activity in terms of observable behaviour;

➤ mentions the conditions under which the desired behaviour must occur;

➤ indicates to what level learner's final outcome should be and what criteria will be used to evaluate the outcome.

Therefore, the development of the concept 'objective' and its operational applications have been closely associated with the idea of planning methodological teaching activities depending on a systematic approach that includes the needs

analysis, the purpose of learning objectives, the choice of the teaching methods, and finally the assessment of the learning outcomes. All these procedures aim at monitoring the attainment of the expected objectives.

5.4.2. Benefits of OBA

Bulter Mollie (2004) and Tam Maureen (2014) agree upon four main advantages in the Objective-based Approach. They describe it as *clear, flexible, comparable,* and an *involving* approach. Let us explain these beneficial features based on Butler and Maureen visions:

- ✓ **Clarity:** a clear expectation of what needs to be accomplished by the end of a course is created through the focus on outcomes. Learners will understand what is expected from them and teachers will know what is required to teach during the course.

- ✓ **Flexibility:** on the one hand, teachers, with a clear sense of what needs to be accomplished, will be able to structure their lessons around the learners' needs owing to the freedom spared to them (teachers) by the OBA that does not necessitate the use of specific methods while teaching. And on the other hand, learners in OBA classes are the centre of learning (learner-centred) where teachers are meant to guide and help their learners to achieve the designed goals.

- ✓ **Comparison:** OBA can be compared across different institutions. On an individual level, institutions can look at what goals a student has achieved to decide what level this student would be at within a new institution. On an institutional level, institutions can compare themselves, by checking to see what objectives they have in common, and find places where improvements are needed, based on the achievement of outcomes at other institutions. The ability to compare easily across institutions allows students to move between institutions with relative ease.

- ✓ **Involvement:** Student involvement in the classroom is a key part of OBA. In order to gain a full understanding of the material, learners are guided to do their own learning which, in turn, allows them to feel responsible for their own learning styles and strategies to attain the desired goals/objectives. Other aspects of involvement are parental and community, through developing curriculum, or making changes to it as OBA outcomes are meant to be decided upon within a school system, or at a local level.

5.4.3. Drawbacks of the OBA

Many disadvantages have, however, been identified within this approach. Doctor Ammar BENABED (2011, p. 31), Head of the English Department in the University of Tiaret, has mentioned some of them:

- The difficulty to choose the right degree of specificity of objectives at the operational level;

- The rigidity of the formal statement of goals and the danger of focusing on 'trivialities' that leads to losing the opportunity to concentrate on the teaching-learning process;

- A number of evaluation mechanisms have primarily focused on easy goals to measure instead of assessing more important objectives;

- Focus on evaluating the products rather than the processes.

The abovementioned limitations made it impossible to attain the basic assumptions underlying the OBA. Moreover, the definitions of the outcomes decided upon are subject to interpretation by those implementing them. Across different programs or even different teachers, objectives could be interpreted differently, leading to a difference in education, even though the same goals were said to be achieved (Maureen, 2014). By outlining specific outcomes, a holistic approach to learning is lost. Learning can find itself reduced to something that is specific, measurable, and

observable. As a result, outcomes are not yet widely recognized as a valid way of conceptualizing what learning is about.

Conclusion

In this chapter, we attempted to focus on English as a global language from different angles. We stated first a brief history of English language/teaching, and then we moved to talk about the effect of English as a universal language on other languages and cultures. We further dealt with English as a lingua franca (World Englishes, which means all the varieties of English developed in several English speaking coutries) and the future of English as the world's language. At the end of this chapter, we spot light on the on-going methods and approaches for the teaching of English language. As the Competency-Based Approach is the area of our interest in this research, we are going to spare more space for this subject in the next chapter.

CHAPER TWO

The Competency-Based Approach (C.B.A)

CHAPER TWO

The Competency-Based Approach (C.B.A)

Introduction

English as a language has a paramount and an indispensable place as an international language since it is the mostly used language in the world because of advances in technology and globalisation in the 21st century. The need for English as a medium of communication (Kennedy, 1983) is increasing daily due to the growth of business and occupational mobility which, in turn, necessitates the integration of this language to education either as first, second, or third language for most countries. The latter have, then, adopted different methods and approaches in their educational systems (Harmer, 1991) to develop English language teaching and learning.

A common way, therefore, to enhance and develop English learning is to, first of all, make righteous decisions about what and when to teach, how to present the knows/teach, and finally how to evaluate and assess what has been taught or learnt so far. Richards & Rodgers (2014) remind: "what is learned is assumed to be the result of what is taught and how well is it taught" (p. 150). This process depends greatly upon a well-designed syllabus and an effective teaching method/approach to build competent learners who are ready to use (communicate) the language (English in our case) inside the classroom and in real life situations.

In this chapter, we are going to describe one of the on-going and famous approaches that focus on learning out-comes in language teaching, i.e., what the learners can do with the language rather than how much they know about it. We will deal with the Competency-Based Approach (CBA) or more precisely the Competency-Based Language Teaching (CBLT).

1. Competency-Based Language Teaching (CBLT)

CBLT was, and still, is receiving much attention -though it is not a new trend - as more institutions develop programs based on building students' competencies towards foreign language learning. CBE or Competency-based Education has gained popularity

with learners due to its flexible structure (competency-building) and affordability. As the name suggests, these programs are based on the development of learning competencies applicable to a particular career.

1.1. History and Definition

CBLT is a part of a well-known approach called CBE or Competency-Based Education which emerged around the 1970s in the USA where it was used in vocational training programs. The approach spread to Europe in the 1980s and by the 1990s, it was being used in Australia too, to measure professional-skills. Throughout its evolution, CBE has been known by a variety of names including: **performance-based learning**, **criterion-referenced learning**, and **capabilities-driven instruction** (Bowden, 2004). CBE expressly focuses on what learners can *do* rather than on what they *know* (Smith & Patterson, 1998) because there is no conclusive evidence showing a link between knowledge about a subject and the ability to use that information in context. Shenck (1978) assumes that flexibility is the prominent feature in CBLT because it enables learners, teachers, and society as a whole to cope with the changing needs in everyday life. He states that:

> Competency-based education is…an outcome-based and is adaptive to the changing needs of students, teachers, and the community. CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations. (p. vi)

CBE, then, is an educational movement that gives much importance to the outcomes or outputs of learning in the development of language programs. And through implementing CBLT, which is the application of the principles of CBE to language teaching (Richards & Rodgers, 2014), we can see what learners are expected to do with the language however they learned to do it. Similarly, Richards & Rodgers confirm that CBLT advocates defining educational goals in terms of precise

measurable descriptions of knowledge, skills, and behaviours which learners should possess at the end of a course of study. According to Docking (1994), CBLT:

> …is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting.   (p.16)

To widen the scope, CBLT came against the idea that language competencies are developed through experience, but designers of this approach believe that competencies are better ameliorated by programs based on a performance outline of language tasks that lead to demonstrated mastery of language associated with specific skills that are necessary for individuals to function proficiently in the society in which they live (Grognet & Crandall, 1982).

To put it simple, CBLT demands that language should be connected to a social context rather than being taught in isolation. It requires learners to demonstrate that they can use a language to communicate effectively and to some extent fluently in multiple situations either in or out school. Thus, the competency-based approach to teaching English is similar to communicative teaching (CA), in some ways it could be considered as an adequate communicative teaching that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the school.

In the CBLT, learners study English within situations and contexts that are varied and relevant. In other words, the language is introduced and practiced in different situations that are similar to situations which might occur in real-life. The aim is to help learners develop language and problem-solving abilities that they can use in new and challenging situations in and out school. Therefore, learners will see learning English as useful to their school life as well as their future career.

1.2.   Problem-Solving Situation

Considering some scholars' definitions, a problem situation is the process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills. Indeed, it is an obstacle to surmount, a hurdle to pass, or simply a problem for which a solution must be found. Astolfi (1993, cited in Perrenoud 1999a, p. 319) explains: "Problem situation is centred on an obstacle to overcome through hypothesis generation, the problem to surmount needs to be challenging but not unsolvable."   .

To consolidate this view, Hanlie Murray, Alwyn Olivier and Piet Human (1998) from the University of Stellenbosch in South Africa had completed several studies on young learners' understanding of particular concepts before, during, and after instruction ant arrived at a conclusion which sees that:

> Learning occurs when students grapple with problems for which they have no routine methods. Problems therefore come before the teaching of the solution method. The teacher should not interfere with the students while they are trying to solve the problem, but students are encouraged to compare their methods with each other, discuss the problem, etc.   (p. 169)

The Competency-Based Approach, thus, recommends to teachers to place learners in front of *problem-based situations* to reflect on, rather than spoon-feed them with ready-made information that will no longer motivate them to assume their own responsibilities towards learning. Problem solving situation concerns a teaching situation in which the proposed tasks conduct learners to solve a problem. Merieu (1991; cited in Benabed, 2011) recommends:

> A didactic situation requires (…) that we have identified a task that can, at the same time, mobilize the interest of the subject and draw up a barrier that the objective aims to overcome. It is fitting to set up a set of obstacles hindering the

subject, in attaining the outcome of this task, to surmount the obstacles without learning. It is only the presence these constraints which allows the transformation of the obstacle into a problem to be solved, then, the presence of the appropriate resources that will give about how to build himself the solution and hence to carry out the learning process. (p. 37)

Merieu's view suggests that knowledge acquisition requires special provision from teachers and course designers to enable learners to construct their own knows through problem-solving situations while implementing the proposed tasks. CBLT, therefore, is meant to place learners in situations that test/check their capacities to overcome obstacles and problems; make learners think and they learn by doing. What counts is what the students can do as a result of specified instructions in terms of behavioural objectives so that they know exactly what behaviours are expected of them. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills. So, this approach gives priority to task or performance-centred orientation as languages are best learned when they are used in problem-solving situations (Ministry of National Education, 2005, p.8).

2. Competencies within CBLT

According to Richards & Rodgers (2014, pp. 153-154), in competency-based learning, there are said to be several advantages behind the emphasis on building competencies from the learner's point of view:

- The competencies are specific and practical to the extent that serve learner's needs and interest;
- The learner can judge whether the competencies relevant and useful;
- Competencies can be mastered one at a time so the learner is able to notice what has been learnt and what still remains to be learned.

So, the designed competencies which will be taught and tested are specific and public, hence, the learner knows exactly what needs to be learned through *interaction*, *interpretation*, and *production*. The focus is always on overt behaviours rather than on knowledge or the ability to talk about language and skills.

2.1. Interactive Competency

Interactive competency or competence is the ability to orally use the language to interact with others; create social relations, express needs, understand and address others' requirements to get things accomplished. Engaging in a discussion is an example of using one's interactive competency.

CBLT recommends students to use the language in authentic situations likely to be encountered outside the classroom. For instance, a student might have to fill in an application form, provide a personal medical history, ask for and give directions. Although students must practice in order to become competent, competencies are not practice activities. Competencies are not activities done for the sake of giving a student a grade, nor are they done only to allow a student to become better at a task. Competencies are practical applications of language in context (Griffith, 2014, p.2).

2.2. Interpretive Competency

Well-designed competencies targets learners ability to understand both written and spoken language through reading & listening; it includes several components. First, they describe the specific knowledge and skills that can be applied to novel and complex situations. The knowledge and skills must have value beyond the classroom because if you teach the principles and how to learn, that knowledge will be useful for a student's whole lifetime.

For example, the ability to understand emergency instructions is important outside the classroom and that knowledge will be useful for years in the future. Next, each competency must have clear performance criteria that allow students to know where they are, and what they need to work on to improve. Each task requires its own

specific rubric identifying specific weaknesses and strengths. Finally, the competency must be personalized (Sturgis, 2012).

2.3.   Productive Competency

The productive competency is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the capacity to effectively express ideas and organize thoughts in a suitable way. Put differently, instead of being knowledge-focused, competency-based courses are built around the skills necessary to carry out specified tasks. Therefore, key *competences* or basic *competencies* should be determined according to the analysis of external demands and by careful consideration of students' needs to provide them with a stance that gives them a firm grounding and an ability to co-ordinate their actions with high-speed changes in the world.

3. Supporting Competencies

In order to develop the previously mentioned competencies; interactive, interpretive, and productive competencies, language learners also need to develop supporting competencies (Linguistic competency & language strategies). The Algerian English Curriculum for Middle School (AECM), regarding the competency-based approach, has defined them as follow:

3.1.   Linguistic Competency

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

3.2.   Language Strategies

Language strategies are ways that help students acquire, remember, organize and use information on an on-going basis. The language strategies are incorporated into the competencies, rather than listed separately. Moreover, John Burke (1989) believes that competencies support language learning by:

- Introducing learning to the critical competencies required for success in language use or communication;

- Establishing principles for measuring learner performance, skills, and abilities;

- Providing the basic conceptual structure for identifying learning options, curriculum, and programs to meet learners requirements;

- Sustaining effective suggestions for group learning, as well as project-related learning needs;

- Offering measures for weighing how well learning has occurred, both at the individual and organizational level.

We believe that either basic or supporting competencies need to consist of a detailed description of the necessary skills, attitudes, knowledge, and behaviours required for operative performance. This is normally implemented in a real-world task or activity that can be related to any domain of life to help leaners survive when encountering new environment. Achieving this goal is one of the advantages of CBA.

4. Benefits of the Competency-Based Approach

What is unique about CBA/CBLT is that it focuses on what learners can practically do with knows (English language here) and not on how much knowledge they gained about these knows. In this approach, students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study where learner-centeredness is emphasised. This leads us to wonder about the key benefits accompanied with the implementation of CBA to language teaching or CBLT; Auerbach (1986, pp.414-415), Findley & Nathan (1980, p.224), and Richards & Rodgers 2014, p.153) believe that this approach differs from the other ones (namely the Task-based Approach & Objective-based Approach), as it is:

> ➢ *Flexible*

Competency based programs structure objectives depending on the individual learner in terms of needs; prior learning and achievement are taken into account in

developing curricula. There is no rigid schedule in these programs, no set semesters and no classes. Instead, students guide their learning and control when and where they complete projects and assessments. Learning, then, is not time-based. The students progress at their own rates and concentrate on just those areas where they lack competence (Richards & Rodgers, 2014, p. 153).

It is also:

> ### Self-paced

The focus of CBA is on the final outcomes which are public knowledge, known and agreed upon by both learners and teachers, and not the journey. This enables students to control their pacing because they are not confined by a set learning process. As soon as a student feels they can prove mastery, they can take an assessment, receive credit and start on the next material. Moving as slow or as fast as they wish, students are able to complete a degree when they are ready. CBE follows a continuous and on-going assessment where learners are pre-tested to determine what skills they lack and post-tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are tested (Richards & Rodgers, 2014, p.153).

As it is also:

> ### Engaging:

Increasing student engagement is one of the strongest outcomes of competency-based education. Students are more engaged with the material because they have ownership over their learning. They are empowered because they have control over when, where and how they learn. CBE also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience. This experience increases engagement because content is tailored to each student and more relevant.

As well as:

> *Affordable:*

The cost of competency based programs varies by Institution, program and student pace. Many institutions have created CBE programs precisely as a strategy to increase learning and to lower the cost of education. Mendenhall (2012), the president of an American University reports that when CBE is effectively implemented, it can improve quality and consistency, reduce costs, shorten the time required to graduate, and provide us with true measures of student learning. In many institutions, the tuition depends on how long it takes a student to complete a degree. The faster a learner progresses through the material, the less expensive the program is. Since many CBE programs are offered online and leverage technology, operating costs are eliminated resulting in lower tuition fees.

And finally:

> *Skills-based:*

One of the key benefits of CBE is that learning centres on real-world skills and competency development. Programs as well as curricula are designed around competencies that are needed for a particular career ensuring material's relevance. The goal is to make learners autonomous individuals capable to of coping with the demands of the world, i.e., this approach focuses much more on successful functioning in society; the outcome is that students are workplace ready and have expertise in their chosen fields. For many students, CBE is a direct path towards a successful career.

5. Roles in the Competency-Based Language Teaching

Both teachers and learners are active participants in the teaching-learning process, although the former's depends on the extent to which the teacher is primarily implementing a CBLT course design that has been developed by others, or developing a course for a specific group of learners *(*Richards & Rodgers, 2014, p.159*)*. What is remarkable, then, with this widely spread approach is the obvious shift from the teacher as the only source of knowledge-provider to the learner as an autonomous individual, not a container to be filled with information.

Indeed, it is a move from teacher-centeredness to learner-centeredness. Hannafin, Land & Oliver (1999) reckon that under the CBA, the increasing emphasis on learner-centred learning has moved the centre of gravity away from the teacher and closer to the learner who is supposed to play important roles to achieve the target competencies.

5.1. Learner Roles

It is generally believed that the role of the learners in CBLT classrooms should differ from those traditional methods. Learners will no longer be able to rely only on the teacher and the classroom as the sole sources of information. Instead, they should become apprentices where their roles will be to integrate, produce, and extend knowledge (Jones et al., 1994). Students have to take an active part in their own learning and work toward being autonomous learners. They learn to think critically and to adapt and transfer knowledge across a variety of settings (in and out classrooms). They ought to be committed to continuing to work on each competency, mastering it, and then progressing to another (Richards & Rogers, 2001; Sturgis, 2012).

Resistance to this approach may be the learners' reaction at the beginning, especially if they do not see any real need for learning the language. Yet, successful classroom interaction depends on the students' participation in which they need to look for ways to motivate themselves and find strategies to apply information to their own lives and to integrate it into the classroom (Marcellino, 2005). Thus, primary roles assumed by the learner appear as follow in reference to the work of Richards and Rodgers (2014, p. 159):

- *Monitor their learning in reference to the target competencies:* learners are required to evolve skills related to self-assessment to watch and check their learning progress in relation to the learning targets;

- *Develop a range of learning strategies:* successful mastery of target competencies depends on the ability to use strategies to achieve communication;

- *Effectively transfer knowledge and skills to new situations:* we must prepare learners to implement the acquired skills inside the classroom to situations outside; learners should be taught to take risks in order to apply what they have learnt.

Ellerbusch et al. (2005, cited in Rambe, 2013, p. 51) have made an interesting comparison between learner's roles in traditional approaches and her/his roles within the competency based approach. This comparison is summarised in the figure below:

	Traditional Approach	Competency Based Approach
Pre-Instructional Period	Experience and knowledge is external to learner ⬇ Curriculum designer distills and arranges this experience and knowledge ⬇	Learners acquire experience and knowledge in their lives ⬇ Curriculum designer provides an experience that will tap learners' values and ideas ⬇
Instructional Period	Instructor presents experience and knowledge to learner ⬇ Learners hear and see presentation ⬇	Learners experience new situations; match new experience with previous learning ⬇ Learners distill new values and new knowledge ⬇ Learners try out new behaviors and acquire new experiences and knowledge in both simulated and 'real world' environments ⬇
Post-Instructional Period	Learners try out new behaviors in 'real world' the experience comes after instruction	Learners continue to process experience and knowledge as basis of original knowledge and experience ⬇ Learners apply new behaviors in 'real world' environment

Figure3. Learner's Roles in CBA vs Traditional Approach, Ellerbusch et al. (2005, cited in Rambe, 2013, p. 51)

Djalal Mansour (2021), University of Constantine, sees that Learners with in CBA are no longer those of passive recipients of instruction and drills which they are supposed to rehearse. Learning by heart is overshadowed by other activities and tasks

that reinforce active participation and for the fulfilment of which they make adequate individual, pair, as well as group efforts without constantly relying to the teacher.

To sum up, based on CBLT framework, a good language learner is the one who has a strong drive to communicate or to learn from communication by doing many things to get their message across. He practices language and also seeks opportunities to attend to meaning through monitoring his speech and the speech of others, because he recognizes that in order to understand a message, it is not sufficient to only master the grammatical items or surface form of language (Rubin, 1975). On the other hand, teachers are considered as a support due to the sensitive roles they play to help in building learners' competencies.

5.2. Teacher Roles

In CBLT classrooms, the teacher's role is lessened to the minimum degree but it remains important; his role changes from one of being an information-giver to that of a *facilitator, motivator,* and *mediator.* Learners should take the habit to see that their teachers are not spoon-feeding them but they only attempt to provide the conditions in which they can autonomously learn. Thus, "the omniscient teacher has to disappear from the class." (Bruner, 1998, cited in Benabed, 2011, p.43); we do not need him as sage on the stage but rather as guide on the side. This does not mean that teachers no longer give information, but they open the door for their learners and let them enter under their wise guidance.

CBA teachers, according to Richards & Rodgers (2014), are materials developers and materials resource assemblers, assessors, and coaches who guide students towards the use of appropriate learning strategies and to provide necessary guidance and support for this purpose. They provide the materials, the activities, and the practice opportunities to their students (Paul, 2008). The quality and authenticity of these materials are central to the success of the class.

Besides, planning becomes a central part of the teaching process. First, each competency has to be identified and subdivided into the relevant skills. Modules need

55

then to be developed which give students the opportunity to learn and practice those skills. Teachers ought to determine exactly, what and how well, students must perform in order to master the competency. Specific rubrics assessing each competency should be developed and made public to the students as from the beginning of the lesson (Auerbach, 1986; Richards & Rogers, 2001).

Teachers will have to devote large amounts of time to creating activities related to the specific skills necessary to fulfil the competency requirements. Significant time will also be required to assess students and provide specific, directed, and personalized feedback. Let us say that, the teacher works as much as possible to avoid the direct transmission of knowledge. He is then a:

✓ *Facilitator* who plans lessons, organizes activities, and manages learner's learning. The more responsibility offered to the learner, the greater decrease is required in the teacher's role;

✓ *Mediator* who supports the learner, takes account of his possibilities, his strengths, his needs, and his feelings. The teacher helps learners see realistic purposes behind school activities in relation to their needs and goals. They are, then, pushed to solve problems themselves under the teacher's guide but not authority;

✓ *Motivator* who advises, accompanies, encourages and supports. Any teacher needs to implement motivational strategies so as to encourage positive attitudes to learning by supplying the means that make the learning process enjoyable, memorable, and pertinent.

According to Dornyei (1994; cited in Benabed, 2011, p.47) a good teacher is the one who is able to:

     a. Set a good example with his behaviour;

     b. Create a pleasant and relaxed atmosphere in the classroom;

     c. Present tasks properly;

     d. Develop a good relationship with his learners;

e. Increase learner's linguistic self-confidence;

f. Make language classes interesting;

g. Promote autonomous learning;

h. Personalize the learning process depending on learners' needs;

i. Familiarize learners with the target culture;

j. Establish cooperative learning and maintain group dynamics.

In short, under CBLT, The centrality of the teacher's role lies in their ability to construct tasks and activities which will serve to meet the needs and expectations of the learners previously calculated prior to the commencement of the course (Djalal, n.d.). That is to say, teachers' roles have to comply with the underlying assumptions and principles of this approach. They need to shift their roles as 'dictators' in the class to an assistant and a co-communicator to enable their learners to interact dynamically responsibly towards attaining the desired learning outcomes.

6. Activities, Materials, and Syllabus

6.1. Syllabus

CBLT syllabus design is different from those of more traditional classes though teachers are free to develop the strategies and tactics most likely to work in a given educational situation. Schenck (1978) points out that the teacher provides a list of competencies which the course is going to deal with, and these are typically required of students in life role situations, therefore, the focus is on how the students can use the language instead of their knowledge about the language. Within this approach, courses and units are developed around competencies and the skills necessary for mastery. Syllabi must include performance activities that allow the student to practice the requisite skills (Griffith & Lim, 2010; Wong, 2008).

. This may require a shift in both thinking and organization. In many traditional classes, lessons are likely to be organized by topics such as present tense, past tense,

irregular past tense, future tense with 'be going to', and so on. While these topics will still be taught, they will not drive the lesson nor will they be the focus (Griffith, 2014). Similarly, Richards and Rodgers see that:

> Instead of selecting a topic or field of knowledge that one is going to teach (e.g., British History, American Literature, or poetry) and then choosing concepts, knowledge, and skills that constitute that field of knowledge. Competency-based Language Teaching is designed not around the notion of subject knowledge but around the notion of competency. Therefore, the focus is on how the students can use the language instead of their knowledge about the language. (2001, p.144)

Hence, if a specific competency requires, for example, a student to use the past tense, then teachers will introduce that form and the vocabulary necessary for the specific task. The tense would be taught as an integral part of the lesson, along with relevant vocabulary, register, pronunciation, and so on. This in turn leads us to inquire about the nature of activities in the Competency based Approach.

6.2. Learning Activities

In CBLT, the learning activities can be described as systematically designed activities to achieve a certain competence. Typical areas, for which such competency-based activities have been developed, are for example Job Application, Job Interview, or Work Schedules (Mrowicki, 1986). All these areas can be described as a collection of units of competencies which consist of specific knowledge, thinking processes, attitudes, and perceptual and physical skills (Docking, 1994, p.11). More significantly, these activities are real-world tasks which may be related to any field of life but especially to survival-oriented and work-related situations in a new environment (Richards & Rodgers, 2001). Yet, to arrive at constructing the intended skills and capabilities, specific type of teaching materials should be carefully prepared.

6.3. Materials

Class materials have to be oriented to *doing* rather than *knowing*. These materials are used to provide the learners with the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity. There should be few exercises that require learners to fill in the blank, circle the right answer, or specifically test only grammar. Rather, each task should be developed around a real-world situation requiring the use of some or all of the components of the specified competency. According to Richards & Rodgers (2001, p.147):

> The materials the teacher chooses are mainly "sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency… A great variety of competencies should be improved by these tasks. On the one hand, knowledge and learning competencies as well as oral competencies are dealt with. On the other hand, the materials include tasks to improve the reading and writing competencies.

For example, if the competency is giving personal information, then tasks require students to use knowledge about self to produce such information. Students might practice by creating a family tree, talking about favourite past-times, or describing what they did over the weekend.

The activities in the CBLT classroom must be oriented toward the ability to successfully complete a real-world task. The most effective materials will be authentic sample texts related to a specific competency (e.g., completed job applications; recordings of a complaint about a service). The materials help provide students with the essential skills, knowledge, attitudes, and behaviours required to meet the competency standards. (Rebecca Klein-Collins, 2013).

7. Procedure

Learners have to go through an initial assessment at the very beginning of a course in a competency-based framework where the current proficiency level of the

individual student is determined by the teacher. Hagan (1994) explains how the framework operates:

> After an initial assessment, student are placed within the frame work on the basis of their current English proficiency level, their learning pace, their needs, and their social goals for learning English. The twelve core competencies at stages 1 and 2 relate to general language development… At stage 3, learners are more often grouped according to their goal focus and competencies are defined according to the three syllabus standards of Further Study, Vocational English, and Community Access.   (p. 22)

To synthesise, according to Hagan, the students are grouped in relation to the basis of their current English proficiency level (beginners, amateurs, intermediate, advanced, etc.) their learning pace and aptitudes (slow or quick learners), their needs, and their social objectives behind learning English. Furthermore, a course based on CBLT is divided into three stages, which the students have to go through in order to successfully finish the course. At Stages 1 and 2 the learners deal with twelve competencies which are dependent to general language development. At Stage 3, the students are gathered on the basis of their learning goals and where competencies are defined according to the three syllabus strands of Further Study, Vocational English, and Community Access.

Richards and Rodgers (2014, p.160) assume that the descriptions of the competency at each stage are divided into four domains:

a. ***Knowledge and learning competencies:*** elements that break down the competency into smaller components and refer to the essential linguistic features of the text;

b. ***Oral competencies:*** performance criteria that specify the minimal performance required to achieve a communicative competency;

c. ***Reading competencies:*** range of variables that sets limits for the performance of the competency;

d. ***Writing competencies:*** sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency.

To provide a clear vision on how the teaching-learning process in a CBLT classroom looks like, here is an example of a lesson plan template as depicted by Richards & Rodgers (2014, p. 161):

CBLT lesson plan format

A single learning objective may be addressed in activity during a lesson, in a full lesson, or even a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new **Warm-up/ Review** and **Introduction stage** to re-focus students on the learning objective.

1. *Warm-up/Review*

An initial lesson stage in which content from previous lessons is reviewed and/or a brain-storming or interactive task gets the students thinking about a new topic.

2. **Introduction**

An initial lesson stage in which the teacher states the objective of the lesson and tell students what they will be doing. This should occur after the warm-up stage of the lesson.

3. **Presentation**

An initial lesson stage in which the teacher explains, models, and drills the new information, language functions, or language forms that students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

4. **Comprehension check**

An essential part of the presentation stage in which the teacher confirms students

---

understanding of what has just been taught before going on to the practice stage.

5. Guided practice

A mini-lesson stage in which students begin to use the language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

6. Communicative practice

A mini-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur the guided practice stage of the lesson.

7. Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analysing, or reflecting on what they have learned during the lesson.

8. Application

A final lesson stage in which students extend their knowledge of the lesson's materials to a new situation of apply their knowledge to complete a new and different activity.

Table 1*: CBLT lesson plan template*

8. Assessments

Assessment in competency-based class refers to the general process of monitoring or keeping track of the learners' progress. In fact, it is the gathering of evidence and documentation about learners' achievements and outcomes as an integral part of the teaching-learning process (Rebecca Klein-Collins, 2013). Thus, Competency-based Education has been getting a lot of attention because of its direct and flexible assessment model that can take one of two forms: **formative** or **summative**.

The fact that CBLT is an outcome-based approach also influences the syllabus, especially the kind of assessment which is used. In contrast to "norm-referenced assessment" (Docking, 1994, p.16), which is used in many other teaching approaches

and methods, "criterion-based assessment" is essential for CBLT. Students have to perform specific language skills which they have already learned during the course (Docking, 1994, p.16). The competencies tested "consist of a description of the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-world task or activity" (Richards & Rodgers, 2001, p.144). These performance-criteria form the basis for the assessment.

First, formative assessments are used to determine how well a learner is progressing along the path to competency. Formative assessments must be frequent and specific. Because their goal is to assess progress and provide information about strengths and weaknesses, they are rarely graded. In CBE, the majority of assessments will be formative. Summative assessments, on the other hand, are designed to determine whether or not the pupil has mastered the competency. Therefore, summative assessments are typically administered at the end of each module as the final test (Online Learning Insights, 2012; Richards & Rogers, 2014).

Second, summative assessments are performance-based and may include a variety of measurement tools. Paper-and-pencil tests cannot be used to assess a competency unless one is assessing a writing competency. True-false, fill-in-the blank, and multiple choice tests are forever banished from the CBLT classroom as final competency assessments (Richards & Rogers, 2014; Sturgis, 2012; Sturgis & Patrick, 2010). Assessments, like activities, must be authentic as they require the use of knowledge and skills to complete a task. Similarly, authentic assessments require the measurement of real-world tasks and this is the difference between traditional assessments and competency-based assessments. O'Connor (2002) distinguishes between them as follow:

Traditional Classrooms	Competency-based Classrooms
One grade is given per assignment. An assignment may be a quiz, a test, homework, project, or anything the student must complete.	One grade is given for each specific competency. Students may be assessed throughout the process but these formative assessments will not typically be considered in the final evaluation.
Assessments are based on a percentage system. Criteria for success may be unclear.	Standards are criterion or proficiency-based. Specific criteria and standards are made available to students ahead of time.
Traditional grades may rely on a mix of assessment, achievement, effort and behaviour to determine the final grade and may include late penalties and extra credit.	Grades measure only achievement. Information about effort and behaviour may be reported but it is not part of the competency assessment. There are no penalties or extra credit given.
Everything goes in the grade book regardless of purpose. Every assessment score is included in determining the final grade no matter when it was collected during the module. The final grade determines whether the student advances to the next level.	Students advance only upon mastery of the competency.

Table 2: O'Connor traditional grading Versus Competency based assessments.

9. Criticism to CBLT

Along with advocates, there are always critics in every field, and the Competency-Based Language Teaching is not an exception. According to Tollefson (1986) it is very difficult to develop lists of competencies for every specific situation. This is due above all to the fact that many areas in which people need certain competencies are

impossible to operationalize. Other researchers argue that describing an activity in terms of a set of different competencies is not enough in order to deal with the complexity of the activity as a whole (Richards & Rodgers, 2001).

CBLT advocates bottom-up processing which makes learners not to see the forest for the trees. It emphasizes observable outcomes where much of learning cannot be observed. Focusing only on results obscures the complexity and dynamism of language and teaching process, therefore, creativity and innovation may be suppressed. The nature of language is creative and unpredictable; it does not include successive acquisition of discrete forms only.

Other experts such as Corder (1967) and Aurebach, (1986) mentioned that although CBLT claims to be a student-centred approach, it takes control of learning out of learners' hands by extensive information gathering process prior to instruction as well as pre-specifying standardized competency lists. For CBLT, learner-centred needs have to be identified collaboratively as a result of trust and experience rather than as a precondition for instruction. It is only through classroom interaction a learner-based syllabus can be determined.

Tollefson (1986) argues that there are no valid procedures to develop competencies for most programs. Sullivan (1995) adds that unless training and follow up assistance is provided for the teachers, there is a tendency to slip back into the role of the traditional teaching models by the teachers.

Conclusion

Regardless criticism, CBLT's popularity seems to be rising daily in the whole world. It is argued that through the clearly defined outcomes and the continuous feedback in this approach, the quality of assessment as well as the students' learning and the teaching are improved (Docking, 1994, p.15). These improvements can be seen in all educational levels, from Primary school to University, and from academic studies to workplace training (Docking, 1994, p.15). Rylatt and Lohan (1997, p.18)

point out that the business of improving learning competencies and skills will remain one of the world's fastest growing industries and priorities" in the future. Whatever the view is, it is clear that competency-based education has become more popular than ever. If it is to be successful, both students and teachers need to step out of their comfort zones and adopt new roles; since the approach leads to a serious revision of the teacher's profession.

In this chapter, we dedicated much space to deal with the Competency-Based Approach more precisely CBLT. We went through different points as we tackled history and definitions of the concept, competencies included within this approach, teacher/learner roles, advantages, assessments, and criticism to competency based education.

The next coming chapter will be dealing with methodology, data collection, interpretations and discussion of the results. Data gathering concerns the current challenges, problems, and obstacles facing EFL teachers and Learners in the Algerian High School after the adoption of the Competency-based Approach in 2003.

CHAPTER THREE

Challenges Facing EFL Teachers and Learners
Methodology, Data Collection, Interpretation, and Discussions

CHAPTER THREE

Challenges Facing EFL Teachers and Learners

Methodology, Data Collection, Interpretation, and Discussions

PART I: **Methodology**

"Saying is one thing, doing is another thing,"

Michel De Montaigne

Introduction

This part is concerned with the multiple research methods and tools implemented in this study to collect the necessary data. We attempt to identify the nature of these methods and tools, the aim behind selecting them, and how they are going to serve our study.

The purpose of this research is to try to detect the different challenges, obstacles, and hindrances that prevent SE3 learners to achieve fruitful developments towards English language fluency under CBLT principles. Henceforth, this chapter attempts to scrutinize the different teaching/learning practices inside High School classrooms and to identify the issues and constraints that impede the reaping of the basic competencies of CBLT.

1. Field Work: Data Collection Methods/Tools

To carry out this process, triangulation, which is "a mix of procedures to grasp complex phenomena" (Hansen, 2010, cited in Malamatidou, 2018, p. 8) or "the use of two or more data acquisition methodologies within a single study to improve the quality, validity, and reliability of research findings" (Shreve and Angelone 2010, p. 6), is adopted to either approve or disapprove the previously stated hypotheses. This scientific method of investigation appears, in our study, through the implementation of

three data collection research tools which are: textbook analysis, classroom observation, and questionnaires. These methods are selected on purpose to check:

- If there are defects, weaknesses, or mistakes in both SE3 Learner's Book and Teacher's Book;

- The nature of challenges, problems, and obstacles that EFL teachers/learners are facing in the classroom;

- Teachers' views, suggestions, and solutions to enhance EFL teaching/learning;

- Learners' attitudes towards English language, EFL teachers, and learners' motivation to learn English.

Hence, we should state that this thesis adopt a mixed research method quantitative and qualitative. Quantitative in the sense it uses survey questionnaires, and qualitative by giving opportunity to observational sessions inside ELT classrooms and SE3 textbook/Teacher's Book analyses to take place. The researcher believes that this type of research tools will probably ensure the highest degrees of validity and reliability.

1.1. SE3, NEW PROSPECTS, Course-book and Teacher's Book Analysis

The adoption of the Competency-based Approach in Algeria has led to the publishing of a new set of textbooks of English language for both Middle and Secondary Education. Coursebooks are important materials, and often come with a Student Book, a Teacher's Book and a Workbook (Tomlinson, 2008), Hutchinson & Torres (1994, p. 315, cited in Sayed, 2014) adds that:

> The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook.   (p. 571)

Textbooks, then, do not only represent the visible heart of any ELT programme, but also offer considerable advantages for both learners and teachers when they are being used in EFL/ ESL classrooms.

Honestly, a thorough analysis to the contents of the two books recommends the presence of experts besides a team work of researchers. In our study, the two books will be descriptively analysed where the researcher, with the help of teachers, is going to shed light on the different weaknesses and mistakes that every book suffers from, and show the most common ones through indicating the exact pages for future readjustments. The purpose then, on the one hand, is to provide an overall diagnosis and not to establish a track record, and on the other hand to draw a clear picture of the constraints and obstacles which face EFL teachers/learners when inevitably use the textbook as an important material.

1.2. Classroom Observation

Classroom observation has occupied a long-standing role in initial teacher training (ITT) and continuous professional development (CPD), where it has commonly been used as a method of assessment and an important tool for nurturing key pedagogic skills and teacher learning (O'Leary, 2014). Dörnyei (2007) confirms the important of observation as a research tool by mentioning that:

> Besides asking questions, observing the world around us is the other basic human activity that all of us have been involved in since baby-hood to learn and gain understanding. From a research perspective, observation is fundamentally different from questioning because it provides direct information rather self-report accounts.   (p. 178)

In this research, the classroom observation study is designed to document classroom practices and interactions so that we could characterize the different teaching practices, including their variation/context, and link these practices to learner outcomes. The observation protocol was based on a study by Gutwill-Wise (2001) comparing active-

learning and more traditional versions of a reformed undergraduate chemistry courses at two institutions.

The observational sessions targeted the four learning skills by attending the four sequences: LISTEN and CONSIDER, READ and CONSIDER, LISTENING and SPEAKING, and READING and WRITING. The researcher with the help of some teachers has attended many classes and reported what has been noticed from both sides, teachers and learners, in a summary sheet/classroom log, where observers (teachers who helped in this process) tracked class activities, leadership roles, and question-asking behaviours (see Appendix C & D). In fact, the researcher has a seat at the back of the classroom observing what was happening, without any single interference, and let things take place as naturally as possible.

1.3. Questionnaires

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering and recording information from respondents about a particular issue of interest. As stated by Anol (2012, p. 74), questionnaires were first introduced by Sir Francis Galton (1822-1911) for collecting data on human communities. Galton was a famous English Victorian era polymath: a statistician, sociologist, psychologist, anthropologist, tropical explorer, geographer, and an inventor.

They can be a list of questions that include clear instructions and space for answers in a standardised manner. They can be carried out face to face, by phone, computer or post (Mcleod, 2018).

Questionnaires were used in this thesis for the profitability they offer. They allow the researcher to collect large amounts of research data for relatively low cost, to gain time, standardise the questions, and provide information which can be easily converted into quantitative data (e.g., count the number of 'yes' or 'no' answers), allowing statistical analysis of the responses. The researcher tried as much as possible, to design pertinent questionnaires that enable the respondents to read, easily understand, and respond quickly/positively to the questions.

1.3.1. Questionnaire 1

It was administered to SE3 English language teachers and \and contains 17 close-ended and open-ended questions that aimed at exploring three main areas:

✓ Teachers' teaching experience;

✓ Teachers' attitudes towards in-service training sessions;

✓ Teacher's Book (TB) usefulness and compliance with CBLT;

✓ Teachers' suggestions for TB readjustments;

✓ In-service training with Inspectors.

This questionnaire targeted SE3 EFL teachers in the Wilaya of Chlef, chiefly the three selected Secondary Schools to be our case study: Bennouna MABROUKA (El-Marsa), ZERROUKI E'Chikh (Taougrite), and ABROUS Naas (Ouled Ben Abdelkader).

1.3.2. Questionnaire 2

It was handed to SE3 learners in the previously mentioned schools in which the researcher designed 10 questions that focus specifically on investigating the learners' attitudes towards:

✓ English language learning;

✓ Learning about English Culture;

✓ Their English language teachers.

Learners' questionnaire was constructed in an accessible simple form of English language accompanied with an Arabic translation, for each single item/question. The purpose was to make it easy for the participants and encourage them to respond to all questions as clearly as possible.

2. Pilot Study

A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. It is often viewed synonymously with a feasibility study intended to guide the planning of a large scale investigation (Fraser et al., 2o18). In

effect, pilots comprise a risk mitigation strategy to reduce the chance of failure in a larger project. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules (Van Teijlingen & Hundley, 2002)

To ensure that both questionnaires are far from serious deficiencies or ambiguity, the researcher sent *questionnaire 1* to five Secondary School EFL teachers who belong to different schools, and *questionnaire 2* delivered to 15 SE3 learners in AZZOUZE Halima Secondary School (Dahra, Chlef). Both samples were randomly chosen and do not belong to our case study schools. Fortunately, the two categories (teachers & learners) had no problems in understanding or treating the designed questions.

2.1.   Subjects

a- Teachers Targeted by the Questionnaire

Seeking pertinent findings, the researcher has chosen SE3 EFL teachers to be his sample population because they are generally experienced ones. Most High School Headmasters favour experienced teachers for Third Year classes as they need to be prepared for the Baccalaureate Exam by the end of the year. Thus, our study focused on this category of teachers wishing to provide us with useful information.

b- Learners Concerned by the Questionnaire

Our respondents for this research method were Secondary Education learners, Year Three. The researcher believes that Terminale classes level are completing their Seventh Year (considering 4 years in Fundamental School) learning English. They normally had sufficient time to reach an acceptable level, namely B1 or B2 according to the European Framework of Reference (CEFR) language proficiency scale. This research targeted these learners under the belief that they are preparing for the Baccalaureate Exam which in turn motivates them to work harder to join the University.

2.2.   Schools

The three Secondary Schools were selected on purpose, and to have an easy access, because most schools do not allow/encourage such type of researches; they even ask

for written permission or authorisation. The first school is Bennouna Mabrouka (El-Marsa), the place where the researcher spent more than ten years as an EFL teacher; it belongs to a semi-urban seaside region, 100 km far from Chlef. The second one is Zerrouki E'Chikh (Taougrite), the school where the researcher received his Secondary Education. It is an urban region, 63 km away from the Chlef. And the Third one is Abrous Naas (Ouled Ben Abdelkager), a High School that the researcher has good relationship with. It is 25 km far from Chlef.

Conclusion

The first part in this chapter was devoted to methodology in which we presented the different research methods/tools used in our study to gather the necessary data. The second part shows the nature of these findings, provides interpretations, and discusses the main points related to some challenges and problems EFL teachers/learners face inside classrooms.

Introduction

Algeria, shortly after the independence (1962), was among the nations that have recognised the importance of teaching English at early stages of schooling. Almost around all regions of the country, learners start dealing with English as a foreign language (EFL) since their First Year in Fundamental School till the last year in Secondary School. Yet, all the efforts made through decades besides the different reforms that took place to improve foreign language teaching-learning, English in specific, the Ministry of National Education (MNE) did not succeed to some extent to train fluent and competent English language users.

In this chapter, we aim to investigate about the challenges that both teachers and learners encounter inside as well as outside schools, and which prevent them from achieving fruitful results in this field.

1. The System of National Education

Education is considered as one of the main priorities of the Algerian Government, it is stipulated in the Algerian Constitution, particularly in Article 53 (Arabic version, 2008, p. 6) and Article 68 (English version, 2020, p. 16) that "Education is an inalienable right, compulsory, and free for all children from the age of six up to the age of sixteen". While Law No. 08-04 dated on the 23rd of January, 2008 on the orientation law on national education enshrines, through articles 10, 11, 12, 13 and 14, the guarantee of the right to education for all girls and boys.

Moreover, based on the Algerian Official Gazette, first issue (2010, p. 5), Executive Order No. 10-02 dated on the 4th of January, 2010 on the provisions related to compulsory education, Article 2 orders parents to enrol their children at Primary Schools at the age of six. Whereas article 12, from the same Order, prohibits dropping any pupil out of School before the age of sixteen (ibid, p. 6).

1.1 Structure

Learning, in the country, starts by one non-compulsory preparatory year at the age of five, then comes Primary School where learners are supposed to spend five years before moving to, if they managed to pass the final exams (Cinquième شهادة التعليم الابتدائي), Fundamental School for another four years to sit for a final exam (BEM شهادة التعليم المتوسط) towards Secondary/High School. In Secondary Education, learners study three years to reach the Baccalaureate Exam to join University as shown in *figure 4*. Based on the National Report template issued by MERIC-Net:

> The Algerian educational system is divided into several levels: preparatory, basic (primary and secondary), secondary, vocational and higher education. Access to higher education is subject to obtaining an A level equivalent or an equivalent foreign qualification. (September, 2019)

Figure 4: Structure of the Algerian Educational System (MNE, 2021)

1.2   Reform of the Education System

Since the creation of the Ministry of National Education (MNE) in 1963, Algeria has implemented many reforms in the field of Education. When speaking about educational reforms, reference according to Professor Claudio-Rafael Vasquez-Martinez (University of Guadalajara Mexico), is often made to changes and transformations in the scholar system in relation to other factors such as educational philosophy, student policy, curriculum, pedagogy, didactics, organization, management, financing, and their links with the development of the nations (2013, p.254).

Nick Clark (2013) estimates that the first education reform applied by the Algerian Government was that of 1971 where the nine-year basic education program was introduced. Further reforms took place on April 16th, 1976 under the order 35-76.They extended the period of compulsory education from six years to 10 years besides guaranteeing free education at every level to all, and mandated that Education be the exclusive domain of the State.

Reacting to a need to reduce the burden on the State, the Government (after the installation of the NCRES: National Commission for the Reform of the Education System on May 13th, 2000) passed an Executive Decree in the season of 2003/2004 that amended the 1976 reforms, paved the way towards the implementation of CBA (Competency-Based Approach), and explicitly allowed the establishment of private institutions of education under well-defined regulations. Within the latest reform (2003/2004), the MNE declares that:

> The NCRES was therefore in charge to propose a project defining the constituent elements of a new educational policy comprising, in particular, a proposal for a master plan relating, on the one hand, to the general principles, objectives, strategies and implementation deadlines for the gradual application of the new educational policy, and, on the other hand, the organization and

articulation of sub-systems as well as the evaluation of the human, financial and material resources. (education.gov.dz)

The reform of the Education system (2003/2004) consists of implementing a series of measures that revolve around three main poles, namely the improvement of the qualification of management, the overhaul of pedagogy and the general reorganization of the Education system as a step to expand capacity and modernise curricula.

Hence, the Commission which was headed by Ben Zaghou has issued files that include thorough analyses of the developments and achievements made by the system of Education in the country. And, contain, also the areas of disequilibrium within this complex field in order to arrive at an agreement about the necessary adjustments.

Unfortunately, the final report delivered by the National Commission of Programmes (NCP) did not meet the expectations since most of the NCRES instructions were not truly implemented (Salem & Tali, 2012, p. 56).

2. English Language Status in Algeria

English is the second foreign language in the country because French was, and still is somehow, the dominant one. Algeria has a special link with the French language since it was proclaimed in 1870 as part of the metropolitan territory of the 3rd Republic (Loyal, 2009, p.407). And despite its ideological refusal to be integrated to the "Francophonie", Algeria remains the second French-speaking country in the world with nearly eighteen million speakers. The French language is taught from the second year of elementary school; French is the first foreign language in Fundamental, Secondary, and in Higher Education, especially in science fields. This language is used in the majority of private schools as well. French is considered necessary to pursue Higher Education, especially abroad, or to find a job. Its knowledge is related to young Algerians who hope to emigrate to Europe and Canada. As for the economic sector, it only works in French or in English (Chemami, 2011, p.230).

Besides, thousands of Algerian students take French language tests each year to be eligible to apply for admission to Universities in France. According to statistics, about 23,000 Algerians are enrolled in French universities, making up 8% of France's foreign students. Nevertheless, and since the year 2000, the teaching of the English language is in competition with the French language at the first grade level of Middle School (Miliani, 2000, p.20). Obviously, such position given to English seems promising, especially due to the high cooperation with the United States of America, Canada, and recently the United Kingdom. These countries are committed to freely support the educational reform policy in Algeria through the making of textbooks, the training of teachers of English and the introduction of new technologies.

This view is clearly expressed by syllabus designers and which appears in the English Programme for Middle School as cited in Djerouane (2017, p. 65):

> English language teaching in our country has to contribute to the development of the Algerian learner in all dimensions. Among what it advocates is the value of openings of the world with respect to the self and the others as well as the tolerance required in a society that tends towards globalisation.

As a second language and language for education, English is unavoidable, according to many academics, and will crush every competing language because it controls more than 75% of the world flow of scientific knowledge and 90.7% of fundamental science. So far, authorities have recognised that if we wish our Universities to gain an acceptable international ranking and open more job opportunities for University graduates, they need to give much importance to English as a language than ever done before. Then, it is the Ministry of National Education and the Ministry of Higher Education and Scientific Research (MHESR) which are encouraging the use of English in Schools and Universities respectively. But other Ministries such as those of Defence and Energy are also selecting the same path and motivate their employees to learn English to interact with foreign counterparts (Ghanmi, 2019, p.17).

Despite the fact that the apparatus of educationists' view has swung against or for teaching English, the status of this global language seems to be better in Algeria than a decade before. This is due to the recent calls raised by the civil society headed by its intellectuals to give much importance to English. They agreed upon the significance of English over French, which is somehow weakening and not being used as usual. In this vein, Miliani (2000, p.13) confirms:

> In a situation where French has lost much of its ground in the sociocultural and educational environment of the country, the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.

Hence, steps forward are being made by Educational Authorities to give priority to English. For instance, the Ministry of Higher Education and Scientific Research (MHESR) necessitates the publication of Doctorate Theses in English language. The aim is to introduce the Algerian student's competencies to the world, and enable the society to follow modernity through full immersion in the linguistic community in the world, which favours English as a language for all types of interactions. Such actions allow English more space and prestige, and elbow out French which is labelled as the reminder of the colonial past.

Unfortunately, this linguistic revolution is not yet able to celebrate victory since most levels of education fail to train competent and fluent English speakers. The majority of learners lack motivation to learn English due to several challenges such as the unsuitability of the teaching materials that have a non-negotiable importance. That is to say, designing appropriate teaching materials is a key element in the teaching-learning process' success.

3. The Teaching Materials

Learning a new or a foreign language is a challenge for most people because of the differences in the form and structure between one's mother tongue and a new one.

However, there are some tools that facilitate the teaching-learning of a foreign language, for instance, new applications for digital devices, video blogs, educational platforms, and teaching materials such as textbooks.

According to Sheldon (1988), textbooks do not only represent the visible heart of any English Language Teaching (ELT) programme, but also offer considerable advantages for both learners and teachers when they are being used in ESL/EFL classrooms. Similarly, Hutchinson & Torres (1994, qtd in Sayed, 2014, p.15) see that:

> The textbook is almost a universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Hutchinson's & Torres' belief about the utility of textbooks is shared by Algerian textbook designers. Many English language course-books were introduced, especially in the 1980s that saw the emergence of the first Algerian textbooks such as '*New lines', 'Midlines', 'The New Midlines', etc.* Other series of English textbooks (from N°1 to N°9) entitled '*My Book of English*' and '*My New Book of English*' were published in the 1990s. And finally, the 2000s that brought new textbooks to Secondary Education namely '*At the Crossroads'* for First Year, '*Getting Through'* for Second Year, and '*New Prospects'* for Third Year (Hamada, 2011).Indeed, Third Year Course-book '*New Prospects*' is the area of our interest.

3.1. New Prospects Teacher's Book for SE3

The teacher's book is a good support and guide to teachers especially the novice ones; for them, it is somehow like an untouchable version which is free from mistakes. The designers of such books aim to provide assistance to teachers and help them:

- ✓ save time when it comes to lesson planning;
- ✓ offer ideas for bringing a topic alive;

- ✓ provide a wealth of extra materials to give learners practice in the areas of language they find challenging,

- ✓ give information on how the student's book is organised – what they can find in each unit, what other materials are available like CD-ROMs or workbooks and what resources are included at the back of the book.

This seems to be the case with ***New Prospects Teacher's Book* (SE3)** which is the last of a series of Three Course Books designed for the teaching of English to Secondary School pupils. It is similar to those adopted for the making of the first two books that comply with the recommendations issued in the official syllabus set down by the Ministry of National Education in 2006 (Teacher's book, 2015).

As previously mentioned, key features of the teacher's book for SE3 include: pedagogical principles, organisation of SE3 course-book, unit description, sequence description, project outcomes, and conclusion. The designers attempted to show the general form of the learners' course book to teachers in order to guide them before dealing with the different tasks and activities in classrooms.

➤ **Defects in New Prospects SE3 Teacher's Book**

On paper, SE3 teacher's book seems an adequate guide, but since perfection is not a part of human feature, defects can be detected in every work and this book is not an exception. Therefore, and to point to the multiple issues in this book, the researcher prepared a questionnaire (*appendix A*) that contains sixteen questions and handed it to EFL teachers in the three chosen High Schools. Here are the gathered results:

The first three questions are as follow:

➤ **Q1. How long have you been teaching English?**

5 years & less	6 to 15 years	16 to 25 years	More than 25 years
3	4	2	/

Table 3: Teachers' experience

➢ **Q2. Have you ever taught Third Year (SE3) classes?**

Yes	No
7	**2**

Table 4: Teaching SE3 levels

➢ **Q3. Were/Are you using New Prospects Teacher's Book?**

Yes	No
7	**2**

Table 5: Teacher's Book usage

At this stage, the researcher considers himself lucky as most of the respondents are experienced teachers, who have been/are in touch with SE3 learners, and used/still are using New Prospects Teacher's Book. Only two of the informants are novice teachers who have never taught Third Year classes. Thus, we find that **44.44%** of the informants with more than six years of experience and **22.22%** of the questioned teachers have more than 16 years in the field, while **33.33%** have only 5 years or less.

Experience in the field enriches our findings since we are dealing with teachers who have normally formed clear visions about the kind of issues, problems, and constraints that stand against achieving fluency at this critical stage of EFL teaching. Experienced teachers knowledge can be thus invested in suggesting practical procedures and solutions to enhance EFL teaching-learning practices for better results.

In question four (Q4) the researcher asked his participants (EFL teachers) to evaluate the Teacher's Book (TB) in term of **practicality**.

➢ **Q4**. **If the answer is 'Yes', in term of** *practicality***, is this book?**

Evaluation	Informants
Very good	/
Good	**3**
Somehow good	**4**
Other	/

Table 6: Practicality of the Teacher's Book

Based on the table above, **57.14%** of the respondents believe that the TB is 'somehow good' and **42.85%** state it is 'good'. Here, we reach the point which indicates that the TB suffers from many problems though it contains a number of positive sides. Sometimes, these problems become real obstacles for teachers, especially beginners, and push them to insert some changes/modifications to meet the learner's needs. Such step to adapt, change, or modify the tasks or activities seem normal for experienced teachers, but it is not the same case with beginners/novice teachers because they do not really have a clear idea about the weaknesses in both books (TB & learner's book), so they just follow its instructions blindly.

> **Q5. Do you find this book beneficial?**

When our informants are asked about the usefulness of this teaching material (TB), all (**100%**) of them said 'yes'. Yet, they insist on updating and shortening the number of lessons as well as tasks in this book. They agreed upon one idea that is the repetition of lessons and tasks that have no clear objective. Those lessons and tasks stand as a roadblock for teachers to cover the syllabus in the determined time.

> **Q6. Does it (TB) contain /or have you come across mistakes?**

Yes	No
4	**3**

Table 7: Mistakes in the Teacher's Book

Regarding this question, more than half of the informants **57.14%** confirm that this book contains mistakes whereas 3/7 that is **42.85%** said 'No,' it does not. Those who answered 'Yes' provided examples accompanied with the exact pages as an evidence, and that appear in pages: **25** (Task 4), **49** (Task 1), **50** (Task 1), and **50** (Task 3). We provide the pages below with illustrations:

Figure 5: Mistakes in the Teacher's Book (TB, 2015, p. 30)

As it is shown in the figure above, **Task 3** in the TB is in fact **Task 4** in the learner's book, and no key answer is provided to Task 3 on the Course Book. This mistake puts novice teachers in trouble especially if they come to class without lesson plan thinking they could rely on the TB key to tasks.

Figure 6: Ambiguity in the Teacher's Book (TB, 2015, p. 44)

The figure above indicates the difference between the structures in **sentence B.** The learners are requested to deal with a sentence in the **passive voice** (and it is difficult for them) whereas the key on the TB shows the sentence in the **active voice**. This type of sentences are the one which push learners to easily give up answering and turn depressed because s/he could not find the answer even through implementing the rule. In these situations, teachers are required to modify such sentences by transferring them to active voice, and provide the right answer to the ones that were in passive voice.
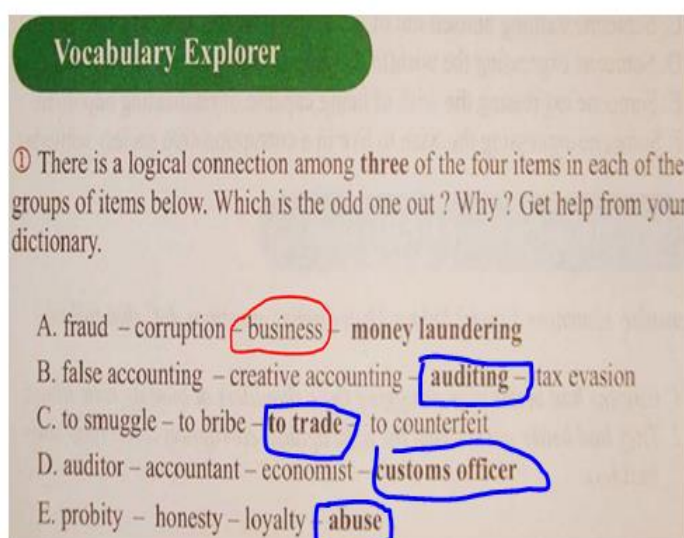
Figure 7: Issues in the Teacher's Book (TB, 2015, p. 44)

Concentrating with sentence A, the right answer; in the Learner's Book; is the word **business** and it is not written in bold but the word **money laundering** is a wrong answer, yet it is in bold type! Sentences B, C, D, and E their correct choices are all in bold type. Certainly, both learners and novice teachers will get confused in front of this case. Why highlighting the answers and misleading learners in specific? This point and others need serious revision. It should be noted that such mistakes and contradictions are not of today, but they have been for a long time existing.
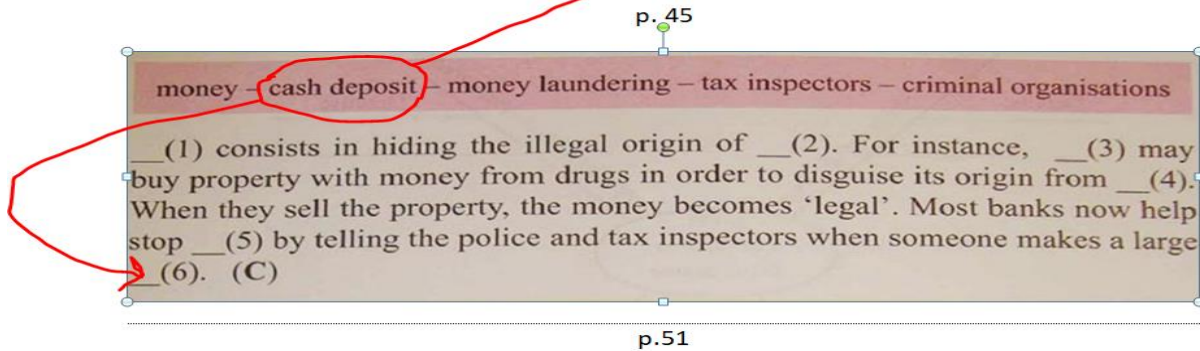
Figure 8: Luck of precision in the Teacher's Book (TB, 2015, p. 45)

First of all, it is **Task 3** on Lerner's Course Book and not **Task 2** as shown on the Teacher's Book. Learners are supposed to fill in the gaps with the given words in the red box; though there are five words only and six blanks, the task's instruction mentions that. The problem is the word **cash deposit**; it is normally placed in blank 6 but without the word **cash!** It seems difficult. What about blank 5, which word suits the meaning: **money laundering** or **cash deposit?** All these mistakes and challenges consume/efforts and demotivate both teachers and learners.

Consequently, those respondents who said that both books contain mistakes and contradictions are righteous on basis of some examples provided above. For those who said 'No,' they might not discover such mistakes, which is another serious issue that question their competence.

Q7. Do you think that the provided instructions in the teacher's book are in harmony with CBA principles?

Yes	No	No idea
2	**3**	**2**

Table 8: TB's instructions and CBLT principles

One of the important points for the researcher is about **42.85%** who think that the TB is not in harmony with CBA principles. According to them, it does not guide or help the teachers to appropriately equip learners with the necessary skills and strategies to build competencies. However **28.57%** of the informants told that they (TB and CBA principles) are harmonious. Surprisingly, **28.57%** answered that they have 'No idea', and this is another problem, i.e., such data give the impression that some teachers ignore totally or partly CBA principles. This leads us to question the teacher's knowledge, pre/in-service training and the aim behind the weekly/monthly seminars with Inspectors.

➢ **Q8**. **Are these instructions really helping you create an interactive and learner-centred atmosphere?**

Yes	Not much	No	No idea
/	**6**	**1**	/

Table 9: TB's instructions and interaction/learner-centeredness

This question reinforces the previous one in which **85.71%** (6 out of 7) of the respondents asserted that the instructions are not truly helping them to achieve learner-centeredness environment. Further, **14.28%** stated that these instructions are not the ones which encourage creativity and interaction inside competency-based classrooms. Yet, if the instructions in the TB appear in harmony with CBA's principles, for those who said they are, how can some of them inform that the tasks' instructions do not help them to create an interactive environment. Again, teachers training needs to be adjusted to bridge the gap between theory and practice, and help enhance the teaching-learning process inside ELT classrooms.

➢ **Q9. How do key to tasks and explanations in this book seem?**

Difficult	Somehow easy	Easy	Other
2	**4**	/	**2**

Table 10: Key to tasks evaluation

From the table, we read that key to tasks and explanations in the TB are not really '**easy**'. Two informants believed that they are '**difficult**' and 4 teachers told us they are '**somehow easy**'. None of them said the answers are '**clear**' or '**easy**'. Key to tasks is meant to omit ambiguity; they should appear as obvious as possible, and this is not exactly the case in this book where most teachers work to simplify both tasks and key to tasks. Other respondents (2/7) declared that they are sometimes **difficult** and sometimes **easy** according to the nature of tasks/lessons.

➤ **Q10. Concerning written expression (think, pair, share), how can you describe the suggested essays/paragraphs?**

Long	Acceptable	Short
3	4	/
Difficult	**Comprehensible**	**Easy**
3	4	/

Table 11: Think, pair, share rubric in the TB

As for written expression (Think, pair, share), also termed as '**situation of integration**', is a significant part in the teaching and learning of English. When our informants were requested to describe the suggested paragraphs/essays, **42.85%** ticked the '**long**' & '**difficult**' box whereas **57.14%** ticked the '**acceptable**' & '**comprehensible**' box. No teacher told the researcher that these essays and paragraphs are '**short**' & '**easy**'.

At this level, as many teachers have stated, Secondary School learners should stay at the level of being trained to write short paragraphs not essays. In the Baccalaureate exam, learners are requested to write 80 to 120 words about a certain topic which means a paragraph of 10 to 12 lines maximum. However, the suggested key to the **Think, pair, share rubrics** appear longer than just one paragraph or two as shown below:

Make sure the students contrast the past (used to/had to/were able to) with the present (verbs in the present simple). Provide them with some link words (unfortunately, however, on the one hand, on the other hand). Insist on the need for a concluding sentence.

A century ago, people were able to live in better conditions than their parents thanks to the progress made in science and technology. But in practice, the outcome of this progress was slow to materialise. For instance, most people still used to travel long distances on foot or by stage coach. And as mechanisation was not introduced significantly in daily activities, household chores still had to be done manually, and were therefore time consuming.

On the other hand, community life was still an asset for social cohesion, since people had more opportunities to meet and interact. So they were able to chat with neighbours at shops or in clubs and have a cup of coffee with friends or relatives and tell stories and jokes. Likewise, family visits were frequent and kept the folklore alive, with the grandparents who used to tell traditional tales or sing lullabies or folk songs to their grandchildren. Unfortunately, with the development of audiovisual means such as the cinema, radio, television and then personal appliances like the computer, CD-roms and DVDs, the chances of socialisation are dwindling and the lack of interaction between people may increase stress, loneliness and anxiety.

Could we then complain that we are missing out on some ingredients in life which used to make our great grandparents happier? This is probably so, since closer contacts among neighbours, friends and families had to be beneficial for communal harmony. However,

26

We may live a totally different life in the next few decades because modernity has brought with it a new life style. Nowadays people take less time to eat, go to fast food shops to gulp hamburgers, hot dogs and chips. In the future, we might have conventional food being replaced by food substitutes like pills, or we might get our nutrients out of crude oil; that would shorten meal times even further. Conversely, many people are prepared to spend more time shopping in supermarkets (and even on the Internet). A lot of them are now becoming shopaholics, buying products that they don't really need. Their number will rise further in the near future.

This is partly because it is much easier to shop, especially as more and more supermarkets are equipped with fast serving cash desks which prevent long queues. In the future, shop assistants may be replaced by robots which could actually do the same job as them, with greater efficiency and in less time. That of course would probably have side effects like an increase in unemployment.

Leisure will also change, because of the development of all sorts of electronic devices, like the multimedia, cable television and other contrivances. People will be less tempted to go out for a film, a play or a concert. They'll pay even less visits to each other because the cell phone is such a convenient way to keep in touch. And what to say about the Internet through which people can instantly chat with and watch each other via the web cam! Alternatively, we'll have more free time to enjoy holidays at lower prices in distant places. But is this life of the future the kind of life people would like to have? Couldn't modernity preserve social relations and be a means to an end rather than an end in itself?

72

-Church, coach, archer, archway, archduke, artichoke /τ♥/

Task 4 (p.28)
Follow the instruction. Ask your students to give other examples.

Study the closely the model essay below and make the best use of it in preparation for the exercise.

There are three major threats to our civilisation, which can lead to the destruction of mankind. We have first nuclear energy, which has been a constant liability ever since the explosion of atomic bombs in 1945; there is also pollution, a major cause for concern with the massive and noxious increase in industrial activities and mechanisation; finally, climate change constitutes another threat, as an outcome of the first two mentioned problems.

The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki, since it could wipe out life on earth many times over. The Cold War was a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR. The *Détente* that came after did not suppress all worries, since other countries have the bomb, and could use it any time.

There are also indirect consequences to owning nuclear energy. Indeed, a lethal form of pollution can originate from it if accidents in nuclear power plants occur. But apparently less dangerous forms of pollution, generated by an ever- increasing industrialisation, can also cause severe illnesses and deaths. We can think of all the chemicals dumped by factories underground, or in rivers and seas, or of the enormous amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wildlife.

Apart from these direct consequences, the third threat to our civilisation, climate change, is directly related to the first two mentioned. Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world. Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular, hurricanes are more frequent, monsoons are more destructive, droughts have intensified, and have reached usually wet parts of the world. Therefore, the danger of famine is real , and can even lead to dramatic wars over the possession of the meagre resources remaining. Surely the impending threat of nuclear warfare, and the lethal chemicals spread in the environment make the world a dangerous place to live. The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change. There are indeed urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.

TAKE A BREAK (p.30)

E.g.
Once upon a time, in a little island called Ithaca, on the western coast of Greece, there lived a king named Odyssseus (which means a 'man of wrath' in Greek). The name was changed into Ulysses by the Romans , and we shall call him Ulysses. We do not know much about Ulysses when he was a little boy, except that he used to hunt with his maternal grandfather Autolycus on Mount Parnassus. It was during one of these hunts that a boar wounded him.
When he grew up, he became distinguished among Greek leaders for his cleverness and cunning … . (To be continued by students).

Note: All tales begin with 'Once upon a time' and end with 'and lived happily ever after'.

P.32-33

90

As these randomly chosen essays indicate, the shortest one is three paragraphs long regardless the difficult words they contain. It is hard for SE3 learners, at the current level, to realise half paragraph not even a complete one, and writing with such length costs time (at least 3 hours) and efforts over syllabus coverage. Therefore, most of the novice teachers and even some experienced ones prefer to dictate these essays as they are without any single adaptation/modifications, or sometimes jump/escape these writing rubrics. Henceforth, Educational Authorities need to effectively reconsider these samples and focus much more on a scaled writing skills building.

Think, pair, share (pp.180-181)

Though not necessarily applying to Algerians, the text below could be used as a model.

1 — The death of a close friend or a relative, the occurrence of a natural disaster or an accident, and other fatalities are likely to generate different feelings and emotions in people.

2 — Actually the difference in reaction is more particularly a question of gender. Men will tend to hide their grief over the death of somebody they know, or their awe when they witness a tragedy; during a natural disaster, they will try not to panic and control their emotions; instead, they will react by taking steps to protect their families and neighbours. Women will show their emotions more openly. They will express their sadness and mourning, and cry profusely when they learn about a relative's death. Likewise, they will be rather shocked and terrified when they see an accident in which there are casualties. Finally, they are likely lose their self- control, and fail to take the right decisions to protect themselves in an emergency.

3 — The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or giving presents. Women are again prone to showing their feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

4 — The differing levels of sensitivity between men and women concerning the facts of life is probably the reason why their marks of sympathy and affection are dissimilar. But the male and female attitudes are complementary, and both necessary for good human interaction.

104

Figure 9: Essays in the Teachers Book

> **Q11.Do you just keep using those suggested essays/paragraphs or do you insert modifications?**

100% of those who handed back the questionnaire revealed that they often make radical or partial changes/modifications in order to let their learners digest the themes and have a clear idea on how to write similar topics, precisely during the Baccalaureate Exam. Such a response consolidates the vision that most of these essays and paragraphs (in the TB) are not really practical. If EFL teachers do not take the initiative to insert their own adaptations and dictate them as they are designed, learners will get depressed and demotivated to learn English because, according to them it is highly difficult.

➢ **Q12.** **Does the Teacher's Book guide you to present, evaluate and assess the project work and the knows, respectively at the end of each unit?**

Yes	No	No idea
2	**3**	**2**

Table 12: The project work in the TB

Concerning the Project work and the Assessment, it seems highly complex. Hence, **71.42%** do not seem to have an idea about how to proceed these two important parts: **3** teachers believe that the TB does not include such guidance, and **2** others admit to have no idea. Only **2/7** of the informants said that the TB guides them to assess and help learners present their projects. However, this is the case at the end of each unit where teachers are not effectively guided to perform these two rubrics:

Figure 10: Instructions related to the project work and assessment

Yet, we should indicate that the TB provides some procedures on how to present the Project work and the Assessment by the learners under the supervision of the teacher in pages 18-20 as shown below:

IV. About the project

As said in the foreword to the Student's Book, 'the project designing procedure runs in parallel with the unfolding of the unit'. It is the visible and assessable manifestation of the students' competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the unit.

18

Teacher's Book for SE3 (2015)

BRAINSTORMING is the first of such sessions, with the teacher acting as facilitator. The aim is to get the students to envisage and agree on the tasks involved, the possible sources of information and the format and content of the end product.

FACT FINDING

Most of the activities at this stage take place outside the classroom. The students enquire about where and how they will get the information they need (the Internet, a survey, an interview?...) and about the equipment they may want to use (cassette recorder, picture camera, drawings?...) as well as the places (a museum, a business company?...) they may have to visit. They may not have to meet in class at all.

ORGANISING

This is where the feedback of the students is made use of in a rational and efficient way. Divide the class into groups (5 students per group to the maximum). Get each group to appoint a **spokesperson** who will make the final report to the class at the end of the project. Get all groups to agree on the tasks assigned to each of them. Otherwise leave it for each group to decide who does what and in what sequence. All the ensueing work will be done outside the class, or even outside the school.

WRITING UP

This activity will preferably take place between school hours provided each group manages to find a time and a place of its own. Otherwise, devote a whole class meeting to this session – time permitting, of course! – with each group working separately. This will involve

19

ASSESSING

At this stage the work of each group is assessed by a **board of assessors** (one from each group) chaired by the teacher, or by a student elected by his peers. Make it informal however. The session starts with the spokesperson of each group reporting to the class about the work done and presenting the 'product' realised for appreciation. The same operation is repeated for each group. The board of assessors will eventually award the First Prize to the best project.

Naturally, the indications above should, by no means, be regarded as gospel truth. It is up to you to adapt the pedagogical route which you think to be the most suitable for your class.

Finally, it may be of interest for you to note that we have proposed alternative projects, of a 'lighter' kind, designed for students who want to work on their own, as well as pertinent and helpful websites (to be complemented if need be).

VI. Conclusion

New prospects has been thought out in such a way as to instill in learners ease and confidence in their communicative use of English. The units of this coursebook offer a variety of activities reflecting real-life situations and prompting the students to practise English in creative ways. Their consolidation of skills, whether oral or written, is to be realised through a number of activities stemming from the competency-based approach. The objectives of such activities are clearly identified and explained at each stage of learning/teaching.

The tasks in question have cognitive aspects elaborated in accordance with Bloom's taxonomy of educational objectives. The surface levels involve knowledge, comprehension and application while the deeper levels of cognitive processing appeal to analysis, synthesis and evaluation. Every unit contains a number of tasks which

20

Figure 11: TB guidance on how to do the project work and assessment

Therefore, the problem does not lie only in the Teacher's Book as a guide but also with many teachers who ignore totally/partly the TB content, especially 'KEY FEATURES OF THE COURSEBOOK' that involves details about how to deal with the different ***Units, Sequences, and Rubrics***. Besides, EFL teachers are asked to carefully read the TB as it contains some good guidance and gives practical ideas regarding the appropriate treatment of the different lessons, activities, and tasks.

➢ **Q13. The lessons & tasks are enjoyable, aren't they (for you and the learner)?**

Yes	To some extent	No
2	3	2

Table 13: Lessons and tasks in the Teacher's Book

Enjoyable tasks and activities keep motivation healthy. If not, the English language learners will not probably perform well. On this issue Harmer Jeremy points out that:

> Our students' motivation is far more likely to remain healthy if they are doing things they enjoy doing, and which they can see the point of. Our choice of what we ask them to do has an important role, therefore, in their continuing engagement with the learning process.   (2007, p. 102)

That is why the researcher included such question where **2** informants said **yes** they are, **3/7** replied that they are enjoyable but **to some extent**, and **two** teachers out of **seven** (**2/7**) think that the lessons and tasks are **not enjoyable.** The teacher's role in such activities is paramount, s/he should look for every possible means to motivate learners and help them perform their learning. Again, the process of adaptation and inserting modifications is recommended from the teacher's part; being a slave of the textbook cannot always guarantee fruitful results, i.e., the teacher is required to humanise the teaching materials for the sake of enhancing learning.

➢ **Q14. What about the repetition of lessons and tasks? Is it found in this book?**

Yes	No
6	1

Table 14: repetition of lessons and tasks

On this debatable question, the majority **(85.71%)** agreed that the TB contains many repeated lessons and tasks and only **one respondent** said 'no'. But experience in the field as a teacher in Secondary School confirms that this book concretely includes

repetition of some lessons and tasks. However, not all kinds of repetitions are bad, some important tasks, lessons, and activities need to be retaught in order to remind the learners and assist them to relate the knows.

- **If the answer is 'Yes', such process, according to you, is..?**

Useful	Not much	Useless	Other
1	**3**	**2**	**1**

Table 15: Usefulness of the repetition process

With the process of repeating some lessons and tasks in mind, one **(1)** teacher reckons that this way is 'useful' and three **(3)** teachers considers it useful but 'not much'. Two **(2)** respondents ticked it as 'useless' and one **(1)** of the teachers said that such judgement depends on the lesson or the task itself; some lessons/tasks need to be repeated for their importance, and to be mastered because of their complexity.

➢ **Q15. Do you think that the number of lessons as well as tasks (within the teacher's book) can be covered through the season, and digested by the learner?**

A common shared belief among our informants took place at this point: they all select the same path to inform the researcher that SE3 syllabus is very long and cannot be covered easily through the season. They claimed that many lessons which consume time are either repeated, or have no clear targeted competency or objective. Again, an urgent call for SE3 EFL syllabus readjustment is made to the Educational Authorities for more flexibility in the teaching- learning process. Such revision of the teacher's book contents must be, according to EFL teachers, performed in the presence of experienced teachers.

➢ **Q16. Feel free to add any queries, suggestions, or solutions to better the Teacher's Book which is considered an important teaching material, especially for novice teachers (beginners).**

This part was really beneficial as the respondents provided the researcher with several suggestions/solutions to better the Teacher's Book. They suggest to:

- ✓ Change or update the Teacher's Book as a lot of information and statistics have been enriched or even changed since its first publication in 2006;
- ✓ Shorten or modify the long reading texts and the complex written expression essays/paragraphs;
- ✓ Omit some of the repeated lessons and tasks which target no clear competencies;
- ✓ Grammar lessons need to be revised (keep only 2 or 3 lessons per unit);
- ✓ Minimise the number of Written Expression sessions to two per unit instead of four. The teacher then will spare more time to train learners to write good paragraphs.

The informants insisted on giving experienced teachers a chance/hand in this change because they know well where weaknesses, as well as strengths lie, and what better suits their learners to achieve the designed goals, chiefly fluency in English under a competency-based environment. They can help in adding more useful ideas and exclude others which seem, according to their knowledge/experience in the field, irrelevant as they just consume both time and efforts.

3.2. New Prospects Learner's Course Book (SE3)

It is designed mainly for Third Year streams, and was officially accredited by the Ministry of National Education in 2006. *New Prospects* contains **272** pages which reflect the constructivist principles that aim
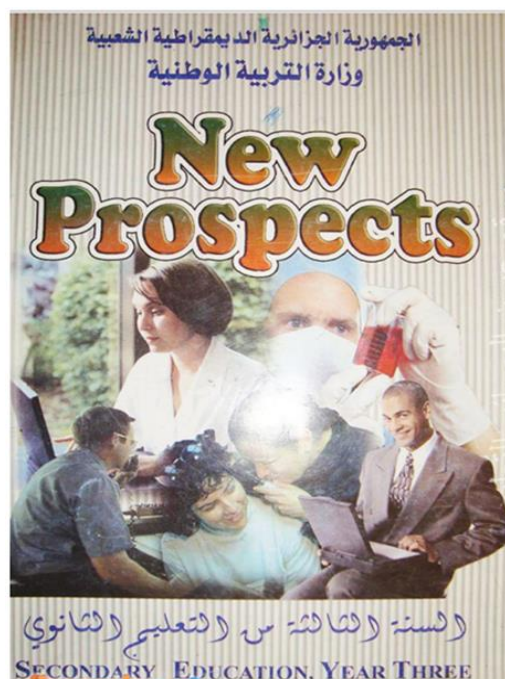
Figure 12: SE3 learner's course-book

to enhance individual and peers learning. This weighty material is hoped to be a valuable aid for teachers who are expected to exploit its content positively through

96

being selective and adaptive, i.e., choosing or preparing tasks/activities that the teacher sees beneficial to their learners. Riche (2005, cited in Djerouane, 2018, p.70) reinforces that: "Our ambition has been to design a pleasant and flexible resource book from which teachers will pick up or leave aside activities depending on their teaching schemes and on their student capacities."

As a teaching material, textbooks are an essential element in the teaching-learning process accomplishment. Yet, they are one thing, not everything for the teachers who are supposed to look for other resources as well as materials to satisfy the learners' needs.

New Prospects Textbook for SE3 learners encompasses six units with distinct topics in an attempt to meet the different requirements and interests of the learners in all streams: Literary & Foreign Languages (L.FL), Literary & Philosophy (L.Ph), Economy & Management (Ec), Experimental Sciences (E.Sc), Technique & Mathematics (T.M), and Mathematics (M). Each stream is supposed to deal with four units out of six:

> This course book caters to the needs of the major Baccalaureate streams. We have tried to strike a balance between topics related to science and technology and others related to language and humanities. In each of the six units, we focus on an area of knowledge which develops a specific use of English. New Prospects is designed in such a way that each stream of students preparing their Baccalaureate will be able to choose (with their inspector/teacher) the four mandatory units which will be more directly related to their field, which means that the students needn't work on all six units.

> (Teacher's book, 2015, p.11)

The themes in the learner's course book are divided follow:

Units	Streams	
	M, T.M, E.Sc, & Ec	L.Ph & L.FL
Ancient Civilisations		✓
Ethics in Business	✓	✓
Education in the World		✓
Advertising, Consumers, and Safety	✓	
Astronomy and the Solar System	✓	
Feelings and Emotions	✓	✓

Table 16: Units/Themes in New Prospects (SE3) (Djerouane, 2018, p.70)

SE3 Learners' Course Book (*New Prospects*) has a cyclical design in the sense that all its units are made up of similar sequences that are structured in the same way. And learners, in each stream, will have the opportunity to tackle four compulsory units under the teacher's guidance where they are supposed to go smoothly through the activities/tasks which are related to their area of interest.

➢ **Defects in New Prospects Learner's Book (SE3)**

Theoretically, the syllabus designers have declared that the main principles behind the publication of this textbook rested on communicative language teaching (CLT), which engages learners in real and meaningful communication. The word real, here, means that the learners are given opportunities to process content, relevant to their daily lives, and backgrounds, and to develop both fluency and accuracy. New Prospects, according to its designers, provides:

> A large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used. The tasks devised provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks involve the use of discovery learning (inductive learning), and are intended to enhance individual learning as well as learning with peers. (Teacher's Book, 2015, p.9)

On this basis, SE3 textbook is practical in learner-centred classrooms where teachers play the role of mediators, monitors and facilitators. However, such mission seems far reaching for them since they are obliged to cover the whole syllabus that is, from a personal experience as a Secondary School teacher, heavily loaded with activities and tasks over the book sequences. Naturally, teachers are having a quick come back to traditional models of teaching in which they behave like a sage on the stage instead of being a guide on the side, in a step to complete the syllabus in the determined period.

Another issue detected in the textbook and which is visible, is **units' distribution** among the streams, and that is unreasonable. We find six units, learners in all streams share only two units: Ethics in Business (Unit II) and Feeling & Emotions (Unit VI). Agreement could be made about Ancient Civilizations (Unit I) for literary streams and Astronomy (Unit V) with scientific classes. Taking differences into consideration, on what basis such division applied especially when we recognise the sensitive dependence between the second unit that treats the theme of 'moral beliefs' and the fourth one which is 'Safety First'. Concerning Economy & Management stream, unlike the Second Year, they do not have a unit that is related to their field of interest (Management, Marketing…etc.) in order to be, at least, familiar with the difference made between General English and Business English.

Further, each unit in *New Prospects* includes four sequences: Listen & Consider (1), Read & Consider (2), Listening & Speaking (3), and Reading & Writing (4). Syllabus designers state that:

> This part comprises two sequences, Listening and speaking and Reading and writing, focussing on the awareness and practice of primary skills (listening, speaking, reading, and writing) and social skills (collaborative work, peer assessment, responding to problem-solving situations…) inside or outside the classroom. They are aimed at getting the students to eventually concretise in the

Saying it in writing and Writing development rubrics what is termed in the official syllabus as '*l'objectif terminal d'intégration'*.

Yet, the scientific streams are not requested to deal with the third sequence (Listening and speaking) in the four mandated units although it builds important skills (listening & speaking) and contains significant vocabulary and pronunciation rules as well. Meanwhile, the literary streams study all the sequences without any single exception. Inspectors, at least in the Wilaya of Chlef, ask teachers not to deal with this sequence because time does not allow. If such step is taken to gain time over learners' learning, it means matters are more complicated than they seem.

See below a summary to the Listening & speaking 'Skills and strategies outcomes' in each sequence (scientific streams) to show the different and valuable lessons they target:

Figure 13: Learning Units in the Learner's Book

➢ **Grammar Lessons**

Within this Course-Book, on the one hand, lessons related to grammar are treated superficially, and if the teacher feels the necessity to explain some grammatical points (this is the case in most lessons), s/he then needs more time to do so. Of course, such time is consumed over other lessons, tasks, and activities that require extra time and efforts. This uncounted procedure causes a delay to cover the syllabus. On the other hand, if learners are directed to the 'GRAMMAR REFERENCE' (pages 211-231) for each 'GRAMMAR EXPLORER' where lessons are explained in details, the vast majority will not probably digest the provided explanations and grammatical rules (in case they truly visited those pages) unless a teacher or someone interferes to simplify matters for them. Here are some examples from different pages in SE3 New Prospects Course Book:

Grammar Explorer II

① Pick out from the text on pages 22 and 23 the sentences that express concession.

② Now pick out from the text on pages 22 and 23 the sentences that express time.

③ Refer to the sentences you have picked out (in tasks 1 and 2 above) and answer the questions below.
   A. Which other conjunctions can you use to convey the same relations as those expressed in the sentences you have written in the table above?
   B. Which tenses are used in the sentence(s) that express time? Why?

See Grammar Reference pp. 226-227.

p.25

Grammar Explorer III

Consider sentences 1-5 below and answer questions A-D that follow.
   1. I wish he weren't so set on it.
   2. I wish there were an art school in my neighbourhood.
   3. I wish I had taken your advice six months ago.
   4. I wish I could help you with the maths lesson.
   5. I wish William would change his mind soon.
   A. Which sentence expresses a wish about the past? What tense is used?
   B. Which sentences express a wish about the present?
   C. Which sentence expresses a wish about the future?
   D. Which tense is used to express a wish about the present and the future?

See Grammar Reference pp. 218-219.

p.78

Grammar Explorer II

Consider the following sentence and answer questions A-C that follow.
● **Unless** you let him make his own choice, he will reproach you for any of his study failures later.

A. What tense are the verbs preceding and following **unless** ?
B. Which of the following can be used in replacement of unless ?
   a. except if   b. if + not
   c. even if   d. only if
C. What does **unless** express ?   a. **promise**   b. **wish**   c. **warning**

See Grammar Reference p.220.

p.77

Coping

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraph. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.
E.g. Unlike other countries (relationship of contrast) ...education.

See Grammar Reference pp.226-227.

p.99

p.111

New Prospects, Learner's Book SE3 (2021)
Figure 14: Grammar lessons in the learner Course-Book

Furthermore, some other lessons have been dealt with in the First or Second year, so learners are asked to go back to SE1/SE2 Course-Book to revise them (see examples below). Most learners are not motivated to the degree of visiting GRAMMAR REFERENCE on the same book (SE3), are they going to do so in SE1/SE2 GRAMMAR REFERENCE? The answer according to teachers is 'NO'. Therefore, if the teacher does not take the initiative to either explain or re-explain these lessons, only few learners are going to have a look at the proposed lessons.

p.56

p.76

New Prospects, Learner's Book (2021)
Figure 15: Grammar lessons in SE1 and SE2 Learner's Book

102

➢ **Vocabulary Explorer**

When it comes to 'VOCABULARY' none can deny that SE3 Course Book is rich. The problem is that learners are not really guided through tasks and activities to practise that quantity of words. By the word 'PRACTISE' here, we mean familiarising learners with these words in different contexts. Contrary to University students, Secondary Education learners are not tackling English as a major where they are supposed to spend much time in practice and interaction. Thus, occupying their memories with more than the required amount is almost useless since they do not benefit from this vocabulary, which they quickly forget.

To have a clear view about this problem in New Prospects SE3 learner's book, let's have a look on some 'VOCABULARY EXPLORER' tasks from different pages and Units:

emerge, flourish, evolve, develop, collapse, rise, originate, decline, spread, fall to decay/ to ruins, vanish, mature, disappear, start, begin, bloom, expand

② Fill in the blanks in the text on the next page with appropriate words from the curved line in task 1 above. Use the right tense. There are some irrelevant words.

p.18

Vocabulary Explorer

① There is a logical connection among **three** of the four items in each of the groups of items below. Which is the odd one out ? Why ? Get help from your dictionary.

A. fraud – corruption – business – **money laundering**
B. false accounting – creative accounting – auditing – tax evasion
C. to smuggle – to bribe – **to trade** – to counterfeit
D. auditor – accountant – economist – **customs officer**
E. probity – honesty – loyalty – **abuse**

② Use the words in bold type in lists A-B above in sentences of your own.

p.50

② Put the items on the left around the appropriate heading in the mindmap on the right. Then, in pairs, add three more items to each category.

● fail - pass - successful
● do a course - to get a commendation
● be up to standards - take up a course
● graduate - succeed - take (exams)
● hardworking- qualified - assess
● evaluate - assessment - to fall behind
● to hold a degree - school fees - timetable
● skills - training - go to university

nouns   adjectives

education

verbs and phrases

p.80

Task: Form new adjectives and nouns by adding the prefix **self-** to the words in the box. Then arrange them in the table that follows and discuss their meanings.

> help - educated - satisfied - reliant - made - effacing- confident - reliance - confidence - discipline - supporting - esteem - conscious - defence - denial - pity - sacrifice - interest - control - deception - assertive - assured - fulfilling - possessed

p.170

New Prospects, SE3 Learner's Book (2021)

Figure 16: Vocabulary Explorer in SE3 Learner's Book

The above examples are selected randomly to show that they are not the only ones and that the book has plenty of similar tasks. Such tasks are loaded with many new and difficult words which are highly complex for learners, at this stage, to bear them in mind and keep using them for a long time. That is why teachers are insisting on updating the Course-Book where this kind of tasks and activities should be reconsidered.

➢ **Listening and Speaking (Pronunciation & spelling)**

It is an important rubric in *New Prospects* which is devised to increase the learner's understanding of the sound-spelling relationships that characterise English. The designers of this book neither accompanied the Course-book with audio materials such as CDs (for listening scripts) nor spare enough space/time for practice although, in *New Prospects* Teacher's Book is stated:

> We are not expecting students to become phoneticians or linguists, but simply aiming to 'train their ears' to be more perceptive apropos the subtleties of English pronunciation, stress and intonation. Spelling is a goal still worth pursuing at this final level of secondary education. The more acute the reception of an auditory message, the better its interpretation; likewise, the more intelligible the pronunciation the more effective the transmission of the message.   (2015, p.14)

Ultimately, learners could be exposed to spoken language from a variety of sources where much of it comes from the teacher (Harmer, 2007). Yet, it is obvious that English teachers in the Algerian Secondary School are not native speakers; they are expected to make pronunciation and spelling deviations while interacting or communicating with learners. So, the listening and speaking sequence is normally dealt with in a laboratory where learners are requested to wear headsets and listen to the listening scripts through tape recorders, CD players, MP3/4 players, and iPods related to the area of their interests. It is still extremely common for teachers and learners to listen to recorded audio materials, Harmer (2007) adds:

> Recorded material is now available (as is video material) in digital formats…we can play material directly from computers. This has revolutionised access to listening, especially for individual listeners… Students (and teachers) can listen to a range of material whenever they want to on devices that are so small that they are not difficult to carry around. (p.188)

This way, learners will have a good opportunity to listen to native speakers. They can at least train themselves to discriminate between sounds in various utterances, listen for stress, or listen for syllable division and pay attention to intonation patterns, which is the ultimate stage of competence before performance.

➢ **Reading passages**

The textbook designers provided long texts (4 to 6 paragraphs) mainly in the 'READ & CONSIDER' and 'READING & WRITING' sequences, besides a large number of additional materials for **extensive reading** in the resources portfolio from page 240 to 270. They gave special care and paid particular attention to the development of the **reading skill** which is considered one of the most demanding achievements, not only for the Third Year of English learning at school, but also for future studies at University (Teacher's book for SE3, 2015).

As far as CBA favours learner-centred class, when dealing with the reading passages learners are supposed to read the whole text in each sequence and respond to the different tasks/questions in which the teacher plays the role of a facilitator. This action cannot be easily performed, according to SE3 teachers, without the '**teacher's dominance**' because of many obstacles:

- Long texts (4 to 6 paragraphs) versus short time;
- Difficult terms and vocabulary versus beginner learners;
- Inappropriate tasks and complex questions.

pp. 143/144

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called al-Jaza'ir. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

p. 22/23

Figure 17: Reading passages in the Learner's Book

The above texts are just examples in which we can find similar texts in length with difficult vocabulary and complex questions in every unit. Thus, a lot of teachers mentioned that they most of the time adapt/modify the texts and the related questions to enable their learners to react positively to the reading passages; they agree upon the point that says if a learner failed to wholly or partly understand a certain idea, s/he turns demotivated and then gives up learning. Such type of texts decreases motivation and gives the opportunity for more teacher-centeredness beyond the attempt to explain difficult words, simplify questions, guide learners, and gain time.

➤ **Written Expression**

This rubric is also known as '**Think, pair, share', 'Writing development' or 'Say it in writing'**; it focuses on individual work, pair work and group work, and generates interaction between group members. The teacher is supposed to act as a facilitator and

guide intervening in the class when necessary. Her/his role consists mainly of motivating and assisting learners to prepare a piece of writing related to the sequence's theme or topic which they have already dealt with throughout the unit. In C.B.A, this process is called 'SITUATION OF INTEGRATION' in which learners are provoked to use/integrate what they learnt in grammar, vocabulary, reading, etc. in the essays they will write.

Along the six mandated units, there are **24 topics** for writing where we find **16 to 18** topics out of **24**, i.e. **66.66%** to **75%** are considered by the teachers as '**difficult, complex, or not interesting**' for learners. Consequently, most of the teachers prefer to modify or at least adapt these suggested topics to meet the learners' needs and to gain time. And if, for novice teachers, they decide to treat these topics, they will not probably achieve the targeted competency besides the time spent which is **3 hours** minimum. That is why the vast majority are asking for changing and reducing the number of themes suggested for writing from **4** to **2 in each unit**. The latter will enable teachers to help their learners react positively to the writing rubric and make efforts for a better production.

We provide below some of these complicated topics to support this point of view raised by EFL teachers.

Pp. 41-42

Figure 18: Written Expression in the Learner's Book (2021)

108

Frankly, the suggested topic above needs a teacher specialised in History to help learners understand what is depicted in the pictures. To reorder the events chronologically, a serious preparation is required from the teacher's part to help the learners brainstorm, select appropriate ideas, and write something about the topic.

Another example is provided below:

Figure 19: Example of time consuming themes

In fact, the theme above remains interesting (causes and effects of stress during exams) but the way learners are asked to write about the topic plus the quantity of information provided in the diagram makes them luck concentration and possibly give up trial. For teachers, it is time consuming to go through all these points and to encourage/motivate learners to treat such topics; they at least need three hours to write their final draft.

Figure 20: Poem writing theme

Definitely, prose differs from poetry in terms of complexity. Writing poems cannot be performed by everyone as it necessitates strict rules besides the careful selection of words to put stanzas together reaching the same rhyme endings. Personally, as a previous EFL teacher in Secondary School, I have never tried to deal with this task because I have never dealt with poetry. If this is the case with the majority of EFL teachers, how could learners succeed in writing poems? Again, reconsidering the Textbook contents is highly recommended to readjust the whole syllabus and not only the '**Writing Rubrics**'.

4. The Teaching Environment

8.1. Teachers' Pre-service Education and Training

It has long been established that the most important factor in determining learners' success or failure is well-trained teachers in a coherent educational system (Valerie Hill-Jackson and Chance W. Lewis, 2010). Therefore, having a look at the theoretical and practical background of the pre-service teachers of English in Algeria is considered a corner stone and a priority in this research. We shall see whether they are receiving a solid training at University, before starting their teaching career. This point is an important one as the vast majority of teachers suffer from problems when it comes to Didactics, Psychology, and Psycho-pedagogy because they did not/do not

deal in depth with such modules when compared with others who graduate(d) from the Teachers Training Colleges (TTC). According to Don Skinner:

> The key role of universities in teacher education is to develop deep understanding and critical analysis of ideas, issues and practices, and awareness of the findings and role of educational research in developing education and teaching.   (2005, p.5)

These criteria are highly supported in TTC where both categories Middle School Teachers (PEF) and Secondary Education Teachers (PES) are prepared, and taught how to deal with their learners linguistically, didactically, and psycho-pedagogically. TTC specialists believe that:

> All teachers in training need to find out about how to succeed on teaching placements, plan lessons, manage classrooms, write educational assignments and apply insights from developmental psychology. All need to learn how to meet the nationally determined standards of professional knowledge, understanding and skill. (**Skinner, 2005,** p.1)

In contrast, the training criteria followed by TTC are rarely found in the Algerian Universities in which students tackle general themes like: Literature, Civilization, Linguistics, Arts, and do not receive any training as teachers. As a matter of fact, most Educationists, Headmasters, and even experienced teachers agree that TTC's graduates come ready to teach and perform better than those who graduate from university because the formers have a well-established training vision about the different
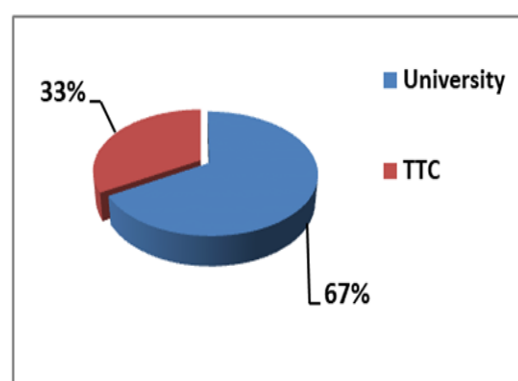
Figure 21: University and TTC EFL teachers

methods and approaches to language teaching, learning styles and strategies, besides knowledge about educational psychology.

Subsequently, in the Wilaya of Chlef there are **72** Secondary Schools and **288** English teachers where **two-third (2/3 or 66,66%= 192)** of them are graduates of the University, and only **96 (33,33%)** of the teachers are TTC's graduates. In the three Schools which are selected to be the research's case study, the statistics show:

	High Schools		
Teachers graduate from:	**Bennouna Mabrouka– El Marsa-**	**Zerrouki E'Chikh -Taougrite-**	**Abrous Naas – Ouled Ben Abdelkader-**
TTC	**01**	**00**	**01**
University	**04**	**03**	**02**

Table 17: Teachers graduated from University and TTC
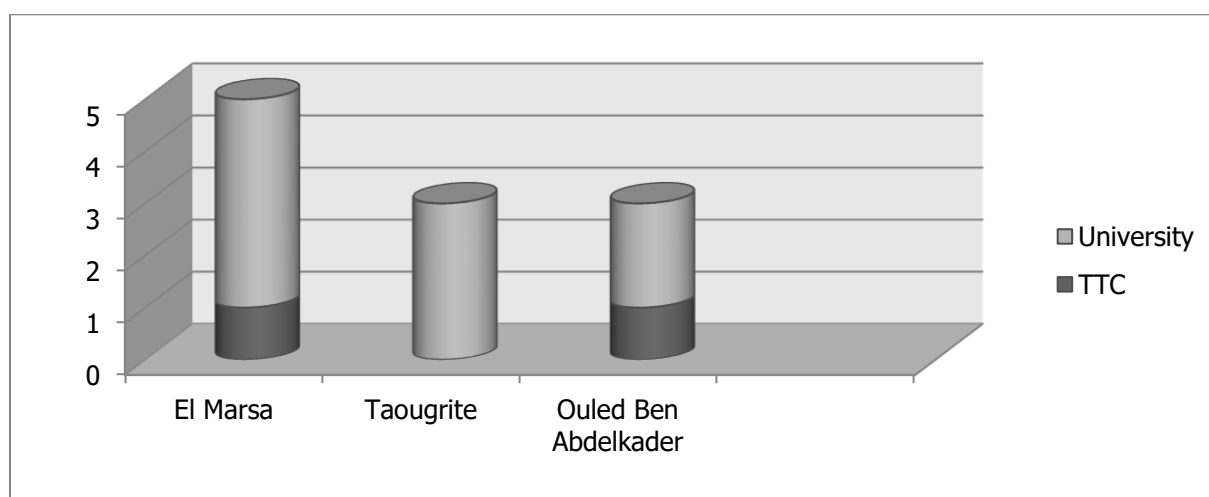
Figure 21: Teachers graduated from TTC and University

The purpose behind providing these statistics is not a matter of competence or fluency in English, but it is much more a quality of orientation in the area of interest which is EFL teaching. What led to such assumption is the training ingredients offered by the Teachers Training College (TTC) where the trainees have the opportunity to form a deep understanding about what is termed by Don Skinner (2005, p.6-7) as: *curriculum studies*, *education studies* and *placement*.

> **Curriculum studies** aim to develop good subject understanding combined with the study of appropriate teaching strategies and methods to make the "Language will not just be the academic study of language but also how to teach these subjects to a particular age range of pupils". If teachers are on a postgraduate secondary programme as those in TTC, they will already have acquired deep subject knowledge. Therefore, the emphasis in curriculum study will "naturally be on considering how to teach your subject -English or whatever – to the range of secondary school learners".

> **Education studies** the aim, here, is usually to undertake sustained study of issues and themes related to the field of education, "linked to consideration of implications for professional action". In some places the term used to refer to Education studies is 'professional studies' which is clearly different from teaching methods. In other courses, professional studies and general methods are deliberately integrated in a central course component on 'theory and practice of teaching'.

> **Placement** means enabling the trainees to put what they have already learnt through years in practice by what is known as **learning to teach** in school settings. In TTC, the trainees have the opportunity to teach for eight weeks (in their last year) ended with submitting a 'Training Report' written by the teacher trainee. Although this period is very short if compared with other countries like in UK (thirty six weeks), it is still beneficial for their future career.

Naturally, TTC's graduates come to the teaching profession with higher degrees of readiness and motivation than the University graduates. This is absolutely one of the big problems that stand against attaining fruitful results in the field of EFL teaching and learning. The majority of newly graduated teachers lack the true process of knowledge transmission, besides the total/partial ignorance of the implementation of the different teaching methods and approaches. They, further, need time to adapt and all this take place over the learner's learning.

8.2. On-going/In-service Training (Inspectors' seminars)

Attending the in-service training sessions with Inspectors in Algeria is considered compulsory for all teachers especially novice. The primary purpose of in-service training is to enable teachers to acquire and reinforce understanding about the teaching learning process, and develop their instructional skills. These training sessions focus on creating learning environments which enable teachers to develop their effectiveness in the classroom. Professor Che Mohd Zulkifli Che Omar (2014), when writing about the importance of in-service training for teachers in Malaysia, says:

> It is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation. (pp.1-2)

According to specialists, one of the important components to improve the quality of education is through in-service training for teachers. So, the more in-service training sessions the teacher attends the better performance gets. Unfortunately, such seminars organised by Inspectors in Algeria are not really welcomed by the majority of EFL teachers.

After questioning and interviewing **35** EFL teachers in addition to the data collected by the researcher in the Wilaya of Chlef from **2015** till **2019 (see appendix A)**, the results appear as follow:

Number of in-service training sessions	2015 to 2019			
	1	**2**	**3**	**4**
Number of attendees (-- /35)	**14**	**17**	**20**	**//**
(Percentage %)	**40.00%**	**48.57%**	**57.14%**	**//**

Table 18: Teachers' attendance frequency to in-service training sessions

Through the statistics above, we can see that the maximum number of the programed training sessions for Secondary Education EFL teachers is **4 per year**

which is really insufficient. Besides, the majority of the teachers attend only **2 to 3 seminars per year**. Having the importance of such in-service training sessions in mind, the researcher asked his informants about the reason behind this rejection, they informed that these seminars are '**useless**' where much time is devoted to **theory** over **practice**.
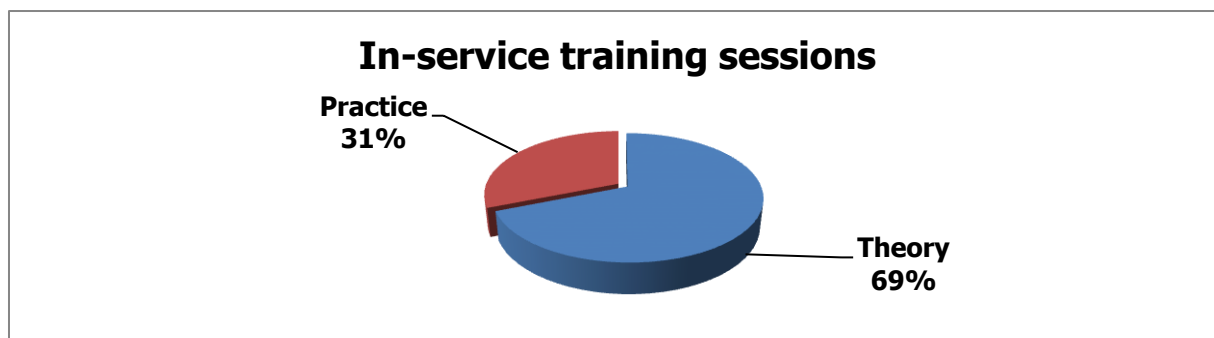
Figure 22: In-service training seminars with Inspectors

During the season of 2020/2021, three (**3) online sessions** were held by Inspectors in the Wilaya of Chlef (all districts) whereas the previous season (2019/2020) only one (**1**) **Training Seminar** was organised because of the exceptional circumstances imposed by **Covid-19 pandemic.**

As for in-service training, Jennifer Hindman et al. believe that:

> Teachers gain professional knowledge by reading books, attending professional conferences, and trying new instructional strategies in the classroom. The sum of these experiences serves not only to increase knowledge but also to improve skills in teaching. New knowledge and improved skill can in turn affect a teacher's disposition toward his or her work.   (2013, p. 46)

Conferences, meetings, and workshops enable teachers to get knowledge about the latest developments in the field of ELT, take part investigative workshops and hold debates about current issues in theory and practice (Harmer, 2007, p.421). Therefore, in light of the current situation, many teachers cannot manage to present a Competency-Based Language Teaching (CBLT) course since no clear theoretical and

practical models are provided by their Inspectors in all skills, and only the minority does researches or read books to have an idea about this issue.

8.3. The Teaching Process (Classroom observation)

Classroom observation is one of the supportive techniques used for data collection. It is fundamentally different from questioning as it provides direct information rather self-report accounts (Dörnyei, 2007). It is an essential research method, especially in our case to make the right judgments and analyses regarding classroom management. Hence, the researcher has planned and attended observation sessions (**see appendix B**) and reached the following results:

Teacher's behaviour		Always	Often	Sometimes	Rarely
Gives control over the classroom to her/his learners		12%	07%	27%	**54%**
Permits learner's initiatives		**47%**	**40%**	13%	--
Spares sufficient time for thinking		25%	27%	**42%**	07%
Uses cognitive terminology		**53%**	**40%**	7%	--
Encourages autonomous learning		--	27%	**40%**	**33%**
Supports discussions among learners		--	26%	**53%**	21%
Feeds learner-learner interaction		--	28%	**40%**	**32%**
Peer teaching is allowed		--	13%	**53%**	**34%**
Tolerates errors		12%	**55%**	13%	20%
plays the	guide	19%	**47%**	25%	08%
	controller	**72%**	28%	--	--

role of a(n)	assistant	--	**52%**	**41%**	07%
	facilitator	14%	**33%**	**42%**	11%
	promoter	15%	**39%**	**34%**	12%
Uses ICTs		--	--	**20%**	**80%**
Assessment takes place while teaching		--	09%	15%	**76%**
Activities & experiences are	authentic	07%	--	**93%**	
	motivating	--	--	**74%**	26%
	Useful in real life	--	--	18%	**82%**

Table 19: Teacher's behaviour in EFL classrooms

CBLT favours learner-centeredness and autonomous learning. Through the previous table, it becomes clear that our respectful teachers ignore how to manage EFL classrooms under CBA's principles because the statistics show that they are addicted to the traditional teaching models where the teacher dominates and spoon-feeds her/his learners. The most crucial roles played by teachers are summarised below:
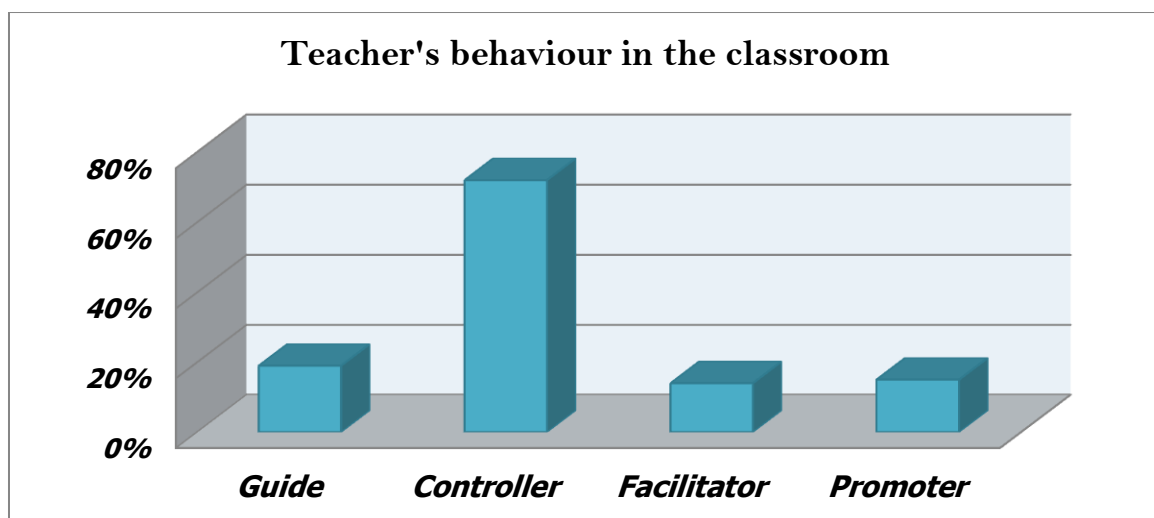
Figure 23: Roles played by teachers in the classroom

The graph above gives an impression that most teachers, through their practices, when presenting lessons, activities, and tasks are not truly giving freedom to their learners (**controller= 72%**). They are trying to get rid of these old teaching habits but

other practices (**guide**, **facilitator**, and **promoter**) need to be ameliorated by teachers to be ranked in **'always frequency'**.

5. The Learning Environment

The learning environment influences learner engagement and performance, and teachers' desire to continue working at school as it encompasses what happens in classrooms, from the layout of the classroom to the disciplinary climate and instructional practices. Learning environments can be described, for instance, as innovative, dynamic, collaborative, smart or authentic. Above all, they are perceived as either positive or negative (OECD, 2016). In our research, the learning environment matters because of the supposed benefits of a productive, positive classroom.

Thus, a questionnaire (**see appendix B**) was distributed to **325** SE3 learners in the three chosen secondary schools to check whether they are really having a supportive learning environment by targeting their attitudes.

5.1. Learners' attitudes towards English language learning

The aim, here, is to inspect the importance and the usefulness of learning English as a foreign language according to **SE3 learners**. Then, the attitudes appear as follow:

<u>**Attitude 1:**</u> I consider English an **important language**.

Answers	Number --/325	Percentage (%)
Agree	**231**	**71.07 %**
Partly agree	**69 (not much)**	**21.23 %**
Disagree	**25**	**07.69 %**
Total	**325**	**99.99 %**

Table 20: The importance of the English language

Relying on the statistics, the vast majority of our informants **71.07%** (**n=231**) agree upon the importance of the English language. Yet, **21.23%** told the researcher it is important but **not much**, and only **25** (**07.69%**) respondents **out of 325** said that

English is **not an important language.** So, SE3 learners are highly aware of the significance of English as a global language.

<u>**Attitude 2:**</u> Learning the English language **interests me**.

Answers	Number --/325	Percentage (%)
Agree	**193**	**59.38 %**
Partly agree	**113 (not much)**	**34.76 %**
Disagree	**19**	**05.84 %**
Total	**325**	**99.98 %**

Table 21: Learners' interest in English language

Although English is important for most learners, the percentage decreases (but is still above average) to **59.38%** (**n=193**) when they were asked if it is '**interesting**' to be taught. And **113 (34.76%)** respondents think that **English interests** them but **'not much'** whereas **05.84 %** (**19 informants only**) informed the researcher that this language is **not interesting** for them. Such decrease is probably referred to the factor of motivation in which teachers are required to look for every possible means to encourage their learners and divert their interest towards English language learning.

<u>**Attitude 3:**</u> English as a subject is **'EASY'**

Answers	Number --/325	Percentage (%)	
Agree	**141**	**43.38 %**	
Partly agree	**112 (not very easy)**	**34.46 %**	**77.84%**
Disagree	**72**	**22.15 %**	
Total	**325**	**99.99 %**	

Table 22: English in terms of difficulty and easiness

Surprisingly, English as a subject does not seem '**difficult**' for **77.84%** (**n=253**) against **72** (**22.15%**) of the targeted population. This means that the problem does not lie on '**difficulty'** but, again, on motivation (be it intrinsic or extrinsic); all what is needed is a wise guide besides a positive supportive learning environment to help them

do well in this field. In general, learners' attitudes towards English learning are summarised below as follow:
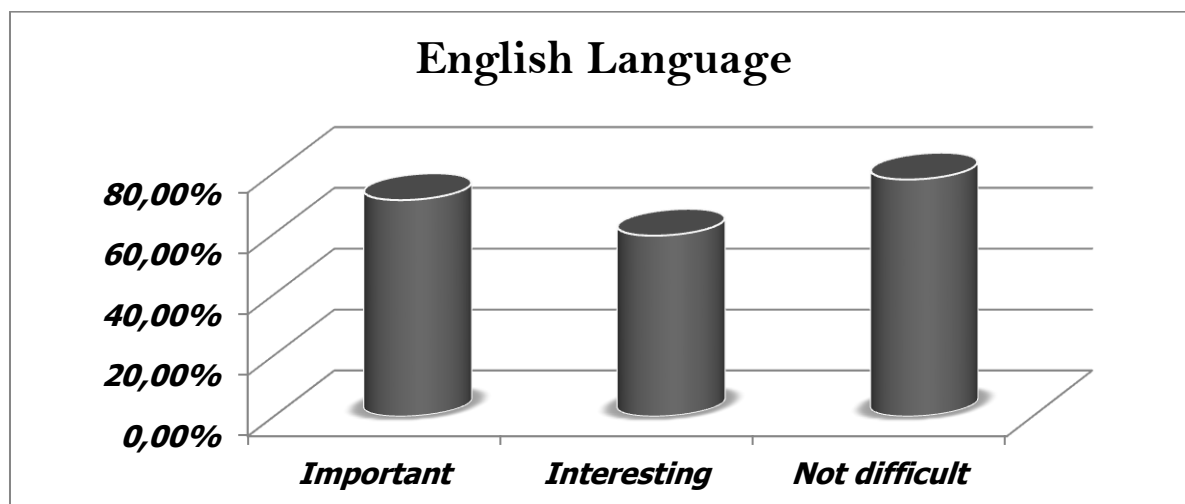
Figure 24: Learners' attitudes towards the English language.

So far, Secondary School learners are highly conscious of the importance of English as a global language. They know that we are living in a world where this language is the main tool that everyone should possess to survive. It interests them in the era of technology, especially to communicate with the world via Internet and social media. The latter gives them the impression that English is a learnable language and not really difficult.

Attitude 4: I would like to learn about the English Culture

Answers	Number --/325	Percentage (%)
Yes	**260**	**80.00 %**
Not necessary	47	14.46 **%**
No	18	05.53 **%**
Total	**325**	**99.99%**

Table 23: Learners' attitudes towards the English Culture

Besides being aware of the importance of the English language, SE3 learners seem ambitious to learn about the culture of the English people. 80% (n=260) of our informants showed desire to learn the about the target culture, 47 respondents (14.46**%**) said it is '**Not necessary'**, and only 05.53**%** (n=18) of the sample

population who chose to tick the '**No**' box. The interpretation that could be here is that Secondary Education learners have an idea, more or less, the effect which learning the target culture has on learning the language that belongs to this culture.

Another interpretation, learners are having the tendency to interact with and know about others' cultures around the globe. This is because of globalisation that brought advancements in technology, particularly social media (facebook, tweeter, instagram, etc.). Learners are in daily contact with people overseas via internet, so their consciousness is being day-to-day raised to learn foreign languages, chiefly the English language and the related culture.

This positive feedback from our respondents (SE3 learners) pushed the researcher to look for other hindrances elsewhere, and the decision was checking their attitudes towards their teachers.

5.2. Learners' attitudes towards English Language teachers

Performance of the teachers inside classrooms can be evaluated through the learners' vision. Hence, the researcher asked SE3 learners about their EFL teachers and obtained the following replies:

Attitude 1: The teacher does the **warming up** before each lesson.

Answers	Number –/325	Percentage (%)
Always	**171**	**52.61 %**
Sometimes	82	25.23 %
Rarely	37	11.38 %
Never	35	10.76 %
Total	**325**	**99.98 %**

Table 24: The warming up session

The warming up session is indeed crucial, as in practising sports, since it prepares learners for the lesson content and help them begin to think in English, and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson (Kay, 1995). This process is supposed to be performed by all

121

teachers before starting their lessons. Yet, the statistics above show that half of the informants (**52.61%**) think that their teachers **always warm up** them before the lesson whereas **25.23%** said they **sometimes** do so. '**Rarely**' and '**Never**' were ticked by **37=11.38%** and **35=10.76%** respondents respectively. These numbers remain lower than the expectations and explain why learners are not truly motivated to learn English.

Attitude 2: The teacher **explains** & **simplifies** things for you.

Answers	Number --/325	Percentage (%)
Always	**221**	**68.00 %**
Sometimes	85	26.15 %
Rarely	09	02.76 %
Never	10	03.07 %
Total	**325**	**99.98 %**

Table 25: Attitudes towards EFL teachers' behaviour

When it comes to activities and tasks' explanation & simplification, it is noticeable that the majority of learners (**68.00%**) believe that their teachers **always explain and simplify** lessons. **26.15% (n=85)** told the researcher that they **sometimes** do so, and only few informants answered that their teacher '**Rarely=02.76%**' or '**Never=03.07%**' explain lessons, activities, and tasks. The '**always**' percentage **(68.00%)** indicates that EFL teachers over-control and dominate their classrooms in an attempt to facilitate learning. The researcher and through classroom observation reckons that most teachers talk more than learners do which makes it a teacher-centred class where learners play passive roles. Thus, EFL teachers need to spare much space and time for learners to think, interact, and work in pairs/groups for motivation raising, and therefore better performance.

Attitude 3: The teacher encourages pair and group work.

Answers	Number --/325	Percentage (%)
Always	141	43.38 %
Sometimes	130	40.00 %
Rarely	28	08.61 %
Never	26	08.00 %
Total	**325**	**99.99 %**

Table 26: Pair and group work encouragement

In CBLT, encouraging pair and group work is strongly recommended so as to lessen the teacher's role and give opportunity to learner-learner language practice where independence is promoted mutual trust is maintained. Unfortunately, such process is not appropriately implemented by teachers in which only **141/325 (43.38%)** & **130/325 (40%)** of our respondents confirm that their teachers **always** or **sometimes,** respectively, support **pair/group work**.

The teachers' excuse behind this behaviour is that classrooms are over-crowded which makes it difficult to be controlled, besides time that does not allow much group/pair work. Yet, whatever the excuse is, collaborative learning need to be encouraged by teachers to give learners the opportunity to actively interact under the old maxim that goes "two heads are better than one" (Harmer, 2007, p.165).

Attitude 4: The teacher spares enough time for thinking & doing tasks.

Answers	Number --/325	Percentage (%)
Always	**212**	**65.23 %**
Sometimes	82	25.23 %
Rarely	14	04.30 %
Never	17	05.23 %
Total	**325**	**99.99 %**

Table 27: Time allotment by teachers

Extending the silence period by teachers after asking a question or assigning a work gives learners time to think, do, and therefore improve their learning. EFL teachers, relying on their learners' view, seem aware of this important point when **65.23%** vouched that the teachers **always** give them enough time to think and do. However, **25.23%** of the informants stated that they are **sometimes** allotted sufficient time to work while **14=04.30%** chose the '**Rarely**' box and **17=05.23%** ticked the '**Never**' option. As a researcher, I have observed this phenomenon in many classrooms, and there is a real need to increase the time granted to learners to process, make sense of, and practice what is being learnt for positive development in language learning.

Attitude 5: The teacher encourages project work presentation

Answers	Number --/325	Percentage (%)
Always	103	31.69 %
sometimes	109	33.53 %
Never	113	34.76 %
Total	**325**	**99.95 %**

Table 28: Project work presentation

According to New Prospects Teacher's Book (2015), the project work is the visible and assessable manifestation of the students' competencies (p.18), i.e. it is normally the final result of their command of language, the skills and strategies they have acquired throughout the unit. Regrettably, most teachers do not work on finding time for project work presentation; the above table tells that only **103 (31.69%)** of the targeted learners declared that their teachers always arrange in-class project work presentation. Other leaners **33.53% (n=109)** replied that their EFL teachers sometimes do so whereas **113 (34.76%)** learners disclosed that they **never** had the opportunity to present a project work in the classroom.

Besides, the time factor is the main excuse for teachers to make this serious problem sounds like nothing. Educational Authorities had better look for ways to increase

timing for the teaching of English language, and thus give an opportunity to teachers to take the project work presentation into consideration.

Attitude 6: The teacher trains you to use portfolios

Answer	Number --/325		Percentage (%)	
Yes	116		35.69 %	
No	120	**209**	36.92 %	**64.30%**
No idea	89		27.38 %	
Total	**325**		**99.99 %**	

Table 29: The use of portfolios by learners

Regardless its pitfalls, using portfolio for learner's work (a term or semester) has clear benefits; it is a type of informal assessment where evidence of learner's effort is provided and a solution for students who say they are "not good at exams" (Harmer, 2007, p. 380). Such interesting operation is not favoured by EFL teachers in which **120** learners **(36.92%)** informed the researchers that their teachers **do not use** portfolios while **89 (27.38%)** said they have **no idea** about something called a '**portfolio**'. The latter percentage is integrated with the former since both are negative indicators. The number of those who answered '**yes'** is only **116 (35.69%)**. The researcher thinks that most EFL teachers prefer formal (pen-paper testing) procedures of evaluation and rarely look for informal ways of assessment like the use of portfolios because they consume time and efforts.

A summary of the most common behaviours of EFL teachers, as observed/lived by their learners, is provided in **figure 25** below:
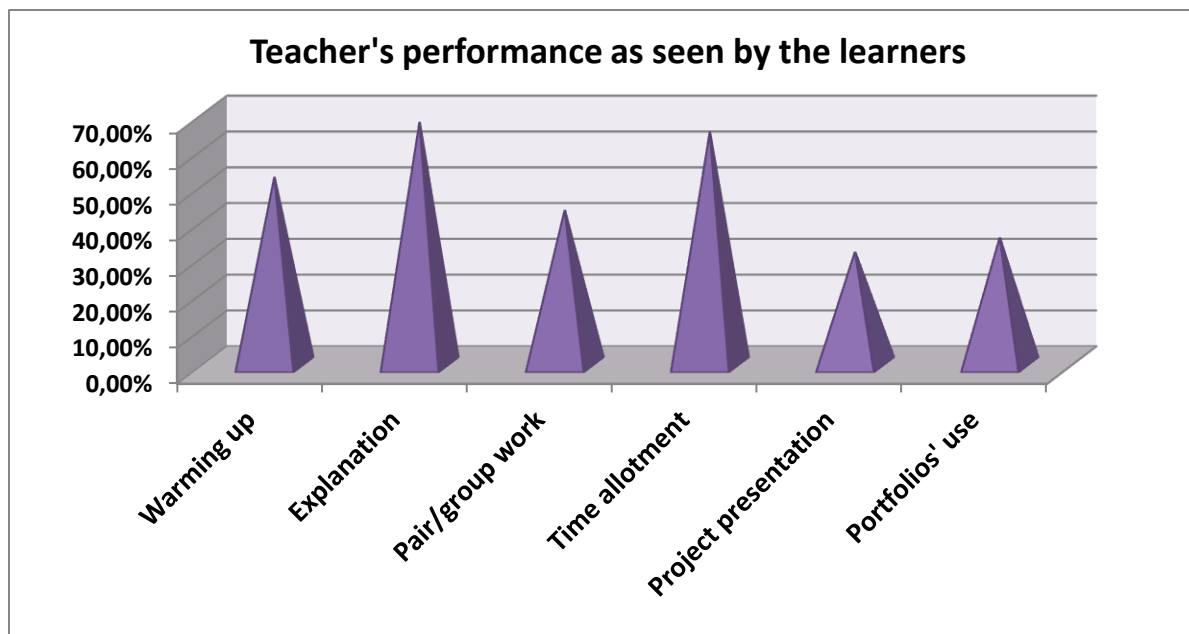
Figure 25: Learners' attitudes towards EFL teachers

The graph summarises the most common classroom practices by EFL teachers. So, it is obvious that the teachers partly/wholly ignore CBLT principles in which they over-control their classes and talk more than their learners do. This practice imposes a teacher-centred atmosphere, kills learners' autonomy, and hinders them to self-monitor their own learning. If we just have a look on some sensitive practices above such as warming up **(52.61%)**, pair/group work **(43.38%)**, project work presentation **(31.69%)**, the time given to learners to react **(34.77%)**, and the use of portfolios **(35.69%)**, it becomes clear that EFL learners are kept passive and cannot take responsibility of their own learning. Thus, the full or partial absence of such practices which give the learner more freedom and independence in her/his classroom will certainly demotivate her/him to positively engage in doing activities/tasks, and therefore have a negative effect on her/his performance in language learning.

5.3. Learners' motivation towards English Language Learning

The word ***motivation*** is sometimes used to describe how hard someone is willing to work to accomplish something (Pritchard & Ashwood, 2008). It is considered a key factor in language learning and in the development of language skills as well. Since learners' motivation can fluctuate depending on the context of language learning,

126

teachers play a significant role in strengthening learners' motives to learn a second/foreign language. Jeremy Harmer (2007, p. 98) mentions that:

> It is accepted for most fields of learning that motivation is essential and a key factor for explaining the success or failure of any difficult activity; we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort to achieve the designed goals.

Based on this belief, the researcher decided to attend with teachers (**see appendix C**) and see whether learners are really motivated and brought to the task of learning English, especially when we know that the majority consider it an important (**71.07%**), interesting (**59.38%**), and not a difficult (**77.84%**) language. The collected data appear as follows:

Frequency / Behaviour	Always	Often	Sometimes	Rarely	Never
Lessons' objectives are discussed with learners	--	--	**52.31%**	32.68%	15.01%
Learners prepare the lecture at home	--	--	27.44%	**62.36%**	10.20%
Learners select the appropriate material to use	--	--	07.30%	27.00%	**65.70%**
Learners are interested in the lesson	--	18.74 %	**70.00%**	11.26%	--
Learners seem motivated and participate	--	35.11 %	**55.23%**	09.66%	--
Learners interact with the teacher and ask questions	--	06.12 %	18.85%	**75.03%**	--

Learner-learner interaction is present	--	17.00 %	39.09%	**43.91%**	--
Learners work in pairs	--	37.61 %	**56.17%**	06.22%	--
Learners work in groups	--	25.14 %	**58.88%**	08.12%	07.86%
Learners are calm	13.30%	**52.74 %**	21.10%	06.02%	06.84%
Learners are noisy	--	12.07 %	**46.11%**	25.16%	16.66%
Learners are disruptive	--	06.70 %	06.33%	13.33%	**73.64%**
Error correction is made by	The teacher	--	**74.00 %**	14.33%	11.66%	--
	The learner	--	13.27 %	**61.57%**	25.16%	--
	peers	--	--	27.21%	**46.51%**	26.28%
The project work is	Assigned to students	20.13%	06.35 %	06.63%	--	**66.89%**
	Presented in the class	07.51%	05.44 %	20.00%	--	**67.05%**

Table 30: Learners' behaviour inside EFL classrooms

Almost in all sessions of observation, the researcher was able to notice that the learners were only **(52.23%)** motivated to learn or participate in the class. They showed little interest and the teacher was the most active body in the room where s/he selected the appropriate teaching-learning materials over her/his learners. The latter rarely interacted **(75.03%)** with their EFL teachers or ask questions whereas learner-learner interaction reached a low percentage with **17.00%**. It was clear that the

teachers remained faithful to the traditional teaching practices in which their learners were not always encouraged to work in pairs or groups; such process took place **sometimes** with **56.17%** and **58.88%** respectively.

Another indicator of teachers' dominance is error's correction. The teacher topped the list with an '**often'** practice that arrived at **74.00%** while learners' self/peer correction stood at **61.57%= sometimes** frequency and **46.51%= rarely** frequency. Concerning project work assignment, the teachers (as confirmed previously) did not really enable their learners to search and present their work overtly. They **rarely do so** with percentages that went beyond **60.00%,** indeed they were **66.89%** for project assignment and **67.05%** for its presentation.

Let us summarise some important learners' practices which appeared terribly low in percentage and that have significant role in enhancing the process of teaching and learning through boosting motivation, autonomy, independence, and learner-centeredness:
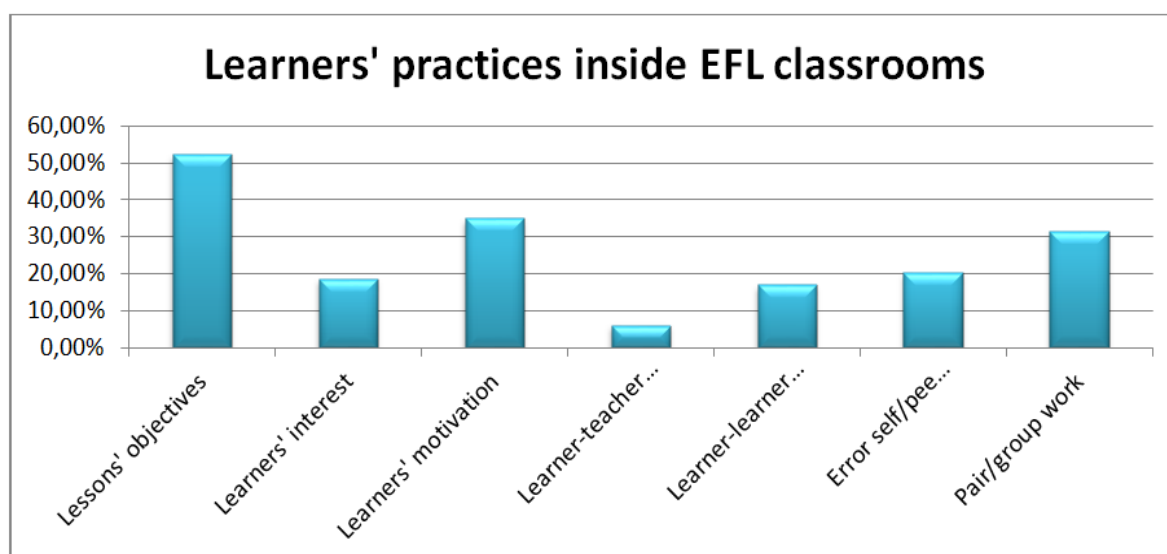
Figure 26: Learners' behaviours in EFL classroom

All in all, SE3 learners in the concerned schools did not make sufficient efforts to take charge of their own learning. Their teachers tried so far to motivate them to learn, but unfortunately most of them favoured to play a passive role in which they were just waiting for the usual spoon-feeding process to take place.

This latter is, in fact, the main factor that stands against learners' motivation, and therefore EFL teachers need to teach, train, and psychologically motivate their learners to learn English by giving them more freedom inside the classroom.

5.4. EFL Classroom and ICT Usage

Since we are living in a digital age, resorting to Information and Communication Technology (ICT) in teaching is an unavoidable necessity for its potential capabilities to change education (Kanematsu & Barry, 2016). The impact of the digital revolution has tremendously affected our youth and has changed our daily lives, social structures, and philosophy for everyday life. Therefore, education around the globe is also influenced by it, inevitably.

Unfortunately, this is not the case in our schools where most EFL teachers dare to integrate some digital equipment when doing their lessons. If we just go back to the observation sessions (**see table 19**), it becomes obvious that the teachers of English do

not really seem to be ready the use of ICT such as computers, Lap Tops, overhead projectors, or data show in their classrooms except for preparing their exam papers. According to some administrators, devices like DVDs, Data show, Overhead projectors, etc. are exclusively requested or used by scientific discipline teachers of

Figure 27: ICTs utilisation in ELT classrooms
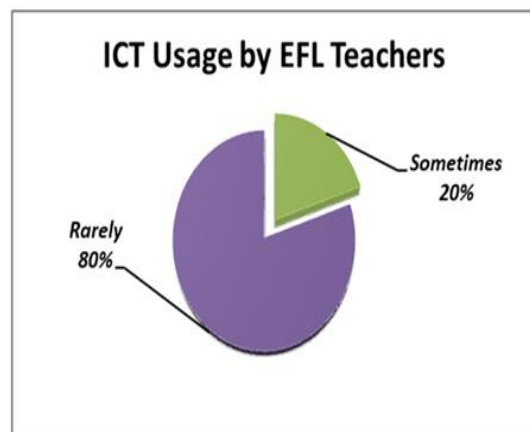
Physics, Biology, Civil Engineer, and even History & Geography teachers. English teachers have rarely been on the list though various tasks and activities can be performed via these devices to better understanding and to gain time.

To abandon ICT usage, especially now where youngsters live in a digitised world, this signifies a big obstacle against EFL teaching-learning appropriateness. Teachers need to be aware that this age requires from them to adapt and provide their learners with the necessary tools as well as skills to make them capable to learn English away

from the traditional teaching models. On this point, Kanematsu & Barry (2016) reinforce:

> Nowadays, we are already living in high information and communication societies. Therefore, it is very important for us to change education with ICT, to utilize ICT for collaboration among schools, homes and communities, etc. The purposes to promote the introduction of ICT into schools are mainly composed of the cultivation of ICT application skills for children and youngsters, ICT application in classes and informatization of school affair

(p. 36)

EFL teachers have to take the initiative to let some changes take place, a little preparation at home can mean a lot for learners and make a difference in their learning pace. We, as teachers, ought to look for every possible means to digitalise learning first through promoting our skills to correctly use such devices, and then train our learners who are ready more than us to deal with these new technologies.

5.5. Testing and Assessment

In the field of Education, testing, evaluating, and assessing learners is considered a necessity. Thus, teachers and other educational professionals spend a lot of time doing so to measure and weigh students' abilities and see how well they are progressing. Fulcher & Davidson (2007) believe that testing and assessment becomes part of modern life in which schoolchildren worldwide are constantly assessed. Sometimes this assessment is formal and public, and sometimes it is informal where it occurs in day-to-day lessons (Harmer, 2007). According to Lenore Wright:

- ✓ **Formal assessment** is data driven, which means using a test that involves standardized administration. It is the systematic, data-based tests that measure what and how well the learner has learned or understood what is being taught. It occurs after a learning cycle has ended, and determines the students' proficiency or mastery of the content. Formal assessment can be used for comparisons against certain standards. Examples of formal assessment are:

131

Standardized tests; criterion referenced tests; norm referenced test; achievement tests; aptitude tests

(Lenore Wright, 2018)

✓ **Informal assessments** are procedures for obtaining information that can be used to make judgments about learners' progress and understanding using means other than standardized formats. Or they are those spontaneous forms of assessment that can easily be incorporated in the day-to-day classroom activities and that measure the students' performance and progress. Informal assessments are content and performance driven rather than data driven. It is integrated with other learning activities (Lenore Wright, 2018). Examples of informal assessment are: *Checklist, observation, portfolio, rating, scale time sampling, event sampling, and anecdotal record.* (Lenore Wright, 2018)

Experience in the field, discussions with EFL teachers, and classroom observation indicate that the vast majority of English teachers favour formal assessment (pen-paper testing) to measure learners' performance. Those teachers rarely adopt an informal procedure to weigh learners who do not feel comfortable with formal tests. Though the latter cannot be completely replaced by the former, we need both (formal & informal assessments) because each one complements the other to depict accurate pictures of our learners' abilities and proficiency.
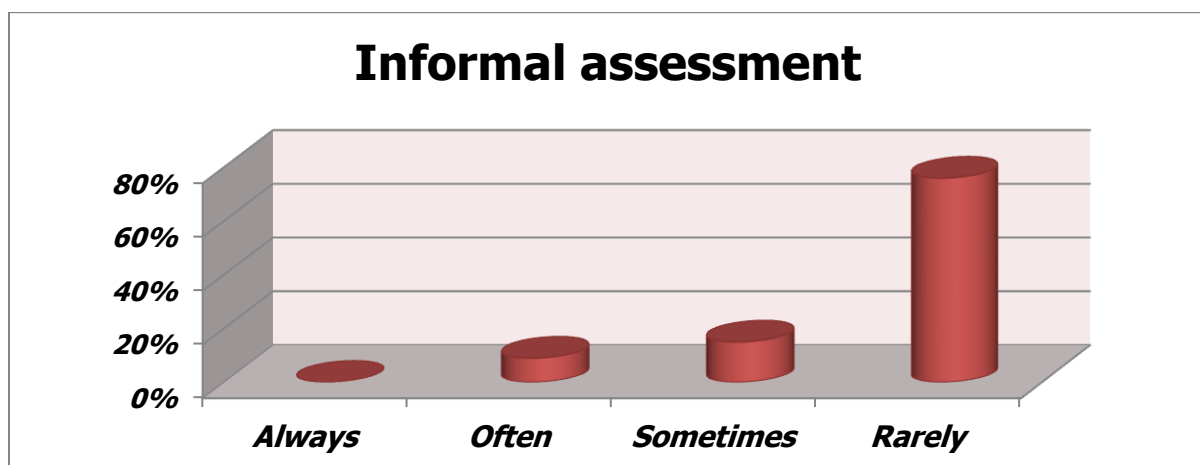
Figure 28: Informal assessment frequency

Avoiding such important type of assessment (informal) by EFL teachers in our Secondary Schools is detected as a real hindrance towards English language learners as some of them can perform well if they are informally tested. Hence, the type of assessment we need to use should match the intended purpose of the assessment.

For example, if we wish to assess the learners' academic achievement and compare it with other students in the same School or different Schools, then we can use the formal assessment. If we want to use assessment to monitor students' progress and help them maximize their own learning, or use assessment to improve instruction, then we can use the informal assessment. So, it is not just a matter of gaining time but it is responsibility assumption towards innocent learners who need special care to get out of their critical situations which is the 'phobia' of formal testing.

Conclusion

Chapter three has spotted light on the system of National Education where we tackled its general structure and the different reforms that took place since 1962, besides the status of English as a foreign language in Algeria. Then, to collect data, make interpretations and discuss the findings, the researcher moved to the teaching materials in which sensitive defects in both the SE3 teacher's book and SE3 learner's course-book were signalled. After that, observation sessions were performed to scrutinise the teaching and learning environment (behaviours, attitudes, and motivation). Also, this chapter tries to indicate the usefulness of ICT usage in EFL classrooms and the importance of adopting both forms of assessment: formal & informal testing to give equal opportunities to all EFL learners let them feel comfortable when they are being evaluated.

In chapter four, this research will attempt to provide solutions, new ways, insights, and strategies to EFL teachers and learners to better/enhance their performance inside as well as outside the class, and to create a competitive atmosphere full of motivation to learn and build competencies in English language.

CHAPTER FOUR

CHAPTER FOUR

Section One

Suggestions/Solutions to Enhance EFL Teaching and Learning

"If you focus on results, you will never change. If you focus

*on change, you will get results.***" Jack Dixon**

Introduction

The current critical situation that EFL teachers and learners are witnessing imposes an immediate reaction from Educational Authorities, psychologists, experts to provide alternatives. That is to say, effective ways which can consolidate/maintain what has been already achieved and work forward to abandon most of the traditional teaching-learning styles that demotivate and stand as an obstacle towards attaining enjoyment, communication, fluency, and proficiency in English language.

In this chapter, therefore, the researcher suggests solutions and strategies that help both teachers and learners create a competitive atmosphere full of motivation and the desire to build competency in the four skills (listening; speaking, reading, and writing) under the Competency-Based Approach.

1. A Call for an Immediate Education Reform

Education is a human right, and a high quality education needs to be a top priority in every nation. It is now more than 18 years since the latest Education Reform took place in Algeria and the vision regarding the efficacy of such reform is still not clear, because our current education system seems so complex, very few people can understand the improvements that are required. Almost everyone knows the importance of a good education, but only the minority recognises exactly what a good education is or what it is supposed to be, or understand the purpose of a good education.

A radical transformation in our educational system seems more than necessary to improve the situation towards a socially and academically progressive future. The 2003/2004 Education Reform proved to be weak and not appropriate for most disciplines and majors though the government is spending too much time and money to update and ameliorate this field. Yet, the situation does not appear better than it was before the reform system. On this point, Robert H. Palestini (2000) believes that:

> Most attempts at effecting change in the form of educational reform fail because leaders have no plan at all or do not engage in all of the steps in the process. Other failures occur when administrators try to implement the reform by following the change process steps sequentially rather than simultaneously and get bogged down in one or another of the steps, unable to bring the process to closure.   (p. 3)

It should be noted that educational reforms deserve a holistic examination of their reasons, objectives, application and results generated, by those within the school systems where they are implemented. Making a reform is not just bringing/adopting a certain system (approaches or methods) that works elsewhere followed by publishing new curricula and syllabuses. A real reform needs to go through different steps to be approved; ten steps towards achieving a true reform are suggested by Robert H. Palestini (2000, p.3):

- ✓ Establishing a climate for change;
- ✓ Assessing a need;
- ✓ Creating a sense of urgency;
- ✓ Assessing favourable and opposing forces;
- ✓ Selecting alternatives;
- ✓ Promoting ownership;
- ✓ Providing staff development;
- ✓ Operationalizing change;
- ✓ Evaluating change;
- ✓ Institutionalizing change.

a. Establishing or creating a climate for change

The first step in the process is to establish a positive climate for change in the country because it is not easy to make changes, just as George Bernard Shaw (1856–1950) once said: "Reformers have the idea that change can be achieved by brute sanity". (Cited in Lamie, 2005, p. 13). And to accept the change, the groundwork has to be fertile so that everyone feels comfortable with the notion of change including: decision makers, professors, syllabus designers, educationists, administrators, and parents. We need to encourage such process, if our schools are to progress, and make it a routine accompanied with the spirit of tolerance and conflict management for a better morrow to our generations. Palestini (2000) reinforces:

> To effect successful change, the educational administrator must have outstanding leadership skills, ensure that the organizational structure is appropriate, engender a climate of trust and respect, motivate his or her colleagues to achieve a vision, communicate effectively, plan strategically, incorporate appropriate decision-making techniques, effectively manage conflict, and empower faculty and staff.   (p.2)

So, the process of change starts by gathering information about those involved in the change situation. That is to say, the person(s) responsible for making the changes or for ensuring that they occur have to assess the organization's readiness and reaction for change, including consideration of the environment in which it functions and the nature of its workforce. This step is necessary because the way people think about issues and how they process information can either help or hinder making appropriate choices and taking conscious action (Moser & Dilling, 2007).

b. Assessing a need

The needs assessment is supposed to be the next step because the problem is not in suppressing change which cannot be done, but in managing it. Reforms that took place in Algeria failed to some extent because they have been adopted arbitrarily by

misguided educational administrators who have implemented them without a real identified need.

Thus, needs assessment, according to the World Health Organization (WHO) is the gathering and analysis of information that has relation with the needs of affected populations, organization, or a certain sector such as education. This "will help determine gaps between an agreed standard and the current situation" (WHO, 2020, p. 314). It usually consists of three main parts:

➢ **Initiation:** starts out by identifying the 'frame factors' or what is known as 'limiting factors' for the needs assessment project.

➢ **Data collection and analysis:** during this stage, a PEST (political, economic, social, and technological) analysis is performed first followed by a SWOT (strengths, weaknesses, opportunities, and threats) analysis, and then collecting data (interviews, observation, surveys, etc.) takes place.

➢ **Final production:** it includes a summary of the findings, the migration strategy detailing which points should be strengthened and which ones have to be limited, besides a final report that contains recommendations.

Routinely a needs assessment calls for a review of existing data and may require some surveying of clients and other appropriate reference groups. Among the important groups to the needs assessment and the change process we mention: students and parents, professional staff, and educational policy makers. Palestini (2000, pp. 21-22) explains this idea as follow:

- **Students & Parents:** Use of community and parent surveys can be very useful to schools. Such surveys are invaluable in determining parent and society expectations, attitudes, and perceptions of educational requirements of the community's young people.

- **Professional staff:** They can provide assistance with regard to instructional and curricular needs and can offer specific observations about the educational

environment. Staff surveys is crucial in needs assessments, and combining it with other methods such as problem-solving processes can be useful and highly effective

- **Educational policy makers:** by this we mean the Ministry of National Education including: legislators, state departments of education, education advocacy groups, Inspectors, etc. all of them should be consulted to identify clearly the needs of the educational institution and make the change happen.

So, the needs assessment is important because it functions as an aid to determining the gaps that are preventing from reaching the designed/desired goals. This is done through two main questions: the 'What' (what school reform needs) which precedes the gap analysis, and the 'How' (how to bridge the gap between where we are and where we wish/need to be). As far as gaps can exist in knowledge, practices, or skills, knowing what is working well and what needs to be changed is essential for an effective progress towards those goals and then making the reform successful.

c. Creating a sense of urgency

Change is difficult since it is a break in the daily habits, tradition, or routine. It creates fear of the unknown, or simply resistance to the hassle of having to do something differently. Implementing new idea or information does not easily convince individuals to act in new ways unless it comes from a trusted source (Moser & Dilling, 2007).

So, we often need to create a sense of alarm to effect a certain change as the human nature resists such process. Hence, psychologists think that in order to create a sense of urgency, the change agent should be fully conscious that individuals and groups are often moved by dissimilar forces for and against the change. That is to say, people's reactions are different, and what may establish a sense of urgency in one person, may not do the same with others. As opposition is always expected, effective educational reformers learn how to support functional conflicts and positively manage

dysfunctional ones. They do so via diagnosing the causes and nature of stress through developed and practical techniques to foster needed change.

Further, developing a rationale for reform/change is considered an effective method to create a sense of urgency. The change agent should address two basic questions in the position paper: Should we do the reform/change? Can we do the reform/change? If the answer for the two questions is 'Yes', says Palestini (2000, p.36), the change agent has then made a compelling argument for faculty and community support of the change.

d. Assessing favourable and opposing forces

One of the significant steps to efficiently make a reform is the correct assessment of the forces that favour the change and those who are against it. Following identification of the forces for and against change, those responsible for the change making have to identify alternative actions for changing each force, and then organize them into an action plan. Undeniably, a kind of conflict will appear and to control it, McConnon Shay & Margret (2008) believe in creating mutual understanding between the two forces not imposing the change, when they wrote: "Arguing drives people apart, understanding draws people together". Then, administrators must pinpoint precisely where the conflict point exists so they can choose appropriate management strategies based on involvement, negotiation, and agreement.

Yet, the forces resistant are very important for the change climate. Their views and attitudes need to be diagnosed, understood, and taken into account in the targeting process and in selecting a change strategy. i.e., we ought to "Explore different perspectives for richer solutions" (ibid, 2008). Resistance to change can happen at the organizational level and the individual level. The two levels cannot be completely separated because of the solid interaction between them.

e. Selecting alternatives

To make the proposed reform happen, a small committee representing as many of the school's constituencies as appropriate should be established to begin evaluating

alternatives applies evaluation criteria to alternatives or options in a way that facilitates decision making. Ideally, a deliberative consideration of the various alternatives should be undertaken, and the evaluation process should lead to the selection and refinement of the best alternative or option (Colorado Projects, 2022). After alternatives have been evaluated, the next step is to make decisions as to which alternatives are the most acceptable to the Planning Committee and other stakeholders. The committee ought to include both sides, those who are advocates of change with possibly a naysayer or two (those against the change). Definitely, the members of the committee need to be provided with the latest research findings regarding the reform being considered in order to help them effectively identify possible alternatives and convince staff members of the reform's efficacy.

Once a final decision is made, the chosen alternative should be the one that best fits the local needs and, as Palestini (2000, p.60) claims, should be selected according to its: rationale; proven effectiveness; resource requirements; distinctive qualities; mission appropriateness; and cost/benefits.

Put in a nutshell, away from conflicts, coordinating top-down and bottom-up strategies for educational reform are the most effective plan. In this regard, Bali & Sharma (2014) state that:

> Working with and through each other should not be seen as a liability, a hassle. It is a process that can transform us. We remember Bakhtin here: "I am conscious of myself and become myself only while revealing myself for another, through another, and with the help of another… I cannot manage without another; I cannot become myself without another." (2014, p. 3)

If systems are to be transformed; individuals and groups do so through collaboration because systems do not change by themselves. Dialogue and reflection with others is central to transformative learning, learning that creates deep and lasting change in our

practice because it is based on reflection on how our beliefs and values influence our practice.

f. Promoting ownership

Ownership is a key to sustainable results in development cooperation. Henceforth, if a change/reform in education is to be implemented successfully, it must have the support of the surrounding environment: decision makers, experts, syllabus designers, administrators, teachers, and parents, for capacity building and trust (Keijzer et al., 2018). How much the selected reform suitable is, it cannot have a chance to succeed unless faculty/community members take ownership of it. Ownership here means giving complete legal control to educationists, experts, and social partners to make the reform efficient.

Therefore, to promote employee ownership in the educational field, we need to ensure its continuing relevance as a guiding principle, and a radical adjust to today's new realities. Thus, leaders and managers, according to experts such as Eric Chester (2016), need to:

- ✓ Respect employees and place them in situations that develop their skills and maximize their potential for success; if there is an environment of mutual respect and trust, the change will effectively take place;
- ✓ Let belief guide policy and practice: Leaders need to let their belief or value system guide their behaviour;
- ✓ Recognize the need for covenants: we need covenantal relationships to enable educational institutions to be civil, hospitable, and understand individuals' differences and their unique nature. Sometimes exceptions have to be made, and certain individuals need to be treated in special ways.
- ✓ Understand that culture counts more than structure: organizational structure has nothing to do with trust. But interpersonal relations based

on mutual respect and an atmosphere of goodwill is what creates a culture of trust.

Educational effectiveness is achieved through building a sense of mutual trust and security between individuals so that they become ready and flexible in adapting to changes within education. Addressing only skills or techniques, such as communication, motivation, negotiation, or empowerment, becomes useless when individuals in an organization do not trust its systems, themselves, or each other.

g. Providing staff development

It is recognised that the success of any change/reform depends on all staff whatever their role having the relevant skills, knowledge and competencies. So, it is a crucial element in the change process and many educational reforms have not succeeded because they neglect it, or because of an enthusiastic but ill-advised leader who has tried to implement a change before engaging in staff development. The latter is a form of human resources development which refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual and the employees. Palastini asserts:

Staff development is a process that uses developmental practices to bring about higher quality, greater productivity, and more satisfaction among employees as organization members. It is a function of an individual's knowledge, skills, and attitudes and the policies, structure, and management practices that make up the system in which the employee works. (2000, p.82)

Reform advocates are committed to providing staff with development opportunities to ensure that individuals and school community are able to contribute fully to the achievement of change objectives in the context of the strategic plan. Hence, the ultimate goal of human resource development is to produce the highest-quality instruction and service to the students.

However, the development requirements of the staff as a group and individuals need to be assessed accurately. Though self-assessment can be a starting point, the leaders must also conduct an investigation, using clinical supervision observations in the classroom, student data, and internal and external data sources.

h. Operationalizing change

Operationalizing organizational change is a huge undertaking, especially when considering the number of factors and steps involved in an organizational change effort. Operationalizing the strategy means giving form to the reform's vision through breaking down the broad and wide into action-oriented activities (for example, programs, processes, or events) that move the change forward. Yet, putting the plan in operation requires the establishment of the organizational structure that will best suit the change, and development of an assessment process to determine if the change is remaining on course (Reuter & Backer, 2015).

Meanwhile, all participants should be kept informed about the change activities and their effects; the use of a broad-based steering committee to scrutinize the change may well increase its chances of success. Indeed, to manage this complex process, a more elaborate approach is recommended, which includes *pattern breaking* that means radically changing everything and freeing the system from structures, processes, procedures, and functions that are no longer useful. Also *incremental experimenting,* this is realised through a creative and purposeful production of new patterns, encouraging flexibility, and yielding new options for better performance. Another task is *visioning activities,* is to establish support for and commitment to the planned changes by conducting meetings to share ideal views about the current reform. Lastly, b*onding and attunement* that consists of integrating all facets of the institutional change to move members toward the new reform's vision by building interpersonal relationships to engender and support organizational change (Klagge, 2015).

It should be noted that each of these organizational change approaches is useful in its own right, they can also be used in combination. However, if the conditions are

lacking appropriateness, the chances of successful implementation of the associated strategy will be decreased. On the other hand, if the conditions are strongly present, implementation should be successful.

After fulfilling the four strategies above, it is time to implement the plan. Researchers such as Spector (2010), sees that the reform project should be divided into a series of activities, and the complex activities are subdivided into elements. Clearly defined responsibilities should be assigned and assure to be acceptance. Before proceeding, there is need to establish realistic target dates, develop the project calendar, and put into place a monitoring and evaluation process.

i. Evaluating change

Change is seen to be *problem-solving*, so its evaluation should provide a framework and information to support strategic planning efforts. Authentic assessment is to be applied in order to evaluate the change where data about the nature and effectiveness of the reform should be collected by the change agent(s). Absolutely, the criteria for success should be specified in advance and ought to be closely related to the goals of the reform. The results of the evaluation confirm that actions being taken are proving effective or are in need of adjustment. One process for evaluating the effectiveness of a change or reform, according to Lamie (2005, p. 12), is through:

✓ Developing our understanding of the change process;

✓ Understanding of the change and the acquisition of new knowledge and skills as a result of its successful implementation;

✓ Recognising the importance of adequate and appropriate resources;

✓ Realising that change involves training and practice, and takes time.

The process of evaluation seeks to identify the ways in which an implementation operation can be made more efficient and effective; it tends to facilitate lesson learning and the establishment of best practices that the reform/change advocates can apply. Measurement and evaluation naturally lead to modifications to implementation efforts,

goal redefinition, and the establishment of new goals. Therefore, measurement and evaluations are crucial to a cycle of continuous improvement.

j. Institutionalizing change

The noun 'institutionalization' has several meanings and connotations for different people, but the Oxford Learner's Dictionaries defines the verb 'institutionalize' as to establish something and make it a part of the normal systems, practices, etc. of an organization, society or culture. Indeed, the concept of institutionalization has its roots in a number of disciplines, and if we wish to understand it properly, we ought not to rely on a single source, but should seek an interdisciplinary approach (Alshehhi, 2014).

As for change, after measuring and evaluating the implemented reform in which effectiveness is approved, institutionalizing change comes as a final step. Put differently, the change should be established as a permanent way of operating (institutionalized). Thus, the change agent (s) has to make the reform part of the organizational culture and a legacy that enables future generations to benefit from.

Moreover, human beings are born learners and are designed to learn; hence, educational authorities must take care of peoples' learning. Peter Senge (1990, p. 9) says: "Leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future—that is, leaders are responsible for learning."

The idea is that policy makers and educational leaders must give great importance to education to build communities that prioritise learning, ones that emphasize on-going adaptability and self-generation; thereby emphasizing coping and looking at the world creatively.

In short, the reform models which have been implemented in Algeria can be effective. But because the change agent (s) ignored, mismanaged, or did not go through the previously mentioned steps properly, the reform efforts turned fruitless. Thus, to successfully/effectively implement any education reform, the educational

leader needs to systematically follow the steps suggested in the integrated change process.

2. Raising Awareness towards the Importance of English Language

In the past 100-150 years, the use of English has spread and developed tremendously, this language is now spoken all over the world by literally millions of people where the vast majority of them are "non-native speakers". Jenkins *et al.* (2018) adds that:

> The two remarkable things about English today are that it has spread around the globe like no other language before, and that it is spoken by people for whom it is a second or additional language more than by those for whom it is a first language. (p.7)

Nowadays, politicians negotiate in English; football players communicate in English on the pitch and in interviews; scientists conduct and publish research in English; pilots and cabin crew use English with each other and with passengers; entertainers act and sing in English. English is the official language, or one of the official languages, of the United Nations Organization (UNO), World Trade Organization (WTO), the World Bank (WB), and many other major international organizations (Macmillan Education).

Globalisation has meant an enormous growth in the volume and kinds of mobility, and thereby in language contact. English, thus, leads the way: it stands out from any other language in having become the global default lingua franca. This has inspired studies of language contact and contact languages in the last few years, with English at the centre, or as part of a wider multilingual contact environment (Jenkins *et al.*, 2018).Therefore, to be in contact with English you do not need to move around physically. The reason, regardless political, business, or academic usage, is that it is utilized by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media.

Similarly, the Algerian society is not an exception especially in this digital era. Almost all categories of the community are influenced by the different technological devices, smart phones in particular, which provide easy as well as smooth access to the Internet & social media. The latter, generally, includes a large English speaking community; multiple nationalities with more confidence in their English medium interactions. Miliani (2000, p. 13) points out:

> In a situation where French has lost much of its ground in the sociocultural and educational environment of the country, the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.

Thus, a clear shift towards favouring English language over French which is actually 'dying' was recently noticed in the country as a result to this global change. Yet, though English started to have its place in different sectors, the case is not the same in education. In other words, the majority of Fundamental/Secondary School students do not make efforts to learn English although they somehow know it is a global language and the most common used means of communication in every field everywhere. So, raising awareness is highly recommended in this case so as to awake students and motivate them to give much importance to English language.

2.1. Awareness Raising

There is wide agreement that awareness leads to knowledge, and knowledge leads to behaviour modification (Rimal, 2000). Awareness-raising means making people conscious about a problem or issue. It is a process that seeks to inform and educate people about a new topic with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal. According to Richard Sayers (2006):

> Awareness-raising is a process which opens opportunities for information exchange in order to improve mutual understanding and to develop

competencies and skills necessary to enable changes in social attitude and behaviour. To be effective, the process of awareness-raising must meet and maintain the mutual needs and interests of the actors involved.   (p. vii)

This operation is a two-way street, fostering communication and information exchange in order to improve mutual understanding as well as mobilising communities and the whole society to bring about the necessary change in attitudes and behaviours. It can, thus, mobilize the power of public opinion in support of an issue and thereby influence the political will of decision makers (The Advocacy Toolkit, 2014).

2.2. Language Awareness (LA)

The notion of "language awareness" (LA) gained popularity in the 1970s with Eric Hawkins, a pioneer of the "British Language Awareness Movement». Hawkins (1984, cited in LAM WAI-man 2002, p.12) sees the ultimate goal of LA to be revitalizing the mother tongue (MT) education as well as bridging the gap between the MT and foreign language (FL) education.

Back to LA, the National Council on Language in Education (NCLE) has put forward a succinct definition of Language Awareness (LA), which is sufficiently general and all-inclusive: 'Language awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life' (Donmall, 1985, p.7). In the educational context, LA is regarded as a qualitative process related to language learning and development which contains learners' acquisition of knowledge about language and their exploration/reflection on language (James & Garrett, 1991).

Hence in the classroom, English teachers play a significant role in raising learners' awareness to help them make efforts to enhance the linguistic (competence & performance), the cognitive (language patterns), and to strengthen the relationship with the English language: the affective (positive attitudes towards FL), and the social parameter (effectiveness in society as citizens & customers) (James & Garrett, 1991, p.4). Teachers can do so through a process known as **LA-oriented teaching** where the

learners' psychological side is targeted; as claimed earlier 'those who notice most learn most'. Therefore, learning presupposes understanding and awareness, which in turn presuppose noticing, and noticing is closely related to attention (Robinson, 1995).
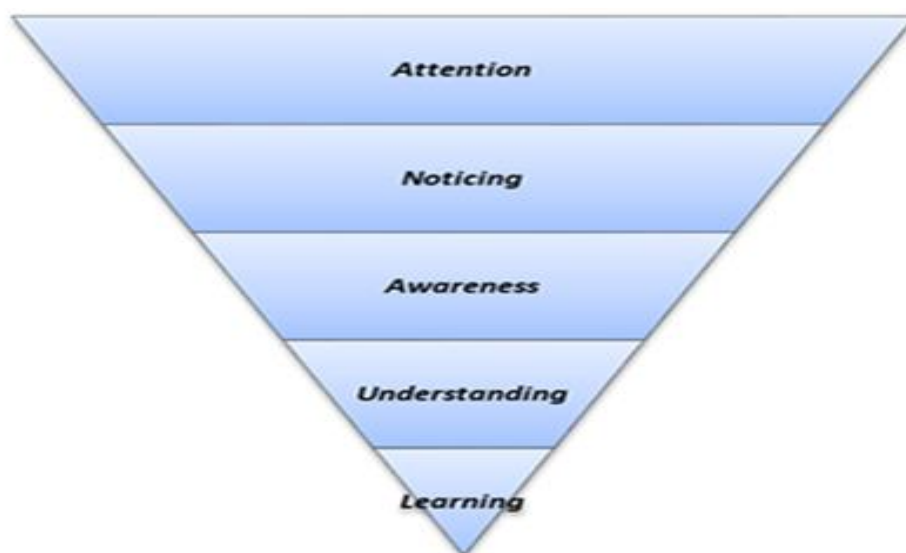
Figure 29: Robinson's learning process model (1995)

2.3. LA-oriented teaching

This term is not explicitly used in the Language Awareness literature, but it is applied in some experimental teaching programmes by several English-speaking countries, notably Britain. LA-oriented teaching is defined as formal instruction aimed at enhancing the learners' LA: this is done through a single lesson or a teaching programme in which learners are engaged in activities and tasks, coordinated by some adopted themes, and are sensitized to language use and the relation between language and human life. Ronald Carter explains (2003):

> But language awareness does not simply involve a focus on language itself. Its adherents also stress the cognitive advantages of reflecting upon language, and argue that attitudes to language and to language learning can change as a result of methods which highlight particular language features by affectively involving the learner.   (pp. 64-65)

In addition to providing learners with knowledge about the English language, teachers need to focus on concrete proofs (job opportunities, further studies abroad, tourism, marketing, etc.) on the importance of this language worldwide to provoke learners' intrinsic and extrinsic motivation to learn it, besides some key factors to motivate EFL learners:

- ✓ *__Positive attitude towards L2 community:__* Attitude towards the L2 community is very important in learning that language. According to Gardner and Lambert (1959), being motivated to learn a language depends on the attitude toward the L2 community and the desire to become a member of that community;

- ✓ *__The enjoyment of learning:__* If learners wish to be motivated, they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the L2. Correspondingly, integratively motivated students enjoy L2 learning and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the L2 (Wu, 2003);

- ✓ *__External pressures__*: Noels et al. (2001) connect extrinsic and instrumental motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards from the social environment, internalized reasons for learning an L2, and/or personal decisions to do so and their value for the selected goals (cited in Liu, 2007).

The teaching of LA in schools involves both making explicit and conscious the knowledge and skills learners have themselves built up in the course of their experience of language, and developing powers of observation and analysis of language in their immediate environment and more widely in the world (LAM WAI-man, 2002, pp.13-14).

In a word, LA-oriented teaching makes learners able to explore language phenomena, reflect on and recognise language use, exhibit flexibility and creativity when using language. However, the ultimate goal of both LA and LA-oriented teaching is to help learners appropriately grow linguistically, cognitively, affectively, and socio-culturally.

2.4. English Language Awareness Campaigns

Awareness campaigns are one of the most popular, effective, and flexible ways to raise public interest and educate your community about the mission. Now, it is obvious that educationists top the list when it comes to raising learners' consciousness and motivating them to learn English and apprehend its usefulness/importance in this world. Yet, is LA raising the mission of educationists alone? Isn't the civil society concerned too?

The answer for the first question is certainly 'NO'. Every member in the community: educational authorities, parents, parent-teachers association, journalists, social media, youtubers, etc. are all concerned and have a role to play.

2.4.1. Educational Authorities

Hand in hand with schools, authorities can programme monthly or weekly informal educational sessions, conferences, contests (regional & national levels), and English language workshops in every school or between schools. Such process turns fruitful with the presence of journalists' coverage (Newspapers, TV, and Radio) and social media initiatives to further spread the events.

Furthermore, authorities can afford short term trainings, visits, and scholarships to Britain, USA, Canada, Ireland, Australia, etc. to excellent learners for real interaction, and to motivate other students to make efforts to be part of such opportunities. Launching partnership with the British Council and the US Embassy for summer schools and students exchange would be of great benefit.

2.4.2. Parents

Parental involvement is sought and nurtured to ensure the success of our students. Parents ought to speak to their children in their home language, motivate them (rewards) and ask for any suggestions; a child who is literate in his/her first language acquires the second language, in this case English, with fewer difficulties. A rich and stimulating linguistic environment at home, in any language, will ensure the academic and emotional success of our children; similar to what happened/is happening with the French language, especially in big cities in Algeria. Since most parents are literate, they can help their children even through using the native language. Some useful techniques are provided below:

➢ How can parents use their native language to help their children?
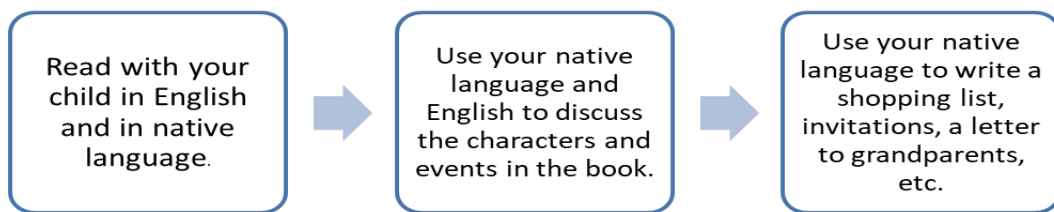
➢ How can parents help their children learn English at home?

Figure 30: ESL Workshop for Parents (herricks.org)

The proponents of L1 inclusivity while learning foreign language put forth a variety of views justifying why it should be allowed in the classroom or elsewhere. For instance, they believe that it acts as a pedagogical/cognitive tool that scaffolds L2 intake, and makes the L2 input more salient. Thus, according to them, banning L1

would be parallel to banning realia and may well retard the growth of concept development in language learners (Makulloluwa, 2016).

2.4.3. The Mass Media

The mass media are generally regarded as powerful channels of communication that are capable of reaching heterogeneous audiences. They have the capacity to educate, inform, entertain, and create awareness and knowledge about issues of national interest. Consequently, mass media can be used to create awareness of English usage in the Algerian society in general, and its schools in specific.

➢ **TV and Radio:**

Effective broadcast media use requires that both program type and time of live events (school contests/conferences) be given due consideration. Put differently, radio and television use for English language awareness must be targeted at peak periods or "primetime," when most audience members stay tuned to their sets. The television can be used to create cues to action by showing recorded/live interviews with English native speakers or experienced teachers, English lessons, cartoons, movies, documentaries, and even food/sweets' advertisements.

➢ **Print Media:**

The print media (newspapers & magazines) are unique in being able to quickly reach a mass audience with a standard message. As they used to do before the BEM or Baccalaureate Exams, journalists can provide games, crossword puzzles, lessons, exercises, exam subjects, short stories, jokes, and useful references/techniques and strategies on how-to appropriately learn English. In addition, public service advertisements on, for example, English conferences, contests schedules, book exhibitions, and other events can be published at vital parts of the front and back pages.

➢ **Internet:**

It becomes the most effective and utilised means to get news, look for information, learn online, attend conferences, do shopping, etc. And because of Covid-19

pandemic, most countries in the world found it a must to move towards online learning. Hence, to raise awareness, empower children, young people, parents, carers and teachers with the skills, knowledge and strategies in almost every field of life, just take advantage of the opportunities that the internet and mobile technologies provide.

When surfing on the net, English is everywhere. Dozens of educational websites, applications, downloadable dictionaries/books, national and international English teachers in Facebook, Twitter, Instagram, and on Youtube; all these platforms provide an important content for English language learners. Authorities need to provide **safe access** to some of the useful websites, besides founding official online platforms that include lessons, activities, exam subjects and videos for learners to follow the designed syllabus for them.

3. Updating EFL Teachers Knowledge and Proficiency

Education is a constantly-evolving field, and in order to ensure its continued growth, it is imperative that teachers also evolve alongside it. Every day, new discoveries are made, new information about the world is provided to us, and it is the role of the teachers to introduce their learners to all of these new facets. It has become a prerequisite in today's time for educators to constantly refresh their knowledge. Amrita Vohra (2019), director of Global Education Management Systems (GEMS India), thinks that teachers can improve their professional expertise by expanding their repertoire, which can be achieved by being present in conferences, workshops, webinars, seminars, and symposiums focussed on knowledge update about the latest ideas, suggestions, and developments in the field of education.

Thus, knowledge upgrade becomes a must and the teaching community is obliged to make sure that it keeps itself abreast of all new developments, and pursues the path towards continuous learning and on-going amelioration. In this rapidly changing world, relying on old methods and tactics to educate new minds is no longer efficient, but teachers are urgently required to modify/develop their approaches to the teaching-learning process so as to walk the path of betterment with the help of technological

advancements that have opened several doors to knowledge which were previously difficult to breach.

As a matter of fact, EFL teachers need to become familiar with using technology in the classroom to improve the teaching-learning quality, and to avoid being overtaken by their students because the younger generation are becoming more and more adept at using modern technologies.

3.1. Professional Development & Teachers Conference

The teacher, like the artist, the philosopher, and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority. Russell, Unpopular Essays: 159.

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career. Richards and Farrell (2005) define the term as: "The general growth aimed at reaching a longer term-goal and which often involves examining the different dimensions of the teachers' practice in order to improve their performance in the classroom", whereas Nieto (2009) goes beyond the teaching practice by reminding us that, it is:

> Through professional development that teachers refresh their mission, solidarity, and empathy towards their students in order to challenge the knowledge and conventional wisdom in order to help them develop a passion for social justice. (p. 9)

For that purpose, professional development is a must for English teachers at all levels; they should take the initiative in pursuing their own professional development and challenge their knowledge by attending EFL/ESL conferences since they provide them with opportunities to grow during their teaching careers.

When attending a convention, it is common to see teachers from different regions (nationally), countries (internationally), backgrounds and of all ages together. Throughout their teaching careers, teachers have different needs and interests to be

156

met. These may include learning new techniques, understanding theories of learning and teaching, or finding out more information for a thesis or a research project. So, maintaining attendance in professional development conferences can be an opportunity to interact and get in touch with peers from different contexts and undertake actions with collaboration purposes. Lieberman and Mace (2008) believe that teachers learn through practice (learning by doing), through meaning (learning as intentional) and through community.

Educational Authorities are requested to organise face-to-face or online national and international EFL/ESL/ELT conferences, and motivate, encourage, or even force Fundamental and Secondary School English language teachers to attend, act and react because participation in such events may well have a positive impact upon their careers and practice. Crandall (2001) claims that attending international ELT (English Language Teaching) conferences is a powerful and refreshing experience for all teachers to experience and to find out what is happening in the field. Indeed, thousands of ELT professionals around the world attend numerous conferences each year; this indicates that language teachers are more and more interested in these events (Borg, 2014).

To sum up, there are many benefits for teachers when attending a conference, whether it is local, national or international. These benefits are concretely valuable for the participants when they go down the path of their life-long professional/pedagogical content knowledge (PCK) development.

3.2. ELT Trainings Workshops and Webinars

The training workshops of EFL/ESL teachers are becoming more and more important. Around the globe, teacher (online) training programs/seminars and workshops provide educators participants with a comprehensive set of resources and practical guidance, and assist teachers to supply effective, productive, and positive learning experiences for their learners. When these educators walk the path towards continuous education, it yields the following advantages:

- ✓ It improves the quality of education and learning being offered in institutes;

- ✓ It supports and promotes knowledge sharing in the classroom.

- ✓ It helps students achieve greater results;

- ✓ It gives teachers more confidence, which, in turn, helps them perform better;

- ✓ It adds value to the teaching-and-learning process by making it more effective and efficient.

(Amrita Vohra, 2019)

The core concept training workshops is to equip EFL/ESL teachers with the right resources to tackle problems in the classroom; effects of which will be significant and long-lasting. Beyond this, the creation of a support network guarantees continuous self-development for teachers as they put their newly acquired knowledge into practice in the classroom, and share their personal experiences with other teachers regionally, nationally, and even internationally.

Unfortunately, such training seminars with Inspectors in Algeria became useless, according to some teachers, because they most of the time focus on the theory and ignore the practical side which normally encourages workshops. Thus, many English language teachers refuse to attend these sessions as they sharply recognise the divide between academic theorising and classroom reality. This point need to be reconsidered by educational authorities and reinforced with new creative ideas to encourage teachers to participate, enrich, and develop the seminars' objectives. During training workshops several topics can be discussed such as:

- ➢ New methods/approaches to FL teaching;

- ➢ Spotted problems with a new course book or want to discuss how to implement a new curriculum;

- ➢ Lesson planning strategies;

- ➢ Utility behind using 'Warm Ups' ;

- ➢ Technology in the classroom (ICTs);

- ➢ Mind-sets, motivation, and assessment in ELT;

- ➤ Collaborative writing/reading;
- ➤ Teaching adolescents and exam classes;
- ➤ Adapting textbooks and classroom management.

Unlike conferences, workshops are generally costless and practical. According to Tessa Woodward (an ELT consultant, teacher, and teacher trainer), workshops may be one-off events lasting just an hour, or longer taking up a day or a weekend, or they may be run as a series that gradually builds a topic or topics over time. They may be run in staff time, may have a budget or neither of these (n.d.).

4. Teaching English in Early Stage

Language acquisition is a long and complex process from the perspective of child development; the earlier children begin learning English, the better they acquire. Therefore, in most countries, children start learning English at younger ages in which it is programmed as a compulsory subject in the early primary grades (Pinter, 2006). The growing demand for English, besides parents' belief that this language provides their children with a better education and better employment opportunities, have led to an increase in the number of English Young Learners programs (Enever & Moon, 2009).

However, teaching English to young learners necessitates good teaching skills, creativity, thorough preparation and patience. Lynne Cameron (2001) consolidates:

> The teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understandings towards more formal, more extensive and differently organised concepts. Primary teachers need to understand how children make sense of the world and how they learn; they need skills of analysing learning tasks and of using language to teach new ideas to groups and classes of children.   (p. xii)

As far as English is concerned, teaching languages to children needs all the skills of the good Primary teacher in managing children and keeping them on task, plus knowledge of the language, of language teaching, and of language learning. Teachers

must have all these attributes in order to make and keep young learners motivated. Teaching English to children, according to Hashemi & Azizinezhad (2011) and Prayatni (2019), is rewarding but a delicate and sensitive task for the following reasons:

- Young learners have a short attention span;
- They are highly motivated and energetic;
- They are new sponges to absorb;
- They have various language back grounds;
- They are less shy and easily frustrated if corrected immediately;
- They are ready to imitate and participate;
- They love group work, praise, and rewards;
- They love independence;
- They need respect and attention;
- They easily learn from their environments;
- They are great competitors.

So, young learners do not only need to learn simple language (simple topics), but they have huge potential and can always do more than we think they can (Cameron, 2001). For this reason and others, much importance should be given by educational authorities to teaching English in Primary School and let it be overwhelmingly the first choice over other foreign languages, French in specific. Young learners can start dealing with the English as a subject in 'Year Three' as done by **50%** of countries in the world, according Shin & Crandall (2011).

➢ **Reasons for an Early Start**

Two major reasons can be mentioned: the first one is the benefits of early language learning and the second one is the value of English for education and employment.

a- **The Benefits of Early Language Learning**

Advantages of early language learning cannot be justified on grounds of biological readiness, but through a number of language policy documents which state that, for example, the European Commission identifies "better language skills" and "favourable attitudes to other languages, people and cultures" as benefits of early language learning, if, of course, conditions such as trained/skilful teachers, small classes,

intensity, and increased time are in place (Nikolov & Mihaljevic Djigunovic, 2011, p. 98). Further, Curtain and Dahlberg (2010) strengthen: When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness (p. 428).

To achieve Curtain and Dahlberg's fluency and effectiveness, young learners should be put in good conditions inside and outside (the social, cultural, and economic value of the language) the classroom. Thus, Read (2003) suggests that young language learners do well when learning is:

Natural; Contextualized and part of a real event; Interesting and enjoyable; Relevant; Social; Belongs to the child; Has a purpose for the child; Builds on things the child knows but also challenges the child; Supported appropriately; Part of a coherent whole Multisensory; Active and experiential; Memorable; Designed to provide for personal, divergent responses and multiple intelligences; Offered in a relaxed and warm learning atmosphere.   (Adapted from Read, 2003, p. 7)

Beside these optimal conditions, there are four main reasons to encourage language learning at younger ages. These include:

- **The value of increased time**

  Adolescents, according to some researchers, are more efficient language learners, but younger learners have more time which is an important factor in overall attainment to deal with the language (Carroll, 1975).

- **The possibility of better pronunciation and fluency**

  Many studies show that young learners are advantageous over older language learners in attaining native-like pronunciation with greater confidence in speaking the language, and better oral proficiency (Scovel, 1988). If, as stated by Pinter (2006), children commence learning EFL before age 11 or 12 where appropriate instructions and input are supplied, they are more likely to acquire English to native levels without an accent (Pinter, 2006, p. 29).

- **The possibility of greater global awareness and intercultural competence:** Thanks to technological devices and Internet, children today have the opportunity to become global citizens. Through learning another language, particularly English children can gain an appreciation for other languages as well as cultures. The experience can also make them more aware and reflective of their own language and culture (Teaching English to Young Learners around the World: An Introduction, n.d.). further, learning more than one language brings about bilingual or multilingual students with more flexibility in their mental processes.

- **The value of bilingualism: mental flexibility**

  Being bilingual, especially young learners, provides many cognitive advantages such as: mental flexibility, the ability to see a certain problem from different perspectives, and child's self-awareness raising. Marsh (2000) points out:

  > What we need to realize is that the ability to use different languages, even to a modest extent, can have a positive impact on the youngster's thinking processes. Being able to see the same phenomenon from different angles, as though looking through different language 'spectacles' can have a very interesting impact on our ability to think and understand. (p. 3)

For the Educational Authorities in Algeria, and in order to arrive to an effective and successful plan to construct English language programme for young learners, many factors should be taken into consideration namely: the status of English in the country, the goals of English education, and the motivation for learning English. More importantly, as Pinter (2006) puts it, they need to:

- ✓ Design an effective EFL/ESL program models;
- ✓ Provide well-trained and skilful EFL/ESL teachers;
- ✓ Supply culturally appropriate materials ; and
- ✓ Guarantee continuity of curriculum between Primary, Fundamental, and Secondary Education English courses.

b- The Value of English for Education and Employment

Today, an estimated one billion or more people speak some English and live in what Kachru (1985) calls the 'Expanding Circle'; the number of people who are studying English increases every year, beginning at younger and younger ages, there are three times as many non-native speakers as there are native speakers of English (Crystal, 2012; Jenkins, 2009). Learners are required to develop academic English proficiency during their Primary

Figure 31. Kachru Circles (1985) for English Language

Fundamental and Secondary schooling as the global role of English differentiates the teaching of English as an international language from that of other foreign languages.
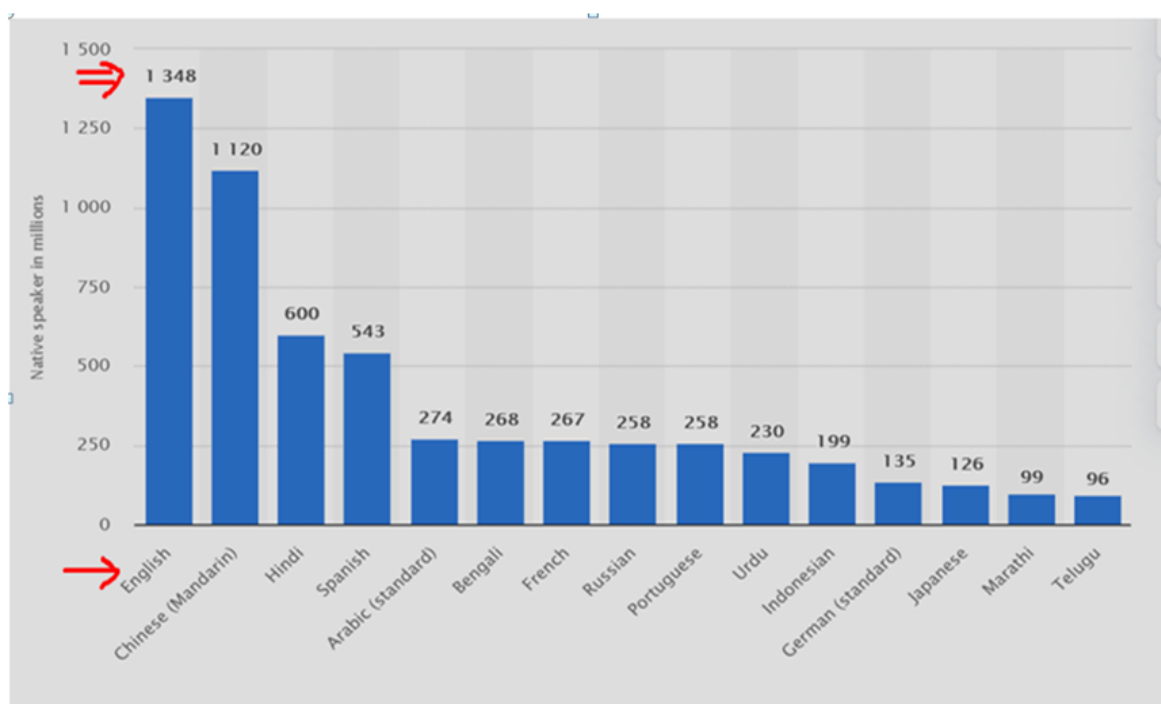
Figure 32. The most Spoken Languages Worldwide in 2021 (statista.com)

English language proficiency becomes increasingly important in the workplace and can have a determinative effect on the job opportunities and professional growth of today's workers. So, despite being from a rural or urban background, parents inevitably need to encourage their kids to learn and develop skills in English as it opens doors for job opportunities, helps them to communicate fluently with others and gives them a sense of confidence that is unparalleled.

To conclude, as we move forward with the support of Association Leaders, Principals, teachers and parents, and with the realization that English is not just an academic discipline but a life skill, we are ready to learn and unlearn along the way to support a child's journey from Education to Employment.

5. Designing Effective Language Teaching/Learning Materials (TLMs)

TLMs, also known as instructional materials, are any collection of tools or means including: print, visual, audio-visual, human, and non-human resources used by teachers in classrooms to help achieve the desired teaching-learning objectives (global dictionary, 2021). Types of teaching/learning materials can be classified as follow:

Print	Textbooks, pamphlets, handouts, study guides, manuals.
Audio	Cassettes, microphones/headsets, podcasts.
Visual	Charts, real objects, photographs, flashcards.
Audio-visual	Slides, tapes, films, television, DVDs/video, multimedia
Electronic interactive	Computers, graphing, calculators, tablets, Internet

Table 31: Types of instructional materials (Wikipedia.org)

As the German poet Johann Wolfgang von Goethe (1749-1832) said: "Knowing is not enough we must apply, willing is not enough we must do."

So, language classroom that uses only a teacher lecturing the class, perhaps writing on the chalkboard or whiteboard is the classic example of not using any teaching/learning materials. Utilising TLMs can greatly assist learners, arouse interest, and motivate them to perform well during the learning process. Anshul Chandra et al. (n.d.) believe that:

> The use of teaching materials in English Language class is important because English has gained much more attention around the world…To teach a new language, different teaching materials should be used in order to enhance learners' learning process so that the learner may be able to communicate the

learned language in real life. Linguistics now encourages the use of teaching

materials in teaching because of their positive effects on students. (p. 4)

Clearly, TLMs are key factors in creating positive ELT atmosphere and effective teaching and learning environments because these aids directly target the five senses so the chances of forgetting become less and the process of learning becomes more efficient /practical. Richard (1981, cited in Chandra et al., n.d) in his study found that a normal human being remembers **10%** of what they read, **50%** of what they saw and heard, above **70%** of what they heard, seen and done.

5.1.   Teachers as the First Teaching Aid

The importance of teachers as a human TLM inside and outside the classroom is non-ignorable. They are one of the wonderful teaching tools which are very convenient in every respect, and without their magic touch, all the TLMs turn useless. English teachers, in particular, have multiple roles to play in the class: they can be monitors, facilitators, narrators, presenters, friends, and wise guides. Skilful EFL/ESL teachers can intelligently involve their learners in the process of learning by doing some simple things like the use of proper body language, eye contact with students, good facial expression, giving students time to talk, calling them by their names, tolerate differences, thanking learners even when wrong answers take place, etc. Such positive behaviours create friendly learning atmosphere in the class and bridge the gap between teachers and students.

Therefore, Educational Authorities in the country are strongly invited to reconsider the process of preparing teachers for this sensitive job. Reconsideration starts from the first year at University/College until graduation where they are prepared psychologically and pedagogically to be ready to deal with all what happens in the classroom as a small society. Besides reinforcing three main poles including Knowledge about language, Pedagogy, and Technology during the student-teachers' training, and which result in what Koehler and Mishra (2006) termed as TPCK or

165

Technological Pedagogical Content Knowledge of teachers. The latter is structured as follow:

- ✓ **Content Knowledge (CK) :** it is knowledge about the actual subject matter that is to be learned or taught;

- ✓ **Pedagogical Knowledge (PK):** it is knowledge about the processes and practices or methods of teaching and learning;

- ✓ **Pedagogical Content Knowledge (PCK):** it is the intersection and interaction of pedagogical knowledge and content knowledge;

- ✓ **Technological Knowledge (TK):** it refers to knowledge about standard technologies such as books, chalk and blackboard, and more advanced technologies like the internet and digital video;

- ✓ **Technological Pedagogical Knowledge (TPK):** it is knowledge of the existence, components, and capabilities of various technologies as they are used in teaching and learning settings, and how teaching might change as a result of using particular technologies;

- ✓ **Technological Content Knowledge (TCK):** it is an understanding that technology and content influence and constrain each other;

- ✓ **Technological Pedagogical Content Knowledge (TPCK):** is a form of knowledge that goes beyond the three separate components such as technological knowledge, technological content knowledge and technological pedagogical knowledge.

<div align="right">(Kwakye Apau, 2017, pp. 170-171)</div>

Koehler and Mishra TPCK model's reciprocal determinism is shown in *figure 33* below to explain how much these elements are interrelated:
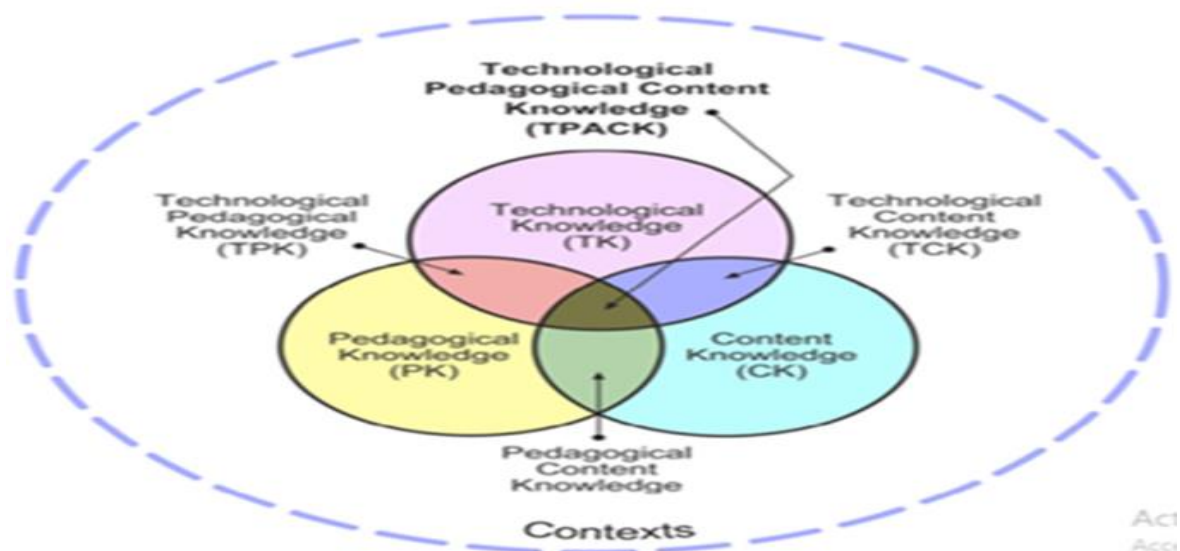
Figure 33. Koehler & Mishra TPCK Model
(2006, cited in Kwakye Apau, 2017, p. 171)

Mishra and Koehler (2006) note that quality teaching requires the understanding of the complex relationships between technology, content and pedagogy, and using this understanding to develop appropriate, context specific strategies and representations. Therefore, teacher preparation programmes should prepare student-teachers towards the use of a more comprehensive framework for teaching such as TPACK.

5.2. Revising/updating the Current Course-Books

This point is considered crucial because the majority of the teachers of English in both Fundamental and Secondary School base their work on course books as the main/dominant teaching-learning material. It is, unfortunately, rare to find teachers using visual, audio-visual, or electronic interactive aids in EFL/ESL classrooms. While textbooks can be highly beneficial in language teaching with the right guidance of a trained EFL teacher, they can have some shortcomings. Gareth Popkinsn (n.d) thinks that: "Language textbooks (can be) boring and demotivating. They focus too much on dry grammar, impenetrable explanations, interminable exercises and dull texts."

Obviously, ELT course-books focus much more on knowledge about the language rather than what learners can do with the language, and thus many learners failed to even acquire the basic competence in English. Brian Tomlinson (2008) emphasizes:

167

Many ELT materials (especially global course books) currently make a significant contribution to the failure of many learners of English as a second, foreign or other language to even acquire basic competence in English and to the failure of most of them to develop the ability to use it successfully. They do so by focusing on the teaching of linguistic items rather than on the provision of opportunities for acquisition and development.   (p. 3)

Let us suppose that course-books are free from weaknesses, mistakes/errors, English teachers should understand that using these items appropriately is an art, and that they are designed for help not a manual to be slavishly followed (Harmer, 2007) as it is a holy version. It is a part of their noble job to look for supporting materials in order to provide learners with opportunities for acquisition and development.

As it comes to revising and updating course books, the Ministries of Education in many countries are updating their curriculum, syllabus and materials to keep up with changes in English language teaching at Primary and Secondary level (Tomlinson, 2008, p. 19). Frankly, this has not been done in Algeria at least since 2009 (the year I joined Secondary Education as a teacher of English); the same curriculum, the same syllabus, and the same coursebooks for all levels are in use without any single change.

Undoubtedly, updating or even changing coursebooks becomes a 'necessity evil' for the many weaknesses, mistakes, and errors detected in them. Since 2005/2006 the same information, texts, statistics, etc. are being taught till 2021/2022; the world is rapidly changing where lots of events took place and dozens of researches are done at least in the field of foreign language teaching/learning. We need to keep learners informed and up-to-date.

Consequently, Educational Authorities, particularly textbook designers, must step up towards real change and think of authentic alternatives as coursebooks are not just books filled with linguistic items and instructions to be theoretically performed. Good coursebooks are attractively presented and carefully prepared to offer coherent

syllabuses as well as satisfactory language control. They seem to mean a lot; they often come with a Student Book, a Teacher's Book and a Workbook, beside additional materials such as cassette tapes/CD-Roms, motivating texts, and extra resources. They can include videos/DVDs, Web resources, a mini-dictionary, a mini-reference book and/or an extensive reader booklet (Harmer, 2007; Tomlinson, 2008).

5.3.   Using Authentic Teaching/Learning Materials

In recent years, authentic materials are increasingly being used in language teaching in terms of speaking process (Ameer, 2017). They are real texts used by native speakers, and have been designed for the speaker of the language (Harmer, 2001), they can include videos, television programmes, and any other sources of language or anything that might stimulate language use. Authenticity in language materials are meant to provide exposure to concrete/real use of English through spoken and written texts with the potential to engage the learners cognitively and affectively (Tomlinson, 2008). Hence, exposing learners to authentic materials is indispensable, because of the rich language input they provide besides enabling them to cope with genuine interaction, whether it is inside or outside the classroom (Chandra et al., n.d., p. 9).

Therefore, to develop English language learners' skills, teacher should use authentic materials because they are exciting and useful means that lessen the gap between classroom and the real world. In addition, these aids help in motivating learners to learn English by making them feel they are practising the genuine language which is typically used in the target community where the language is spoken. Ur (1984) reckons that utilizing authentic materials such videos, films, songs and newspapers will enhance learners' ability in the target language.

➢ Advantages of Using Authentic Materials

Kilickaya (2004, cited in Crawczyk, 2019, p. 24) confirms that:

> They [authentic materials] have positive effect on learner motivation, deliver authentic cultural information, provide exposure to real language, are related more closely to learners' needs and they support more creative approach to

teaching and learning. We can claim that learners are being exposed to real language and they feel they are learning the 'real' language. These are what make us excited and willing to use authentic materials in our classrooms.

To explain the above quotation, we can say that using authentic materials in EFL/ESL classrooms, according to Chandra (n.d.) and Lansford (2014), help:

- Prepare learners for real life communication;
- Guide learners toward the language they need for their particular context;
- Affect learners' motivation positively and make learning enjoyable/memorable;
- Encourage teachers to adopt effective teaching-learning methods;
- Present authentic information about the target culture;
- Decrease students' degree of anxiety to face the new environment in the target language.

Yet, some expert researchers claim that at lower levels authentic materials are not adequate for use in mixed-ability classes where weak learners may feel frustrated, confused and de-motivated (Guariento & Morley, 2001). Also, it is challenging for teachers to select authentic materials for all learners. Moreover, preparation of the tasks and activities is often demanding and time consuming for teachers to meet pedagogic purposes.

5.4. Expanding/Encouraging the Use of ICTs

"With the help of technology, teachers will be leaders in the transformation of education around the world"- **Craig R .Barrett**

The acronym refers to Information and Communication Technologies which are influencing every aspect of human life at present. Information Technology (IT) encompasses all of the technology that we use to collect, process, protect and store information, whereas ICT as a concept involves transfer and use of all kinds of information (Celebic & Rendulic, 2011). ICTs have incredibly contributed to change our everyday life such as letter to e-mail, market shopping to online shopping,

classroom learning to e-learning, etc. Then, ICT in education refers to the use of technological devices such as computers, communications facilities and features that variously support teaching learning and a range of activities in education. Lawrence Tomei (2008) believes that:

> Information technology makes it possible for faculty and trainers to improve the manner in which they present materials in both a traditional, face-to-face classroom or via technology-enhanced online teaching. When used properly, technology increases the frequency and quality of instructor-student interaction and, consequently, learner outcomes. (pp. xx-xxi)

As far as education is concerned, the effective usage of ICT expands learning and knowledge on local, national and global levels. Many countries, including USA, UK, Netherlands, South Africa, Chile, India, Czech Republic, Korea and Australia have developed standards and policies to foster and implement ICT in their educational systems (Chen et al., 2015). Lawrence Tomei (2008) adds that colleges and universities nowadays become obliged and assumed responsibility to provide both their faculties and their learners with a knowledge and application of the latest instructional technologies for the enhancement of learning.

In the Algerian context, integrating ICTs in EFL/ESL classrooms becomes inevitable and more than a necessity as ICTs usage gives a chance to teachers as well as learners to increase the quality of education and pedagogical aspects, provide opportunities to learners to direct their learning and treat information, and meet the requirements set by the coeval knowledge society. When ICTs are available to teachers and learners, they can enhance learning and teaching experiences (Chen et al., 2015). Moreover, integrating ICTs will assist teachers replace traditional teaching methods with a technology-based teaching and learning tools and facilities.

However, expanding ICT's usage in all schools nationally needs a solid infrastructure, technical assistance, and a continuous training to teachers for

technological knowledge update. In most schools around the globe, technical difficulties sought to become a major problem and a source of frustration for learners and teachers and cause interruptions in teaching and learning process.

Concerning teachers, beyond basic skill training, educational authorities have to provide further professional development for them. Warwick and Kershner (2008) see that the significance and advantages of ICT should be known by teachers in order to conduct a meaningful lesson with the use of ICTs, especially today's generation are amazingly qualified in utilising technology. Indeed, training courses should be conducted by experts to help teachers learn how to use and flexibly integrate ICT within the teaching-learning process. Besides, peer-tutoring/coaching systems are gaining much importance in which schools enable skilful teachers/students in ICT to assist and guide other teachers who have less experience.

So, it is not the mission of the Government alone, but a common shared responsibility (teachers, parents, experts, technicians, and volunteers) to cooperate in order to bring about an advanced country in using technology not only in education but in every field of life.

6. Increase Timing for Teaching English

Learning a language takes significant effort over a sustained period. Everyone connected with language learning, learners, teachers, school managers and departments of education, is looking for ways to do this as efficiently as possible. English language as a subject is being taught / introduced to Secondary School learners in a whole school year as follow:

One school year/season	Total number of weeks	Time devoted to English subject	Total number of hours of instruction for all levels
8 months	28 weeks	-Four/4/ hours (per week) to literary streams -Three/3/ hours (per week) to scientific stream	-Literary streams= 116 hours per season -Scientific streams= 84 hours per season
Note: 12 hours per season are not counted. (These are hours of exams/tests and corrections).			

Table 32: Time allotted to SE3 English language learning

However the above numbers do not seem enough for Secondary School learners to achieve fruitful results in English since the total hours of instruction for both streams (Literary & Scientific) are below average. Cambridge University Press published an article in 2018, based on a thorough study performed by a group of researchers to answer this question: How long does it take to learn a foreign language? And the results are: Teenagers with reasonable or basic access to resources and good teaching, and with low levels of motivation.

	Guided learning hours to get to each level from the level below	Cumulative number of GLHs to get to level from beginner	Number of weeks to reach level from the level below, if following a programme of 3 hours in class plus 2 hours homework each week	Number of **additional** hours of learning a week needed to complete the level in 35 weeks
B2	220-270	750-950	44-54	1-3
B1	200-250	530-680	40-50	1-2
A2	180-230	330-430	36-46	0-2
A1	150-200	150-200	30-40	0-1

Table 33: Time required by teenager to learn a foreign language (CUP, 2018, p. 11)

The levels in the table above adopt the Common European Framework of Reference (CEFR) language proficiency scale, which appears as follow:

CEFR	ACTFL	ILR
A = Basic User **B** = Independent User **C** = Proficient User Leading to *6 levels*: **A1** (Breakthrough) **A2** (Waystage) **B1** (Threshold) **B2** (Vantage) **C1** (Effective Operational Proficiency) **C2** (Mastery)	**Novice Low** **Novice Mid** **Novice High** **Intermediate Low** **Intermediate Mid** **Intermediate High** **Advanced Low** **Advanced Mid** **Advanced High** **Superior** **Distinguished**	**Level 0** (no competence) **Level 0+** (memorized competence) **Level 1** (elementary competence) **Level 2** (limited working competence) **Level 3** (professional competence) **Level 4** (advanced professional competence) **Level 5** (superior professional competence)

Table 34: Summary of scales from three language proficiency benchmarks (CUP, 2018, p. 4)

Most of Secondary Education learners' level can be ranked between **A1** and **B1**. So, when comparing the number of hours spared to English language teaching-learning through the whole school season with that of international standards, the difference appears as shown below:

International Standards –CEFR- (Number of guided learning hours within 35 weeks)	National Standards (number of guided learning hours within 28 weeks instead of 35 weeks)
A1= 150-200	1st year= 84-116
A2=180-230	2nd year= 84-116
B1=200-250	3rd year=84-116

Table 35: FL International Standard Vs National Guided Learning Hours

The length of time it takes to learn a language will vary greatly depending on learners' skills, levels, attitudes/attractiveness towards the target language, and the amount of time they are able or willing to dedicate to it. Yet, taking the minimum average of hours in each level, CEFR necessitates from a beginner /**A1**/ to reach **B2** level **750** hours (**150+180+200+220**) besides **50%** of these estimates if the learners only speak one language and it is a language quite different from English (for example Chinese, Arabic, Japanese, Korean). Thus, the total will go beyond **1000** hours in three

years whereas the same period depending on the national standard and with the maximum timing (**116** hours) equals **348** hours.

Moreover, some researchers in Cambridge University state that the Federal Government of the United States provides approximations of the time it takes to reach "Professional Competence" (Level 3 on the ILR scale). These guidelines are split between different categories, according to the level of difficulty a native English speaker will encounter in learning them. Category Three includes:

"Languages which are quite difficult for native English speakers (88 weeks; 2200 class hours, plus about half that time preferably spent studying in-country) Arabic, Cantonese, Japanese, Korean, Mandarin, Taiwanese (Hokkien Min Nan), Wu" (CUP, 2018, p. 15)

In one word, there is no exact answer to the question: How long does it take to learn a language? But the importance of the time factor besides other factors is undeniable. Based on International standards, at least **1000 hours** of instructions when compared with **348 hours** for English learners in three School Years in Algeria are not frankly sufficient at all to reach an acceptable level in English. Thus, it is time for educational authorities to seriously dedicate much more time for the teaching of English language.

7. Organising English Language Summer Courses

A summer school is a form of Education provided by Universities and International Colleges during the summer vacation, with courses usually lasting one to eight weeks. These programs are particularly conducted to learners who wish to become fluent in English while getting fully immersed in the native-like/target culture and experiencing an exciting learning environment. Such type of courses should be encouraged by Educational Authorities, and parents need to motivate their children to attend these tournaments nationally and abroad if possible. According to US Congressional Serial Set, volume 8 (1915, p. 60): "A summer course should be added, most assuredly… and would be attended by undergraduates who in many instances have nothing to do at home during vacation, and who would be glad for a chance to learn something useful."

An academic summer program with EFL/ESL classes can help learners foster their skills and practice their speaking, writing, reading, and listening in non-official and comfortable surroundings. Moreover, researchers have agreed upon a number of summer courses benefits like:

- ✓ Help mastering English faster because of intensive lessons;
- ✓ Full immersion where English is the only language used by learners even when they do not know all the words;
- ✓ Get out of the classroom's daily routine where language is learnt through enjoyable materials and possibly in the presence of native speakers;
- ✓ Raise learners intrinsic/integrative motivation as learners engage in doing tasks/activities to please themselves;
- ✓ Bridge the summer learning gap in which learners stay update and in contact with language use;
- ✓ Useful for students with learning difficulties;
- ✓ Make new relationships and learn about others' culture;
- ✓ Empower group spirit through outdoor collaborative learning.

Eventually, a well-balanced and personalized academic curriculum during the summer holidays may well put students on the right path for success, rekindle interest in learning and increase learners' motivation and self-esteem, especially if it is tailored to the participant's individual needs. Therefore, the culture of enrolling or attending summer courses ought to be a habit for authorities, administrators, teachers, and parents. They need to encourage such programs to enhance English language teaching-learning.

8. Ensuring Fair, Reliable, and Valid Language Assessment

"What do I want that person to learn?" and "What evidence would I accept to verify that learning?" **Ralph W. Tyler (1949)**

Assessment is the process of using means and techniques to gather information about student learning. i.e., assessment is the way teachers attempt to see their students' learning (Garies & Grant, 2015). Language assessment or language testing means measuring and weighing learners' first or second language ability/proficiency. Surely, tests are one form of language assessment beside many others; they fall into two categories: summative and formative. EFL/ESL teachers, then, need to have a profound knowledge about the process of testing and assessment to give opportunity to their learners to appropriately progress as stated by Garies & Grant (2015): "Assessment is not only a measure of student learning, but a means to student learning."

According to the British Council (2020), a recent research conducted in UK schools shows that good assessment can increase learner performance. Crusan et al. (2016) claim that: The consequences of uninformed assessment can be losses for students in time, money, motivation and confidence (p. 43), which means there is a link between the quality of assessments made by teachers in the classroom and learners' achievement in standardised tests (Mertler, 2009). So, the main beneficiaries of teachers being knowledgeable about language testing and assessment are the learners. Teachers who are able to assess progress and give good feedback will help learners to progress and make good decisions about how to plan their future learning.

Most of EFL/ESL teachers in Algeria are still using traditional ways of assessments, namely formal ways of testing which include pen-paper testing. However, experts (Garies & Grant, 2015; Fulcher & Davidson, 2007) believe that classroom assessments become part of modern life where schoolchildren around the world are constantly assessed, whether to monitor their educational progress through tests, quizzes, essays, rubrics, observation, oral presentations, and other informal means of measuring like the use of learners' portfolios. Secondary School English teachers need to be trained how to weave together curriculum, instruction, and learning to make language assessment seems more natural and useful.

177
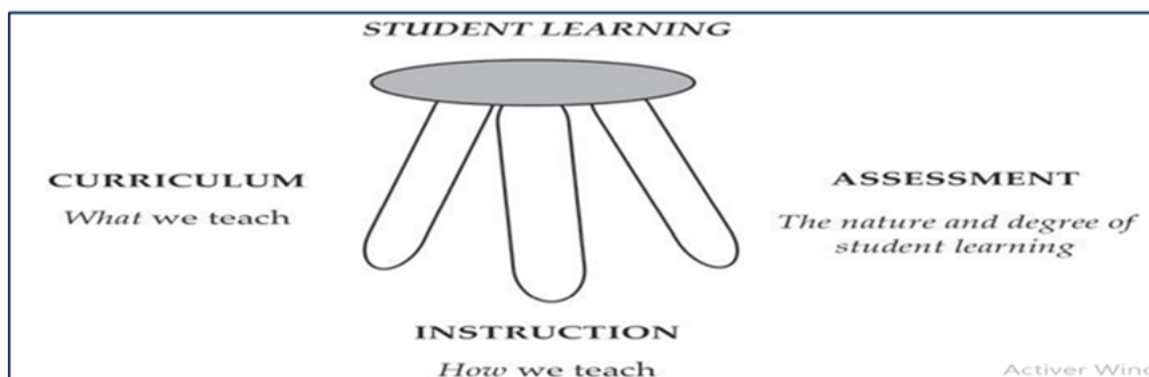
**Figure 34. A Model of Curriculum, Instruction, and Assessment
(Garies & Grant, 2015, p. 4)**

The main points that EFL/ESL teachers should concentrate on to achieve a natural, effective, and purposeful assessments are:

◆ Ensure that their assessments are fair, reliable, and valid;

◆ Construct assessments that meet the level of cognitive demand expected of their learners;

◆ Create select-response items and understand technology-enhanced items that are increasingly being used in assessments;

◆ Use constructed-response items and develop scoring criteria such as rubrics;

◆ Analyse student results on assessments and use feedback more effectively.

(Garies & Grant, 2015)

More importantly, English language teachers should never separate assessment from the curriculum and the teaching-learning process because it is commonly believed by applied linguists that all classroom assessment of student learning is ultimately intended to contribute to student learning. Moss (2003, cited in Fulcher & Davidson, 2007) reflects upon her own approach to classroom assessment, and says: "While from time to time I bring 'assessment' to the foreground as a discrete issue, I find it is artificial for me to separate out particular activities as 'assessment' when I design a learning environment and put it into motion." (p. 24)

Thus, the intelligent teacher certainly has answers to four main questions in the field of assessment, and which are: **why to assess, when to assess, what to assess,** and **how**

to assess. These questions need to be continuously asked by them when deciding to hold the three fundamental roles of assessment in the classroom:

1) **<u>Pre-assessment</u>** is the assessment of student learning prior to teaching;

2) **<u>Formative assessment</u>** is the assessment of student learning integrated into the act of teaching;

3) **<u>Summative assessment</u>** is the assessment of student learning at the end of some period of instruction.

To sum up, language assessment is undoubtedly an essential element in the teaching-learning process as it does not only measure learners' language proficiency, but it is also a direct means that influences learners' engagement and learning (McMillan, 2013). Therefore, EFL/ESL teachers should be sufficiently aware of this sensitive point in which fairness and subjectivity must be the corner stone. Further, formal assessment, on the one hand, is the most common method and it is necessary when factual data that qualifies a student for the best learning phase, for example, for passing or moving from Secondary School to College.

Informal assessments, on the other hand, should not be ignored by teachers for their numerous advantages. With informal evaluation, the instructor has a better picture of a learner's abilities, just as Fulcher & Davidson claim: "Teachers usually understand a great deal about the knowledge, abilities and skills of the learners in their classroom without the need to resort to formal tests." (2015, p. 25)

Conclusion

In the first section of this chapter, the researcher attempted to suggest a number of solutions to enable both EFL teachers and learners overcome the many obstacles that stand as roadblocks on their way, and prevent them from achieving satisfactory results in the area of English language learning. Chapter four focused on proposing core ideas including: a call for an immediate reform, raising awareness about the importance the English language, updating EFL/ESL teachers' knowledge and proficiency, teaching

English in early stages, designing effective teaching/learning materials, increasing time for teaching English, organising English language summer courses, and finally ensuring fairness, reliability, and validity in language assessments.

The second section will be devoted to general discussions on the results related to this study, implications, and recommendations for further research.

CHAPTER FOUR

Section Two

Discussions, Implications, and Recommendations

Section Two

Discussions, Implications, and Recommendations

Introduction

The purpose of this chapter is to draw upon some significant implications held in the present study, along with possible suggestions and recommendations for further research in the area of enhancing EFL teaching and learning. The researcher starts with significant implications regarding reforming education, the development of the curriculum and its actualization, raising the English language awareness among learners, the professional development of teachers as well as the educational research setting. Research recommendations are then provided for an attempt to achieve strategic policy construction, on the basis of our study findings besides insisting on further researches in this field. We naturally end our section with a conclusive and recapitulative statement.

1. Discussions/Implications of the Study

The present study dealt in focus with the challenges and problems that EFL teachers and learners encounter in the classroom, where we attempted to investigate/detect the nature of these hindrances. It also emphasised the necessity to overcome these obstacles trough suggesting practical solutions to better the situation. Informed by the research works on English language teaching/learning, our study holds some implications for educational authorities, administrators, teachers, and parents.

To begin with, the collected data in this study could be taken as a basis by EFL/ESL teachers in order to have clear ideas about the different challenges faced in ELT classrooms, and reflect upon the proposed solutions. Teachers and the civil society need to be aware of the importance of realising a suitable education reform to transform school structures with the aim of raising the quality of education in the country. The idea is greatly supported by Schleicher Andreas (2018) who values the

significant role of teachers and education staffs in making reform happen, when stating that:

> Implementing reforms is therefore often impossible without the co-operation of education staff. They can easily undermine reforms in the implementation phase, while blaming policy makers for having attempted misguided reforms in the first place. And teachers in many countries are well organised. But in fairness, many teachers have suffered from years of incoherent reforms that disrupt rather than improve education practice because they prioritise variable political interests over the needs of learners and educators.   (p. 206)

Teachers are generally viewed positively by the public, even when there is great dissatisfaction with education systems. Thus, their contribution in making a purposeful education reform has positive influence on teaching practices, curriculum update/development and on enriching instructional materials (textbooks/course-books) that assist teachers as well as learners towards constructing a flexible, interactive, and meaningful teaching-learning environment.

However, EFL/ESL teachers' contributions to support new reform accompanied with the multiple changes depends highly on the nature of their pre-service education and training. That is to say, Teachers' Training College (TTC) graduates are, generally, favoured over University graduates for their balanced training from different angles: linguistically, didactically, and psycho-pedagogically. After graduation, TTC English teachers come to the field of ELT with higher rates of readiness than English university graduates do, because the former were fully immersed in/or concerned with the teaching-learning process. Respectfully, University English language graduates need much time to cope with the teaching-learning environment due to their irrelevant training. This point is highlighted by Don Skinner (2005) when he declares that:

All teachers in training need to find out about how to succeed on teaching placements, plan lessons, manage classrooms, write educational assignments and apply insights from developmental psychology. All need to learn how to meet the nationally determined standards of professional knowledge, understanding and skill. (p. 1)

Most of the training procedures mentioned in the quotation above are met by TTC's English language students during their pre-service education, whereas such kind of training is almost absent at University. Therefore, TTC EFL teacher-graduates seem ready to enhance EFL teaching/learning and to participate in enriching ideas like: education reform, curriculum update/development, syllabus design, teaching-learning materials diversifying, and English language awareness raising.

It was also revealed, nonetheless, that a gap exists between the theoretical knowledge, teachers gain from the curriculum, and the practical knowledge, which is supposedly constructed from on-going or in-service training experiences with colleagues/Inspectors, and such a gap was attributed basically to contextual problems. Schunk, Meece, and Pintrich (2012) suggest that in-service training programmes contribute significantly to improve the education system, while Zimmerman, Boekarts, Pintrich, and Zeidner (2000), see that a trained teacher is more effective and thus able to plan better strategies to assist learners in various aspects.

Furthermore, Marsha & Naftaly (1999, cited in Che Mohd Zulkifli Che Omar 2014, p.2), one of the important component to improve the quality of education is through in-service training for teachers. Hence, the more in-service training sessions the teacher attends the better performance s/he gets. The fundamental purpose of in-service teacher training programmes, then, is to create an environment that enables the effective practice of teaching within a classroom, and provide the them with skill, knowledge, ability and confidence to facilitate, mediate, and guide learners to take care of their own learning (Sim, 2011 ; Essel et al., 2009) . Findings such as these

raise implications for novice as well as experienced EFL teachers. In addition, teachers need to be acquainted with the knowledge rudiments necessary for their teaching profession, and more significantly for English language teaching-learning enhancement.

Having the importance of training seminars in mind, the data collected in this study show that EFL Secondary School teachers are not really motivated to attend them because, according to their views, they became useless as these training sessions with Inspectors focus much more on theoretical aspects of ELT and give little or no attention to practice. Therefore, training programmes are meant to maintain the intimate relationship between theory and practice, and equip teachers with new ideas/insights to be applied in EFL/ESL classrooms. Harmer (2007) strengthens:

> Teachers, like anyone else, need chances to discuss what they are doing and what happens to them in class so that they can examine their beliefs and feelings. However much we have reflected on our own experiences and practice, most of us find discussing our situation with others helps us to sort things out in our own mind. (p. 418)

Conferences, meetings, and workshops enable teachers to get knowledge about the latest developments in the field of ELT, take part investigative workshops and hold debates about current issues in theory and practice.

1.1. Necessity to Emphasise Learner-centeredness

Among the essential points tackled in this study on how to enhance EFL teaching and most importantly learning in the Algerian Secondary School, is viewing learners as active agents where they are placed at the centre and motivated to take charge of their own learning. Teaching-centeredness as an old or traditional belief should be left behind, in other words, a good teacher nowadays is the one who creates opportunities for her/his learners to teach each other, answer their peer's questions, and present the results of their works. Clay P. Bedford (1903-1991) once quoted: You can teach a

learner a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives (n.d.).

To reach English language independence, teachers are requested to smartly lessen their roles and let their learners take the initiative to interact freely in a fully purposeful communicative environment in which they are guided by their teachers towards achieving the designed goals. On this point, Weimer (2013) believes that:

> Teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.   (p. 1)

To reinforce this point, besides our study findings, a research done by Djalal Mansour (2021), University of **Constantine**, reveals that EFL teachers (based on his questionnaire with 17 teachers) still prefer teacher-centred classrooms because they think that the level of their learners is below-average which imposes the dominance of the teacher. His gathered results are adapted from his article as follow:

02) Are your students

Answers	Teachers	Percentages
Able to complete a task once they know what their roles are	03	17.64%
Unable to complete a simple task without the constant intervention of the teacher	11	64.70%
It all depends on the nature and easiness of the task	03	17.64%

Table 02: Teachers' Estimates of their Students' competence

04) How would you rate your learners' overall command of English?

Answers	Teachers	Percentages
Acceptable	00	00%
Average	00	00%
Below-average	09	52.94%
Poor	08	47.05%

Table 04: Teachers' assessment of their Students' Linguistic Competence

05) In your perspective, are teacher-centered approaches to learning

Answers	Teachers	Percentages
Better than learner centered ones	10	58.82%
Worse than learner centered ones	04	23.52%
You have never considered this	03	17.64%

Table 05: Teachers' Preferences vis-à-vis Teaching Approaches

Figure 35: Adapted from Djalal Mansour (2021), Internet Journal for Cultural Studies

Having learners with below-average/poor command of English language never means that the teachers had/have no choice except the full domination of the classroom. Such behaviours indicates that most EFL teachers ignore the true application of CBLT in the class, and this again confirmed in our findings and in Djalal's research (question 10) as adapted below:

10) Have you received enough instruction during your BA and or MA programme regarding the CBA specificities and ways of its application?

Answers	Teachers	Percentages
Yes	01	05.88%
No	16	94.11%

Table 10: Teacher-offered University Instruction concerning CBA

Figure 36: Adapted from Djalal Mansour (2021), Internet Journal for Cultural Studies

Therefore, our study holds a significant implication for research on learner-centeredness, and it is about EFL teachers' roles lessening in the classroom to be just guides, monitors, mediators, learning facilitators, and interaction/communication creators. This implication is compatible with the body of related literature, in which recent teaching methods and approaches, particularly CBLT, necessitates learner-centred teaching that encourages collaboration and motivates students to reflect on what they are learning and how they are learning it by sharing power or giving them some control over the learning processes (Weimer, 2013). However, this goal is not easy to achieve the fact that some teachers find it hard to minimise their roles in ELT classrooms, but easy to go back to their more comfortable, teacher-centred practices. This is depicted in the words of Weimer (2013) who states that:

> Research has consistently demonstrated that learner-centred teaching practices are more effective than traditional teacher-centred approaches, but unfortunately, the benefits may not be immediate or automatic. Indeed, many

teachers find it easier to revert back to their more comfortable, teacher-centred pedagog.   (p. 4)

The difficulty to make teachers favour learner-centred teaching and maintain autonomous learning is commonplace. Nevertheless, the possibility to effect a change in their traditional models of teaching remains standing. In our study, teachers' resistance to change refers to different excuses such as long syllabus and complex content, short time to cover the whole programme, and learners' inability to take charge of their own learning. Although these excuses do exist, EFL teachers have to take the initiative to adapt the syllabus, manage time, and train their learners to have some control over learning processes.

Again, a good will to enhance EFL teaching/learning is required along with a strategy to provide suitable contexts that bridge the gap between teachers and learners; this is on the one hand. On the other hand, the role of Educational Authorities, syllabus designers, administrators, and Inspectors need to be realized in practice to assist English language teachers, and sometimes force them to abandon traditional teaching practices through providing alternatives. Accordingly, EFL subject matters and curricular areas need to be framed and filtered by expert teachers to devise ways and methodologies that serve as models for other fellow and novice teachers.

1.2.   Importance of English language Learning

The findings of the present study reveal such a need to raise awareness of the importance of learning English, which became a global language, not only for Secondary School learners, but for all community members. According to the US Department of Justice (2000) a public awareness and education project is a way to bring a certain issue to the attention of a group of people. Thus, such process is a great way to highlight the need for teaching/learning English in our community so as to spread the use of this language nationally, and help/motivate English language learners

to miss no means or opportunity to achieve fluency under the guidance of the educational staff.

The data gathered along this research show that though most of SE3 learners recognise the importance of English as an international language, the majority of them are not really motivated to engage in doing activities, tasks, or participating in the classroom. So, another need appears to enhance EFL learning is through looking for practical and efficient methods to raise learners' motivation. The latter is done by understanding thoroughly the kind of learners we have to select the appropriate type of motivation that suits their visions. Put differently, EFL learners can be motivated either intrinsically or extrinsically by their parents, teachers, school authorities, etc. An accepted distinction between the two terms is made by Jeremy Harmer when he mentions that:

- **Extrinsic motivation** is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel;

- **Intrinsic motivation** comes from within the individual. A person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

(2007, p. 98)

It is brought to evidence by most researchers and methodologists that intrinsic motivation brings better results than its extrinsic counterpart (Harmer, 2007). Yet, both intrinsic and extrinsic, are key factors in the success of students at all stages of their education. So, it is the role of both parents and teachers to reinforce this side. On the one hand, parents can mix the two types to motivate their sons/daughters primarily by encouraging open and sincere communication where they feel comfortable to express their interests, and use their preferred learning styles to enjoy what they are doing. They (parents) can create a reward system in which learners will have something to look forward once study time is complete. The rewards can be as simple as allowing

sports practising once homework is done to limit stress, promising financial rewards after each study session, or permitting trips at the end of each semester.

On the other hand, teachers' mission is greater. They should adapt, modify, or even change the learning activities and make them enjoyable and purposeful for learners in a threat-free environment. One way to encourage students and teach them responsibility is to get them involved in the classroom by giving each learner a task to fulfil besides praising them for their efforts and hard work even when mistakes/errors occur. Further, everyone likes getting rewards and EFL learners are not an exception, so offering them the chance to earn prizes is an excellent source of motivation. Teachers also need to encourage balanced and fair group work for social interaction and cooperation can get learners excited about things in the classroom where they motivate one another to reach a designed goal. Anderson and Garrison (1998) contend that effective learning requires quality interactions between teachers and learners; interacting only with learning materials is not enough. Quality interactions between teachers and learners and among the learners themselves are the key factors for successful learning.

Interestingly, EFL teachers can help/train their learners find their own personal reasons for doing classwork and working hard (intrinsic motivation), whether because they get useful materials, wish to pass and join University, or just enjoy learning the language and the target culture. Doing so by teachers is considered one of the most lasting gifts they can ever give to learners to raise motivation and guarantee a continuous enhancement in EFL learning. Indeed, teacher should offer support no matter the final result is, and ensure that their learners are not anxious because of classwork to the degree that they just give up. To avoid such situations, teachers need to provide effective learning feedback to help students keep working hard, learn from their mistakes, and make improvements in the future.

1.3. Implications for Teaching English in Early Stages

It is implied in the present study that there is a foundation of belief, concerning the enhancement of EFL teaching/learning, which meets the evidence conveyed through the research literature about the opportunity to start teaching English at younger ages.

Educational specialists are increasingly suggesting that it is best to start teaching children a foreign language between the ages of 3 and 5, that is as early as in pre-school (Cameron, 2001; Harmer, 2007). Thus, the teaching of English as a second/foreign language to young learners (TEYL) has grown in the last two decades to become a global phenomenon in which governments worldwide are prioritizing TEYL and is possibly currently one of the world's largest educational policy developments (Johnstone, 2009, cited in Rich, 2014).

Researchers always value findings on language teaching/learning enhancement as these serve novice as well as experienced teachers to have a handle on the knowledge base which is made possible through materials and activities on professional development. Hence, throughout this research a need for dedicating extra time to teaching English in High Schools imposes itself as learners are not really having sufficient time to learn/practice English. Our study, therefore, is in agreement with the research findings about enhancing EFL teaching/learning, in relation to sparing much time for English instruction. It was suggested by many researchers that the time factor plays an essential role in learning any language. As a result, suggesting TEYL seems a good solution as, according to Sarah Rich (2014):

> Lowering the age at which English is introduced into school systems has important implications for English language educators at secondary level and beyond. Not least this is because increasingly older learners will be those who have already encountered formal second and foreign language learning as children and will carry the impact of this, whether positive or negative, into their further studies.　(p. 1)

Children, by nature, are honest competitors and curious learners. Therefore, when learning English in the early stages of language acquisition, they begin to acquire the language unconsciously motivated by necessities such as attracting the attention of the teacher, exchanging information, or participating and competing in a game. These practices help children to understand, feel comfortable, and get immersed to an English speaking environment. However, Primary School English teachers, based on Myles belief (2011), should be more concerned about children's rate (speed) of learning due to the implied pedagogical issues. Teachers need to carefully notice what makes their learners understand and learn/acquire the language faster and their aptitudes at certain stages of their development. Doing so, they will be able to adapt the route (nature of stages) of learning and select the most appropriate methodologies depending on the situation and circumstances.

Policy makers and Educational Authorities in the country are invited to include English as a subject in the general curriculum of Primary Schools. Of course, besides designing a careful syllabus that suits children's cognitive abilities, authorities should provide these schools with skilful English language teachers who have met a special training and orientation to deal with this sensitive category of language learners. Harmer (2001, cited in Prayatni, 2019, p. 108) clearly states that young learners learn differently from adult learners because they easily get bored, lose interest after a short period of time. It is recommended, then, that teachers keep children active and motivated by using enjoyable tasks such as storytelling, cartoons, and games.

Syllabus designers, in particular, should build a progressive English learning process along the different educational stages ensuring that connection and coordination exit among them. This progression has to consider that every stage is preparing learners for the next coming one, and that the repetition of the same content learned previously is avoided.

This research gives much importance to TEYL as one of the main suggestions to improve EFL teaching/learning quality in the Algerian Secondary Schools. Special

care should be given to pre-primary (critical period) and primary schooling as they are two crucial stages for language acquisition. Through introducing English at this period, pupils will be offered a solid foundation that enables them later to learn this language comfortably in higher stages.

1.4. The Need to Use ICTs in ELT Classrooms

Generally speaking, it is quite difficult to teach a language if there is not good enough or suitable teaching materials and skilful teachers. Fortunately, e-learning courses make it easy for students learning both languages and cultures via Information and Communication Technologies (Chang, 2009, p. xvii).Throughout this study, it has been revealed that there is a great need to modernise the teaching materials and devise a flexible procedures to integrate ICT usage in EFL teaching and learning in regard to time and space. This new tendency would help bridge the gap between educational theory and classroom practice where learners find a fertile environment to think independently and communicate creatively. Littlewood (1981, cited in Chang, 2009, p. 25) stresses the need to give learners extensive opportunities to use the target language for real communicative purposes and believes that the ability to communicate effectively is more important than perfect mastery. So, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. Henderson (2020) confirms that:

> Nowadays Information and Communication Technology (ICT), in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. Technology in another side can be the most effective way to increase the students' knowledge. Also it helps them to think independently and communicate creatively.   (p. 51)

Information and communication technology in schools can be used as a school communication tool to improve students' learning and better teaching techniques. Therefore, EFL teachers on their side are required to look at ICT as strong supporting material that helps them effectively reach their educational goals in the class considering teaching-learning and assessments. They need to miss no opportunity to attend/enrol in ICT's training courses to boost their skills for the benefit of their careers as well as their learners, especially with a new generation that proficiently master the use of different smart technologies including: computers, tablets, smart phones, data show, etc.

Again, the appropriate use of ICTs in ELT classrooms can have concrete benefits like the ones mentioned by Henderson (2020, pp. 52-53):

- ➤ **Improve Engagement**

  When integrating ICT into lessons, learners are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways.

- ➤ **Develop Knowledge Retention**

  Technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

- ➤ **Encourage Individual Learning**

  Technology supplies great opportunities for making learning more effective for everyone with different needs as none learns in same way. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to.

➢ **Support Collaboration**

Learners can collaborate by getting involved in different in-class/online activities. For instance, they may work on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments in the same schools or with different schools.

➢ **Students can Learn Useful Life Skills Through Technology**

Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. These skills essential for the 21st century can be developed through the flexible use of ICTs.

➢ **Benefit Teachers**

Teachers can use different applications or trusted online resources to enhance their teaching practices and to keep learners more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used for working with slow learners.

In this study, we tended to show that the vast majority of EFL teachers are still reluctant to integrate technology in ELT classrooms either because they lack skills in using ICT or they believe it is not really helpful and time consuming. Such a point was made evident through classroom observation sessions with SE3 learners in the three selected Secondary Schools. Thus, the implication of this procedure is the necessity to integrate ICT usage in the curriculum besides training teachers to use technology in classrooms because of its significant role in education that becomes unavoidable.

Moreover, the rapid changes in technology are indicating that the role of ICT in the future will grow tremendously in the education systems worldwide. By observing current activities and practices in EFL classrooms, we can say that the development of ICTs within education can have strong effect on what is learned, how it is learned, when and where learning takes place, who is learning and who is teaching. In addition

to classroom teaching, teachers will act as virtual guides for learners who use electronic media. Ultimately, the use of ICT will enhance the teaching-learning experiences and helps learners achieve independence and autonomy.

2.   Limitations and Recommendations for Further Studies

With reference to educational research, some implications and recommendations are discernible in this respect.

A call is made to enhance quantitative-qualitative investigations that are framed by constructivist, interpretive models within the educational research communities in Algeria. Emphatically, the recognition of the various realities of researchers and participants requires facilities to make them build their own knowledge and deal with their practice in a reflective way. Dependently, the use of research methods such as interviewing, classroom observation backed up with stimulated recall, as well as the open-ended items of the questionnaires, all help in the understanding of the relevance and adequacy of the mixed method research to explore such issues, and also help in understanding the complexity of the teaching-learning process in an Algerian Secondary school setting, particularly ELT classrooms.

As concerns the need for research on enhancing EFL teaching-learning in Secondary Education, the implication is that the enhancement factor was viewed, in our study, in a general sense to include core ideas, away from small details, as solutions in order to overcome the detected challenges faced by teachers and learners. Besides, the suggested steps to better English language teaching/learning are proposed in accordance to the current research findings based on teachers as well as learners answers of the questionnaires plus what was observed by the researcher when attending observational sessions with SE3 EFL classrooms.

The obtained results in this study gave insights into the teaching-learning practices inside EFL classrooms and unveil the cover on the challenges/obstacles that Secondary School teachers and learners face day-to-day under CBLT. Yet, the results obtained in one place or region related to our case study may be the same or partly/wholly

196

different from another. Therefore, a recommendation is made to undertake similar studies to come to standardised suggestions that lead to a general impression about the appropriate procedures that should be applied to enhance English teaching/learning in Secondary Education. Moreover, the research's findings in this thesis cannot be generalised because the sample population was small (9 EFL teachers and 325 SE3 learners) and honesty through surveying questionnaires is debatable, as such cannot be considered representative of English language teaching/learning community in the Algerian Secondary Schools.

Again, the researcher pretends not that the detected constraints are the only ones that exist in this field or the suggested solutions are ideal. They remain insufficient and incipient since the researcher has only skimmed superficially through the issue under investigation. Certainly, ELT classrooms suffer from other obstacles and hurdles that hinder the teaching-learning process and thus additional solutions and supplementary actions can be suggested to better the situation. It is worth reminding that the observational sessions in our study took place fortunately before the appearance of Covid-19, whereas interviews with school administrators and some Inspectors were cancelled because of the terrible spread of this pandemic. So, it is recommended to launch researches in this domain where this category is targeted since their opinions will bring about useful remedies.

Another recommendation regarding both SE3 Teacher's Book and Learner's Book, the researcher followed a descriptive analysis where he picked out some mistakes, errors, and weaknesses based on his experience as a previous Secondary Education English teacher and on teachers participants' responses, besides providing the exact pages that are related to different units in both books to help in reconsidering and correcting their contents. For future research, a team work is recommended to make thorough analyses to both books targeting the general contents, linguistic competencies, receptive as well as productive skills, and pedagogical objectives to come back with the necessary adjustments. Further, SE3 syllabus contains long units

that teachers are required to cover by the end of the school year, which is in practical terms, very difficult and paves the ways towards teacher-centeredness. Recommendations are made to syllabus designers to reconsider SE3 Course-Book content in collaboration with experienced teachers to construct a balanced programme that contains meaningful activities which prepare students for real life situations, and to create enough space for learners to take charge of their own learning.

Foreign language teaching is by nature a complex process and EFL teachers were shown, throughout this study, to have faced a variety of challenges and problems when trying to transmit knowledge in classroom practice. These problems and challenges were viewed, nonetheless, as signs of change and awareness of the teaching-learning process. Therefore, the teachers' views and actions to solve problematic issues reflect a cognitive and conscious response to the challenges encountered in the profession. Additionally, EFL teachers' reluctance to attend training courses is another important point of change because most of them believe that these seminars turned useless in almost a total absence of workshops and practical teaching models in most sessions. The Educational Authorities, then, represented by Inspectors are highly recommended to create equilibrium between theory and practice in language teaching. Especially, when planning seminars, conferences and workshops to regain teachers' confidence, besides programming training courses on how to integrate ICTs in ELT classrooms. Technology has to be used profitably and efficiently in EFL classes in order to create a motivating atmosphere. The latter helps to enhance the teaching-learning process and leads to better achievements.

Finally, one practical solution is related to revising the weaknesses in the educational system in Algeria. There must be coordinated efforts between the Ministry of National Education, Directorate of Education in every Province, Secodary School Authorities, and civil associations such as parent-teacher association to find out practical solutions for the different problems at roots. Experts worldwide agree upon the good qualities of Competency-Based Approach (CBLT in our research) as well as

its ideal conditions and objectives. Thus, our Educational policy needs to be reconsidered because what happens in the EFL classrooms does not seem in harmony with CBA's principles.

Conclusion

The second section in this last chapter has been devoted to general discussions on the obtained results throughout the research. Also it suggested implications and made recommendations for further studies. And finally we mentioned the limitations of our study as an unavoidable part of any type of research.

General Conclusion

From a minority language on a small island which was threatened to vanish to gaining an international position as a means of communication that almost everyone needs to survive: this is the status of English that is currently leading the world as a powerful language of science, politics, economy, art, technology, and education. Such reality has been recognised by many countries around the globe where they have started making English their first, second, or just a foreign language that must be taught in schools at early stages so as to train competent learners who will be able to act/react and adapt with the world. Similarly, different theories, methods and approaches have been and are still being designed by linguists, psycho-pedagogues, and education experts in search for appropriate styles and strategies to help both teachers and learners achieve good levels as well as fluency in foreign language(s) learning, as far as English is concerned.

The Grammar Translation Method (GTM), the Direct Method (DM), the Audio-lingual Method (ALM), the Communicative Approach (CA), the Objective-based Approach (OBA), and the Competency-based Approach (CBA) are some examples of methods and approaches to (foreign) language teaching/learning designed for the sake of enhancing the performance in this highly complicated process. Regardless their limitations or drawbacks, and after approximately seventy years since their invention these language learning methods/approaches are still being used universally in private/public Schools, Institutions, Colleges, and Universities. As a part of this world, Algeria has implemented many of the above mentioned theories, especially during the last two decades, which have been characterised by the adoption of the Competency-based Approach to a step to excel the quality of education besides stressing the importance of English language teaching and learning. The main objective is preparing well-educated, conscious, and highly competent learners in multiple domains and constructing responsible citizens who can flexibly reflect upon the know-how to appropriately serve their society.

Having the internationality/universality of the English language in mind, Education Authorities in the country made efforts to better its usage among learners starting from Fundamental School. Since 2003, many textbooks have been published, several teaching materials have been introduced, conferences and meetings organised, and agreements with the British and US Embassies launched in an attempt to arrive at useful methodologies to enhance English language teaching and learning. Yet, all these procedures proved to be insufficient in which both teachers and learners, chiefly in High Schools are still facing a lot of hindrances and hurdles that stand against attaining fluency in English under the Competency-based Language Teaching (CBLT) principles. Daily complaints are raised by the vast majority of EFL teachers claiming issues such as textbooks in compliance with CBA, timing dedicated to the English subject, pre/in-service teachers' training, crowded classrooms, and many other problems which do not seem simple or easy to solve.

Learners, on the other hand, though they are aware of the importance of the English language on the international level and showed positive attitudes towards learning the target culture, most of them remain demotivated in the classroom and accept to be treated as containers to be filled with information from the teachers' part. Unfortunately, the collected data in our study gives the impression that the situation is more complex because neither the teachers nor the learners are ready to adapt to their roles. Classroom observation showed that EFL teachers cannot really play the role of mediators and language facilitators where they still prefer traditional models of teaching through dominating their classes behind excuses like lengthy programme, low learners' level, and time constraints. In contrast, learners seem to be comfortable with the passive roles assigned/imposed by their teachers, and only the minority struggle to survive through creating some teacher-learner and learner-learner interactions in order to have more freedom for English language practice.

Therefore, looking for an effective pedagogy and ways to enhance EFL teaching and learning in the Algerian Secondary School is a gigantic task, and needs a team

work that includes experts and experienced teachers to be realised. Many areas require a thorough study including the social and linguistic context, the goals and proficiency of the learners, the foreign language requirements of the country, and the proficiency and experience of the teachers. In this modest research, we attempted to suggest some practical solutions to contribute or help EFL/ESL teachers overcome the different challenges/obstacles faced daily in their ELT classrooms. But, it is still not enough because of the great diversity of the teaching contexts of English as Second/Foreign Language.

As a reality, English language teachers are the ones able to provide explicit and thorough views about how to better English teaching/learning practices, and demonstrate how teaching can be modelled by taking the initiative to update their knowledge, attend workshops/trainings, and integrate technology for the sake of making the process of language learning more enjoyable. Further, experienced teachers know more than anyone else the nature of the daily challenges and problems that stand as roadblocks against the true implementation of the Competency-based Approach, particularly CBLT to achieve fluency in English language with SE3 learners. Thus, Educational Authorities should not ignore the major role that experienced teachers can play to help curriculum/syllabus designers make the necessary updates and adjustments for more flexibility in the programme.

Back to the findings of our study, they highlight the nature of some common obstacles and constraints that EFL teachers/learners meet in the classroom. Again, our work demonstrated the basic areas of the teaching-learning process with a typical emphasis on the teaching materials, ICT integration in the class, and learners' motivation. Moreover, the results in this study represent a local Algerian EFL context under the CBA (or CBLT) principles and these findings are made accessible to the educational community to gain an understanding of the multiple issues, which concerned the basic areas of theoretical as well as practical knowledge necessary for the EFL teachers, the sources shaping this knowledge, the possible ways to enhance

both teacher's and learner's performance in ELT classrooms adapting to the different teaching/learning contexts.

The current study findings confirmed the hypotheses raised by the researcher in the general introduction and showed that obstacles and critical problems seriously exist within English language teaching classrooms. Thus, this modest work aimed at providing purposeful/practical solutions to make a radical change in ELT through first and foremost reforming the education system, updating the different teaching materials, raising awareness of the importance of English language internationally, train teachers to focus on learners' motivation and learner-centeredness, and most importantly integrating ICTs in classrooms for more flexibility and knowledge transferability.

Ultimately, we would like to conclude with some reflections about the general research experience.

It should be admitted that we opted for this area of research for its worthiness as well as our curiosity to gain an understanding about the different challenges/problems that are met in the teaching profession. Furthermore, we were really motivated to explore the nature of the different obstacles and hindrances which face both teachers and learners through having a deep access to ELT classrooms in the three Secondary Schools, in the Wilaya of Chlef. We were also interested in issues related to the nature of teaching, under CBLT, along with the relevant scientific and interpretive methodologies that underlie educational research.

We would be satisfied if we could claim that EFL teaching and learning, under the CBLT, provided us with an insight into the teaching tradition, requirements and improvements needed in the Algerian context. We should also add that this study gave us a chance to develop our qualitative research skills and gain knowledge about analytical and interpretive procedures. Like any other researcher, we felt a sense of improvement and development in skills and general knowledge. Concerning the development of our skills, it was at the level of setting priorities, handling time and

task, acquiring tolerance, involvement into productive and intellectual debates, with experienced teachers, and learning how to solve problems in contextual situations. Data gathering tools were also profitable and helped us externalise thoughts and explore visions.

What was felt, at the end of the work, was that the research journey is not over and remains open to further exploration. Such a work represents a starting experience into the wealthy realm of the daily challenges in ELT classrooms, and how to enhance both teachers as well as learners' performance. Naturally, we cannot admit that our work is flawless and, like any other research attempt, it is meant to contribute to the general research agenda with the best we could. At the level of clarity, our work was gradually developing its form, in spite of the many constraints and challenges encountered in the course of its fulfilment, and bit by bit we became knowledgeable about its orientation till we reached the final version.

Bibliography

1. <u>Books</u>

- Anderson, T. D., & Garrison, D. R. (1998). *Learning in a Networked World: New Roles and Responsibilities*. In C. Gibson (Ed.), *Distance Learners in Higher Education (pp. 97-112)*. Madison, WI: Atwood Publishers.

- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism (4th ed)*. USA: Archetype-IT Ltd.

- Burke, J. (1989). *Competency-Based Education and Training*. UK: The Falmer Press.

- Cameron, L. (2001). *Teaching Languages to Young Learners*. UK: Cambridge University Press.

- Carrasquillo, A. (1994). *Teaching English as a Second Language: A Resource Guide*. New York & London: Garland Publishing, Inc.

- Carroll, J. B. (1975). *The teaching of French as a foreign language in eight countries*. New York, NY: John Wiley.

- Celebic, G., & Rendulic, D. I. (2011). *Basic Concepts of Information and Communication Technology: Handbook*. Open Society for Idea Exchange (ODRAZI), Zagreb, Croatia.

- Chang, M. (2009). *Learning Culture and Language through ICTs: Methods for Enhanced Instruction*. New York, Hershey: ISR.

- Crystal, D. (2003a). *English as a global language, 2nd ed.* Cambridge, UK: Cambridge University Press.

- Curtain, H., & Dahlberg, C. A. (2010). *Languages and Children: Making the Match: New languages for young learners, 4th ed*. New York, NY: Pearson.

- Donmall, B.G. (Ed.). (1985). *Language Awareness: NCLE Reports and Papers, 6.* London: Centre for Information on Language Teaching and Research.

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

- Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment An advanced resource book.* New York, NY: Routledge.

- Garies, C. R., & Grant, W. L. (2015). *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning* (2nd Ed.). New York, NY: Routledge.

- Hameline, D. (1979). *Les objectifs pédagogiques en formation initiale et formation continue*. Paris: ESF.

- Harmer, J. (2007). *The Practice of English Language Teaching (4th Ed)*. UK: Pearson Education Limited.

- Howatt, A. P. (1984). *A History of English Language Teaching.* Oxford: OUP.

- Jenkins, J., Baker, W., & Dewey, M. (Eds.). (2018). *The Routledge Handbook of English as a Lingua Franca.* New York, NY: Routledge.

- Jennifer, L. H., Leslie, W. G., James, H. S (2013). *The Supportive Learning Environment: effective teaching practices*. New York, NY: Routledge.

- Jones, B., Valdez, G., Nowakowski, J., & Rasmussen, C. (1994). *Designing Learning and Technology for Educational Reform*. Oak Brook, IL: North Central Regional Educational Laboratory.

- Kanematsu, H., Barry, D. M. (2016). *STEM and ICT Education in Intelligent Environments*. Switzerland: Springer.

- Kay, C. (1995). *Scott Foresman English series*. Baltimore, Maryland: Scott Foresman.

- Keijzer, N., Klingebiel, S., Örnemark, C. & Scholtes, F.(2018:08). *Seeking Balanced Ownership in Changing development Cooperation Relationships.* Sweden: Expert Group for Aid Studies:

- Krawczyk, E. B. (2019). *Resisting English Hegemony: A study of Five English as a Foreign Language (EFL) High School Teachers*. Koninklijke Brill NV, Leiden, The Netherlands.

- Lamie, J. M. (2005). *Evaluating Change in English Language Teaching.* UK: Palgrave Macmillan.

- Lawrence, T. (2008). *Adapting and Communication Technologies for Effective Education.* Robert Morris University, USA.

- Lewis, M. (1993). *The Lexical Approach.* London: Language Teaching Publications.

- Lindsay, C., & Knight, P. (2006). *Learning and Teaching Englis*h. Oxford: OUP.

- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction.* Cambridge: CUP.

- Malamatidou, S. (2018). *Corpus Triangulation Combining Data and Methods in Corpus-Based Translation Studies*. New York, NY: Routledge

- Mauranen, A. & Ranta, E. (2009). *English as a Lingua Franca: Studies and Findings.* Cambridge Scholars.

- McConnon, S., & McConnon, M. (2008). *Conflict Management in the Workplace: How to Manage Disagreements and Develop Trust and Understanding.* UK: How To Books Ltd.

- McMillan, J. H. (Ed.). (2013). *SAGE Handbook of Research on Classroom Assessment*. Los Angeles, CA: SAGE.

- Moser, S. C., & Dilling, L. (2007). *Creating a Climate for Change: Communicating Climate Change and Facilitating Social Change*. New York, NY: Cambridge University Press.

- Mrowicki, L. (1986). *Project Work English Competency-Based Curriculum.* Portland, Oreg.: Northwest Educational Cooperative.

- Nikolov, M., & Curtain, H. (Eds.). (2000). *An Early Start: Young Learners and Modern Languages in Europe and Beyond*. Strasbourg Cedex, FR: Council of Europe.

- Nunan, D. (1989). *Designing Task for the Communicative Classroom*. Cambridge: CUP.

- O'Connor, K. (2002). *How to Grade for Learning: Linking Grades to Standards (2nd Ed.)*. Thousand Oaks, CA: Corwin Press.

- O'Leary, M. (2014). *Classroom Observation: A guide to the Effective Observation of Teaching and Learning*. New York, NY: Routledge.

- Oxford Advanced Learner's Dictionary of Current English (2015). Oxford University Press.

- Palestini, R. H. (2000). *Ten Steps to Educational Reform: Making Change Happen.* London: Scarecrow Press, Inc.

- _____. (2005). *Educational Administration: leading with mind and heart. (2nd Ed.)*. USA: Rowman & Littlefield Publishers, Inc.

- Pinter, A. (2006). *Teaching Young Language Learners.* Oxford, UK: Oxford University Press.

- Pritchard, R. D. &   Ashwood, E. (2008). *Managing Motivation: A Manager's Guide to Diagnosing and Improving Motivation*. New York, NY: Routledge.

- Rich, S. (2014). *International Perspectives on Teaching English to Young Learners.* University of Exeter, UK.

- Richards, J. C. & T. S. C. Farrell. (2005). *Professional development for language teachers*: Strategies Cambridge: Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (2nd Ed)*. Cambridge: CUP.

- _____.(2014). *Approaches and Methods in Language Teaching* (3rd Edt). UK: Cambridge University Press.

- Roby, M., & Ashish, R. G. (2014). *The Pedagogy of English as an International Language: Perspectives from Scholars, Teachers, and Students*. Switzerland: Springer.

- Rylatt, A., & Lohan, K. (1997). *Creating Training Miracles*. Sydney: Prentice Hall.

- Sayers, R. (2006). *Principles of Awareness-raising: Information Literacy, a Case Study.* Bangkok: UNESCO Bangkok.

- Seargeant, P. (2012). *Exploring World Englishes: Language in a Global Context*. Routledge Introductions to Applied Linguistics. Abingdon: Routledge.

- Schneck, E. A. (1978). *A Guide to Identifying High School Graduation Competencies: issues and examples*. Portland, Oreg.: Northwest Regional Educational Laboratory.

- Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2012). *Motivation in education: Theory, research, and applications*. Pearson Higher Ed.

- Scovel, T. (1988). *A time to speak: A psycholinguistic inquiry into the critical period for human speech*. Rowley, MA: Newbury House.

- Skinner, D. (2005). *Get Set for Teacher Training*. Edinburgh University Press Ltd.

- Smith, J., & Patterson, F. (1998). *Positively Bilingual: Classroom Strategies to Promote the Achievement of Bilingual Learners.* Nottingham: Nottingham Education Authority.

- Steger, M. B. (2003). *Globalization: A Very Short Introduction*. Oxford University Press.

- Tomlinson, B. (2008). *English Language Learning Materials: A Critical Review*. London: Continuum International Publishing Group.

- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

- US Congressional Serial Set. (1915). *American Instructors of the Deaf*. (Vol, 8). Washington: Government Printing Office.

- Ur. P. (1984).*Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

- World Health Organisation. (2020). *Health Cluster Guide: a practical handbook.* Geneva: WHO.

- Widdowson, H. G. (1980). *Explorations in Applied Linguistics*. Oxford: OUP.

- Widdowson, A. (1975). ESL in Theory and Practice. Cited in Sharada V. Bhat (1998) (Ed). ELT Methods and Materials: A Critical Study. UHP.

2. __Articles__

- Ammon, U. (2010). English and Other International Languages under the Impact of Globalization. *Neuphilologische Mitteilungen, 111 (1), 9-28.*

- Auerbach, E. R. (1986). Competency-based ESL: One Step Forward or Two Steps back? *TESOL Quarterly 20(3): 411 – 415.*

- Bali, M., & Sharma, S. (2014). Bonds of difference: participation as inclusion. *Hybrid Pedagogy. Retrieved 13-09-2020 from:* *http://www.hybridpedagogy.com/journal/bonds-difference-participation-inclusion/.*

- Bouhadiba, F. (2015). The Implementation of the CBLT in Algeria: from Euphoria to Bitter Criticism. *AWEJ: Arab World English Journal, Bejaia University, International Confrence-2015, pp. 3-16.*

- Bowden, J. A. (2004). Competency-based learning. In S. Stein & S. Farmer (Eds.), Connotative Learning: The Trainer's Guide to Learning Theories and Their Practical Application to Training Design (pp. 91-100). *Dubuque, IA: Kendall Hunt Publishing.*

- Butler, Mollie. (2004). OUTCOMES BASED/ OUTCOMES FOCUSED EDUCATION OVERVIEW.

- Borg, S. (2014). The benefits of attending ELT conferences. *ELT Journal,* 69(1), 35-46. *DOI: 10.1093/elt/ccu045.*

- British Council. (n.d). Language Assessment for Teachers: A toolkit for teacher development. *University of Huddersfield. Retrieved (15-10-2021) from : Language Testing and AssessmentTEv10.pdf (teachingenglish.org.uk)*

- Carpenter, J. C. (2017). Creating English as a Language of Global News Contraflow: Al Jazeera at the Intersection of Language, Globalization and Journalism. *Journal of Arab & Muslim Media Research, 10 (1), 65-83.*

- Carter, R. (2003). Language Awareness. *ELT Journal, Vol.57/1, 64-65: OUP.*

- *Chandra, A. & Charan, C., S. (n.d.). Teaching Materials and Teaching Aids. NEERU TANDON, V.S.S.D. College, CSJM University, Kanpur.*

- Che Mohd, Z. C. O. (2014). The Need for In-Service Training for Teachers and its Effectiveness in School. *International Journal for Innovation Education and Research, Vol.2-11.*

- Chemami, M., A. (2011). Discussing Plurilingualism in Algeria: the Status of French and English Languages through the Educational Policy. *IJAS, University of Nantes, France, ISSN: 1944-6934, 4(18), pp. 227–234.*

- Chen, A. N., Castillo, J. G. D., & Ligon, K. (2015). Information and Communication Technologies (ICT): Components, Dimensions, and its Correlates. *Journal of International Technology and Information Management: Vol. 24: Iss. 4, Article 2.*

- Clark, N. (2006). Education in Algeria. *Retrieved (Jan, 2021) from: https://eltarticles.webs.com/educationinalgeria*

- Claudio-Rafael, V. M. (2013).*The Effects of Educational Reform. Mexico: University of Guadalajara.*

- CUP. (2018). How Long Does it Take to Learn a Language. *Cambridge University Pess. Retrieved (13-10-2021)from : Microsoft Word - Ben Knight - paper - How long does it take to learn a language v1.0.docx (cambridge.org)*

- Crusan, D., Plakans, L., & Gebril, A. (2016). Writing Assessment Literacy: Surveying Second Language Teachers' Knowledge, Beliefs, and Practices. *Assessing Writing, 28, 43-56. doi:10.1016/j.asw.2016.03.001*

- Davis, B. (Oct 2018). Three Reasons You Should Leverage Objective-Based Learning. *Retrieved 17-08-2019 from http://www.teamworks.com/why-objective-based-learning/*

- Djalal, M. (n.d.).The Competency-Based Approach to English Language Teaching in Algerian Secondary Schools: Palpable Myths or Disheartening Realities. *Internet Journal for Cultural Studies. Retrieved (29-10-2021) from: TRANS Nr. 23 (inst.at).*

- Docking, R. (1994). Competency-Based Curricula – the big picture. *Prospect 9(2): 11 – 15.*

- Enever, J., & Moon, J. (2009). New global contexts for teaching primary ELT: Change and challenge. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives (pp. 5–21). Reading, UK: Garnet Education*

- Essel, R., Badu, E., Owusu-Boateng, W., & Saah, A. A. (2009). In-service training: An essential element in the professional development of teachers. *Malaysian Journal of Distance Education, 11(2), 55-64.*

- Flowers, J. (1990). Competency based education in North Carolina's vocational agricultural programs: Ten years after adoption. Retrieved December 8, 2021, from http://pubs.aged.tamu.edu/jae/pdf/Vol31/31-02-62.pdf

- Fraser, J., Fahlman, D. W., Arscott, J., & Guillot, I. (2o18). Pilot Testing for Feasibility in a Study of Student Retention and Attrition in Online Undergraduate Programs. *IRRODL, 19 (1), 260-278.*

- Gardner, R. C., & Lambert, W. E. (1959). Motivational Variables in Second-language Acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie, 13(4), 266–272. https://doi.org/10.1037/h0083787*

- Ghanmi, L. (2019). Algeria Seeks to Replace French with English at University, Sparks 'Language War'. *The Arab Weekly, issue 217.*

- Graddol, D. (1997). The Future of English. *Retrieved 14-06-2020 from http://www.britishcouncil.org/English/pdf/future.pdf*

- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal, Volume 55, Issue 4, Pp. 347 353. https://doi.org/10.1093/elt/55.4.347*

- Hamada, H. (2011). The Evolution of the English Language Textbooks in Postcolonial Algeria: Some cultural and educational issues. ENS, Constantine, Algeria. https://www.asjp.cerist.dz/en/downArticle/80/7/4/13417

- Hannafin, M.J., Land, S., & Oliver, K. (1999). Open learning environments: Foundations and models. In C. Reigeluth (Ed.), Instructional design theories and

models: A new paradigm of instructional theory (pp. 115–140). *Mahwah, NJ: Erlbaum*

- Hashemi, M., & Azizinezhad, M. (2011). Teaching English To Children: A Unique , Challenging Experience For Teachers, Effective Teaching Ideas. *Procedia-Social and Behavioural Sciences 30 (2011) 2083 – 2087. doi:10.1016/j.sbspro.2011.10.405*

- Henderson, D. (2020). Benefits of ICT in Education. *IDOSR Journal of Arts andManagement 5(1): 51-57, ISSN: 2550-7974.*

- Horner, J. (2001). The Effects of Listeners' Control of Speech Rate on School Language Comprehension*. Applied Linguistics, 18, 46-86.*

- Jenkins, J. (2006a). Current perspectives on teaching World Englishes and English as a lingua franca. *TESOL Quarterly 40/1.*

- _____. (2009). English as a Lingua Franca: interpretations and attitudes. *Blackwell Publishing Ltd. World Englishes, Vol. 28, No. 2, pp. 200–207.*

- Klagge, J. (2015). Organizational Change: Strategies & Tactics. *Research Gate publications. Doi : 10.13140/RG.2.1.1653.6169.*

- Kuo, V. (2006). Addressing the issue of teaching English as a lingua franca. *ELT Journal 60/3.*

- Kwakye, A., S. (2017). Technological Pedagogical Content Knowledge Preparedness of Student-Teachers of the Department of Arts and Social Sciences Education of University of Cape Coast. *Journal of Education and Practice, ISSN 2222-288X, Vol.8, No.10, pp. 1671-81.*

- Lansford, L. (2014). Authentic Materials in the Classroom: The Advantages. World of better learning. Cambridge University Press*. Retrieved (10-10-2021) from: Authentic materials in the classroom: the advantages - World of Better Learning | Cambridge University Press*

- Lieberman, A. & Mace, D. H. P. (2008). Teacher learning: The key to Educational Reform. *Journal of Teacher Education, 59(3), 226-234. DOI: 10.1177/0022487108317020.*

- Lindstromberg, S. (2003). My good-bye to the Lexical Approach. *Humanising Language Teaching 5(2).*

- Loyal, S. (2009).The French in Algeria, Algerians in France: Bourdieu, Colonialism and Migration. *The sociological review, Blackwell Publishing, Oxford, pp.406-427.*

- Makulloluwa, E. (2016). Benefits of Mother Tongue in the Adult ESL Classroom. *Canada: Brock University,LICEJ, Volume 7, Issue 3, pp. 2392-2397.*

- Marcellino, M. (2005). Competency-based Language Instruction in Speaking Classes: Its Theory and Implementation in Indonesian Context. *Indonesian Journal of English Language Teaching, 1(1), 33-44.*

- Marsh, D. (2002). Using languages to learn and learning to use languages: An Introduction to CLIL for parents and Young People. *Available at:* *http://clilcompendium.com/1uk.pdf*

- McLeod, S. A. (2018). Questionnaire: definition, examples, design and types. Simply Psychology. *Retrieved (26-06-2021) from:* *https://www.simplypsychology.org/questionnaires.html*

- Mendenhall, R. (2012). What is Competency-Based Education [blog post]. *Huffington post.http://www.huffingtonpost.com/dr-robert-mendenhall/competency-based-learning-_b_1855374.html*

- Mertler, C. A. (2009). Teachers' Assessment Knowledge and their Perceptions of the Impact of Classroom Assessment Professional Development. *Improving Schools, 12(2), 101 -113. doi:10.1177/1365480209105575*

- Miliani, M. (2000).Teaching English in a multilingual context: The Algerian case. *Mediterranean Journal of Educational Studies, 6(1), pp. 13–29.*

- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108(6), 1017-1054.*

- Modiano, M. (April 1999). International English in the global village. *English Today. 15 (2): 23.*

- Murray, H., Olivier, A. & Human, P. (1998). Learning through problem solving. In A. Olivier & K. New stead (Eds.), *Proceedings of the Twenty-second International Conference for the Psychology of Mathematics Education: Vol. 1. (pp. 169-185). Stellenbosch, South Africa.*

- Myles, F. (2011). Second Language Acquisition (SLA) Research: It´s Significance for Learning and Teaching Issues. *Centre for languages linguistics & area studies. Retrieved (22-10-2021) from: https://www.llas.ac.uk/resources/gpg/421*

- Nieto, S. (2009). From Surviving to Thriving. *Educational Leadership, 66 (5), 8-13*

- Noels, K. A., Clément, R., & Pelletier, L. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review, 57, 424-442.*

- OECD. (2016).The school learning environment. In PISA 2015 Results (Volume II): Policies and Practices for Successful Schools. *OECD Publishing, Paris.*

- Pandarangaa, S. (2015). The Transformation of English as a Global Language in the World*. Waingapu. Lingua, Vol. 10, No, 2, pp. 90-96.*

- Paul, G.(2008). Competency-Based Language Teaching Report. *Http://glendapaul62.blogspot.com./2008/12/competency-based-teaching.htm*

- Peace Corps. (1989). TEFL/TESL: Teaching English as a Foreign or Second Language. Humanity development library. *Retrieved (28-10-2021) from: Competency-based approach (nzdl.org)*

- Peter, M. S. (1990). The leader's new work: Building Learning Organizations. *Sloan Management Review (Fall 1990): 7–23.*

- Popkins, G. (n.d.). Language textbooks: good or bad? *Retrieved (10-10-2021) from: Language textbooks: good or bad? - How to get fluent, with Dr Popkins*

- Prayatni, I. (2019). Teaching English for Young Learners. *University of Mataram: JIPP, 4 (2) : 106 – 110 p-ISSN: 2502-7069; e-ISSN: 2620-8326*

- Rambe, S. (2013). Competency based teaching: theory and guidance for classroom practice. *English education, 1, 2. 42-61.*

- Reuter, T**.**, & Backer, S. (2015). Operationalizing Organizational Change Theory: Implications for Practice in the Fraternity/Sorority Movement. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors Vol. 10, Issue 2. Article 6. DOI:* *https://doi.org/10.25774/a07k-ve62*.

- Rimal, R. N. (2000). Closing the Knowledge-behaviour Gap in Health Promotion: The Mediating Roles of self-efficacy. *Health Communication, 12(3), 219-237.*

- Rubin, J. (1975). What the Good Language Learner can Teach us. *TESOL Quarterly9: 41-51.*

- Salem, N., & Tali, Dj. (2012). EL-ISLAHATE ATTARBAOUIA FI EL-DJAZAIER AYOU MAFHOUM LIL-ISLAH. *ASJP, Vol. (7), N°1, pp. 51-64*

- Sayed, J. T. (2014). English Language Textbook Evaluation 'English for the Students of Humanities (I*),'IRJABS, ISSN, 2251-838X/Vol, 8(5): 571-577. SEP. Tehran, Iran.*

- Scheuer, S. (2005). Why native speakers are (still) relevant? In Dziubalska-Kołaczyk, K. and Przedlacka, J. (Eds.). Pronunciation Models – a Changing Scene? *Frankfurt/M: Peter Lang, 111-130.*

- Schleicher, A. (2018). Making Education Reform Happen. *In World Class: How to Build a 21st-Century School System, OECD Publishing, Paris. DOI:* *https://doi.org/10.1787/9789264300002-5-en*

- Shin, J. K., & Crandall, J. A. (2011). A survey of English young learner Programs, Policies, and Teachers. Unpublished MS.

- Shreve, G.M. and Angelone, E., (2010). Translation and Cognition: Recent Developments. In G.M. Shreve and E. Angelone, eds. Translation and Cognition. *Amsterdam and Philadelphia: John Benjamins, pp. 1–13.*

- Simpson, K. D. & Patsko, L. (2013). How to teach English as a lingua franca (ELF). *Retrieved 07-04-2021from* *https://www.britishcouncil.org/voices-magazine/how-teach-english-lingua-franca-elf*

- Swan, M. (2006). Chunks in the Classroom: Let's not Go Overboard. *Teacher Trainer, 20(3): 5-6.*

- Tam, M. (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. *Quality Assurance In Education. 22 (2): 158–168.*

- The Advocacy Toolkit: Influencing the Post-2015 Development Agenda (2014). Detailed Guidance on how to prepare for, Implement and Manage an Awareness-raising and/or Advocacy campaign. *CIVICUS and Stakeholder Forum.*

- Tollefson, J. (1986). Functional competencies in the U.S. refugee program: Theoretical and practical problems. *TESOL Quarterly 20(4): 649 – 664.*

- Tsuda, Y. (2008). English Hegemony and English Divide. *China Media Research, 4(1), 47-55.*

- US Department of Justice. (2000). Raising Awareness and Educating the Public. *National Youth Network. Retrieved (19-10-2021) from: Raising Awareness and Educating the Public (ojp.gov)*

- Van Teijlingen E, R., & Hundley, V. (2002). The Importance of Pilot Studies. *Nursing Standard, 16(40), 33-36.*

- Vohra, A. (2019). The Importance of Knowledge Upgrade in Teachers. *Retrieved (Oct 21st, 2021) from : The Statesman: The importance of knowledge upgrade in teachers - The Statesman*

- Warwick, P., & Kershner, R. (2008). Primary Teachers' Understanding of the Interactive Whiteboard as a Tool for Children's Collaborative Learning and Knowledge-building. *Learning, Media and Technology, 33(4), 269- 287.*

- Weimer, M. (2013). Learner-centred Teaching: Five Key Changes to Practice. *Retrieved (18-10-2021) from: Book-Summary-Learner-Centered-Teaching-by-Maryellen-Weimer.pdf.aspx (tamu.edu)*

- Wong, R. M. H. (2008). Competency-based English teaching and learning: Investigating pre-service teachers of Chinese s learning experience. *Porta Linguarum 9, Retrieved 8 December 2021 from Introduction to Competency-Based Language Teaching - PDF Free Download (docplayer.net)*

- Woodwards, T. (n.d.). Workshop design - A workshop? Why a workshop? British Council: *Workshop design - A workshop? Why a workshop? | TeachingEnglish | British Council | BBC*

- Wright, L. J. (2018). Assessment and Grading: Types and Approaches to assessment and Evaluation. *Academy for Teaching & Learning: Baylor University.*

- Wu, X. (2003). Intrinsic Motivation and Young Language Learners: the Impact of the Classroom Environment. *System, 31, 501 – 517.*

- Zahaira J. C. A. (2018). Both Sides of the Coin: the Effects of the Spread of English as a Global Language. Retrieved 20-11-2021 from http://www.ingeniosupr.com/vol-5-1/2018/10/13/both-sides-of-the-coin-the-effects-of-the-spread-of-english-as-a-global-language

- Zimmerman, B. J., Boekarts, M., Pintrich, P., & Zeidner, M. (2000). A social cognitive perspective. *Handbook of self-regulation, 13(1), 695-716.*

3. <u>Theses/Dissertations</u>

- Alshehhi, O. (2014). *Enhancing Successful Organizational Change through Institutionalization: The case of the Abu Dhabi Police.* (Doctoral Thesis). University of Manchester, England.

- Ameer, K. R. (2014). *The Effect of Using Authentic Materials on the Spoken Use of English Verb Tenses for English as a Foreign Language among Arab Secondary School Students in Malaysia.* (Doctoral Thesis). University of Utara,Malaysia.

- Benabed, A. (2011). The Implementation of the Competency-Based Approach in the Algerian Middle School: A Tentative Analysis of Constraints and Obstacles. (Magister Dissertation). University of Mostaganem, Algeria.

- Djerouane, F. (2018). *The Competency-Based Approach in the Algerian High School: Analysing Constraints and Obstacles* (Magister Dissertation). University of Algiers, Algeria.

- El-Fiki, H. A. (2012). *Teaching English as a Foreign Language and Using English as a Medium of Instruction in Egypt: Teachers' Perceptions of Teaching Approaches and Sources of Change (Phd)*. University of Toronto, Canada.

- Hadjira, C. (2017). *An Exploratory Study of Teachers' Professional Knowledge in Practice: Case of EFL Experienced Teachers in the Department of English at Batna University* (Doctoral Thesis). University of Batna 2, Algeria.

- LAM, W. M. (2002). *Enhancing Language Awareness in the English as a Foreign Language Classroom in Hong Kong* (Master Thesis). The Chinese University of Hong Kong.

- Sim, J. Y. (2011). *The impact of in-service teacher training: a case study of teachers' classroom practice and perception change* (Doctoral Thesis). University of Warwick, England.

4. **Official Documents**

- Algeria's Constitution English Version. (2020). Excerpts of Texts from the Repository of the Comparative Constitutions Project.

- My Book of English. (2019). Middle School Teacher's Guide, Year Four. Algiers, MNE.

- New Prospects. (2015). Teacher's Book Secondary Education, Year Three. Algiers, MNE.

- The Official Gazette. (2008, November 16). Doustour El-djomhoria El-Djazairia E'dimokratia E'chaabia. Algeria.

- _____. (2010, January 6). Executive Decree No. 10-02. Algeria.

- New Prospects. (2020). Learner's Course Book Secondary Education, Year Three. Algiers, MNE.

5. __Websites__

- Chester, E. (2016). ***Ten Ways to Encourage Employees to Take Ownership in Their Work.*** Retrieved June 24th, 2022 from   https://ericchester.com/10-ways-encourage-employees-to-take-ownership-at-work/

- Clay P. Bedford Quotes. (n.d.). *Quotes.ne*t. Retrieved October 18, 2021, from https://www.quotes.net/authors/Clay+P.+Bedford+Quotes.

- Colorado Projects. (2022). *Step Five: Evaluate, Select, and Refine Alternative or Option.* Retrieved on June 24th, 2022 from:
  https://www.codot.gov/projects/i70mountaincss/decision/6-step-process/step-5.html

- Encyclopedia.com (Oct, 2015). *GENERAL ENGLISH.* Retrieved 25-06-2022 from https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/general-english

- Essays, UK. (2018). *Effect of English Language in the World*. Retrieved 19-01-2022 from: https://www.ukessays.com/essays/english-language/influence-and-effect-of-english-language-english-language-essay.php?vref=1

- _____(November, 2018).*What Is English For Specific Purposes English Language Essay*. Retrieved 19-01-2022 from:
  https://www.ukessays.com/essays/english-language/what-is-english-for-specific-purposes-english-language-essay.php?vref=1

- https://www.who.int/health-cluster/resources/publications/hc-guide/HC-Guide-chapter-10.pdf?ua=1, accessed 08-07-2020.

- Institutional Change Process Step 5: Measure and Evaluate | Department of Energy, accessed 12-03-2021.

- Advancing Learning: Billions of voices: Raising learners' awareness of international accents of English (macmillanenglish.com), access date: 02-05-2019.

- https://www.macmillandictionary.com/dictionary/british/efl, access date: 01-03-2020.

- MNE. (2021). Système Educatif. Retrieved 11-01-2020 from: https://www.education.gov.dz/fr/systeme-educatif-algerien/mhb

- ESL Workshop for Parents (herricks.org)

- Most spoken languages in the world | Statista Instructional materials - Wikipedia

- Shin, J. K. (2005). *How Should Kids Learn English: Through Old MacDonald's Farm or Ali Baba's Farm? The Conversation*. Retrieved from https://theconversation.com/how-should-kids-learn-english-through-old-macdonalds-farm-or-ali-babas-farm-42736

- What is Instructional Materials. Global Dictionary. Retrieved (08-10-2021) from: What is Instructional Materials | IGI Global (igi-global.com)

- https://www.horyou.com/member/andrea-montalvo/news/if-you-teach-your-child-these-3-languages-youll-basically-be-raising-a-future-ceo. Accessed May 21st, 2022.

- https://powerpoint-templates.digitalofficepro.com/tapbsn/learning-workshop-training-teaching-seminar.html. Accessed July 17th, 2022.

- https://mentalhealthliteracy.org/product/school-mental-health-teachers-training-guide-english/. Access date: June 25th, 2022.

- https://adults.ccinform.co.uk/practice-guidance/guide-conducting-effective-assessments-adults/. Accessed April 6th, 2022.

- https://en.wikipedia.org/wiki/Francis_Galton. Accessed date: July 18th, 2022.

Questionnaire 1: **Directed to SE3 English Teachers**

Dear Teachers,

I would be thankful if you spare some of your priceless time to respond to this weighty questionnaire. Your positive reaction towards these questions will be of great benefit on the research output, the field of education in general, and on the EFL teaching-learning process in specific.

Thanks for being honest, patient, and optimistic.

Usefulness of New Prospects Teacher's Book (Year three)

(*Tick the right box*)

1. **How long have you been teaching English?**

    a) 5 years or less
    b) 6 to 15 years
    c) 16 to 25 years
    d) More than 25 years

2. **Have you ever taught third year classes?**

    Yes   No

3. **Were/Are you using New Prospects Teacher's Book?**

    Yes   No

4. **If the answer is 'Yes', in term of *practicality*, is this book:**

    a) Very good
    b) Good
    c) Somehow good
    d) Other……………………………………………………………
       ……………………………………………………………………
       ……………

5. **Do you find this book beneficial?**

    ……………………………………………………………………………
    ……………………………………………………………………………
    ……………………………………………………………..

6. Does it contain /or you came across mistakes?

       Yes   No

*Could you please give examples/pages?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………

7. Do you think that the provided instructions in the teacher's book are in harmony with CBA principles?

       Yes   No   No idea

8. Are these instructions really helping you create an interactive and learner-centred atmosphere?

       Yes   Not much   No   No idea

9. How do key to tasks and explanations in this book seem?

    a) Difficult
    b) Somehow easy
    c) Easy
    d) Other……………………………………………………………

    ………………………………………………………………………

    ……………

10. Concerning Written Expression (Think, pair, share), how can you describe the suggested essays/paragraphs?

    Long   Acceptable   Short

    Difficult   Comprehensible   Easy

11. Do you just keep using those suggested essays/paragraphs or you insert modifications?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………

12.   Does the teacher's book guide you to present, evaluate and assess the project work and the knows respectively at the end of each unit?

Yes   No   No idea

13.   The lessons & tasks are enjoyable, aren't they (you and the learner)?

Yes   To some extent   No

14.   What about the repetition of lessons and tasks? Is it found in this book?

Yes   No

- **If the answer is 'Yes', such process, according to you, is:**

a) Useful
b) Not much
c) Useless
d) Other…………………………………………………………………………
………………………………………………………………………………
………….

15.   Do you think that the number of lessons as well as tasks (within the teacher's book) can be covered through the season, and digested by the learner?
....
....
....
....

16. Feel free to add any queries, suggestions, or solutions to better the Teacher's Book which is considered an important teaching material, especially for novice teachers (beginners).
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

224

....

....

17. In-service training seminars with Inspectors

Item1: Tick the number of in-service training sessions you attended during the last 13years.

	0	1	2	3	4	5	6
20142015							
20152016							
2016-2017							
2017-2018							
2018-2019							

Item2: The training focuses on……………………….?

    a- Theoretical aspects

    b- Practical aspects

    c- Both, theoretical and practical aspects

**Thank you dear teachers and colleagues
for your valuable contribution.**

Questionnaire 2

<div dir="rtl">

الاستبيان رقم *2*

</div>

Directed to *3*ʳᵈ year learners.

<div dir="rtl">

موجـــــه الى تلاميذ السنة الثالثة ثانوي.

</div>

<div dir="rtl">

من فضلك، ضع وبكل صدق علامة في المربع / (Please, honestly tick the right box)

المناسب

</div>

Section 1: learners' attitudes towards English Language learning.

<div dir="rtl">

القسم الأول: موقف المتعلمين من تعلم اللغة الانجليزية.

</div>

Attitude 1: I consider English an important

language

<div dir="rtl">

أعتبر اللغة الانجليزية لغة مهمة

</div>

Agree	☐	أوافق
Partly agree	☐	أوافق جزئيا
Disagree	☐	لا أوافق

Attitude *2*: Learning the English Language

interests me

<div dir="rtl">

تعلم اللغة الانجليزية يثير اهتمامي

</div>

Agree	☐	أوافق
Partly agree	☐	أوافق جزئيا
Disagree	☐	لا أوافق

Attitude *3*: English as a subject is 'EASY'

<div dir="rtl">

اللغة الانجليزية مادة سهلة

</div>

Agree	☐	أوافق
Partly agree	☐	أوافق جزئيا
Disagree	☐	لا أوافق

Attitude 4: I would like to learn about the English Culture

أود التعرف على وتعلم الثقافة الانجليزية

Yes   ☐   نعم

Not necessary   ☐   ليس ضروري

No   ☐   لا

Section 2: Learners attitudes towards the English Language teacher

Attitude 1: The teacher does the warming up before each lesson

يعمل الاستاذ على تحضيرنا قبل الدرس

a- Always   ☐   أ- دائمــــــــــا

b- Sometimes   ☐   ب- بعض الاحيــان

c- Rarely   ☐   ج- نـــــــــادرا

d- Never   ☐   د- أبـــــــــدا

Attitude 2: The teacher explains & simplifies things for us

الاستاذ يشرح ويبسط لنا المعارف

a- Always   ☐   أ- دائمــــــــــا

b- Sometimes   ☐   ب- بعض الاحيــان

c- Rarely   ☐   ج- نـــــــــادرا

d- Never   ☐   د- أبـــــــــدا

Attitude 3: The teacher encourages pair/group work

الاستاذ يشجع العمل الثنائي والجماعي

a- Always   ☐   أ- دائمــــــــــا

b- Sometimes   ☐   ب- بعض الاحيــان

c- Rarely   ☐   ج- نـــــــــادرا

d- Never   ☐   د- أبـــــــــدا

Attitude 4: The teacher spares enough time for thinking and doing tasks

يمنح لنا الاستاذ الوقت الكافي للتفكير وانجاز التطبيقات

a- Always

b- Sometimes

c- Rarely

d- Never

أ- دائمــــــــا

ب- بعض الاحيـان

ج- نـــــــــادرا

د- أبـــــــــدا

Attitude 5: the teacher encourages project work presentation

الاستاذ يشجعنا على القاء البحوث والمشاريع في القسم

a- Very much

b- Not much

c- Little

d- Never

أ- كثيـــــــــرا

ب- ليس كثيـــرا

ج- قليـــــــلا

د- لا أبـــــــدا

Attitude 6: the teacher trains us to use portfolios

يدربنا الاستاذ على استعمال حافظة الفروض ، الواجبات ، وكذا التعبير الكتابي

Yes نعـم   No لا   No idea ليس لدي فكرة

Thank you very much dear learner / شكرا جزيـــــلا عزيزي المتعلم

228

Appendix C
Classroom Observation

School:

Class:

Date: / / 2019

Time: from………..to............

–**Teachers' Behaviour in the EFL Classroom**

Teacher's behaviour		Always	Often	Sometimes	Rarely
Gives control over the classroom to her/his learners					
Permits learner's initiatives					
Spares sufficient time for thinking					
Uses cognitive terminology					
Encourages autonomous learning					
Supports discussions among learners					
Feeds learner-learner interaction					
Peer teaching is allowed					
Tolerates errors					
plays the role of a(n)	guide				
	controller				
	assistant				
	facilitator				
	promoter				
Uses ICTs					
Assessment takes place while teaching					
Activities & experiences are	authentic				
	motivating				
	Useful in real life				

Appendix D
Classroom Observation

School:

Class:

Date: / / 2019

Time: from……………..to............

–Learners' Behaviour in the EFL Classroom

Frequency Behaviour		**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
Lessons' objectives are discussed with learners						
Learners prepare the lecture at home						
Learners select the appropriate material to use						
Learners are interested in the lesson						
Learners seem motivated and participate						
Learners interact with the teacher and ask questions						
Learner-learner interaction is present						
Learners work in pairs						
Learners work in groups						
Learners are calm						
Learners are noisy						
Learners are disruptive						
Error correction is made by	The teacher					
	The learner					
	peers					
The project work is	Assigned to students					
	Presented in the class					

Résumé

Deux décennies, c'est à peu près la période écoulée depuis la dernière réforme de l'éducation en Algérie. Elle s'est notamment caractérisée par l'évolution vers l'adoption de l'Approche par Compétences comme nouvelle méthode d'enseignement-apprentissage. L'objectif était de réagir aux multiples lacunes résultant de l'approche basée sur les objectifs (OBA) pour une approche meilleure et flexible afin d'améliorer la qualité de l'éducation dans le pays, de répondre aux attentes des enseignants et des apprenants pour des classes modernisées et centrées sur l'apprenant. , et vivre en harmonie avec ce monde très avancé/globalisé. Pourtant, à jour, la plupart des objectifs conçus n'ont pas vu le jour dans les écoles où les enseignants et les apprenants d'EFL ont beaucoup de problèmes et de contraintes qui s'opposent à l'obtention de résultats satisfaisants en matière de maîtrise de l'anglais.

Notre étude vient donc détecter et identifier un certain nombre de défis, problèmes et obstacles possibles qui empêchent les enseignants EFL de l'enseignement secondaire ainsi que les apprenants (principalement de 3e année) d'enseigner/apprendre l'anglais de manière appropriée dans le but d'atteindre de bons niveaux. Cette recherche cible trois lycées algériens de la Wilaya de Chlef et propose des procédures et des solutions pratiques pour aider à surmonter les différents obstacles détectés grâce aux outils de recherche de collecte de données (questionnaires, observation de classe et analyse du livre de l'enseignant et du livre de l'élève, année 3). Et améliorer les pratiques d'enseignement et d'apprentissage de l'EFL dans le cadre de l'ABC, précisément du CBLT. Les données recueillies ont été analysées quantitativement et qualitativement. La triangulation des résultats a révélé que les salles de classe ELT souffrent vraiment d'obstacles sérieux et font face à de nombreux défis qui empêchent les enseignants/apprenants d'atteindre la maîtrise de la langue anglaise. En conséquence, cette étude met l'accent sur des mesures immédiates pour résoudre ces problèmes en plus des solutions suggérées dans notre travail qui pourraient bien aider à améliorer la situation non satisfaisante dans ce secteur sensible (l'éducation).

Mots clés : Amélioration - EFL - Lycée - CBLT - Enseignement – Obstacles-Apprentissage - Solutions.