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Implementing Competency Based Education in Initial Teacher Training in Algeria:

The Case of Pre-service Middle School Teachers of English

at the Higher Teacher Training School (Ecole Normale Supérieure) of Constantine

By Mr. FADEL Mohamed Rafik   Supervised by Prof. ABDERRAHIM Farida

Board of Examiners

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Thesis submitted to the Department of Letters and English Language
in candidacy for the degree of Doctorat Es-Sciences in Applied Linguistics

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Dedication

To my wife and children for their love, support and patience

To my parents and siblings for their care and affections

To my in-laws for their encouragement and kindness

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Abstract

Believing that the quality of education depends on the competence of teachers, the initial training of Middle School teachers in Algeria has been since 1999 the responsibility of a Higher Education institution to ensure providing teachers with high standards. In this context, our study aims at exploring the use of Competency Based Teacher Education at the Ecole Normale Supérieure of Constantine focusing on significant indicators namely attitude and performance. Using a mixed research paradigm, we observed four classes concerned with the teaching methodology course intended for fourth-year students of English, and then we investigated both the students' and the teachers' attitudes about the course through an attitudes questionnaire. We have also gathered trainees' rating of their teaching competencies after the course through a self-rating questionnaire and compared it with the ratings of their supervisors and Middle School training teachers. Finally, we analyzed the lesson plans of the fifty trainees involved in the study after collecting their training copy books and rated their teaching performance using the same scale in the rating questionnaire. The results obtained from analyzing the classroom observation checklists indicate a tendency towards an applied science model approach in teacher education in the four subjects observed where the focus is on the knowledge to be acquired rather than on the competencies to be developed by the pre-service teachers. Likewise, the correlation test has shown a relative correlation between trainees' self-rating of their teaching competencies and the ratings of their supervisors and training teachers. However, there was a weak association between these scores and the ones obtained from analyzing the lesson plans of the trainees who scored lower in performance than in their attitudes about their performance. The study describes findings about teacher education in Algeria and provides suggestions for the implementation of a competency-based model to prepare pre-service teachers for their future career.

Key words: Competency-Competency Based Education- Competency Based Teacher Education- Teacher Education-Initial Teacher Training

List of Abbreviations

%:	Percentage
$\sum$:	Total
AACTE:	American Association of Colleges for Teacher Education
AEF:	Algerian English Framework
C:	Competency
CBE:	Competency Based Education
CBET:	Competency Based Education and Training
CBTE:	Competency Based Teacher Education
CEF:	Common European Framework of Reference for Languages
C/PBTE:	Competency/Performance Based Teacher Education
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ENI:	Ecole Normale d'Instituteurs
ENS:	Ecole Normale Supérieure
ENSC:	Ecole Normale Supérieure of Constantine
ESEA	Elementary and Secondary Education Act
ITE:	Instituts Technologiques de l'Education
L :	Lesson
MDD:	Material Design and Development
MFE:	Ministry of Fundamental Education
MNE:	Ministry of National Education
MS:	Middle School

N:	Number
ONS:	Office Nationale des Statistiques
p:	p-Value
PBTE:	Performance Based Teacher Education
PEF:	Professeur de l'Enseignement Fondamental
PEM:	Professeur de l'Enseignement Moyen
r:	Coefficient of Correlation
S:	Student
SE:	Secondary School Education
Ss:	Students
T:	Teacher Trainer
TEFL:	Teaching English as a Foreign Language
TESD:	Textbook Evaluation and Syllabus Design
UK NARIC:	National Recognition Information Centre for the United Kingdom
USOE:	United States Office of Education
ZPD:	zone of proximal development

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General Introduction

1. Statement of the Problem

The changing and developing notion of education has raised the question of teacher training because teachers constitute one of the variables that determine the quality of teaching since the students' performance mostly depends on the teaching practices (Darling-Hammond & Bransford, 2005). Therefore, enhancing the quality of education relies first on the identification of the required teachers' competencies and, then, on making pre-service teachers acquire them (Feiman-Nemser, 2001, 2008). In other words, increased educational quality requires identifying both the standards of the teacher training institutions and the minimum qualifications that pre-service teachers should develop. The specific skills of today's teachers are encapsulated in their competencies about content knowledge, professional knowledge, and pedagogical content knowledge around the world. (Shulman, 1986)

Teacher competencies serve various purposes such as contributing to support the national education objectives, creating a framework to compare teachers' qualifications and quality, in addition to creating consistency in social expectations toward the position and quality of the teaching profession. For this reason, it is necessary that theoretical and applied studies should be raised above a certain level to help pre-service teachers acquire the qualifications in question throughout their education process. The present study is useful in directing initial teacher training in Algeria with particular reference to pre-service Middle School teachers of English.

In search of a more qualified and competent teacher, the education of Middle School teachers has been taken in charge, since 1999, by a higher education institution namely the Higher Teacher Training School (Ecole Normale Supérieure). This procedure shows according to

the authorities' awareness that teacher training is a master piece in any school system. The success or failure of an education system depends on the vision we have of the teacher, the quality of training and skills to achieve as declared by the director of the Higher Teacher Training School of Constantine (Ecole Normale Supérieure of Constantine) to El Watan Newspaper (Boussaid, 2009). However, the academic training takes primacy over the professional in the preparation of teachers where the organization of the development of teachers has not changed since the time of the Institutes of Technology of Education launched in the 1970s; the model followed is still the apprenticeship model with an applied science touch. This situation has led to providing teachers who are unable to understand the curriculum adopted by the Ministry of National Education and implement it to get the required pupil exit profile in light of the reforms initiated in 2004 emphasizing the construction of meaning through reflection.

2. Aims of the Study

This study explores the different aspects involved in initial training at the Ecole Normale Supérieure of Constantine. Our focal intent is to examine to what extent pre-service Middle School teachers of English are prepared for their future profession of Teacher of English as a Foreign Language in Algeria. Another aim is to propose model lessons to train Algerian future teachers to develop awareness of Competency Based Language Teaching and develop skills in implementing it in the Algerian school.

The study targets Fourth Year students of English at the Ecole Normale Supérieure of Constantine, students who are in their final year of study before they obtain the degree of Middle School teacher (Professeur de l'Enseignement Moyen). To make generalization possible and because the students' number is not very large (fifty-four students), the study addresses the entire population. However, because four students were absent when the study was conducted, the

sample includes only the fifty students who answered the questionnaires and submitted their training copybooks for analysis. This sample could be said to be very representative since it covers 92.59%.

As for the teachers, they include three categories: Methodology subjects' teachers, supervisors and training teachers. The teachers of the following Methodology Subjects: Teaching English as a Foreign Language, Textbook Evaluation and Syllabus Design, and Material Design and Development at the Ecole Normale Supérieure of Constantine were all involved in classroom observations and in answering the attitudes about the course questionnaire. Twelve teachers, who represent all the pre-service teachers' supervisors from the Ecole Normale Supérieure of Constantine, responded to the competencies rating questionnaire. Fourteen training teachers (professeurs d'application de l'enseignement moyen) who have been involved in the practical training at the placement schools have also rated their trainees' competencies by answering the competencies rating questionnaire.

We, hence, explore the students and teachers' attitudes about the training course at the Ecole Normale Supérieure of Constantine. We, also, aim to determine the positions of the different stakeholders concerned with teacher education (students, training teachers and supervisors) about the acquired teaching competencies as a result of training. The third aim is to investigate the teaching practices at the Ecole Normale Supérieure of Constantine regarding the training model provided by the trainers and its relationship with what the trainees are expected to do in their future career as teachers at the level of the Middle School. We examine how the students shift during their training from 'savoir' to 'competencies'. We explore how the teachers' role is of great importance in promoting the trainees' standards, in particular with the application of the Competency Based Approach in the Algerian schools. We, then, consider to what extent

the students can transfer the knowledge and skills they focus on during their education at the Ecole Normale Supérieure of Constantine into actual teaching competencies when planning and presenting lessons during the practical training period. We, finally, demonstrate whether the implementation of the Competency Based Education in teacher training is necessary to obtain the required teacher profile. The results achieved from this research work will help design model lessons for teacher education to pre-service Middle School teachers of English as a Foreign Language to boost the development of Competency Based Education at the Ecole Normale Supérieure.

3. Research Questions and Hypothesis

In agreement with the previous research aims, the study attempts to answer the following questions:

1. Which model of teacher education is used at the Ecole Normale Supérieure of Constantine to prepare pre-service Middle School teachers of English for their future career?

2. To what extent is the teaching in the training course effective in developing the required teaching competencies?

3. What are the trainees' attitudes about the training course at the Ecole Normale Supérieure of Constantine?

4. What are the trainers' attitudes about the training course at the Ecole Normale Supérieure of Constantine?

5. Do the trainers' attitudes about the course correlate with the extent to which the course focuses on developing teaching competencies?

6. Do the trainees' attitudes about their competency level correlate with the competency level which they have actually acquired as reflected in their training copybooks?

7. Do the trainers' attitudes about the trainees' competency levels match those of the trainees and their actual teaching competencies?

To answer these research questions, we formulate the following hypotheses:

1. If the trainers were aware of the characteristics of Competency Based Education, they would apply them in their classes.

2. If the trainees' were aware of the required competencies, their self-rating to their teaching competencies would correlate with their teaching performance in the practical training.

3. If the trainers were aware of the required competencies, their rating of the trainees' competencies would correlate with the trainees' self-rating and with their actual teaching performance.

4. If the trainers adopted Competency Based Education in the training at the Ecole Normale Supérieure of Constantine, the trainees would develop the necessary teaching competencies as described in the Algerian English Framework.

4. Methodology and Means of Research

This study adopts the mixed research paradigm, defined by Johnson and Onwuegbuzie (2004) as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p. 17). A mixed approach to research, recognized nowadays as the third research paradigm, helps researchers benefit from the strengths of its past research traditions. This model gives them more flexibility to adjust their research methods and techniques into their research questions

rather than being forced to fit their designs into either qualitative or quantitative methods (Johnson & Onwuegbuzie, 2004). The combination of methods from both approaches allows us to have a better understanding of English as a foreign language teacher education in Algeria.

Within this mixed research framework, Nunan (1992) outlined Grojahn's pure and mixed forms model (1987). This model classifies applied linguistic research according to the method of data collection (experimental or nonexperimental), the nature of the collected data (qualitative or quantitative) and the method of data analysis (statistical or interpretive). Concerning this model, our study is on the one hand exploratory-quantitative-statistical due to the use of questionnaires and correlation tests. On the other hand, we adopt the exploratory-quantitative-interpretive paradigm in the analysis of the classroom observation sessions and the students' training copybooks.

The qualitative part of our study is descriptive providing a detailed account on how we train Pre-service Middle School teachers at the Ecole Normale Supérieure of Constantine. In its quantitative part, the study is correlational. On the one hand, it seeks to determine the relationship between the approach adopted in training student teachers and the extent to which they achieve in the different teaching competencies. On the other hand, it helps finding out whether a correlation exists between the trainers' and the trainees' attitudes about teaching competencies and the extent to which the trainers focus on these competencies in training the students in addition to how much the trainees acquire such competencies.

This non-experimental research work relies on three means of research: classroom observation, questionnaires (attitudes about the course and competencies rating), and content analysis (analysis of the students' training copybooks). Observation concerns the subjects, at the

Ecole Normale Supérieure, that directly relate to teacher education and the trainees' professional development: Teaching English as a Foreign Language, Textbook Evaluation and Syllabus Design, and Materials Design and Development. We use records of classroom teaching practices in order to examine the model of teacher education adopted by the Ecole Normale Supérieure instructors. Moreover, we use an observation grid to check the teaching competencies, if any, addressed by the three methodology subjects. Two questionnaires are used to investigate different areas of our research work: the attitudes about the course questionnaire and the competencies rating questionnaire. The first one is the attitudes questionnaire delivered to the trainees at the end of their final year at the Ecole Normale Supérieure of Constantine to measure their attitudes about the training course. This questionnaire handed to the teachers of the three methodology subjects which are related to the professional aspect of their training is to help compare the attitudes of the teacher trainers with those of the pre-service teachers. The second one is the competencies rating questionnaire handed to the pre-service teachers to rate their teaching competencies acquired after training. The same questionnaire is used to verify consistency with the rates given by the trainees by submitting it to their supervisors from the Ecole Normale Supérieure and their Middle School training teachers. Because of the impossibility of observing pre-service teachers' class performance during the practical training phase, we analyze the training copybooks to measure their performance at the different teaching competencies based on the teaching competencies grid used in the self-rating questionnaire.

5. Definition of the Variables of the Study

Our research work contains three variables, namely competencies, Competency Based Education, and attitudes.

The term competency is a complex construct that is impossible to explain through a single simple definition. The behaviorist view considers competency as the behavior(s) and, where appropriate, the attribute that individuals must possess, or must acquire, to perform effectively at work (Short, 1984). Short stated that competency has come to refer to a specified attribute that may be possessed by someone, perhaps within a series of related competencies. These competencies suggest both a particular category on which we may judge a person's adequacy or sufficiency and quality or state of being competent, able, adequate or sufficient within such a category. Similarly, Irwin (2008) considered that the behavior is the attribute that individuals must have, or must acquire, to perform effectively at work. On the other hand, a constructivist view of this concept regards it as competency. Competency consists of a description of the combination of the knowledge, skills and attitudes required for effective performance of a real-world task or activity or for carrying out professional tasks (Mrowicki, 1986; Marelli, Tondora, & Hoge, 2005). In the light of these different views, an operational definition of this variable is essential to avoid confusion as to what we mean by competency in this research work. In this study, the term competency is to be understood as any of the forty teaching competencies stated in the Teacher Competency Framework developed by World Learning / School of International Training experts together with members of the "Groupe Spécialiste en Didactique" (GSD-anglais) and a pilot group of English inspectors in Algeria.

Competency Based Education is a movement in teaching that promotes stating objectives taking into consideration "precise, measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study" (Richards & Rodgers, 2001, p. 141). Accordingly, Competency Based Teacher Education is a movement that emerged in 1968 as a response to the dissatisfactions in education in the United States. The Office of Education,

then, offered grants to develop model training programs for the preparation of elementary school teachers in which the focus in teacher education should be on teachers' ability to perform specific, measurable tasks (Eraut, 1994). The model designed for this study considers the components of Competency Based Education as sketched out by Weddel (2006) and which include an assessment of the learners' needs that is organized to define what is required to improve their performance. The model involves the selection of the competencies to be developed into statements of learning objectives and outcomes, then, the target instruction and the instructional material to be used, and an evaluation of the competency attainment to determine the level of its achievement.

An attitude is an opinion and evaluation a person may give on a particular topic, object or event. According to McLeod (2009), the most straightforward way of finding out about someone's attitudes would be to ask the person. Attitudes have been the focus of research in different fields which used survey questionnaires to measure them. In these questionnaires, the attitude object is introduced as the stimulus which the respondents have to respond to according to an attitude scale designed to provide a valid, or accurate, measure of the opinions gathered. Therefore, attitudes in this study are defined regarding the ratings the participants give about the training course at the Ecole Normale Supérieure of Constantine. They have been measured using a five-point Likert scale in which the subjects expressed their agreement/ disagreement with different statements about the training course.

6. Structure of the Thesis

The thesis comprises two major parts. The first part is a literature review in which we discuss the most important issues related to the topic under investigation and clarify the concepts

we deal with in our study; it includes three chapters. The second part is concerned with the field of investigation and consists of five chapters: the first four chapters thoroughly describe the steps of the research work and the results obtained from the inquiry, and the last chapter provides useful recommendations on the implementation of Competency Based Teacher Education.

In Chapter One, Competency Based Education, we explore the theoretical origins of the Competency Based Education movement, clarify the concepts of its key components and state the educational implications that result from its application. Chapter Two, Initial Teacher Education in Language Teacher Education, is concerned with teacher education. It presents the history of teacher education and how this field has evolved. It also discusses the most significant transitions that have marked teacher education, and the challenges met as a result of these developments. Chapter Three, The Initial Training of Middle School Teachers in Algeria, gives a descriptive review of the initial training program for Middle School teachers in Algeria since its independence in 1962. It provides an overview of the historical development of teacher training being the responsibility of two different institutions namely the Institutes of Technology of Education and The Ecole Normale Supérieure. Chapter Four, Classroom Observation of the Teaching Methodology Subjects at the Ecole Normale Supérieure, is the first of the practical chapters of this study. It gives a detailed account of the classroom observation we have conducted at the Ecole Normale Supérieure of Constantine. It provides a detailed description of the research procedures we underwent when observing classes and offers both qualitative and quantitative analysis of the results concerning the training methodology adopted at the Ecole Normale Supérieure of Constantine. Chapter Five, Teacher Trainers and Students' Attitudes towards the Training Course at the Ecole Normale Supérieure, is concerned with students' and teachers' attitudes about the course. The results obtained are compared among the different

participants and are also used to check their relevance to the training model observed in the previous chapter. Chapter Six, Exploring the Rating of the Trainees' Competencies, is about the rating of teaching competencies of pre-service teachers of English at the Ecole Normale Supérieure of Constantine. It affords an explanation of the methodology used to collect the data and combines qualitative and quantitative analysis of the findings. In Chapter Seven, Trainees' teaching Performance in the Lesson Planning and the Lesson Presentation Competencies, we try to analyze teaching competencies through an analysis of pre-service teachers' lessons as recorded in their training copybooks. We compare the results obtained to the ratings provided by students, training teachers and supervisors through the competency rating questionnaire. The last chapter, Chapter Eight, Pedagogical Implications: Implementing Competency Based Education in the Methodology Subjects at the Ecole Normale Supérieure includes suggestions of a model of initial teacher training in Algeria. Based on previous literature and the results obtained from the study, it presents a framework for Competency Based Teacher Education by providing model lesson plans for teacher educators that would enable them to help their trainees develop the key competencies they need for their profession.

Chapter One

Competency Based Education

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<center>**Chapter One**</center>

<center>**Competency Based Education**</center>

Introduction

Education systems around the world have known important reforms that can be qualified as revolutions in pedagogy given the significant changes brought by new paradigms. One of these models in teaching which generates significant tension is the competency-based pedagogy which when applied affects the entire education system from the preparation of teachers to the different classroom practices and tasks. We introduce this educational model by exploring its theoretical background to define the key elements that make it.

1.3. Theoretical Background of Competency Based Education

The empirical vision of thinking which claims that learning necessitates only being in a situation of reception was the idea prevailing in the field of education until the middle of the twentieth century. New theories namely: Behaviourism, Cognitivism, and Constructivism started, then, to gain ground and have been the main paradigms that have marked the world of education.

In a search to clarify the different aspects of Competency Based Education (CBE), it is essential to explore this movement's background and trace the theoretical context in which it has emerged and evolved. The concept competency can be traced back and categorized as having its genesis in the behaviorist trend and then evolving to include cognitive and constructivist characteristics. Understanding these trends among learning theories and their limitations is fundamental to have a clear idea about the origins and development of CBE as Harris, Guthrie, Hobart and Lundberg (1995) suggested.

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1.1.1. The Behaviourist Stream

When pointing to the origins of the competency movement in education, Quinn (1993) stated that CBE had its roots in the movement of behaviorist psychology that would attract few contemporary adherents (p. 56). Doll (1984) reported that the movement was one part of a broader behaviorist perspective. Hall and Jones (1976) believed firmly in it and its efficacy and stated that the prime characteristic of CBE is "an emphasis on specification of learner outcomes regarding behavioral objectives" (p. 6). Behaviorism is, then, seen as its precursor.

Behavioral psychology or behaviorism drew its inspiration from the tradition of 'British Empiricism'; the philosophy which worked on the premise that our sensory experience is the ultimate foundation of our knowledge and that it furnishes us with knowledge over time. This British approach to the philosophy of mind was given an American twist by thinkers such as William James (1842-1910) and John Dewey (1859-1952), who believed in their works that the real question was not so much how our knowledge is derived from experience, but how our action is shaped by experience (Gagné, 1965).

1.3.1.1. Behaviorism in Education

Behaviorism is the first leading theory of learning which has marked the fields of education, teaching, and training. John B Watson (1878-1958), an American psychologist, is its promoter founding his learning theory on the association of a world event and a stimulus-response while denying the role of the mind or consciousness. According to the behaviorist theory, learning is defined as the enduring modification of behavior, behavior being the set of the objectively observable reactions of a body that reacts to a stimulus (Pavlov, Thorndike, Skinner). The behaviorists are interested in this observable behavior and consider that there is

learning when the learner gives a correct response to a given stimulus. This conclusion leads us to illustrate the idea of behaviorism by the relation Stimulus-Response showing a direct response of the body to a stimulus coming from the environment and leading to learning by association (Basque, Rocheleau, & Winer, 1998). As a learning theory, it is considered as a process of forming habits where the repetitive conditioning of the learner's responses is emphasized. The teacher is responsible for the learning environment, and learners are empty vessels into which the teacher pours knowledge. Therefore, this process is viewed as automatic, not involving any mental activity which takes part in the brain when learning.

1.3.1.2. Shortcomings of Behaviorism

Nowadays, the critics of behaviorism in general and teaching by objectives, in particular, are numerous even if this theory is at the origin of many signs of progress in education and despite their effects on training programs, on the competencies developed by the learners and on their attitudes facing learning. First, although the behaviorist model obliges the teacher to focus on the student and on the intellectual activity which the latter must achieve, splitting up knowledge and associating an objective with every task leads to loading down the teacher with multiple pedagogical goals difficult to manage. In addition to the effect it has on the teacher, this parsing does not permit the learner to have a global vision of his training in order to help the integration of knowledge because, in terms of learning, the whole can be different from the sum of the parts that compose it. Second, in trying to minimize the difficulties associated with some learning, we may lead the learners to some tasks that make them learn little. Behaviorists argued that teachers could link together content involving lower level skills and create a learning 'chain' to teach higher skills. However, high levels skills such as solving problems, argumentation, and critical analysis are neglected, and concentration is mainly on lower levels intellectual skills such as memorization, defining and illustrating concepts, application, and execution (Legendre, 2005; Tardif, 2006). Third,

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teaching concentrating on behavioral objectives is centered on content and on storing knowledge. However, as Lebrun (2007) stated, this knowledge is not contextualized and for that reason it is reused with difficulty by the learner in other situations. A fact revealed by many pieces of research realized in a school context where little reinvestment and transfer of knowledge was noticed (Legendre, 2001).

By the 1960s, behaviorists proposed the integration of the mental conceptions and learning processes; an idea that led to the apparition of cognitivist theories. According to Scallon (2004), the object of reform implemented around the world is not only the adaptation of the educational system to the modern world's requirements; it is also a calling into question of the educational system effectiveness. He regretted the lack of capacity in the learners who have finished their studies to use their knowledge and their skills to solve problems or accomplish daily life tasks. Since some years, training institutions are calling into question the teaching by objectives approach and programs devoted to subject based contents (Hodge, 2007).

1.3.1.3. Behaviorism and Competency Based Education

The theory of behaviorism with its emphasis on learning theory has strongly influenced the development and general approach of CBE. When we deal shortly with specific contributions to CBE, it will become apparent that many of its elements bear the behavioral imprint. The emphasis on the expression of competencies in behavioral terms which relate to the Experimentalists' belief that learning is considered as a change in behavior (Ross, 1982; Klingstedt, 1973), and the focus in assessment on the observable behavior of the learner are the most prominent legacies of behavioral psychology.

Hodge (2007), Bowden (1995), and Bowden and Masters (1993), Nunan (1988) all associated the descent of the CBE movement mostly with the behavioral objectives

movement of the 1950s. Tyler (1949) argued that training would be more useful if we name the expected result and if we say what we exactly expect from the learner to do at the end of the training in precise terms showing an observable behavior. Malan (2000, p. 23) wrote that "incongruity between what is being taught and what is being learned led to the setting of objectives for teachers and learners." He declared that, in 1949, Tyler gave further impetus to the objectives-oriented movement by stressing the importance of goals in curriculum design and teaching practices. This type of teaching methodology has supplanted traditional teaching. In 1962, Mager's studies went on the continuum of the development of this movement. His work helped develop the imagination of many teachers and contributed to the start of a movement of interest in objectives. When proposing a very precise formulation of the pedagogical aim, he considered that it must contain an action verb that describes the required performance on the side of the student, a description of the conditions of realization and the performance criteria. The objectives movement, which invaded the American educational system at the end of the 1960s, widely used Bloom and Mager's pedagogical objectives in the conception of training programs, training activities and lessons (Bloom, 1956; Mager, 1962). Melton (1994) claimed that the notion of competency has much in common with behavioral objectives. The same assertion is made by Pearson (1984) who believed that CBE endorses the same theory as the behaviorist school where the acquisition of knowledge is developed by rewarding a correct response and changing the person's behavior. He explained that "competency is used in discussions of education that arise out of the behaviorist ideology under which a person is what his environment shapes him to be" (p. 36). This view can be associated with Locke's idea of tabula rasa where the only experience determines what a person will be, an idea much supported by the experimentalist movement lead by Dewey. In this sense, we only need appropriate training to develop competency regardless of what the trained person brings to the situation and judge if they

became competent by the simple observation of his/her performance. Pearson suggested, then, the dependent relation between behaviorism and CBE even if "there is nothing in the concept of competency that logically assumes the behaviorist ideology" (p. 36). CBE programs were influenced by research findings in behavioral psychology. Houston (1985) stated that:

> [CBE] assumes that humans are goal oriented and that they are more likely to achieve such goals and objectives when overt actions are taken to achieve them. Advocates point out the research basis for this position ... in the studies of behaviorally stated objectives. (p. 901)

Pearson (1984) believed, also, that advocates of CBE programs for teachers belong to the behaviorist school of thought focusing on the development of behavioral objectives and opponents of these programs are critics of behaviorism known as humanists.

1.3.2. The Cognitive Movement

Many researchers in different domains questioned behaviorist theories that ignored the human conscience and whose influence has been dominant since the beginning of the century. As a reaction to behaviorism, the 1950s cognitive revolution combined new theories in psychology and linguistics with the new technologies and new sciences as computing and neuroscience.

The discoveries realized in the field of cognitive sciences provide us with valuable information on the way the human mind treats information coming from the environment. According to the cognitive school of thought, the continuous refinement of understanding formed by past experiences and new ones helps acquire knowledge. The cognitive learning theory emphasized, in this sense, the learner's cognitive activity and mental operations as

reasoning, memorization, problem solving, and knowledge transfer rather than habit formation.

Tenants of the cognitivist theory seek, contrary to the behaviorists, to highlight the internal processes of learning. Ausubel (1963) and Gagné (1965) were among the most influential authors who developed this theory. According to them, the learner is an active system of information treatment, similar to a computer. Ausubel and Gagné have first looked into the physical components of the human memory and into the way information is stored, represented and illustrated by the human brain. They concluded that the human brain stores information in his memory treats it, and solves problems. This process of data treatment was schematized in 1976 by Gagné. He explained how the information (stimulus) that comes from the environment in different forms (visual, auditory, olfactory, tactile, etc…) was treated and interpreted. The information is captured by the senses to be transmitted to the sensorial memory where it is decoded. As soon as the short term memory receives the information, it must be interpreted and analyzed by the individual. However, to achieve that, he has to reactivate the knowledge stored in his long term memory. From this activity of interpretation emerges a symbolic construction in the form of schemes or representations which can be concepts, propositions or procedures considered as generative memorial structures that help the human being to picture the reality and work on it. The notion of schemes has been introduced by the British researcher Frederick Charles Bartlett (1886-1969) who has demonstrated that subjects who read exotic stories use their general anterior knowledge to reconstruct the information. In fact, when these subjects recount the same stories, they bring some distortions which are the reflection of their references.

Cognitivists agree with the behaviorists that there is an external objective reality, but they add that the learner must integrate this fact to his proper mental schemes. Therefore, what characterizes cognitivist learning is a change in the student's mental structure. The

teacher uses teaching strategies which would help the learner select and encode the information coming from the environment. She/he introduces organizing schemes at the moment the student confronts a new content. This process contributes to making links with the anterior knowledge, organizes and integrates this information by showing cognitive charts, encouraging taking notes, helping to form significant mental images, and by asking to produce summaries, etc. Hence, for the cognitivist, learning is considered as a change in the mental structures or the internal representations of the individuals. It is an active process of information treatment and problem-solving. The vision of education that follows this paradigm considers the active engagement of the learners during the learning process to treat the information deeply. It goes beyond the behaviorist learning of facts and skills, adding cognitive apprenticeship to the learning process in which learners are encouraged to work out rules deductively for themselves. It focuses on building their experiences and providing tasks that can challenge, but also function as intellectual scaffolding to help develop learning and progression through the curriculum. The Cognitive theory, according to Atherton (2005), focuses mostly on the way we understand the material; it is interested in the aptitude and capacity to learn in addition to the learning styles.

The attempt to establish a link between a school centered on the observable behavior and a school based on the individual's cognitive development has considerably grown during the 1980s because the school's mission is to prepare tomorrow's citizen in all his dimensions; affective, cognitive, and social (Melton, 1994). This theory is not at odds with CBE in that the tasks to be performed grow progressively more complex as more information and skills are acquired. This point is what explains the fact that we have established very tight links with the theory of constructivism and mostly of socio-constructivism in the field of education.

1.3.3. The Constructivist Movement

Built upon the cognitive movement views, we can say that constructivism appeared, also, as a reaction to behaviorism which limited learning to the principle of stimulus-response. Cognitivist theories have developed into a new approach to learning which considers that the learner understands through experience and interaction with external stimuli. This view posits that both children and adults tend to understand the information they have constructed better than the one they only receive and that learning is a personal and social construction of meaning out of real world situations, and interaction and collaboration among learners. Constructivism is a philosophy of learning which is not exclusive of the other methods since its precursors were initially cognitivist theorists. This view in teaching has as an aim making the student act, construct and validate knowledge.

1.3.3.1. Main Theorists of Consctructivism: Piaget, Vygotsky and Bruner

The chief theorists who worked on developing constructivism were Piaget, Vygotsky, and Bruner; all three have influenced the field of education and research in pedagogy through their works.

- **Piaget and Constructivism**

Constructivism is not a new approach many of its basic ideas are not very recent. However, it may be fruitful to present an historical account based on the influence of Piaget throughout his long active period during which he rejected the empiricist and nativist theories (Sjøberg, 2010). Indeed, Piaget's early works, among them La construction du reel chez l'enfant published in 1937 and translated into English as *The Construction of Reality in the Child* in 1954 or *The Child's Construction of Meaning* in 1968, clearly showed the insufficiencies of these two theories and established what we have called a constructivist

theory of knowledge. Piaget (1980) questioned and refuted the empiricist and nativist theories writing:

> The essential problem of a theory of knowledge is: how is new knowledge constructed? Is it, as empiricism contends, always derived from observing reality, or is it performed in the human mind, and thus innate? Even our earlier work, I believe, clearly showed the insufficiencies of both the empiricist and performist theories. (p. 3)

The main idea of his concept of learning is that the individual's knowledge builds up as different interactions with his environment progress; which implies that knowledge is not innate or transmitted by the environment. The learners' predisposition to adapt to their surroundings and to create equilibrium between existing knowledge and the environment through continuous interactions generate new learning. Learning, hence, results from their constant adaptation to the reality to be known. Piaget (1954) described this intellectual adaptation as a state of equilibrium between assimilation and accommodation, two complementary components which create the construction of an individual's new knowledge. An intellectual adaptation "involves an element of assimilation; that is to say, of structuring through the incorporation of external reality into forms due to the subject's activity" according to Piaget (1952a, p. 6). Assimilation is the process by which knowledge is integrated by the learner. It, therefore, causes an individual to incorporate new experiences into the old ones. The other component, accommodation, is the process by which the learner reframes existing ideas, as a result of new information or new experiences according to the mental capacity already present. Piaget (1954, p. 353) stated that:

Every acquisition of accommodation becomes material for assimilation, but assimilation always resists new accommodations. It is this situation which explains the diversity of form of disequilibrium between the two processes, according to whether one envisages the point of departure or the destiny of their development.

Solomon (1994) considered that the works of Piaget on the child development have given birth to the constructivist movement in psychology and education While Piaget does not use the word competence, these structural levels are competence levels. Each level has its competence pattern, and these patterns underlie behavior. Doll (1984) analyzed Piaget's view of competence and its relation to the biological model of change and proposed transposing those things Piaget calls "structures-of-the-whole" (the sensory-motor, the pre-operational, the concrete operational, the formal operational) into a notion of competence as abilities underlying, and partially controlling, performance. Piaget (1952b) explained it in the following:

My one idea…has been that intellectual operations proceed in terms of structures-of-the-whole. These structures denote the kinds of equilibrium toward which evolution in its entirety is striving; at once organic, psychological and social; their roots reach down as far as biological morphogenesis itself. (p. 256)

It is via this process of change which is similar to John Dewey's transformation of experience that Piaget believed individuals move from one level or stage of competence to another (Trueit, 2012).

The work of Piaget and his theory that knowledge is produced, and meaning is formed based on personal experiences had a great impact on nearly all the written reference to constructivism, especially in the early phases. Constructivism has, then, developed from

such a Piagetian view to other theories which gave more importance to social and cultural aspects of learning development.

-   **Vygotsky and Socio-constructivism**

A contemporary of Piaget, the Russian Lev Vygotsky (1896-1934) has developed what came to be known as social constructivism, a branch of constructivism which focuses on the significance of culture and social context on learning. The essential idea at the basis of this approach to learning is that the social factors like family experiences, educational experiences, cultural experiences, etc. constitute mediating elements which influence the construction of the person's cognitive capacities. According to Vygotsky, consciousness and thought do not represent purely internal characteristics since they develop from external activities achieved in a closed social environment. He insisted on the importance of interactions with other people like the parents, the teacher, or the peers to allow the children to be conscious of their actions and their thinking process and on the role of culture which is determining in the development of thought. Cohen, Manion, and Morrison (2004) stated that:

> For Vygotsky, learning is a social, collaborative and interactional activity in which it is difficult to 'teach' specifically – the teacher sets up the learning situation and enables learning to occur, with intervention to provoke and prompt that learning through scaffolding. (p. 168)

Vygotsky's work feeds into current interest in collaborative learning. It suggests that the different levels of ability in a group allow interaction in the sense more advanced members can help less advanced ones in the group to operate within their zone of proximal development (ZPD). Vygotsky (1978) defined ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in

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collaboration with more capable peers" (p. 86). The ZPD has become the equivalent of the term scaffolding in the literature; though Vygotsky never used it in his writing. This term was, in fact, introduced by Wood, Bruner and Ross (1976) having Bruner as its originator in the 1950s when he first used it to describe young children's oral language acquisition (Hartman, 2002). Because he stressed the social and collaborative nature of learning, Vygotsky is often considered to be the father of social constructivism, while Piaget is the father of personal (or cognitive) constructivism. Pass (2004) suggested that the two researchers provided different paths towards constructivism.

- **Bruner and Social Constructivism**

Another influential researcher in the so-called 'cognitive revolution' that displaced behaviorism is Jerome Bruner. Bruner's work was influenced by Piaget, but particularly by Vygotsky's theories (Tassoni, Gough, Beith & Eldridge, 2002). Piaget had a significant influence on Bruner but later when the latter discovered Vygotsky's work on social development; he focused more on the impact of history, society and culture on learning (Lyle, 2000). Smith (2002) stated that Bruner developed, in the 1960s, a theory of cognitive growth which, in contrast to Piaget, emphasized environmental and experiential factors. Bruner's theory proposes that knowledge is acquired by the continuous refinement of schemata, where learning is an active knowledge-getting process in which learners form new ideas based on their current and past knowledge (Bruner, 1990). According to him, social interaction is important, and the way learning takes place is as crucial as the result of that operation. His theory, on discovery learning, is a combination of the elements of content and strategies. He explained that "emphasis on discovery indeed helps the child to learn the varieties of problem solving, of transforming information for better use, helps him to learn how to go about the very task of learning" (Bruner, 1979, p. 87). This theory is not at odds with CBE in that the

tasks to be performed progressively grow more complex as more information and skills are acquired (Harris et al., 1995). Bruner's theory holds true for both types of learners: young children as well as adults.

The aim of education, according to Bruner's work, should be to create autonomous learners i.e. learning to learn. He claimed that children develop their knowledge through social mediation which acts on a communicative mode. Wood et al. (1976, p. 90) defined Bruner's term scaffolding as "the process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts". This term has been used in support of learning provided by a teacher to enable learners to perform tasks and construct learning that they would not be able to manage on their own as they move towards mastery and autonomy when the scaffolding is gradually phased out. The teacher's role during the process is to control elements of the task that are beyond the learners' capacity and helps them to concentrate upon and complete only those elements that are within their range of competence.

1.3.3.2. Constructivism in Education

In contrast to the traditional teaching models in which a teacher or lecturer transmits information to students; a teacher should create a collaboration atmosphere to help facilitate meaning construction in his/her students. Piaget's theory, Vygotsky's ZPD and Bruner's scaffolding are very similar in this sense and their application within the classroom is necessary.

In today's teaching, it is important to have enough information about the pupils. This information helps to determine the moment where they can perform tasks themselves and assist them to transfer the competence-performance relation explaining that competence will be developed by extending it from one social milieu or performance framework to another.

This role is indeed different from the traditional behaviorist one of presenting material in a clear, concise, and logical way. As Piaget (1952b) posited, the knowledge-construct view of learning is different from the knowledge-copy view. According to Piaget, who did not explicitly relate his theory to education (Case, 1998); learning is the result of a dynamic process of balance research between the learner and his environment. Piaget is concerned with how the student develops understanding and puts emphasis on discovery learning rather than teacher imparted information. The teacher's role, according to Piaget's theory, needs to change. A teacher must, for example, challenge the learners by making them active critical thinkers. He must not be simply a teacher but a mentor, a consultant, and a coach at the same time. Therefore, Piaget's constructivist theory has influenced school's curriculum development because teachers have to make a curriculum plan which enhances their students' consistent and conceptual growth. On its part, Vygotsky's theory promotes; also, learning contexts in which students play an active role in learning (Vygotsky, 1978). Contemporary theorists suggested some implications for teaching in the larger context of schools building on Vygotsky's ideas about learning as a social process. From the perspective of Vygotsky's theory, teaching is helping the student in performing a task focusing on developing autonomy in the learner (Tharp, Estrada, Dalton,4 & Yamauchi, 2000). For that reason, constructivists favor the use of techniques like experimentations, learning through problem solving, projects realization, collaborative learning, simulations, and cognitive tutoring such as coaching, mentoring, supervising, etc.

According to Legendre (2005), constructivist perspectives have acquired great popularity in education and are usually mentioned as foundations of different pedagogic trends. The main idea we associate with this new vision of teaching and learning is that the learner becomes his master since he constructs his knowledge through his contact with the environment and interaction with others. On that account, the teacher's role radically changes

because he is no longer the only and unique holder of knowledge as was the case in traditional teaching (Cohen et al., 2004, p. 167). From this viewpoint, the teacher cares more about learning to integrate the learners in the learning activity to make them build their knowledge, savoir-faire, and know-how-to-be (savoir-être). The teacher conceives learning environments favorable to the complete development of the learner as shown by Henri (2001). The teacher's concern should be with her/his learners' training need instead of being about the knowledge she/he must transmit showing a move from a teaching logic to a learning logic. According to Henri, the learners should always be at the center of the pedagogic act by defining the competencies they need to acquire and develop putting aside the teacher's view of knowledge and how she/he would organize it to communicate his/her vision and message. In other words, the teacher is no more considered as a content expert responsible for transmitting knowledge; instead, her/his role is to be a guide in the development of competencies. This new role is to be achieved by changing the teacher's vision as concerns on the use of resources and the techniques put into practice in the classroom. Considering themselves as sources of knowledge and giving instructions on the subject they teach, teachers exploit the learner's environment as a learning resource. This practice must be reoriented towards a learner-centered view of education by utilizing the environment as a source of knowledge where the learners engage actively in solving problems and caring about the ways and the means the students use to learn, help them develop their strategies and accompany them through their learning stages.

1.3.3.3. Criticism of Constructivism

The theory of constructivism is open to criticism because it differs slightly from the empiricist views, and because it provides misleading and incomplete views of human learning (Fox, 2001). Reducing the teacher's role to that of a facilitator might have overly

enthusiastic approval in primary or secondary education. This position is unlikely to be wholly satisfactory in higher education, either for teachers or learners, and an element of instruction is to be expected, nevertheless.

De Ketele and Gerard (2005) stated that all over the world, the pedagogic practices are referring more and more to a competency based approach, different from content-based or an objective based one. The difference is in the fact that the competency-based approach seeks to develop the learners' possibility to use an integrated group of resources to solve a problem situation belonging to a set of conditions. Nevertheless, the content-based approach considers teaching regarding lists of subjects, and teaching content subjects, in other words transmitting them; and the objectives based pedagogy has as an entry structured observable behaviors, but separates them and considers those to develop in the learner.

Harris et al. (1995) stated that CBE has meant and will continue to mean different things to different people and that analyzing it in its context is not a simple task. In some ways, it is similar to giving meaning to a piece of jigsaw where all the pieces representing different parts make one thing. Some seek to analyze CBE from a behaviorist frame of reference while others use a cognitive frame of reference. Others, however, use a humanist frame of reference. In this situation, what we need to recognize is that we are not debating the system, but a frame of reference. Since these schools of thought have been discussed for most of this century, without reaching any agreement, it is highly improbable that we will obtain any agreement in our debate over CBE unless we recognize that we are using different frames of reference (Harris et al., 1995).

The central disagreement over the theoretical basis of CBE lies with the term competency which has not been clearly defined in the literature. There has always been fuzziness and confusion over its meaning. Sultana (2009) stated that the attribution of

multiple meanings to the term has encouraged the development of this ambiguity and has led to what Clarke and Winch (2006, p. 256) called "conceptual inflation."

1.3.3.4. Constructivism and Competency Based Education

Constructivism has become a dominant learning paradigm in science education. The constructivist view involves the principle of making the learner construct his knowledge rather than passively receive it from the environment where she/he is. Constructivists do not define learning objectives in advance like it is the case for the behaviorists. They consider that the learners determine and negotiate them with the teacher. They went beyond the objectives based model of the 1950s where learning is seen as a change in behavior to the competency based model which dominated in the 1990s. The latter stipulated that learning is a knowledge building process building on the theories of the cognitive theory in which learning is seen as a change in mental structure (Brahimi, 2011). According to Zemelman, Daniels, and Hyde (1993) learning involves inventing and constructing new ideas. Because the construction of knowledge is based on the learner's experience of the world, they support that teachers must create environments in which students can construct their own understanding. CBE can be considered as one way of creating such conditions. For constructivists, learning is an active process, through which learners 'construct' meaning. Tardif (2006) mentioned that CBE is one of the most obvious applications of that view of learning.

CBE has a constructivist view of learning since "the quality of acquired knowledge through active construction is better than passively gained knowledge" (Kouwenhoven, 2009, p. 8). O'sullivan and Burce (2014) associated the origins of CBE with the social constructivism. They stated that "learners engage in a process of constructing their own knowledge by interaction with their environment, rather than as a process of absorbing the

knowledge that the traditional teacher might try to transfer to them" (p. 75). CBE is considered as social constructivist because we believe, according to this learning paradigm, that learning takes place when we interact with other people. In other words, learning is not the transmission of knowledge but the act of constructing Knowledge through interaction with the other learners. According to Könings, Brand-Gruwel, and van Merriënboer (2005), in a constructivist paradigm, learning environments that encourage active, contextual construction of knowledge and understanding and active acquisition of competencies are favored. De Kraker, Lansu, and van Dam-Mieras (2007) stipulated that acquiring competencies appropriately can only be in a learning environment that combines actual practice ('learning by doing'), and explicit reflection on that practice ('learning by reflection'). They explained that:

> 'Learning-by-doing' involves that the learning environment is realistic or authentic concerning the problems the students have to solve, the tasks they have to perform, and the context of these tasks. 'Learning-by-reflection' involves that students explicitly reflect on their learning goals, activities, results and ways to improve. (p. 110).

Motschnig-Pitrik and Holzinger (2002) stated: "In brief, the main goal of constructivism is competence, not knowledge as in cognitivism, or achievement as in behaviorism" (p. 163). Consequently, the constructivist learning view and the concept of competence together are stressed as the mainstay of CBE.

1.2. Definition of Competency Based Education

CBE is a movement according to which the teacher should not focus as much on the process of education as he/she should concentrate on the outcome of the education. This claim, of course, does not mean that the process is not important. It is important to the

condition that the outcome which is more important than the process is accomplished. Similarly, Richards and Rodgers (2001) stated that CBE refers to a movement in education that promotes reporting objectives taking into consideration "precise, measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study" (p. 141). Weddel (2006) adopted Savage's (1993) definition which considered that CBE is a functional approach to education that gives importance to life skills and evaluates mastery of those skills according to actual learner performance. Grant et al. (1979) offered the following definition:

> Competence-based education tends to be a form of education that derives a curriculum from an analysis of a prospective or actual role in modern society and that attempts to certify student progress by demonstrated performance in some or all aspects of that role. Theoretically, such demonstrations of competence are independent of time served in formal educational settings. (p. 6)

1.2.1. Characteristics of Competency Based Education

This movement in education, when associated nowadays with the theories of learning, is referred to as the pedagogy of integration. It requires combining all the knowledge, skills, attitudes and values necessary for the resolution of real-life problems or situations to be competent in a given work field (Jordan, Carlile & Stack, 2008). This approach should include the following components as sketched out by Weddel (2006) to achieve the outcomes of the learning operation:

1. An assessment of the learners' needs which is organized to define what is required to improve their performance

2. The selection of the competencies to be developed into statements of learning objectives and outcomes

3. The target instruction and the instructional material to be used

4. An evaluation of the competency attainment to determine the level to which it was achieved

Schenck (1978, p.vi) described the characteristics of CBE stating that "[it] has much in common with such approaches to learning as performance-based instruction, mastery learning, and individualized instruction. It is outcome-based and is adaptive to the changing needs of students, teachers, and the community." Therefore, CBE is based on a set of outcomes required of students in life role or professional situations. Weddel (2006) associated nine characteristics with CBE programs. She stated that, in such programs, methodology is organized as follows:

1. The competency statements are specific and measurable.

2. The content is based on the learner's goals regarding outcomes or competencies.

3. Since the focus is on outcomes, the program continues until the learner demonstrates mastery of what she/he learned.

4. Instruction is delivered through a variety of techniques and group activities

5. The focus is on what the learner needs to learn.

6. We use a variety of texts, media, and real life materials to fulfill targeted competencies.

7. The students are provided with immediate feedback on assessment performance.

8. Instruction is paced to the learner's needs.

9. The learner is brought to demonstrate mastery of specified competency statements.

Centered on what the learner needs to learn, and the quality of teaching student learning is improved because of the precise requirements of the expected outcomes and the continuous feedback that competency-based assessment can offer (Docking, 1994). Fagan (1984) describing the educational act in public schools in the United States referred to Tyo's conclusion when investigating the strengths and weaknesses of CBE. The latter stated that though the teacher has a primary role in selecting and implementing the goals, she/he is not fully responsible for learning. The students hold upon themselves the responsibility of their learning becoming hence real partners with teachers and contributing toward expectations. Tyo added that CBE would be another educational fad until the partnership teacher/learner is formed (Tyo, 1979).

Richards and Rodgers (2001) stated that CBE is designed not around the notion of subject knowledge but the concept of competency. The focus moves from what students know to what they can do. Learners are, thus, assessed according to how well they can perform on specific learning tasks (Docking, 1994). However, the value of CBE has been, and to an extent remains, subject to considerable debate. While antagonists of the movement have a reductionist view considering it as learning a set of disconnected behaviors that focus on training as opposed to education, protagonists point to its practical nature. They value its prime focus which is ensuring that when receiving their qualifications professionals can meet the needs of society for that particular role at which they were educated and trained to be competent.

1.2.2. Competency versus Competence

The confusion over the term competency lies first at the level of how it is spelled; whether it should be spelled as competence (plural: competences) or competency (plural: competencies). Sultana (2009) considered that the two terms are used interchangeably

bearing in mind the fact that, in the United Kingdom, they opt for competence and, in the United States, they use competency for the same word/concept. However, the term competence does not always seem to be used as a synonymous for competency, though dictionaries commonly define it as such. Stevenson (1996) who postulated that the term competency has evolved over time to imply different meanings considered that the ordinary or everyday meaning of the word has two aspects one related to competency and the other to competence. The first one denotes that a person has completed a task or fulfilled an occupation in a proficient manner. It refers to particular abilities necessary to achieve some performance in a given situation, or to characteristics required of a person to achieve competent performance. This meaning is associated with the term competency. The other meaning denotes results of training or a desirable outcome –that is, competent performance which is related to competence; the term used to describe what a person needs to do to perform a job and was concerned with result and output rather than effort and input. This ambiguity in the meaning of the concept of competence is mainly due to the different theories it is associated with.

We need to note a useful distinction in the literature between the term competency, which refers to specific capabilities, and the term competence which is given a generic or holistic meaning and relates to a person's overall capacity.

1.2.2.1. Competency

The meaning of competency has been the subject of much debate. This lack of a precise definition of the term was recognized by Hoffmann (1999) who stated that:

The term competency is multi-faceted. Some have defined the term narrowly by using a single element of human performance. Others have allowed their definition to overlap several of the elements of human performance. The shifting definition has brought with it a degree of confusion over the nature of the concept and its application (p. 275).

Mulder, Weigel, and Collins (2007, p. 68) acknowledged that "there are various definitions in existence for the concept of competency because of its ambiguity concerning learning theories and other innovative approaches to learning". When studying the different learning theories that could influence CBE, Leplat (1991) considered that competency is associated with two major theories: behaviorism and cognitivism/constructivism. Thus, competency is perceived as either being behavior or a construct.

a. The Behaviorist Perspective on Competency

Most of the debate concerning the definition of competency concentrates on the behaviorist perspective to learning. This perspective is divided into two views. The first suggests that competency is the doing of particular things focusing on the result of the task (behavior or performance), and the second regards it as the ability to do something taking into consideration the execution of the task (ability to perform). According to Short (1984), competency is defined as the behavior(s) and, where appropriate, the attribute that individuals must possess, or must acquire, to do their job appropriately. Short stated that competency has come to refer to a specified attribute that may be possessed by someone. It can be a series of related skills, suggesting both a particular category that helps determine a person's adequacy or sufficiency and quality or state of being which characterizes a person as being competent, able, adequate, or sufficient within such a category.

- **Competency as Behavior or Performnace**

Boyatzis (1982) defined competency as "an underlying characteristic of a person in that it may be a motive, a trait, skill, an aspect of one's self-image or social role, or a body of knowledge which he or she uses" (p. 21). This definition is in agreement with the first connotation. In this sense, Woodruffe (1992) claimed that competency is concerned with people's behavior and is a dimension of behavior that is relevant to performance in the job stating that "[it] is a set of behavior patterns that the incumbent needs to bring to a position" (p. 17). He described these sets of behavior patterns as behavioral repertoires and considered them as the range of capabilities, processes, actions and responses which enable an individual to demonstrate performance in a set of situations. Kurz and Bartram concurring with Woodruffe added that it is not only related to the individual's performances, but also to his/her ability to generalize and to transfer knowledge and skills from one task to another (Kurz & Bartram, 2002). This claim is the second connotation through which Whiddett and Hollyforde (2003) considered that an ability based on behavior should be referred to as a competency which is a skill or characteristic enabling a person to carry out specific actions at a superior level of performance. Competency, according to them, describes what people bring to the job. It is, therefore, both aspirational and transferable and should be expressed in 'action' terms. Besides, it needs to be supported by statements specifying the type of behavior we would expect someone to exhibit (Kurz & Bartram, 2002; Whiddett & Hollyforde, 2003; Woodruffe, 1992). Eraut (1994) considered that the term competency stands for specific capabilities like Houston and Howsam (1972), who believed that competency, at that time a newly coined term, must come to mean the ability to do in contrast to a more traditional emphasis on the ability to demonstrate knowledge. This behaviorist view concerns the idea that takes into consideration competency as producing the expected results and as the doing of something. Ainsworth (1977) explained that a competency is not much different from

Mager's behavioral objective (1962) in the sense that it describes a particular performance to an appropriate level of adequacy under specific conditions. The only difference Ainsworth mentioned concerns prestige. He explained that a competency was the end behavior in a sequence of behavior organized hierarchically. For example, certifying that somebody can perform a given competency means that she/he can also perform the sub-behavior which contributes to that competency. The meaning we can associate, then, with a competency is not different from the one we give to a "terminal behavioral objective" (Burns, 1973).

One such view is shared by Norris (1991) who, stating the similarity between a behavioral objective and a competency, declared:

> Behavioral objectives are outcome and product oriented. Operational definitions of competence are handled in much the same way. Competence is usually treated as something a person is or should be able to do. It is a description of action, behaviour or outcome in a form that is capable of demonstration, observation, and assessment. (p. 333)

Short (1984) added that the real test of competency occurs in real situations where purpose or intent obligates one to choose the most appropriate behavior or performance which is considered as a group of integrated behavior as well as to enact them satisfactorily (Pearson, 1984). To specify behavior or performance is to designate acts that can be accomplished and quite independently of any on-going purpose or intent. Short considered that since little or no cognitive judgment needs to be exercised in doing so, competency is rightly understood as the doing of particular things being behavior or performances. However, competency in the form of behavior or performances has a very narrow range of usefulness and applicability, as several people have noted. Noddings (1984), for example, argued that if we view it as a set of observable behavior or performances, then this same set

should be observed by anyone judged competent in the same field but this is rarely if ever the case. Noddings used the example of qualified teachers who may be seen using a variety of individual teaching styles to demonstrate that connecting between competency and observable behavior or performance is not always true. Similarly, Smith and Keating (2003) stated that competency is itself a difficult concept and that we cannot assess competency from performance; we can only infer it.

- **Competency as Ability to Perform**

The second behaviorist view concerning the notion of competency claims that before achieving any task satisfactorily, the individual needs to develop an ability to perform it to the level required. Noddings (1984) differentiated competency from the executed task whether behavior or performance and associated competency with "ability, capacity, or having the necessary prerequisites" (p. 17). Mulder (2007) followed the same idea associating the term with the notions of capability and authority. He concluded that competency was about capability referring to having the skill or ability and authority referring to having the permission to use that capability. This association is not new since Burns (1973) considered, similarly, competency as synonymous with the concept of ability. He claimed that at the end of instruction, in competency education, the learner is to have acquired the ability or skill to do something; and Irwin (2008) explained that when students demonstrate a competency, they are showing their ability to do something. In other words, they are showing the outcome of the learning process. Therefore, according to Irwin, a competency can only be defined as a statement of learning outcomes for a skill performed to a specific level of proficiency. Before that skill is to be performed, an ability to execute it should be developed. When an individual has that ability, we can say that he is competent.

Defining Competency regarding skill and ability has led to the bedeviling idea that competency based learning only works for manual skills. These are the behaviors people need to display to do a job effectively (Woodruffe, 1991; 1992) or the discrete activities that people possess the necessary skills, knowledge and understanding to engage in actually (Dubois, 1998). This behavioral view of competency may be seen as supporting the charge that competency based approaches maintain a narrow, behaviorist view of human development. Hence, the task being clearly defined and the criteria for success being set out alongside this, a competent person is one who produces the expected result and knows how to execute that task to produce the same effect again.

b. The Constructivist Perspective on Competency

Predominantly concerned with cognitive activities, Doll (1984) suggested that competency requires thinking, not just behavior showing the significant role the mind and cognition play in mastering and applying knowledge and skills. According to Doll, the guarantee that a person is competent is his/her intelligent and correct control of higher order cognitive processes. Competency is something that lies behind what he or she can do. Competency, then, is not the same as performance; it is what enables production to occur. It has usually been described as including knowledge, skills and attitude (Doll, 1984). According to Dobson (2003):

> A competency is much more than just a description of a work task or activity. It encompasses measures of the competency and addresses the knowledge, skills and attitudes required for a person to perform a job to a required standard. (p. 8)

Jordan et al. (2008) described competency as being able to do and complete a complex task that requires the combination of knowledge, skills, and attitudes. They argued

that competencies are what help a person to accomplish a task efficiently in a particular environment.

Considering it a construct, competency, then, consists of a description of the combination of the knowledge, skills and attitude necessary for adequate performance of a real-world task or activity or for carrying out professional tasks (Marrelli, Tondora, & Hoge, 2005; Mrowicki, 1986). Wolf stated that if we do not have very clear ideas about the construct, we are not likely to develop very useful measures of the competency (Wolf, 1989). In other words, if we do not know about the components of competency, we cannot define it. The constituents of the construct of competency: knowledge, skills, attitude or state of being can be described as follows:

- Knowledge is awareness, information, or consideration of facts, rules, principles, guidelines, concepts, theories, or processes needed to achieve a task successfully (Marrelli, 2001; Mirabile, 1997). Knowledge may be concrete, specific, and easily measurable, or more complex, abstract, and difficult to assess (Lucia & Lepsinger, 1999). We acquire it through learning and experience.

- A skill is a capacity to accomplish mental or physical tasks with a specified outcome (Marrelli, 1998). Similar to knowledge, skills can vary between highly concrete and easily identifiable tasks, such as filling documents alphabetically, and less tangible and more abstract ones, such as managing a quality improvement project (Marrelli et al., 2005; Lucia & Lepsinger, 1999).

- Attitude is the quality and characteristic attributes that are to be identified in the person. Short (1984) proposed that competency has been conceived as a quality of an individual or a state of being. Teaching competency, for example, must be defined not by a particular dimension such as its characteristic behavior, but by all the conceptual relationship that bear upon the full exercise of that activity.

Mulder et al. (2007) defined competency as "the capability to perform and to use knowledge, skills, and attitudes that are integrated into the professional repertoire of the individual" (p. 82). Strebler, Robinson, and Herron (1997) noted that different meanings to describe competency have evolved through common usage, with some using the term to describe behavior and others using the term competencies to denote standards or minimum standards of performance. Chappell (1996) suggested that the person using it determines the meaning and context of the term competency.

1.2.2.2. Competence

According to Sultana (2009), competence approaches were focusing on performance and output at the expense of complex intellectual processes. However, Schön (1987) argued that it is not competencies and behavioral training that determine behavior and performance in a particular context, but rather people's prior beliefs and their personal theories. Coburn and Stein (2006) concluded that many of the new approaches were underpinned by cognitive, and increasingly constructivist notions of learning, as opposed to behavioristic ones. Definitions of competence in the 1990s have gone beyond the narrow approach of the 1960s which emphasized aspects of the behaviorist movement. They were for a broader, holistic definition that includes different components: knowledge, skills, attitudes and values, and other criteria such as transferability in teacher education (Johnston, 1992). This holistic view of competence is the result of the integration of some approaches that have emerged over time in the fields of education and training in different parts of the world according to Bowden & Masters (1993). Winterton, Delamare-Le Deist and Stringfellow (2006) compared three approaches which reflect the different national contexts and educational systems in which the idea of competence emerged, namely behavioristic in the

United States, functionalistic in the United Kingdom, and holistic and multi-dimensional in France and Germany (Winterton et al., 2006).

To reach a consensus as regards the definition of the word competence, the European Commission working document on the establishment of European qualifications framework for lifelong learning (2005) drew on literature from the United States, the United Kingdom, France, and Germany and suggested that:

> Competence includes: (i) cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; (ii) functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; (iii) personal competence involving knowing how to conduct oneself in a specific situation; and (iv) ethical competence involving the possession of certain personal and professional values. (p.12)

Because of the implications this consensus has for education and training, the term competence should not be used to refer only to skills but to a construct that is related to knowing, doing (savoir-faire) and being; all integrated into an interdisciplinary and holistic manner. Hyland (1993, 1997) and Norris (1991) referred to that as the integration of propositional knowledge (knowing that), practical knowledge (knowing how), and procedural knowledge (knowing how to be). Therefore, competence can be "re-defined as the ability to draw on underlying attributes (knowledge, skills, and attitudes) and to integrate and apply these to realistic professional tasks" (Bowden & Masters, 1993, p. 42). Woodruffe (1992) and Mulder (2007) related competence to areas of operation and job functions and considered it as an integrative concept labeling performance of an overall well-done job demonstrated by outputs. This conceptualization requires, then, a holistic and integrated approach. Gonczi,

Hager and Oliver (1990) stated that it "begins by attempting to identify those areas of professional practice in which it is essential to demonstrate at least minimum competence and to identify the knowledge, skills and attitudes required to perform complex professional activities" (p. 65). When Gonzi, Hager and Athanason (1993) used the word 'competence' in a holistic sense, they noted that:

> The competence of professionals derives from their possessing a set of relevant attributes such as knowledge, skills and attributes. These attributes which jointly underlie competence are often referred to as competencies. So a competency is a combination of attributes underlying some aspect of successful professional performance…[But] attributes of individuals do not in themselves constitute competence. Nor is competence the mere performance of a series of tasks. Rather, the notion of competence integrates attributes with performance. (pp. 5-6)

What they described as attributes correspond to what Eraut (1994) has chosen to call capability and giving the term competence a generic or holistic meaning stating that it is about a person's overall capacity. Roegiers, in a conference for the "Centre National d'Innovation Pédagogiques et d'Expérimentation", Morocco (2009) approached the definition of competence in a holistic way because it takes into consideration all contents: savoir, savoir-faire, and savoir-être combining, hence, views from the behaviouristic and functionalist approaches (De Ketele, 2006; Perrenoud, 1997). This holistic meaning, according to Le Boterf (2000), regards competences as resulting from three factors: 'know-how-to act', 'want-to act', and the 'can-act'. The know-how-to act includes knowledge and savoir-faire. The want to-act refers to the motivation of the individual and the context in which he has to act. The can-act relates to the existence of a background, an organization of work, the choice of management, the social conditions which are the basis of taking responsibility and risk taking by the individual.

Perrenoud (1997) defined competence as the capacity of facing a group of situations, which we can control because we have at the same time the required knowledge and the ability to use it effectively when needed to identify and solve real problems. He added that this helped to face a complicated situation, and to construct an answer without referring to any pre-programed ones. The proof of the integration of knowledge is when the learner succeeds in using it in other contexts or situations than the ones he acquired it in. We refer, then, to the act of Knowledge transfer. This view was confirmed by the European Parliament in 2006. It stated that competence is the combination of Knowledge, skills and attitudes appropriate to a given situation, and regards key competences as those which are the basis of personal flourishing, social integration, active citizenship, and work. Jordan et al. (2008) proposed the following definition: "competence is the ability to perform a role effectively within a context. It requires a range of competencies." They explained that sets of consistent skills combined to become complex competencies necessary for competence in a contextual role.
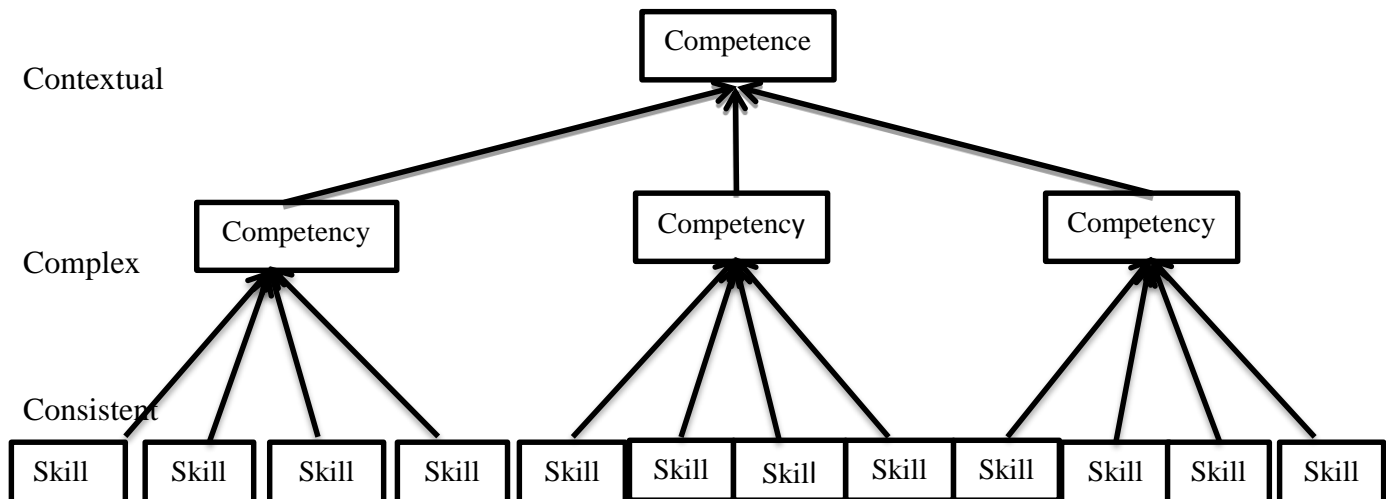
Figure 1.1: Skill, Competence and Competency (Jordan et al., 2008, p. 203)

They explained that teaching competence, for example, requires competencies in curriculum planning, classroom management and the assessment of learners. These competencies are

themselves a combination of some skills the teacher must acquire. However, being a competent teacher is not only about developing set competencies. Attitudes and values are, also, imperative. Jordan et al. (2008) posited, "Competence in a teaching role requires a complex coordination and integration of knowledge, skills, competencies and values" (p. 204). They explained that to perform a particular task; we need to develop a specific competency which is a coordination of a set of skills with knowledge. Playing a role with competence requires the integration of a set of required competencies with attitudes and values in context.
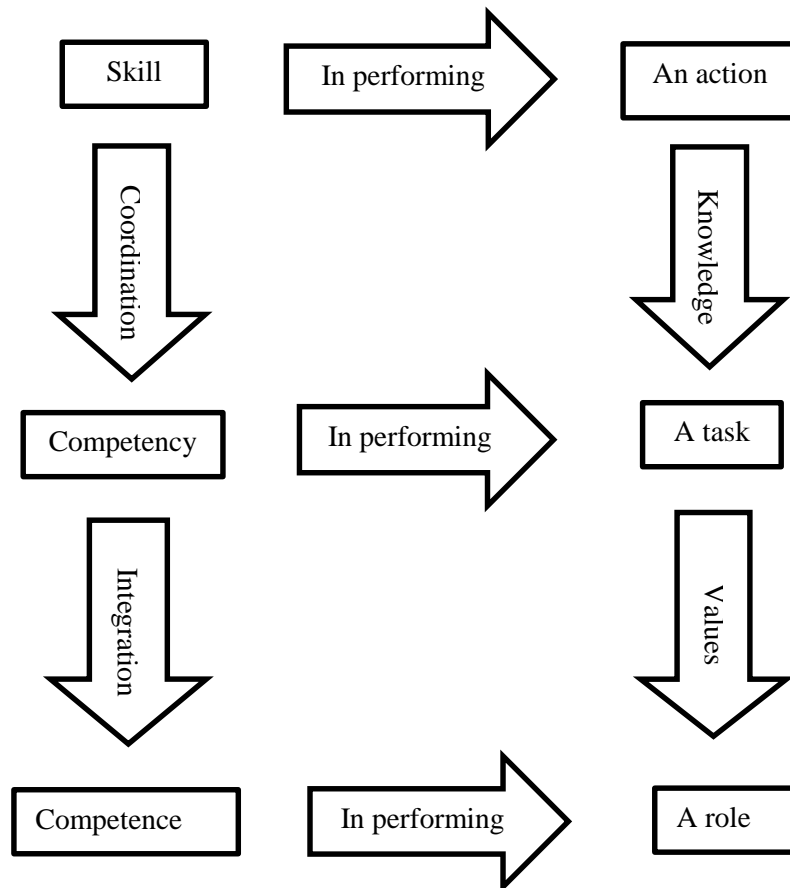
Figure 1.2: Role Competence Model (Jordan et al., p. 204)

Bowden and Masters (1993) stated in their conception of competence which embraces all three levels in an integrated relationship that "education for competence involves

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development of understanding of discipline knowledge and development of skills in the context of real-world experience, leading to such capacities as intellectual judgement and imagination" (p. 171). They explained that competence is developed through general courses in the same way as in professional one through experiences.

1.2.3. Operational Definition of Competence and Competency

Bowden and Masters (1993) mentioned that when CBE principles were first applied in education and training programs, we faced the issue of imprecise definitions and inadequate guidelines for implementation. In the United States; the country of origin of this approach for example, when CBE was introduced in teacher education programs, this was a particular problem for institutions of higher education because of the lack of definition (Burke, Hansen, Houston, & Johnson, 1975). We interpret the term competence in many ways and, as a matter of fact, no one has been able to find a unique definition that satisfies all linguistic, cultural, temporal and social backgrounds to describe it. Competence is, then, the ability to act using some skills and knowledge in various situations that may differ from those in which they were learned. Therefore, as an operational definition, we may use, competence refers to an individual's demonstrated knowledge, skills, or abilities performed to a particular level. It is an observable, behavioral act that requires a combination of knowledge, skills, abilities, and attitudes. The coordination of skills, knowledge and attitudes/values leads to the capacity to carry out a task effectively, competency; and the integration of competencies, knowledge and attitudes leads through a process of experiential learning to competence which is the ability to perform a role successfully (Jordan et al., 2008).

Blackmore (2008) stated that the way competencies are written is important to report them in an observable and demonstrable manner. To write them successfully, Bloom's taxonomy which refers to a classification of the different learning objectives is very helpful to

define the various levels of competence integrating the taxonomic model with the competence model to explain how competence develops (Bloom, 1956). Jordan et al. (2008) proposed the following scheme to illustrate such integration:

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                    ┌─────────────────────────────────┐
                    │           Potential             │
                    └─────────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────────┐
                    │           Learning              │
                    └─────────────────────────────────┘
                        │          │          │
                        ▼          ▼          ▼
              ┌───────────┐  ┌───────────┐  ┌───────────┐
              │ Cognitive │  │Psychomotor│  │ Affective │
              │  domain   │  │  domain   │  │  domain   │
              └───────────┘  └───────────┘  └───────────┘
                   │               │             │
                   ▼               ▼             ▼
            ┌───────────┐      ┌───────┐   ┌─────────────────┐
            │ Knowledge │      │ Skills│   │Attitudes / Values│   ◄── ACTION
            └───────────┘      └───────┘   └─────────────────┘
                   │               │             │
                   ▼               ▼             ▼
                    ┌─────────────────────────────────┐
                    │          Coordination           │
                    └─────────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────────┐
                    │          Competencies           │        ◄── TASK
                    └─────────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────────┐
                    │          Integration            │
                    └─────────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────────┐
                    │          Competence             │        ◄── ROLE
                    └─────────────────────────────────┘
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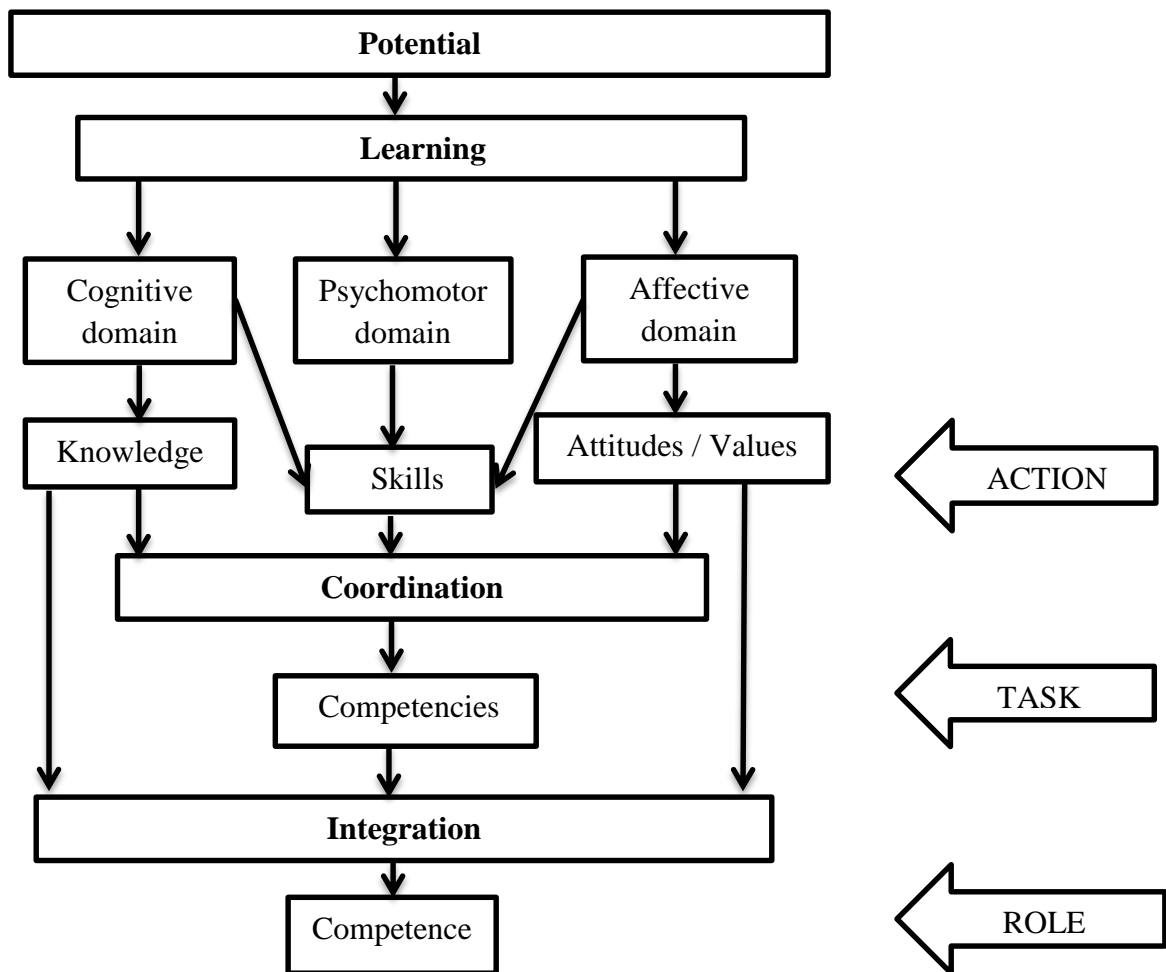
Figure 1.3: From Potential to Role Competence (Jordan et al., 2008, p. 206)

Jordan et al. (2008) stated that learners do not start from scratch. According to them, they possess a certain potential which is developed through learning in the three domains of learning: the cognitive, psychomotor and affective domains, an idea which aims at creating a more holistic form of education by focusing on all three of them. The result of this learning is

"a set of cognitive, psychomotor and affective skills that coordinate to produce task competencies" (Jordan et al., 2008, p. 205). These competencies are then integrated to form a competence reflecting the role desired which is what someone needs to do to carry out a specific task or job and it is demonstrated by performance and outputs.

Jordan et al. (2008) stated that in teacher education, trainee teachers start their training/education with a certain potential. They explained that:

1. In the cognitive domain they learn subject and theoretical knowledge.

2. In the psychomotor domain they learn presentation skills.

3. In the affective domain they acquire professional teaching and subject values.

4. They then possess a range of teaching skills that she can perform consistently.

5. These skills are then coordinated so that they become competencies that can be performed simultaneously in a task such as the delivery of a lesson.

6. Finally, through the practice of teaching, the skills and competencies are integrated with professional and personal values to enable them to carry out the role of a teacher.

(Jordan et al., 2008, p. 213)

Bowden and Masters (1993) stated the idea that the learning process is no more considered as the satisfaction of pre-determined objectives only; but because of an increasing awareness of the active and constructive nature of most of its forms, it is "increasingly being recognised as an active process through which learners construct their own interpretations, approaches and ways of viewing phenomena and through which they relate new information to their existing knowledge and understandings" (p. 51). Therefore, this entails a shift in paradigm when it comes to defining competence from a focus on performance criteria to the attempt to understand how learners are thinking about and approaching problems. In other

words, there has been a shift from a behaviourist interpretation of the concept competence to studying it in a constructivist view.

1.3. Educational Implications of Competency Based Education

CBE was applied to education first in the United States in the 1970s and spread, afterward to Europe and some other parts of the world. It has influenced some educational developments like the learning outcomes movement, the standardization of education, initiatives in the vocational and business sectors and the emergence of the concept of transferable skills among others.

What has been achieved through moving to CBE is re-organizing, reframing, or rewording what already existed with the aim of improving educational systems. Short (1984) stated that the implications of this approach to learning can be seen in three important educational activities: deciding upon curriculum, writing goals and objectives, and setting assessment criteria.

1. Deciding upon curriculum

Curriculum in a CBE perspective focuses on what should be done with the acquired knowledge rather than just the purchase of knowledge. In other words, we should be interested in putting what we learn into practice instead of accumulating pieces of knowledge and comprehending them without being able to move to higher levels to demonstrate our capacity to solve problems and find solutions to complicated issues by drawing on the knowledge we acquired. Bowden and Masters (1993) claimed in their report that "there is a commonly expressed belief that institution-based courses too often emphasize theoretical or 'book' knowledge at the expense of the ability to apply knowledge to perform practical tasks and to fulfill workplace roles. (p. 14)

In other different educational contexts, Tuxworth (1989), Jessup (1989) and Humphrey (1992) shared the same belief. Humphrey, for example, explained that "competence is the ability of the learner to put skills and knowledge into action" (p. 61). A future teacher, for example, must be able to work with any textbook or any method suggested by the educational authorities. The focus in teacher education then should be, for instance, on developing teachers' skills in lesson planning and presentation by having student teachers design plans and present lessons in a non-hierarchical learning. The teacher and the student are both responsible for content rather than having a trainer teacher lecture on the principles of lesson planning and the characteristics of a good lesson exhibiting his knowledge in the field without being himself/herself able to put that knowledge into practice and performing in front of their students. In the Algerian context, for example, too much value is placed on theoretical and educational learning to the detriment of professionally oriented competencies. According to Bowden and Masters (1993), the goal in adopting CBE in education and training programs is to reverse the direction in which decisions about the objectives and content are made.

2. Writing program goals and objectives

This second activity requires using teachers' competencies as an organizational framework and using competency-based language when stating program goals and objectives. Therefore; in teacher education, for example, the latter must say clearly the role and outcomes the student teachers should perform in action terms. These outcomes are expressed as explicit, observable workplace performances in the form of clear and precise competencies to better communicate the needs of the job, define the educational goals with precision and help make a straightforward judgment about the extent to competencies have been reached (Bowden & Masters, 1993). We frequently refer to explicitness and precision in discussions of the outcomes of competence. Jessup (1991) stated that "for accurate

communication of the outcomes of competence and attainment, precision in the use of language in such statements will need to be established, approaching that of science" (p.134).

3. Setting assessment criteria

Evaluation criteria in CBE focus mostly on formative evaluation without putting aside summative assessment also considered necessary. Both types of assessment should be incorporated. Levels of competence, clearly defined at the beginning, are examined and used in the programs to determine competence.

According to McGaghie (1991), the irrelevance of the existing assessments of professional competence is because they are interested mostly in the assessment of acquired knowledge, and devote little attention to the direct assessment of practical skills. In addition to that, written tests and examinations are regarded as traditional ways which demand intellectual abilities not always appropriate the workplace roles (Bowden & Masters, 1993). Therefore, competence assessment according to the newly adopted concept should focus more on performance in the workplace or a simulated situation. As stated by Debling (1989, p. 94), "In the past there has been too heavy dependence on assessing knowledge. Given the definition of competence now adopted there will be a far greater emphasis on the collection of evidence of adequate performance in work-related situations." This evidence is collected concerning specific competencies which are elements of the construct of competence. This type of assessment has been a subject of criticism among opponents of CBE who rejected it on the basis that it atomized the teaching process by listing the competencies that should be attained. Houston (1985) explained that:

The specification of competencies was criticized because such lists atomized the teaching process. Teachers do not teach using independent competencies, but in context and using in an integrated fashion some skills and knowledge. The value of dissecting general competence into some distinct and autonomous objectives was questioned. Further, limiting goals to those leading to observable action or results appeared to stifle the development of professionals whose personal characteristics might lead to a wide range of successful teaching practices. (p. 902)

Research in the 1990s has attempted to broaden the definition of competence by focusing on occupational functions and roles rather than narrowly-specified tasks. Jessup (1991) explained that the new competence movement is no more focusing on the narrow specification of outcomes. It has rather been interested in what successful performance requires focusing mainly on the active, constructive nature of learning. To be meaningful, learning must be recognized as "an active process through which learners construct their interpretations, approaches and ways of viewing phenomena and through which they relate new information to their existing knowledge and understandings" (Bowden & Masters, 1993, p. 51). Assessment of competence has been, then, held through holistic judgments giving evidence based on observations of performance in the workplace, or simulated workplace tasks, and tests of knowledge and skill requiring, hence, a shift in paradigm.

Conclusion

The complexity of the word competency and its different interpretations were the result of the ideological factors that have influenced the growth of the CBE movement. The new concept that CBE revolves around, in the current literature, has evolved shifting in paradigms from a behavioristic view to a constructivist one. The behaviorist view has focused on the achievement of behavioral objectives considering only the outcome while the

constructivist view which when concentrating on competence takes into account the other elements of the construction and focuses not only on the achievement of the outcome but moves forward to establish the desired role in the profession or the training. Since its introduction in teacher education in the United States, CBE has gone through different developments and has mostly been implemented all over the world in multiple educational systems. Currently, CBE has become the interest of many countries taking it as the cornerstone of their educational systems and implementing it in different fields of activity among which teacher education which is the first sector where this movement has flourished.

Chapter Two

Initial Teacher Education in Language Teacher Education

Introduction

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2.1.1. Teacher Training

2.1.2. Teacher Education

2.2. The Micro and Macro Approaches to Teacher Education

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Conclusion

Chapter Two

Initial Teacher Education in Language Teacher Education

Introduction

Being a teacher is a complex and laborious profession which is accomplished only by being adequately prepared. Teacher education is facing these last two decades some changes in the conception of what the preparation of teachers needs to include. It is also concerned by how this training should be incorporated to assure quality control and provide schools with teachers who should fulfill the current requirements in education and assume the new role the teacher is expected to play in the classroom.

To understand how the preparation of teachers has been organized and the origins of some of the major ideas about learning to teach, we need to know about the history of teacher education and how this field has evolved to discover the old and the new concepts. Exploring this development hampered by confusion in the literature due to the different theories and approaches which have dominated in education and the fields connected to it would help shed light on the various notions in teacher education making a critical distinction between the concepts of teacher education on the one hand and teacher training on the other. The different models in teacher education characterizing traditions in the preparation of teachers both at the structural and the conceptual levels and the organizational characteristics in initial teacher education are worth to be explored to examine the models used to supervise the trainees during their school placement. The investigation of Competency Based Teacher Education, one of the dominating educational models in the current reform of teacher education in the world would help us understand ways to develop teacher training in language teacher education and the professional preparation language teachers receive during their initial education.

2.1. Teacher Training versus Teacher Education

In the field of teacher education, there have been two views explaining the nature and organization of the preparation of teachers. The first idea focused the contrast between the terms training and education defining them as two entirely different concepts requiring different organization in teacher preparation, while the second states their link and explains that the term education can be used as a superordinate for two other ones namely training and development.

To state the contrast between the terms education and training, we need first to define these concepts and determine what each of them stand for in the field of teacher preparation.

2.1.1. Teacher Training

Training is the system through which an individual develops knowledge, attitudes and skills to be able to accomplish a task to a required performance (Rowntree, 1981). This definition was consolidated by Hills (1982), who stated that "training is a process using a broad range of techniques to modify attitudes, knowledge or skill behavior so as to achieve adequate performance (usually defined as experienced worker standard) in a particular task or set of tasks" (p. 273). Freeman (1989) went on the same line and defined 'training' as a strategy for direct intervention focused on specific outcomes achieved through a precise sequence of steps, commonly within a specified period. Widdowson described it as "a process of preparation towards the achievement of a range of outcomes which are specified in advance" (1990, p. 62). He regarded this process as a system that provides solutions to future problematic situations.

The traditional term teacher training implies that accurate instructions are given to teachers in using successful techniques to manage predictable situations (Widdowson, 1997).

In teacher training, the belief is that teachers develop good teaching by mastering separate knowledge and aspects of skills one by one which would combine into a whole form of teaching competence (Freeman, 1989). Thus, the aim of training is to equip the student teacher, who is treated in this stance as an apprentice, with an extensive range of procedures in the form of information and skills by the teacher educators considered as model teachers and experts in these practices. To attain this aim, we train the student teacher using some techniques like Modelling, observation, demonstration, simulation, and role play, believing that they will adopt these procedures in their classroom practices and be hoping they will master them and make of them their own (Richards, 1998). This matter is what Good (1973) criticized as being "a process of helping others to acquire skills or knowledge by rote, without reference to any greater framework of knowledge or comprehension" (p. 613). Teacher training existed when the tradition of apprenticeship, with the only requirement of on-the-job training, was prevailing for the preparation of teachers. The concern, then, was to ensure effective teaching practices in the classroom (Auchmuty, 1980). Hence, the expression teacher training may have been appropriate at a time when teachers were considered as technicians only, but surely they are no more. In a field like teaching, where there is a constant evolution, it is evidence that training only is insufficient. Widdowson explained that "this involves the acquisition of goal-oriented behavior which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited" (1990, p. 62). O'Neill (1986) stated that the phrase teacher training should be avoided when referring to teacher preparation programs nowadays even if the term training itself might serve in particular aspects of the teaching act. Richards (1998) explained that despite having some advantages, this training model is subject to some apparent limitations. Among these limitations we can cite treating teaching as something atomistic rather than holistic by presenting a fragmented and partial view, neglecting aspects like attitudes and values in

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training, and considering the teacher trainer as the only person responsible for student teachers development and the students themselves.

Accordingly, the training model in the preparation of teachers goes hand in hand with the micro approach to teaching and learning how to teach in which teaching is broken down into separate skills and techniques. According to Richards (1998), it is a model that represents the mainstream of current practice related to traditional approaches to teacher education.

2.1.2. Teacher Education

The term education includes the total intellectual, emotional, and social development of the individual. Good (1973) referred to that as the aggregate of the processes people develop abilities, attitudes, and other forms of behavior approved by the society in which they live as positive values. In other words, education is the process by which an individual learns successfully valuable knowledge, skills and attitudes and can use what he learned by applying it and adapting it to other situations and contexts which are different from those he learned it in (Rowntree, 1981). On their part, Hawes and Hawes (1982) considered it as any formal or informal process that helps develop the potentialities of human beings, including their knowledge, capabilities, behavior patterns, and values. It is, they added, the developmental process provided by a school or other institution that is organized chiefly for instruction and learning. Widdowson (1990) explained that education does not take into consideration putting into practice suitable techniques for solving problems but focuses on critically evaluating the relationship between the problem and the appropriate solution to adapt to any situation.

When extended to the professional preparation of teachers, education comprises the philosophical, professional, and pedagogical components of a teacher education program offered in higher institutions and relating directly to educational psychology, philosophy and history of education, curriculum design, and methodology (Good, 1973). Specifically, teacher

education is defined as "the field of study and instruction concerned with professional preparation for careers in teaching, administration, or other specialities in education, particularly in the levels of preschool, elementary, and secondary education also called professional teacher education" (Hawes and Hawes, 1982, p. 225). This connotation is not new since, in 1943, Rivlin proposed that, "Teacher education refers to the range of activities that constitute preparation for, and improvement of members of, the teaching profession… [it] connotes the professional preparation needed for the highly complex task of teaching in the modern world" (Rivlin, 1943, p. 793). Monroe (1950), similarly, recognized that "Teacher education refers to the educative experiences which contribute to the preparation of a person for a teaching position in schools" (p. 1374). Rimsane (2008) stated that around the 1980s, the term teacher education became more widespread than its prior teacher training. According to Rowntree (1981), the phrase teacher education is larger in scope than teacher training. It includes in addition to the teacher's professional training any general post-secondary education he received and which had an impact on his development as a person before being a teacher (Rowntree, 1981). According to Hills (1982), Education deals a great deal with the acquisition of knowledge. In this context, education becomes the global concept in that the expression teacher education includes both the theoretical and practical components of a teacher preparation program which involves the study of academic disciplines as well as educational subjects and supervised teaching practice. Education is, then, broader than training and that the intellectual is not one and the same as the practical even though they may often be necessarily and desirably entwined. As clarified by some second language teacher educators, it seems that when the practice, student teacher go through in schools, is valued over theory they receive at their institution; training is rather more emphasized than education (Freeman, 1989; Larsen-Freeman, 1983; Pennington, 1989; Richards, 1987). However, as Smith (2001) posited when the concept of education is given

priority over training; there is an interaction between theory and practice, and this is what would help build the professional quality of the teacher.

2.2. The Micro and Macro Approaches to Teacher Education

Over the history of language teaching, we can recognize two approaches to the study of teaching and the preparation of teachers. The first one is what Richards (1990) calls the Micro Approach, which is associated with teacher training and has its roots in the behaviorist movement of the 1950s. The second one is the Macro Approach, which derives its principles from the constructivist movement. Effective teaching and the preparation of teachers derive theories and principles from both approaches (Richards, 1990).

Richards (1990) claimed that "a micro approach is an analytical approach that looks at teaching regarding its directly observable characteristics" (p. 4) involving looking at what the teacher does in the classroom. This view was a result of the interest of the process-product research, in the 1950s, in the teaching act rather than in the teacher. The research was directed towards the effective teacher behavior in class and the impact of what he does on the pupils learning. The micro approach regards the teaching process as a recurring set of actions that the teacher uses in the classroom. When preparing teachers, we should then equip them with behaviors demonstrated by an effective teacher who possesses "a larger repertoire of competencies –skills, abilities, knowledge, and so forth– that contribute to effective teaching" (Medley, 1979, p. 15). The activities that reflect this view of teacher preparation as training include assisting an experienced teacher, taking part in simulated classroom tasks, tutoring, participating in training sessions, and microteaching. In teacher education programs, these methods have been practiced to develop skills in teaching believing that the transfer of theory into practice takes place in such a way. As a form of laboratory training, it has played an important part in the development of performance- and competency-based teacher education

for example (Karçkay & Sanli, 2009). The Micro Approach considers teaching as a kind of technology, and the role of teacher education is to prepare the teacher to perform following some code.

Britten (1985) stated that a macro approach to teaching and teaching education is holistic in the sense that it gives importance to the nature and implication of practices in the classroom. Like, it covers, according to Richards (1990, p. 4) "making generalizations and inferences that go beyond what can be observed directly in the way of quantifiable classroom processes". Britten added that, in training teachers, this approach stresses "the development of personal qualities of creativity, judgment, and adaptability" (p. 113). The development of these qualities requires that teacher preparation activities should not be restricted to training but have to go beyond and reflect a view of teacher preparation as education working for raising the teacher's awareness and developing control of the principles underlying the effective teaching process from planning to delivery of instruction (Elliot, 1980). Such activities like practice teaching, observing experienced teachers, self-and peer observation, seminars and discussion activities are the ones that explain and make clear the concepts and thinking processes that the effective teacher follows (Richards, 1990). These activities lead apparently to changes in the role of the student teacher. The latter, who in addition to being an apprentice, becomes an autonomous learner and researcher. The role of the teacher educator who no longer assumes being a trainer changes to being a guide "providing opportunities for the student teacher to acquire the skills and competencies of effective teachers and to discover the working rules they use" (Richards, 1990, p. 15). In other words, the Macro Approach, consolidating the constructivist view of language teacher education, is based on the belief that the student teacher constructs his knowledge by his experiences not as models to be copied, but as experiences which he selects from and then interprets in his way.

According to Richards and Nunan (1990), teacher educators need to examine where they are from these two approaches and reconsider their views and practices.

2.3. Models in Teacher Preparation

Exploring the history of teacher education, we can notice different ideas associated with the preparation of teachers. These ideas tell us about three categories of models; structural, conceptual and organizational.

2.3.1. Structural Models

Feiman-Nemser (1990) cited three traditions that have influenced ideas about teacher training in the United States: the normal school tradition, the liberal arts tradition, and the tradition of professionalization. Robinson (2006) preferred to elaborate a typology of the different traditions of teacher education, based on the one created by Buchberger, Campos, Kallos and Stephenson (2000) to characterize the various European models. This typology divides the existing models into traditional and modern models of teacher education.

The traditional models include the Normal School Tradition and the Academic Tradition. The Normal School Tradition focused primarily on training the teachers in a close relation to the subjects taught in schools and on supervising their teaching practice (Clifford & Guthrie, 1988). This tradition, which lacks content in educational theory, academic and scientific knowledge and research-based knowledge Robinson (2006), is based on the acquisition of core competencies through practice where the concern of problem-solving capacities is provided in small. This tradition mainly builds upon untested craft knowledge developed by practitioners and could be defined as a celebration of experience. The Academic or the Liberal Arts Tradition existed before any particular teacher preparation. Supporters of this tradition stated that "to be liberally educated and to be prepared to teach

are equivalent" (Borrowman, 1965, p. 1). As programs for teacher preparation became established in colleges of education and universities, where to focus in training is put on the content of academic subjects and general problem-solving skills, it was believed that a liberal arts education accompanied by a probation period in schools is an effective manner of teacher preparation (Robinson, 2006; Zeichner & Liston, 1996).

While traditional teacher education models which being too academic and neglecting the needs of beginning teachers continued to exist, two new models emerged: the professionalization of teaching, and the minimum-competency model (Buchberger et al., 2000). The movement of professionalization promoted by the modern university seeking to prepare educational leaders started in the late 1960s like a new alternative to teacher education. The aim of such a model of teacher education was forming teachers that are autonomous, with a strong critical sense, and professional problem-solving abilities. According to Feiman-Nemser (2001), teachers in this movement must be "practical intellectuals, curriculum developers, and generators of knowledge in practice" (p. 105). To develop this type of teachers, we relied on studies in sciences of the teaching profession, awareness to educational research and professional problem-solving capacity. According to Perez (2007), the notion of minimum-competency can be understood in two different ways. It can be an absolute minimum of competencies necessary to fulfill basic tasks of teaching to be acquired in teacher education or a certain standard of competence that has to be guaranteed by teacher education in every case. After being introduced in the 1970s, different forms of teacher preparation based on a minimum competency concept have been developed mainly in the United Kingdom in the form of school-based teacher training and the United States in the form of "standards-based teacher training" at a state level. These structural orientations were based on some conceptual models which mentioned the ideas and views the different teacher education models were based on.

2.3.4   Conceptual Models

Teacher education is organized according to some orientations and concepts which define the goals to be achieved and set the necessary means to attain them. These conceptual orientations direct our views to what teaching and learning are and set theories about learning to teach (Feiman-Nemser, 1990). Discussing teacher education models, Roberts (1998) stated that they offer a consistent view of teaching, teacher expertise, and teacher learning. In the last thirty years, there have been three models to teacher education orientations which have explained the different views on how it should be conducted and what the preparation of teachers should emphasize: Zeichner's paradigms (1983), Feiman-Nemser's conceptual orientations (1990), and Wallace's Models (1991).

Zeichner (1983) proposed four orientations to teacher education which summarized the different models applied in teacher education: the Behaviourist Model, the Personalistic Model, the Traditional Craft Model, and the Inquiry Model. The Behaviourist Model is the model which regards teacher education as developing and mastering skills by imitation. Teaching skills are viewed as sets of behaviors that can be acquired through the use of classical behavior modification techniques. These skills are explicitly defined to be performed in the classroom by the student teachers. In the Personalistic Model, learning to be a teacher is viewed as a personal realization. Therefore, teacher education is considered as the growth and the development of the student teacher as a person and his/her assertion of the self. This model favors the development of the student teachers attitudes towards themselves. According to the Traditional Craft Model, teacher education is about mastering inherited craft knowledge using apprenticeship. It consists of working with an experienced teacher over a period to learn practical skills and what works in real situations. In this time of school-based practice student teachers undertake, they observe and teach in imitation of the master teacher in that school. The Inquiry Model suggests that the student teacher develops critical thinking

and becomes an independent problem-solver by providing him/her with the conditions necessary for a critical reflectiveness through being situated in a context that values critique and problem solving.

Feiman-Nemser (1990) cited five orientations which are congruent with Zeichner's paradigms of teacher education (1983) and which dominated in the preparation of teachers: academic, practical, technological, personal, and critical/social (Calderhead & Shorrock, 1997). According to her, the Academic Orientation emphasizes the development of understanding and includes knowledge about knowledge. It works to improve the subject-matter of the teacher more than his pedagogical skills. To learn to be a teacher, the Practical Orientation focuses on the experience acquired through practice in the classroom as an apprentice. Zeichner (1983) called it the Traditional Craft Model. The Technological Orientation derives from a behaviorist model of teaching and learning (Zeichner, 1983); it focuses on teachers' proficiency requiring knowledge and behavioral skills for example micro-teaching. The Personal Orientation considers the teacher as a learner and learning to teach in this orientation is defined as a process of learning to understand, develop and use oneself efficiently deriving support from humanistic psychology. The Critical/Social Orientation views teacher education as enabling prospective teachers to become aware of the social context of schools and the social consequences of their actions as teachers; within this orientation, teacher training functions to help teachers become critical, reflective agents of change.

In a similar analysis of the two previous views of teacher education models, Wallace (1991) suggested three paradigms: the Craft Model, the Applied Science Model, and the Reflective Model. The Craft Model, which dominated up to the 1950s, claims that learning to be a teacher was a matter of apprenticeship only. Wallace stated that the training

of teachers consisted of having student teachers watch an experienced "master" and then take the turn in putting into practice the techniques they observed and the instructions and advice they received from him/her. Stones and Morris (1972) explained that "The master teacher told the students what to do, showed them how to do it, and the students imitated the master" (p. 7). The master teacher is described as someone who knows his content very well and uses very accurate techniques in the classroom (Grenfell, 1998).

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┌─────────────────────────────┐      ┌──────────┐      ┌──────────────┐
│ Study with 'master'         │      │          │      │              │
│ practitioner:               │ ───► │ Practice │ ───► │ Professional │
│ demonstration/ instruction  │      │          │      │ competence   │
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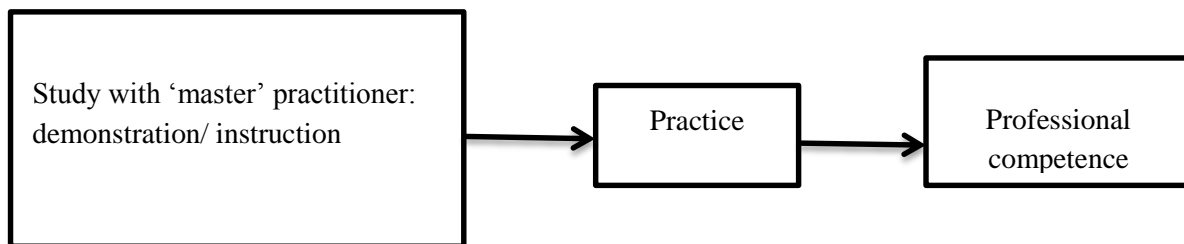
Figure 2.1.: The Craft Model of Professional Education (Wallace, 1991, p. 6)

Roberts (1998) argued that a craft model has been useful when there was a shortage of teachers and the unavailability of higher education institutions to educate a large number of teachers. However, this concept of apprenticeship has been widely criticized for encouraging the blind modeling of the experienced teacher at the expense of developing an understanding of the content and process of teaching (Arnstine, 1975; Tom, 1984; Wilson, 1975). In addition to that, the ever changing syllabuses that require new methodologies make it tough to any experienced teacher to keep abreast with these changes and play the role of the model to a student teacher who is better informed of these updates in the field. The Applied Science Model characterized the 1950s, and 1960s; there was a focus on the input provided by formal training institutions to develop competence in teaching. Educational theory, then, was in some ways made up of some social scientific theories acquired through the study of the foundational subjects like sociology, philosophy, psychology and history, of which trainees

were assumed to make their synthesis guide their practice (Grenfell, 1998). What Wallace (1991) called the "Applied Science Model" is then a framework in which findings from the research are used to develop theories of learning which are then put directly into practice.

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                    ┌─────────────────────────┐
                    │   Scientific knowledge  │
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              │  Application of scientific knowledge/   │
              │      refinement by experimentation      │
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      ┌───────────────────│ Results conveyed │
      │                   │   to trainees    │
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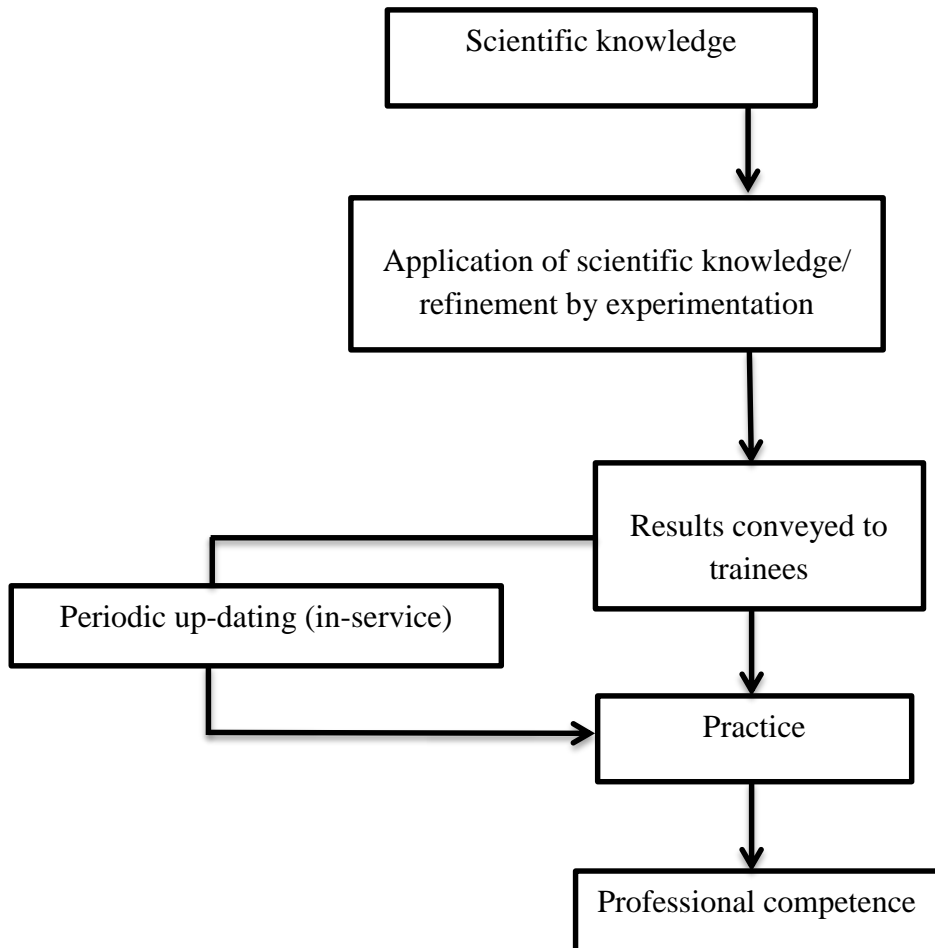
Figure 2.2.: The Applied Science Model (Wallace, 1991, p. 9)

This model, nevertheless, has shown a mismatch between the theory received at the training institution and the practice the student teachers went through at schools. Hirst (1966) accepted that science could give us insights into the way pupils learn, but claimed that "we could not simply extrapolate findings directly to practice" (Grenfell, 1998, p. 8). Hanson and Herrington (1976) explained that this is what most of the time leads students to neglect the theory they receive at the training college once taking practice in schools and stick to old

behaviors. The Reflective Model is the result of the impact of constructivist and social constructivist thinking on learning and education in the late eighties (Engestrom, 2001; Tillema & Van der Westhuizen, 2006), along with a comeback to concepts such as learning from experience (Dewey, 1933). This model led to shift from the 'theory-practice divide' to a view of theory-practice as constituted dialectically (Korthagen & Kessels, 1999), through the notion of reflective practice (Schön, 1983). In the 1980s and 1990s, the field of teacher education witnessed the revival of Dewey's concept of experiential learning and the impact of constructivist and social constructivist (Engestrom, 2001; Tillema & Van der Westhuizen, 2006). These ideas that comforted the integration of theory and practice resulted in the development of reflective practice in teacher education (Schön, 1987; 1983). Reflection became an important component in teacher education because it helps student teachers to think like a teacher (Kleinfeld, 1992; Zeichner & Liston, 1996). In the reflective model presented by Wallace (1991), both received knowledge including theories, concepts related to the profession and experiential knowledge regarded as knowledge-in-action are of equal importance and should be part of teacher education programs to help the student teacher develop reflection through practice and hence gain professional competence. The student teachers according to the reflective model develop teaching competence by reflecting on their practices and their experience as previous pupils and students (Grenfell, 1998).

'Reflective cycle'
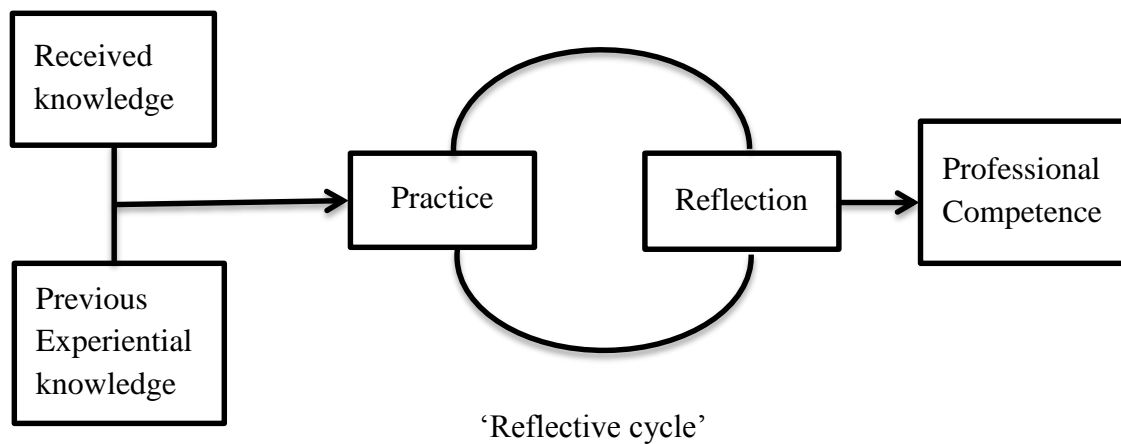
Figure 2.3.: The Reflective Model (Wallace, 1991, p. 15)

Limitations of this model are due to the difficulties which Feiman-Nemser (2001) claimed the students face in making a link between what they received in theory and what they encountered in practice. The cause of these difficulties is the mismatch that exists between their course and practices in their institution on one hand and content and practices in the schools where they go on probation. Likewise, student teachers hardly engage in reflection tasks because of the little time offered for that (Woods, 1991; Kwo, 1996). In order to be effective, a reflective model, according to Richards (1998), should provide student teachers with connections between theory and practice in addition to the necessary time to reflect on and analyze their practice in the field.

The goals, methods, and philosophies of alternative teacher education programs described by Zeichner (1983), Feiman-Nemser (1990) and Wallace (1991) all focused on what experienced teachers know, what their work consists of, how they learn to teach, and how knowledge affects their actions. From Zeichner to Wallace, these conceptual orientations using Feiman-Nemser's terms gave direction to teacher preparation activities such as program planning, course development, instruction, supervision, evaluation and have had significant implications for designing teacher education courses. They refer to values and

beliefs about teaching and teacher education that have been through history significant in determining the nature of initial teacher education programs (Calderhead & Shorrock, 1997).

2.5.3. Organizational Models

Robinson (2006) stated that there are organizational and institutional considerations according to which teachers are prepared. Teacher education can be organized according to Woolfolk (1989) through two models: the concurrent model and the consecutive model.

The Concurrent Model involves a course that combines theoretical and practical training from the beginning (Kilimci, 2009). In this model, pedagogical training takes place at the same time as academic subjects are studied allowing a more integrated learning experience. However, this model is not flexible in the sense that it does not permit the transition from the field of education to another one and vice versa. This disadvantage may be a hindrance to becoming a teacher for those who have not taken part in a teacher education program but who have potential and competence to be a teacher. Similarly, those who are in the program are condemned to become teachers even if they prove to be not fit for the job, or they are not very motivated to achieve a long career in education.

The Consecutive Model is the model where after being educated and having completed a degree in a specific discipline, teachers receive pedagogical training. To be qualified as a teacher, then, one needs first obtain a qualification in an academic domain. After that, he/she receives professional studies and/or training at schools. This professional preparation which lasts for a relatively short period is intended to fulfill an additional qualification in teaching (Kilimci, 2009). This model's advantage is that it is more flexible than the concurrent model because it permits conversion in the career. Hence, entry into teacher education studies is open to anyone who has the motivation and profile for the job and leaving the profession or abandoning classes in the field may not cause starting studies

from scratch since we already have a qualification. Besides, potential student teachers may have a high mastery of the subject they want to teach thanks to prior studies in that particular field. Nevertheless, it is recognized that their learning process is fragmented, rather than integrated because their area of study may not be directly associated with their subject and they may not be able to put theory into practice. Likewise, they can show weak mastery of teaching techniques and pedagogy in general since most of the time they do not receive enough background in the field.

In an educational system, both consecutive and concurrent models can coexist, but there are advantages and disadvantages to this coexistence.

2.6. Practice in Teacher Education

The field experience in which the student teachers practice teaching is one of the three elements around which most teacher education is organized: subject-matter knowledge, professional and pedagogical knowledge, and practice teaching experience (Wang & Odell, 2002). Practicing in a school is a learning opportunity for student teachers who when teaching and receiving feedback develop strategies to put into practice their knowledge and be capable of managing any situation in their future career (Wright, 1990).

Field experience, becoming a central part of the preparation of teachers, has moved teacher education from the transmission model to 'constructivism' where student teachers become aware of their weaknesses and strengths as language teachers (Richards, Ho, & Giblin, 1996). The benefit of this experience in initial teacher education is getting the student teacher to be used to the atmosphere in the classroom to prepare him for any 'reality-shocks' once they are in charge of their classes. The field practice following the different models of practice and supervision helps develop professional skills by putting into practice pedagogical theory (Chiang, 2008).

2.8.2. Models of Practice in Teacher Education

Téllez (2008) stated that learning to teach from experience and practicing with a teacher is the best way to learn teaching principles and skills. During the period they stay in schools observing and co-teaching, student teachers compare what they learned in the university and what happens in a real setting (Morehead, Lyman, & Foyle, 2009). The training helps the young people move from the role of student to that of a teacher. Their supervisors or mentors, who model the pedagogy that works and give them valuable advice and instructions, mostly influences them (Guyton & McIntyre, 1990; McIntyre, Byrd, & Fox, 1996). The supervisor, mentor, cooperating teacher, or practice teacher is, then; a person who takes the responsibility of coaching and advising student teachers. She/he contributes to ensuring a positive student teaching experience by developing a positive professional relationship, supervising the trainee's work competency, and evaluating her / his progress (Gabriel, 2005; Morehead et al., 2009). This role requires demonstrating the skills of the experienced practitioner and those of the sensitive counselor (Cohen et al., 2004; Lyman, Morehead, & Foyle, 1989).

The mode of learning to teach which has been prevailing for years is the apprenticeship. Through this model, the apprentice, working with a master, acquires practical skills and learns what works in real situations. It is, then, in association with the practical orientation in learning to teach (Wright, 1990). However, learning the practices of the master is based on imitation at the expense of understanding the underlying principles (Ball as cited in Clarke, Triggs, & Nielsen, 2014; Tom, 1984). The reflective practicum was suggested to improve practice in teacher education making student teachers move from a passive role to an active one. They became more responsible for their own learning (Le Cornu & Ewing, 2008). They move as explained by Schön (1983, 1987) from reflection in action to reflection on action. After he had proposed the reflective practicum, teacher education adopted the

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reflective model changing hence the terminology from teaching practice to practicum. In a practicum situation, there is a shift away from the traditional transmission models of teacher preparation towards constructivist thinking where learners construct their pedagogy through reflecting (Holt-Reynolds, 2000). Wright (1990) explained that:

> Under the reflective orientation student teachers go beyond a consideration of the technical skills of teaching to consider the moral and ethical issues involved in teaching and learning in a particular social context. Professional experiences are seen as opportunities for reflection on practice. (p. 101)

The emphasis on the notion of 'student teacher as learner' (Feiman-Nemser & Buchmann, 1985) has widened the use of the term mentor instead of the usually used term supervisor (McCann & Radford, 1993; Stanulis, 1994).

2.8.3. Models and Types of Supervision

Le Cornu and Ewing (2008) stated that the traditional supervision stressed the observation of student teachers performing teaching and was regarded as "a process intended to help teachers improve instruction" (p. 1801). This process is based on the visits a university supervisor conducted and which included pre-observation, observation, evaluation and discussion. Smyth (1993) regarded the supervisor's role as direct, overt surveillance which was no more than being a "critic who judges the teacher's performance" as stated by Nolan and Francis (1992, p. 53). According to Rodgers and Keil (2007) although the supervision of student teachers is rife with challenge, little reform has been undertaken. Morehead et al. (2009) stated that an appropriate supervision of the student teacher is essential for positive, professional growth. They claimed that a good supervisor must not only

collect data during the observation of the student teacher to evaluate him but should go further and reflect on his performance during formative and summative sessions.

The way supervisors interact with student teachers are reflected in the models used during the supervision. These models can be grouped under the heading of either one of two categories: or the discrepancy models (Morehead et al., 2009). In the congruency model, the supervisor works to identify positive sides and areas of strength in the student teacher performance to help the student teacher develop confidence. We believe, according to this model, that the student teacher reproduces the same performance more often in her/his teaching eventually in her/his own classroom when receiving positive feedback. The congruency model is of great importance in supervision and follows a formative approach. The Discrepancy Model is the model of supervision in which focus is on the student teacher's weaknesses in performance. The supervisor notices points that prevent good practices and works on remedying them. It is usually used when the student teacher keeps on making mistakes and is unable to change behavior. However, the impact of the discrepancy model treatment on the student teacher's trust must be handled with care because it may lead to losing confidence and refraining from performing.

To ensure their role appropriately, supervisors use two basic types of conferences with student teachers: formative and summative. In formative sessions, the student teacher and the supervisor work together to find out the positive and negative aspect of the student teacher's performance and try to plan future action to remedy the encountered problems and foster the good behavior. Regular conferences help in getting rid of the effect of surprise and avoiding anxiety when student teachers are evaluated. A summative session, occurring at the end of the field practice, is evaluative. During these conferences, supervisors exhibit results of the student teacher evaluation of performance and make appropriate suggestions for improvement in the future. Effective supervision is a form of teaching which helps student

teachers learn to solve pedagogical problems (Stones, 1987). It helps them achieve the maximum benefit from their teaching experience. It is a means to develop professional growth and expertise by improving the ability to conceptualize experience and analyze teaching behavior.

2.9. Professional Preparation in Language Teacher Education

From the 1970s to the present time, there has been a marked shift in our understanding of what we mean by teacher preparation in language teacher education. In the earlier period, teacher training was dominant, but beginning in the 1990s teacher development which reflects the educational philosophy of constructivism currently popular in education, including language teacher education, has taken a central role (Goker, 2006).

According to Pennington (1990), to ensure language teaching success, both theory and practical training are needed. We can increase the usefulness of both the purely theoretical and the practical training aspects of the teacher preparation by linking these two elements. She states that theory in the form of "education provides the background for helping the teacher to understand what type of feedback is appropriate in different situations; training can teach the candidate how to give that feedback" (Pennington, 1990, p. 134).

When preparing student teachers in the field of foreign languages teaching, we focus on two fundamental matters: knowledge and teaching skills. As concerns the knowledge component, the programs the students are engaged in include knowledge in language and linguistics, teaching methodology and other areas judged essential for their professional growth. The knowledge they receive about the foreign language involves developing the students four language skills, teaching them grammar and vocabulary. Studying linguistics equips the students with knowledge on how the foreign language evolved through time and how it functions (Freeman & Johnson, 1998). The teaching skills are worked out in the

practicum. The students are, then, introduced to the different techniques and strategies used in the field through observation, mentoring, supervision, and feedback (Bean & Stevens, 2002; Farrell, 1998; Freeman & Johnson, 1998; Linn & Gorrell, 2001; Shrum & Glisan, 2000). The major objective is to make the students master skills, techniques and methods of teaching. This conceptualization of the field practice or practicum has its roots in the behaviorist orientation (Zeichner, 1983). Behind this performance based or competency based approach where the skills or micro-skills relevant to the act of teaching are precisely defined is the rationale that student teachers put the theoretical knowledge they acquire at university into practice during their time in schools (Le Cornu & Ewing, 2008).

During the 1970s and 1980s, all professional experiences were centered exclusively on the classroom. The practice concerned teaching performance and the ability to implement a range of already defined micro-teaching skills (Turney, Eltis, Towler, & Wright, 1985).

Freeman (1989) stated that language teacher education has not been successful because of the beliefs that "language teacher education is generally concerned with the transmission of knowledge, specifically about applied linguistics and language acquisition, and of skills in methodology and related areas… [and]…transmission of knowledge will lead to effective practice" (p. 29). We wrongly agreed that the period of teaching practice in schools is the magic wand through which the student teachers would make the link between what they received as knowledge at university and what they encounter in the classroom; and hence, teach according to what they studied (Richards & Crookes, 1988). Freeman added that it is true that "language teacher education serves to link what is known in the field with what is done in the classroom, but through the individuals whom we educate as teachers" (p. 30). Wright (1990) sided with Freeman stance on the issue explaining that when the students are not required to understand the link between theory and practice and are not asked to put into

practice what they learned in theory when taking charge of their classes was the leading cause of not achieving this link.

During their field practice, student teachers should not acquire only conceptual knowledge (Johnson, 1996) or declarative knowledge (Woods, 1996). They are required to develop reflective practices in addition to the acquisition procedural knowledge. In addition to the purchase of expertise in methodology, psychology and pedagogy, the development of skills related to classroom routines, as well as to procedures relating to teaching practice according to Woods (1996), student teachers are encouraged to reflect upon and analyze other teachers' teaching as well as their own. It is believed that the student teachers begin to develop their teaching style during the practicum sessions they receive in schools by becoming reflective of their teaching beliefs (Richards et al., 1996). They are, thus, expected to construct a coherent and integrated body of both theoretical and practical knowledge because teaching involves both action and the thinking that underlies it (Shulman, 1986).

According to Larsen-Freeman (1983), language teaching is described as a model of four constituents that interact through the teacher's decision making: knowledge, skills, attitude, and awareness.

i) Knowledge: This is the 'what of teaching' including the subject matter, knowledge of students and the sociocultural, institutional and situational context.

ii) Skills: they define the how of teaching which includes what the teacher has to be able to do; method, technique, activity, presenting materials and using tools.

iii) Attitude: it refers to the position the teachers take towards themselves, the act of teaching and the learners under their responsibility. It is the effect of these internal and external elements on each other.

iv) Awareness: it is the capacity to identify and watch the attention one is giving or has given to something because we act on or respond to the aspects of a situation of which we are aware.

The first two constituents make together what is often called the knowledge base of teaching (Freeman, 1989). The teachers' attitude towards themselves influences their behavior in the classroom and their attitude towards their pupils influences their achievement (Smith, 1971). Awareness as one element integrates and unifies the previous three constituents−knowledge, skills, and attitude. It, therefore, can account for why teachers grow and change (Freeman, 1989). Consequently, teacher preparation relies on both theoretical subjects and skills development. The trainees must obtain the former as students while the latter which is not theoretical must be achieved in a more participatory way as stated by Richards (1990):

> In second language teaching, teacher education programs typically include a knowledge base, drawn from linguistics and language learning theory, and a practical component, based on language teaching methodology and opportunity for practice teaching. (p. 3)

According to Serrano (1991), a challenging choice which faces the syllabus designer involves finding the right balance between theory and practice. Nowadays, we have noticed a shift in interest, in second language teacher education, from focusing on training teachers to trying to describe and understand the process of how teachers learn to teach through their self-awareness or reflection. We consider that knowledge is actively constructed and not passively received (Jacobs & Farrell, 2001; Pickering, 2003). Nevertheless, designing a curriculum of teacher education by carefully analyzing the behavior of the competent teacher is still a current practice. It has developed since the 1960s adapting to the modern trends in

teacher education and being in conformity with the focus on the student rather than on the teacher.

Zeichner and Liston (1996) stated that the persisting idea of designing a teacher education curriculum based on analyzing teachers' performance and which has its origins in the Competency/Performance Based Teacher Education (C/PBTE) in the 1960s and 1970s, has re-emerged in the 1990s with some significant developments. Teacher education has been, for about half a century, in search of a theoretical paradigm to reform practices and re-orientate theories in this field. The views based on findings in CBE and the reflective model were the dominant ones (Cubukcu, 2010).

2.10. Competency Based Teacher Education

Competency Based Teacher Education (CBTE) stems from the competency based movement in education. Peyton and Crandall (1995) pointed out that the concept of a CBE system is both an old and an evolving idea. When reviewing the background of the competency based movement in education and training, Tuxworth (1989) mentioned that the origins of that movement can be traced back to the 1920s, to ideas of educational reform linked to industrial/business models centered on the specification of outcomes in behavioral objectives form. To gain a clear picture of the historical background and origins of CBE, Hodge (2007) mentioned that it would be sufficient to focus on the United States society in the 1950s, 60s and 70s. At that time, public debate and government initiatives in the United States of America focused on education stating there was a problem of quality.

2.10.1. Political and Social Context of Competency Based Teacher Education

Bruner's theory of cognitive growth had a direct influence on policy making in the United States and changed the thinking and orientation of a large group of teachers and scholars (Smith, 2002). In *The Process of Education* (1960), Bruner's thinking, influenced by

psychologists like Lev Vygotsky, began to be critical of the lack of attention paid to the political and social contexts. This attention was the basis of the introduction of CBE in the military field and then in the general education in the United States.

According to Hodge (2007), the trigger for the movement was the American reaction to the Soviet Union technological progress especially after the launch of the first artificial satellite called Sputnik 1, the first artificial Earth satellite, on October 4th, 1957. Norton, Harrington and Gill (1978), Britell (1980), and Harris et al. (1995) supported this belief that Sputnik created the stimulus for the changes that led to the development of CBE. The Soviet Union success in placing Sputnik into orbit around the Earth caught America by surprise and wounded the Americans' pride. The Americans worked on their project and wanted to be the first nation to conquer space. They blamed their failure on their educational system and started thinking about the source of the problem. Harris et al. reported that the immediate reaction of the United States was to "undertake some deep soul searching with respect to its education and training system" (1995, p. 37). According to Elam (1971), the launch of Sputnik urged the federal authorities to undertake a federal, legitimate and operational role in education. The United States Congress, then, passed the National Defense Education Act in 1958. This Act indicated that the defense of the American Nation depended on upon the mastery of modern techniques developed from complex scientific principles (The United States Congress, National Defense Education Act, 1958, Sec. 101. Para. 1). Then, began two decades of vigorous Federal intervention in education and training. According to Harris et al. (1995, p 37), "Large sums of money, in the late 1950s and throughout the 1960s and 1970s were directed towards curricular development in the sciences and vocational education programs." Tuxworth (1989) mentioned that these demands for curriculum reform, the significant investment of federal funds in curriculum development and a concurrent dissatisfaction with teacher training were features of the climate when CBE emerged. Wolf

(1995) mentioned that it was the time in American education when teacher education, regarded as undemanding and irrelevant to the classroom, was under quite a general attack.

Educational philosopher Broudy, an early critic of the movement of CBE, believed that it was a response to "social pressures" and "an attempt to cope with certain societal conditions" (1972, p. iv). Likewise, Houston; the early advocate of the movement of CBE, suggested that "it evolved as part of a culturally based movement" (1974, p. 5). He cited factors such as the broad trend in American society towards accountability and personalisation in education and specifically in teacher education. Considering this crisis, CBE as a new theory in education became an important and promising form. It promised a substantial reform possibility; something whereby "the collegiate programs could radically be improved... [with] a chance to truly make a difference in the preparation of teachers and in the education of children" (Andrews, 1972, p. 4 as cited in Wolf, 1995).

We can say that the decade of the 1960s was a crucial period in adopting the competency based pedagogy in the American educational system. During this period, the movement was associated with growing concern about the state of American schools and educational standards; with attacks on the quality of teacher education and recruits into teaching and calls for greater relevance in the training of teachers (Conant, 1963; Koerner, 1963). CBE was introduced to the educational programs in the USA as a reaction to public discontent with schools and view of teacher incompetence (Ross, 1982). Demands for curriculum development and more relevant teacher training programs were the primary characteristics of education in that period (Roberts, 1998). When Zeichner (1988) focused on the criticisms leveled at courses in teacher education in the 1950s and 1960s, he referred to Koerner's *The Miseducation of American Teachers* (1963) and Conant's *The Education of American Teachers* (1963). He considered that both critiques came down fairly hard, in their reports, on the quality of education courses claiming they were "vague, insipid, time wasting

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adumbrations of the obvious, and probably irrelevant to academic teaching" (Koerner, 1963, pp. 55-56). Conant and Koerner, both, offered very sharp condemnations of the conduct of education classes. Conant (1963), describing the classes he visited, wrote the following:

> The classes I have visited are far too reminiscent of the less satisfactory high school classes I have seen. The course is dominated by a textbook or a syllabus, and the instructor seems to be wedded to the dogma that a discussion must take place whether the talk is lively or the class is bored. The pace and the intellectual level seemed geared to students far less able than those in the top 30 percent group from which we should recruit our teachers. (p. 129)

Koerner (1963) in his report mentioned that:

> In none of the education courses I attended was the "atmosphere of excitement" or the "imaginative consideration of learning" noticeable. Instead, what was evident most often was the poverty of the instructor's scholarship, the thinness of the material, and the conspicuous consumption of student time. (pp. 82-83)

Norton et al., (1978) reported that Conant and Koerner considered that the programs were not considering actual work requirements, that instruction in education was not tailored to individual needs, and that outcomes were not being evaluated. The United States government took these criticisms into consideration and, in 1965, passed The Elementary and Secondary Education Act as a part of the War on Poverty. This Act emphasizes equal access to education and establishes high standards and accountability. The law enables federally funded education programs that are administered by the states. Among other objectives, this legislation promoted research into the improvement of teacher education programs (Elementary and Secondary Education Act of 1965).

CBTE emerged in 1968 as a response to dissatisfactions in teacher education when the US Office of Education offered grants to develop model training programs for the preparation of elementary school teachers (Eraut, 1994). It became necessary in the context of teacher education and certification resulting in some states requiring competency-based certification programs for teachers (Wolf, 1995). It was seen, then, as providing a means for meeting the public's greater demand for accountability in education (Ashworth & Saxton, 1990; Silver, 1988; Tuxworth 1989). The ESEA facilitated the emergence of Competency Based Education and Training as a distinct response to societal changes in 1968 when the United States Office of Education's (USOE) National Centre for Educational Research called for tenders to develop Comprehensive Elementary Teacher Education Models. The request for tenders specified that the models needed to include the use of behavioral objectives and systems analysis (Norton et al. 1978). Ten grants were given to colleges and universities to develop model training programs for the preparation of elementary school teachers (Tuxworth, 1989; Malan, 2000). Under these programs, teacher certification was to be based on established competence related to detailed educational specifications (Houston, 1985). The models offered by the ten institutions that received the grants were characterized by "the precise specification of competencies or behaviors to be learned, the modularization of instruction, evaluation and feedback, personalisation, and field experience" (Swanchak & Campbell, 1981 as cited in Tuxworth, 1989, pp 10-11).

Hodge (2007) stated that the personalization and accountability movements and the Comprehensive Elementary Teacher Education Models Program of the USOE stimulated the initiation of the Performance Based Teacher Education (PBTE) movement which Taylor (1978) used interchangeably with that of CBTE:

Performance-based or competency-based – the terms are for all practical purposes interchangeable – teachers education developed in the United States towards the end of the Nineteen Sixties as a response to an interlocking set of political, social, educational, technological and intellectual pressures, and has for the past few years been the dominant theme of discussions about the content, organization and control of the professional aspects of teacher preparation in that country. (p. 150)

Taylor added that the immediate motivation for PBTE or CBTE movement came from the USOE, who provided funding for some major research and development projects, in particular, the Teacher Education Models Programs at some major universities. These models concentrated on pupil achievement believing that a connection between teacher competence and student learning is very possible; this belief is quickly and simplistically followed. By the beginning of the Seventies, state authorities began to mandate colleges and universities to produce teachers trained in agreement with these specifications. Hodge (2007) stated that the movement, which grouped many of the new ideas about education and training that were circulating in the 1960s, received considerable support from the Bureau of Educational Personnel Development within the USOE through the 1970s. The Committee on PBTE established by the American Association of Colleges for Teacher Education (AACTE), which made significant contributions to this effort, was given responsibility to "study the many efforts currently taking place in the United States in the area of performance based teacher education. Based on this study, the Committee is further charged to give direction to these developments" as explained by the AACTE Executive Director, Edward C. Pomeroy (Elam, 1971, p. iii).

By the end of the 1970s, the reform movement in teacher education which was mostly referred to as competency based rather than just performance based education had

matured into an overall accepted view established in most teacher training institutions in the United States. Bowden (1995) gave examples of how the movement thrived in the United States in the 1970s. He explained that the first bibliography on CBTE listed 22 items in 1971 and within five years, the number had grown to over 6,000. It is to note, also, that CBE in the United States was launched in teacher education, but was extended during the 1970s to professional programs in dentistry, medicine, nursing, engineering, law and school administration. Becoming, hence, a coherent and consistent movement, the theoretical foundations of CBTE interested training and education researchers both outside the context of teacher preparation and outside of the United States (Hodge, 2007). However, the movement was surrounded by ongoing controversy and was of diminishing importance in the preparation of teachers through the 1980s (Bodwen & Masters, 1993). By the middle of that decade, it was described in the past tense. Houston (1985), for example, wrote:

> Highly visible and hotly debated in the decade of the 1970s, competency-based teacher education reflected general cultural trends in the United States as well as specific educational goals. The movement was spawned in the late 1960s, supported by grants from federal, private, and state sources, lauded as the most effective process to prepare teachers, damned as a mechanistic approach, and employed nominally for several years by over 400 institutions. (p. 898)

Through the 1970s, it became a dominant trend in teacher education in different states. This movement was characterized by providing clear expectations for the student teachers because of its "reliance on objectives specified in advance and known to the learner" (Houston, 1987, p. 89).

As an offshoot of behavioral objectives (Gage & Winne, 1975), CBTE appeared in conjuncture with the rise of another movement called PBTE looking for accountability in education in the USA (Pearson, 1984). CBTE is an approach to professional experience

which stems from what Zeichner (1983) described as a behaviorist orientation to teacher education. Pearson (1984) assumed a connection between behaviorism and CBE believing that "in educational contexts proponents of competency-based programs for teachers belong to the behaviorist school of thought and critics of competency-based programs are generally critics of behaviorism and are often labeled humanists" (p. 36). As such, a teacher education course based on behaviorist principles explicitly defines the skills or micro-skills relevant to the act of teaching (Roberts, 1998). The competency based model had, as Swanchak and Campbell (1981) mentioned, certain characteristics including the precise specification of competencies or behaviors to be learned, the modularisation of instruction, evaluation and feedback, personalization, and field experience.

Feiman-Nemser (1990) stated that CBTE requires that the knowledge and skills to be mastered by prospective teachers are specified in advance, usually in behavioral terms. Furthermore, the criteria by which successful mastery is to be measured are made explicit. Since students' level of improvement through the program is determined by demonstrated competence rather than course completion, performance, rather than the completion of specified course work is assumed to be the most valid measure of teaching competence (Gage & Winne, 1975). Noddings (1984) mentioned that "CBTE describes observable performances" (p. 19). Dobson (2003) indicated it is about assisting individuals to acquire skills and knowledge so that they can perform a task to a specified standard under certain conditions. The emphasis is, then, on performing rather than just knowing. Zeichner and Liston (1996) assumed that this model of teacher education emphasizes the acquisition of specific and observable skills of teaching which are thought to be related to pupil learning. Fagan (1984) believed that "if students were deficient in knowledge, then teachers were at fault; the solution, therefore, was to make teachers more competent" (p. 11). This model was

to establish the intellectual legitimacy of teacher education through grounding in classroom research linking observable teacher behaviors with pupil outcomes (Roberts, 1998).

Pantic and Wubbels (2010) explained that the idea was that observable events in teachers' performance in practice could serve as a basis for defining them as competent teachers. Therefore, to provide a satisfactory teacher preparation, the belief was that teaching expertise could best be mastered by applying a range of methods or class management techniques learned from experienced teachers. Feiman-Nemser (1990) stated that we cannot discuss the technological orientation without making reference to competency-based teacher education (CBTE). According to Pantic and Wubbels (2010), this brought the concept of teacher education closer to that of training in some countries. They focused on the development of skills relevant to teaching encouraging, therefore, establishing partnerships with schools as important providers of such 'practical' teacher preparation and reducing the influence of the university and the academic orientation on teacher education (Roberts, 1998).

The model, nowadays, adopted has a broad view of the competent teacher. The notion of teacher competencies originated in the definition of behavioral skills but has since been broadened to include aspects of knowledge and more involved pedagogic actions. The concept of competence is now inclusive of knowledge and understanding, skills and abilities, and teachers' beliefs and moral values. CBTE, a trend that appeared in the late 1960s and which started as a behavioristic teacher education model, has evolved to embrace the constructivist view that promotes experiential learning without neglecting the theoretical knowledge that student teachers must acquire to consolidate their classroom practices. In fact, many universities and colleges were encouraged to implement Competency Based Education and Training (CBET), but its advantages appear not to have been appreciated by all since, as Tuxworth (1989) explained, not all institutions were ready and willing to adopt the whole system. They proceeded with lots of adaptation of the concept since the principal aims of

CBET could be met without serious disturbance to existing schemes. Burke et al. (1975) stated that "One of the continuing problems faced by institutions attempting to re-do their teacher education programs in the direction of more competency-based activities was the general lack of definition and criteria for just what constitutes a competency-based teacher education program" (p. i). They considered that the early attempts to apply competency-based principles to education and training programs were difficult to realize because of the imprecise definitions and inadequate guidelines for implementation. This problem was a particular one for institutions of higher education in the United States in the 1970s.

2.6.2. Criticism of Competency Based Teacher Education

Because of its model-based characteristic, the preparation of teachers based on behaviorist theory has also been criticized for its reliance on imitation as a learning process (Stones & Morris, 1972; Alexander, Craft, & Lynch, 1984; McIntyre, 1990). It was subject to criticism because it encouraged an overemphasis on skills and techniques in using the early American teacher behavior checklists. This reduction of the teacher's role to that of a technician has been for a long time the weak point of CBTE (Valli & Rennert-Ariev, 2002). Another view claims that a reflective model to teacher education, which is considered to be in total opposition to the behaviorist view of teacher training, can itself be expressed through competence terms. Currently, there is not a single teacher educator who would say that he/she is not concerned about preparing teachers who are reflective, according to some set of criteria (Feiman-Nemser, 1990). Darling-Hammond (2000) stated that teaching is a complex activity shaped by the context in which it develops. Clearly, competence is a term capable of some different interpretations (Roberts, 1998). The constructivist orientation influencing the shift from a focus on the teacher to the focus on the learner makes it necessary to investigate what teaching competencies are required in modern, more student-centred contexts.

CBTE has been criticized on multiple levels and "almost no basic definitive research was conducted to prove or disprove its effectiveness" (Houston, 1987, p. 89). However, it has been widely adopted in the United States and the United Kingdom state systems, in part because it meets bureaucratic and political demands for objective, testable standards of training and institutional accountability. The evolution of CBE through applications to other professional education programs in the United States in the 1970s was the leading path to vocational training programs in the United Kingdom and Germany in the 1980s, and occupational training and professional skills recognition in Australia in the 1990s (Bowden & Masters, 1993). In other parts of the world, there was patchy interest in CBET until the 1990s. During the last twenty years, CBE has dominated the structure and organization of many educational systems as well as teacher preparation in the world. Many countries have been implementing reforms of teacher education seeking appropriateness of current teacher preparation to the new curriculums (Roegiers, 2008). The primary concern of these reforms was the issues of balance between the theoretical and practical knowledge and the one of competence because actual experiences are not emphasized concerning theoretical contents, topics and competencies as Zgaga (2006) noticed.

The belief now is to give importance to both the academic and the professional knowledge necessary for the development of the competent teacher and recognize the concept of competence as inclusive of knowledge, skills and abilities, and teachers' beliefs and moral values that are required to perform effectively in different teaching contexts. (Stoof, Martens, Van Merrienboer, & Bastiaens, 2002; Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten, 2004)

Today, the vast majority of educational systems agree to place the competency-based approach at the heart of the curriculums. Indeed, they consider that it is one of the best

models known to respond to the demands and challenges of today's society both economically and socially (Roegiers, 2008).

2.6.3. Competency Based Teacher Education in the Reform of Teacher Education

Current reform in teacher education has developed to understand competence in two ways (Feiman-Nemser, 1990). Attention in the first view is directed towards teaching prospective teachers the skills and competencies that research has shown their association with desirable pupil outcomes. Feiman-Nemser (1990) referred to it as the technological model which is a re-emergence of a behaviouristic version of C/PBTE drawing solely on correlational or experimental process-product studies of teaching. The second view is based on research on teacher thinking and reflection observation of classroom practices (Clark, 1988), and relationships between teaching and learning established in research on human learning and behavior (Hunter, 1982; Gentile, 1988). Such a change can be part of a more general shift in educational research. As observed by Fang (1996), "research on teaching and learning has shifted from a unidirectional emphasis on correlates of observable teacher behavior with student achievement to a focus on teachers' thinking, beliefs, planning and decision-making processes." (p. 47)

Conclusion

Research on learning to teach seems to suggest that becoming a teacher involves complex changes and development not only in behavior but also in cognition, affect, and knowledge and that these changes occur within a dominant ideological context. Focus in research in teacher education in the last two decades has undergone a shift from searching for better ways to train teachers to try to describe and understand the process of how teachers learn to teach through their self-awareness or reflection. Therefore, we can conclude that

teacher education was associated with the behaviorist frame, but over time, it departed from this theoretical position to one which focused on cognitive and constructivist models putting experiential learning at the center of the educational system. Teacher education has moved consequently from a teacher-centred to a learner-centred approach focusing on the new role that the teacher has to assume and preparing the student teachers for it. The evolution of teacher education in the past half century from a behaviorist model to a reflective one followed the development of the CBTE model. CBTE has, in fact, has evolved from a behaviorist to a constructivist model changing hence the student teacher's practices from disciples and apprentices emphasising the notion of training where they should copy their master's model to critical thinkers and knowledge constructors who reflect upon their teaching practices and their self-development.

Chapter Three

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Chapter Three

The Training of Middle School Teachers in Algeria: 1962-2015

Introduction

Seeking to secure a good educational system and provide the school with competent and qualified teachers, initial teacher training in Algeria has undergone different processes of reform since the country's independence in 1962. Looking back at the history of teacher education and its development in Algeria over the past fifty years gives us insights to understand the state of affairs of the sector of teaching as concerns the form and nature of the training.

A descriptive review of the initial training program for Middle School teachers in Algeria since its independence in 1962 provides an overview of the historical development of the course which has been the responsibility of two different institutions namely the Institutes of Technology of Education and The Ecole Normale Supérieure. The investigation of the development of this training focusing on the training of Middle School teachers of English will help us understand the historical evolution of the practices. We explore the development of the number of teachers trained, duration and components of the training course in which the different modifications at the theoretical and practical level were to improve the student teachers' level and competencies and hence improve the standard of teaching in middle schools.

3.5. The No-institution Training Period (1962-1970)

In September 1962, only two months after independence, the principal aim of the Algerian authorities at that crucial time was to ensure a seat at school and a teacher for the maximum number of children at the age of schooling. This decision took into consideration all children between the age of 6 and 18. This democratization of education was one of the

guidelines of the high commission of educational reform which was the first Algerian agency to consider the establishment of new structures (Djebbar, 2008).

The increase in the number of pupils was particularly sensible at the middle school level. This situation was due to the decision allowing children who left school for any reason to continue their middle school education provided they were under the age of 18 when registering in the first year. Hence, the middle school level was the most concerned by the lack of qualified teachers.

In 1962, there were 721 teachers receiving training at the Normal School for primary school teachers (Ecole Normale d'Instituteurs (ENI)) and who had been recruited in the Middle school sector essentially via internal promotion among primary school grade 2. Their recruitment was based on their long teaching experience especially in teaching older age groups within the primary school as was the procedure in the colonial period (Matougui, 1988). These teachers were Baccalaureate holders who followed a four-year training program provided at the ENI. In some schools where both middle and secondary school instruction were delivered, teaching in the lower grades was sometimes carried out by teachers who possessed a high school teaching qualification provided by the Ecole Normale Supérieure (ENS) but this category of teachers was very scarce. However, the need for teachers at the Middle school level grew larger. At this level of education, the Algerian authorities could no longer rely on the same procedure to acquire staff to confront the inflated school population since many primary grade 2 teachers had either been promoted to administrative positions or left teaching altogether while secondary school teachers could no longer be in charge of lower classes. In this conjunction of circumstances, it was decided that training qualifications for middle school teachers would be temporarily waived, and applicants who obtained the Baccalaureate qualification were recruited as teachers without any initial training. This procedure could help recruit some teachers, but it did not prove lucky to attract a high

number because most Baccalaureate holders preferred to register at the university to obtain a higher degree.

Teachers were then recruited without any qualification or training to face the lack of qualified educators (Benziane & Senouci, 2007, p. 62). We can say that in response to the high demand for teachers because of the policy of democratization of education in independent Algeria which resulted in a considerable increase in the number of pupils, the education policy has neglected the qualitative dimension of its mission. In this very crucial period, between 1962 and 1970, this situation concerned the whole teachers' population. We can then imagine the number of teachers of English and the quality of their qualification; English as a subject was, then, taught and did not have an inspectorate in independent Algeria until 1969 (Hayane, 1989).

3.6. Training at the Institute of Technology of Education (1970-1998)

The start of the school year in October 1970 was different from other school years in Algeria. This matter was for two reasons. Firstly, education was affiliated to a new ministry namely the Ministry of Primary and Secondary Education (1970-1976). Secondly, it was the first school year following the adoption of the four-year development plan 1970-1973. This plan sought the preparation of the necessary conditions for a long-term progress putting forward the schooling of all children at the age of 6 and undertook the realization of new structures to host the growing population of students (Haddab, 1979). The most interesting decision of the plan was certainly the establishment of a network of training institutions called Institutes of Technology of Education (Instituts Technologiques de l'Education (ITE)). These institutes aimed at dispensing a specialized training for specific professions like teaching to reduce the deficit in qualified personnel which the university could not remedy the shortage (Abdallah-Khodja, 1972).

The primarily quantitative teacher training system established in the second decade ensuing independence has observed many changes at different levels. The evolution of the training regarding duration and content and the organization of the course are the most important features to discuss.

3.6.1. Evolution of Middle School Teacher Training at the Institutes of Education

Until 1970, the training of primary school teachers has been the responsibility of the ENI; whereas the secondary level teachers have been appointed among university graduates. There was no specific training for Middle School teachers. They were recruited among baccalaureate holders who applied for the position or among lower primary school teachers that fit the conditions for the promotion.

In 1970, the number of graduates and the pedagogic organization the ENI offered were no more adequate to meet the growing number of pupils and the requirements of the new educational policy in Algeria, which was seeking independence from the colonial school system model. For that reason, the 70-115 decree dated August 1, 1970 adopted conversion of former Normal Schools into ITEs specialized in training primary and middle schools teachers (Ministry of Primary and Secondary Education (MPSE), 1970). This order was a measure of adaptation to satisfy the needs of the education system since the objectives, contents, methods and structure of this scheme have been revised (Mélet, 1975, p. 15). The newly created ministry has therefore endowed these institutions and has made of them instruments of its policy of setting a modern Algerian school (Feroukhi, 1994). Besides, the growing need for teachers pushed the Algerian authorities towards extraordinary measures. Hence, the creation of the ITEs, in 1970, was an excellent solution to train in a very short period a great number of Algerian teachers who would take in charge the growing number of pupils (Matougui, 1988). The development of the preparation of Middle School teachers, who

represented the most required category of teachers since independence, has witnessed three stages corresponding to the length of the training period: one-year training, two-year training or three-year training.

The creation of ITEs was to take in charge the training of teachers of "basic" education namely Primary and Middle School education (MFE, 1983). The categories of teachers trained in the ITE were Primary School teachers (1st and 2nd cycle) and Middle School teachers (3rd cycle). The ITEs, then, substituted the former Normal School, and the first ones were in three cities: Algiers, Oran, and Constantine, which had a Normal School tradition. Between them, the ITEs in these three cities could train about half of the need for teachers in middle schools (Feroukhi, 1994).

In more than twenty years of existence, the teachers training institutions network has expanded with the large developmental pattern of the education system. The number of such institutes increased from twenty-nine in 1976 to reach sixty-one in 1985 (Office Nationale des Statistiques (ONS), 2012, p. 122). We could have at least one ITE in nearly every wilaya (only 11 wilayas did not have any). Constantine, for example, possessed two ITEs (ITE Meriem Bouaatoura and ITE Djidjelli ex-ENI transferred later to ITE Allaoua Benbaatouche). The Ministery made very few investments toward establishing purpose-built training colleges to get this large number of institutes in a short period. We relied mostly on using the old premises of the former normal school or used non-utilized public buildings often lacking minimal facilities.

In the 1990s, the period of budget restrictions in Algeria because of the economic crisis, teachers' recruitment was temporarily stopped, and the number of teacher's training institutes has been reduced (Benziane & Senouci, 2007). In its statistical retrospective, the ONS (2012) mentioned that in five years the number of ITEs has dropped from 51 in 1991-92

to 35 in 1996-97. In the academic year 1991-92, the 51 working ITEs received 12570 teachers (3729 MEF and 8841 PEF). This number has not stopped from growing since 1970; however, in their last year of training in 1996-97, the 35 ITEs still at work received only 4265 teachers (56 MEF and 4209 PEF). Training in some subjects like English has stopped before that year. The teacher trainers have been reoriented towards teaching in their initial positions as secondary school teachers.

According to the ONS (2012), during the period of initial training at the ITE, which lasted from 1970 to 1997, this institution trained 205,757 Middle School teachers (Professeurs de l'Enseignement Moyen (PEM)). In 1984-85, the fifty-seven ITEs, existing at that time, provided the national education sector with about 21,294 PEM who have been trained for two years to satisfy the needs of the Basic School compared with 575 PEM received in 1970-1971 in 22 ITEs. This performance shows the role played by the ITEs in promoting initial teacher training. This enormous number of trained teachers since their creation allowed the gradual replacement of foreign teachers (3952 expatriate PEM in 1971-1972 (50% of the total number of PEMs) versus 562 in 1991-1992 (0.65% of the total number of PEMs). These institutes could secure teachers for the high number of pupils Algeria witnessed during the demographic boom of the 1970s and 1980s with a record growth rate of 3% during the period 1966-1987 (Louadi, 2012).

The ITEs have, in fact, lasted for a longer period than it was planned in the 1970s and abandoning them was mostly because of economic reasons than pedagogic ones. In fact, they have not disappeared, but their orientation has changed to take in charge in-service training. They were identified, then, as the institute of training and development of teachers (instituts de formation et de perfectionement des maîtres) and were in charge of three types of training: primary school teachers' initial training, schoolmasters' specialized training and different categories of teachers' in-service training.

3.6.2. **Organization of the Training at the Institutes of Education**

Before the comeback to school in 1970, the authorities took stock of the situation comparing the achievements with the objectives still to be achieved. The review posited that to achieve complete independence; we must master an essential element considered as one of the keystones of the educational system: teacher training. Traditional normal schools that could not meet the massive demand for initial training have been converted into ITEs, which were responsible to the Ministry of Education.

The curriculum developed at the ITEs included the aims and the contents of the syllabi in the form of booklets issued by the different general inspectorates at the level of the training department at the Ministry for all ITEs in the country. According to the ordinance 76-35 dated April 16, 1976, teacher training in Algeria aimed at providing the trainees at the ITE with the notions and knowledge necessary for the practice of their profession (MPSE, 1976). Training imparted to them the techniques of the job, a high level of education and qualification and developing a constant political commitment to the Algerian revolution. These aims were to be achieved by defining the different students and trainers' profiles, organizing the course concerning duration, content and assessment.

3.2.2.1. Students' and Trainers' Profiles at the Institutes of Education

The ITEs created in 1970 (1970-1973 plan) ensured a residential concurrent initial training ("A travers l'actualité pédagogique", 1971) which fitted the technological orientation in teacher education and training. The newly adopted orientation and the new status of teachers passed in 1968 necessitated new measures to train and recruit teachers. Examining the profiles of student teachers and trainers would give us insights into the preparation of Middle School teachers at the ITEs.

The certificate required for teaching at the Lower Secondary School in the colonial period or the Middle School in post independent Algeria was no longer compulsory because of the new circumstances concerning the urgent need to hire as many teachers as possible. The authorities' procedure to appoint teachers among applicants who hold the Baccalaureate was not fruitful since this population was interested in getting a university degree which would secure better job opportunities, so educational authorities thought to engage students who failed their baccalaureate and trained them for the job. Accordingly, the population to be Middle School teachers at the ITEs during this period was composed of three categories of students: third-year secondary school students who failed at the baccalaureate examination, Grade 2 primary school teachers, and a very small number of holders of the Baccalaureate certificate. The first category, students who failed to obtain the Baccalaureate certificate, represented the greatest majority of the trainees at the ITEs. For their admission, they were required to pass an entry test composed of two parts: a written one which evaluated the candidates' general knowledge in the subject they wanted to teach and an oral interview designed primarily to disqualify extreme cases judged unfit for the teaching profession; for example, candidates with some physical disabilities. This test was hardly competitive, and most of those who took it were admitted (Matougui, 1988). Nearly three decades later, in 1998, this category constituted 64% of middle school teachers (Benziane & Senouci, 2007). Their recruitment was stopped in 1991. The second category of trainees entitled to be recruited was Grade 2 primary school teachers who represented less than 10% of the ITEs total population (Matougui, 1988). These certified teachers who sought promotion to be middle school teachers were admitted directly to the course on the conditions of having at least three years of experience in teaching, and a good administrative and teaching grade equal to 13/20 attested by their school headmaster and inspector.

Another type of trainees was those who passed the Baccalaureate examination and who were admitted directly to the course. They also had to pass an oral interview designed primarily to judge their fitness for the teaching profession. Until 1992, they represented a small number of the ITEs population since most of the baccalaureate candidates who passed the examination preferred to go to the university or pursue training for a more remunerated job. This situation changed starting from the beginning of the 1990's. The shortage in job offers because of the economic crisis Algeria went through in the 1980's and 1990's pushed baccalaureate holders to look for a short term training that can secure a good job. Since the number of positions was limited, the Ministry's circular bearing academic registration criteria of the graduates in higher education institutions for the academic year 1992-93 specified the conditions of access to the ITEs. It determined the degree and the streams authorized to opt for each of the ten options of subjects offered. Baccalaureate holders' recruitment which was for a determined number of positions according to the needs of the different schools took into consideration the candidate's average at the baccalaureate and the mark he/she obtained in the subjects concerning the subject he/she wanted to teach. A ranking of candidates was carried out by these conditions taking, by no means, into consideration the applicant's aptitudes to practice the teaching profession.

Three types of trainers were responsible for the residential training in the ITE and the practical training in placement schools: the teacher trainer at the ITE, the practice teacher at the placement school and the subject inspector.

The teacher trainers at the ITEs were primarily university graduates. The majority of these teachers had been teaching at the secondary school level. Being ITE teacher trainers was a promotion. Appointment conditions of the teacher at the ITE stated the category of teachers concerned by this position of Professeur d'Enseignemnt Secondaire formateur. The Executive Decree 90-49 dated February 6, 1990, regarding the status of the workers in the

sector of education in Algeria mentioned eligible candidates for the position of secondary school teacher trainer. Applicants can either be high school teachers on the post holding a post-graduate degree in the specialty or high school teacher who worked for at least eight years on the proposition of their inspector (Ministry of Education, 1990). The second category of teachers was the dominant one in this position. Only secondary school teachers considered as the most competent by their inspectors were accepted for the post when available. However, this condition was only in theory since many teacher trainers were appointed in this position and they were not necessarily the most experienced (Matougui, 1988). In addition to teachers specialized in the subjects for example English, there were psychology teachers who graduated in psychology or educational studies. The latter category of trainers provided only theoretical knowledge about child development, and their instruction was delivered in Arabic.

Practice school teachers (Professeur d'Enseignement Moyen d'application) who played the role of the mentor or the model; they took in charge the professional and practical training of the student teachers. They were appointed upon the proposal of the school head-teacher among teachers who had tenure justifying five years of effective service and classified according to criteria of professional competence, performance, and seniority. These teachers were selected because they were held in esteem by the school inspector and the school head teacher as mentioned in the Executive Decree 90-49 dated February 6, 1990 (Ministry of Education, 1990) and the Executive Decree 08-315 dated 11 October 2008 on the special status of civil servants belonging to specific corps of the national education (MNE, 2008). However, even if these practice teachers proved to be serious and competent, we can say that their selection was because of geographical reasons more than pedagogical ones. Their role was to evaluate the trainee's teaching practice and competence in addition to providing advice and supervision.

Subject inspectors were, also secondary school teachers promoted to the position of an inspector to be in charge of the administrative and pedagogical management of their subject of specialty at schools. They were responsible for the supervision of teachers and their promotion, and they organize periodic in-service training. As pedagogical advisors, their responsibility in the initial training was the selection and training of practice teachers through the organization of meetings and workshops. Likewise, they advised the staff at the ITE on the way to conduct the training. They visited both the placement schools and the ITE to coordinate work between the teacher trainers and the practice teachers (Matougui, 1988). However, this mission was abandoned because of their heavy workload, and they were only invited as co-operators to organize some workshops when necessary.

3.2.2.4. Duration of the Training Course at the Institutes of Education

The Organisation of the training at the ITE regarding duration witnessed changes and progressed according to the different requirements of the country concerning the number of teachers and quality of teaching. Between 1970 and 1997, the initial training course for Middle School teachers at the ITE was residential concurrent and went through three phases in which the course extended from a one year course (1970-1983) to a two-year course (1983-1992) and finally to a three-year course (1992-1997).

When the ITEs were first launched in 1970 to satisfy the need for teachers, the Middles School teachers' initial training session started as one-year training. It was in 28 weeks of concurrent study in all the three areas of study: academic, professional and cultural. These 28 weeks were in two equal terms of 14 weeks with a very busy timetable of 34 hours per week, then 36 hours according to the revision of 1979 (Feroukhi, 1994; Matougui, 1988; MFE, 1983). The training was devoted mainly to the theoretical component but not

exclusively since the trainees went to practice once a week in a practicing school and had two-fortnight block training. This situation lasted until 1983.

Noticing the inadequacies of the incomplete one-year training which did not respond to the trainees' needs; and seeking for more qualified teachers, the training department at the ministry of education decided in 1983 to extend the Middle School teachers initial training to two years of 28 weeks each. Every week the pre-service teachers received 34 hours of instruction including both the theoretical and the practical aspects of the training. This decision was taken to remedy the trainees' shortcomings in their subject of specialty (MFE, 1983).

In the 1990s, the time came for quality in education. Although imposed by economic reasons more than pedagogic ones this decision aspired for a long time ago and which everybody agreed on, came in time. The country started to control the number of pupils and the number of teachers who graduate from the ITEs during the two decades of the existence of this institution. The duration of the three-year training was, at that time, considered as short-term training for former "technicien superieur." The academic year was divided into three terms and included a total of thirty weeks. Every week comprised thirty hours of instruction (Ministry of Education, 1992).

3.2.3. Content of the Training Course at the Institutes of Education

The content of the training course at the ITE was composed of two components: one theoretical and the other practical. The theoretical part covered all three areas of study which the trainees needed to develop to be qualified to deliver their teaching with competence and confidence. These areas were the academic, the professional, and the cultural education. These three areas of the theory were provided by the teacher trainers at the ITE. The practical component involved the teaching practice which has always been organized in three phases:

the observation phase, the integrated practice phase, and the block training phase. This component was supervised by the training teachers in the placement schools. The content of the Middle School teacher initial training course witnessed changes and progressed according to the different reviews and revisions of the syllabus at both the theoretical and the practical level.

3.2.3.1. The Theoretical Content of the Course at the Institute of Education

The theoretical content developed regarding the time allocated to every aspect of the theory the trainees received. When they first launched the course, the designers sought to create a balance between the three aspects of training: the academic, the professional and the cultural education giving priority to the academic education and professional education allotting them nearly the same time volume (14hours). The belief and aspiration were that this would provide the trainees with enough background to help them accomplish their future tasks adequately. In the one-year training, time allocation showed an equal concern for the two principal components of the course, i.e. academic and professional education, which together shared more than 80% of total course time until 1979. However, the short training the student teachers received did not permit the achievement of the required competence especially in the subject of specialty. In 1979, educational authorities thought out revising the allocation of the course time to address the situation. Between 1979 and 1983, changes in time allocation to the different course components have altered its emphasis on only the academic education which referred to knowledge related to the subject the trainee would teach and designated work carried out outside the field of pedagogy. This component has acquired the largest share of course time (70%) at the expense of the two other elements. This shift in emphasis has resulted from a growing concern that students who, at the time they joined the training college, did not have much-specialised education and could not achieve sufficient mastery of the subject they teach in a period of one-year training. Preparing the

trainees for their future profession could not happen without giving priority to one aspect of training over the others. Hence, the academic education component was devoted more time than the professional and the cultural ones. The argument to support this decision was the fact that the professional and the cultural education can be acquired during practice and through experience in class.

	1970-1979	1979-1983
Course Components	Hours/week	Hours/week
Academic education	14	22h
Professional education	14	10
Cultural education	06	04
Total	34	36

Table 3.1: The One-year Training Course Components Weekly Time Volume

The academic education provided for the trainees in the subject of English, for example, ensured a larger amount of time (8 hours more than in the previous period). It proposed the following distribution of the weekly time volume keeping the same training subjects divided into two aspects: Oral Language (12 hours) and Written Language (10 hours). All the subjects in the Academic Education were to remedy the inadequacies the trainees came with and gave them a complete training that would strengthen their competencies in teaching their subject of specialty: English. Nevertheless, the new graduates were not adequately prepared and sufficiently qualified. The teaching competence of the

graduates was not at the level of the requirements of the profession even if some teachers could prove to be competent at the professional level. Indeed, insufficiencies have been noticed in the two one year training syllabi, and only a longer initial training course could supply a better teaching, especially for English language teachers. Knowing student teachers came to the ITE with only five years of English learning at the rate of four hours a week, which was too short, compared to the responsibilities they had to assume in teaching; a longer period of exposure to the English language was strongly recommended.

Academic Education	Training Subjects	Hours/week
Oral Language	Structural Exercises and grammar	4h
	Oral Activities	6h
	Phonetics	2h
Written Language	Reading comprehension	4h
	Written expression	6h
Total		22h/36h

Table 3.2: Academic Education Subjects Time Allocation in the One-year Training Course for Teachers of English (1979- 1983)

In the two-year training course (1983-1992), the theoretical component of the training delivered at the ITE comprised the same aspects as the previous one-year training always concentrating on the acquisition of the academic aspect but doubled the time volume. In training to teach the subject of English, for example, an emphasis was put on basic linguistic training as to provide for the gaps accumulated by the students in their schooling. This measure would consolidate their knowledge and help them develop a mastery of language

mechanisms bearing in mind that the trainees studied English as a foreign language for no more than five years and three hours per week. The course designers called this part of the course related to the subject of specialty "Aspect of Knowledge." In the first year of the training of Middle School Teachers of English, the aspect of knowledge included two areas of study: Oral Language (14h/week) and Written Language (10h/week). Three modules formed the make-up of the oral language part: Structural Exercises and Grammar (5h/week), Oral Activities (6h/week), and Phonetics (3h/week). Two modules formed the written language part: Reading Comprehension (5h/week) and Written Expression (5h/week). In the second year, less time is reserved for the academic education. However, the linguistic side was not neglected since 18 hours/week were devoted to its teaching organized as follows: Oral Language was taught 10 h/week and Written Language was taught 8 h/week (MFE, 1983).

Training Aspects	Training Subjects and Activities	Two-year Training	
		Year 1	Year 2
Aspect of knowledge	1) Oral Language:		
	-Structural Exercises and Grammar	5h	3h
	-Oral Activities	6h	5h
	-Phonetics	3h	2h
	2) Written Language :		
	-Texts/Reading comprehension	5h	4h
	-Written expression	5h	4h
	Total	24h/34h	18h/34h

Table 3.3: The Two-year Training Course Allocation of Time of the Academic Education Component in the Subject of English

The initial two-year training, as was the case for the one-year training, gave focused on the aspect of knowledge at the expense of the professional and cultural ones. The different subjects the professional aspect included provided a theoretical background on methodology and teaching techniques, theories in psychology and the study of the population of learners at the level of the Middle School and regulations controlling the profession of teaching. These subjects were only complementary and were not the primary concern of the trainers. Cultural education referred to, then, as "the Behaviour Aspect" included Religious Education, Civic and Political Education and National History, and Cultural Activities and Sport. All the subjects in these two aspects were taught in Arabic. The two-year training course insisted on developing both the trainees' linguistic competence and their pedagogical competence that would enable them to teach the English language efficiently. However, the results of the rigid teacher-centred two-year system, which did not prepare the student teachers to work with new textbooks or/and approaches because of the huge gap in its content between theory and practice, were not satisfactory.

The ITEs, which were still at work in 1992, started a training of three years for teachers of English at the Basic School (2nd and 3rd grade). This practice was considered then as short duration training called "formation de technicien superieur" (Feroukhi, 1994). The new syllabus relied on the findings of the analysis of inspectors' reports and analysis of questionnaires to practicing teachers and trainees. It was learner-centred focusing on trainee's needs and expectations through the development of their learning strategies and the gradation and cyclic occurrence of the content. This syllabus designed in 1992 tried to make a balance between theory and practice in the training. Programs in progress clearly explained the relationship between knowledge building and skills development at that time. The development of knowledge was understood not only as the improvement of the core

knowledge of the trainees but also as deeper mastery of the subjects that the teacher would be in charge of on leaving the training institution. What we referred to as "English" in the three-year syllabus included all the aspects of the academic knowledge necessary to develop the teachers' communicative competence. It represented one-third of the overall time amount of the course with 990 hours out of 2700 hours. The 990 hours were distributed over the three years as follows 420 hours the first year, 390 hours the second year and 180 hours the third year.

Subject	Year 1	Year 2	Year 3	Total
English	14	13	6	
Number of weeks	30	30	30	
Total	420/900	390/900	180/900	990/2700

Table 3.4: Weekly Time Volume of the Academic Education in the three-year Training Course of the subject of English

Apparently extended to three years the weekly time volume of this aspect was larger than in the previous syllabuses. It was even at the same level, in terms of time amount, as the Licence degree prepared at the university up to 1986. We could hence secure more time to train the students and provide them with the necessary knowledge they need to accomplish their tasks adequately and confidently. The evolution of the time volume was to offer a better quality training which matches international standards.

The professional side of the 1992 syllabus focused on providing them with efficient learning and teaching strategies, an academic culture and focusing on learning more than on teaching. New subjects and procedure were included in the new syllabus. The content of the theoretical subjects of the professional aspect provided an introduction to pedagogy and

psychology, work legislation and professional ethics in addition to self-improvement studies, workshops, and projects. The professional aspect subjects took more importance progressively through the course than the other aspects. From 23.33% in the first year, it covered 33.33% of the weekly number of hours in the final year (10 hours per week) while subjects of specialty observed the opposite trend and their weekly time volume was reduced every year.

The subjects taught as part of the cultural component, even if they were not mentioned as a separate block part like in the previous syllabi, were all related to the cultural or behavioral aspect of the training which Feroukhi (1994) referred to in his report as General Culture. These subjects were Arabic, History, Religious Studies, Arts and Music.

We can say that the theoretical part of the professional education in the initial training at the ITE in its different version did not get the importance it deserved. The belief was that the trainees did not need theory as much as they needed practice. For this reason, the practical side was more considered than the theoretical one, and more emphasis was directed to training on the field than to learning theory in class.

3.2.3.2. The Practical Content of the Course at the Institute of Education

The practical component of the training, in the one-year training course, was organized in three phases: the observation phase, the integrated practice phase, and the block practice one. The trainees went on observation for three one-day workshops (06 hours for each) which took place during the course's first four weeks. These workshops took place in the ITE and were organized by the subject inspector. In these seminars, the trainees observed a model lesson presentation and, then, discussed the methodology used by the teacher (Matougui, 1988). The integrated practice phase was weekly half-day training in a placement school as part of the trainees' timetable. Throughout this phase, the trainees were in partial

charge of classes progressively. They prepared lessons in groups and took turns in presenting them. They were asked to teach parts of lessons to get them used to the direct contact with the pupils and make them think about solving problems they would meet in the future. Then, the trainees prepare and present a whole lesson supervised by the practice teacher and observed by the other trainees in the group. At the end of every session, the practice teacher, and the trainees held a discussion of the lessons presented and made comments on the performances. The block practical training phase was planned for a total of four weeks divided into two fortnightly sessions and taking place every term. It occurred in the school where the trainees had their integrated practice. Every term, the trainees were assigned to a different school to gain a new experience by training in a new environment and practice in a different more suitable one for some trainees who could not get accustomed to the school they were practicing in (distance, number of pupils, practice teacher, and administration). Regarding curriculum instructions, there was no indication as to how the experience gained from such visits was exploited. Likewise, there was no mention of college tutor involvement at this stage, but practice teachers are expected to undertake follow-up sessions with the trainees to provide guidance and criticism.

The Practical Component was organized differently in the two-year training program. Having more time to practice teaching, we replaced the observation workshops by classroom observation in a placement school. The training of 04 hours a fortnight on the field was supposed to start in January by watching a practice teacher at work. Student teachers, divided into small groups of a maximum of 4 trainees, attended together with their teacher trainer a four-hour work in the morning every fortnight during the months of January, February and March. Their observation was followed by a discussion of the lesson. However, because of organization matters; this observation phase was not organized accordingly. The ITE sent the trainees in groups of three or four for a one-week observation in a placement school in the

month of May. They first had a meeting with the school headmaster who introduced them to the school organization and gave them advice on the conduct to watch with the pupils. Then, they observed a teacher at work for one week according to her/his timetable. After observing different lessons, they had a discussion on the various steps and content of the lessons. Their teacher trainers visited them and took part in the debate of the presented lessons. The students during this week were asked only to observe and never to present any activity even if they were invited to do so by the practice teacher (MFE, 1983). In the two-year training course, training on the field was resumed in the second year. The integrated practice started in the month of November and ended the second block practice in May. It was organized as a half-day practice in the Middle School, while the afternoon was spent at the ITE discussing the lessons presented. The training teachers were supposed to visit the different groups, in turn, to observe their work, to help them solve the problems met in their teaching and get an inspiration so as to plan their special pedagogy lessons. However, this never took place for different reasons. The practical component of the course in the block practice phase was designed for a total of four weeks divided into two fortnightly sessions and taking place every term following the same pattern and aims as in the one year course.

As far as the practical component was concerned, the three year training course syllabus mentioned that the trainees went on teaching practice for one week per term in the first and the second year. The program stipulated that the trainees were on school placement for one week observation per term in the first and the second year. However, because of administrative and organizational reasons, this was tough to achieve. The integrated practice phase was weekly half-day training in a placement school. The Block Practice Phase was different in the three-year training course. The trainees were on training in their last year for two weeks in the first and second term and six weeks in the third term. Every week consisted of ten hours practice. The syllabus did not specify how to organize the training regarding

integrated and block components. We think that it could not be otherwise than the previous versions because just the placement school cannot allow a block placement longer than two weeks.

In all the versions of the course from its launching in 1970 to its end in 1998, both components of the training, the theoretical and the practical, took place concurrently. These versions differed in their emphasis on one or the other part of the training and on the time allocated to each study aspect: academic, professional, or cultural.

3.2.4. Course Assessment at the Institutes of Education

The trainees were evaluated on both the theoretical and the practical components of the program to qualify as teachers. This continuous and competitive evaluation was held in a traditional way. The assessment of the theoretical component of the training taken at the ITE was based on written tests and examinations regularly organized every term. The practical component was assessed by the practice teachers who supervised the trainees in the integrated and block practice phases. There were no set criteria for their evaluation which varied from one teacher to another. What every teacher used to do was to write a report giving a general assessment of the student's performance and a mark to be considered in counting his average. In a trial to set criteria to standardize the form of the assessment report, four broad categories were taken into consideration in the trainees' teaching practice evaluation: commitment to work, behavior with pupils, mastery of subjects and lesson preparation and presentation (Direction de l'education, Constantine, 1978 as cited in Maatougui, 1988).

The examinations the trainees took and their performance during teaching practice period were marked and given a coefficient. They had to obtain an average equal or superior to ten out of twenty to succeed and get their certificate and practice the profession in of

middle school teacher. This procedure consisting of attributing grades was more designed to rank the trainees, who were under contract with the Ministry of Education, rather than to assess their abilities. In fact, assessment at the ITE was not very serious since they had a policy of maximum success so as to ensure a sufficient supply of teachers.

The initial teacher training at the ITE from the 1970s to the 1990s was in agreement with the prevailing transmissionist educational philosophy (Matougui, 1988; Bellalem, 2008). Teachers according to this philosophy were required to pass on their knowledge to their learners. The academic education was about acquiring specialist knowledge. The professional education included preparing the teacher technician to how to transmit that knowledge. The cultural education was mainly to develop in the teacher humane qualities and attitudes and behaviors necessary for the transmission of knowledge (Ministry of Primary and Secondary Education, 1975). The content and the time volume of the initial training at the ITE favored to a large extent the academic component over the professional and within the professional component it emphasized the theory more than the practice.

3.4. **Training at the Ecole Normale Supérieure 1999-2015**

In 1997 and 1998, the Ministry of National Education (MNE) and the Education Higher Council (Conseil Supérieur de l'Éducation) issued different declarations regarding the new design and organization of the initial training of teachers perceived regarding "professionalization". A concept that stands for the combination of all the qualities required in trained and skilled teachers guaranteeing the efficiency of a school looking to the future by breaking with the model that prevailed until then (Benziane & Senouci, 2007). In 1999, the Algerian Authorities decided that the Ecole Normale Supérieure (ENS) will be responsible for the training of the "new teacher" in an extensive reform of the educational system. This non-university higher education institution registered with the Ministry of Higher Education

and Scientific Research in 1983 specializes in preparing teachers for the National Education sector. The government aspired through this policy to establish a new teacher education and training system and to break with the period of emphasis on quantity over quality. It aimed at launching a more qualitatively-orientated system which would "train and develop teachers according to the principles underlying the reforms of the educational system, in order to meet the demands of the new curriculum" (Bellalem, 2008, p. 64). The organization of the training and the content of the course at the ENS are the most important characteristics of this new training system.

3.3.1. Educational Organization at the Ecole Normale Supérieure

The years two thousand, in Algeria, witnessed a rehabilitation of the school system which was crying out for reform and required qualitative teacher training through the adaptation of the initial teacher training course to the new approach, textbooks and pupils exit profiles suggested by the MNE (Reghioua, 2012). The realization of this concern of the reform became the responsibility of the ENS by granting teacher preparation the conditions to meeting international standards in agreement with the specifications submitted by the MNE. The new organization at the ENS dictated new access conditions to the ENS who provided new profiles of the trainers to secure the enrolment and the preparation of the elite for the profession of teacher.

3.3.1.1. Admission to the Ecole Normale Supérieure

There are no specific subject requirements for initial teacher training admission on a national level; however, subjects or a particular stream of the secondary school certificate (Baccalaureate) related to the applicant's chosen subject specialization at the ENS are required for admission to training to teach certain subjects. Access to ENS follows two steps. First, the candidates participate in a national ranking after succeeding in the Baccalaureate.

Second, in case the classification allows it, the approval of a commission that will interview the applicants to judge their suitability for the teaching profession (Reghioua, 2012). To be a teacher of English at the Middle School (Bac+4), we need to get an average in the examination of English and a general average at the Baccalaureate that would permit a passing ranking among the candidates for the ENS. Then, the applicants must stand before a commission composed of some teachers from the Department of English who would interview them and judge their suitability for the profession.

3.3.1.2. Trainers' Profile

Since 1998, the training of the future Middle School teachers has been the responsibility of subject teachers who are in charge of delivering academic knowledge and teachers responsible of the modules of Methodology and Educational Psychology at the ENS, and training or cooperating teachers at the placement schools (Benziane & Senouci, 2007). The post-graduate studies of the subject teachers did not, in fact, prepare them to be teacher trainers. They have received no training which would have distinguished them from their fellow teachers at the university. This reason is why their teaching practices are similar to those of any lecturer whose focus is knowledge transmission. In fact, during the first years of the training at the ENS of Constantine (ENSC), most teachers were university teacher who worked in association with the ENS or who graduated from university and were recruited by the ENS. Most of them if not all duplicated the course they offered at their original institution for students of the same level or taught their subjects in the same way they learned it themselves at university, the case of the newly recruited ones. The Methodology and Educational Psychology teachers is a category of teachers which does not exist among the teachers in the department of English at the ENSC, for example, because most of them if not all received instruction in applied linguistics or American and British studies in their post-graduate studies. Those who specialize in the field all identify with teachers and not with

trainers because they only rely on the syllabus and lessons designed by the teachers who taught during the first years of the training at the ENS. The training or cooperating teachers at the placement school are teachers belonging to the MNE. This category of teachers is not different from the one who insured guidance for the trainees of the former ITE. They have been selected for the same criteria. Some of the trainers have even been taking part in the practical training in the time of the ITE. They are still following the same practices with the same concepts of training.

3.3.4. Content of the Training Course at the Ecole Nornale Supérieure

The teaching practices in the Algerian school have always been teacher centered focusing on knowledge transmission. The MNE stipulates that the objectives of national education through the new curriculum are to develop reasoning and judgment skills as well as learner autonomy. Accordingly, national guidelines recommended that teacher training institutions should focus on providing the future teachers with knowledge of different teaching techniques. They specified that we have to develop in them the ability to select and adapt these techniques according to educational needs or context because "specific techniques to develop higher order thinking skills and learner autonomy are not immediately evident" (UK NARIC, 2012) in the teacher training syllabuses. This state of affairs is due to the teacher education model that has prevailed in training institutions since their establishment after independence in 1962.

The circular of the Ministry of Higher Education and Ministry of National Education Joint Committee dated October 21, 1986, explained the organization, monitoring, and evaluation of the teacher education of students at the ENS. It stated that trainers at ENS (Ministry of Higher Education) or training teachers (Ministry of National Education) must work to achieve an adaptation of contents and interventions to the complexity of the experienced educational situations, to the specificities of the disciplines and the activities

devolved to the student teachers. When the ENS took in charge the training of Middle School Teachers (Ministry of Higher Education and Scientific Research, 2002), it was decided that the qualification the graduates are awarded upon completion of the teacher training course is called "diplôme de professeur de l'enseignement fundamental" (Diploma of Teacher of Fundamental Education [Translation Mine]), then it was transformed into "diplôme de professor de l'enseignement moyen" (Middle School Teacher Diploma [Translation Mine]) as cited in the Executive Decree 02-319 dated 14 October 2002 (MNE, 2002) and the Executive Decree 08-315 dated 11 October 2008 (MNE, 2008). This diploma is equivalent to a Bac+4 degree. The first three years are deserved to the standard part of the curriculum devolved to all trainees applying for the position of a middle school teacher or a secondary school teacher. During these three years, most of the teaching is theoretical focusing on the development of the trainees' knowledge of the subject they will teach according to their choice or their orientation in the first year. In their fourth and final year, the 'Bac+4' trainees take professional subjects in addition to fostering their academic knowledge and go on teaching practice in placement schools. The ENS takes, then, the responsibility of organizing both the theoretical and the practical components of the student teachers training.

3.3.4.1. Theoretical Component of the Course at the Ecole Normale Supérieure

The theoretical training is held at the ENS and includes academic instruction, a course in methodology and a course in educational psychology (Reghioua, 2012, p. 274). The academic preparation is about knowledge related to the subject the students will teach (subject specialization) and pedagogical theory/practice to develop skills to put that knowledge into practice either in the practical part of the course or their future career (UK NARIC, 2012). It is delivered along the whole course of every type of training (primary, middle or secondary school level) and covers the theoretical content equivalent to the one of

a Licence degree (Bac+3), a Master 1 (Bac+4) or a Master 2 (Bac+5) (Reghioua, 2012). The course focuses on providing the students with training that would produce teachers who master their subject. To achieve that, it comprises modules related to subject specialization, education studies, and professional studies. The focus during the first three years is on subject specialty building the students' subject knowledge. Though the final year of studies is devoted to the practical aspect of teaching, national guidelines stipulate that 14.5 hours of a 28 hour week should be assigned for theoretical modules. This amount of time is distributed as follows: psychology and general pedagogy (2 hours per week), specialized instruction (12 hours per week), and education legislation (30 minutes per week). The course provider controls the distribution of the other half of the weekly time volume and its allocation to subject specialization or pedagogical theory/practice, i.e. the ENS. Accordingly, at least half of the time devoted to teacher training is assigned to theoretical study, but this percentage can go as high as 85% depending on the faculty offering the course (UK NARIC, 2012). Dr. Reghioua, former head of the ENSC, considered that the theoretical knowledge they dispense represented 60% to 70% of the whole training and explained that ENSC aspires to redress the balance between the theoretical and the practical components. The theoretical part of the training at ENSC, for example, is devoted to three areas of knowledge. The first area is the acquisition of knowledge in the subject to be taught (the four language skills in addition to vocabulary and grammar). The second is the pedagogical knowledge (the study of the methods and activities of teaching). The third is the institutional knowledge (child psychology, classroom management, behaviour in class and attitude). This theoretical content was established by university teachers who re-edited the syllabus taught at the university with some additions specific to the training and education of teachers. The ENS is seeking for a better quality of teaching, so the number of hours per week is larger than the one at the University. The entire theoretical training is dominated by the trainer's concern to impart

knowledge and the student's apprehension of that knowledge by acquiring the maximum of it to "give it back/restore" (Benziane & Senouci, 2007).

The students are assessed through written examinations to test their knowledge of the subject of specialization and knowledge of pedagogical theory in the modules they take (UK NARIC, 2012). Some teachers organize continuous assessment in the form of individual or group presentations. Trainee teachers need to maintain a minimum yearly average equal to 10/20 to get the degree.

3.3.4.2.Practical Component of the Training Course at the Ecole Normale Supérieure

This practical part of the training which occurs in the final year of studies at the ENS is a compulsory vocational placement the trainees go through in a primary school, a middle school or a secondary school corresponding to the degree they enrolled in (Bac+3, Bac+4, or Bac+5). It consists of attending class with a training teacher or delivering a lesson or part of it under his/her supervision. This practice is governed by the Decree 83-356 of 21 May 1983 organizing the studies and training of student teachers at the ENS. In section 3, it is stipulated that:

> The Ecole Normale Supérieure coordinates the practical training phase under conditions to be defined for each sector by a ministerial order of the Minister of higher education and scientific research, the Minister of education and fundamental teaching and the Secretary of State for secondary and technical education. (Ministry of Education and Scientific Research. In Journal official de la république Algérienne, 21 (24 May 1983) p. 1012) [Translation Mine]

In the final year of their studies at the ENS, the students undertake the practical component through a school placement of a half day per week from October to March and a block placement in the month of April or May (Reghioua, 2012). A procedure which is not so

different from the one applied in the time of the previous institution in charge of the training of primary and middle school teachers, namely the ITE. This practical training component follows the pedagogy of the "Model" represented by the training teacher, a master teacher chosen for her/his experience and professional skill who hosts the trainees in her/his class, guides, advises, and teaches them the intricacies of the profession. However, the tradition shows that the criteria of 'experience' are sometimes put aside considering that what is important is to find a volunteer teacher who would accept to receive a future colleague in his class (Benziane & Senouci, 2007). "The Practical Training Guide" prepared in 2009 by the ENSC, for example, states that introducing the trainees to the vocational training takes place in the final year of their course in collaboration with the National Education authorities of the Wilaya of Constantine. The practical training crowns, then, the academic instruction provided in the first three years of study. This training is a professional experience that offers the opportunity to check and put into practice the theoretical knowledge developed during instruction at the ENSC (ENSC, 2009). This part of the training is, then, considered as the most important one, not only by the trainees but the institution as well. The purpose of the practical training is to ensure a teacher training that provides the future teachers with opportunities to adapt the theoretical and cultural knowledge they received to the needs and constraints they may encounter in the field so that they can provide an effective and quality teaching. The practical training is, then, an integral part of the training offered at the ENS. It is compulsory and regulated by the internal regulations of this higher education institution. The Ministry of Higher Education and Ministry of National Education Joint Committee Circular dated October 21, 1986, concerning the organization, monitoring, and evaluation of the teacher education of students at the ENS highlights the need to identify the necessary educational aspects and the organizational arrangements for the practical training. It stipulates that this phase of the training is to ensure a coherent, unified institutional framework to the

practical vocational training of student teachers. This component is organized into three phases during which the trainees go through observation, participation in teaching activities and lesson presentation which correspond to three phases: the observation phase, the alternate phase, and the block placement phase.

In the observation period, from October to November, the placement is one day per week (Reghioua, 2012). During this time, trainees go to the training schools once a week (half-day training) from mid-November to mid-December. In this period, they experience two types of observation; general and particular. The general observation permits to familiarize the trainees with the pedagogical environment in the school where they would take their training (the administration, the teaching staff, and the different educational activities in the school). The particular observation allows them to focus on the teaching/learning process in class (classroom interaction, teaching techniques, learning strategies, evaluation procedures).

The alternate phase placement is about a progressive management of a class, from December to March for one day per week, by the trainees who may teach part of a lesson or a whole lesson in the presence of the training teacher (Reghioua, 2012). From January to March, the trainees go once a week to the training school to take part in the teaching activities in class. In this partial participation phase, they prepare and present in turn activities or part of the lesson under the supervision of the training teacher or assist him/her in class. This phase is to prepare them gradually for the final phase of the practical training, the block placement.

In April or May, the trainees experience the daily work schedule of a full-time teacher. Following the timetable of the training teacher, they take in charge for two weeks and with full responsibility, the presentation of whole lessons. The block placement phase is also called full-time (ENSC, 2009). The trainees are expected, in this period, to prepare the lessons and present them after getting approval from the training teacher who supervises their

teaching (lesson preparation, lesson planning, unit division, textbook use, classroom management, behavior, attitude,..) and assesses them (Reghioua, 2012).

The trainees' teaching ability is evaluated by both the training teacher from MEN and their supervisor from the ENS through observed practice. In addition to the mark the supervisor assigns to the trainees' observed performances, she/he evaluates the documents they submit, namely the training copybook and the report on their training (ENSC, 2009). The total of these marks is calculated and considered as the supervisor's mark. The average of the supervisor's and the training teacher scores is included in the overall assessment of the student.

Conclusion

Since its independence, Algeria has been preoccupied with the development of its educational system. This system, of course, could not have existed without providing the school with qualified teachers. Teacher training has been one of the urgent matters that the authorities have taken in charge after having established the foundations of the state and settling its institutions. The preparation of Middle school teachers went through three periods according to the educational institution which was in charge of this education.

Teacher education has then been through different developments which sought every time to secure qualified teachers with a better training. However, we have noticed through our examination of the teacher training at the different institutions in charge of the preparation of Middle School teachers that the development Algeria sought concerned only the academic area of the training at the expense of the professional one. The organization of the practical component in the preparation of teachers remained the same and the practices either on the part of the trainers or the trainees have not changed since 1970. The model followed is still the apprenticeship model with an applied science touch. The reflective model based on a constructive approach to teaching like competence based education is not

adequately implemented if it were. The Evaluation of the practical training, for example, revealed no change since 1970. We can conclude that the teachers are not sufficiently prepared to be able to implement the curriculum adopted by the MNE and achieve the goals to get the required pupil exit profile in light of the reforms launched in 2004 emphasizing the construction of meaning through reflection.

Chapter Four

Classroom Observation at the Ecole Normale Supérieure of Constantine

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Chapter Four

Classroom Observation at the Ecole Normale Supérieure of Constantine

Introduction

Teacher training in Algeria has a great influence on the future career of the trainees who are first affected by the instruction they receive from their trainers. We believe that the course for pre-service Middle School teachers at the ENS must primarily familiarize trainees, during their training, with the English Language Teaching methodology used in the Algerian National Education. Training methodology is expected to parallel teaching methodology. While the textbooks used in the Algerian school seem to combine communicative approach and competence based approach, the English Language Teaching methodology is supposed to reflect this orientation. Teacher education must, therefore, prepare teachers to fulfill the requirements of this orientation. However, the initial training Middle School teachers receive at the ENS does not appear to follow this same route. At the ENS, the teacher trainers do not train; they teach. So, we would better refer to them as teachers rather than trainers or instructors. Through classroom observation, we would like to explore the model of teacher education used at the ENSC to prepare pre-service Middle School teachers of English for their future career and show to what extent the teaching in the training course is effective in developing the required teaching competencies. The aim behind that is to prove that the methodology used at the ENSC is not adequate to meet the trainees' needs as concerns developing competence in teaching English as a foreign language at the Middle School through using CBA. The resulting mismatch will in no way help in making the training methodology parallel teaching method (Rodgers, 1979).

4.1. Design and Methodology of Classroom Observation

After the establishment of classroom observation systems in the mid-1950s, actual teaching practice became a subject of interest to researchers who questioned the teacher's influence on the students' learning process which Durand (1996, p. 8) qualified as the "teacher effect." This interest was at the core of the process/product research movement in the early 1970s where researchers related teachers' behavior with students' performance. Process/product type research was conducted in the classroom by observing the teachers' behavior patterns with a given group of students to help reduce the gap between theory and practice.

Exploring the relation between the theory introduced by the teachers at the ENSC and the trainees' practices in the placement schools, we decided to observe the teachers of these subjects: Teaching English as a Foreign Language (TEFL), Material Design and Development (MDD), and Textbook Evaluation and Syllabus Design (TESD). These subjects covered the professional aspect of the training which students to be Middle School teachers of English (Bac+4) received in their final year and which had a direct impact on the practical training they experienced in their respective placement schools. Observing these teachers presenting lessons would answer the questions related to the model of training at ENSC. The observation sessions at the ENSC were conducted during the second semester; and to achieve the aims of our classroom observation, we organized it in three stages: the pre-observation phase, the while observing phase and the post-observation phase.

4.1.1. The Pre-observation Phase

To conduct our classroom observation in an appropriate way and ensure that the students and their teachers would behave in a very natural way, we first approached the administration of the Department of English and the trainers at the ENSC. We explained that

we needed to observe how the subjects of TEFL, MDD, and TESD were taught. We only mentioned that this observation would be for research purposes without explaining its aim not to influence the teachers' performance. Explaining that we would be a non-participant attendant to observe their classes for research purposes, the teachers (TEFL: 1 teacher, MDD: 1 teacher, and TESD: 2 teachers) were very cooperative and accepted to receive us at any moment. After they had agreed to be observed, the administration provided us with the time-tables of the four teachers to schedule our visits and hence attend an appropriate number of sessions for each module. Because we could not attend all the lessons since the teachers' timetables sometimes overlapped, we selected the sessions we wanted to attend. We organized it in a way to observe at least one lesson per subject every two weeks. To record all that would take place in class, we designed a lesson observation form following Brown's definition of the term 'method' as "specific, identifiable clusters of theoretically compatible classroom techniques" and 'methodology' as "pedagogical practices in general" (2001, p.15). Since the observation we wanted to conduct aimed at gathering qualitative and quantitative data about teacher training at the ENSC, we designed an observation form (see Appendix A) to help record observation notes on different lessons given by the four teachers of the three subjects we consider are the most influential in the training of pre-service Middle school teachers of English. This classroom observation form was a kind of timeline record that included two parts. The first part was about the headings where we have to mention the teacher's code number and the subject to be observed in addition to the date and time of the observation. We, also, noted down where to keep a record of the objectives of the lessons. This part of the observation form was to be filled out before we started our observation. The second part was divided into five columns to be filled out while observing. These columns included the timing, the sequencing of the lesson's steps, the teacher's role, the students' role, and the observer's comments on the lesson proceedings.

4.1.2. The While-observing Phase

This phase took place in the second term of the final year of Middle School pre-service teachers of English (Bac+4) training course. During the first two weeks of this term, we tried to make the students familiar with our presence in the classroom. Then, we started a non- participant observation in the first week of February 2014. Classroom observation took place in February and March 2014 to observe different lessons about the various aspects of the three subjects. It took place at the same time as the alternate practice phase before the trainees would go on the block training phase. Consequently, when observing classes, the trainees have already taught some lessons, and we wanted to see to what extent the lessons they received at ENSC had an impact on their teaching competencies during their practical training. We attended and observed three lessons with the teacher of TEFL and four lessons with the teachers of the subjects of MDD (1 teacher), and TESD (2 teachers). The total number is fifteen lessons observed in a period of eight weeks. While observing, we noted all what happened in the lesson according to the five components in our observation form (see Appendices A & B).

4.1.3. The Post-observation Phase

The class observation aimed at gathering qualitative and quantitative data about teacher training at the ENSC. Based on the nine characteristics associated with CBE programs by Weddel (2006) which revolve around the notion of competency, our classroom observation of the lessons delivered by teacher trainers at the ENS has taken as its subject of interest the competencies that the student teachers are brought to demonstrate mastery. Weddel stated that, in such programs, methodology is organized as follows:

1. The competency statements are specific and measurable.

2. The content is based on the learner's goals regarding outcomes or competencies.

3.   Since the focus is on outcomes, the program continues until the learner demonstrates mastery of what she/he learned.

4.   Instruction is delivered through a variety of techniques and group activities.

5.   The focus is on what the learner needs to learn.

6.   We use a variety of texts, media, and real life materials to fulfill targeted competencies.

7.   The learners are provided with immediate feedback on assessment performance.

8.   Instruction is paced to the learner's needs.

9.   Through CBE, The learner demonstrates his/her mastery of specified competency statements.

The observation form we have developed served in the post-observation phase as the basis for numerical evaluation of the lessons. This evaluation was through filling an observation checklist we used at the post-observation phase. This checklist of thirty statements helped us examine the different lesson observation forms by rating every lesson we observed for the three subjects and their four teachers on a five-point scale: strongly agree (1), agree (2), neutral (3), disagree (4) and strongly disagree (5). The evaluation was about four aspects that concern the trainers' lessons namely objectives, content and methodology, assessment, and teaching competencies (see Appendix C).

As concerns the first aspect, objectives, three statements referred to their announcement by the trainer, their combination of theory and practice and their relation to the teaching competencies to be developed by the trainees. Regarding content and methodology, thirteen statements were used focusing on what the lesson included, how it was conducted by the trainer and what the latter focused on. These statements established whether the lesson was theoretical or focused on the development of practical skills, whether it encouraged attitudes development, critical thinking and cooperative learning which are essential features

in CBE. The statements associated with the aspect of assessment focus on the language skills and teaching skills of the trainees and the opportunities given to them for self-assessment and lesson evaluation. Training competencies were expressed in eighteen statements. These competencies were designed to focus on the trainer's role in contributing to the development of the trainees to be future teachers by initiating them into the field of teaching through the introduction of techniques and behaviors considered as essential in the teaching profession.

The aim behind designing the lesson observation form and the checklist was to allow us to have qualitative evidence for examining lesson components through the timeline notes. At the same time, it was to enable more time to reflect on the different items to be rated so that we can give appropriate rates for the various aspects of the lessons we observed with the four teacher trainers at the ENSC.

4.2. Analysis of the Classroom Observation of the Teaching Methodology Subjects

The analysis of the qualitative and quantitative data gathered through the classroom observation form, and the observation checklist was conducted through the analysis of every teacher's lessons of the teaching methodology subjects and their rating statement by statement. After calculating the average rate (mean) for each of the thirty statements in the lessons we observed every teacher delivering, we proceeded by analyzing every statement separately comparing the results we obtained for the four teachers in the three subjects we observed. This comparison was to have an idea about how the training was conducted in terms of objectives, content and methodology, assessment and to measure the training competencies at the level of the ENSC in the training of Middle School pre-service teachers (Bac+4). The analysis was conducted by considering the thirty statements as grouped in the four aspects subject of the observation checklist. The statements were studied one by one according to the aspect to which they belong.

4.2.1. Objectives

This aspect in the observation checklist includes three statements which are common to any CBE program. These statements examine the announcement of the objectives of the lessons, their combination of theory and practice and whether they are about developing teaching competencies.

Statement One: The trainer clearly announces the objectives of the lesson.

Teacher Trainers	Average Rating
T1	4
T2	4
T3	4
T4	4
Average Rating of the Four Teachers	4

Table 4.1.: Observation Checklist Statement One

In the four lessons, we observed, the four teachers did not openly announce the objectives of their lessons. We disagreed with this statement. Considering T1 lessons, we disagreed because T1 did not announce any of the objectives of the three lessons we observed clearly; but in her introduction, she told the students about the topic to be discussed in the lessons. The focus, then, was put on the content of the lesson which was purely theoretical. The students had to achieve the understanding of the knowledge displayed by the teacher. In T2 lessons (see Appendix B), the focus was put on the content of the lessons and the students giving a presentation at the board seemed to be the only ones concerned. When observing T3, T4, who did not also announce any of the objectives of the three lessons we observed for each of them clearly, it seemed that the students knew what they were supposed to do. In a lesson

where the two teachers who taught the same subject gave an assignment in lessons of different content, it seemed that T3 and T4 took it for granted that the students would identify the objectives without openly announcing them. The same comment can be made for T4 who proceeded in the same way.

On the whole, we showed disagreement with this statement as concerns the four teachers and all the lessons we observed because, in a CBE program, the learners must know the outcome right at the beginning of the lesson to work to achieve it. The objective or the outcome of a lesson is the concern of both the teacher and the learner. They must identify it at the beginning of the lesson.

Statement Two: The objectives combine theory and practice.

Teacher Trainers	Average Rating
T1	5
T2	2
T3	1
T4	1.66
Average Rating of the Four Teachers	2.41

Table 4.2.: Observation Checklist Statement Two

We somehow agreed with this statement because three of the four teachers combined theory and practice in their lessons but at varying rates (strongly agree and agree) and one teacher only did not (strongly disagree). In T1 lessons, the objectives did not combine theory and practice at all. We were pushed to disagree with this statement. The lessons we observed were only about theory related to the topic. It was evident from the introductions T1started her lessons with that she would lecture on a topic related to the field of Teaching English as a

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Foreign Language. When examining T2 lessons, we agreed with the fact that the objective of the three lessons "By the end of the lesson the student will know about the content of a file in one of the textbooks presented by two students" combined theory and practice. In fact, the students applied the knowledge they received as the theory to identify the communicative objectives, the linguistic objectives, and the functions the file included in addition to the learning strategies targeted giving examples for each. Likewise, the criticism they made on the organization of the file was based on the levels of thinking in Bloom's Taxonomy. We strongly agreed that the objectives of T3 lessons combined theory and practice. The steps followed, and the outcomes of the lessons were achieved by making the students put into practice what they learned in theory with her. They were practicing the role of a syllabus designer when studying the pupils' needs or evaluating a textbook following some criteria dictated by the teacher. T4 lessons also combined theory and practice but with a slight emphasis on theory. This made us agree with the statement as concerns her lessons since the steps followed and the outcomes of the lessons were achieved by making the students put into practice what they learned in theory with her. They studied the characteristics of different types of syllabuses, how to evaluate a textbook and knew about the advantages and limitations of books in language teaching.

Statement Three: The objectives are about teaching competencies to be developed by the end of the lesson.

Teacher Trainers	Average Rating
T1	2
T2	2
T3	2
T4	2.66
Average Rating of the Four Teachers	2.16

Table 4.3.: Observation Checklist Statement Three

This statement was agreed on because it met some of the teaching competencies adapted from the Teacher Competency Framework developed by World Learning/School of International Training experts, in collaboration with the "Groupe Specaliste en Didactique-Anglais" and a pilot group of inspectors of English in Algeria. These teacher competencies are part of the teaching methodology competencies namely: "the teacher understands ELT Methodology." and "the pre-service teachers understand the National Education textbooks' language, content, and themes." The topics introduced by T1 in the lessons we observed dealt of course with Teaching English as a Foreign Language and some of the content of the National Education textbooks. By examining the content of one file of a textbook, T2 took into consideration a teaching competency the trainees would develop. The topics introduced by T3 and T4 in the lessons we observed dealt of course with the content of the National Education textbooks and how to exploit them in agreement with their learners' needs.

We can say, according to the averages of the rating of the three statements in the aspect of objectives, that on the whole; the teachers do know about them, take them into

consideration but do not explicitly announce them. The teachers are still dominated by the idea that this is peculiar to the teacher who has to decide for the learners and that s/he does not have to share her/his decision with them since s/he is the master. This view has been abolished because we believe that when aware of the objective and outcome of the lesson the learners perform better and know where they should take themselves in charge.

4.4.2. Content and Methodology

This aspect includes thirteen statements which reflect the characteristics of content and methodology in a CBTE program and which would influence the students' practices in their future career. These statements study the lessons regarding their emphasis on theory or practice expressed in concentrating the content on the knowledge/ understanding students must acquire or practical skills they will develop. It also examines the trainers' practices and their encouragement of cooperative learning and critical thinking as well as their focus on real classroom situations.

Statement Four: The lesson is student-centred.

Teacher Trainers	Average Rating
T1	4
T2	1
T3	1.33
T4	2
Average Rating of the Four Teachers	2.08

Table 4.4.: Observation Checklist Statement Four

We agreed with statement 4 on the fact that most of the lessons at the ENSC were student-centred. All the teachers we observed showed this orientation in the pedagogy they adopted except for T1whose lessons were not. On the contrary, T1 dominated the lesson through lecturing. In all her lessons, the students were only taking notes or listening to what she explained. We only disagreed with this statement as concerns the lessons presented by T1. We did not tend to strongly disagree because she asked some questions where she was adopting a Socratic Method. For the three other teachers, we agreed that it was one of the features of all the lessons we observed. The students, who performed instead of the teachers, were at the center of the learning situation even if the teachers had a major role to play. The three teachers (T2, T3, and T4) initiated this situation; however, they did not fully accomplish their role as guides and coaches; they acted mainly as supervisors and without putting aside the characteristics of the instructors and the knowledge transmitters.

Statement Five: The lesson content is mainly theoretical.

Teacher Trainers	Average Rating
T1	2
T2	4
T3	2.5
T4	2.66
Average Rating of the Four Teachers	2.79

Table 4.5.: Observation Checklist Statement Five

The content of most of the lessons was theoretical. Depending on the subject we observed we moved from agreeing to disagree. On the whole, we agreed but not as concerns all the lessons. The teacher focused on delivering only knowledge concerning the subject she

taught. Contrary to her, T2 offered practical content in all her lessons. The students put into practice the knowledge they acquire to analyze the different files in the textbooks they will use. We did not agree, but we could not strongly disagree since the theory was referred to from time to time.T3lessons were practical. Her students put into practice the knowledge they acquired to design a needs analysis questionnaire or evaluate a textbook and identify its advantages and disadvantages. T3 introduced some theoretical points, but these were to help the learners engage in some activities either individually or in pairs. The content of two of T4 lessons was theoretical while one was practical. In the first and third lessons we observed, the students were working on theoretical matters. In lesson one, they discussed different types of syllabuses without relating this knowledge to the textbook s they were using. In the third lesson, we did notice that they were only working on the quotation by Jack C. Richards stating the advantages and limitations of the textbook provided by the teacher and no link was shown with their practices. The content of lesson two was related to what the trainees were doing in the placement school and pushed them to make comments on their practices or the situations they faced. Since we could agree on two lessons, we can say with the reserve that the content of the lessons was mainly theoretical.

Statement Six: Theory is explained through examples about real classroom situations.

Teacher Trainers	Average Rating
T1	2.66
T2	4
T3	3
T4	2.33
Average Rating of the Four Teachers	3

Table 4.6.: Observation Checklist Statement Six

The rating was neutral. To say that if the theory is the main component of the lesson, it is explained through examples about real classroom situations if the lesson is practical the teacher did give no examples. For example; to illustrate her point, T1 gave examples about the classroom. These were not numerous, but they fitted the context. T1 sometimes referred to her experience as a teacher trainer and sometimes as a student. She did similarly with the students asking them about their experience as students and as trainees in their placement schools. In T2 Lessons, there was no reference to any of the classroom situations the trainees went through in their alternate practice phase or which they will tackle in their block practice phase. All that the trainees mentioned when evaluating a textbook was only based on the theory they received and on some pure speculations. Therefore, we disagreed with this statement. In the three lessons, we observed in T3 class; we could not find a pattern to decide on this statement. This statement was part of one lesson only. When identifying the advantages and disadvantages of textbooks, the students were asked to illustrate by giving examples from their experience in using the national education textbooks during their practicum. In the two other lessons, the objectives did not allow any reference to real classroom situations. T4 tried mostly to refer to the situations the trainees faced in their teaching practices and helped them find answers to the classroom situations they got in except for lesson three where the content and discussion were only about theoretical matters.

Statement Seven: The lesson focuses on the knowledge/ understanding students must acquire.

Teacher Trainers	Average Rating
T1	1
T2	1
T3	2.66
T4	1.66
Average Rating of the Four Teachers	1.58

Table 4.7.: Observation Checklist Statement Seven

All T1 and T2 lessons were on this aspect. We strongly agree that the students acquired knowledge and understanding of ELT Methodology in T1 lessons and learnt about the content of files in the National Education textbooks and their organization in T2 lessons. In T3 lessons, two out of three were concerned with knowledge and understanding. To evaluated textbooks and identify their advantages and disadvantages the students needed this knowledge to practice and be prepared to use any textbook in their future career. As concerns T4, the three lessons were similarly about knowledge and understanding. The knowledge was about the types of syllabuses and the criteria to consider when evaluating a textbook in addition to the advantages and limitations of the textbook in language teaching. We agree and at times tend to agree strongly with this statement.

Statement Eight: **The lesson focuses on practical skills the students will develop.**

Teacher Trainers	Average Rating
T1	4
T2	4
T3	2.33
T4	3.66
Average Rating of the Four Teachers	3.49

Table 4.8.: Observation Checklist Statement Eight

We tend to disagree with this statement when observed the four teachers. For T1 and T2, we disagreed since the trainees did not develop any practical skill that would contribute to their teaching competencies development. All that they acquired was theoretical. T3 tackled her lessons differently. Two lessons focused on this statement and one did not. Designing a questionnaire and identifying the advantages and disadvantages of a textbook were practical skills the students developed by the end of these two lessons. However, learning about the different criteria to evaluate a textbook was not in the development of any practical skill since the students were at the level of comprehension only. We tended to disagree with this statement when observing T4. In two of her lessons, most of the content was theoretical as identified in statement 5. This situation, we believe, does not help much in developing practical skills. We would have liked the teacher to work on the different textbooks the students were using or to study the syllabus they were applying to develop skills which would be beneficial for them in their training or future career.

Statement Nine: The lesson focuses on the attitudes the learners will develop.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	3.66
T4	4.33
Average Rating of the Four Teachers	4.5

Table 4.9.: Observation Checklist Statement Nine

No lesson given by any of the four teachers focused on the development of the learners' attitudes. All lessons were content-based with no reference to the role the teacher can play in demonstrating kindness, sharing responsibility, accepting diversity, fostering individual instruction, and encouraging creativity. These attitudes were not part of the objective and hence the trainer did not promote their development. It was true that T3 specifically and T4 encouraged cooperation which is one of the values to be developed in CBE program, but they did not focus on its practice as they were interested in it as means to reach a content based objective. Besides not all the students expressed their opinions; the opinions the students displayed were only speculations without any theoretical foundation. We consider those students developed prejudices rather than values. Therefore, we tended to disagree strongly with this statement.

Statement Ten: **The trainer encourages cooperative learning by setting group work**

tasks.

Teacher Trainers	Average Rating
T1	5
T2	4
T3	2.66
T4	2.66
Average Rating of the Four Teachers	3.58

Table 4.10.: Observation Checklist Statement Ten

We were undecided on how to categorize the four teachers according to this statement. We tended to disagree with what two of them (T1 and T2) did and agreed with what the two others (T3 and T4) did. Our strong disagreement with this statement was because T1 was only lecturing, and the students were sometimes taking notes. No cooperative learning took place, and no group work was set up; while in T2 lessons, only the two students giving a presentation seemed concerned with the content of the lesson. Even these two students were presenting as if they have prepared separate parts and hence they did not cooperate when working on their presentation. As per the other students, some of them seemed not concerned by the content other reacted to the teacher's comment from time to time. There was no cooperative learning to notice. On the whole, it was more a discussion between the teacher and the students at the board than anything else. Tackling their lesson differently, we tended to agree with T3 and T4 did. For except for the first lesson we observed where the students had to present individually an assignment they prepared as homework, T3 and T4 encouraged their students to work in pairs in the other lessons. We

noticed that whenever T3 asked her class to do an activity, her students spontaneously worked in pairs without being requested to do so. We concluded that T3has used this technique to the point that it became part of her classroom practices. Similarly, in every lesson T4 asked her learners to work in pairs, they moved into pairs in a smooth way. However, all the pairs in both teachers' classes were constructed according to the friendship model.

Statement Eleven: The teacher encourages critical thinking through questioning.

Teacher Trainers	Average Rating
T1	2
T2	2
T3	2
T4	2
Average Rating of the Four Teachers	2

Table 4.11.: Observation Checklist Statement Eleven

We agreed with this statement because all the teachers asked questions which encouraged critical thinking. T1 asked questions to check students understanding. Likewise, she asked other questions to introduce new points in the lesson. In T2 class, some of the details in the presentations begged the question, and she asked the students presenting at the board to clarify or to give examples. Her questions were specifically asked to them, but the other students could be involved in the debate. T3 and T4 asked critical thinking questions to develop students' understanding. They helped their students by interacting with them to make them notice some elements in the lessons or bring their attention to what was missing in their answers.

Statement Twelve: The lesson focuses on classroom real situations.

Teacher Trainers	Average Rating
T1	4
T2	4
T3	3
T4	2.5
Average Rating of the Four Teachers	3.37

Table 4.12.: Observation Checklist Statement Twelve

We leaned towards disagreeing with this statement. In T1 and T2, we disagreed because there was no development of skills in the context of real-world experience as stated by Bowden and Masters (1993). The lessons did not focus on any real classroom situation. T1 did give some examples related to classroom practices to illustrate her points, but this was not the focus of the lessons which were mostly theoretical. The students' presentations in T2 lessons concentrated on the content of the textbooks without any reference to any of the classroom situations they noticed during the observation phase or the alternate phase in their school placement. They relied on the theory they received especially the lesson on Bloom's Taxonomy of cognitive development. However, most of their comments were speculations because they did not master the theory and their criticism, to parts of the content, was not founded since they could not understand the rationale behind this content. We were undecided about this statement as concerns T3 and T4 lessons because each lesson we observed has shown a different focus. In T3 first lesson, the content did not involve any real classroom situation and took into consideration an objective which develops thinking at the level of the course and not the lesson. It had nothing to do with actual classroom practices. In the second lesson, all the practice dealt with real examples concerning classroom situations

since the students kept referring to their experience during the alternate phase in their training giving examples on how the different textbooks they used were of help or caused difficulties when presenting their lessons. However, in the third lesson, the lesson did not focus on real classroom situations but on theoretical aspects to consider when evaluating a textbook. Regarding T4, it was only in the first lesson where there was interest in real classroom situations since T4 asked the trainees about their experience during the training. In the two other lessons focus was on theory and what happened in the training was of little interest in the content of the lesson.

Statement Thirteen: The lesson ends in a project work students will achieve.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	3.66
T4	5
Average Rating of the Four Teachers	4.66

Table 4.13.: Observation Checklist Statement Thirteen

There was strong disagreement with three teachers (T1, T2, and T4) while we only tended to disagree with one teacher (T3). T1, T2 and T4were not adopting a Competence Based Education program. There was no project work to be achieved. We strongly disagreed with this statement and believed that this situation is the most dominant one in the three courses. The pattern of teaching T1 was adapting was lecturing, while T4 was interactive focusing on the development of knowledge and understanding through reference to classroom practices. In T2 class, it was true that the students were learning by doing as explained by

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Dewey. However, their learning was not following the step and aims a project work should fulfil as a series of activities that allows the students to study, do research and act by themselves using their abilities, interests, personal experience, and aptitudes. The progression of the preparation of the presentations did not progress under the guidance and monitoring of the teacher. In addition to that, the presentations did not display any in-depth investigations that challenged to apply skills, knowledge, and strategies for different content areas that helped them think deeply about problems and draw conclusions. This observation pushed us to disagree strongly with this statement. We only disagreed with the same statement as regardsT3 because the students developed a needs' analysis questionnaire in one lesson. Except for that lesson, there was no development of any project work and she also was adapting an interactive teaching focusing on the development of knowledge and understanding through reference to classroom practices.

Statement Fourteen: The trainer introduces new points through lecturing.

Teacher Trainers	Average Rating
T1	1
T2	5
T3	4.66
T4	4.66
Average Rating of the Four Teachers	3.83

Table 4.14.: Observation Checklist Statement Fourteen

We disagreed with this statement in all teachers' lessons except for T1. We strongly agree, and we affirm that T1 was only lecturing. All her lessons were 100% teacher-centred. The three other teachers (T2, T3, and T4) used a student-centered approach in teaching. The

students developed learning through their involvement in different activities by working in pairs and interacting with the teacher. We strongly disagreed for T2. T3 and T4 dictated some elements, but these were mainly to introduce some activity or open a discussion but not for the sake of lecturing.

Statement Fifteen: Students read materials related to the lesson.

Teacher Trainers	Average Rating
T1	5
T2	2
T3	2.33
T4	2.33
Average Rating of the Four Teachers	2.91

Table 4.15.: Observation Checklist Statement Fifteen

We strongly disagreed for T1 course only but agreed for the three other teachers (T2, T3, and T4). No material was used by T1 and the students who were either taking notes or listening did not use any. The students used the National Education textbooks in T2 class. These are the materials they read concerning the lesson which is focusing on the analysis of a file. We agreed with this statement in the sense that the student read the material before coming to the classroom. We would have strongly agreed if all the students read the file and analyzed it together. We agreed for T3 lessons because, in the first lesson, the objective was introducing the task of a course designer, and the material used was a questionnaire developed by the students. The two other lessons we observed focused on using the textbooks as material since their objectives were the evaluation of these manuals. The focus in lessons one and three was not on the materials utilized by the trainees in the classroom but on an

extra material to fulfill other objectives. We strongly disagreed with this statement in T4 first observed lesson since the presentations the students gave cannot be considered as material related to the lesson. However, our position took a reverse angle for the two other lessons in which the topic was a textbook evaluation, so obviously material in the form of books or texts were related to the lesson's objectives.

Statement Sixteen: The trainer dictates new content.

Teacher Trainers	Average Rating
T1	4
T2	5
T3	4
T4	5
Average Rating of the Four Teachers	4.5

Table 4.16.: Observation Checklist Statement Sixteen

There was disagreement with this statement even if the four teachers did not adopt the same method. T1 was lecturing but not dictating. The students were taking notes or listening because we assumed T1 would distribute handouts on the lesson. We strongly disagreed with the fact that T2 dictated new content. The lesson was student-centred. The students presented while she only asked questions, made comments or asked for examples. In T3 classes, except for lesson three where we agreed, there was strong disagreement concerning this statement in lessons one and two. T3 was most of the time coaching the students and monitoring their activities. In the third lesson, she proceeded through dictating some criteria to take into consideration when evaluating any textbook. These were guidelines the teachers dictated to use them in evaluating some books in class. Equally, T4 was most of the time interacting with

the students and monitoring their activities. We strongly disagree with this statement for her lessons.

In the aspect of content and methodology, we did not strongly agree or strongly disagree with any of the thirteen statements. In other words, we did not go to extremes in our rating. Our aim was to show that there is no perfect situation like there is no completely faulty one. We agreed with three statements only (4, 7, and 11) because three out of the four teachers conducted student-centered lessons (statement 4). All the teachers, with varying degrees of emphasis, had knowledge and understanding students must acquire as the primary objective of their lessons (statement 7) and all of them encouraged critical thinking through questioning (statement 11). We disagreed with four statements (9, 13, 14, and 16) because no lesson took attitudes development into consideration, only one lesson ended with a project work. This observation was to show that two major characteristics of CBE were absent in the lessons delivered at ENSC, and we tended to disagree strongly because we observe these features in only one lesson given by one teacher who did not replicate that in her other lessons. We did not agree with statement 13 where we could also be neutral because only one teacher used lecturing as a teaching technique while the three other teachers used it only occasionally. We could have strongly disagreed with statement 16 if two teachers (T3 and T4) did not dictate part of one of their lessons. We were neutral with half of the statements because we were divided between the teachers and sometimes the lessons. Two teachers might differ in their focuses, and sometimes the same teachers shifted from one position to another in her focus explaining that she was eclectic.

4.4.3. Assessment

The four statements in this aspect examine the types of assessment used by the trainers' in their lessons, their aims, and focus. They also investigate whether the teachers

provide opportunities for lesson assessment as one of the characteristics of CBE training programs.

Statement Seventeen: Both formative and summative assessment types are used during and at the end of the lesson to check whether the objectives were met.

Teacher Trainers	Average Rating
T1	4
T2	4
T3	4
T4	4
Average Rating of the Four Teachers	4

Table 4.17.: Observation Checklist Statement Seventeen

We disagreed with the statement. T1 used neither formative nor summative assessment. She asked some questions, but these were not to assess the learners' understanding. T2 only used some formative assessment when she asked the students to explain some points in their presentations but like for the other statements only the two students presenting at the board were concerned. T3 and T4 used neither formative nor summative assessment. They asked some questions but these were not to assess the learners' understanding as it was to develop it and help them engage in new tasks.

Statement Eighteen: The trainer assesses the trainees' teaching skills after each lesson/unit.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	5
T4	5
Average Rating of the Four Teachers	5

Table 4.18.: Observation Checklist Statement Eighteen

We strongly disagree with this statement. All four teachers showed through their classroom practices that the focus in all the lessons was on knowledge and understanding. There was no development of teaching skills. This remark is to confirm that we instruct more than we train at ENSC. The object of instruction is the development of knowledge and understanding of the subject dealing with teaching methodology.

Statement Nineteen: **The trainer assesses the trainees' attitudes after the lesson.**

Teacher Trainers	Average Rating
T1	5
T2	5
T3	4
T4	5
Average Rating of the Four Teachers	4.75

Table 4.19.: Observation Checklist Statement Nineteen

This aspect is what was lacking in all the lessons we observed. Attitudes were not developed at all and hence they were not assessed. The lack of this critical component in CBE makes us say that the four teachers were not adopting a CBE training program.

Statement Twenty: The trainer provides opportunities for the trainees to assess the lesson.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	4.66
T4	5
Average Rating of the Four Teachers	4.91

Table 4.20.: Observation Checklist Statement Twenty

We strongly disagreed. No opportunity was provided to assess the lesson. Neither T1 who lectured nor T2 who relied on the students' presentations nor T3 and T4 who followed an interactive pattern gave any opportunity to the students to assess the lesson or their classmates' presentations.

Regarding the aspect of assessment in our observation checklist, we notice that there is a tendency to disagree strongly with what the teachers did concerning it in their lessons. The teachers did not show their engagement in assessing neither the trainees teaching skills nor their attitudes which form two major components in the teaching competencies the students should develop. In fact, the teachers were mostly preoccupied with the development of knowledge and understanding without evaluating the amount of knowledge and the degree of understanding their students reached. There was, in this sense, no organization of any

assessment whether formative to help the students remedy their mistakes and consolidate their understanding or summative to check to what extent knowledge and understanding have taken place. As part of constructing their role as teachers, no one of the four trainers provided his students with opportunities of assessing and evaluating the different lessons to exhibit their roles as partners as one of the major issues in any CBE training program.

4.4.4. Training Competencies

We involved ten statements which represent the competencies we think any trainer should possess and puts into practice when taking in charge pre-service teacher in a CBE teacher education program. These training competencies should reflect the spirit and tendency of the approach which revolve around the notion of competence so that the pre-service teachers would be influenced by the atmosphere they learn in and construct their role adopting the views, methods and techniques associated with CBE through the trainers' role. These competencies have been chosen to cover the significant aspects in CBE taking into consideration the objectives, the focus on the learner, interaction, and appropriate grouping, targeting different learning styles, stimulating critical thinking and problem solving, and the effective use of technology to create variety and illustrate the content of the lessons.

Statement Twenty One: The trainer involves the trainees actively in the learning process.

Teacher Trainers	Average Rating
T1	4
T2	2.5
T3	1.33
T4	2.33
Average Rating of the Four Teachers	2.54

Table 4.21.: Observation Checklist Statement Twenty One

We leaned towards agreeing with the statement. We disagreed with this statement regarding the classes of T1 because the students were not involved in the learning process. No part of the lesson was student-centred to allow any active learning. The students were receiving passively knowledge from the teacher. Sometimes the teacher asked questions to keep the students following the development of the lecture. It was true that T2 involved the trainees actively in the lesson; however, not all the students were targeted. Some students did not feel concerned. As concerns T3, we tended to agree strongly with this statement. The students were actively involved in the different lessons we observed since the approach the teacher adopted was student centered. The students proceeded through tasks working in pairs or presenting assignments and discussing them among each other, with the whole class, and through interaction the teacher. Similarly with T4, the approach she adopted was student centered which means that the trainees were actively involved in the learning process. This case was in two of the three lessons we observed to varying degrees. However, it was not the case in the first lesson. We felt in that lesson that it was only the teacher (T4) and the students presenting who were concerned by the content of the presentation and hence the lesson.

Statement Twenty Two: The trainer uses different techniques to motivate the learners.

Teacher Trainers	Average Rating
T1	4
T2	5
T3	2.66
T4	2.66
Average Rating of the Four Teachers	3.58

Table 4.22.: Observation Checklist Statement Twenty Two

On the whole, we disagreed. T1 and T2 did use only one technique for each in all the lessons. As explained in statement 21, not all students felt concerned a matter which was the result of the monotony the students went through. After attending the first and the second lesson we knew what the teacher's role and students' role were. T1 was lecturing while the students were listening and sometimes taking notes, and T2 was acting as a supervisor listening to a pair of students giving a presentation. T3 and T4 who taught the same subject and who both used an interactive approach to teaching were subject to disagreement in the first lesson we observed. The two teachers were working on only one task proceeding in the same way throughout the entire lesson. The students presented one by one the statements in the questionnaires they prepared and discussed them with T3 while we noticed the students in pairs gave presentations they prepared at home and discussed them with T4. In the two other lessons, there was a variety of techniques because the nature of the lesson permitted that. Students worked either in pairs, interacted with the teacher or the whole class and made comments on different issues.

Statement Twenty Three: **The trainer states clearly the objectives at the beginning of the lesson.**

Teacher Trainers	Average Rating
T1	4
T2	5
T3	3.66
T4	5
Average Rating of the Four Teachers	4.41

Table 4.23.: Observation Checklist Statement Twenty Three

We disagreed. T1 did state no objective. She introduced the content of the lesson at the beginning but did not state what the learners would achieve at the end of the lesson or the standard they needed to reach. Similarly, T2 did state no objective. It seemed that the objective of the lessons we observed was the same. As regards T3, in lesson one, we could neither agree nor disagree because this was a continuation of the previous lesson. T3 has already given the assignment to be discussed and corrected. Time in the lesson we observed was for that task. When we asked T3 if she stated the objective clearly, she replied that she did state the objective but not in an explicit way. In the two other lessons, T3 did not state any objectives, and she concentrated on the content of the lesson assuming that the students can deduce it through the development of the lesson. For these two lessons, we disagreed with this statement. T4 did not state any objectives. In the first lesson we observed, there was discussion and correction of an assignment on the two different types of the syllabus. In the two other lessons, she concentrated on the content of the lesson assuming that the students can deduce the objective through the development of the lesson.

Statement Twenty Four: The trainer creates a lively atmosphere in the classroom through interaction with the trainees.

Teacher Trainers	Average Rating
T1	4
T2	4
T3	2
T4	2
Average Rating of the Four Teachers	3

Table 4.24.: Observation Checklist Statement Twenty Four

We were neutral since we disagreed with what two teachers did (T1 and T2) and agreed with the others (T3 and T4). T1 did not interact with the students. She asked questions from time to time, but she wanted an accurate answer which if not mentioned by the students, she would have stated. We did not feel that all the students were willing to participate and answer her questions. T2 did not interact with all the students but only with those giving a presentation. As explained in statement 21, the other students felt not concerned; something which did not allow the lively atmosphere to take place in the classroom. Some students were even sleeping. Quite opposite to them, we did agree with this statement as regards T3 and T4. Through their involvement in the lessons coaching the students (T3) and interacting with them (T4) and through the pair work activities they encouraged, the two trainers have created a lively atmosphere putting the students in an environment where they could feel at ease and interact freely with each other and with the teacher.

Statement Twenty Five: The trainer uses appropriate grouping techniques.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	3.66
T4	4
Average Rating of the Four Teachers	4.41

Table 4.25.: Observation Checklist Statement Twenty Five

We almost strongly disagreed. T1 did not use any grouping technique and did not refer to any in her lessons. We strongly disagreed with this statement. Likewise, we cannot mention any appropriate grouping technique used by T2 because the students who gave presentations were asked to work together randomly. The rest of the students were passive and did not take part in the lesson. We did notice that the students worked in pairs in T3 and T4 classes. However, this was not dictated by the teachers who we assumed encouraged pair-work since they did not impose on the learners working individually or any other grouping technique. However, working in pairs was not used as a technique for a particular reason. We did not agree that they used appropriate techniques in the grouping of her students because it was done in an arbitrary way with no purpose in mind and the teacher had no responsibility in grouping them. Sometimes the students preferred to work alone or in pairs depending on where they are sitting, with whom, and whether they possessed the material (textbook) they had to evaluate or use.

Statement Twenty Six: The trainer uses interesting and appropriate materials.

Teacher Trainers	Average Rating
T1	5
T2	4
T3	2.66
T4	2.5
Average Rating of the Four Teachers	3.54

Table 4.26.: Observation Checklist Statement Twenty Six

We leaned towards disagreeing since two teachers T1 and T2 did not use any appropriate material while T3 and T4 and did not use an interesting material in all their lessons. T1 used no material at all. No material was employed by T2 except for the textbook the students were evaluating. In fact, T2 did not use this manual to support the lesson but only to follow the steps presented by the students evaluating the file. In the first lesson we observed by T3, the use of the questionnaire was interesting in the sense that it introduced the students to the investigation of their learners' needs to adopt the content of their lessons accordingly. In the two other lessons, the materials used were the textbooks the student used when teaching. We believe that these are appropriate materials for the content of the lessons. They were interesting in the sense that they were the subject of discovery and evaluation for the students. We agreed with this statement as concerns two lessons by T4; the materials used were the textbooks the students used when teaching and a quotation by Jack C. Richards and some statements (no source given) dictated by the teacher on the advantages and limitations of textbooks. We believe that these are appropriate materials for the content of these lessons. They were interesting in the sense that they were the subject of discovery and evaluation for

the students. However, in the first lesson T4 did use no interesting material because we did not consider the power point the students used as a material.

Statement Twenty Seven: The trainer assigns tasks that meet the different learning styles of the learners.

Teacher Trainers	Average Rating
T1	5
T2	5
T3	2.66
T4	2.66
Average Rating of the Four Teachers	3.83

Table 4.27.: Observation Checklist Statement Twenty Seven

We almost disagreed. We strongly disagreed concerning T1. All her lessons were following the same pattern. All the lessons were teacher-centred; the teacher was lecturing. This method caused some boredom on the side of some students if not most of them. T2 was, also, following one teaching pattern; there was no way in distinguishing a variety of techniques to meet the different learning styles the students had. We felt that thinking that the lesson is student centered, the teacher relied only on what the students presented, and she did not prepare her contribution to the lesson creating other situations and targeting different learning styles. Since tasks go hand in hand with the techniques used by teachers, we agree that T3 and T4 chose tasks that met the students' various learning styles by varying the tasks and the way they were introduced. However, we noticed that many students were disengaged from the lesson in T4 first observed lesson. We noticed that most students if not all of them

thought this was a matter that concerned only the teacher and the students presenting at the board.

Statement Twenty Eight: The trainer encourages discussion among the trainees.

Teacher Trainers	Average Rating
T1	4
T2	4
T3	2
T4	2.66
Average Rating of the Four Teachers	3.16

Table 4.28.: Observation Checklist Statement Twenty Eight

There is neutrality in the results obtained. As was the case for the previous statements, we disagreed on what happened in T1 and T2 classes. We did not see them encourage discussion among the trainees. The trainees were not very enthusiastic to take part in any discussion among each other. They were willing to discuss some points with the teacher but not with their classmates because the teachers' method did not permit this. We agreed on this fact as regards T3. Of course, not all the students were willing to participate, but the teacher did her best through monitoring the different tasks to make them engage in discussion on the questions she raised. On the whole, we tended to agree with this statement as concerns T4. As mentioned in the review of the previous statement, this was not the case for the first lesson we observed. The discussion was limited to the teacher and the students giving presentations. The teacher did not enlarge the debate to the whole class, and this was what created the disengagement of the students even if some of them showed some interest.

Statement Twenty Nine: The trainer stimulates critical thinking and problem solving through reflective activities.

Teacher Trainers	Average Rating
T1	4
T2	2.5
T3	2
T4	2
Average Rating of the Four Teachers	2.62

Table 4.29.: Observation Checklist Statement Twenty Nine

Disagreement regarded only T1. We did not completely agree with T2, but we did with T3 and T4. T1 did not stimulate any critical thinking or problem solving through reflective activities. It was true that she asked some questions to raise some problems to get the students to propose solutions or give opinions. However, not all the students seemed concerned by these questions. Besides, these questions were to introduce the different points in the lesson than for any other purpose. We did not agree with T2 lesson one where she did not stimulate any critical thinking. She only listened to two students giving a presentation and asked the rest of the class if they had any questions or asked the students who were presenting for comments on an activity they performed. We agreed in the other three lessons we observed. In the other lessons, we noticed that T2 asked some questions to raise some problems to get the students to propose solutions or give opinions. However, not all the students seemed concerned by these questions. We agreed with this statement in T3 classes because through the different tasks she assigned; the students had to reflect and propose solutions or give an opinion on issues they observed when analyzing the different materials

they had. For T4, we somehow agreed with this statement because it was not the case in the first lesson where we did not agree with this statement.

Statement Thirty: The trainer uses technology effectively to illustrate lesson points.

Teacher Trainers	Average Rating
T1	5
T2	4
T3	5
T4	4.66
Average Rating of the Four Teachers	4.66

Table 4.30.: Observation Checklist Statement Thirty

We almost strongly disagreed with what happened in all the four teachers' classes. They did not use any media or used it in an inappropriate way. It is true that the students used a projector and prepared their presentation on slides, but this has not added any elements to help the other students better understand. T4, for example, did use the projector to display a quotation however we think it would have been better if the students had a printed copy of it. The use of technology was not for a real purpose. The other times the teacher did use no media even if we know that many are available at the ENSC.

The ten statements on training competencies were rated in a sense to show that there was no agreement with what the teachers displayed through their lessons. We disagreed regarding eight of the ten statements. Only two statements knew some agreement, statements 21 and 29 where the teacher involved their trainees actively in the learning process and stimulated critical thinking. However, when observing the four teachers, we could notice that not all of them performed in the same way. For example, while we agreed with this statement

as far as three teachers were concerned we disagreed with what took place in T1 lessons. T1 did not integrate any critical thinking or problem-solving activities in her lectures. It also seems that we were neutral on our rating of some statements (22, 24, 26 and 28). In fact, the divergence of the teaching techniques the four teachers displayed made us undecided about what could be the method applied by the trainers at the ENSC. It seemed to us that there is no coordination to reach the same goals which should turn around training a competent teacher who would be able to fulfill his role according to the teaching policy adopted by the National Education authorities. The staff at the ENSC stated that they were training the students to cope with any eventual change in the national program; however, they were training or rather teaching in a very traditional way which does not reflect the objective they stated.

4.5. Discussion of the Results of the Classroom Observation

What can be noticed is that the four teachers taught following different patterns. T1 lessons were teacher-centered. We did not see her acting as a coach or trainer. On the contrary, she was working as a lecturer who was there to transmit knowledge to the students. What can be noticed for this teacher is that she followed the same pattern throughout all the lessons. Her practices did not change since the objective and the content of the lessons we observed were presented following the same methodology. Similarly, T2 practices did not change throughout all the lessons we observed since the objective and the content of all of them were the same. The lessons were student-centered; however, we did not see the teacher acting as a coach or trainer. She was rather a supervisor who was there to check whether the students have accomplished the task to the required level. Her coaching and monitoring distinguished T3. They made of her lesson actual student-centred lessons and which created a lively atmosphere for learning. The same could be mentioned about T4. The latter also adopted a student-centred approach even if it was not fully applied in the three lessons we observed.

On the whole, to answer to the question "which model of teacher education is used at the ENSC?" we can say that the four teachers were practicing a methodology that was mostly following the Applied Science Model in teacher education and that all their lessons were objective based. The teachers at the ENSC still believe in the model of teaching which focuses on the teacher as the source of knowledge whose role is to transmit to the learner what the latter needs in his future career. They are mostly adopting the Applied Science Model, which is perhaps the most dominant model underlying most English as a Second Language teacher education programs. The teachers at the ENSC seem to approve the view that teaching is a science which can be examined rationally and objectively. Following this opinion, we deduce that the objective from teacher education according to them is "to teach" research-based theories assuming that the students are educated when they become proficient enough to apply these theories in practice. Their teaching was objective based which is essentially discipline based or subject-based. In this type of pedagogy, there is spilling of knowledge over the subjects the students receive. The belief behind this view is that the students would, after receipt of the different "pieces" of knowledge in the subjects which are part of their education, integrate them to perform their role of teacher. However, at the basis, the focus is on what the teacher delivers or has delivered rather than what the students learn or have learned. In other words, the teachers are more preoccupied with finishing the content of the syllabus than by considering how much the learners have achieved in integrating the pieces of knowledge they received. This leads us to say that the trainers were not aware of the characteristics of Competency Based Education, and they did not apply them in their classes.

We also noticed that there was no link between the three subjects we observed and the absence of coordination between the teachers regarding content and methodology. The different paradigms the teachers followed and the shift from a teacher-centred model to a student-centred was misleading the students in constructing their model. What the students

put into practice was not their experiential knowledge but the knowledge they received from their teachers. This methodology has led the student to show some bias towards the National Education syllabus or textbooks without any investigation or reflection.

If we had to adopt a CBE model in teacher education, learning should take the first place and therefore the lessons delivered should be student-centred. We should then move from a teaching paradigm to a learning paradigm. This move would direct the teachers' views, thoughts, and choices regarding methodology and content. These ideas and decisions would have a significant influence on the students' development of the necessary teaching competencies as described in the Algerian English Framework.

Conclusion

The classroom observation we have conducted in the four methodology subjects at the ENSC; TEFL, Materials Design and Development, and Syllabus Design and Textbook Evaluation revealed some facts about actual classroom practices at this institution and gave useful insights on how pre-service Middle School teachers of English are prepared for their future career. Due to the analysis based on Weddel's model (2006) of Competency Based Education, we have found that despite the different methodologies the trainers used in their lessons, they share the same 'training' model: The Applied Science Model in which focus is on delivering the theories suggested in the field. Even though some aspects of CBE were detected in some classes, it can still be claimed that education at the ENSC is based on teaching rather than on training students which is not a characteristic of CBE. Consequently, we can deduce that the teacher trainers are not aware of these characteristics to apply them in their classes. The following chapter will reveal whether the observed practices are compatible with teachers' beliefs about the training course at the ENSC.

Chapter Five

The Trainees' and Trainers' Attitudes about the Course

at the Ecole Normale Supérieure of Constantine

Introduction

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Chapter Five

The Teacher Trainers' and Students' Attitudes towards the Course

at the Ecole Normale Supérieure of Constantine

Introduction

The same questionnaire has been handed to the four trainers we have observed and to fifty students of English who were in their final year of training to be Middle School teachers to explore the attitudes of the teacher trainers and the students at ENSC and measure the correlation between these attitudes. In addition to measuring their attitudes towards the training course at the ENSC, this questionnaire was delivered to check awareness of the teaching competencies of the pre-service teachers of English (Bac+4) who were in the fourth and final year of their training at the ENSC. The analysis of the results obtained from the teacher trainers and the students' attitudes questionnaire by comparing their answers to each question will help to explain whether these attitudes correlate on the extent to which the course focuses on developing teaching competencies. It will, also, help further understand, explain, and confirm the results obtained from the classroom observation.

5.1. Description of the Teacher Trainers' and Students' Attitudes Questionnaire

Because attitudes are a part of human behavior, measuring them has been for a long time the concern of researchers who looked for the right means to do so. Among the ways figured out is the use of attitude scales. In the design of this questionnaire, we adopted the Likert scale to collect data on both the teacher trainers and the students' attitudes towards the training delivered at the ENSC. Both the teacher trainers and the students following a five-point scale mentioned whether they strongly agree (A), agree (B), had no comment to make

(E), disagree (C), or strongly disagree (D) with the different statements in the questionnaire (See Appendix VII).

The questionnaire includes four sections each collecting attitudes towards a particular aspect of the training course at the ENSC. The four sections, which comprise eighteen statements, tackled the most important components of the training/education at the ENSC precisely the objectives of the course, its content, the methodology and the teaching techniques/assessment used by the teacher trainers.

Section one is about objectives; it includes two statements (1and 2). These statements check whether the pre-service teacher's needs, as a future teacher, were reflected in the course/training objectives and whether these objectives were about teaching competencies to be developed by the end of the course.

Section two takes into consideration the attitudes towards the content of the training course. It comprises three statements on the content of the lessons (3, 4 and 5) checking if it were theoretical, relevant to the objectives of the course, met the pre-service teachers' interest and was related to the pre-service teachers' future job as teachers. It, also, investigates the completion of the specified content during the training period and the correspondence between the language content of the course and the content of the National Education materials.

Section three, which includes nine statements (6, 7, 8, 9, 10, 11, 12, 13 and 14), investigates attitudes towards methodology. Statements 6, 7 and 8 explore the clarity of the underlying English Language Teaching (ELT) methodology of the English Course at the ENSC and that of the National Education materials in addition to their correspondence. Statements 9, 10 and 11 explore the teachers' practices whether they introduced new content through lecturing or encouraged cooperative learning by setting group work tasks and critical

thinking through questioning and whether their explanation was through examples from real classroom situations. Statements 12, 13 and 14 take into account the nature of the lessons, their focus and the material used. They explore if the lessons were student-centred and if they focused on the knowledge/understanding students must acquire, the practical skills and the attitudes they will develop by the end of the course, and in real classroom situations to be studied and examined by making the students read materials related to the lessons.

Section four explores teaching, supervising, and assessing techniques. It comprises four statements (15, 16, 17 and 18). Statement 15 is about the techniques the trainers used in the process of teaching. These techniques concerned assigning task and assignments that match the lesson objectives, managing to match students' background knowledge with new content, using technology effectively to illustrate lesson points, stimulating critical thinking and problem solving. They were adopted through reflective activities, more focus on subject content than on ELT methodology and preparing lessons or involving the pre-service teachers actively in the learning process. Statement 16 explores the techniques the teachers use to motivate their students. The variety of techniques included creating a lively atmosphere in the classroom through interaction with the pre-service teachers, encouraging discussion with the pre-service teachers and among the pre-service teachers, using interesting and appropriate materials, assigning tasks that meet the different learning styles of the learners. Statement 17 concerns supervision. It is about the techniques the trainers use to help pre-service teachers develop lessons, provide helpful feedback during and after the training and taking into consideration both content and methodology. It explores, also, whether the trainers focus on the content of the subject they teach or on training. Statement 18 examines the aspect of assessment regarding the use of formative and summative forms of assessment to check whether the objectives were met, the provision of opportunities for self-assessment and

opportunities for evaluating aspects of the course, such as materials, methodology, and content.

The Aim behind administering this questionnaire is to examine the attitudes of the teachers and the students at the ENSC towards the training course and gather data on their position towards the objectives, the content, the methodology and the teaching techniques and assessment. Every aspect of the course was investigated through some statements towards which the teachers and the students had to express their attitudes either by agreeing or disagreeing.

5.2. Analysis of the Teacher Trainers' and Students' Attitudes Questionnaire

We analyzed the attitudes questionnaire section by section. In every section, the statements were examined one by one and then with each other. We first analyzed the answers of the four teacher trainers and then those of the fifty students expressing their attitudes towards the training course at the ENSC. We compared the respondents' answers; then, we related them to the results obtained in the classroom observation.

5.2.1. Objectives of the Course

This section includes two statements that assess attitudes towards the course/training objectives. We wanted to measure the attitudes as concerns the students' needs as future teachers and whether the course they received reflected these requirements and was hence satisfactory.

Statement 1: The student's needs, as a future teacher, are reflected in the course /

        training objectives.

	Teacher Trainers		Students	
Option	N	%	N	%
Strongly agree	01	25	13	26
Agree	03	75	34	68
No comment	/	/	01	02
Disagree	/	/	02	04
Strongly disagree	/	/	/	/
Total	04	100	50	100

Table 5.1.: Teacher Trainers' and Students' Attitudes towards Statement 1

According to data obtained both the students and the teachers had positive opinions towards this statement which aimed at investigating their attitudes towards the reflection of the students' needs in the course/training objectives. The vast majority of the English "Bac+4" students expressed their satisfaction and stated that their needs as future teachers were reflected in the course/training objectives. 26% strongly agreed and 68% agreed with this statement. The students were at the end of the year, and they expressed their feeling of readiness to enter the profession of teaching. Only two students expressed the feeling that their needs were not reflected in the course. Likewise, the teachers of the professional subjects in direct relation to the profession of Middle school teacher did express the same attitude since one teacher strongly agreed and the three others agreed.

This attitude shows that both the students and the teachers are satisfied with the objectives of the course which according to them are the necessary ones to develop to train a

competent teacher. However, we have noticed nowhere in the training objectives or the lessons objectives that such objectives were clearly stated.

Statement 2: The objectives are about teaching competencies to be developed by the end of the course.

	Teacher Trainers		Students	
Option	**N**	**%**	**N**	**%**
Strongly agree	01	25	14	28
Agree	03	75	32	64
No comment	/	/	04	08
Disagree	/	/	/	/
Strongly disagree	/	/	/	/
Total	04	100	50	100

Table 5.2.: Teacher Trainers' and Students' Attitudes towards Statement 2

Similar attitudes were noticed for the students and the teachers towards statement two. They both agreed. Out of the fifty students, only four students gave no comments. This number shows that they were hesitant to agree or disagree with the statement. The vast majority, representing 28% who strongly agreed and 64% who agreed, mentioned that the objectives of their training were about teaching competencies to be developed. Similarly, three teachers agreed, and one of them strongly agreed with the statement showing that they were aware of the competencies that should be developed by the students to be considered as competent teachers. We did not notice that in our classroom observations. We saw no teacher emphasizing any competency. It was mentioned nowhere in their lessons plans that they were developing competencies. Besides, the only component of competency taken into

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consideration was the cognitive one through which the trainees developed knowledge and understanding.

The two statements in section one of the questionnaire investigated the students and teachers' feelings towards the course/training objectives. Being in their final year of training at ENSC, the student teachers have exhibited their satisfaction as regards the connection of the objectives with their needs and interests and agreed with the fact that the objectives included the development of teaching competencies. Their teachers confirmed that opinion by agreeing with the statements. However, according to the classroom observation we held no teacher emphasized any competency since no one of the four teachers we observed and who answered our questionnaire mentioned in her lessons' plans that she was developing a particular competency. In addition to that, they all took into account only the development of knowledge and understanding which is only one component of competency namely the cognitive one. No objective worked to develop the psychomotor or the affective components.

5.2.2. Content of the Course

This section includes statements three, four and five. These three statements are about the quality of the content of the lessons the pre-service teachers receive at the ENSC and its relevance to the objectives of the course, their interests and their future job as teachers of English. It examines, also, attitudes towards the duration of the course and its suitability to the amount of the content received. Likewise, it investigates the correspondence of the content of the course at the ENSC and the content of the material concerning the teaching of English at the Middle School level in Algeria.

Statement 3:

Lesson content:

    a. **is mainly theoretical,**

    b. **is relevant to the objectives of the course,**

    c. **meets the students' interest,**

    d. **relates to the students' future job as teachers.**

Option a: Lesson content is mainly theoretical.

	Teacher Trainers		Students	
Option	**N**	**%**	**N**	**%**
Strongly agree	01	25	15	30
Agree	/	/	12	24
No comment	/	/	04	08
Disagree	02	50	17	34
Strongly disagree	01	25	02	04
Total	04	100	50	100

Table 5.3.: Teacher Trainers' and Students' Attitudes towards Statement 3 a

The students and the teachers did not have similar answers. While the students expressed their agreement with this statement even if this majority was small, the teachers expressed with a majority their disagreement with it. As for the students, 30% strongly agreed and 24% agreed. These two percentages represent a majority even if 34% of the students disagreed and only 4% disagreed. Four students could not decide. These four students have either not understood the statement or did not want to answer. The majority of the students confirmed, then, that the lessons were mainly theoretical. On the contrary, three teachers

disagreed representing the majority and only one agreed. This attitude expressed by the teachers confirms our remarks in the classroom observations we held since we have noticed this fact only in one of the professional modules. This remark may mean that the students referred to that subject in particular or a characteristic of the whole course as being mainly theoretical while the teachers gave their opinion about the subject(s) they taught and not about the entire course. We confirm what we observed; the teachers are not aware of what takes place in the other subjects since there is no coordination between the subjects and the teachers of these subjects.

Option b: Lesson content is relevant to the objectives of the course.

	Teacher Trainers		Students	
Option	**N**	**%**	**N**	**%**
Strongly agree	02	50	16	32
Agree	02	50	31	62
No comment	/	/	02	04
Disagree	/	/	/	/
Strongly disagree	/	/	01	02
Total	04	100	50	100

Table 5.4.: Teacher Trainers' and Students' Attitudes towards Statement 3 b

A considerable majority of the students and all the teachers agreed that the content of the lessons was relevant to the objectives of the course. The students were not told these objectives, but they agreed with the statement. We wonder how they knew that the content of the lessons is relevant to the objectives. Besides, we noticed that many lessons were mostly teacher-centred something which does not conform to the spirit of the CBE program in

training which focuses on the learner. In nearly the majority of the lessons we observed, not all the students were involved; only the teacher and some students mainly those concerned with a presentation were engaged in the lesson. We wonder again what made all the teachers agree with the statement knowing that a large number of students were not involved and that sometimes the content and the objectives of the lessons do not conform to the objectives of the course, namely developing competencies to train competent future teachers. Besides, the teachers did not evaluate any of the lessons through neither peer evaluation nor self-evaluation.

Option c: Lesson content meets the students' interest.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	03	06
Agree	03	75	21	42
No comment	/	/	07	14
Disagree	/	/	15	30
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.5.: Teacher Trainers' and Students' Attitudes towards Statement 3 c

The students and the teachers did have the same attitudes. We did not detect a noticeable majority of the students' answers. 48% of the respondents expressed their agreement with this statement (03 students strongly agreed, and 21 agreed) while 30% (15 students) mentioned they disagreed and 8% (04 students) strongly disagreed. 14 % were undecided. The teachers on their part all agreed (01 strongly agreed and 03 agreed)

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These results confirm our observation in option b. Since the students affirmed that the content of the lessons is relevant to the objectives, we wonder, now, how to explain that this content which is relevant to the objectives does not match all the students' interests; when adding undecided students to those who disagreed, there is a majority. The teachers' opinion is in opposition with that of the students. In fact, we felt that every teacher was taking the defense of his subject. The teachers had no evidence to prove that except their strong belief in what they were doing. Nevertheless, a course objective and the content of the lessons must suit the students' interests and needs. If the majority did not agree with that, it means that either the content or the objectives or maybe both should be reviewed to suit the learner-centered approach in teaching and the CBE program in training the pre-service teachers.

Option d: Lesson content relates to the students' future job as teachers.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	16	32
Agree	01	25	20	40
No comment	/	/	06	12
Disagree	/	/	06	12
Strongly disagree	/	/	02	04
Total	04	100	50	100

Table 5.6.: Teacher Trainers' and Students' Attitudes towards Statement 3 d

Students and teachers agreed with the statement. 72% of the students (36/50), a percentage which reflects a representative majority, agreed with this statement. They approved that the lessons' content related to their future job as teachers. In other words, they

agreed that this content was about teaching them the different competencies required in a competent teacher. The teachers, also, agreed with a majority confirming that the content related to the role the students will play in the future profession as teachers. However, this consent is not in tune with what we have concluded from our classroom observation of the four modules dealing with the pre-service teachers' professional training. The content of the different lesson did not take into consideration the development of the competencies required in the Middle school teachers of English. The content of their teaching was not competency based even if the teachers who most of the time taught rather than trained did refer to competency based education requirements but this was without planning a real CBE lesson.

Statement 4: The specified content can be completed during the training.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	13	26
Agree	01	25	25	50
No comment	01	25	04	08
Disagree	/	/	05	10
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.7.: Teacher Trainers' and Students' Attitudes towards Statement 4

An important majority of the students (76%) and the teachers (75%) expressed her agreement with the possibility to complete the content of the course during the training. The period designed for this purpose was regarded as sufficient by this majority to finish the training and develop the necessary knowledge and practice to get ready for the profession.

16% of the students did not agree. These students by the number of eight (five students disagreed, and three strongly disagreed) judged the completion of the content concerning the satisfaction of their needs. They confused need and content. The questionnaire was delivered at the end of the course. The students could judge easily if their needs regarding content were satisfied. However, four students were undecided and did not express their opinion. In fact, the four teachers came to finish the content of the modules they taught to some extent. They were affirmative even if one of them was undecided on that.

Statement 5: The specified language content corresponds to that of the National Education material.

Scale	Teacher Trainers		Students	
	N	%	N	%
Strongly agree	/	/	09	18
Agree	03	75	23	46
No comment	/	/	13	26
Disagree	01	25	03	06
Strongly disagree	/	/	02	04
Total	04	100	50	100

Table 5.8.: Teacher Trainers' and Students' Attitudes towards Statement 5

Through their answers, the majority of the students (64%) expressed a positive attitude judging that what they receive as language content corresponds to that found in the National Education materials while 10% only did not agree. This minority may have taken into consideration some aspects of language which were not tackled in details in class. What is worth noticing is the percentage of students who were undecided which has reached a quarter of the population. These students could not make a link between what they received

in the modules about language content and language skills development namely Written Expression, Grammar Reading Techniques, Oral Expression, and Phonetics which have a very significant time volume during the first three years of education at the ENSC. Another reason could be the fact that the content of these modules which is not based on the development of language content in the National Education materials as it relies on the elaboration of the trainees' knowledge of the language content and skills. No teacher went to an extreme in agreement or disagreement with this statement. Three teachers agreed, and one disagreed. All four teachers were teaching a language skill subject in addition to the professional subject they are in charge of for fourth-year students. The teacher who opposed teaches the subject of textbook evaluation and syllabus design which means that she is aware of the content of the National Education textbooks and specifically language content. What we notice is the different opinions of the teachers of the same module at the ENSC on this question.

What can be said about this section of content is the fact that the lessons, according to the students, were mainly theoretical. However, this statement does not confirm their agreement on the fact the objectives focus on developing teaching competencies. All CBE programs are student-centered, and they all encourage students' activity and involvement. This requirement can by no means be achieved through theory based on the teacher's role solely. This characteristic has been introduced by only one teacher among the four we observed and proved that the students' responses were not based on thorough knowledge of what a competency consists of and how it should be developed. What is also noticeable is the difference in the students' opinions about the objectives and the content. Their attitudes towards the content do not match their comments on the objectives being about teaching competencies to be developed because, in CBE programs, competencies are developed through practice and the involvement of the student in the learning process; a thing which

cannot take place in a theoretical lesson. The students through this comment proved their ignorance of what a competency consists of and what a CBE program was about. Likewise, the teachers did show neither in their objectives nor in the content of their lessons their awareness of the competencies to be developed and their endeavor to work on them.

5.2.3. Methodology Used in the Course

The section on the aspect of methodology in the course of Bac+4 pre-service Middle school teachers takes account of statements 6, 7, 8, 9, 10, 11, 12, 13, and 14. All nine statements examine the students' view of the underlying ELT methodology of the course intended for Middle school pre-service teachers at the ENSC and one of the National Education materials, examining whether the two courses rely on the same type of methodology. It explores how the students interpret the trainers practice and the typology of her lessons.

Statement 6: The underlying ELT methodology of the English Course at the ENS Constantine is clear to the students.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	08	16
Agree	03	75	30	60
No comment	/	/	03	06
Disagree	/	/	08	16
Strongly disagree	/	/	01	02
Total	04	100	50	100

Table 5.9.: Teacher Trainers' and Students' Attitudes towards Statement 6

A significant percentage of students expressed their satisfaction from the ELT methodology practiced at the ENSC and the four teachers confirmed that. Thirty-eight out of the fifty students (76%) mentioned that the methodology used is clear to them and hence helps them achieve their objectives and understand. Nine of them were against this view (08 disagreed, and 01 strongly disagreed). Three students neither agreed nor disagreed with the statement. The four teachers gave a favorable opinion despite the fact that they are not aware of what takes place in the language content and language skills modules and how it is taught. Some teachers have even expressed to us their disagreement with the methodology applied by some of their colleagues.

The views revealed by the students and teachers are to be confirmed in the following statements to say whether the students are really conscious of the ELT methodology applied. They would tell whether they are aware of their teachers' practice to notice the relationship between the latter and the methodology used in Middle schools when teaching English as a foreign language.

Statement 7: The underlying ELT methodology of the National Education materials is clear to the students.

Scale	Teacher Trainers		Students	
	N	%	N	%
Strongly agree	01	25	/	/
Agree	01	25	24	48
No comment	/	/	14	28
Disagree	02	50	11	22
Strongly disagree	/	/	01	02
Total	04	100	50	100

Table 5.10.: Teacher Trainers' and Students' Attitudes towards Statement 7

The agreement with this statement was not expressed by the majority of the students and the teachers. 48% of the students mentioned that they agree with this statement. They affirmed that the methodology used by teachers of English at the level of the Middle school was clear for them. However, this percentage does not represent a majority. In fact, those who do not agree (22% disagree and 02% strongly disagree) in addition to the undecided students (28%) together represent the majority with 52% of the population. Even if this majority is not dominant, this attitude shows that these students do not see the link between what they received at ENSC and the practical training they went through in their respective placement schools. In addition to that, these students expressed through this opinion that they were not satisfied by the practical training they had since we believe that the practical training is an opportunity for the trainees to put into practice the theory they learned at the ENSC in relation to what is taught in the National Education. Besides, this practical training aims at getting the trainees accustomed to the atmosphere in a middle school and to the methodology applied to teach their subject of specialty, English in the case of our population. In fact, all trainers (professional subject teachers, supervisors, or practice teachers) are responsible for getting the trainees to understand the underlying methodology of teaching English at the level of the middle school. This fact does not seem to be the case since two teachers out of the four we questioned disagreed with the statement (T1 and T3). These two teachers are in charge of the modules of TEFL and TESD. The other teacher of syllabus design (the same teacher as in statement five) did strongly agree to be in opposite view to the other teachers. This opposition shows the teachers' differences of opinion at the ENSC even if they are teaching the same subject. Hence, their evaluation would surely not be the same, and their vision would be so.

Statement 8: The training course at the ENS Constantine and the National Education materials are based on the same ELT methodology.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	/	/	05	10
Agree	03	75	20	40
No comment	/	/	14	28
Disagree	01	25	08	16
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.11.: Teacher Trainers' and Students' Attitudes towards Statement 8

If there is a majority agreeing with this statement among teachers, the conclusions we came to for the previous statement as concerns the students are confirmed in this statement since there was no majority that expressed its agreement. Half the number of students (25/50) either strongly agrees or agrees but the other half was divided between undecided (14), disagree (08) and strongly disagree (03).This number explains again that there is no complete agreement on the training course at the ENSC and the National Education methodology in teaching English. What the trainees study at the ENSC in the professional subjects related to their subject of specialty is not of big help since they do not see in it the exhibition of the characteristics of the methodology they have to follow when teaching. This deduction is similar to what has been concluded in the different classroom observation we had where it was noticed the no use of CBE in the training of Middle school pre-service teachers (Bac+4). This approach is what the National Education in Algeria has adopted in teaching the different

subjects at all school levels calling it the Competency Based Approach. The pre-service teachers who are not trained concerning competencies do not know what a competency is to implement it and do not know what teaching competencies they should develop. Their trainers who are not aware of these competencies to be developed by the pre-service teachers were not of great help to them. Our conclusion is similar to the syllabus design teacher who disagreed with the statement judging that the training course at the ENSC and the National Education materials are not based on the same ELT methodology.

Statement 9: The trainers introduce new content through lecturing.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	10	20
Agree	03	75	24	48
No comment	/	/	02	04
Disagree	/	/	11	22
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.12.: Teacher Trainers' and Students' Attitudes towards Statement 9

An acceptable majority (68%) of the respondents agrees that the trainers at the ENSC introduce content through lecturing while an absolute majority expressed agreement for teachers. This teaching technique is a teacher-centred one and does not permit the development of the teaching competencies required in a competent teacher as expected by the Ministry of National Education. It is true that these lectures provide the trainees with knowledge related to their subject of specialty, but this is the only competency they may

develop, understanding the methodology, language content and themes at the ENSC. The other more important competencies in tight connection with the National Education methodology cannot be developed through only lecturing.

Statement 10:

The trainers encourage:

    a. **cooperative learning by setting group work tasks,**

    b. **critical thinking through questioning.**

Option a: The trainers encourage cooperative learning by setting group work tasks.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	16	32
Agree	02	50	21	42
No comment	/	/	03	06
Disagree	/	/	06	12
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.13.: Teacher Trainers' and Students' Attitudes towards Statement 10 a

Most respondents (32% strongly agreed and 42% agreed) stated that the trainers encouraged cooperative learning by setting group work tasks, and all the teachers did agree (50% strongly agreed and 50% agreed). Cooperative learning was not the focus of all the lessons as has been observed but when it was introduced the teachers set it through the organization of group work which was mostly in the form of pair work tasks. What was confusing for us is the fact that the teachers who presented their lessons only through

lecturing and never showed any interest in group work in their classes agreed with this statement. For the teachers who used this technique, their purpose was mostly to mingle with others than to cooperate.

Option b: The trainers encourage critical thinking through questioning.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	17	34
Agree	01	25	21	42
No comment	/	/	02	04
Disagree	/	/	08	16
Strongly disagree	/	/	02	04
Total	04	100	50	100

Table 5.14.: Teacher Trainers' and Students' Attitudes towards Statement 10 b

The method most teachers were adopting is the Socratic Method since they helped the pre-service teachers deduce answers from their questions which may lead them to learn facts about their subject and how to teach it. All the four teachers confirmed that and the majority of the students (34% strongly agreed and 42% agreed) affirmed that the trainers encouraged critical thinking through questioning only but this was not the dominant feature of the lessons we observed, and if it were, not all the students were subject to it. We did not observe problem-solving activities dealt with in any of the classes we attended.

Statement 11: Theory is explained through examples from real classroom situations.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	12	24
Agree	01	25	27	54
No comment	/	/	01	02
Disagree	/	/	05	10
Strongly disagree	/	/	05	10
Total	04	100	50	100

Table 5.15.: Teacher Trainers' and Students' Attitudes towards Statement 11

All teachers agreed with this statement. 78% of the students think that theory is explained through examples from real classroom situations. This claim is not what we have remarked in our classroom observations. We were undecided about this statement because this feature was neutral and could not be easily noticed. Some teachers sometimes referred to classroom situation and gave examples related to them, but this was not a dominant practice in their lessons; some other teachers did not mention any classroom situation.

Statement 12: The lessons are student-centred.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	02	50	16	32
Agree	02	50	13	26
No comment	/	/	01	02
Disagree	/	/	17	34
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.16.: Teacher Trainers' and Students' Attitudes towards Statement 12

58% of the students affirmed that the lessons are student-centred. This percentage represents a majority but this majority is not absolute, and it does not meet the total agreement of the teachers. It confirms our conclusion in the classroom observation where we noticed that three out of the four teachers we observed were adopting a student-centered approach in the sense that the students participated in the stages of the lesson, but the teacher-dominated some parts of the lesson. The subjects we observed, in fact, required a student-centred approach to developing students' competencies through problem-solving and critical thinking. However, it was not the case with all the teachers; like it did not take place all the time. We assume that the teachers of the other subjects were not adopting any student-centered teaching because these subjects are content based, and most teachers deal with lecturing or ask the students to give presentations which are not 100% student-centred. The 20 students who did not agree with the statement representing 40% of the population (34% disagree and 6% strongly disagree) confirmed that.

Statement 13:

The lessons focus on:

a. **the knowledge/ understanding the students must acquire by the end of the course,**

b. **practical skills the students will develop by the end of the course,**

c. **the attitudes the students will develop by the end of the course,**

d. **classroom real situations.**

Option a: The lessons focus on the knowledge/ understanding the students must acquire by the end of the course.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	11	22
Agree	03	75	34	68
No comment	/	/	03	06
Disagree	/	/	02	04
Strongly disagree	/	/	/	/
Total	04	100	50	100

Table 5.17.: Teacher Trainers' and Students' Attitudes towards Statement 13 a

An absolute majority (90%), among the students, and all the teachers (100%) affirmed the statement. Only two students expressed their disagreement. They may have expected some knowledge which they did not receive. Three other students were undecided. This choice confirms our comment in the classroom observation where we noticed that the focus of most lessons if not all was in the cognitive domain in which the trainee learns theoretical

knowledge about the subject, English in our case, and concerning it. However, developing knowledge and understanding as a cognitive competence involving the use of theory and concepts as well as informal tacit knowledge gained experientially is only a propositional knowledge; "knowing", "knowing that" or "savoir" which is only part of the competence as a construct.

Option b: The lessons focus on practical skills the students will develop by the end of the course.

Scale	Teacher Trainers		Students	
	N	%	N	%
Strongly agree	02	50	14	28
Agree	01	25	27	54
No comment	/	/	01	02
Disagree	01	25	04	08
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.18.: Teacher Trainers' and Students' Attitudes towards Statement 13 b

A large number of students (41/50), representing a dominant majority, agreed that the lessons they had at the ENSC focus on practical skills they developed by the end of the course. Likewise, three out of the four teachers, we questioned, confirmed that. The teacher who disagreed with the statement appeared to focus on the technique of lecturing, and the content of her lessons was theoretical. Her students did not develop any skill related to the role of teacher they had to construct and she believes this was the case for the whole course. The three other teachers think otherwise and believe that through the learner-centred

approach they adopted their student's developed practical skills required of a competent teacher. However, we tended to disagree with this statement when we observed these teachers in charge of the professional training modules the trainees take and which are specific to their subject of specialty, English. In the section about content, statement 3 option a "Lesson content is mainly theoretical.", 54% of the students agreed that the content they were taught was theoretical, so how can we explain that such a theoretical content would focus on helping them develop practical skills. "Skills" or "know-how" as functional competence are those things that a person should be able to do when they are functioning in a given area of work, learning or social activity. They are about practical knowledge, doing, or savoir-faire. In that psychomotor domain, the trainees learn presentation skills; however, we have observed none of the modules taught in their final year.

The students may have had in mind one or two modules they had in their first three years mainly the third one. In these modules, they developed practical skills and generalized their judgment to the rest of the modules which is not the case according to the classroom observation we did, and the teacher may think that the pair work they organized in class and the activities through which they analyzed some material was about developing practical skills. Perhaps, when designing their material, the students would have some practical skills but it was not what we observed.

Option c: The lessons focus on the attitudes the students will develop by the end of the course.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	02	50	13	26
Agree	01	25	19	38
No comment	/	/	05	10
Disagree	01	25	11	22
Strongly disagree	/	/	02	04
Total	04	100	50	100

Table 5.19.: Teacher Trainers' and Students' Attitudes towards Statement 13 c

There is a majority of students (64%) who expressed agreement with the statement. As far as the teachers questioned are concerned, only T1disagreed. Even if the majority of students is not absolute, we must say that this cannot be confirmed. Not a single lesson was given by anyone of the four teachers we observed focused on the development of the learners' attitudes as one component of competency related to the quality of a person or a state of being or the quality and characteristic attributes that are to be identified in the person. We observed no attitudes development relating to knowing how to conduct oneself in a particular situation. This constituent of the construct of competency related to procedural knowledge and identified as "knowing how to be," "savoir-être" or "being" is what the trainee teacher should acquire as subject attitudes and values in the affective domain.

We deduce that the teachers have not understood the term "attitude" which is one of the major components of a competency and hence do not know what a competency should be.

Likewise, the students who depend on their teachers did not understand the term and had developed none. In fact, the only component of competency focused on at the ENSC is the knowledge and understanding of the students which is part of the cognitive development.

Option d: The lessons focus on classroom real situations.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	10	20
Agree	02	50	28	56
No comment	/	/	03	06
Disagree	/	/	06	12
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.20.: Teacher Trainers' and Students' Attitudes towards Statement 13 d

Three-quarters of the students' population showed agreement with this statement (20% strongly agree, and 56% agree) while all the teachers did (50% strongly agree, and 50% agree). However, this does not match our conclusion in the observation phase where we disagreed because there was no development of skills in the context of real-world experience. According to the classroom observations, we conducted, the lessons did not focus on any real classroom situation and were mostly theoretical what the students themselves have confirmed in statement 3 option a where they were divided and did not show a tendency to one or the other position by agreeing or disagreeing. The teachers have shown agreement, but most of the content of their lessons focus on theory rather than on real-world experience. Real-world experience requires microteaching which was practiced to develop competencies or the use of

videos to study lessons given by the trainees, or other students, or teachers in other real contexts.

Statement 14: The students read materials related to the lessons.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	13	26
Agree	02	50	26	52
No comment	/	/	05	10
Disagree	/	/	03	06
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.21.: Teacher Trainers' and Students' Attitudes towards Statement 14

The teachers and the students alike confirmed our observation conclusions by stating through their agreement that they read material related to the lessons (26% strongly agree, and 52% agree).The students used the National Education textbooks and read other extra material to fulfill different objectives. What was striking is the fact that one of the teachers who did not use any material confirmed that.

In section three, agreement with the statements was expressed with different degrees. The students did not do so and were undecided only on two statements: 7 and 8. The other seven statements, they agreed with, are mainly concerned about what the trainees experienced concerning their teachers' practices and their ones. Statements seven and eight regarded the methodology dictated by the National Education Ministry to be used at the level of the Middle School. The students could not decide whether the methodology applied at the level

of the Middle School where they will be teachers was evident to them. Likewise, they were undecided about the similarity between the methodology used in the institution training them and the schools where they had their practical training and where they will teach. The teachers were divided about statement 7 and had proved to have different views about whether the methodology dictated by the National Education authorities namely CBA was evident to their students.

This fact leads us to say that the ENSC does not train students to be teachers in Middle schools specifically as the primary concern, the ENSC recognizes, is the theoretical knowledge trainers dispense. It would be confirmed by the type of teaching techniques and assessment held in teacher education at the ENSC.

5.2.4. Teaching Techniques and Assessment Used in the Course

We designed this section to collect opinions on the teaching techniques and the type of assessment in use at the ENSC. It would help us understand if the students are prepared to teach following CBA, the methodology adopted at the Level of the National Education and are assessed to check the development of competencies to fulfill their future role as Middle school teachers.

The section includes four statements; 15, 16, 17, and 18. Every statement includes some options that put forward ideas in association with teaching techniques and assessment. They all treat of the techniques the trainers use in the process of teaching at the ENSC, supervision of the trainees in their practical training and their assessment of the course.

Statement 15: In the process of teaching, the trainers:

   a. **assign tasks and assignments that match the lesson objectives,**

   b. **manage to match the students' background knowledge with new content,**

   c. **use technology effectively to illustrate lesson points**

   d. **stimulate critical thinking and problem solving through reflective activities,**

   e. **focus more on subject content than on ELT methodology and preparing lessons,**

   f. **involve students actively in the learning process.**

Option a: In the process of teaching, the trainers assign tasks and assignments that match the lesson objectives.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	22	44
Agree	01	25	22	44
No comment	/	/	02	04
Disagree	/	/	02	04
Strongly disagree	/	/	02	04
Total	04	100	50	100

Table 5.22.: Teacher Trainers' and Students' Attitudes towards Statement 15 a

Nearly all the students (88%) agreed with the statement that the trainers assign tasks and assignments that match the lesson objectives. All the teachers agreed, too. This result is right according to what we have observed, but the tasks and activities do not reflect all the competency components that should be developed in the trainees especially those regarding the psychomotor and the affective ones. The students who did not agree may not have been

involved in the classroom tasks and assignments their teachers designed, or these tasks and assignments did not match their learning styles.

Option b: In the process of teaching, the trainers manage to match students' background knowledge with new content.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	14	28
Agree	/	/	22	44
No comment	/	/	01	02
Disagree	01	25	09	18
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.23.: Teacher Trainers' and Students' Attitudes towards Statement 15 b

The statement matches well with what the teachers were doing through introducing new content to enhance the students' knowledge and understanding. It was mainly by relating their trainees' background knowledge and the content of their lessons. 36/50 students (72%) were in agreement with this statement. 13 students disagreed (09 disagreed, 04 strongly disagreed). These students explained that the theory they received did not match the information they acquired during their practical training. Only one student was undecided. The teachers in charge of the professional training of the trainees confirmed that since three out four strongly agreed with the statement. However, one teacher (T3) disagreed judging that the teachers at ENSC do not link the new content they present with the students' background knowledge but rely only on with what they provide their students. This view is

contrary to the philosophy of constructivism which relies on building the learner's knowledge by exploiting what they already know.

Option c: In the process of teaching, the trainers use technology effectively to illustrate lesson points.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	14	28
Agree	01	25	14	28
No comment	01	25	01	02
Disagree	/	/	17	34
Strongly disagree	01	25	04	08
Total	04	100	50	100

Table 5.24.: Teacher Trainers' and Students' Attitudes towards Statement 15 c

The students and the teachers did not have a very favorable opinion on the effective use of technology in the classroom by the trainers. Although a majority of the students (28% strongly agree and 28% agree) had a favorable opinion on the effectiveness of using technology in the classroom, we did not agree according to the classroom observation we held before delivering the questionnaire. The rest of the students (01 undecided, 17 disagree, and 04 strongly disagree) were right. The only piece of technology the teachers did use or better to say the students used was the data projector to show slides which at times were unnecessary because these brought no addition to the lesson and we could do without them. The teachers were much divided; T1 was undecided, T2 agreed, T3 disagreed, and T4 strongly agreed. These different attitudes show the degree of uncertainty and coordination

existing among teachers. We could explain T1 position being the only teacher who did not use any means of technology in her lessons which were mostly teacher-centered and presented her lessons in a very traditional way which focused on the technique of lecturing. T1 would think that teachers did not use technology effectively because they relied most of the time on lecturing like she did. T2 agreed because the students used the data projector in her lesson but as explained before this use has added nothing to the lesson. What is worth noting is the difference in attitudes T3 and T4 had. Despite the fact that these two teachers are teaching the same subject they did not have the same attitude towards this statement. T3 judged that technology was wrongly used by the teachers. This judgment goes hand in hand with our comments on the classroom observation we held. T4, as in the previous statement, showed high optimism and strongly agreed on a fact which is not true according to what we observed.

Option d: In the process of teaching, the trainers stimulate critical thinking and problem solving through reflective activities.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	11	22
Agree	02	50	25	50
No comment	/	/	01	02
Disagree	/	/	09	18
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.25.: Teacher Trainers' and Students' Attitudes towards Statement 15 d

The students agreed with a majority of 72% (22% strongly agree, and 50% agree). All the teachers agreed (50% strongly agree, and 50% agree). In fact, they are, all, referring to the method (Socratic method) most teachers applied in their lessons and which focuses on asking questions to help the students get the meaning of the content (mostly theoretical) introduced to them. This method stimulates thinking but in no case, there was the introduction of any problem-solving activity by any of the four teachers we observed.

Option e: In the process of teaching, the trainers focus more on subject content than on ELT methodology and preparing lessons.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	/	/	14	28
Agree	01	25	20	40
No comment	/	/	02	04
Disagree	02	50	11	22
Strongly disagree	01	25	03	06
Total	04	100	50	100

Table 5.26.: Teacher Trainers' and Students' Attitudes towards Statement 15 e

As was noticed in the classroom observations, the focus of most teachers was on the subject content more than on teaching methodology and the techniques the trainees would use in their respective classes. The content of no subject helped the trainees in preparing the lessons they had to present during the practical training. Such an attitude is confirmed by the majority of the students (68%). However, three teachers out four showed disagreement with this statement insisting then on the fact that the trainers focus was on ELT methodology and

lesson preparation more than on subject content; something we did not observe in their lessons. These three teachers (T2, T3, and T4) had that attitude because they thought that their subjects are relatively linked to the use of material and textbook. It means that they focus on methodology but in fact, what they did was introduction of content and no point in their lessons discussed any technique used in preparing or presenting a lesson. The methodology is about classroom practice, not theory. The students should study the practices and procedures used in teaching in addition to the principles and beliefs that lie behind them. The preparation of lesson plans and use of material and textbooks related to the methodology dictated by the Ministry of Education should be part of what the trainees receive at ENSC. T1 agreed with the statement since the objectives and content of her lessons was subject based, and she believes it was the case for the other subjects.

Option f: In the process of teaching, the trainers involve students' actively in the learning process.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	03	75	18	36
Agree	01	25	18	36
No comment	/	/	02	04
Disagree	/	/	06	12
Strongly disagree	/	/	06	12
Total	04	100	50	100

Table 5.27.: Teacher Trainers' and Students' Attitudes towards Statement 15 f

All the teachers (75% strongly agree and 25% agree) and the students (36% strongly agreed and 36% agreed) confirmed this statement. It was not the case in all the four modules focusing on content related to the trainees' future job as teachers of English. We did notice that in one module in which it was completely teacher-centred. The teacher of this subject who strongly agreed with the statement did not involve her students in lessons we observed and was dominating it through lecturing. In the other subjects, while they were supposed to be learner-centred, there were times when not all the students were concerned, and not all of them were involved. We noticed some students sleeping in the classroom and others busy doing something else rather than taking part in the lesson or participating in any activity. These are may be the students who did not express any agreement.

Statement 16:

In order to motivate the students, the trainers:

    a. **use different techniques,**

    b. **create a lively atmosphere in the classroom through interaction with them,**

    c. **encourage discussion with them and among them,**

    d. **use interesting and appropriate materials,**

    e. **assign tasks that meet their different learning styles.**

Option a: In order to motivate the students, the trainers use different techniques.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	12	24
Agree	02	50	16	32
No comment	/	/	03	06
Disagree	/	/	14	28
Strongly disagree	/	/	05	10
Total	04	100	50	100

Table 5.28.: Teacher Trainers' and Students' Attitudes towards Statement 16 a

While all the teachers agreed (50% strongly agree, and 50% agree), the students agreed with a slight majority (24% strongly agree, and 32% agree) that the teachers used different techniques to motivate them. If we consider every teacher alone, we may say that they used different techniques, but not all of them were motivating. It may explain why three students did neither agree nor disagree. However, the teachers were following the same pattern throughout all their lessons either lecturing, or relying on two students giving a presentation, or asking the students to work in pairs. It explains the attitude of the students who disagreed. Only two teachers created some variety by moving from whole class discussion to pair work. These were the only techniques we could observe, and this is what made 28% of the respondents among the students disagree and 10% strongly disagree.

Option b: In order to motivate the students, the trainers create a lively atmosphere in the classroom through interaction with them.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	04	100	19	38
Agree	/	/	21	42
No comment	/	/	/	/
Disagree	/	/	07	14
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.29.: Teacher Trainers' and Students' Attitudes towards Statement 16 b

All the teachers and 80% of the students strongly agree and agree with this statement. The classroom observation held before distributing the questionnaires does not confirm that. It is true that the trainers interacted with the students, but they did not do it with all of them. Besides, when they interacted it was done in a very calm way. In two modules, this was not the case at all; some students who did not feel concerned seemed to be bored, and some others were either doing something else or even sleeping. The lively atmosphere may have existed in some lessons but not the ones we observed. Interaction creating a lively atmosphere may have been the subject of other modules.

Option c: In order to motivate the students, the trainers encourage discussion among them.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	04	100	17	34
Agree	/	/	23	46
No comment	/	/	01	02
Disagree	/	/	06	12
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.30.: Teacher Trainers' and Students' Attitudes towards Statement 16 c

All the teachers agreed (100% strongly agree). The majority of the students who agreed (80%) in fact represent the students' opinion about only two modules from the four we have observed. In the two other modules (T1 and T2 lessons), there was no group work or pair work that would have permitted any interaction or discussion among the trainees.

Option d: In order to motivate the students, the trainers use interesting and appropriate materials.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	02	50	08	16
Agree	01	25	20	40
No comment	/	/	03	06
Disagree	01	25	11	22
Strongly disagree	/	/	08	16
Total	04	100	50	100

Table 5.31.: Teacher Trainers' and Students' Attitudes towards Statement 16 d

Among the teachers, only one expressed disagreement with the statement. 56% of the students, a majority which is not convincing, affirmed that the teachers used interesting and appropriate materials. By interesting materials, they meant the National Education textbooks since these were the most dominant type of material used if any was, all the students would have agreed on that. Since 22% disagree, 16% strongly disagree, and 06% were undecided, this means that the students were expecting other more unusual type of material to be used. The teacher who did not agree was subject matter oriented, and she did not introduce any material to illustrate her lessons, motivate or involve the students.

Option e: In order to motivate the students, the trainers assign tasks that meet their different learning styles.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	01	25	06	12
Agree	02	50	13	26
No comment	/	/	04	08
Disagree	01	25	15	30
Strongly disagree	/	/	12	24
Total	04	100	50	100

Table 5.32.: Teacher Trainers' and Students' Attitudes towards Statement 16 e

The majority of the teachers except for one teacher agreed while the majority of the trainees had a negative opinion. The teacher who admitted that the trainers did not assign tasks that meet their different learning styles (T1) followed the same pattern during all her lessons which for sure would not suit all the students having different learning styles which would not suit them. Her opinion could be generalized to the other modules taught at the ENSC since 30% of the students disagreed, and 24% strongly opposed that. The teachers as we observed did not create variety in their lessons and nearly followed the same pattern in delivering their lessons besides of the no use of different techniques. It may not help to meet the various learning styles the students have and would confirm our comments in the previous statements.

Statement 17:

Concerning supervision, the trainers:

   a. **help the students develop lessons,**

   b. **provide very helpful feedback during the training,**

   c. **give, after the training, feedback that take into consideration both content and methodology,**

   d. **focus more on the content of the subject they teach than on training,**

   e. **evaluate the students' teaching skills.**

Option a: Concerning supervision, the trainers help the students develop lessons.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	01	25	13	26
Agree	02	50	18	36
No comment	/	/	01	02
Disagree	/	/	08	16
Strongly disagree	01	25	10	20
Total	04	100	50	100

Table 5.33.: Teacher Trainers' and Students' Attitudes towards Statement 17 a

Only one teacher disagreed while the three other agreed with this statement. 62% of the students affirm that the trainers help them develop lessons. They may refer to the practical training period. The teacher who strongly disagreed is also a supervisor, and she is confirming that her role does not exceed being a supervisor who judges the trainees' performance more than help them develop lessons and advise them on the right attitude and

behavior they must adopt. Knowing that the teacher supervisor goes on visits to the placement school only during the Block training to mark the trainees, we wonder how they could have helped the trainees develop lessons according to the teachers and students who agreed. It could have taken place if the respondents meant that they gave them advice on how to proceed with a given part of a lesson they were preparing. The methodology developed at the level of the middle school is so different from the one adopted at the ENSC. Consequently, only the teachers, who teach the four professional subjects related to the teaching of English at the level of the Middles School or those trainers who were once teachers in the National Education, could be of some help to the trainees. This category of teachers is not the dominant in the number of the supervisors. No one of these supervisors was trained to be one. Only one supervisor worked on textbook analysis at the middle school level. Not all of them are keeping abreast with the methodology applied by the National Education Schools.

Option b: Concerning supervision, the trainers provide very helpful feedback during the training.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	03	75	19	38
Agree	01	25	20	40
No comment	/	/	02	04
Disagree	/	/	04	08
Strongly disagree	/	/	05	10
Total	04	100	50	100

Table 5.34.: Teacher Trainers' and Students' Attitudes towards Statement 17 b

All the teachers and 78% of the trainees affirm that the trainers provide very helpful feedback during the training. If they mean the feedback given by the supervisors, this would be kept with reservation considering our comments in the analysis of the previous statement.

Option c: Concerning supervision, the trainers give, after the training, feedback that takes into consideration both content and methodology.

Scale	Teacher Trainers		Students	
	N	%	N	%
Strongly agree	02	50	19	38
Agree	02	50	17	34
No comment	/	/	02	04
Disagree	/	/	08	16
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.35.: Teacher Trainers' and Students' Attitudes towards Statement 17 c

All the teachers similarly to 72% of the students confirmed that the trainers gave, after the training, feedback that took into consideration both content and methodology. It seems that the trainees are not aware what feedback on content and methodology could be. Knowing that the majority of the supervisors have neither been trained to be so and that most of them have not been trained to be teachers, we wonder how they could give feedback on a methodology they do not use because they do not know it, and some of them do not even believe in its effectiveness. What the supervisors may have given is personal advice on how some parts of the lesson could have been presented. The teachers who are not all supervisors (2/4) cannot confirm that.

Option d: Concerning supervision, the trainers focus more on the content of the subject they teach than on training.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	/	/	10	20
Agree	/	/	17	34
No comment	/	/	03	06
Disagree	03	75	16	32
Strongly disagree	01	25	04	08
Total	04	100	50	100

Table 5.36.: Teacher Trainers' and Students' Attitudes towards Statement 17 d

The difference in attitudes appears between the teachers and the students. All the teachers disagreed (three of them disagree, and one strongly disagree (T4)). A majority of students expressed agreement (20% strongly agree, and 34% agree). It is to contradict what the trainees affirmed in the previous statements in this section where very high percentages for the agreement were noticed. We wonder how to explain that they do not give similar rates in this statement and how to tell that by not focusing on training the supervisors could give very helpful feedback. Now, if the trainees meant the teacher trainers of the professional subjects related to teaching English in the Middle school, classroom observation confirmed that there was no feedback on any lesson given by the trainees in no phase of their training. These teachers affirm that they do not only focus more on the subject they teach compared to the aspect of training the students to teach. We do not in the same way the students themselves refuted it.

Option e: Concerning supervision, the trainers evaluate the students' teaching skills.

	Teacher Trainers		Students	
Scale	N	%	N	%
Strongly agree	01	25	15	30
Agree	03	75	24	48
No comment	/	/	03	06
Disagree	/	/	04	08
Strongly disagree	/	/	04	08
Total	04	100	50	100

Table 5.37.: Teacher Trainers' and Students' Attitudes towards Statement 17 e

All the four teachers and 78% of the students confirmed that the trainers (the supervisors in this case) evaluated their teaching skills. We expected a higher percentage because if we do not evaluate the teaching skills what should be to evaluate to consider a pre-service teacher has developed competence and hence can play his role as Middle School teacher successfully when she/he will take in charge his classes.

Statement 18:

In terms of assessment, the trainers:

   a. **use both formative and summative forms of assessment to check whether the objectives were met,**

   b. **provide opportunities for self-assessment,**

   c. **provide the students with opportunities for evaluating aspects of the course, such as materials, methodology, and content.**

Option a: In terms of assessment, the trainers use both formative and summative forms of assessment to check whether the objectives were met.

Scale	Teacher Trainers		Students	
	N	%	N	%
Strongly agree	02	50	08	16
Agree	01	25	22	44
No comment	/	/	04	08
Disagree	01	25	13	26
Strongly disagree	/	/	03	06
Total	04	100	50	100

Table 5.38.: Teacher Trainers' and Students' Attitudes towards Statement 18 a

We noticed that three teachers agreed, and a majority of the students stated that as true since 16% strongly agree and 44% agree. It is not what has been remarked in the classroom observation sessions we held. All teachers rely on achievement evaluation to decide on who would pass and who would fail. This summative assessment is to evaluate the amount of knowledge the trainees have acquired. It takes place twice a year at the end of each of the terms in the academic year as confirmed by T1. Only one teacher (T3) among the four we observed dealt with some formative assessment. The trainees have shown that they are not aware of what could be a summative or formative assessment and how these two are managed.

Option b: In terms of assessment, the trainers provide opportunities for self-assessment.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	02	4
Agree	01	25	14	28
No comment	/	/	03	06
Disagree	01	25	19	38
Strongly disagree	/	/	12	24
Total	04	100	50	100

Table 5.39.: Teacher Trainers' and Students' Attitudes towards Statement 18 b

The teachers and the students gave opposite opinions. All the teachers, except for one (T1), agreed. The majority of the students (62%) expressed disagreement with this statement. Only 16/50 agreed, and three were undecided. The latter may not have understood what we meant by self-assessment and did not ask for clarifications. The high number of students who disagreed confirms our comments in the classroom observation when we tackled the section on the development of the component of attitudes in the students as part of the development of their competencies and hence improvement of their role as teachers. These students contradict what the teachers who affirm that they dealt with self-assessment except for T1.

Option c: In terms of assessment, the trainers provide the students with opportunities for evaluating aspects of the course, such as materials, methodology, and content.

	Teacher Trainers		Students	
Scale	**N**	**%**	**N**	**%**
Strongly agree	02	50	06	12
Agree	02	50	17	34
No comment	/	/	13	26
Disagree	/	/	09	18
Strongly disagree	/	/	05	10
Total	04	100	50	100

Table 5.40.: Teacher Trainers' and Students' Attitudes towards Statement 18 c

The teachers and the students proved to be in opposite positions. While the teacher with a full majority agreed, the students seem undecided on this statement even if the highest number of them agreed. There was no absolute majority. What is noticeable is the number of those who could not decide to agree or disagree (13/50) representing 26% because if we add these to those who disagreed we would say that there was no opportunity for the students to evaluate and give comments on the materials, the methodology and the content they were receiving. Besides, we strongly disagreed with the same statement when we held our classroom observations. No opportunity was given to the students to assess any of the lessons we observed.

As regards section four of the questionnaire designed to collect opinions on the teaching techniques and assessment in use at the ENSC, we conclude that the observation we made and the attitudes expressed by the teachers and the students do not match up especially

as regards the teaching techniques the trainers used. Though the students agreed on many statements, we assume that they have either not developed awareness of the aspects of the statements or have not understood them because the teaching techniques utilized were not based on the principles of CBE training programs which have as an aim constructing the trainees' role as future teachers. The teachers and the students did not have the same positions about self-assessment and the evaluation of the course by the students. Also, the psychomotor and the affective components as significant aspects of the development of competencies were not taken into consideration by the trainers to prepare the trainees for the role of a teacher of English within a CBE spirit.

5.3. Overall Analysis

The eighteen statements of the questionnaire were designed to collect the attitudes of the professional subjects' teachers and the students towards the course at the ENSC. These attitudes were in terms of objectives, content, methodology, teaching techniques and assessment used by the teacher trainers, have proved a significant disconnection between the teachers and the students' attitudes which were most of the time positive; either strongly agreeing or agreeing. On the other hand, we noticed a large gap between the teachers' and students' opinions and the opinions we had formed during the classroom observation sessions. On some aspects, the teachers, and the students gave opposite views which confirmed our attitude. We conclude that though the teachers and the students agreed on many statements, they have shown too much optimism, and overlooked shortcomings in their teaching on the part of the teachers and they have either not developed awareness of the aspects of the statements or have not understood them adequately especially as concerns the students.

According to what we observed, no teacher was adopting a CBE program to train his students for their future role as teachers; and hence, no one was developing teaching competencies in trainees. They were all emphasizing the cognitive component neglecting to other components. However, the teacher trainers and the students' responses which were not consistent at times (as for statements seven and eight in section three) implicitly emphasized that the training applied is adequate with the principles of a CBE program for training pre-service teachers. Both the teachers and the students' responses were not based on thorough knowledge of what a competency consists of and how it should be developed. The students were hesitant to decide whether the methodology applied at the level of the Middle School where they will practice their role as teachers was evident to them and that they were taught in the methodology they adopt in their teaching.

The answers of the respondents on the type of teaching techniques and assessment held in teacher education at the ENSC would lead us to conclude that we do not train as much as we teach at this institution. The primary concern recognized by the all stakeholders is the focus on the theoretical knowledge trainers dispense which is close to the Applied Science Model. The teaching techniques and assessment utilized by the trainers were not based on the principles of CBE training programs to construct the trainees' role as future teachers because the trainers were not aware of the characteristics of CBE.

Conclusion

The teachers and students represent the most crucial parts of any educational system. Their attitudes towards any aspect of educational practices are of great value. The results obtained from the analysis of the answers to the four sections of the attitudes questionnaire: objectives, content, methodology and teaching techniques/assessment revealed considerable inconsistencies in students' and teacher trainers' attitudes about the course at ENSC.

Although the answers they gave indicated a tendency towards a CBA to training at the ENSC, the contradictions we found in some of their responses would allow us to reject the idea that the training course at the ENSC is following developing competencies. It confirmed the conclusions we drew as a result of the classroom observation. In the light of these results, we would also conclude that the principles and practices that underlie CBE are still ambiguous to both trainers and trainees. It would predict lack of understanding of the competencies that trainees need to be prepared to teach in an educational system characterized as being competency based. The next chapter will further investigate students' and teachers' awareness of such competencies through a competency rating questionnaire.

Chapter Six

The Rating of the Trainees' Competencies

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6.1.1. Description of the Trainees' Teaching Competencies Questionnaire

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Chapter Six

The Rating of the Trainees' Competencies

Introduction

The primary characteristic of CBTE is its emphasis on measuring clear and precise competencies which are relevant to employment. These competencies are expressed as explicit, observable performances which the students who are now considered as trainees must master to get their qualification. Therefore, evaluating the trainees' competencies is examining whether or not they can demonstrate each of them reflecting the shift from an emphasis on their acquired knowledge to the focus on their aptitude to perform competently specific tasks and show skills required in the teacher's role.

The common belief that higher education courses are too often content and theory based was mostly noticed in the education the trainees receive at the ENSC. The theory is the most dominant component of the training at the expense of developing skills to put knowledge into practice and perform tasks to achieve the necessary role from the teacher. This study's aim is to discuss the trainees' mastery of forty teaching competencies, and to check whether the practical training helped the trainees develop the competencies required of a competent teacher according to the teacher competency framework proposed. A statistical correlational analysis follows the qualitative analysis of the results.

6.1. Description and Administration of the Trainees' Teaching Competencies

Questionnaire

After observing the teacher trainers at the ENSC giving lessons and then measuring their attitudes and their students' attitudes towards the training course, we proceeded to measure the trainees' competencies to identify to what level the competencies required of a competent teacher have been implemented. To do so, we designed and administered a

questionnaire to collect data on the degree of mastery of competencies by the trainees' during their training in the placement schools (see Appendix E).

6.1.1. Description of the Trainees' Teaching Competencies Questionnaire

The questionnaire consists of forty competencies divided into five categories: teaching methodology, lesson planning, lesson presentation, classroom management, and assessment competencies.

Section one concerns teaching methodology competencies. These are five competencies (1, 2, 3, 4 and 5) that involve the trainees' understanding of ELT methodology, their awareness of the methodology, the language content and the themes used in the ENSC use. They are also about the level of understanding of the methodology used in teaching English at Middle Schools in Algeria, and the language content and themes exploited in the National Education textbooks. The fifth competency this section includes is about the trainees' awareness of the language learning process.

Section two is about the competencies that the trainees need to master in order plan a lesson adequately. These competencies go from 6 through 15. They tackle aims, and objectives of the lessons, the connection between the objectives at the short and the long term. They are also about the type of objectives the trainees need to plan, and the choice they have to make in order to develop skills in their learners presenting realistic chunks of the language in addition to the activities they plan and the material to be used.

Section three comprises competency 16 to 26. All the competencies to be rated are about lesson presentation. These competencies tackle how the topics are introduced, the practice of real life situation and all that the trainee does in a lesson presented during the practical training.

Section four, including nine competencies (27 through 35), investigates the way the trainees managed their classroom by giving the appropriate instructions, organizing the

pupils, varying the pattern of interaction and the type of environment the trainees create in the class.

Section five, with its five competencies (36, 37, 38, 19, and 40), deals with the aspect of assessing and how it is implemented in their teaching.

The competencies investigated in this questionnaire were adapted from the Teacher Competency Framework developed by World Learning/School of International Training experts together with members of the "Groupe Spécialiste en Didactique" (GSD-Anglais) and a pilot group of inspectors in Algeria (see Appendix F).

6.1.2. Administration of the Trainees' Teaching Competencies Questionnaire

The competencies rating questionnaire was distributed to three categories of respondents who were engaged in the practical training of the fourth year (Bac +4) students at the ENSC namely: the trainees themselves, the training teachers (Middles school teachers), and the supervisors (ENSC) who rated the trainees' competencies. The questionnaire was handed out at the end of the training in the month of May, two weeks after the end of the full-time practical training. The respondents were asked to rate each of the competencies in the questionnaire by circling the number that best describes its degree of achievement using the following scale: very good:1, good: 2, average: 3, weak: 4, and very weak: 5.

When the trainees finished their full-time training and went back to the ENSC, we got in touch with them at the end of one of their classes and asked them to fill out a questionnaire rating their teaching competencies. They were given the questionnaire in class in our presence. We were there to provide explanations where necessary.

After the training teachers and the supervisors marked the trainees' performance in the practical training and submitted their marks to the administration at the ENSC, we gave them the same questionnaire we delivered to the trainees and asked them to rate the competencies of each trainee they supervised and coached. We explained the content and the

aim of the questionnaire. The latter was to be filled out at home giving the respondents time to reflect on the performances they observed and to compare with the marks they assigned to each of the trainees they had charge of.

6.2. Analysis of the Results of the Trainees' Teaching Competencies Questionnaire

After gathering the different questionnaires, we proceeded to analyze the rating of each competency according to the trainees themselves, their training teachers and their supervisors. We intended to compare the different ratings and look for the relation between the various responses to check whether they match. In our analysis, we took into account only the questionnaires filled out by the trainees who answered the questionnaire on the attitudes towards the course at the ENSC; these were fifty trainees. The analysis is organized section by section and competency by competency.

6.2.1. Teaching Methodology Competencies

This section includes the rating of the teaching methodology competencies. There are five competencies to be analyzed in this section; competency 1, competency 2, competency 3, competency 4, and competency 5.

Competency 1: The trainee understands ELT methodology.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	05	10	/	/	01	02
Good	19	38	32	64	15	30
Average	23	46	17	34	20	40
Weak	02	04	01	02	07	14
Very weak	01	02	/	/	05	10
No Answer	/	/	/	/	02	04
Total	50	100	50	100	50	100

Table 6.1.: Trainees', Training Teachers' and Supervisors' Rating of Competency 1

There was no majority concerning this competency in the trainee's self-rating. Nearly half of them declared they mastered this competency. Only five students were very confident about their development of that competency and were very confident about their understanding of ELT Methodology. 38% mentioned that they were good. 23/50 representing 46% of the fourth year (Bac+4) students considered that their understanding was average. These results show that the half the number of the trainees is not sure about his achievement of this competency which is the core competency in the teacher education at the ENSC since all subjects related to the professional training are about ELT methodology. More interesting is the fact that three students declared that they did not achieve much as concerns this competency. However, these students have been awarded the certificate of Middle School teacher.

The training teachers reported that 64% of the trainees had a good level. Their rating exceeds the one made by the trainees. According to them, then, the majority of the trainees understand ELT methodology which the trainees themselves did not confirm. According to this rating, only one trainee is weak in this competency. However, we did notice that two trainees mentioned they were weak, and one declared she was very weak at that.

The supervisors agreed more with the trainees than with the training teachers. They declared that the trainees' competencies were mostly average (40%) or good (30%) with lower degrees than what the trainees stated. However, the number of weak performances according to them was higher than what the trainees and the training teachers proposed; seven students were weak and five very weak according to them.

Competency 2: The trainee understands methodology, language content and themes at the ENS of Constantine.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	05	10	08	16	01	02
Good	22	44	27	54	13	26
Average	20	40	11	22	27	54
Weak	02	04	/	/	04	08
Very weak	01	02	/	/	/	/
No Answer	/	/	04	08	05	10
Total	50	100	50	100	50	100

Table 6.2.: Trainees', Training Teachers' and Supervisors' Rating of Competency 2

The trainees with "very good" and "good" ratings represent the majority (10% and 44%). However, the trainees' self-rating shows that the average understanding is of significant percentage compared to the others (40%). This result indicates that the trainees do not always understand the methodology, content, and themes. It confirms what we mentioned in our comments in the classroom observation and the review of the teacher trainers and the students' comments on the course at the ENSC. We can say that these aspects have to be examined to make sure the trainees understand them. The best way to do so is implementing a CBE approach in teaching, stating the competencies, and the standards at the beginning of the training, and helping the students work to achieve them throughout their education.

According to the training teachers' most trainees are either very good (16%) or good (54%). These results are higher than the ones stated by the trainees when rating themselves. Likewise, the training teachers did not measure any of the trainees below average. This rating does not match the three trainees' rating of this same competency. Bearing in mind that very few training teachers know about the content of the course at the ENSC and the methodology adopted by the trainers there, we think that their answers suffer from social desirability, and the training teachers did not, therefore, give the appropriate rating. Only one training teacher did give no answer showing that she does not know how the training is organized at the ENSC.

The supervisors' view on this competency is not in agreement with neither the trainees' nor the training teachers'. They stated that the majority of the trainees (54%) were of an average level as concerns this competency. The percentage of the very good and the good ratings, according to them, is lower than what the other two categories of respondents declared. The supervisors who are teachers at the ENSC are supposed to be very aware of the methodology, language content and themes at the ENSC. Therefore, their rating of this competency is very reliable.

Competency 3: The trainee understands the National Education ELT methodology.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	03	06	02	04	01	02
Good	13	26	25	50	13	26
Average	20	40	21	42	29	58
Weak	10	20	02	04	06	12
Very weak	03	06	/	/	/	/
No Answer	01	02	/	/	01	02
Total	50	100	50	100	50	100

Table 6.3.: Trainees', Training Teachers' and Supervisors' Rating of Competency 3

The highest percentage (40%) of the answers shows that the students are only average, and they do not prove to understand the ELT methodology applied in the National Education in Algeria. After the three phases of practice at the placement school and the content they received at the ENSC, the trainees are not yet sure about their understanding of the methodology used by middle school teachers of English and judge they have an average understanding of the latter. This claim goes in opposition to what thirty-eight out of the fifty students (76%) declared in the attitudes towards the course at the ENSC when they expressed their attitudes towards Statement 6: "The underlying ELT methodology of the English Course at the ENS Constantine is clear to the students." They expressed their satisfaction from the ELT methodology practiced at the ENSC and mentioned it was clear to them in the sense that it helped them achieve their objectives and understand. This attitude was confirmed by the four teacher trainers in charge of the subjects related to their professional training. These

results refute the views revealed by the students and teacher trainers in the attitudes questionnaires and confirm our assumption, then, that social desirability influenced them in expressing their attitudes, and their answers were not very reliable an aspect which attitude questionnaires suffer from.

The majority of the trainees were rated as either very good (04%) or good (50%) by the training teachers. This rating does not match at all how the trainees rated themselves. According to the training teachers, no student proved to be very weak, and only two were weak at this competency. It shows that the training teachers are confident about the trainees' understanding of the methodology adopted when teaching English at the middle school.

The supervisors' rating seems to lean more towards the trainees' rating than towards the training teachers. According to them, the largest part of the trainees (58%) has demonstrated an average mastery of this competency. Also, they were not as hard as the trainees because they took 12% of the population for being weak compared to 20% "weak" and 6% "very weak" according to the trainees. However, they were not as soft as the training teachers who considered that only 4% of the trainees were "weak." We should note that two supervisors were at the same time teacher trainers in charge of two of the professional modules and these same teachers declared that "the students understand the underlying ELT methodology of the National Education materials." If being clear means that the trainees' mastery of this competency would only average, the standards of evaluation should be revised.

Competency 4: The trainee understands the National Education textbooks, language content, and themes.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	06	12	04	08	04	08
Good	19	38	30	60	19	38
Average	18	36	11	22	19	38
Weak	05	10	/	/	05	10
Very weak	01	02	05	10	/	/
No Answer	01	02	/	/	03	06
Total	50	100	50	100	50	100

Table 6.4.: Trainees', Training Teachers' and Supervisors' Rating of Competency 4

The percentage of the trainees who assume they understand the National Education textbooks, language content and themes is the most important. They represent 50% of the respondents among the trainees. In this percentage, 12% declared their understanding is very good and 38% rate it as good. We can explain this by the fact that two of the subjects they receive at the ENSC, namely TESD and MDD treat of that. However, 36 % mentioned that their understanding is average, and this percentage is not negligible in addition to those who assumed they were weak or did not answer. This rating goes hand in hand with the beliefs expressed in the questionnaire treating of their attitudes towards the course at the ENSC by both the trainees themselves and the teacher trainers as concerns Statement 7: The underlying ELT methodology of the National Education materials is clear to the students.

The majority of the trainees do understand the National Education textbooks, language content, and themes according to the training teachers' rating. Only eleven trainees were considered average at this competency, and no trainee was weak or very weak. This competency was, then, mastered according to the training teachers. However, this does not correspond to the rating the trainees judged themselves through and their beliefs which they expressed in the questionnaire treating of their attitudes towards the course at the ENSC.

The supervisors gave the same answers as the trainees; they agreed with them to a high degree of the different options. Likewise, they differed with the training teachers who did not mention that any of the trainees was "weak" at this competency. The supervisor noted that five of the trainees were "weak" in a similar way as in the trainees' rating. We should mention that two of the supervisors were at the same time teacher trainers at the ENSC in charge of the professional modules at the fourth year of the middle school pre-service teachers (Bac+4) and which treat of the evaluation and the development of the material used in the National Education. In the attitudes questionnaire, these teacher trainers were divided between agreeing and disagreeing that "the underlying ELT methodology of the National Education materials is clear to the students." In their rating of the trainees they supervised, the students were either average or good in their performances.

Competency 5: The trainee is aware of how the language learning process occurs.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	10	20	07	14	01	02
Good	27	54	27	54	18	36
Average	11	22	14	28	18	36
Weak	01	02	01	02	07	14
Very weak	01	02	/	/	01	02
No Answer	/	/	01	02	05	10
Total	50	100	50	100	50	100

Table 6.5.: Trainees', Training Teachers' and Supervisors' Rating of Competency 5

The rating of this competency considering the trainees' competency at the level of the methodology of teaching shows that the majority of them are aware of how the language learning process occurs and that they are aware of the centrality of the learner in this process. This rating is to be checked in the lesson they presented.

The training teachers consider that the majority of the trainees have mastered this competency (very good: 14% and good 54%). Only one trainee was considered as weak and, hence, did not master this competency while the others were rated as average. This rating corresponds to what the trainees declared when evaluating their performance at this competency.

If according to the trainees and the training teachers, the largest majority of the trainees proved to be "very good" and "good" at this competency; the supervisors do not agree to state that 36% of the trainees were of an average level, and 14% were weak.

The analysis of the five competencies in the teaching methodology section has shown that the three categories of participants in the practical training, namely the trainees, the training teachers and the supervisors do not agree on the mastery of some of the competencies and had different views on the degree of achievement of others. The mastery of competencies 1, 2, and 5 has been achieved according to both the trainees and the training teachers. However, the supervisors had a different opinion. They declared that most of the trainees were of an average level, and some of them were weak. In rating competencies 3 and 4, the trainees and the supervisors agreed to some extent, but the training teachers who seem to seek for social desirability gave ratings which were even higher than the ones stated by the trainees.

6.2.2. Lesson Planning Competencies

In this section, there are ten competencies which were rated by the respondents judging the level of the trainees during the practical training on how to plan lessons. These competencies are 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

Competency 6: The trainee has clear aims and objectives for his/her lessons.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	17	34	16	32	05	10
Good	24	48	25	50	20	40
Average	08	16	09	18	19	38
Weak	/	/	/	/	06	12
Very weak	01	02	/	/	/	
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.6.: Trainees', Training Teachers' and Supervisors' Rating of Competency 6

An absolute majority of the trainees mentioned that they had clear aims and objectives when they prepared and presented their lessons during the practical training phase. Only one student expressed her weakness at that. She was undecided when making her teaching cards what to mention as an objective for every lesson because she was between the structural and the functional objectives the different training teachers worked on. The trainees rating of this competency is to be confirmed when evaluating their lessons to check whether these objectives meet the methodology and the approach in use in middle schools.

The rating of the training teachers was similar to the one the trainees had when rating their competencies. The majority of the training teachers mentioned that their trainees had clear aims and objectives when they prepared and presented their lessons during the practical training phase. However, the student who rated herself as weak and was undecided about the objectives she mentioned for the lessons she presented was not considered as weak by her

training teacher. It is may be because the trainee and her training teacher did not have the same standards since some teachers were not applying any objectives in the sense of developing competencies or it could be one of the examples of social desirability the training teachers wanted to display.

There was no significant majority of very good and good performances as for the trainees and the training teachers. They rated half the population as being "very good" (10%) and "good" (40%). The other half was shared between being "average" (38%) and "weak" (12%). The supervisors were the only respondents who mentioned that there were weak performances.

Competency 7: The trainee plans lessons that are interconnected as a series to build towards short term goals and long term competencies.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	03	06	02	04	/	/
Good	19	38	21	42	19	38
Average	22	44	23	46	20	40
Weak	03	06	02	04	09	18
Very weak	01	02	/	/	/	/
No Answer	02	04	02	04	02	04
Total	50	100	50	100	50	100

Table 6.7.: Trainees', Training Teachers' and Supervisors' Rating of Competency 7

The majority of the trainees believed that they mastered this competency. Three of them assumed they were very good at that, and nineteen think they were good. What is

noticeable is the high percentage of the trainees who considered that they had an average mastery of this competency (44%). During the practical training, the trainees did not work on this aspect. They were asked to prepare lessons and present them without working on a whole file or set of interrelated lessons. They were not working in cooperation with the other trainees to develop lessons that match regarding themes and content. The trainees working on individual lessons and not on a set of lessons and that is what explains their hesitancy in deciding about their rating and so mentioned that they are average.

This competency is specifically related to the full-time training since the trainees had to prepare a series of lessons. The training teachers agreed in their rating with the self-rating the trainees had for themselves. However, as was the case for the competency 6, the training teacher showed social desirability by rating only two students as weak at this competency while the three trainees considered themselves as weak and one mentioned she was very weak. The high percentage of the trainees who were rated as average in their mastery of this competency (46%), confirms our assumption when analyzing the trainees self-rating. During the practical training, the trainees did not work on this aspect. They were asked to prepare lessons and present them without working on a whole file or set of interrelated lessons.

The supervisors were not very different from the trainees and the training teachers in rating 40% of the trainees as "average" in this competency. However, the percentage of "weak" ones is much higher than the two other respondents; 18% compared to 6% (trainee's rating) and 4% (training teachers' rating).

Competency 8: The trainee plans lessons so that pupils have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	15	30	06	12	08	16
Good	28	56	27	54	22	44
Average	07	14	16	32	16	32
Weak	/	/	01	02	03	06
Very weak	/	/	/	/	01	02
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.8.: Trainees', Training Teachers' and Supervisors' Rating of Competency 8

The majority of the trainees assumed they master this competency since 86% of them declared they are either very good (30%) or good (56%). They mentioned that they prepared lesson taking into consideration the pupils' previous knowledge but this was not noticed in their preparation since they were not preparing the lessons in pairs or groups and we did not notice any cooperative or collaborative work between the trainees.

The majority of the trainees seemed to have acquired this competency according to their training teachers (very good: 12% and 54% good). However, those judged as very good do not correspond to what the trainees communicated about themselves (06 students in the training teachers rating versus 15 students in the trainees self-rating). Opposite to that, the number of average trainees doubled in comparison with the trainees' self-rating and

represented 16 versus 07. One trainee was judged as weak while no trainee considered herself as such. It shows that the training teachers and the trainees did not agree on the level of mastery of this competency.

The supervisors gave the majority in their rating to the "very good" and the "good" options, too. However, this majority (60%) is less important than in the trainees and the training teachers' ratings (86% and 66% respectively). However, the percentage of the "weak" and the "very weak" performances is higher.

Competency 9: The trainee plans lessons that have communicative objectives and whose steps build towards meeting them.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	12	24	05	10	01	02
Good	33	66	27	54	21	42
Average	04	08	16	32	18	36
Weak	/	/	02	04	05	10
Very weak	/	/	/	/	01	02
No Answer	01	02	/	/	04	08
Total	50	100	50	100	50	100

Table 6.9.: Trainees', Training Teachers' and Supervisors' Rating of Competency 9

Nearly all the trainees (90%) believed they planned lessons that had communicative objectives and whose steps built towards meeting these objectives. It should be the case for all the lessons they presented during the practical training.

The majority of the trainees seem to have mastered this competency. However, the training teachers did not agree with what the trainees asserted about themselves. While the trainees mentioned that they were very good (12 students) and good (33 students) the training teachers considered that only five students were very good, and 27 students were good. The number of average students at this competency was multiplied by four which represented a high percentage compared to the trainees self-rating. Also, while no trainee considered she/he was weak, the training teachers reported that two of them were.

The percentage of the very good and good performances got lower in the supervisors' rating compared to the trainees' and the training teachers' ones. It is the highest percentage, but it does give an idea of the majority of the trainees. On the contrary, the "average", the "weak" and the "very weak" performances did get higher percentages than in the two other ratings.

Competency 10: The trainee chooses topics and tasks that allow pupils to develop skills in learning and communicating about themselves and their community, and about their country and the world.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	08	16	14	28	02	04
Good	30	60	15	30	20	40
Average	12	24	21	42	12	24
Weak	/	/	/	/	07	14
Very weak	/	/	/	/	09	18
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.10.: Trainees', Training Teachers' and Supervisors' Rating of Competency 10

The majority of the trainees (76%) rated themselves as either very good (16%) or good (60%). A quarter of the trainees rated themselves as average. All the trainees assumed, then, that they mastered this competency and were able to put it into practice when engaging with their pupils.

The number of very good performances stated by the training teachers at the level of this competency and the number of good ones represents the majority of the answers given (58%). However, the number of average students is considered as the most dominant (42%). No trainee was considered as weak. This rating does not match the rating stated by the trainees. The number of the good performances doubled, while the number of good ones

diminished by half. Most noticeable is the number of trainees average performances which increased in number and became the most dominant.

The very noticeable percentages in the supervisors' rating are the ones of the "weak" and the "very weak" performances because according to the other respondents there was none. We do understand the subjective response of the trainees when judging their performances, but the training teachers seem to show some social desirability because they have some responsibility in guiding the trainees' choice of the topics. The supervisors who seem detached from the trainees are more reliable in their ratings than the training teachers, then.

Competency 11: The trainee breaks down functions, structures and skills into smaller components in order to present realistic 'chunks' of the language (or material) for pupils to process.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	05	10	05	10	02	04
Good	13	26	24	48	13	26
Average	27	54	19	38	23	46
Weak	04	08	02	04	06	12
Very weak	/	/	/	/	05	10
No Answer	01	02	/	/	01	02
Total	50	100	50	100	50	100

Table 6.11.: Trainees', Training Teachers' and Supervisors' Rating of Competency 11

The majority of the trainees rated themselves as average. It means they were not confident enough about their mastery of this competency. The latter is what they have studied throughout the course in the subjects of TESD and MDD and put into practice during the training. This declaration does not support what they stated concerning competency 9 because the latter cannot take place adequately if functions, structures and skills that fulfill it are not broken down into smaller components to present realistic 'chunks' of the language (or material) for pupils to process.

According to the training teachers, the majority of the trainees were either very good (5/50) or good (24/50) at this competency which deals with the level of analysis in Bloom's taxonomy of thinking. They considered that nineteen trainees were average in performing that competency and two who were weak. The number of good performances at this competency stated by the training teachers does not correspond to the one the trainees themselves stated. The majority of the trainees declared they were average and did not expect such rating by their training teachers. This result can be explained either by hesitancy and lack of confidence on the part of the trainees or by social desirability on the part of the training teachers.

It seems that the training teachers leaned towards social desirability since the supervisors confirmed the trainees' rating. The highest percentage of the supervisors' ratings goes to those trainees who showed an average performance. However, the rates of the weak and the very weak performances according to the supervisors are the highest among the three categories of respondents (22% compared to 8% in the trainees' rating and 4% in the training teachers' rating).

Competency 12: The trainee supplements and adapts the textbook to plan activities related to pupils' interests, prior knowledge and experience.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	11	22	07	14	01	02
Good	25	50	19	38	24	48
Average	11	22	23	46	16	32
Weak	03	06	01	02	08	16
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	01	02
Total	50	100	50	100	50	100

Table 6.12.: Trainees', Training Teachers' and Supervisors' Rating of Competency 12

This competency is supposed to be developed in the subjects related to the professional training. We expected a higher percentage of the "very good" and "good" ratings. In the attitudes questionnaire, the evaluation of statement 13 option b demonstrated that a dominant majority of the trainees supported by three teachers agreed that the lessons they had at ENSC focus on practical skills they developed by the end of the course. These skills should help the trainees supplement and adapt the textbook(s) to plan activities related to pupils' interests, prior knowledge, and experience. In the trainees' rating of this competency, the majority of the respondents (72%) assumed they mastered it, and 22% were of average level. Only three trainees declared they were weak at it. We note that five out of the eight trainees who disagreed with that statement have changed their position or assumed

that they did develop mastery of this competency without any help from their teachers. (See attitudes towards the course at ENSC results for statement 13 option b.)

This competency also reflects the trainee's cognitive development regarding analysis and is supposed to be developed in two subjects related to the professional training at the ENSC namely MDD and TESD. According to the training teachers, most trainees (46%) were average at the performance of this competency. The number of the very good, good and weak trainees has diminished compared to the trainees' self-rating.

The supervisors, among which were two teachers responsible for coaching the trainees in this competency, gave a rating that meets the training teachers' on the percentage of trainees who were of "very good" and "good" level but differs on one of the weak performances (16% versus 2%). It shows that some of the trainees overestimated their competencies.

Competency 13: The trainee plans activities in which pupils use previously-studied language and skills and incorporate new language and skills.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	11	22	08	16	06	12
Good	26	52	26	52	28	56
Average	12	24	14	28	12	24
Weak	/	/	02	04	03	06
Very weak	01	02	/	/	01	02
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.13.: Trainees', Training Teachers' and Supervisors' Rating of Competency 13

The majority of the trainees declared they master this competency (22% very good and 52% good). This competency is also part of the training hey receive at both the ENSC and in the placement schools. Although the majority of the trainees mentioned their mastery of it, the percentage of those who assume they are average at that is not negligible.

The majority of the trainees mastered this competency (16% very good and 52% good) according to the training teachers. Two trainees were judged as weak compared to one very weak in the self-rating.

The supervisors did not differ on this competency with the trainees and the training teachers. They gave the same judgments except for the number of weak and very weak trainees in this competency which rose from 02% to 08%.

Competency 14: The trainee plans activities within each lesson in which pupils use the language freely without worrying about errors, so that they can focus on fluency and communication.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	04	08	02	04	/	/
Good	28	56	21	42	18	36
Average	13	26	23	46	17	34
Weak	04	08	04	08	07	14
Very weak	/	/	/	/	05	10
No Answer	01	02	/	/	03	06
Total	50	100	50	100	50	100

Table 6.14.: Trainees', Training Teachers' and Supervisors' Rating of Competency 14

The trainees seem confident about this competency an acceptable majority (62%) believes it was mastered. However, because this majority does not correlate with that in the rating of competency 9, we assumed that this is not the case in every lesson for every trainee. They would give as an excuse that lessons differ and that it depends on the content of each lesson that they planned activities. However, this does not explain why the content did not meet the objective.

The training teachers tended to view that the majority of the trainees had a good performance (04% very good and 42% good) as concerns this competency related to planning activities to develop the pupils' fluency. The same percentage was assigned to the category of trainees judged average (46%). Only four students were declared weak as did the trainees themselves.

The supervisors did not share the same view. According to them, the number of the good trainees was lower and contrary to the two other respondents the number of the "weak" and "very weak" trainees was more important (three times the number proposed).

Competency 15: The trainee stages the lessons so that what the pupil learns/practises in each step prepares for the next ones.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	11	22	07	14	01	02
Good	29	58	32	64	14	28
Average	10	20	11	22	21	42
Weak	/	/	/	/	10	20
Very weak	/	/	/	/	02	04
No Answer	/	/	/	/	02	04
Total	50	100	50	100	50	100

Table 6.15.: Trainees', Training Teachers' and Supervisors' Rating of Competency 15

All the trainees seemed aware of this competency since the majority rated themselves as either very good (22%) or good (58%). The 20% left are average. It shows that the trainees prepare their lessons in a cyclical way where their learners developed knowledge and competency gradually.

Most of the trainees mastered this competency according to their training teachers (14% in a very good way and 64% in a good one). The rest of the trainees were of average level (22%). It is not very different from the trainees declared when they self-judged their competencies. What is noticeable is the fact that no trainees proved to be weak neither on the training teachers' rating nor on that of the trainees.

The supervisor had an entirely different view and did not agree at all. They qualified only one trainee as "very good" and fourteen other trainees as "good" representing together

30% of the population which is very far from the percentages proposed by the trainees when rating themselves and what the training teachers declared. In fact, according to them, most trainees were average (42%). Also, what attracts the attention is the percentage of the "weak" trainees (20%) because when added to 02% considered as "very weak," this represents a quarter of the population who graduated as middle school teachers.

The ten competencies in this section were rated by the respondents to judge the level of the trainees during the practical training on how to plan lessons. The trainees were very confident about their mastery of these competencies, and they declared they said they were either "very good" or "good" with very high percentages except for competency 11 at which the majority of the trainees rated themselves as average. The training teachers agreed with the trainees in their ratings on the performances of six competencies and confirmed that the trainees were very good and good to a high level. They expressed a different opinion only on four competencies: 9, 10, 11, and12. The training teachers gave lower ratings for competencies 9 and 12 and considered that the trainees were mostly average or weak but for competencies 10 and 11, they have shown social desirability by considering that most trainees have mastered these two competencies and, consequently, did not agree with what the trainees asserted they were. The supervisors did not agree with both the trainees and the training teachers on the rating of six competencies. For competencies 6, 9, 10, 12, 14, and 15; they either gave lower ratings for the trainees who mastered them and focused on the average ones or were the only respondents who estimated that the trainees were weak. The supervisors did not show any social desirability because they were detached from the trainees and did not seem to show responsibility for their performance as the training teachers did. The supervisors agreed with the trainees and the training teachers as for competencies 7, 8, 11 and 13 sharing the same view on the different ratings.

6.2.3. Lesson Presentation Competencies

Twelve competencies related to the aspect of lesson presentation are grouped in this section and analyzed according to the training teachers rating of each of trainee. The twelve competencies as in the questionnaire are competencies 16 through 26.

Competency 16: The trainee selects and introduces activities and materials for language work that meet pupils' needs and interests.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	17	34	20	40	09	18
Good	27	54	25	50	12	24
Average	05	10	05	10	18	36
Weak	01	02	/	/	04	08
Very weak	/	/	/	/	01	02
No Answer	/	/	/	/	06	12
Total	50	100	50	100	50	100

Table 6.16.: Trainees', Training Teachers' and Supervisors' Rating of Competency 16

An important majority of the trainees (34% very good and 54% good) declared they mastered this competency. Five students stated they were average, and only one is weak at that. Therefore, we can consider that this competency is well master since the trainees incorporated activities and materials for language work that meet pupils' needs and interests. Similarly, competency 9 where the trainees planned communicative objectives has achieved this level.

It seems that the training teachers more than agreed with the trainees to the point that they gave a higher rate. According to them, 40% of the trainees were very good, and 50% were just good. The other 10% proved to be average in their selection and introduction of activities and materials for language work that met pupils' needs and interests.

Contrary to the training teachers who agreed with the trainees, the supervisors did not agree at all with both of them. Only 18% were "very good" and 24% were "good" according to them. It represents less than half the number of the trainees considered as such by the training teachers and the trainees themselves. The supervisors' rating lean towards finding the trainees as rather "average" (36%). Likewise, the number of weak and very weak trainees is higher than what the training teachers and the trainees proposed. To note, also, that two supervisors were undecided on six trainees and did not give any answer. We assume that the supervisors could not decide because they have not seen the trainees in practice which cannot be the case because they marked their performance, or they were not sure about it, and this also cannot be the case because this is a primordial competency.

Competency 17: The trainee introduces a variety of topics of interest to the pupils related to other cultures and international issues.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	09	18	03	06	07	14
Good	19	38	21	42	06	12
Average	19	38	22	44	21	42
Weak	02	04	04	08	09	18
Very weak	01	02	/	/	01	02
No Answer	/	/	/	/	06	12
Total	50	100	50	100	50	100

Table 6.17.: Trainees', Training Teachers' and Supervisors' Rating of Competency 17

Responses to this competency did not show high rates. There was a majority of trainees (18% who believe they are very good and 38% who assume they are good). Very noticeable is the percentage of those trainees who only rate themselves as average at this level. These results explain that they did not do so in all their lessons even if we know that such content is part of the content knowledge they receive at the ENSC.

The training teachers' rating was between considering the trainees as good performers of this competency (very good: 6% and good: 42%) and as average since they declared that 44% of the trainees performed in an average way. Four trainees were weak and did not reach the standards required.

The rating of the supervisors corresponds to that of the training teachers and the trainees' self-rating. The ratings did, however, conflict concerning the very good and good ones. The supervisors regarded that the number of "weak" trainees is higher than proposed by the other two groups of participants in the survey. It is twice the amount suggested by the training teachers and four times the number offered by the trainees. The same two teachers who were undecided about the rating of competency 16 concerning six trainees did the same thing for this competency and did not answer any of the options proposed for the same six trainees.

Competency 18: The trainee plans and uses activities that allow pupils to practise and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message).

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	12	24	09	18	/	/
Good	20	40	24	48	16	32
Average	17	34	13	26	19	38
Weak	01	02	04	08	06	12
Very weak	/	/	/	/	07	14
No Answer	/	/	/	/	02	04
Total	50	100	50	100	50	100

Table 6.18.: Trainees', Training Teachers' and Supervisors' Rating of Competency 18

There was a majority of trainees (64%) who expressed their mastery of this competency (very good: 24% and good 40%), but the number of trainees who judged they were average at that is noticeable and represent a third of the population (34%).

This competency is one of the core competencies the trainees must develop. It focuses on the principles of considering English as a tool which facilitates two-way communication with the world enabling the learners to make connections and communicate something about one's self, community, and country to others. Likewise, this competency helps develop communicative competence in English, which involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing). Since a third of the trainees believe they have not mastered it adequately, this leads us to say that that it was not well incorporated in their lessons and the principles of including meaningful activities and tasks that support and encourage learning to have active learners who would develop into successful learners were not satisfied. Trainees needed some help to develop this competency by both their training teachers and supervisors.

The training teachers declared that the majority of the trainees were of good performance (18% were very good while 48% were good) at this competency. This majority is not very different from what the trainees declared when rating themselves. The difference lies in the percentages of the average and the weak trainees at this competency 26% and 8% respectively. It got lower for the first and higher for the second.

The opinions of the supervisors seem to be the reverse of those of the trainees and the training teachers. They proposed quite the opposite of what the two other groups of respondents suggested. The number of "very good" trainees at this competency was none, and that of the good one is much lower than what was mentioned by the others. Nevertheless, the weak and the very weak trainees grew in number; and most noticeable is the number of

the weak trainees according to the supervisors who stated that seven trainees were while the training teachers and the trainees did not mention any.

Competency 19: The trainee contextualizes the activities and provides a communicative purpose for them.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	14	28	13	26	/	/
Good	15	30	19	38	12	24
Average	18	36	17	34	19	38
Weak	02	04	01	02	14	28
Very weak	01	02	/	/	02	04
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.19.: Trainees', Training Teachers' and Supervisors' Rating of Competency 19

The number of students who affirmed they have mastered this competency represents the majority (29/50). This majority (58% between very good and good) is not absolute. As was the case for the previous competencies, the number of trainees who consider themselves as average at this competency and those who stated they were weak or very weak is to be taken into consideration since all these trainees succeeded and got their degree.

This competency must be mastered by the teachers because it is of essential importance. To have meaningful activities and tasks that support and encourage learning, classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

The training teachers also agreed with the trainees in their self-rating because they stated nearly similar judgments except for the weak performers. According to them, only one trainee proved to be weak in showing mastery of this competency while two trainees declared they were weak and one considered herself/himself as very weak.

There is great disagreement between the trainees and the training teachers on one side and the supervisors on the other as concerns this competency. While the trainees declared that 28% were "very good" and the training teachers mentioned that 28% were, the supervisors did report none. The number of average trainees is the same, and that of "weak" and "very weak" trainee's performance got very high (28%) compared to 04% and 02% stated by the trainees and the training teachers respectively.

Competency 20: The trainee provides a balance of activities that focus sometimes on accuracy, sometimes on fluency.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	04	08	03	06	/	/
Good	21	42	18	36	06	12
Average	19	38	24	48	27	54
Weak	05	10	03	06	13	26
Very weak	01	02	/	/	01	02
No Answer	/	/	02	04	03	06
Total	50	100	50	100	50	100

Table 6.20.: Trainees', Training Teachers' and Supervisors' Rating of Competency 20

Half the number of the questioned trainees affirmed they do master this competency, and they could implement it during the practical training. However, the other half were either average (38%), weak (10%) or very weak (02%). Fulfilling this competency is important in the sense that one of the principles of CBA cannot be achieved without it.

This principle which focuses on learning as an active and evolving process recognizes that learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The results we obtained through the questionnaire were not satisfactory in the sense that the trainees were not competent enough to implement necessary competencies and fulfill hence the major principle of CBA.

The training teacher tended to consider that the trainees proved mostly to be average since the highest percentage (48%) was associated with that level of performance. The very good performance was shown only by three trainees while the good ones were 18/50 students. What is to be taken into consideration is the fact they declared that three students were weak in their performance of this competency while five trainees mentioned they were weak and even stated she/he was very weak.

The three groups of respondents agreed to some extent on the number of "average" trainees. However, the supervisors did not agree at all with the trainees and the training teachers on the number of "very good," "good," "weak" and "very weak" trainees on the performance of this competency. There were no good performances according to the supervisors. The good ones were much lower than what has been stated. However, the number of weak and very weak trainees was very high (26% compared to 10% and 6%).

Competency 21: The trainee sets tasks that allow the pupils to discover how the language works in its form, meaning and use and ensure that each is clear for the pupils.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	06	12	06	12	/	/
Good	27	54	27	54	12	24
Average	14	28	15	30	19	38
Weak	03	06	02	04	10	20
Very weak	/	/	/	/	06	12
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.21.: Trainees', Training Teachers' and Supervisors' Rating of Competency 21

A majority of the trainees (66%) were either very good (12%) or good (54%) in implementing this competency. This majority did not exclude the fact that a third of the number of the population of fourth-year students is not competent and could not fulfill it satisfactorily. They could not, hence, help the pupils in the placement schools where they had their practical training to become active learners because learners are successful in acquiring and retaining language when the topics meet their interests and needs and when they are active participants in their learning.

The training teachers and the trainees completely agreed on this competency; the same results obtained from the trainees' questionnaire were confirmed by the training

teachers except for the number of weak performances at this competency where three trainees mentioned they were weak while the teachers reported that only two were so.

It seems that there was some cooperation between the trainees and their training teachers who helped them set tasks that allow the pupils to discover how the language works in its form, meaning and use and ensure that each is clear for the pupils. The training teachers were always trying to provide their pupils with what is best for them and ensure they keep working at the same level they were working with them.

It is another competency on which the supervisors did not agree with the trainees and the training teachers. The supervisors considered that there were no very good trainees at this competency, and good ones represent only half the number mentioned by the other respondents. The supervisors viewed that 20% of the trainees showed weak performance which is three times and five times what has been stated by the trainees and the training teachers respectively. The supervisors also stated that 12% of the trainees were very weak while according to the trainees and the training teachers there were none to mention.

Competency 22: The trainee introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	16	32	12	24	/	/
Good	21	42	21	42	10	20
Average	11	22	15	30	25	50
Weak	02	04	02	04	09	18
Very weak	/	/	/	/	03	06
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.22.: Trainees', Training Teachers' and Supervisors' Rating of Competency 22

An acceptable majority (74%) affirmed its success in practicing this competency (very good: 32%, good: 42%). Knowing that the focus in teaching English as a foreign language in Algeria is primarily communicative all the teachers create contexts where it is taught with an emphasis on communicative meaning. However, some teachers are mostly test-minded and do introduce exercise that takes into consideration only structure to prepare their pupils for the examinations especially those preparing for the Final Examination of Middle School (the "Brevet d'Enseignement Moyen"). Knowing that all the trainees succeeded in the practical training which means that all of them were competent in the different competencies leads us to say that these results do not reflect the level of competency of these trainees.

It seems through the teacher training answers that some trainees overestimated themselves. The same percentages as in the trainees questionnaire were obtained except for the very good performance were the results were not the same. The training teachers stated that only 12 trainees were very good at this competency while sixteen trainees mentioned they were.

The supervisors' ratings show that not only the trainees overestimated themselves but the training teachers overestimated as well. According to them, no trainee was considered as "very good" while only 20% were "good." The majority of the trainees, they declared, were average and they thought 18% were "weak" and 06% were "very weak." These ratings contradict what had been stated before.

Competency 23: The trainee uses questioning effectively.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	11	22	11	22	/	/
Good	30	60	12	24	16	32
Average	07	14	23	46	22	44
Weak	/	/	03	06	09	18
Very weak	02	04	01	02	/	/
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.23.: Trainees', Training Teachers' and Supervisors' Rating of Competency 23

82 % of the respondents among trainees affirmed that (Very good: 22% and good: 60%). 14% were average, and 04% were very weak. This competency is the focus of all

teachers and is the most important in developing their lessons. Without it, contexts cannot be created very effectively.

According to the training teachers' answers, the trainees have overestimated themselves. Eleven students were very good, but only twelve (24%) proved to be good compared to the 60% as stated by the trainees. The number of those with an average performance is three times the number of what the trainees thought they were while the number of weak and very weak performances is double.

The trainees were not of that very good level as they rated themselves and were rated by their training teachers according to the supervisors who did not consider any of the trainees as "very good." They did not much differ from the other respondents on the number of average trainees, but the difference is very clear as concerns the good and the weak ones (32% versus 60% and 24% for the first option and 18% versus 0% and 06% for the second).

Competency 24: The trainee uses teaching aids and other resources appropriately.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	12	24	27	54	05	10
Good	24	48	19	38	21	42
Average	12	24	04	08	15	30
Weak	02	04	/	/	04	08
Very weak	/	/	/	/	02	04
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.24.: Trainees', Training Teachers' and Supervisors' Rating of Competency 24

The trainees affirmed that they used teaching aids and teaching resources appropriately with an acceptable majority. Teaching aids and resources are an important component in the presentation of lessons to facilitate learning by creating appropriate contexts and suiting the different learning styles to make the lesson clearer and easy to understand.

This time, the training teachers did not completely agree with the trainees. It seems that the trainees were modest in comparison with how their training teachers viewed their performance. According to the latter, there was no weak performance and nearly all the trainees were either very good (54%) or good (38%) only 08% of the trainees were of an average level of this competency.

The ratings according to the supervisors went much lower than what the trainees and the training teachers stated as concerns the "very good" the "good" level of the trainees at this competency. However, the number of average trainees is much higher than what the training teachers proposed who seem to have overestimated the trainees or who did not appear to share the same view with the supervisors on what this competency is about.

Competency 25: The trainee teaches pupils how to use language strategies to aid in their learning and communication.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	01	02	03	06	/	/
Good	15	30	27	54	06	12
Average	22	44	14	28	27	54
Weak	10	20	05	10	09	18
Very weak	01	02	01	02	05	10
No Answer	01	02	/	/	03	06
Total	50	100	50	100	50	100

Table 6.25.: Trainees', Training Teachers' and Supervisors' Rating of Competency 25

Only 32% (very good: 02% and good: 30%) of the trainees affirmed to be facilitators of learning. The other results show that 44% believed they were at an average level, 20% were weak, and 02% were very weak. This competency that demonstrates to what level the trainees were competent in supporting learning by taking a primarily facilitative role in the classroom in a learner-centered teaching environment proved to be of little success in the development of the trainees' competences in the practical training. They did not show, according to these results, to design and structure learning experiences with learner interests and needs in mind; guiding and monitoring their learning and assisting in contributing to their learning.

While most of the trainees mentioned they were only average at this competency, the training teachers had a different view. According to them, the majority of the trainees (60%)

were either "very good" (06%) or "good" (54%). This estimation is double the number of the trainees who think themselves they were. The other ratings diminished nearly by half except for the option of "very weak" where it was always about one trainee.

The supervisors confirmed in their ratings that the training teachers did not give the appropriate rating. Likewise, they did not agree with the trainees. The supervisors considered that none of the trainees was "very good" and very few ones were "good" (six trainees only). The number of average trainees is more important than the other options, and the weak and the very weak are noticeable.

Competency 26: The trainee uses effective techniques to build pupils' self-confidence (e.g. scaffolding, so pupils can succeed, using informal types of assessment that produce less anxiety, giving feedback to pupils on their work in an encouraging way; employing self-assessment and goal setting).

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	06	12	15	30	02	04
Good	28	56	18	36	19	38
Average	14	28	13	26	16	32
Weak	02	04	04	08	07	14
Very weak	/	/	/	/	06	12
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.26.: Trainees', Training Teachers' and Supervisors' Rating of Competency 26

Trainees have shown that they do take the affective factor the learners into consideration by giving interest to the mastery of this competency. 12% stated that they are very good at that, and 56% mentioned they are good. This percentage is very acceptable which shows that the trainees were aware of the affective development in the implementation of the competencies. However, having 32% of them affirming they were average (28%) and weak (04%) led us to question the final marks of these trainees in the practical training.

The training teachers were more optimistic than the trainees especially for those trainees with very good performances whose number has more than doubled. According to them, fifteen students proved to be "very good" and eighteen were "good" at this competency. The number of average students did not change while trainees with weak performances doubled from two trainees to four.

The number of the trainees who mastered this competency dealing with the affective aspect of the pupils does not represent the majority according to the supervisors. The latter declared that only 04% were "very good" and 38% were "good." These percentages are lower than what the trainees and the training teachers reported. The rates of the weak and the very weak trainees at the performance of this competency are noticeable and are higher than what has been declared by the trainees and the training teachers.

Twelve competencies related to the aspect of lesson presentation have been declared as mastered by the trainees except for competency 25 which they stated proved to be of little success in the practical training. The training teachers agreed with the trainees' ratings in all the competencies except for competencies 25 and 26. When they agreed it was either a complete agreement or a partial where they show that the trainees overestimated their mastery of the competence as for competencies 22 and 23 where the training teachers did give high ratings to the "very good" and "good" options. They did not agree for competencies

25 and 26 and were more optimistic than the trainees themselves by declaring the very good and the good level of the trainees. The ratings of these two options doubled compared to what the trainees stated in their self-rating and of course the score of the other options diminished. On the contrary, the supervisors' ratings did not match the trainees' and where it corresponded a little there was conflict on one or two options for being lower or higher than proposed by the other respondents.

6.2.4. Classroom Management Competencies

Nine Competencies were rated judging the mastery of classroom management: competency 27 through competency 35.

Competency 27: The trainee finds out the needs, interests, and language difficulties of the pupils.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	07	14	08	16	01	02
Good	25	50	22	44	15	30
Average	18	36	18	36	25	50
Weak	/	/	02	04	09	18
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.27.: Trainees', Training Teachers' and Supervisors' Rating of Competency 27

In managing their classroom, 64% of the trainees affirmed they are competent at that being facilitators of learning. However, 36% which is not negligible confirm they were only average at that which means that they did not prove to be very supportive in assisting learners by guiding and monitoring them in a learner-centred teaching environment.

There is an agreement between the training teachers and the trainees as concerns this competency. Nearly the same number of very good and good performances was registered, and the same number of trainees with an average performance was recorded. They mentioned two trainees with a weak performance during the training while no trainee declared she/he was.

The ratings for this competency according to the supervisors did not differ with those of lesson presentation. The very good and good options were very much lower than what the trainees and the training teachers who seemed to look for social desirability or self-convincing stated. The trainees (16/50) who mastered this competency represent approximately half the number proposed by the trainees and the training teachers (32 and 30 respectively). They stated that the majority of the trainees were average (50%), but the number of those they judged "weak" is very much higher than what the trainees and their training teachers thought (18% versus 0% and 04% respectively).

Competency 28: The trainee manages the class so pupils know what is expected from them (e.g., sharing the daily agenda and classroom rules, providing rubrics for pupils' performance, giving clear instructions appropriate to the level of the pupils and checking that they understand them).

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	08	16	05	10	01	02
Good	20	40	30	60	15	30
Average	22	44	14	28	19	38
Weak	/	/	01	02	11	22
Very weak	/	/	/	/	01	02
No Answer	/	/	/	/	03	06
Total	50	100	50	100	50	100

Table 6.28.: Trainees', Training Teachers' and Supervisors' Rating of Competency 28

56% (very good: 16% and good: 40%), a majority, of the trainees declared they fostered a supportive learning environment and effective classroom management. However, the 44% who were at an average level did not show total mastery of the competency. This percentage is significant in the sense that it represents nearly half of the population who graduated as Middle school teachers. If this is the case, we would say much is to be done at this level in both the theoretical and practical training.

The training teachers had a different opinion. According to them, 70% of the trainees managed the class, so pupils knew what we expected of them. 28% of them were at an average level, and 02% were weak. The one student considered as weak by his/her training teacher did not agree with this view since none of the trainees stated she/he was so.

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In their judgment of this competency, the supervisors went in an opposite direction to that of the trainees but mostly to that of the training teachers. While the number of trainees who mastered this competency is necessary according to the latter (70% of the trainees), it was much lower according to the supervisors (32%). However, the number of those who did not master it and are considered as weak or very weak at its performance was much higher according to the supervisors (24%) than to the trainees (0%) and the training teachers (02%).

Competency 29: The trainee gives sufficient instruction.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	11	22	10	20	02	04
Good	32	64	28	56	22	44
Average	07	14	09	18	16	32
Weak	/	/	03	06	05	10
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	05	10
Total	50	100	50	100	50	100

Table 6.29.: Trainees', Training Teachers' and Supervisors' Rating of Competency 29

A vast majority of the trainees (86%) declared they mastered this competency: 22% mentioned they were very good in giving sufficient instruction, and 64% stated they were good. It is comforting because this is very basic in classroom management; the learners need to receive appropriate guiding to know about their role and the degree of their involvement in the lesson. However, this should be done in a learner-centered environment where the

instructions are more to facilitate learning and guide the learners on what to do to achieve a particular competency.

The training teachers were not of the same opinion; the results were lower than those stated by their trainee concerning the number of very good and good trainees. Likewise, they declared that three trainees showed weak performance while these trainees did not consider they were.

If the training teacher gave lower ratings than the trainees, the supervisors did not also agree with the trainees and mentioned even lower ratings than both the trainees and the training teachers. Their judgment favored the average rating, and they declared five trainees as weak. These trainees did not recognize themselves as such, and the training teachers did not mention them.

Competency 30: The trainee organizes the pupils (using space, classroom furniture, time, etc.) to facilitate interaction so that the teacher is not the focus of the lesson.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	07	14	09	18	01	04
Good	26	52	27	54	17	34
Average	14	28	13	26	15	30
Weak	01	02	/	/	08	16
Very weak	02	04	01	02	08	16
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.30.: Trainees', Training Teachers' and Supervisors' Rating of Competency 30

Trainees who declared they played their role as facilitators of learning through organizing pupils as part of their classroom management represent the majority of the respondents among the trainees. This majority which is not very important stated that they facilitated interaction so that the teacher was not the focus of the lesson which should be entirely learner-centered. However, as was the case previously, the percentage of those trainees who considered themselves as average at that is worth mentioning because, in addition to those who were weak, this represents nearly a third of the population.

The training teachers almost agreed on this competency and were a little more optimistic than the trainees. They did not consider them as weak and those with very good performance according to them were more than what the trainees stated.

The supervisors did not agree with both the trainees and the training teachers. They declared that only 38% of the trainees mastered this competency. 30% were average and 32% between weak (16%) and very weak (16%). Together they represent two-thirds of the population who did not master this competency in the supervisors' opinion.

Competency 31: The trainee varies patterns of interaction (e.g. teacher eliciting from class, pair work, pupils presenting to class, pupils mingling) within the lesson to support the objectives of the class and the feeling/energy of the group.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	09	18	07	14	04	08
Good	26	52	27	54	22	44
Average	14	28	14	28	18	36
Weak	01	02	02	04	06	12
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.31.: Trainees', Training Teachers' and Supervisors' Rating of Competency 31

An acceptable number of trainees (35/50) showed a very good and good mastery of this competency dealing with classroom management and stated that they varied patterns of interaction to boost the group's feeling and energy.

The training teachers agreed with the trainees on the rating of this competency. They had nearly the same views, and the results did not much differ.

When the trainees and the training teachers agreed, the supervisors seemed to be different. The latter displayed lower ratings as concerns the trainees who showed mastery of this competency and higher scores as concerning those who were average or weak.

Competency 32: The trainee creates a friendly atmosphere (e.g. by using pupils' names, encouraging them, using positive reinforcement like praise and rewards, employing games to practise and review material).

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	20	40	27	54	17	34
Good	27	54	13	26	19	38
Average	03	06	10	20	09	18
Weak	/	/	/	/	05	10
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.32.: Trainees', Training Teachers' and Supervisors' Rating of Competency 32

Nearly all the trainees, a total of 94% including 40% who thought they were very good and 54% who assumed they were good, affirmed they fostered a supportive learning environment. They did so by creating a supportive and relaxed learning environment and by communicating warmth and respect for learners, encouraging them to participate and to develop self-confidence. It seems to be the competency the most mastered by the trainees since only three of them mentioned they were average in doing so.

On the whole, the training teachers seem to agree with the trainees. However, the percentages of every option were different from what the trainees stated. The percentage of the trainees with the very good performance was higher, and the one representing the good performances was very much lower. Likewise, the proportion of average performances was

three times greater than what the trainees declared. Like their trainees, the training teachers did not state any weak performance.

Two-thirds of the trainees did master this competency according to the supervisor who did not disagree but displayed lower ratings. The number of those who were weak was little but noticeable.

Competency 33: The trainee sets tasks that develop cooperative learning and encourage peer help and readiness to exchange with others.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	12	24	14	28	08	16
Good	24	48	14	28	21	42
Average	13	26	21	42	18	36
Weak	01	02	01	02	03	06
Very weak	/	/	/	/	/	/
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.33.: Trainees', Training Teachers' and Supervisors' Rating of Competency 33

Trainees who affirmed they mastered this competency represent the majority (72%: 24% very good and 48% good). According to them, the tasks they designed in the practical training encouraged the pupils to participate and work cooperatively. They would also help in developing a supportive learning environment and effective classroom management. However, the rest of the trainees (13 trainees stated they were average, and 01 mentioned she

was weak) did not seem to share the same feeling about their experience in teaching during the practical training.

The training teachers did not completely agree with their trainees on the performance of that competency. According to them, only 56% of the trainees master it. This small majority, compared to the trainees declarations, is divided into equal percentages between the very good ones (28%) and the good ones (28%). The number of average performances rose to a higher rate.

The supervisors on their part shared nearly the same opinions with small differences in number but which are not to be noted.

Competency 34: The trainee fosters group feeling (cooperation, respect, enjoyment, trust, etc.).

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	N	%	N	%	N	%
Very good	16	32	16	32	06	12
Good	24	48	20	40	25	50
Average	07	14	12	24	13	26
Weak	02	04	02	04	05	10
Very weak	/	/	/	/	/	/
No Answer	01	02	/	/	01	02
Total	50	100	50	100	50	100

Table 6.34.: Trainees', Training Teachers' and Supervisors' Rating of Competency 34

An important majority of the trainees (80%: 32% very good and 48% good)) show that they encouraged cooperation, respect, enjoyment and trust in the group by demonstrating

a positive impact on the learners' learning. This competency was demonstrated, according to them, through the creation of a supportive and relaxed learning environment, the incorporation of appropriate classroom management techniques and the communication of warmth and respect for learners.

The training teachers shared the same views as the trainees except for the number of good performances which were a little lower and the average ones which were higher as concerns this competency.

The majority of the trainees (62%: 12% very good and 50% good), according to the supervisor, mastered this competency, but this majority is not as important as that displayed by the trainees about themselves (80%) and by their training teachers (72%: 32% very good and 40% good). They mentioned three more weak trainees than the trainees and the training teachers did.

Competency 35: The trainee ensures that all the pupils find their involvement sufficiently challenging.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	10	20	06	12	01	02
Good	15	30	20	40	12	24
Average	22	44	20	40	25	50
Weak	02	04	04	08	07	14
Very weak	01	02	/	/	05	10
No Answer	/	/	/	/	/	/
Total	50	100	50	100	50	100

Table 6.35.: Trainees', Training Teachers' and Supervisors' Rating of Competency 35

In playing the role of the teacher as a facilitator of learning who designs and structures learning experiences with the learners' interests and needs in mind, only half the number of trainees declared they succeeded in providing that to their students in the practical training through the lessons they presented. Critical is the number of the trainees who viewed themselves as average in doing so. Likewise, three students were considering themselves as weak and very weak in this competency which means they have not developed it at all.

On the whole, the training teachers and the trainees agreed on the performances held in practical training as much as this competency is concerned. There are small differences in the percentages of every option, but these do not alter the general view.

The supervisors displayed the lowest rating for the trainees who mastered this competency (very good: 02% and good: 24%) and the highest for those who did not (weak: 14% and very weak: 10%). 50% of the population was at an average level in their opinion.

In judging the mastery of classroom management, the trainees declared that they mastered all the nine competencies from 27 through 35 with different ratings. On the whole, the training teachers agreed with the trainees on the performances held in the practical training for the competencies in this section, but the ratings stated varied from one competency to another. They did not agree on the mastery of two competencies: 28 and 29 in which the training teachers did not share the same opinion as the trainees. For competency 28 rating, they had high scores and for competency 29 they had low ones. The supervisors' ratings of the fourth section competencies were not different from those in the previous sections. When the supervisors did not disagree, their scores did not match those of the trainees' and the training teachers' and were lower for the "very good" and "good" options and higher for the "weak" and "very weak" ones.

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6.2.5. Assessment Competencies

In this section, we examine the ratings of competencies 36, 37, 38, 39 and 40 which concern the aspect of assessment and how it is dealt with by the trainees according to the three categories of participants in the practical training.

Competency 36: The trainee plans and uses assessment activities that assess not only what the pupils know about language, but also what the pupils are able to do as speakers, listeners, readers and writers.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	04	08	08	16	/	/
Good	18	36	14	28	11	22
Average	22	44	24	48	23	46
Weak	04	08	04	08	11	22
Very weak	/	/	/	/	05	10
No Answer	02	04	/	/	/	/
Total	50	100	50	100	50	100

Table 6.36.: Trainees', Training Teachers' and Supervisors' Rating of Competency 36

The highest number of trainees (44%) rated themselves as average at this competency. 42% mentioned they mastered that competency. They were either very good (08%) or good (36%). Four students declared they were weak, and two others did not answer. This competency addresses the linguistic competencies learned in class. It is about knowing the language and using it through the development of the four language skills. Nearly half the trainees stated they were average which means that they either focused on one or the other

aspect or might give importance to none of them. We have noticed that the trainees followed the content of the textbook without putting into practice what they have discovered through book analysis in the subjects they had at the ENSC.

The training teachers and the trainees seemed to agree on this competency since nearly the same percentages were obtained with slight variances.

The supervisors agreed with the two other categories of participants in the training on the number of average trainees (23 compared to 22 and 24) but did not agree on the number of those who mastered the competency (11 versus 22 for the others) and those who did not (16 versus 04). Hence, the number of those who mastered the competency is only half the number and those who did not master it four times the number.

Competency 37: The trainee regularly assesses pupils' learning using a variety of assessment activities including more informal activities (e.g. monitoring during activities and peer/self-assessment) and more formal ones (e.g. tests, presentations and projects).

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	03	06	02	04	/	/
Good	20	40	16	32	12	24
Average	22	44	30	60	20	40
Weak	02	04	02	04	17	34
Very weak	01	02	/	/	01	02
No Answer	02	04	/	/	/	/
Total	50	100	50	100	50	100

Table 6.37.: Trainees', Training Teachers' and Supervisors' Rating of Competency 37

The trainees expressed the same attitude as for the previous competency. 44% stated they were average. However, 46% declared they were either very good (06%) or good (40%). It shows that not all the trainees master the various forms of ongoing or regular assessment. They may have adopted one of these forms, but they did not deal with all of them during their training which is limiting, or they unconsciously did which is also limiting.

The highest percentage goes to the average performances (60%) according to the training teachers. This rate is higher than the one stated by the trainees. The other percentages of course diminished but not very significantly.

The supervisors gave the lowest rating as concerns the very good and the good trainees (0% and 24%). As concerns the average ones, they did not much differ from what the trainees stated (40% compared to 44%) but did not agree with the training teachers (60%). As for the other competencies, the supervisors displayed the highest ratings concerning the trainees who did not master this competency. In their opinion, 18/50 trainees did not master this competency. It is six times the number the trainees stated and nine times the number displayed by the training teachers.

Competency 38: The trainee gives appropriate feedback to the pupils.

	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
Scale	**N**	**%**	**N**	**%**	**N**	**%**
Very good	15	30	12	24	02	04
Good	29	58	25	50	20	40
Average	03	06	11	22	17	34
Weak	01	02	02	04	10	20
Very weak	/	/	/	/	/	/
No Answer	02	04	/	/	01	02
Total	50	100	50	100	50	100

Table 6.38.: Trainees', Training Teachers' and Supervisors' Rating of Competency 38

The majority of the trainees (88%: very good (30%) and good (58%)) stated they gave appropriate feedback to the pupils during their practical training by reviewing their learning. It is encouraging in the sense that the trainees were showing their awareness of formative assessment. The feedback they provided needed to be checked in the training copybooks reviewed according to the other trainees in the group comments and the training teacher's advice and feedback.

Even if the training teachers stated that the majority of the trainees did master this competency as the latter did for themselves, the percentages for the "very good" and the "good" performances diminished. However, we noticed that the percentage of the average ones had increased significantly; nearly three times the number of trainees who declared they were of that level.

The supervisors gave lower ratings than what the training teachers stated on the "very good" and the "good" performances. They declared that only 44% (very good: 04% and good: 40%) mastered this competency compared to the 80% displayed by the trainees who seem to have overrated their competency. The supervisors mentioned that 34% were average (compared to 6% stated by the trainees), and 20% showed weak performances (compared to 02% reported by the trainees and 04% by the training teachers).

Competency 39: The trainee gives pupils opportunities to recognize errors and figure out for themselves how to correct them.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	13	26	04	08	01	02
Good	21	42	17	34	15	30
Average	14	28	18	36	21	42
Weak	01	02	11	22	12	24
Very weak	/	/	/	/	01	02
No Answer	01	02	/	/	/	/
Total	50	100	50	100	50	100

Table 6.39.: Trainees', Training Teachers' and Supervisors' Rating of Competency 39

This competency is related the previous one. However, the rating we have differs. 68% were either very good (26%) or good (42%) compared with the 88% for competency 38. It shows that the feedback provided was all the time about giving opportunities to make the pupils recognize and figure out errors by themselves.

If the trainees were very confident about this competency since the majority declared they mastered it, this was not the case for the training teachers who mentioned that only four trainees were very good compared to thirteen in the trainees answers and seventeen students were good compared to twenty-one. Most noticeable is the number of the student with weak performances. This number increased very significantly. Only one trainee declared she/he was weak while they were eleven trainees in the training teachers' opinion.

The supervisors agreed more with the training teachers than with the trainees. Only 32% of the population showed mastery of this competency. 42% were average displaying the highest percentage of average ratings. Similarly, 26% according to them did not master the competency (weak: 24% and very weak: 02%); a little higher than what the training teachers mentioned (22%) but very much higher than what the trainees recognized (02%).

Competency 40: The trainee teaches pupils to assess themselves and their peers so that they are aware of their progress.

Scale	Trainee's Self-rating		Training Teachers' Rating		Supervisors' Rating	
	N	%	N	%	N	%
Very good	03	06	04	08	/	/
Good	19	38	17	34	12	24
Average	22	44	18	36	18	36
Weak	03	06	11	22	16	32
Very weak	01	02	/	/	04	08
No Answer	02	04	/	/	/	/
Total	50	100	50	100	50	100

Table 6.40.: Trainees', Training Teachers' and Supervisors' Rating of Competency 40

The trainees did not seem to give importance to self-assessment, or they might not know how to practice it. 44% (very good: 06% and good: 38%) of the trainees declared they mastered this competency; so they put it into practice while 44% stated they were average at that. They may have practiced it and did not succeed, or they practiced it and were not very successful in implementing it. Likewise, four students mentioned they were weak at this competency, and this means they do not master it so it would be very likely they did not venture to use it in the classroom.

The training teachers' views as concerns the every good and good performance in this competency are not much different from those of the trainees. However, they differ as concerns the average and the weak ones. This difference is very significant, especially for the weak cases.

This competency is the one at which the supervisors rated the trainees as being the weakest. 40% of the population did not master it (32% weak and 08% very weak). Only 24% of the trainees have shown they were good, and 36% were of average level. These ratings conflict significantly with the ones displayed in the trainees' self-rating and the training teachers' rating.

Examining how the assessment was dealt with by the trainees according to the three categories of participants in the practical training. The trainees did not show the same confidence in declaring mastery of the competencies. They rather mentioned that they had average performances. It was the case in competencies 36, 37 and 40. The training teachers and the supervisors stated the same opinion. For competencies 38 and 39, the trainees declared that they had truly mastered them but the training teachers and the supervisors who confirmed that gave were less affirmative and mentioned lower ratings in the number of those mastered these competencies.

6.3. Overall Results

On the whole, the three categories of respondents, the trainees, the training teachers and the supervisors, had views which correlated at times and which were opposite at others. The trainees and the training teachers seemed to agree mostly with their rating while the supervisors had a different opinion.

The trainees have declared that they mastered the majority of the competencies. They exhibited through their declarations very high confidence on the level of their mastery of the forty competencies in the questionnaire and rated the options of "very good" and "good" with relatively high percentages. Through their statements, there seems that the trainees were seeking to show social desirability and demonstrate their competence to run a class in their future career as teachers. The training teachers who coached the trainees and were firmly responsible for their practical training have agreed with the trainees on the mastery of most of the competencies. Showing, also, social desirability, they have even given higher ratings than the trainees and wanted to prove that their coaching was fruitful, the trainees learned and therefore; they deserve their position and role of training teacher.

In most cases, however, the supervisors who were detached from the trainees and the training teachers did not agree with these two categories of respondents. They tend to have negative attitudes on the training leaning towards rating the trainees as average or as weak more than rating them as very good and good. These attitudes are due to the fact that most of the supervisors did not teach methodology subjects, were not teachers in the National Education and did not receive any training as concerns teacher training or supervision. This situation did not permit them to fully play their role as collaborators. To confirm our observation and analyze the variance we need to administrate a statistical test.

Conclusion

The exploration of the attitudes of the trainees, the training teachers and the supervisors about the teaching competencies the trainees acquired as a result of their training at the ENSC helped us decide on the respondents' awareness of the competencies and the level of their acquisition by the trainees during their practical training in the placement schools. The forty competencies, divided into five categories, were presented, analyzed and compared to draw conclusions about the respondents' attitudes towards the aptitude of pre-service teachers to carry out their future profession. While most of the trainees and their training teachers seemed somewhat satisfied with the trainees' performance, the supervisors at the ENSC provided lower rates in most of the competencies.

Such inconsistencies might be explained either by the degree of personal attachment to the training or by the absence of clear standards that would assure a common conception of the teaching competencies. It will not only be possible to determine the validity of these attitudes after an objective analysis of such competencies based on actual performance of trainees in real teaching tasks. It will be the object of the next chapter which will be concerned with measuring some of these competencies by analyzing the trainees' training copybooks.

Chapter Seven

The Trainees' Performance in the Lesson Planning and Lesson Presentation Competencies

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Chapter Seven

The Trainees' Performance

in the Lesson Planning and Lesson Presentation Competencies

Introduction

After analyzing the trainees' attitudes about their acquired competencies and the attitudes of their supervisors and training teachers, we need to examine the outcome of training at the ENS by reviewing the trainees' actual teaching competencies: lesson planning and lesson presentation. The analysis of fifty lesson plans extracted from the trainees' training copybooks served this purpose by rating twenty-one competencies as they appear in the trainees' lesson plans using the same five-point scale we have used in analyzing the teaching competencies questionnaires. The results are, first, analysed qualitatively. Then, a correlational study is conducted between the performance of the examined teaching competencies and the different attitudes demonstrated by the trainees, the training teachers and the supervisors about these competencies during the practical training. The findings of the statistical test are discussed to check whether or not their attitudes about the acquired competencies match the level demonstrated in the trainees' lesson plan.

7.1. Description of the Procedure of the Full-time Training Phase Lessons' Analysis

Believing that the trainees would develop competencies during the practical training or "stage", a period during which they would put into practice the theory and the knowledge they received at the ENSC, this part of their education is conducted in different placement schools. The trainees practice under the supervision of the training teacher (Middle School teacher) and a supervisor (teacher at the ENSC). The belief goes on that, during the practical training, the trainees would progressively understand the functioning of the institution,

discover the class and its management, implement the techniques, methods, teaching devices; and apply the knowledge acquired at the ENS. The school placement is practiced in three phases. The trainees only observe the training teacher at work one half-day every week during the first phase (observation phase). Then, they take part in presenting some lessons in collaboration with the training teacher or other trainees every week (partial training period). Last, they take in charge a class for a whole session and present entire lessons individually in the third phase (full-time training phase) which lasts two weeks. The lessons we chose to analyze are the last lessons the fifty trainees gave in this phase (see Appendix G).

7.1.1. Collecting the Lessons

During the full-time training, the trainees are present every day in the placement school. They are required to implement full lessons. The lessons they gave and the ones observed are then reported in their training copybooks with the comments made by both the training teacher and the supervisor. We asked the students at the ENS for permission to have a copy of their training copybooks after they finished their full-time training and gave them to their supervisor to mark them. We explained to the students that we would analyze their training copybooks for research purposes without telling them about the purpose of the study.

We could gather fifty training copybooks. The trainees who submitted their copybooks to us have answered both the questionnaire on the trainees' attitudes towards the course at the ENSC and the questionnaire on self-rating their competencies in teaching during the practical training. To save time in analyzing all the copybooks and to give them back to their owners in a short time we had to make a copy of each copybook by scanning all the copybooks and save a copy for the analysis stage. After that, we sorted out the copybooks according to the fourteen groups the trainees belonged. Every group was supervised by a training teacher at the placement school and a supervisor from the ENSC. We studied the

different copybooks and decided to analyze the last lesson presented by every trainee considering that this lesson is the outcome of the training. After the observation phase where the trainees observed the training teacher performing and then the alternate phase in which they took part in presenting parts of the lesson; in the full-time phase, the trainees were in charge of delivering a whole lesson and taking the pupils in charge for one full session. After every lesson, they received feedback from the training teacher and the trainees in the same group and sometimes from the supervisor when the latter visited them. Therefore, we considered that after all the lessons they presented and the feedback they received, the last lesson would the best one that would show their development of the competencies required of a competent teacher to judge whether they fit the role or not.

7.1.2. Analysis of the Lessons

The analysis of the content of the fifty lessons we selected was based on twenty-one competencies. These twenty-one competencies are part of two sections of the evaluation grid we designed namely "Section Two: Lesson Planning Competencies" and "Section Three: Lesson Presentation Competencies". Since we could not attend the practical training, it was not possible for us to investigate the competencies in the sections on teaching methodology, classroom management, and assessment. The competencies in these three sections needed to be observed in class and required our presence. Therefore, we chose to work only on sections two and three because the competencies in these two sections can be investigated through the lesson plans the students prepared and the observations and comments provided by their peers and their training teachers.

The aim of this analysis is first to examine to what extent the competencies concerning lesson planning and lesson presentation were fulfilled by the trainees in their lessons to decide whether they are fit for the role we expected them to perform. After that, we would compare the results with the self-rating and the evaluation the trainees made for

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themselves and the evaluation the training teacher and the supervisors from the ENSC have given on the trainees' performance. The comparison helped us to decide whether the trainees are fit for the role they were expected to perform in their classes in the future. We checked if they have shown mastery of the competencies adapted from the Teacher Competency Framework developed by World Learning / School of International Training experts together with members of the "Groupe Spécialiste en Didactique" (GSD-Anglais) and a pilot group of English inspectors in Algeria.

We noticed that the lesson plans the trainees put in their training copybooks were following different patterns and did not obey to the model proposed by the ENSC. Every group of trainees who was assigned to a placement school had a different plan from the other trainees depending on his/her training teacher's organization of the lesson plan. The various lesson plans were evaluated competency by competency. We first analyzed every lesson plan looking for the twenty-one competencies related to lesson planning and lesson presentation. These are the only competencies we can measure through our analysis of the training copybooks and because the trainees were expected to implement these competencies in their lessons as an outcome of their training during the full-time training phase. Our analysis was guided by the Algerian English Framework (AEF). The AEF is a comprehensive, general description of the expected level of attainment of each of the competencies for each grade level and across grade levels in learning English at the Middle School Education (MS) and the Secondary School Education (SE) in the Algerian school system. After that, we measured the degree of achievement of every competency to compare it with the ratings gathered before.

7.2. The Trainees' Level of Performance in the Full-time Training Phase Lesson Planning and Lesson Presentation Competencies

The competencies we explored in these two sections are related to how the trainees organized their lesson plans regarding objectives and content organization, the types of learning and teaching activities, the learners' roles, the teacher's roles and the role of instructional materials. This model is very typical of Richards and Rodgers' (2001) "design" in the model of the method they proposed. We also investigated their procedures of how they would conduct their lessons and the techniques they used. We chose to examine these two aspects in order to find out whether the trainees were presenting lessons which are in harmony with the approach stated by the Ministry of National Education and that their training was to the point.

7.2.1. Lesson Planning Competencies

Competency 6: The trainee has clear aims and objectives for her/his lessons.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	06	12
Average	26	52
Weak	17	34
Very weak	01	02
Total	50	100

Table 7.1.: Trainees' Level of Performance of Competency 6

The lessons the trainees planned to teach in their full training have shown that only 12% of the trainees have clear aims and objectives for the lessons they prepared and presented. They wrote examples as "By the end of the lesson, fourth years pupils will be able to write an e-mail to a friend telling him/her about their summer holidays using expressions that indicate certainty and uncertainty" (S48). Such an objective reflects the spirit of CBA where the pupils construct knowledge, and the different components of competency are taken into consideration. However, the objectives which were dominant in the lessons plans we analyzed were functional, which expresses the trainees' tendency to reflect Communicative Language Teaching more than CBA. Very rare were the trainees who mentioned "competency" as a heading in their lesson plans. The recurring titles were "function" which is sometimes confused with "learning objective", and "communicative objective" which most of the time was mentioned as "objective" only or was taken for the "learning objective." The trainees mentioned for example "by the end of the lesson, PPs will be able to ask and answer questions talking about the weather" (S8), or "by the end of the lesson, I expect my learners to be able to make choices using which one /ones" (S28). The majority of the trainees (64%) have mentioned similar examples. Their performances were considered as average. A third of the population was weak in providing clear aims and objectives for their lessons. For example, S43 wrote: "Identify the present perfect using adverbs of time." S40 mentioned as a learning objective "Recycling must/mustn't- classifying food-identifying which one/which one." One of S23 lesson objectives was: "By the end of the lesson, learners will be able to distinguish between the simple past and past continuous". These objectives did not express the rationale from the lessons because what mattered for the trainees was the content of the lessons and the activities they prepared. One trainee (S36) did not mention any objective and was considered as very weak since his lesson consisted only of asking the pupils to do activities from the textbook.

Therefore, in the majority of the lessons, the objectives were neither in harmony with the curriculum nor the approach the trainees were supposed to use and implement to develop the pupils' competencies. It seemed that the trainees were still following the same old practices most teachers apply which consist of stating an objective and try to achieve it. The same pedagogy by objectives implemented at the ENSC was taking place at the middle schools, and the trainees were putting into practice what their training teachers and supervisor advised them to do.

Competency 7: The trainee plans lessons that are interconnected as a series to build towards short term goals and long term competencies.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	06	12
Average	29	58
Weak	14	28
Very weak	01	02
Total	50	100

Table 7.2.: Trainees' Level of Performance of Competency 7

Since the trainees did not show any awareness of the development of competencies in their lesson plans, their lessons were not interconnected as a series to build competencies. They seemed to be concerned only by the lessons they had to present without focusing on the steps the learners must go through to reach a particular competence. Only 12% of the trainees (6/50) were good at achieving a good performance, especially when taking in charge 4MS

classes where the pupils have to produce paragraph, dialogues or conversations. The lessons some trainees presented on developing biographies MS4 and the ones on describing the weather MS1 are good examples of that. 58% were average. 30% (15 students) were weak and very weak. An example to illustrate this fact is what S27 presented in her lesson plan. Her objective was that the pupils would be able to name kitchen utensils. The lesson consisted of showing pictures of different tools and making the pupils call them one by one repeating after the teacher. Trainees who performed likewise represent nearly one-third of the population who graduated as middle school teachers. This population is going to encounter difficulties in implementing CBA and working to build the pupils' competencies.

Competency 8: The trainee plans lessons so that pupils have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	12	24
Average	20	40
Weak	18	36
Very weak	00	00
Total	50	100

Table 7.3.: Trainees' Level of Performance of Competency 8

The trainees' performances of Competency 8 proved to be better than the previous ones. Almost a quarter of the population (24%) was good. They always introduced elements

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of some previous lessons in their warm-up as revision or as an introduction to the teaching which was the case of S26 lesson plan. However, the percentage of weak performances was still worth mentioning (36%). This result confirms the previous comment on competency 7 where we said that the trainees seemed to be concerned only by the lessons they had to present. Their plans reflected neither the vertical view nor the horizontal one. In the vertical view, the pupils develop competencies recognized concerning learning targets expressed regarding what the learner can do by the end of the year. In the horizontal view, the pupils are expected to progress through each of the competencies over the course of the years of English instruction at Middle School. The competence for each year articulates with the previous year by building on and expanding what has been attained in that year. In the lessons presented for MS4 pupils, we have not much viewed that progress. Likewise, the trainees did not refer to that progress at all. We can cite some examples like the one by S36, who focused on the content of five activities in the textbook simultaneously without reviewing past knowledge. S21 and S22 performed in a similar way, since they belonged to the same group, and have emphasized, in their lesson, the content of the lesson without attracting the pupils to previous knowledge that could help them prepare for the activities proposed.

Competency 9: The trainee plans lessons that have communicative objectives and whose steps build towards meeting them.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	02	04
Good	06	12
Average	11	22
Weak	26	52
Very weak	05	10
Total	50	100

Table 7.4.: Trainees' Level of Performance of Competency 9

Though building communicative objectives is one component of CBA to develop the pupils' competencies whether they are interactive, interpretive or linguistic, the majority of the trainees did not succeed to plan lessons that have communicative objectives. Most of the lessons we analyzed had structural rather than communicative objectives. Besides, those lessons where the trainees mentioned a communicative objective did not prove to have steps that build towards meeting the stated objective. They were mostly working on developing skills or learning strategies. This matter does not go in contradiction with the spirit of the approach but shows the trainees' unconsciousness about their relation to it and consequently their weak performance at the level of this competency which attained 62%. S17 lesson plan is an excellent example to illustrate that weakness. Not working to achieve the communicative objective of the lesson, S17 switched from one activity to another focusing only on the content of the activities which do not lead to the achievement of the final objective which is to name and talk about ones' preferred future job. Eleven trainees

representing 11% of the population were average and could perform better if they received the accurate feedback. Two trainees proved to be very good, and six were good. S48 and S34 have shown that competency in their lessons designed for MS4 pupils for S48 and MS3 for S34. In addition to the well expressed communicative objectives, the steps they proposed in their lesson plan are much related and work to achieve the objectives in a smooth manner.

Competency 10: The trainee chooses topics and tasks that allow pupils to develop skills in learning and communicating about themselves and their community, and about their country and the world.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	02	04
Good	04	08
Average	05	10
Weak	16	32
Very weak	23	46
Total	50	100

Table 7.5.: Trainees' Level of Performance of Competency 10

The activities the trainees designed were mostly focused on the structural aspect of language. They were engaged in usage more than in use. The topics the trainees proposed if they were not selected from the textbook were not to develop skills in learning and were not to focus on communicating about themselves and their community and rarely suggested topics related to the country and the world. The topics the trainees proposed were of general order like describing the weather, narrating stories, food, animals and rare were the trainees

who associated these issues with the country or other places in the world. We notice that only 12% (always six) of the trainees succeeded in fulfilling this competency among which S49 who introduced a famous figure Gandhi with the aim of helping the pupils write his biography using different writing strategies and S50 who helped the pupils write emails describing their future plans. The vast majority were either "weak" (32%) or "very weak" (46%). Their lessons were focusing on the structure without any consideration to communicating about themselves and their community, and about their country and the world.

Competency 11: The trainee breaks down functions, structures and skills into smaller components in order to present realistic 'chunks' of the language (or material) for pupils to process.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	00	00
Average	30	60
Weak	18	36
Very weak	02	04
Total	50	100

Table 7.6.: Trainees' Level of Performance of Competency 11

As concerns this competency, we noticed that the majority of the students succeeded in identifying the functions, the structures, and the skills. They could break them into smaller components. However, they did not present realistic chunks to the language to show how

native speakers engage in conversations or what they use correctly to communicate in different situations. Most topics were schoolish and did not reflect native-like daily life. We cannot blame the trainees on that since they do not know, nor their training teachers know about that because they were nor initiated to it. Consequently, the majority of the trainees (60%) were considered as average despite the fact they could break the functions, the structures, and the skills into smaller components because their lessons lacked the aspect of language use and did not help the pupils learn the language to communicate in real life situations. A considerable number of trainees were "weak" (36%) or "very weak" (04%) since they did not show mastery of the competency. S34, as an illustration, presented a lesson whose objective was to be able to solve riddles and fill in the gaps after listening to a song. The content of the lesson took neither functions nor structures and nor skills into consideration. During the training phase, the trainee allowed herself to present a recreational lesson where she did not teach anything and did not learn anything as well.

Competency 12: The trainee supplements and adapts the textbook to plan activities related to pupils' interests, prior knowledge and experience.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	10	20
Average	12	24
Weak	24	48
Very weak	04	08
Total	50	100

Table 7.7.: Trainees' Level of Performance of Competency 12

From the lesson we analyzed, we could observe that most of the students used the activities in the textbook as they are mentioning the instruction "T asks to do activity X page Y." Some trainees proposed their activities thinking the ones recommended by the textbook writers are not interesting or are beyond their pupils' level. It is what the trainees mentioned in the lessons we observed at the ENSC. They always put the blame on the textbook writers when they do not get the rationale from an activity in the manual and prefer to replace it by another more schoolish one making them deviate from the intended purpose, function, or learning a skill. S1 proposed a personal activity, but it was not successful in meeting the objective and was not very communicative. Most of the activities they offered were not related to the knowledge the pupils acquired in the previous years. S27 illustrated that by showing pictures of different utensils and proceeding in a very traditional way asking MS2 pupils to repeat the name of each after him. The majority of the trainees were weak (48%) or very weak (08%) and did not prove good at doing so. S36 and S37, who belonged to the same group, worked in two opposite ways. S36 followed the activities in the textbook slavishly and S37 proposed her content but in a very traditional way similar to the content and techniques used in the Grammar Translation Method. 20% of them succeeded, however, in proposing something different than the textbook like S13 and S15, who submitted their posters to be used as a reference to write a description of an animal by the pupils.

Competency 13: The trainee plans activities in which pupils use previously-studied language and skills and incorporate new language and skills.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	08	16
Average	31	62
Weak	10	20
Very weak	01	02
Total	50	100

Table 7.8.: Trainees' Level of Performance of Competency 13

We noticed that the majority of the trainees (62%) incorporated new language and skills, but they did not emphasize the previously-studied ones. Only 16% of them did and showed their awareness of the spiral development which is characteristic of the horizontal view of the Algerian English Framework. S33 is a good example of this category. In her lesson plan, she took into consideration the previously studied language like numbers and verbs of action and already introduced functions as telling time to present someone's daily activities. 22% of the trainees did not show any mastery of the competency like S7 in her lesson on reporting and narrating past events. One student (S27) presented a very weak lesson concerning content and skills development.

Competency 14: The trainee plans activities within each lesson in which pupils use the language freely without worrying about errors, so that they can focus on fluency and communication.

	Trainee's Level of Performance	
Scale	N	%
Very good	00	00
Good	09	18
Average	34	68
Weak	07	14
Very weak	00	00
Total	50	100

Table 7.9.: Trainees' Level of Performance of Competency 14

The trainees planned activities in which pupils used the language freely without worrying about errors, but these activities did not focus on fluency and communication. Most of the activities were structure-based and developed accuracy more than fluency. This matter was the case of the majority of the trainees representing 68% of the population. S19 is representative of this category. Her objective is to be able to skim and scan for information, reading for the gist and reading for details. She worked on the format of an article, the headlines. Then, she directed the pupils to look for the tense used in the headings and the tense of the excerpts to focus on structure and the format of the article. Another example is by S30, who set in one of her lessons the objective was to report a tragic event. She set that writing that the pupils would be able to write a text starting from given points, narrating a text. All that S30 did was to give clues to the pupils providing them with a chart containing

information on an accident and asked them to write a newspaper article. Nine trainees were satisfied and performed the competency in a right way. S20 performance was rated as good and shows the degree of importance given to both fluency and communication. Seven trainees were "weak" and did not grasp the objective to be attained which is to develop communication abilities. S32 is an example of these trainees. Though she mentioned in her objective that the pupils would talk about past actions in progress and distinguish between the weak and the strong form of "was" and "were," the content of her lesson did not show where the pupils did so.

Competency 15: The trainee stages the lessons so that what the pupil learns/practises in each step prepares for the next ones.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	01	02
Good	15	30
Average	16	32
Weak	15	30
Very weak	03	06
Total	50	100

Table 7.10.: Trainees' Level of Performance of Competency 15

The trainees were divided equally for this competency. 32% of them showed a very good (one trainee) or good (15 trainees) level of performance. S34 is the best example. She divided her lesson into three steps; each of them prepares the pupils for the next. She started with a class discussion. Then, she moved to brainstorming about the topic to prepare the

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pupils for the writing phase. After they had finished writing their articles, they read their articles to their classmates and received feedback from the trainee. 32% had an average level, and 36% were between "weak" (30%) and "very weak" (06%). Most of the lessons were following the pattern "warm up -presentation- evaluation." However, not all of them showed a link between these stages.

7.2.2. Lesson Presentation Competencies

Competency 16: The trainee selects and introduces activities and materials for language work that meet pupils' needs and interests.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	07	14
Average	28	56
Weak	15	30
Very weak	00	00
Total	50	100

Table 7.11.: Trainees' Level of Performance of Competency 16

While 14% of the trainees succeeded in selecting and introducing activities and materials for language work that meets pupils' needs and interests, 56% of them were only average at doing so. We considered they were average because if the activities met the pupils' needs they were not attractive and vice versa. S41 has presented a lesson that fulfills the pupils' needs in identifying the foods that preserve good health. This topic is also interesting. However, the type of activities introduced by the trainee was structure based and made that

the lesson lost its interesting part which is interacting with the pupils and getting information from them. 15 students representing nearly one-third of the population were weak in their selections and proposed activities which neither interested the pupils nor satisfied their needs.

Competency 17: The trainee introduces a variety of topics of interest to the pupils related to other cultures and international issues.

Scale	Trainee's Level of Performance	
	N	%
Very good	00	00
Good	02	04
Average	02	04
Weak	11	22
Very weak	35	70
Total	50	100

Table 7.12.: Trainees' Level of Performance of Competency 17

Almost all the trainees were "weak" (22%) or "very weak" (70%) in showing proficiency in this competency. They seemed either not aware of the importance of this aspect of their lessons, or not having enough background to tackle such topics. S33, as other trainees, chose a fictitious character and used classroom sentences describing his daily activities when addressing the subject of a daily routine. She could have selected the real timetable of famous people or compare the daily routines of peoples. We noticed, also, that the trainees were only focusing on the presentation of functions and structures through schoolish examples. S37 is an actual example of trainees who performed in a very weak way at this competency. One of her objectives was "the pupils will be able to use the present perfect correctly". She introduced examples like "the teacher has just started the lesson" and

"she has already written the date". Two students (S26 and S49) could show their ability to introduce a variety of topics of interest to the pupils related to other cultures and international issues. They adapted an activity from the textbook about international figures like Gandhi and Martin Luther King; she did not omit to compare to an Algerian Figure who lead a similar fight to theirs. Two other students were average in doing so because they introduced topics related to other cultures.

Competency 18: The trainee plans and uses activities that allow pupils to practise and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message).

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	03	06
Good	09	18
Average	08	16
Weak	16	32
Very weak	14	28
Total	50	100

Table 7.13.: Trainees' Level of Performance of Competency 18

In the lessons we analyzed, this aspect was noticed only in the plans of 12 trainees (03 + 09) who had a "very good" and a "good" level of performance at this competency. Twelve trainees were average. The majority of the trainees represent the weak and the very weak levels of performance (32% and 28%). This majority did not plan such activities as

interviewing a classmate, reading or writing an email, listening to a phone message or taking a message for someone. The activities they proposed in their lesson plans did not help the pupils develop real-life communication skills. S37 would be a very good example of the very weak performances because she gave importance only to structure and presented sentences in isolation without providing the learners with any context.

Competency 19: The trainee contextualizes the activities and provides a communicative purpose for them.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	01	02
Good	06	12
Average	10	20
Weak	26	52
Very weak	07	14
Total	50	100

Table 7.14.: Trainees' Level of Performance of Competency 19

The weakness of the plans the trainees prepared was the absence of the contextualization of the activities and the focus on the communicative aims of the lesson. We noticed that only seven of them had a context in mind and worked to develop communicative aims. These trainees represent a minority of 14% (02% "very good" and 12% "good"). S34, in one of her lessons, performed that competency adequately. She selected four different situations to talk about, and the activities had as an objective narrating a past event. The majority, however, was either weak (52%) or "very weak" (14%). This majority was

structure-minded developing form more than functions and worked more on language usage than on language use. 20 % of the trainees showed an average level of performance because they did not entirely succeed in contextualizing their activities or they did not emphasize communicative aims.

Competency 20: The trainee provides a balance of activities that focus sometimes on accuracy, sometimes on fluency.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	00	00
Good	06	12
Average	18	36
Weak	25	50
Very weak	01	02
Total	50	100

Table 7.15.: Trainees' Level of Performance of Competency 20

We noticed that most lesson plans focused on accuracy more than on fluency. Fluency activities were not very present because the teachers were structure-minded supporting the idea that the structure would fulfill the function if well mastered. They encouraged the correct form accuracy more than communication and fluency. The students who proved to do that represent the majority (52%) between 50% "weak" and 02% very weak at the performance of this competency taking care of the balance of activities that focus on sometimes accuracy, sometimes on fluency. 36% were average; they sometimes succeeded sometimes failed. Only

six students succeeded in providing balance in their plans. S7 has varied her activities to create that balance between fluency and accuracy in one of her lessons.

Competency 21: The trainee sets tasks that allow the pupils to discover how the language works in its form, meaning and use and ensure that each is clear for the pupils.

	Trainee's Level of Performance	
Scale	**N**	**%**
Very good	01	02
Good	09	18
Average	16	32
Weak	21	42
Very weak	03	06
Total	50	100

Table 7.16.: Trainees' Level of Performance of Competency 21

The trainees showed some interest in language use but emphasized form more than meaning. It explains the percentage of the trainees who failed in fulfilling this competency and were either "weak" (42%) or "very weak" (06%) representing a total of 24/50 trainees. One trainee succeeded greatly and was "very good", nine proved to be "good", and sixteen were average. S49 is the example for a very good performance. Through her/his lesson she covered the aspects of form, meaning and use and ensured that each is clear for the pupils. She led them smoothly to the outcome which is writing a paragraph free from repetition.

Competency 22: The trainee introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.

Scale	Trainee's Level of Performance	
	N	%
Very good	00	00
Good	07	14
Average	21	42
Weak	19	38
Very weak	03	06
Total	50	100

Table 7.17.: Trainees' Level of Performance of Competency 22

We could observe only teaching grammar in context. However, the trainees in their lessons focused more on the form than on the meaning and the use. Vocabulary and pronunciation were introduced as part of the lesson and were not devoted whole lessons. It explains the high percentage of the trainees who were rated as "weak" (38%) and those as "very weak" (06%). 42% had an average level of performance. These trainees introduced only part of their lessons in that sense. 14% were "good" and applied that competency in their teaching. The lesson by S32 is an example of a good performance. In addition to providing context, the teacher introduced vocabulary and pronunciation, and she succeeded in integrating the four skills.

Competency 23: The trainee uses questioning effectively.

	Trainee's Level of Performance	
Scale	N	%
Very good	00	00
Good	02	04
Average	39	78
Weak	07	14
Very weak	02	04
Total	50	100

Table 7.18.: Trainees' Level of Performance of Competency 23

The trainees could not resist a teacher-centered approach in their practices. They only focused on what the teacher was supposed to do and to ask as questions. We considered that the majority of the trainees (78%) as average in this competency because their questions were not to boost the learners understanding as they worked their aims and helped them introduce the different points of their lessons. Their questions were more to asses than to present an item in the lesson and were less directive and instructive. Only two trainees (S49 and S34) provided informative questions while the rest nine trainees were either "weak" (14%) or "very weak" (04%).

Competency 24: The trainee uses teaching aids and other resources appropriately.

	Trainee's Level of Performance	
Scale	N	%
Very good	01	02
Good	09	18
Average	21	42
Weak	18	36
Very weak	01	02
Total	50	100

Table 7.19.: Trainees' Level of Performance of Competency 24

The trainees used different teaching aids. However, they did not all succeed in their choice or their use of these resources. The most used resource was the textbook. When the trainees designed their material, this was not successful all the time. We considered that one trainee was very good, and nine other were good in using teaching aids and resources than the textbook appropriately. The very good performance was in the lesson presented by S33, who succeeded in using pictures to illustrate every daily routine. Other trainees used pictures, drawings, had outs and videos. 42% of the trainees were not as good but succeeded to some extent, so we considered them as having an average level of performance. The other trainees representing 38% of the population did not design or use any teaching aid. They either relied on the textbook or the resources they used were not fitting the context.

Competency 25: The trainee teaches pupils how to use language strategies to aid in their learning and communication.

Scale	Trainee's Level of Performance	
	N	%
Very good	01	02
Good	02	04
Average	09	18
Weak	35	70
Very weak	03	06
Total	50	100

Table 7.20.: Trainees' Level of Performance of Competency 25

The trainees did not seem to consider this competency to be a priority. Their focus was mostly on content and not on how to use language strategies. This matter was the case of the majority who showed to be "weak" (78%) and "very weak" (06%). Those trainees who taught language strategies did not focus on the utility of the strategy as on the strategy itself. These were rated as average and represented 18% of the population. Two trainees were good, and one was very good in teaching language strategies and showing the pupils how to learn and communicate. S49 in her lesson on writing a short biography has taught strategies of avoiding repetition in a very successful way while S25, S27, and S47 showed very weak performances.

Competency 26: The trainee uses effective techniques to build pupils' self-confidence (e.g. scaffolding, so pupils can succeed, using informal types of assessment that produce less anxiety, giving feedback to pupils on their work in an encouraging way; employing self-assessment and goal setting).

	Trainee's Level of Performance	
Scale	N	%
Very good	00	00
Good	01	02
Average	00	00
Weak	04	08
Very weak	45	90
Total	50	100

Table 7.21.: Trainees' Level of Performance of Competency 26

There was a total failure in the performance of this competency. Except for one trainee (S34) who was aware of taking care of building the pupils' self-confidence, the other trainees cared only about the content and the development of the cognitive aspect of learning. 98% of the trainees were "weak" (08%) and "very weak" (90%). S34 in her lesson having as objective to write an article in which the pupils narrate a past event used scaffolding, gave feedback and assessed in an informal way.

7.3. The Correlation between the Trainees' Teaching Performance and Attitudes about their Performance Level

After measuring the trainees' teaching performance through analyzing their training copy books, we compare the obtained results with trainees' attitudes about their performance level as well their supervisors' and training teachers' rating. To this end, we calculate the mean of students' performance in planning and presentation competencies (the ones observable in the training copy books) and students' self-rating, the supervisors' and trainers' rating of the same competencies. We have then calculated Pearson's coefficient of correlation *r* between the rates obtained as a result of the analysis of students' lesson plans and the different attitudes about the measured competencies.

7.3.1. Trainees' Self-rating and Teaching Performance

The results of calculating the means as well as the calculation details of the correlation are exposed as follows.

Teaching Competencies	Trainees' Self-rating	Teaching Performance
C6	1.88	3.26
C7	2.583333333	3.2
C8	1.84	3.12
C9	1.836734694	3.52
C10	2.08	4.08
C11	2.612244898	3.44
C12	2.12	3.44
C13	2.08	3.08
C14	2.346938776	2.96
C15	1.98	3.08
C16	1.8	3.16
C17	2.34	4.58
C18	2.14	3.58
C19	2.22	3.64
C20	2.56	3.42
C21	2.28	3.32
C22	1.98	3.36
C23	2.04	3.18
C24	2.08	3.18
C25	2.897959184	3.74
C26	2.24	4.86

Table 7.22.: Trainees' Self-rating and Teaching Performance

As table 7.22 indicates, Students' self-rating averages are much higher than the rates they got from analyzing their teaching competencies. While the largest self-rating is 1.8 and the highest rating is 2.8 (ranging from very good to average), the analysis of students' lesson plans places students' competencies between average and weak, with 2.96 as the highest score and 4.86 as the lowest. It previews lack of correlation between the variables as will be checked below.

- **Trainees' Self-rating and Teaching Performance Correlation Result Details and Calculation**

X Values

$\sum = 45.937$

Mean = 2.187

$\sum(X - M_x)^2 = SS_x = 1.68$

Y Values

$\sum = 73.2$

Mean = 3.486

$\sum(Y - M_y)^2 = SS_y = 4.755$

X and Y Combined

$N = 21$

$\sum(X - M_x)(Y - M_y) = 0.646$

r Calculation

$r = \sum((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$

$r = 0.646 / \sqrt{((1.68)(4.755))} = 0.2285$

Key

X: Trainees' self-rating

Y: teaching performance

M_x: Mean of self-rating

M_y: Mean of teaching performance

X - M_x & *Y - M_y*: Deviation scores

(X - M_x)² & *(Y - M_y)²*: Deviation Squared

(X - M_x)(Y - M_y): Product of Deviation Scores

The value of r is 0.2285. Although technically a positive correlation, the relation between the variables is weak because the nearer the value is to zero, the weaker the relationship. The p-value is 0.319123. The result is not significant at $p < 0.05$. Figure 7.1 demonstrates the weak associations between the two variables.

Figure 7.1.: Correlation between Trainees' Self-rating and Teaching Performance

7.3.2. Supervisors' Rating and Trainees' Teaching Performance

After calculating the mean of the supervisors' rating and the trainees' teaching performance of the twenty one competencies, we obtained the following results:

Teaching Competencies	Supervisors' Rating	Teaching Performance
C6	2.52	3.26
C7	2.791666667	3.2
C8	2.42	3.12
C9	2.652173913	3.52
C10	2.934782609	4.08
C11	2.979591837	3.44
C12	2.653061224	3.44
C13	2.3	3.08
C14	2.978723404	2.96
C15	2.958333333	3.08
C16	2.454545455	3.16
C17	2.795454545	4.58
C18	3.083333333	3.58
C19	3.127659574	3.64
C20	3.191489362	3.42
C21	3.212765957	3.32
C22	3.106382979	3.36
C23	2.85106383	3.18
C24	2.510638298	3.18
C25	3.276595745	3.74
C26	2.92	4.86

Table 7.23.: Supervisors' Rating and Trainees' Teaching Performance

Although supervisors' ratings were lower than the students' self-rating, they still place students between good and average in lesson planning and presentation, outweighing most of the scores given by analyzing the trainees' teaching performance.

- **Supervisors' Rating and Trainees' Teaching Performance Correlation Result Details and Calculation**

X Values

$\sum = 59.718$

Mean = 2.844

$\sum(X - M_x)^2 = SS_x = 1.636$

Y Values

$\sum = 73.2$

Mean = 3.486

$\sum(Y - M_y)^2 = SS_y = 4.755$

X and Y Combined

$N = 21$

$\sum(X - M_x)(Y - M_y) = 0.734$

r Calculation

$r = \sum((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$

$r = 0.734 / \sqrt{((1.636)(4.755))} = 0.2631$

Key

X: supervisors' rating

Y: teaching performance

M_x: Mean of supervisors' rating

M_y: Mean of teaching performance

$X - M_x$ & $Y - M_y$: Deviation scores

$(X - M_x)^2$ & $(Y - M_y)^2$: Deviation Squared

$(X - M_x)(Y - M_y)$: Product of Deviation Scores

The value of r is 0.2631. Although technically a positive correlation, the relation between the variables is weak considering that the nearer the value is to zero, the weaker the relationship. The p-value is 0.249201. The result is not significant at $p < 0.05$ as shown in figure 7.2.

Figure 7.2.: Correlation between the Supervisors' Rating and the Trainee's Teaching Performance

7.3.3. Training Teachers' Rating and Trainees' Teaching Performance

Equally to what we have done with the trainees and the supervisors, this part presents the results of the average rating of the training teachers of lesson planning and presentation, and the results obtained from the correlation test with the trainees' actual teaching performance.

Teaching Competencies	Training Teachers' Rating	Teaching Performance
C6	2.489361702	3.26
C7	2.2	3.2
C8	2.26	3.12
C9	2.12	3.52
C10	2.38	4.08
C11	2.34	3.44
C12	2.16	3.44
C13	2.54	3.08
C14	2.12	2.96
C15	1.72	3.08
C16	2.54	3.16
C17	2.22	4.58
C18	2.1	3.58
C19	2.5	3.64
C20	2.24	3.42
C21	2.1	3.32
C22	2.38	3.36
C23	1.56	3.18
C24	2.42	3.18
C25	2.12	3.74
C26	2.28	4.86

Table 7.24.: Training Teachers' Rating and Trainees' Teaching Performance

The trainers' means for rating most of the competencies were between very good and good, which are even higher than the trainees' self-rating scores. However, they tend to go in contrast with the scores given for teaching performance. These scores were found to be much lower.

- **Training Teachers' Rating and Trainees' Teaching Performance Correlation Result Details and Calculation**

X Values

$\sum = 46.789$

Mean = 2.228

$\sum(X - M_x)^2 = SS_x = 1.214$

Y Values

$\sum = 73.2$

Mean = 3.486

$\sum(Y - M_y)^2 = SS_y = 4.755$

X and Y Combined

$N = 21$

$\sum(X - M_x)(Y - M_y) = 0.269$

r Calculation

$r = \sum((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$

$r = 0.269 / \sqrt{((1.214)(4.755))} = 0.1118$

$r = 0.1118$

Key

X: trainers' rating

Y: teaching performance

M_x: Mean of trainers' rating

M_y: Mean of teaching performance

X - M_x & Y - M_y: Deviation scores

$(X - M_x)^2$ & $(Y - M_y)^2$: Deviation Squared

$(X - M_x)(Y - M_y)$: Product of Deviation Scores

The value of r is 0.1118. Despite the fact that technically a positive correlation, the relationship between your variables is weak (the nearer the value is to zero, the weaker the relationship). The P-Value is 0.629467. The result is not significant at $p < 0.05$. The scatter below illustrates the weak association between training teachers' rating and trainees' teaching performance.
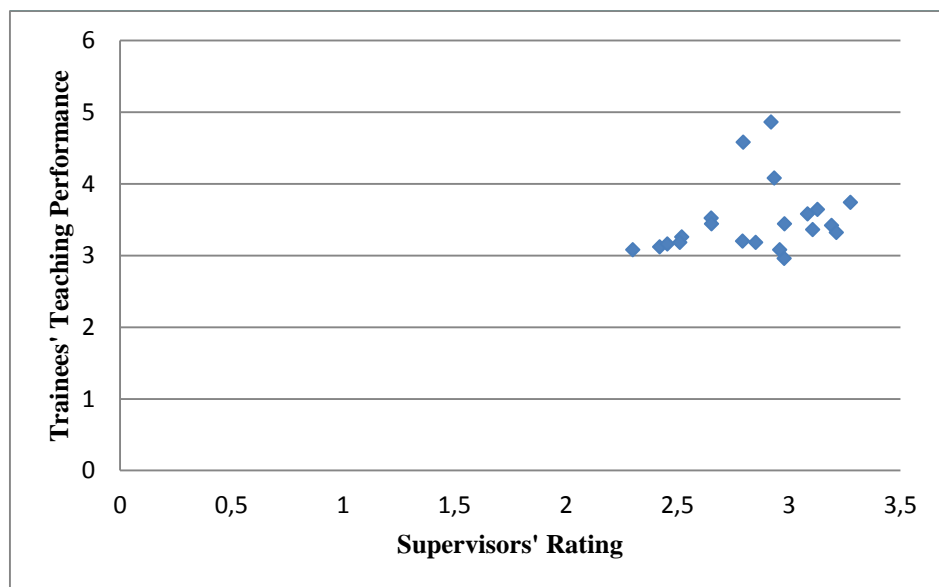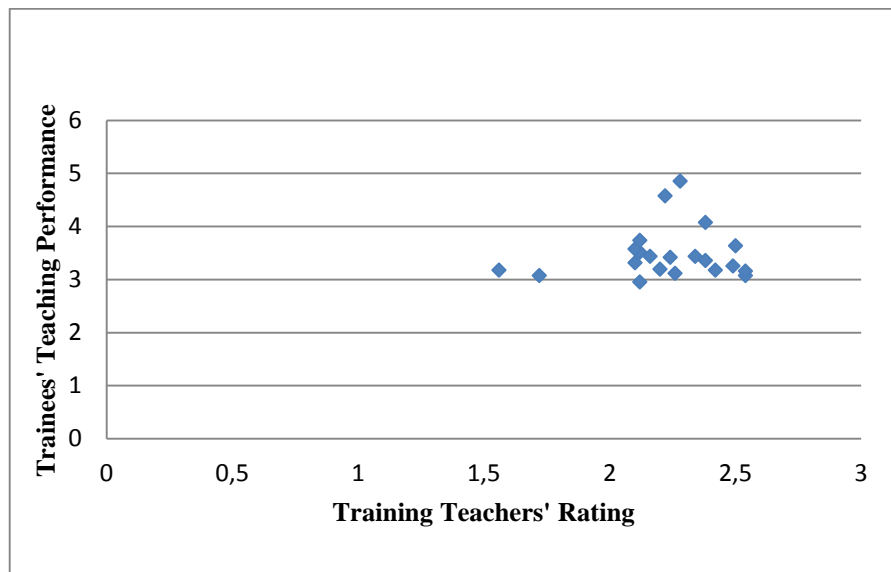

Figure 7.3.: Correlation between Training Teachers' Rating and Trainees' Teaching Performance

7.4. Overall Analysis

The results obtained from comparing the different rates given to two categories of teaching competencies (lesson planning and presentation) revealed a remarkable discrepancy between what trainees think they can do and what they really can do. The average rates given by all of the students, their training teachers and supervisors appeared to be much higher than the rates they obtained from actually evaluating these competencies in their lesson plans. This gap was further confirmed by the results achieved from the correlation test. The low coefficient rates obtained, 0.2285, 0.2631 and 0.118 respectively, show the low connection between the estimations of the different stakeholders involved in the training process about

the trainees' acquired competencies and a more detached and realistic evaluation of their performance.

We can conclude, thus, that the trainees, the supervisors and the training teachers at the English Department at the ENSC tend to hold higher perceptions of the training course in producing highly qualified teachers who can perform different teaching tasks with much ease and competence. However, a closer investigation of the trainees' performance proved that the ENSC graduates as Middle School Teachers have to go through more experience and development to reach the required level of competence. It can also be inferred that the sometimes contradicted views about teaching competencies may be the result of the absence of standard criteria shared among all the parts of the training to be able to have a fairly equal perception about the trainees' level of performance. Moreover, the vague idea that most teachers and students may have about the concept of competency might have led to such a mismatch between their attitudes and their actual competency levels. This matter was noticed from the lack of focus on learners' competencies in most, if not all, lesson plans designed by the trainees. The urge to apply a competency-based model in teacher training thus becomes evident.

Conclusion

Qualitative and quantitative analyses of fifty lessons designed by the ENS trainees have shown that most of the trainees have acquired a minimum average level that would allow them to plan and present lessons for EFL learners. Nevertheless, they still have a long way to go before they are fully prepared for the complex task of teaching EFL to young students within the reforms that are being applied in the educational system in Algeria. A careful examination of the lesson plans shows the trainees' difficulty to fit the different activities into a CBA framework, and many of them are still structure oriented. Furthermore,

results obtained from the statistical comparison of students' performance with their attitudes and their tutors' attitudes have clearly proved the existing gap between the claims of the course to produce competent teachers and actual teaching practices. An investigation of how the construct of competency itself is perceived by the students, their supervisors, and their training teachers is necessary to be well equipped to understand such a gap. Making the trainees fully aware about the teaching competencies necessary to develop together with the learning competencies they should help their learners acquire seems to be of crucial importance to improve the outcomes of training at the ENSC.

Chapter Eight

Pedagogical Implications:

Implementing Competency Based Education in the Methodology Courses

at the Ecole Normale Supérieure of Constantine

Introduction

8.1. Textbook Evaluation and Syllabus Design Lesson Plan in a Competency Based Education Context

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Chapter Eight

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Introduction

In language teaching, Brown (2001) drew a distinction between methods as "specific, identifiable clusters of theoretically compatible classroom techniques" and methodology as "pedagogical practices in general" (p. 15). He stated that what we can associate with 'how to teach' is a methodological aspect. Methodology in this context can thus be equated to Richards and Rodgers' (2001) 'procedure' which is the whole ensemble of techniques the pre-service teachers at the ENSC need to learn about to develop knowledge, skill, and attitudes in their pupils.

We chose to work on developing model lesson plans on the three subjects in relation to the teaching methodology aspect of the teachers' training: TESD, TEFL, and MDD. These lessons will display ideas on practices consistent with the constructivist view of learning through which the pre-service teachers at the ENSC can develop competencies in a learner-centered context promoting reflective learning and critical thinking. To give a model of how these three methodology courses should be taught in agreement with CBE, the trainer will raise the students' awareness about the objective(s), information sequencing, teacher's and students' roles, and the materials to be used in different tasks. The methodology adopted is explained in the comments on these lesson plans clarifying the activities and tasks used in the classroom to realize the lesson's objectives and develop competencies.

8.1. Textbook Evaluation and Syllabus Design Lesson Plan in a Competency Based Education Context

The TESD lesson helps the trainees get insights on how the syllabus is organized and how they can then organize and plan their lesson; in addition to designing the appropriate material. We here bring some clarifications on the objectives, the rationale, and the procedure followed in every step of the lesson and how the teacher competencies to be developed in the trainees are focused on in this lesson.

Step One: The Warm up

> - T asks students to write three statements about what they did during their training session; two statements must be true the third one is false.
> - T asks students to move around and try to recognize as much false statements as possible.
> - T elicits some false statements from the students and make them have comments on them.
> - T tells students that in this lesson they are going to talk about the AEF; the articulation of the competencies in the AEF and their gradation.

Our objective through this warm-up is to get the trainees to evaluate the first phase of the practical training during which the trainees only observe classes and to give facts about their training experience. The reason behind this is, on the one hand, to help the students remember what they learned or know about the different competencies and language skills and on the other hand to activate students' interest and introduce the AEF to give examples of the competencies displayed in it.

The use of "The Truth about Me" as a ten-minute warm-up would provide a highly interactive portion of the lesson which works on developing the three learning domains. Asking the trainees to write down two things they have done in the observation phase of their training and one they did not do at all is a very appropriate type of activity to present in a

teacher education/training context. It helps develop the cognitive domain by putting the trainees in a position to reflect on their acquired knowledge, share among each other and agree or disagree with the content they are enquiring. At the psychomotor level, it provides an excellent model for the trainees to use in their lessons and gives them an idea about how to manage their classroom by setting the warm up and getting the students back into whole class format quickly. This out-of-seat activity is also very motivating to the students who try to collect as many points as possible finding their mates' lies.

Step Two: Discussion of the Vertical View of the Curriculum in the AEF

- T hands out a grid and scrambled slips of paper each containing a competency from the AEF.
- T asks Ss to work in groups of 4 to match the different competencies with their learning targets extracted from the AEF (See appendix AEF MS1 level)
- T asks students to put their responses on posters and put them on display.
- Ss discuss their posters with other groups and correct each other
- T elicits responses and feedback from Ss and explains the vertical organization of the AEF (MS1 level).

Believing in the constructivist view of CBE, the lesson plan is learner-centered in the sense that the teacher acts as a coach and a facilitator monitoring the trainees who work to identify the categorization of the competencies in the AEF. In this stage, the trainees are directed to elicit by themselves the vertical level of the curriculum in the AEF and to recognize the association between the learning targets and the competencies.

This thirty-minute challenging task consists of finding out about the competencies through working with a partner on classifying them according to the learning objectives in the AEF. This example is an adequate one to show how to create an interactive classroom atmosphere that fits the three learning domains. Asking the students to work collaboratively is a high priority according to the constructivist view and is highly recommended for teacher

training. This competency is not the focus of the trainees in their teaching as has been noticed in their lesson plans because we assume they are afraid of losing control of the class, and we think they have not developed a good attitude towards that. Fostering this skill through incorporating skills of the cognitive, the psychomotor and the affective domains would lead the trainees to acquire the necessary competencies to perform adequately in their classes. Setting them to visit other trainee's posters and to make necessary corrections is a good procedure to incorporate the concept of peer feedback since the students interact by proposing new ideas to their classmates who may defend their answers. This concept is another element of constructivist learning. It fosters the affective level and works on the development of attitudes which are demonstrated in the pre-service classroom. The teacher does not neglect his role of a monitor by controlling the task through circulating among the groups to check the different responses students came up with and provide them with the necessary feedback. The teacher, then, explains how the competencies are articulated in the AEF giving the example of the competencies which correspond to the MS1 level and showing how they are associated with the six learning targets. The teacher may answer any question by the trainees or make comments on any of their posters. The cognitive learning domain also appears in this task. The three learning areas are incorporated in this part of the lesson and the skills the trainees develop would lead them to acquire competencies.

Step Three: Discussion of the Horizontal View of the Curriculum in the AEF

- T introduces the horizontal organization of the AEF through a grid.
- T divides the Ss into six groups corresponding to the six learning targets and asks each group to match the different competencies for one learning target with the corresponding grade levels.
- T asks to make new groups by joining a member of each of the previous ones and discuss the gradations.
- Ss discuss their gradations with other groups and correct each other.
- T elicits responses and feedback from Ss and explains the horizontal organization of the AEF.

In step three of the lesson, the students identify the categorization of the competencies according to the different levels at the Middle School (MS1-MS2-MS3-MS4). In thirty minutes, they elicit by themselves the horizontal level of the AEF and classify the competencies according to the different levels.

The teacher divides the students into twelve groups corresponding to the six learning targets and asks each group to match the various competencies for one learning target with the corresponding grade levels filling out a grid. The students, in each group, associate the learning target they work on with the appropriate competencies through the four middle school levels. The teacher moves around and checks comprehension and understanding. Once the students finish this task, they are assigned to new groups made of six members who combine the competencies in the learning target their groups worked on through the jigsaw technique to design the full framework and discuss the competencies' gradation in the four levels and according to the six learning targets. The teacher monitors the task and offers help when necessary. We notice the presence of the three learning domains which help develop the potential the trainees come to class with and lead them to acquire new knowledge, skills, and attitudes/values which when combined result in the acquisition of the required competencies.

Step Four: Discussion of the General Overview of the AEF levels (MS1 to MS4)

- T distributes the AEF table and discusses it with the Ss.
- T asks the three question displayed on the board one by one and discusses answers with Ss:

    - How is the Algerian English Framework (AEF) presented?
    - How are the competencies articulated in the AEF?
    - What use (s) can you mention from the AEF?
- T distributes posters to the Ss and asks them to fill them in with what they have learned in this lesson.

This step is to last twenty minutes during which the class analyses the AEF layout and extracts its uses. The students have to comprehend the structure of the AEF and its spiral gradation from MS1 through MS4 level and identify its different uses. After eliciting responses and feedback from the students, the teacher distributes a copy of the AEF to every group to compare with the grid they filled out. The teacher, then, explains that at the horizontal level, the AEF is organized according to the four levels at the middle school. The six learning targets develop from one level to another in a spiral gradation. He proceeds with a power point presentation interacting with the students eliciting from them and giving examples. This fifteen-minute part of the lesson is an interactive mini-lecture. This step is appropriate given the fact that the content of this section of the lesson is new information that needs to be communicated to students. As part of the development of the cognitive domain, the trainees learn the subject and theoretical knowledge considering both the teacher and the student as responsible for content. The use of technology by integrating a power point presentation helps to organize the lecturer's ideas, saves time in moving from one point to the other, and offers a clearer view of the content. It, also, displays a model of how to create variety in lesson presentation and add flavor to the classroom atmosphere. Demonstrating

presentation skills to the trainees is an appropriate measure to include psychomotor domain is in the training.

The lesson's last five minutes are devoted to reflection on the lesson. The learners need to think about what they learned. Then, they have to write their thoughts on a piece of paper they give in to the teacher when leaving the classroom. This last task is a good exercise at the end of the lesson to get the students as future teachers to think about their learning process and the competencies they need to build as teachers. Their notes would, also, provide a very helpful feedback for the teacher to develop his future lessons and work on improving them and providing the necessary tools to meet the students' needs. This step is also important in building the students' reflection to start writing their comments on their portfolios. The idea of the portfolio should be introduced right from the beginning of the course. The teachers have to explain how to keep a journal in which the students write the scenarios of the lessons they had and write comments on how they developed at the cognitive, the psychomotor and the affective levels. They have to reflect on the knowledge, the skills, the attitudes and values they developed to put them into practice when performing their role as teachers and show their competence. This reflection on action is a precursor to the development of knowledge, skills, attitudes, and values.

8.2. Teaching of English as a Foreign Language Lesson Plan in a Competency Based Education Context

The TEFL lesson is on how to plan a language class. It gives the trainees insight about a good lesson plan and what it should include. The principles of lesson planning and the elements of a lesson plan may give the trainees ideas to organize their lesson plan accordingly and help have a model following the correct procedure. This lesson is in tight connection to the one the trainees received in TESD. The objectives, the rationale, and the procedure are presented following the same pattern to show the complementarity of the

courses and the cooperative work the teachers of the subjects concerning the trainees' professional training have to exhibit. The different steps of the lesson are spotlighted bearing in mind the trainer's aim to adopting a constructivist approach to teacher education.

Step One: The Warm up

Hangman

- T writes up dashes indicating the number of letters in the phrase to find (lesson plan).

- Ss have to guess by saying one letter at a time. Every time Ss guess a letter right, T writes it in the appropriate space. Every time they get it wrong, T draws another part of a picture of a man being hanged. The students win when they complete (or guess) the phrase; they lose if the picture is completed before they do.

Using a warm-up is crucial to introduce the topic of the session in a quiet way and establishes a motivating atmosphere for the next eighty-five minutes. The trainer's aim is to prepare the class for the next steps activating the students' interest because an effective warm up serves as an energizer into the topic of the lesson. It does not, also, go without providing a model of warm-up using fun activities to get motivated and interested pupils by raising their energy levels at the beginning of every lesson.

Hangman is a quick and easy guessing word game. As a warm-up, it can be performed through many variations. In this lesson, devoting five minutes for this game is enough to fulfill the objective of motivating the trainees and get them into the lesson by creating a context for the trainees to practice the next task.

Step Two: Assumption about lesson planning

- Ss work in pairs and brainstorm assumptions about lesson planning and write as many as possible.
- T monitors the task checking the Ss assumptions.
- T checks for understanding and provides help when necessary.
- T provides feedback eliciting from the Ss and checking off against content of slides 2 & 3.

To guide the trainees to achieve their objectives in the TEFL subject, the teacher has to design tasks that raise his trainees' awareness of the need for lesson planning. These tasks follow the same aims and pattern like the ones we have discussed in the TESD lesson plan. They develop within the CBE spirit which is governed by a constructivist and learner-centered view of teacher training and education.

Setting the trainees to brainstorm assumptions about lesson planning is a good activity to make them reflect on the practical training observation phase. Working in pairs would lessen the trainees' anxiety and help them perform better. They develop learning through problem situations in which they acquire competencies as combinations of some skills the language teacher must learn. The pair work task is very required to develop these skills. The teacher who acts as a facilitator and coach fosters the teacher's role in CBTE and has the same practices and procedures as the TESD teacher. When he Provides feedback and elicits from the trainees, this would be a major act to encourage them to persevere in their way of learning. Fifteen minutes are adequate for both the learners and the teacher to perform their roles and reach the designed objective. This task may have other varieties and be organized applying different groupings depending on the number of students.

Step Three: General principles about lesson planning

- T splits up the trainees into groups of 3 and distributes slips of paper containing each a sentence related to one of seven principles about lesson planning.
- Ss, in groups of 3, discuss the content of every sentence then match the sentences to obtain seven principles and stick them on a poster.
- Ss from each group join a pair from another group and compares posters. Pairs mingle and exchange information.
- T provides feedback and discusses every principle through slides (4 through 11) with whole class.

Introducing general principles about lesson planning through this interactive task has as an objective to make the students responsible for their learning by identifying and discovering, by themselves, different beliefs about lesson planning showing them an alternative model to lecturing about these principles. This aim is the focus of a jigsaw activity in twenty minutes time.

Students, always working in groups, match scrambled sentences which when combined result in seven principles of lesson planning. Using the Jigsaw technique in teacher training/education classes is recommended because it is an effective way to learn the material and develop the feeling of engagement and empathy among the members of the same group when doing the task.

The principles are written in one sentence (Principle 3), or two sentences (principle 7), or three sentences (principles 1,2,4,5 & 6). By giving three sentences in a scrambled order to every student in the groups composed of three members, this creates a cooperative environment where the group members value each other and work as a team in which every student is important to solve the problem. Since each sentence is essential for the completion and full understanding of the principles, then, each student is important in the task of finding all the principles and completing the poster.

The design and content of this activity help develop the trainees' learning in the three domains: the cognitive, the psychomotor and the affective. When the students are in action, they develop knowledge related to planning a lesson. Moving into groups in an organized way and then working in pairs encourages the acquisition of grouping techniques and classroom management skills. Cooperation which prompts interaction among all students in the class leads them to take attitudes and values, especially when valuing each member in the group work and, then, when assessing each other's posters in the pair work. Coordinating these aspects in a task will certainly lead the trainees towards developing competencies which when acquired and integrated into their practical training result in achieving competence in the field of teaching. The teacher's role as learning facilitator does not prevent him/her from cooperating with the trainees and providing them with feedback in an interactive way.

Step Four: Basic elements in lesson planning: the plan

- Class is split up into groups.
- T distributes two lesson plans (MS1 & MS4) each of them cut into pieces to the Ss and two blank copies of lessons plans.
- Ss reorganize the lesson plans in the blank copy. Half the number of groups work on MS1 lesson plan and the other half works on MS4 lesson plan.
- T checks for understanding and directs the Ss in their task.
- Ss compare their lesson plans and discuss differences and similarities.

Continuing to work with the jigsaw technique, the teacher prepares the trainees for designing their lesson plans. The task requires twenty minutes to recognize and analyze the elements of two lesson plans designed for MS1 and MS4 levels by two American instructors, Ms. Ruth Goode, and Ms. Beth Neher, from World Learning/School of International Training. The students are divided into groups which work on either one or the other of the two lesson plans.

The teacher renewed the jigsaw technique to consolidate its practice among the trainees and to save time in explaining their role in the task. This time, the elements of the designed lesson plans are more complex and require more time and concentration. The choice of working on two lesson plans rather than on only one was to create variety and give the students an idea on two different levels. The choice of the MS1 and the MS4 levels is to show the trainees a lesson plan for primary language users (level A1 CEF) who represent pupils with an entry profile to the middle school and another one for independent language users (B1 CEF) who represent pupils with an exit profile according to the AEF. Proposing two lesson plans with these levels was, also, to promote cooperation outside the classroom. We believe that the groups who worked on the MS1 lesson plan By Ms. Neher would share with those who worked on the MS4 lesson plan by Ms. Goode. We wanted our trainees to work together to analyze these two lesson plans since the two trainers / instructors collaborated in designing them. The idea is to move from cooperative work in the class to collaborative work outside the classroom to prompt the trainees to develop working with peers to be ready to work as a member of staff. This idea is the core value of the social constructivist movement and CBE. It is for sure that the trainees will develop values and attitudes, in this step of the lesson, in addition to the knowledge they consolidate and the skills they practice through the task implemented by the lesson designers. This task helps the trainees acquire teacher competencies related to the different principles in the Algerian English Curriculum.

The teacher in this task takes two roles. First, she/he acts as a monitor who watches the trainees doing the task, checks for understanding and guides them by giving clues or examples. He/she can exploit the two lesson plans used as material in a variety of ways depending on his/her focus, the number of students in his class and the time devoted to the task.

Step Five: Basic elements in lesson planning: The headings

- T asks Ss to complete the headings of the two lesson plans providing them with a model to fill out
- Ss work in pairs and fill in the lesson plans' headings according to the procedures they worked on.
- T monitors the task and provides feedback when necessary.
- T elicits from the Ss and provides feedback showing the original lesson plans.

After working on the content of the lesson the students move to work on the headings. They have to decide on the lesson focus, the objectives, the competencies, the material and the personal goals. During ten minutes the students work in groups to fill in the form provided by the teacher as a model to use in their practical training. They analyze the procedures proposed and decide on what to associate with the title in the part of the headings in the two lesson plans they worked on in the preceding task. They are asked to set the focus of the lesson, one objective, one competency, one required material and/or resource and one personal goal. The previous groups mingle and cooperate to achieve the aim of understanding the necessity of the headings in a lesson plan to direct the content of a lesson plan. We noticed that the lesson plans the trainees at the ENSC designed in their practical work were adopting different designs which would not help in assessing their plans in the same way, and most of the headings proposed did not reflect the content of the lesson and did not mention any competency to be developed. Only four trainees mentioned competencies. However, they did not succeed in matching the ones proposed in the AEF. The two task suggested in this lesson are to remedy this deficiency in the practical training.

The teacher, after monitoring the task, moves to cooperate with the trainees in deciding about the right order of the step in the two proposed lesson plans. She/he projects the MS1 lesson plan, then the MS4 and discusses them with the trainees the headings and the procedures suggested step by step comparing with the ones they built through a collective

correction. The use of the projector is very motivating. It, also, saves time and brings variety in the class. In here, the teacher takes into consideration knowledge, skills and attitudes working towards promoting competencies in her/his students.

Step Six: Importance of lesson planning

- Ss watch a video on "Why is lesson planning important?"
- Ss make comments on the video.

To synthesize what the students practiced about lesson planning, the teacher projects a five-minute video to raise their awareness of the importance of planning for a lesson and to prepare them to design their lesson plans. After watching the video, the students are allowed some time to make comments regarding the content of the video in comparison with what they have practiced in the previous tasks.

This part of the lesson is at the same time instructive and recreational. We feel that it is time for the students to reflect on what they were involved in and to put them in a relaxing, informative atmosphere to take attitudes. Using a video (ontesol_Why is Lesson Planning Important?) at this moment is crucial because we have reached the climax of the lesson. The content of the video summarizes the essential elements to take into consideration to produce coherent and effective lessons like objectives, activities, materials, time devoted to every activity. It shows the points to consider when planning for a lesson to achieve the objectives adequately, to connect with other lessons, not to get the students distracted, and to avoid frustration sometimes leading to behavioral problems. After practice and analysis, it is time for the trainees to reflect on what they learned and synthesize to prepare them to design their lesson plans in the partial practical training phase. The use of the video is to give a model on how to introduce technology in the language lesson and for what purpose, knowing that no one of the teachers we observed at the ENSC has used such material to illustrate her lessons.

In addition to consolidating their knowledge, the trainees start to reflect on the practices they witnessed during the observation phase. This reflection leads them to develop attitudes assessing the lessons they attended. These two aspects are part of their acquisition of competencies related to teaching.

Step Seven: Time for reflection

- Ss in groups of five take turns in one minute they have to say what they have learnt in this session compared to the assumptions they collected in the observation phase.

This step had started to take when the trainees were watching the video. The teachers allow them five minutes to take turns to evaluate their learning and share with others what they learned the lesson in comparison with the views they gathered in the observation phase.

This moment of reflection is a prelude to the reflection on action. The trainees will reflect when filling their journals as one common task they do in all the subjects writing the scenario of the lesson focusing on its different steps, the teacher's tasks and the learner's tasks, mentioning the material used and how they were introduced. The trainees have to write their comments on what they liked and what they did not like on an evaluation sheet they have to give to the teacher.

Step Eight: Assignment

- T asks the Ss to prepare a plan of a lesson of their choice for one of the MS levels.

The teacher exploits the remaining two minutes to give the assignment to prepare for the next lesson which would be in the evaluation of lesson plans. He explains the task what

the students are required to do: designing their lesson plans putting into practice the principles of lesson planning and the necessary element of a lesson plan.

8.3. Materials Design and Development Lesson Plan in Competency Based Education Context

In the interactive age we are living in, we cannot ignore the use of technology in the classroom. This lesson is to give an example of how we can include technology in our teaching. It, also, provides a model to how to make the students reflect on the use of the technological devices they have at hand or the ones they can bring to the classroom to support their material and create variety and interest in their lessons. We chose to work on using technology in the classroom because we noticed that the trainers at the ENSC did not use the technology available at their institution; and when they used it, this was not in an effective way like it is the case for many higher education teachers in the different universities in Algeria. This lesson shows that using technology is not that hard and teaching about how to use it is very beneficial to the students. The MDD course is the best subject where the trainees can get insights about this issue.

Step One: The Warm up

Technology survey

- The warm up started before class.
- T sent online a classroom survey explaining that the topic of lesson is an exploration of the role that technology plays in the classroom and that the first step will be to make a survey.
- Ss report the results of the survey to the class exhibiting them on posters using tables & graphs.

A survey is a very appropriate warm up to introduce a topic of a lesson. It also creates interaction and sets a good atmosphere in the classroom. It raises the students' motivation and

interest. Likewise, it brings new information to the students. These aspects which put the students in the mood for the lesson can be generated before class time. The teacher can start warming up for her/his lesson by sending an email or posting on his Facebook page a survey the students must complete before coming to class. This genuine way to set homework engages students in using technology to study. There can no other better way to introducing a lesson on technology without using the Internet to do so. If these are not available, the teacher can give the survey to his students in the preceding lesson.

The first five minutes in the lesson are devoted to exposing the results of the study. The students report the results of the survey to the class exhibiting them on posters using tables and graphs. This technique is another measure to make them get their teeth into using technology. The remaining five minutes are allotted for the teacher to bring back the students to the class setting and have a general discussion on the topic.

We can ensure through this activity that in addition to improving their ability to take surveys, the students establish new beliefs about technology and lower their anxiety filter. It, also, provides a model of a warmer for use with their pupils and introduces the topic of the lesson in a smooth way.

Step Two: Technology in the language lesson

- T engages Ss in a competition between the groups which brainstorm some uses of the technological devices they have around them in the classroom for 5 minutes: to write as many possible uses for each item in the language lesson.
- Ss expose their suggestions starting from the group with the highest number of suggestions
- T provides feedback eliciting from Ss and checking off in a slide show

Once involved in the mood of the lesson, the students expose their creativity in proposing multiple uses of the technological devices available in an ordinary classroom working in groups for fifteen minutes.

When thinking about other uses of the technological tools at hand in any classroom to support their lessons, the students discover solutions to implement technology easily, quickly and in an undemanding manner. Taking part in a competition would lead them to do their best to accomplish their task by challenging themselves; then, sharing their suggestions with another group fosters collaboration among students. This task enhances their competencies in the three learning domains through problem solving which promotes their skills and knowledge; the collaborative work on the other sides plays a role to take attitudes and values. This experiential learning indeed leads to achieve the ability to perform the teacher's role efficiently which makes from them competent.

While in the task, the teacher acts as a monitor and as a collaborator who not only checks for understanding but who takes part in making suggesting and correcting the students when necessary. In the post task, he provides feedback eliciting from the students and suggesting some uses which have not been thought of.

This step is an extension of what the students did in the warm up which started outside the classroom and preparation to the next steps of the lessons.

Step Three: Technology in Education

- T projects a video: "History of Technology in Education"

After a challenging task, we need to bring the students back to calm. For five minutes, the students watch a 3'42" video on the "History of Technology in Education". They are put

to reflect on the progress of technology in education and on possible uses of some devices which they did not take into consideration. They complete a chart on the development of technology in the field of education in the interactive age which started in the years 2000. This video is recreational but instructive at the same time.

This task is first a way to show the students how technology was included in the classroom and for what purposes. It helps create an atmosphere of reflection on the different uses of technology and how to shape our teaching within such challenges. This video is very helpful at the cognitive and the attitudinal levels to develop the students' minds to take challenges and be creative.

Step Four: Technology and lesson planning: Plan Preparation

- Ss select a lesson they may teach in their training.
- First, individually, Ss think what technological devise they can include in their lesson.
- T set the class in groups of three
- Groups discuss the different uses of ONE technological item in a language lesson focusing on the teaching of ONE aspect of language.
- T monitors, directs and gives examples.
- Ss put their ideas in a lesson plan sketch.

Time in this task of thirty minutes is to construct a lesson plan sketch in which they describe the exploitation of only one technological device in their class. Students work individually then mingle to discuss the availability of different devices and their possible utility in the teaching of the language aspects; the four language skills, grammar, vocabulary, or pronunciation. Discussing the various uses of one technological item in a language lesson focusing on the teaching of one aspect of language is a challenging problem that teachers are daily facing. The teachers are always hesitant to use or not to use technology. Their hesitancy is the result of the negative attitudes they developed as students since they were not exposed

to a model of a teacher who used it or they witnessed the teacher go through a bad situation. Besides, the limited use of technological devices despite their availability by their trainers does not push them to use technology effectively. This situation does not help to develop skills at the psychomotor level to withdraw fear from taking account of the supporting technology can provide to present their lessons better.

This task aims at raising the trainees' awareness of different uses of technology in a language lesson and remove clichéd remarks on incorporating it into the lesson as being a trouble maker. The teacher is always providing a leaner-centered atmosphere to his students by acting as a coach, guide and collaborator. We notice the link and the smooth transition between the tasks. The teacher is, in this way, constructing knowledge with the students who are led to achieving the outcome smoothly.

Step Five: Technology and lesson planning: Plan discussion

- Ss expose their posters.
- Ss take turns in explaining their plans. While one of them is explaining the content of the plan, the two others go around watching what the other groups did.
- T monitors the task and organizes turn taking.

Fifteen minutes of interaction among the students when exposing their plans increases consciousness and competency in designing lesson plans using technological teaching aids and raises trainees' awareness on other ideas about technology uses in the classroom. After developing skills and attitudes, this task focuses on getting knowledge. Knowing about how to incorporate technology in our teaching helps us get new ideas and improve the ones we have. The interaction that the trainees have, instead of the traditional knowledge transmission approach where the teacher is at the center, leads them to take part in to construct their knowledge and to do something with it in a dynamic process.

In this process, the teacher is an important component but not the most important one as it was the case in the traditional approaches. He organizes the task, makes sure it is going well and provides help and examples. Sometimes, he creates problematic situations for students to think about to. Through this role, the teacher is not outside the circle of teaching/learning but he is not at the center, and he is not the one whom knowledge depends on. We can say that he is like the conductor of an orchestra where the musicians are more responsible for performing music.

This task, like it was the case for the previous ones, is preparatory for the next step in which the students will reflect on the reasons to introduce technology in the classroom.

Step Six: Reasons to use technology

- T provides feedback on the different lesson plans sharing ideas with Ss.
- T presents pictures of technological items to Ss who propose some possible uses.
- Ss reflect in groups about what they can do with different media to introduce technology in their lessons.

The teacher recovers his collaborative role helping students to think about the world around them and set multiple uses of different technological devices to reflect on their techniques in a language lesson. He, first, shares ideas with the students discussing the differently exposed lesson plans thinking about how to improve the use technology in this lessons and comparing with previous experiences as students or as observers in the practical training about what could have been better to use. Then, to give an example of technology use; the teacher projects pictures technological items and together with the students propose some possible uses in the language lesson making references to some units in the MS textbooks.

Time for reflection takes place when the students gather in small groups and suggest what they can do as regards using technology in their lessons. They discuss challenges and propose solutions. Giving this moment of reflection to the students helps build self-confidence and makes of them active critical thinkers. Therefore, ensuring a structured and guided practice built on participation and critical thinkers will encourage them to perform without fear and hesitancy. This measure is the way knowledge and skills help the progression of positive attitudes and values about teaching. When they combine, they result in competency as the required outcome in the student teacher.

Step Seven: Assignment

- T gives an assignment to prepare a lesson plan where Ss must use at least one technological devise.
- The problem to solve is the following: You can use only one computer in your class. Think how you can teach one of the language aspects: the four language skill, grammar, vocabulary, or pronunciation using that item making use of that computer to include the component of technology in your class. Choose a lesson to teach at any of the four MS levels.

The problematic situation the teachers always give as an excuse to not using technology in the classroom is the lack of the appropriate devices. Throughout the lesson, the students have demonstrated that there is a multitude of devices they can use to support their lessons. The other excuse teachers, may have, is the shortage of these devices. This problematic situation is another one they have to solve as an assignment.

As the computer is the device the most used in teaching, the students are asked to think what they can do to improve their lesson teaching of one aspect of language at any of the four MS levels having only one computer at hand. Faced with that challenge, the student shaves to reconsider the scenario of the lesson they had and the different discussion they had with their mates and the teacher and work to achieve this outcome.

8.4. General Comments

The teaching skills that the trainees would acquire as a result of their learning and which they could perform consistently in these three lessons are coordinated into competencies that can be demonstrated when delivering their proper lessons in the partial and full-time training phases.

In these lessons, the competencies that have been dealt with by the trainer to prepare the trainees for their future role creating situations they may use in their classes are the following:

- The teacher designs tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

- The teacher gives sufficient instruction and manages the class, so pupils know what the must do.

- The teacher fosters group feeling (cooperation, respect, enjoyment, trust, etc.).

- The teacher varies patterns of interaction within the lesson.

- The teacher works on building the pupils' self-confidence.

- The teacher ensures that all the pupils find their involvement sufficiently challenging.

- The teacher regularly assesses pupils' learning using a variety of assessment activities including more informal activities (e.g. peer and self-assessment) and more formal ones (e.g. tests, presentations, and projects).

- The teacher gives appropriate feedback to the pupils.

- The teacher gives pupils opportunities to recognize errors and figure out for themselves how to correct them.

- The teacher teaches pupils to assess themselves and their peers so that they are aware of their progress.

These competencies are mostly concerned with classroom management and foster the role of the teacher as facilitator of learning. Modeling these competencies would help in their acquisition and may lead the trainees to develop them in their teaching. We believe that the trainees will integrate these skills and competencies with professional and personal values. This integration will help them carry out their role as teachers.

In these lessons, one would strongly agree with nearly all the sections in the attitudes' questionnaire (see Appendix D). The only statements we would disagree with are statements 3a and 5 in section two about content and statements 15e and all the statement concerning supervision (17a, 17b, 17c, 17d, 17e) in section four: Teaching / Assessing Techniques. The first statement in the section about content is about theoretical content and the second deals with language rather than professional content. Statement 15e; where we mention that in the process of teaching, the trainers would focus more on subject content than on ELT methodology and preparing lessons, would be wrong and nobody would agree with that. We cannot decide for the statements on supervision because we are not at that level yet. In addition to that, we can assure that the trainees will meet all the competencies they are supposed to acquire in their training.

Conclusion

Believing that the role of training is to develop students' critical thinking through reflection, designing lessons that match up with the students' preoccupations as concerns

teaching practices are the appropriate way to put them in a CBE context where they experience these procedures with their classmates. The pre-service teachers can, consequently, achieve their objectives concerning their academic training at the ENS specifically to training in the methodology teaching subjects; TESD, TEFL, and MDD. The three sample lessons in accordance with CBE entail a shift to the constructivist model to remedy the prevailing practices which relate to a knowledge-transmission approach. Experiential learning as reflected by CBE is the key to making the students acquire the required competencies to perform the role of the teacher adequately.

Therefore, to avoid that our pre-service teachers reproduce the model of teacher as a source of knowledge, we must provide them with an alternative. The promotion of the idea that we have to train teachers to take part in the construction of their knowledge and master skills at the ENS must be the cornerstone in teacher education in Algeria. CBE is the appropriate approach to adopt at the ENS to help the trainees develop and demonstrate competencies and integrate these required competencies to reflect the desired teacher's role.

General Conclusion

The new school reform, Algeria is putting forward, is no more than a consequence of the changes that the world is witnessing. The goal of teaching English within this reform is to help the individuals within in the Algerian society to integrate harmoniously into modernity by being part of a linguistic community that uses this language for all types of exchanges. Based on sharing and exchanging ideas and experiences, this participation will help the learner discover oneself and the other, exceeding the narrow utilitarian, instrumentalist, and commercial aim, as traditionally conceived, to move towards an attitude of being an actor rather than a mere consumer. Consequently, every learner will have the opportunity to access science, technology, and universal culture because learning English has passed from the logic of linguistic knowledge and concepts accumulation to an interactive and integrative logic. All the components of the new educational system share the same reasoning which involves the development of critical thinking, tolerance, and openness, contributing to the acquisition of competences at different levels: intellectual, methodological, personal and social. To guarantee the success of the reform and to ensure the mastery of English by the pupils to achieve development in an increasingly demanding professional and academic world, teacher education and training should be one of the building blocks that serve this aim. If real change is to take place in schools, then this change must start at the level of the education and training of teachers.

Algeria has made significant efforts in the field since 1970. The two institutions that have taken teacher training education in charge since independence, the ITEs, and the ENS have succeeded in achieving some objectives; however, we still need to reach other more important ones. The Institutes of Education have won the challenge of securing a substantial number of teachers but did not succeed in achieving the required quality. The trainers' and

the pre-service teachers' profiles in addition to the content and the duration of the course were not a real asset to attain both quantity and quality. The attribution of the education of Middle School teachers to a higher education institution namely the Ecole Normale Supérieure was for the purpose of preparing a more qualified and competent teacher. A decision that shows the authorities' awareness that the success of the reform in the education system must go through a proper preparation of the teachers who will implement this change. The ENS has achieved quality at the academic level; however, this was at the expense of the professional aspect of the training where the trainees' professional preparation is not much different from what the ITEs provided between 1970 and 1998. The model followed by the ENS is a mixture of the Applied Science Model and the Apprenticeship Model. This training did not produce teachers able to understand the requirements of the reform to implement it adequately and lead the pupils to achieve its objectives.

This study aims at providing sound evidence on initial teacher education of teachers of English in Algeria. It focused on investigating the model used in preparing pre-service middle school teachers at the ENS of Constantine for their future career in English language teaching. Furthermore, it intended to gather information on the students' and their teacher trainers' attitudes on the training course and on the extent to which it developed the necessary teaching competencies needed to start their teaching profession. We were mainly concerned with checking the hypotheses that teacher education at the ENS is rather subject based rather than competency based, and that this would not lead to an effective development of the required teaching competencies. Likewise, we wanted to put forward the hypothesis that the trainees would develop the necessary teaching competencies as described in the Algerian English Framework if the trainers adopted Competency Based Education in the training at the ENS of Constantine.

The population concerned by the study is the fourth year students of English at the ENS of Constantine preparing for the degree of "Professeur de l'Enseignement Moyen" (Middle School teacher). The trainers who were also a subject of investigation are those responsible for the Methodology courses, which are in direct relation with the professional aspect of the training of teachers of English at the Middle School level. These subjects are Teaching English as a Foreign Language, Textbook Evaluation and Syllabus Design, in addition to Material Design and Development. Watching them practicing in the classroom helped us confirm our hypotheses that the focus of teacher education is rather on the knowledge to be acquired rather than the skills to be developed from the course. Another category of trainers whose attitudes were of importance in deciding about the trainees' level of competency in lesson planning and presentation are the supervisors from the ENSC and the training teachers from the placement schools. Their rating helped us decide whether the pre-service teachers are aware of their competencies.

The mixed approach to research we have chosen allowed the combination of both qualitative and quantitative analyses of the gathered data. In its qualitative part, both the data obtained from observing teacher education classes and collected from the questionnaire on students' and teachers' attitudes about the course have revealed a mismatch between teachers' and students' perceptions of the course and the classroom practices being observed. While the trainers claimed that the course focused on teaching competencies to be developed, they still gave priority to theoretical aspects of the course, which was also confirmed by the students involved in the study. We can conclude then that the trainers are not aware of the characteristics of CBE because they did not apply CBE principles in their classes. Furthermore, we found a considerable mismatch between the attitudes of the trainees, their training teachers and supervisors on the trainees' developed competencies on the one hand and the rating of the trainees' performance obtained from the analysis of the trainees' lesson

plans recorded in their training copy books, on the other hand. While the correlation test has shown a relative correlation between students' self-rating of their teaching competencies and the ratings of their teacher trainers and supervisors, there was a weak association between these ratings and the ones obtained from analyzing their lesson plans. In fact, the findings demonstrated that both students and their trainers had a higher evaluation of their acquired competencies than their real performance levels. These results confirm the hypotheses that there is a lack of awareness of the principles of CBE and the teaching competencies to be developed by the pre-service teachers, resulting in a bad performance during the practical training phase.

The results obtained from this study suggest the necessity to implement a competency based approach to teacher education, which would give more harmony to the training course and lead towards more concrete results both at the level of teaching or evaluation. Furthermore, the need for standardizing a list of competencies that should be clearly defined to both students and their teachers to be developed through the teaching of pedagogical subjects seems urgent within the conflicting views about the course and students' developed competencies. The theoretical background we have provided in the literature review would help discern the ambiguity in understanding and use of the term competency and the competency based approach.

As a contribution to meet these needs, the study is closed by a practical framework on how we can implement the competency based model in teacher education at the ENS. Concerned with the same subjects we have observed: Syllabus Design and Textbook Evaluation, Materials Design and Development and Teaching English as a Foreign Language, we have suggested three lesson plans in each subject, with a detailed demonstration on how the different elements of competency based teaching can be integrated into a teacher education class. This demonstration would serve as a model for any eventual improvement of

the course where the teachers of the three subjects should collaboratively endeavor to achieve a more harmonious model of teacher education.

While the large sample we dealt with in our study could allow us to claim the generalizability of our results, the study still has limitations that have reduced its scope. For example, although our classroom observation has provided valuable information on teacher education at the ENS of Constantine, the practical training part was not completely covered because of the impossibility to observe pre-service teachers in their training middle schools. As a result, only a reduced list of the teaching competencies has been analyzed by relying on the students' training copybooks while a better understanding of the training period would be better assured through an actual classroom observation of the trainees during the different phases of the practical training. It could be claimed, however, that this study is a leading attempt in understanding and evaluating teacher education in Algeria. The various types of data we have gathered would open up more opportunities for further research in the field. Since this was an exploratory and correlative work by nature, it would naturally be followed by experimental research that would check the effectiveness of implementing a competency based model in teacher education.

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Appendices

Appendix A: The Observation Form

Appendix B: The Observed Lessons

Appendix C: The Observation Checklist

Appendix D: The Teacher Trainers' and Students' Attitudes towards the Course at the Ecole Normale Supérieure of Constantine Questionnaire

Appendix E: The Trainees' Teaching Competencies Questionnaire

Appendix F: The Teacher Competency Framework

Appendix G: Sample Trainees' Lesson Plans

Appendix A: The Observation Form

Teacher's code number:	Date of observation:
Subject:	Time of observation:
Objective(s) of the lesson:	

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments

Appendix B: The Observed Lessons

Teacher's code number:	T1	Date of observation:	12/02/2014
Subject to be observed:	TEFL	Time of observation:	9h30-11h
Objective(s) of the lesson:	By the end of the lessons the students will be able to know the importance of pronunciation and the role of the teacher towards teaching pronunciation		

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
800	Warm up	What did you do last week? This is a new lesson. Teaching Pronunciation. Why is it important to teach pronunciation? Why is it necessary to teach beginners pronunciation? Pronunciation is very important for communication. It will be fossilized mistakes. There is a relation with.. The mother tongue can interfere Why do we speak about French people? In Algeria, we have different accents. Where are you from? Do you pronounce "t" , "th" , "the" sounds? Are there people from Batna?	Because it affects meaning. It is important to communicate with native speakers. Pronunciation is different from the mother tongue. The mother tongue In French the pronunciation of the sound /the/ In Arabic we do not have problems with English sounds	Students are listening and some of them are interacting with the teacher

| | | How do you say "to be"? We have different regions in our country so different accents. All over the world it is the same thing. In Constantine we do not have the "th" and the "the" sounds. Thank you / they

What is the role of the teacher? Does the teacher correct mistakes in pronunciation? How does she correct them?

What is the role of the teacher towards teaching pronunciation? The first role of the teacher

Teachers of English are not expected to be native speakers. They must correct pronunciation. They must have a correct pronunciation. Sometimes teachers mispronounce words. We need to check because teachers are models. The teacher's responsibility is great.

There is another responsibility: You must have a contrastive knowledge between the target language and the mother tongue. You must know about your pupils' difficulties in pronunciation. You must be aware about this.

My teacher did not notice my problem. I had a | | |

		problem in pronouncing the "th" (third) The importance of teaching pronunciation and the role of the teacher. We can speak of not all learners of English "inheritance" Inherent problem to the English language. You can read any word in French, Spanish or Italian even if you have never seen that word. You need only to know the rule. Is it the same in English? Orthography vs pronunciation There is no rule. It is a matter of practice. This is a special issue. It is very sensitive It is debatable. He cannot teach beginners How about these sounds There are no rules for pronunciation Spelling and pronunciation do not match There are conventions. There is no rule. The only way to do this is .. I have been through different inventions in pronunciation these are some examples of homophones and homographs. To differentiate them it is a matter of convention		

eg: read/read (homographs)
Cow/ mow. it is a convention

The difference in pronunciation, there is no rule for that. Learners will get lost.
I could not decide on the pronunciation of "bow".

Are there lessons to teach rules of pronunciations?
The silent k / n

What is the rule?

It is a matter of practice the l in should, would.
It is not a serious problem but it is one.
This lesson is particularly important to you. You should be aware of the problem that may occur because of transfer from the mother tongue. We are lucky to have some rules: like the final "s" final "ed"

Do you know the rule?

You have been lucky

We never had that when we were pupils. We pronounced in French. We never had a lesson on that. It was too late for students to correct themselves.

| | | Some people know the rule but they do not use it. The mistake has been fossilized.
What is the rule of the final "s"?

What about the final "ed"

The teacher used different approaches
The best solution is practice
Learning through a context.
We can provide rules for advanced learners. For beginners, this is not helpful. We can teach them what a voiced sound is. We can teach them through practice.

What the teacher should do?
Techniques and Procedures for Teaching Pronunciation

It is a teaching material

For beginners. You can practice problematic sounds. Like tree (three)/ tank you (thank you)
You can provide them with repetition drills. Do we use that with advanced students?
What is the best way to teach advanced students?

We cannot get rid of our mother tongue. Your | | |

		accent does not hinder understanding. What is important is that you pronounce correctly. You cannot pronounce a question with a rising tone. We teach both stress and intonation. Intonation may affect meaning. Teaching pronunciation to advanced learners. Do we use role plays with beginners? Examples from the textbooks Best ways to teach intonation In a dialogue we can use real language. We show different emotional tones, different intonation and stress patterns. Input/output There is no specific lesson for teaching pronunciation. We teach pronunciation all the time. Spelling, meaning, and pronunciation go together Teacher asks what do we mean by "Meaningful context" ? If you want to teach something new you need to focus on pronunciation. E.g. We are teaching a reading class. Passive voice through reading. Do we focus only on the passive voice? We need to explain new words		

| | | and the pronunciation of these words. What are we learning?
Through reading we teach grammar, vocabulary, pronunciation and spelling. When we speak about pronunciation we do not devote a whole lesson for that. We can do that in a grammar lesson; third person singular, for example.

Next time we will deal with teaching grammar and how the language elements are integrated. The best teaching is to provide them with dialogues , for more advanced learners to provide meaningful contexts in which they practice and perform. They need to be exposed to audio-visual material. This will provide them with correct pronunciation. We do not teach only pronunciation. We need to teach intonation and stress.

To elicit
What is it?
Ask your friend if she reads a newspaper? You must use the right pronunciation
Report to the class

We can keep asking questions which elicit sounds to be practiced

Word stress
What is sentence stress?

To present/a present | | |

		Content/ content		
		Perfect/perfect		
		More syllables/ words		
		Formally there are rules but there are some exceptions. Intonation could be taught in everyday class activities		
		The best procedure is		
		Teacher pronounces :She is in hospital (with a falling tone)		
		She is in hospital (with a rising tone)		
		Intonation is also very important.		
		We want to teach our learners natural language/ real life language. The use of the right intonation is part of it.		
		Next week teaching grammar.		

Teacher's code number:	T1		Date of observation:	13/03/2014

Teacher's code number: T1

Subject to be observed: TEFL

Objective(s) of the lesson: By the end of the lessons the students will be able to define a learning strategy and differentiate the different types of learning strategies with their characteristics.

Date of observation: 13/03/2014

Time of observation: 9h30-11h

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
9h40		Roll call We finished with the macro skills. This is a new type of lessons. You are working on your training. Do you do the same effort to be good learners as you are doing to be good teachers? All of you want to be good teachers.		
9h45	Warm up	Do you feel you are learning? You are not convinced. Are you working hard to learn? How do you work to learn better?	I focus on some modules not others I do my best. I watch videos. I read	Students were frustrated because of their marks Students were taking notes, listening and interacting with the teacher for this period

		What are you interested in to learn? Do you read book? What did you do while reading to understand? You practiced different techniques/ strategies. Today our lessons is about "learning strategies" There are strategies in all fields. We are born with style not skill. We develop skills. I am visual. Your classmate is auditory. Examples of students' style There are special cases. Is there a difference between style and skill? Style is innate but it can change what about learning strategies? Are they learned? You have strategies but you were not aware If they were not included in your lesson it is important to know learning strategies. it is important to you because you will go on learning while teaching. It is important to you as teacher. To teach your learners these strategies.	Reading subjects I used to read all the time. We liked the session. We liked reading. Summarizing Skimming Focusing on main ideas The warm up did not help us deduce the lesson Wherever there is learning there are strategies Does style=skill? Most learners are visual They are acquired We were aware last year in psychology	

		What is a strategy? They are used to facilitate learning. You learn for the sake of exams? Learners do many things to succeed in exams Teachers are not familiar with it. They teach for the sake of exams. To develop competences and like learning. This objective is not achieved yet [most of you are involved. But you got very good marks. You are still very interesting students. I will not judge you because of your marks. We teachers know you and not judge you because of your marks. Let's close the bracket] What about learning strategies? Are marks the responsibility of the student? It is a matter of strategies. Memorizing may not always help. We cannot give a mark for hard work only. Why research on learning strategies started? Comparison between successful and unsuccessful learners. What are the strategies used by successful learners. How to teach them to unsuccessful learners.	Tools / way / behavior In Algeria learning is exam based. Exams are theoretical. CBA does not focus on theory. Without marks we cannot succeed. We can learn hard and do not succeed.	

		Strategies are teaching tools/ behaviours used by the learners can you give a definition? Learners can use cognition, word analysis, check the dictionary. Any successful strategy. The field of learning strategies is very important. There are many elements but we cannot cover all of them. In MDD your teacher gave you a list of classification Oxford classification is the most comprehensive. There are many taxonomies Next year you will be interested by your learners' strategies. How will you know about them? You can ask them but not give them a written questionnaire. It is interesting to ask your learners about the way they learn best and you can rely on that in designing your lessons	It is a tactic	
10h13		Observation is one method.	Through questionnaires We can give an activity and observe	
10h15		Give an activity and ask learners to explain how they dealt with it. Who can explain the think about procedures Why L2?	Say how they learn in L2	
		They may transfer strategies of L1 to L2 The think about protocol The learner says aloud what he is doing while doing an activity		

		All learners use strategies. Some are successful others are unsuccessful. Researchers can use interviews or questionnaires. Can we observe all strategies? What do you think the learner can tell the researcher?		
		Can we verify the strategies used by the learners? In general, investigating strategies may be difficult. Learners may lie. They want to give a good impression. Sometimes they are not aware of the strategy they use. Concurrently or retrospectively.	Sometimes they lie.	
10h20		Learners can be asked to talk about their strategies. What they are doing on the spot. Retrospectively= to report what they did and look back at what they usually do. There are many taxonomies. Oxford/ Rubin / O'mally and Chamot Learning styles Strategies on the basis of style Style one: 1. Concrete learners 2. analytical 3. communicative 4. authority oriented		

		1. What strategy We cannot relate one learner to one style concrete learners learn through They read books, watch pictures, videos They may draw maps. They rely on concrete things to learn How about analytical They focus on details and comprehension. They will analyse sentences They break down sentence. They analyse the sentence grammatically to get the meaning Analysis is about breaking down elements into constituents. They read a lot. They like to study alone. They study their own mistakes -communicative Outside and inside the classroom. They seek for opportunities to practise the language Inside the classroom Are you communicative	Touch /see/ draw They learn through what they experience They read books Use maps they need concrete things How about meaning? They like to work in groups. They are extrovert We do this Participation group work I like to work alone and I am	Teacher writes "concurrently" "retrospectively" Current=recent Students are not sure of their answers

			communicative	
10h34		Characteristics are overlapping -authority oriented The authority can be a teacher They fee depend on him Something which you can rely on. you can trust: A teacher. A book. A researcher. MKO. Grammar books, dictionaries, notes They also learn by reading. They like to see 9they are visual. We tried to select the most important things to talk about Successful/ unsuccessful learners Characteristics of good/ successful learners	They like being under authority They need someone to guide them	Students are taking notes and interacting with the teacher
10h37		Rubin could determine some characteristics of good learners. Teacher reads characteristics by Rubin 1983 They find their own way (metacognitive0 -They organize information (metacognition) - they are creative and experiment their language Can you give me an example? How do you experiment with language? Language lab using language without being sure if you are correct or not you check through the reaction of others -they are not afraid of making errors -they create their own opportunity examples	Students write down and interact with the teacher giving comments	

10h44		They may write poems They find strategies -they learn to live with uncertainty and develop strategies without understanding every word You can watch a movie, break it into episode every single weekend you feel at ease -they learn from their experience -they use cognitive knowledge in changing L1 to understand L2 example? This is mnemonic strategy Grammar passive voice Languages share structures They rely on context. Extra linguistic contexts help them to understand. You can use history to understand a text in education	Students give examples Join groups on "face book" to practice the language I rely on my L1 when learning a FL	

Teacher's code number:	T1	Date of observation:	20/03/2014
Subject to be observed:	TEFL	Time of observation:	9h30-11h
Objective(s) of the lesson	By the end of the lessons the students will be able to define a learning strategy and differentiate the different types of learning strategies with their characteristics.		

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
9h50	Warm up	Do you remember last lesson? What are the different learning strategies? T recapitulated the lesson then asked the students to remind her about some of the strategies.	SS answer	
		T introduced a new characteristic of learning strategies: "effectiveness and orchestration of strategies" T asked: - what is an orchestra? -what do we find in an orchestra? -who is the conductor/ the maestro?	SS interact with the teacher. SS answered "The teacher is the maestro and the pupils are the musicians."	
		T explained that the strategies are like musicians. They need to be orchestrated. Interacting with the SS, T asked for examples.	SS illustrated giving examples like: -reading materials explaining that if a pupil is familiar with a text, he develops a memory strategy and he may use other cognitive strategies in the stage of comprehension.	
		T asked to think of more strategies.	SS give other examples: -using a dictionary	The teacher was trying to lead the SS to the topic of

		T explained that there were better strategies than using a dictionary like guessing from context, skipping unnecessary words, … T asked : - "How about the project?" -"What do you think of the fact of going to cyber space and proceed with copy and paste documents. - "A successful learner would do that?"		the lesson using the Socratic method.
			SS answered : -"No, a successful learner would proceed otherwise; through arranging, planning, and organizing information." "There are other strategies like social strategies to develop collaboration with others and compensation strategies like checking in the dictionary.	T was interacting with the SS
		T replied: "This is not a compensation strategy." "What about cognitive strategies?" "The good language learner is the one who uses different learning strategies while doing the same task. It has been proved that it would improve language as a whole. What about language skills?" Less successful learners are not aware of the strategies they use. Not being able to use the strategies effectively, they use inappropriate strategies. They cannot use strategies in an orchestrated way. They are limited to one type of strategies. Can you add something else?		The T was lecturing. The SS were listening and sometimes interacting with the T some of them were taking notes.
			One student gives an opinion.	
		T asked: "Do you have an example of an	SS answered: " memory strategies"	

| | | unsuccessful strategy?"
T replied: "Learners who stick to only one strategy like memorization."
"Memorization is an ineffective strategy. Repetition drills are a feature of ALM."
T explained ALM
"We can use repetition drills in addition to comprehension in CLT or CBA. | SS made a comment on their training practice teachers stating that they do not rely on comprehension; their pupils only repeat. These teachers were not using the syllabus and the textbook appropriately. They gave the example of a pupil who asked for the meaning of the word illness at the end of the file having as a topic "health". | |
| | | T reminded the SS of the benefits of CLT and CBA.

T made a comment: "learners complain that they memorized everything and they did not get a good mark. You should bear in mind that the teacher will not consider everything you write. Answers require synthesis and analysis. You should bring your personal contribution to the answer. However, most students put only what they memorized. They use only one strategy. This strategy is ineffective when used alone. Memorization is an important component of learning but when used alone it is not effective.
-the use of the dictionary: | The trainees explained that they were obliged to follow the method imposed by their training teachers. | |

| | | Lists of vocabulary with translation are not effective. Good learning strategies are communicative; the ones creating opportunities to use the language. These are general information about good language learners and unsuccessful language learners.

T introduced the concept of "strategy training"
T explained that what she was doing is teaching and not training.

T explained that telling the students that they should participate is teaching or training them to use a strategy.
T explained that the trainees could tell their learners: "it is good to use the context. This is explicit teaching of the strategy."
Teaching them how to make a plan is explicitly training them to use a writing strategy.
T explained that strategy training should be done explicitly and that teachers should raise the learners attention about a given strategy.

T answered : " through practice"

T went on explaining and asking questions to illustrate with examples.
T made comments on the SS answers and went on explaining: "when students read they have to | | |
|---|---|---|---|---|
| | | | S made a comment stating she wanted her learners to practice the strategies and not only tell them about these strategies. | |
| | | | SS asked how they can guarantee this would take place. | Some SS were taking notes while others were interacting with the T |
| | | | SS were thinking of some examples and interacting with the T. | T was using the Socratic method |

		use a dictionary. This is boring for them and makes them hate reading. Strategy training should start from learners needs.		
		T asked: "What do you think could be done?"	SS answered that skimming and scanning were important techniques to use.	
		T explained that strategies should respond to some needs/interests like skipping unnecessary words, use context, select topics, …		
		T stated that strategy training should be explicit. It should go on for a long period. It should take into consideration needs and interests. Teachers should teach their learners not to rely on only one strategy but on different ones. T asked: "Learners can help the T evaluate the success of strategy training, how?"	SS answered : "through their performance"	
		T asked: "Can you give an example?"	SS gave examples.	
		T explained that strategy training aimed at helping learners to learn better. If they learnt better, this was a proof of the success of the training.		
10h45		T ended by stating that they have summarized the most important strategies. T hoped the trainees would benefit from these strategies and that they would do things the way they should be done.		

| Teacher's code number: | T2 | Date of observation: | 10/02/2014 |

Subject: MDD   Time of observation: 8h-9h30

Objective(s) of the lesson: By the end of the lesson the student will know about the content of a file in Spotlight Book one presented by two students

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h11		T was following the presentation	A pair of students was presenting the content of file one in The 1AM textbook "Spotlight on English" book one using a power-point. Focusing on -the communicative objective -linguistic objective In terms of functions they explained what the teacher was supposed to do and what the pupils were supposed to do giving examples from the textbook. The pair moved to the presentation of the different learning strategies targeted giving examples. Then they introduced the aim from the project in the end of the file and what	The other SS were listening some of them are taking notes. There was only presentation, no explanation was made The other students were not taking any notes, they were not listening, one of them was even sleeping. The students were not

				the pupils were supposed to do.	concerned by the presentation.
			T asked how these levels were introduced in the file	After that the trainees displayed the weaknesses in the content and organization of the file. The criticism they made was based on the levels of thinking in Bloom's Taxonomy and they explained how these levels were presented in disorder in the file.	
8h37			T asked for comments	SS made none.	What the students were relying on was pure theory.
			T gave her comments recapitulating what she liked in the presentation. Her comment was that what the pair did was only presentation, she wanted them to analyse and explain the levels of thinking according to Bloom's Taxonomy. T started explaining her point of view and giving advice relying on theory.		The setting in the classroom did not encourage communication and debate
			T went back to the slides and asked questions on the comment the trainees did.	The students at the board explained their point of view.	The students were not taking notes they were only listening to the teacher.
			T gave tips on writing objectives, she mentioned what she liked in the presentation and announced that the educational authorities were designing a new textbook, that they would go back to the objectives based approach and that there would be no more focus on competencies.	End of the presentation and of the lesson.	There was no basis or evidence for what the teacher announced.

| Teacher's code number: | T2 | Date of observation: | 12/02/2014 |

Teacher's code number:	T2		Date of observation:	12/02/2014
Subject:	MDD		Time of observation:	8h-9h30
Objective(s) of the lesson:	By the end of the lesson the student will know about the content of file two in Spotlight Book one presented by two students			

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h30			Two trainees were making a presentation of file 2 in the textbook designed to 1AM pupils "Spotlight on English" Book One. They were presenting the file sequence by sequence. In every sequence, the trainees gave an analysis of the elements making it, they went through: -functions -notions -lexical items -grammatical items -communicative objectives Then they proceed with analyzing the type and content of the different activities in every sequence.	
		At this level of analysis the teachers intervened insisting on Bloom's Taxonomy, asking the trainees to refer to the different levels of thinking.	While the two trainees were presenting the other students were listening, some of them were taking notes.	

		T asked to two trainees to make comments, then, intervened giving examples.	Trainees making comments on the necessity of the project work (an activity the pupils should take in every file). The students discuss its necessity. The trainees made some criticism on the content of the file and gave their opinion on the content and the method adopted by the textbook designers. Other students took part in the discussion.	

Teacher's code number:	T2		Date of observation:	10/03/2014

Teacher's code number: T2

Date of observation: 10/03/2014

Subject: MDD

Time of observation: 8h-9h30

Objective(s) of the lesson: By the end of the lesson the student will know about the content of a file in Spotlight Book one presented by two students.

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h00			Two trainees were making a presentation of file ... in the textbook designed to 1AM pupils "Spotlight on English" Book One using a power-point.	
		T explained the strategies used.	SS introduced the different learning strategies targeted in the file. All the class was interacting with the teacher. The pair went through the unit page by page, sequence by sequence and activity by activity. They referred to -functions -language notions -grammatical notions -lexical notions	
8h45		T intervened to explain that what they introduced was not material. T then made comments on the students' presentation	-communicative objectives -linguistic objectives They gave different types of material (paralinguistic, reading, oral/aural,..)	When analyzing the different activities SS

				presenting examples from the file. They referred to the types of materials used and the different levels of thinking.	looked for an activity that fits all levels of thinking according to Bloom's Taxonomy.
					The teacher was not sure about one type of activities
				SS interacted with the teacher.	
9h25				SS, then, gave suggestions adapting some activities.	They called these suggestions criticism. Students think that the textbooks contain mistakes according to the theory they received and whenever they could not associate the content with the theory they received they thought these are shortcomings.
				They ended by explaining that the sequences in the file are not organized according to Bloom's taxonomy and that some activities were not suitable for the pupils.	

Teacher's code number:	T2	Date of observation:	19/03/2014
Subject:	MDD	Time of observation:	8h-9h30
Objective(s) of the lesson:	By the end of the lesson the student will be able to design a teaching material		

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
		In the previous lesson, the teacher gave a text "Uncle Hassan" to be exploited as a language teaching material. The practice was: Instruction: • Read the text below and determine the procedure for adapting it to be used as a language teaching material. • Explain and determine the purpose and nature of this text (Functions and notions), the proficiency and grade level it fits. • Sort out the procedure you will adopt: two reading comprehension activities, three activities for language practice • Design an activity where you suggest the performance or outcome the learners will achieve		

8h00			A volunteer student was writing a material on the board where she mentioned: -Level of thinking of the activity -functions -notions	
8h15		The teacher interacts with the class exploiting the material on board.	The student wrote her activity. Her classmates and the teacher were reading the activity and then they made comments in the instruction made by the designer of the activity who explained her purpose and corrected her instructions to make them better.	
9h45			Other students gave their suggestions through interaction with the teacher and the activity designer.	

Teacher's code number:	T3		Date of observation:	12/02/2014
Subject to be observed:	TESD		Time of observation:	9h30-11h
Objective(s) of the lesson:	By the end of the lessons the students will be able to develop a needs analysis questionnaire.			

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
9h30	Warm up	T selects a pair of students to present their questionnaire -"How many sections are there?" T asked the pair of students presenting: -"why do we start by Background?" -"what can be included in section one	Three sections Section one: Background Students answered Age Sex/gender	All students have prepared a questionnaire on middle school pupils' needs
10h00		T asked : -"you are a syllabus designer, what questions do you need to ask?" -"what is your purpose in developing these questions in your questionnaire?" T asked: -"what can be said about the questions?" -"do you think that it would help the syllabus designer?" -"does it cover the needs of the population?"	Section two The student explained the content of the section in her questionnaire Section three S1 explained that we can use any type of question.	

10h20		T asked for another pair another questionnaire T made comments and asked questions on what the student was presenting T and other students reacted and asked questions or gave opinions	A volunteer presents her questions S2 presented the questions one by one	
10h33		T selects randomly another S to present T asked questions on the content of the section and interacted with the S3 T asked a question to the whole class: -"what is the difference between needs analysis and situational analysis?" T asked for another volunteer	S3 presented her three sections S3 presented the questions one by one SS answered S4 presented her questions and interacted with the T and the other SS	
10h44		T stated that it was time to design a common questionnaire section by section and question by question.		

Teacher's code number:	T3	Date of observation:	13/03/2014

Subject to be observed: TESD

Time of observation: 9h30-11h

Objective(s) of the lesson: By the end of the lessons the students will be able to identify a textbooks advantages and disadvantages.

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h10	Warm up	T asked about the content of the previous lesson. -"What is a textbook?" -"advantages and disadvantages of the textbook?" T stated that there were many benefits for both teachers and learners	SS answered	Session2. Session 1 was theoretical: advantages and disadvantages of textbooks. At this point the SS were puzzled whether to use the official textbook or not. Is the textbook important or not. T stated that these are questions to be asked to the teacher of TEFL.
8h15		T asked the SS to take the textbook they have at hand and list its advantages and disadvantages T explained that they had to find what was said in theory in the textbook they had at hand T turned around the class to see what textbooks the SS were using.		This session was about putting into practice the theory learnt in the previous session The instruction was too broad to list all the advantages and

			SS were leafing through the textbooks they had, looking for advantages and disadvantages for both the T and the learners.	disadvantages.
		T walked around checking for understanding of the instructions.		
		T was monitoring the activity.	SS compared between what they studied as theory in their copybooks and the content of the textbook they were analyzing. They were working on different files	SS working in pairs were using a list of nine advantages and four disadvantages to compare with the content of the textbook. The teacher did not ask the learners to work in pairs.
8h35		T asked:-"have you finished?"	SS answered:- NO	
8h40		T stopped the activity and asked a pair of students to the board	A pair of students presented their comments on 1AM textbook "Spotlight on English" Book one -advantage: readily available material	
		T commented that this saved time and energy Then asked for the SS opinion	SS agreed with the T	
		T asked about the training phase: -"did you select a material because you did not have time to design your own one?"	SS answered that if the textbook did not provide something that fitted their objectives, they used their own material and gave; examples to illustrate.	No examples were given to illustrate.
			SS gave another advantage : The textbook helped design and prepare the teaching card.	
			A S gave an example she stated that she designed the warm relying on herself but selected content from the textbook to use it in their lesson because it reflected the syllabus content in terms of language functions.	No examples were given to illustrate.

			Another advantage was that the progression in the textbook helped achieve the objectives.	No examples were given to illustrate.
		T asked about the SS feeling when using the textbook: -" How did you feel when you using the textbook? Did you feel secure?	A fourth advantage SSA displayed was that using the textbook gave them confidence	No examples were given to illustrate.
			SS answered: yes and told the teacher that it helped them a lot and made them feel safer than when using their own material because sometimes they were not successful in choosing the right one	SS talked about their experiences in the training
		How about disadvantages ?	Among the disadvantages is the fact that the files are divided into sequences and not lessons. The pupils are not motivated when using the textbook.	

Teacher's code number: T3	Date of observation: 13/03/2014
Subject to be observed: TESD	Time of observation: 9h30-11h
Objective(s) of the lesson: By the end of the lessons the students will be able to identify a textbooks advantages and disadvantages.	

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h10	Warm up	T asked about the content of the previous lesson. -"What is a textbook?" -"advantages and disadvantages of the textbook?" T stated that there were many benefits for both teachers and learners	SS answered	Session2. Session 1 was theoretical: advantages and disadvantages of textbooks. At this point the SS were puzzled whether to use the official textbook or not. Is the textbook important or not. T stated that these are questions to be asked to the teacher of TEFL.
8h15		T asked the SS to take the textbook they have at hand and list its advantages and disadvantages T explained that they had to find what was said in theory in the textbook they had at hand T turned around the class to see what textbooks the SS were using. T walked around checking for understanding of the instructions. T was monitoring the activity.	SS were leafing through the textbooks they had, looking for advantages and disadvantages for both the T and the learners. SS compared between what they studied as theory in their copybooks and the content of the textbook they were	This session was about putting into practice the theory learnt in the previous session The instruction was too broad to list all the advantages and disadvantages. SS working in pairs were using a list of nine advantages and four

			analyzing. They were working on different files	disadvantages to compare with the content of the textbook. The teacher did not ask the learners to work in pairs.
8h35		T asked:-"have you finished?"	SS answered:- NO	
8h40		T stopped the activity and asked a pair of students to the board	A pair of students presented their comments on 1AM textbook "Spotlight on English" Book one -advantage: readily available material	
		T commented that this saved time and energy Then asked for the SS opinion	SS agreed with the T	
		T asked about the training phase: -"did you select a material because you did not have time to design your own one?"	SS answered that if the textbook did not provide something that fitted their objectives, they used their own material and gave; examples to illustrate.	No examples were given to illustrate.
			SS gave another advantage : The textbook helped design and prepare the teaching card.	
			A S gave an example she stated that she designed the warm relying on herself but selected content from the textbook to use it in their lesson because it reflected the syllabus content in terms of language functions.	No examples were given to illustrate.
			Another advantage was that the progression in the textbook helped achieve the objectives.	
			A fourth advantage SSA displayed was that using the textbook gave them confidence	No examples were given to illustrate. No examples were given to illustrate.

		T asked about the SS feeling when using the textbook: -" How did you feel when you using the textbook? Did you feel secure?	SS answered: yes and told the teacher that it helped them a lot and made them feel safer than when using their own material because sometimes they were not successful in choosing the right one	SS talked about their experiences in the training
		How about disadvantages ?	Among the disadvantages is the fact that the files are divided into sequences and not lessons. The pupils are not motivated when using the textbook.	

Teacher's code number:	T3	Date of observation:	20/03/2014

Subject to be observed: TESD   Time of observation: 08h-09h30

Objective(s) of the lesson: By the end of the lessons the students will be able to identify the criteria of textbook evaluation.

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
8h10		T dictates the criteria T dictates a quotation by Sheldan (1989): "Textbooks are …the author needs to recognize that layout, format, typography and graphics are also essential for a successful course book." T asked SS: -"what do you have to say? T explained the key words T explained that by layout and design we mean the cover , the title, the shape and the structure T referred to the quotation and mentioned that there are paralinguistic and linguistic materials T dictates another quotation: "what we should look for is a good balance between oral material and written text so that each support the other." T dictates another quotation by Nunan (?) "the way material are presented and organized as well as the types of content and activities will	SS asked for the meaning of some word like layout	

		help to shape the learner's view of language."		
08h30		T asked the SS to consider the two quotations and to try to find out the difference between layout and design (criterion one)	SS worked in pairs analysing the two quotations	The teacher did not ask the SS to work in pairs they did spontaneously.
			SS explained that layout and design are complementary, that organization affects the learner's language, that this may help or hinder learning -paralinguistic and linguistic material should go hand in hand	
		T recapitulated that since they affect learning, there should be a balance between the two		
		T showed two textbooks and asked the SS to compare between them in terms of layout and design. -"are they complementary?"		
		Asked for a volunteer to compare two textbooks in terms of layout and design. T asked to select a file.	S1 selected a file	
		T gave instructions to the S to compare an official textbook and a non-official one	S1 selected a picture and a title in each of the two textbooks	
		T asked if it were helping in any sense.	SS explained that there were not enough paralinguistic material	
		T added that the paralinguistic material supported the written material	S1 showed another example: a map, and made comments on it.	
		T asked for another volunteer	S2 showed a paralinguistic material and	

08h50		T asked for comments: -"How do you find it?" -"Is there something interesting about it?" T reminded the SS that in the layout and design we should focus on the balance between the paralinguistic and the linguistic material. T exposed the second criterion: the objectives T asked the SS to identify the objectives T made some comments	explained what it was about. S replied: -"it is clear." -"we have the same material in 2AM textbook." SS stated that they evaluated it and found out that the material helped achieve the objectives. SS wrote the comments and then a quotation on the relation objectives / course material.	
09h10		T asked what was meant by the quotation T explained that we had to select the content that would help us achieve our objectives T introduced criterion 3: activities and tasks And asked what could be said about them What have you seen in MDD T asked how are we supposed to organise our activities? T asked what the SS thought of individual work, pair work or group work. Then asked their opinion if it were helping to enhance cooperation among learners since in CBA learning is	SS gave different opinions SS replied that activities and tasks should match Bloom's taxonomy. SS: "from a low level of thinking to a higher one, they should be relevant to the topic, the instructions should be clear and complete.	There is overlap between the content of the course of TESD and MDD

		constructivist giving examples from their experiences in training.		
			SS explained that pair work might be more helpful than group work because the latter was a source of noise.	
		T asked in addition to Bloom's taxonomy what other criteria can we take into account	SS interacted with the T discussing the typology of the activities in accordance with content and skills referring to the MDD course content.	
		T dictated another quotation.	SS read the quotation and then tried to find a link with the textbook.	
		T asked the SS opinion if the designed tasks should be difficult or easy	SS answered that they should be in between	The majority of the students did not have a textbook at hand.
		T reminded the SS about Krashen's i+1 and added that the tasks should be challenging and thought provoking but not difficult		
		T presented different types of textbooks: - Exam oriented - Deep end approach	SS interact with the T about the best type.	
09h25		T introduced criterion 4: subject and content T dictated a quotation T makes comments on the quotation interacting with SS.	SS gave examples to illustrate the quotation	SS were showing comprehension of the quotation

| Teacher's code number: | T3 | Date of observation: | 15/05/2014 |

Teacher's code number: T3

Subject to be observed: TESD

Objective(s) of the lesson: By the end of the lessons the students will be able to analyse a textbook "Spotlight on English Book one" using Skicrso's checklist (1991).

Date of observation: 15/05/2014

Time of observation: 08h-09h30

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
08h10	Warm up	T presented a critical biographical data on the author and his checklist T explained that since the competencies are the same they would analyse the syllabus in terms of aims and goals. Linguistic competence: developing grammar and vocabulary Communicative Competence: knowledge transfer; whether the learner is able to transfer knowledge from one situation to another	Students worked on the analysis of the textbook using the checklist.	
08h15		T was reading from a handout explaining its content T explained the aim from the cultural pluralism in the textbook: making the learner socially and economically efficient = know how to be Since competency= knowledge, attitude, value and skill	SS were interacting with T	

08h44			The skill component is about efficiency T explained what is meant by economic and social efficiency T asked SS to use the checklist to analyse a textbook. T asked them to give examples T asked SS about the pupils needs and then asked them to use the questionnaire they prepared T asked if we are meeting the learners' interests and needs (to succeed in the final examination) T explained that the topics should match the learners interests, then asked to compare SS answers to the questionnaire with the textbook's content T read from the checklist and interacted with SS	SS used "Spotlight on English" Book one. SS went through FILE 1 and evaluated it They analysed the activities looking for the different of thinking in Bloom's Taxonomy. SS discuss different activities in the textbook and their levels of thinking. Through the questionnaire SS analyse the answer to the question "why do you learn English?" (interest level). SS mentioned that the topics should be updated Analyzing file 1 the SS noticed that the file is organized from simple to complex with varied text types. SS went through the checklist and discussed the criteria one by one looking for examples in the textbook	This is not different from what SS did in the course of MDD This is not different from what was done in MDD

Teacher's code number:	T4		Date of observation:	05/02/2014
Subject to be observed:	TESD		Time of observation:	9h30-11h
Objective(s) of the lesson	By the end of the lessons the students will be able to identify different types of syllabuses			

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
09h45	Warm up	T asked a group three of students to the board to give a presentation T was part of the audience T asked questions and made comments here and then	Ss were giving a presentation on the situational syllabus. The content was about the definition of the situational syllabus, then the major characteristics of this type of syllabus. The other Ss were listening Ss reacted to the T comments	
10h00		T gave different situations and asked the SS their opinion about what to do in every one. T interacted with the students presenting through question and answer	Ss gave their opinion and examples from what they did in the placement school during their practice.	
		T asked if the school possessed a library and about the book s in English in that library T asked if we could build a syllabus based on situations in the Algerian context.	End of the presentation Ss discussed it with T giving different opinions	
10h10				

		T explained that this type of syllabus fitted different audiences and engaged in a question/ answer discussion with the group at the board: What is the aim behind teaching using a situational syllabus? Do you teach grammar explicitly?	Ss answered giving different opinions Some other classmates were engaged in the discussion	
10h15			The group of Ss at the board went back to their slides to explain appoint they disagreed on with T	
		T ended the discussion and asked for another group to the board		
10h20			Group 2 made a presentation on the topic based syllabus reading from their slides	
		T following, reading from the projection on board and asking for examples	Classmates were not taking any notes Some were reading on their laptops Others were chatting Some others were sleeping	
10h30			Ss in group 2 answered the questions and interacted with T giving examples	
		T explained giving examples	A student was confused she could not make the difference between situational and topic based syllabuses.	
10h45				
		T discussed the topics tackled in the schools and mentioned that they were not at the pupils' reach T gave advice not to engage in topics they do not master.	Ss shared their T opinion	

Teacher's code number:	T4		Date of observation:	19/03/2014

Teacher's code number: T4

Subject to be observed: TESD

Objective(s) of the lesson: By the end of the lessons the students will be able to evaluate a textbook.

Date of observation: 19/03/2014

Time of observation: 9h30-11h

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
9h45	Warm up	T asked Ss about the content of a textbook -What would you like to have in a textbook? -what are you going to consider in it?		
09h50		T asked Ss to examine the information a textbook displays starting from the front page	Ss analysed the title, the level, the colours, the layout, the general idea the textbook presets	
10h00		T asked about this general idea	Ss answered : the content	
10h05		T asked Ss to examine another page and look for the information in it which they can use	Ss examined another page and answered giving their opinions	This was an example to the task that followed
10h10		T asked Ss to work in pairs and examine the textbook's title and picture on the front page	Ss worked in pairs and then gave their opinions about the title and the picture on the front page.	
10h25		T asked Ss to examine the back page and attracted their attention to the mention that the book is supported by the Government to avoid any misuse by traders	Ss examine the back page.	
10h35		T asked Ss to go into the textbook.	Ss asked about the textbook designer.	
10h45		T raised the question whether it was important to know about the textbook designer.	Ss discussed the importance of having that information.	

Teacher's code number:	T4	Date of observation:	23/04/2014
Subject to be observed:	TESD	Time of observation:	9h30-11h
Objective(s) of the lesson:	By the end of the lessons the students will be able to recognize the advantages / limitations of textbooks.		

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
09h30	Warm up	T asked Ss about their experience in using the textbook during the training period, was it useful or not? T reacted to this comment and asked why some teachers were restrictive.	S1answered: I tried both situations using the textbook and not using it. Whenever I did not like the content of an activity or a text I used my own material. S2 I felt the need to use the textbook , I could not do without S3 we were obliged to use the textbook our training teacher was restrictive and obliged to use it. S3 the argument they gave us was that the pupils had to take the final exam (BEM), so we followed the instructions and activities in the textbook but not blindly. S4 when we taught 4AM level we had to follow the textbook content. It was not	This lesson took place after the block training Ss were telling experiences from their training Ss had different opinions about the use of the textbook.

| 09h40 | | T asked: Did you refer to the textbook when you designed you r own material?

T asked: How do you know that this would fit? | the case for the other levels
SS answered: No

Ss answered: through the syllabus our trainer provided for us.
S1 explained the component of the syllabus
S2 mentioned that with their trainer they did differently. | There are two inspectors. Everyone has his own way of organizing lessons. |
| 09h55 | | T projects an article by Jack C Richards: "The Role of Textbook in a Language Program".
T introduced the article.

T gave ideas on the role of the textbook through statement
T dictated statements concerning the textbook's advantages and limitations
T asked Ss to comment on these statements
T asked Ss to work in pairs and make a comment on every statement
T writes the following question on board
- What other advantages/limitations could you add to Richards' list? Work in pairs. You have 5 minutes.

T made it clear that Ss should give an opinion on every statement and not only say whether they agree or not. | Some Ss were taking notes while others were doing nothing.

Ss were taking notes down

Ss were writing down

Ss were working in pairs discussing the different statements making comments

Ss worked in pairs. They explained the statements and said whether they agreed or not with Richards.

Ss give their different opinions. | |

10h15		After listening to the Ss, T explained the statement one by one discussing the advantages and limitations of textbooks with Ss.	Ss interacted with T.	T used the Socratic Method when interacting with Ss.
10h55		T asked Ss a question they would answer as homework. "What other advantages and limitations can you add?"		

Teacher's code number:	T4	Date of observation:	14/05/2014

Teacher's code number: T4   Date of observation: 14/05/2014

Subject to be observed: TESD   Time of observation: 9h30-11h

Objective(s) of the lesson: By the end of the lessons the students will be familiar with the different textbooks and will be able to describe their content.

Timing	Lesson part	What the trainer was doing	What the trainees were doing	The observer's comments
9h45 9h50	Warm up	 T asked a group to move to the Board and discuss the textbook they described: 4AM Textbook "On the Move". T introduced the textbook	 Ss describe the content of the textbook file by file and sequence by sequence	T asked the Ss to work in groups and describe a textbook using an evaluation grid T gave them. T and other Ss listened to the presentation This was the same content of the lessons in MDD. Is there any coordination between teachers? T explained that the Syllabus in MDD has been changed and in fact this should not be part of it.
10h00		T asked if there was another group who worked on the same textbook	No. The other groups worked on different textbooks.	

		T asked if Ss had something to add.	Ss mentioned that when they go to placement school they work in terms of lessons and not sequences. The material used is also different.	
10h05		T asked about the meaning of the textbook's title.	Ss explained that this indicated the shift from one level to another.	T gave no idea about the history of the London eye or the significance of the monument. T did not explain the choice of this picture.
		T explained that the picture is communicative.	Ss asked about the cover on the front page and about the choice of "the London Eye".	
		T asked about the colors chosen for the cover.	Ss gave different opinions	T did not give any information about the authors or their background.
		T asked about the authors	Ss identified them.	
			Ss asked about a component in the textbook "Food for Thought" and discussed it with T	We noticed that it was always the same Ss who answered the T questions as if the others were not interested or did not have the answer.
10h20		T asked if the textbook contained a map and what it was about, if the Ss referred to it when teaching.	Ss answered	
		T raised the issue that the book was demanding and if the teachers taught all the files.	Ss replied that teachers focused on teaching Grammar and lexis mainly.	
		T asked about the content of the activities, the instructions in them and whether they reflected any cognitive skill.	Ss answered	

10h30		T moved to ask about the organization and illustration in the textbook	Ss gave different answers	Throughout the lesson T used a Socratic method.
10h35		T asked about the size of the book its weight, the quality of the paper	Ss gave different opinions.	
10h40		T asked to choose another textbook 1 AM "Spotlight on English Book one" and discussed its content the same way T did with 4 AM textbook		

Appendix C

Observation Checklist
-Teacher: … **-Subject: …………** **-Lesson …..** **-Date:……………**

Objectives

1.	The trainer clearly announces the objectives of the lesson.	1	2	3	4	5
2.	The objectives combine theory and practice.	1	2	3	4	5
3.	The objectives are about teaching competencies to be developed by the end of the lesson.	1	2	3	4	5

Content and methodology

4.	The lesson is student-centred.	1	2	3	4	5
5.	The lesson content is mainly theoretical.	1	2	3	4	5
6.	Theory is explained through examples about real classroom situations.	1	2	3	4	5
7.	The lesson focuses on the knowledge/ understanding students must acquire by the end of the lesson.	1	2	3	4	5
8.	The lesson focuses on practical skills the students will develop by the end of the lesson.	1	2	3	4	5
9.	The lesson focuses on the attitudes the learners will develop by the end of the lesson.	1	2	3	4	5
10.	The trainer encourages cooperative learning by setting group work tasks.	1	2	3	4	5
11.	The teacher encourages critical thinking through questioning.	1	2	3	4	5
12.	The lesson focuses on classroom real situations.	1	2	3	4	5
13.	The lesson ends in a project work students will achieve.	1	2	3	4	5
14.	The trainer introduces new points through lecturing.	1	2	3	4	5
15.	Students read materials related to the lesson.	1	2	3	4	5
16.	The trainer dictates new contents.	1	2	3	4	5

Assessment

17.	Both formative and summative assessment types are used during and at the end of the lesson to check whether the objectives were met.	1	2	3	4	5
18.	The trainer assesses the trainees' teaching skills after each lesson/unit.	1	2	3	4	5
19.	The trainer assesses the trainees' attitudes after the lesson.	1	2	3	4	5
20.	The trainer provides opportunities for the trainees to assess the lesson.	1	2	3	4	5

Training competencies

21.	The trainer involves the trainees actively in the learning process	1	2	3	4	5
22.	The trainer uses different techniques to motivate the learners.	1	2	3	4	5
23.	The trainer states clearly the objectives at the beginning of the lesson.	1	2	3	4	5
24.	The trainer creates a lively atmosphere in the classroom through interaction with the trainees.	1	2	3	4	5
25.	The trainer uses appropriate grouping techniques.	1	2	3	4	5
26.	The trainer uses interesting and appropriate materials.	1	2	3	4	5
27.	The trainer assigns tasks that meet the different learning styles of the learners.	1	2	3	4	5
28.	The trainer encourages discussion with the trainees and among the trainees.	1	2	3	4	5
29.	The trainer stimulates critical thinking and problem solving through reflective activities.	1	2	3	4	5
30.	The trainer uses technology effectively to illustrate lesson points.	1	2	3	4	5

The Teacher Trainers' and Students' Attitudes towards the Course

at the Ecole Normale Supérieure of Constantine

Questionnaire

This questionnaire is part of a research work on the implementation of Competency Based Education at the Ecole Normale Supérieure of Constantine.

It aims at collecting data on your attitudes towards the training at the Ecole Normale Supérieure of Constantine.

Your answers are of great importance for the research.

May I thank you in advance for your cooperation.

Mr Mohamed Rafik Fadel

Department of Letters and English Language

Faculty of Letters and Languages

University of Constantine 1

Please, circle the letter that refers to your choice:

A: strongly agree,

B: agree,

C: disagree,

D: strongly disagree,

E: no comment.

Section One: Objectives

1. The Student's needs , as a future teacher, are reflected in the course /   A   B   C   D   E
   training objectives.

2. The objectives are about teaching competencies to be developed by   A   B   C   D   E
   the end of the course.

Section Two: Content

3. Lesson content:

   a. is mainly theoretical,   A   B   C   D   E

   b. is relevant to the objectives of the course,   A   B   C   D   E

   c. meets the students' interest,   A   B   C   D   E

   d. relates to the students' future job as teachers.   A   B   C   D   E

4. The specified content can be completed during the training.   A   B   C   D   E

5. The specified language content corresponds to that of the National   A   B   C   D   E
   Education material.

Section Three: Methodology

6. The underlying ELT methodology of the English Course at the ENS   A   B   C   D   E
   Constantine is clear to the students.

7. The underlying ELT methodology of the National Education   A   B   C   D   E
   materials is clear to the students.

8. The training course at the ENS Constantine and the National   A   B   C   D   E
   Education materials are based on the same ELT methodology.

9.   The trainers introduce new content through lecturing.   A   B   C   D   E

10.   The trainers encourage:

     a.   cooperative learning by setting group work tasks,   A   B   C   D   E

     b.   critical thinking through questioning.   A   B   C   D   E

11.   Theory is explained through examples from real classroom   A   B   C   D   E
situations.

12.   The lessons are student-centred.   A   B   C   D   E

13.   The lessons focus on:

     a.   the knowledge/ understanding the students must acquire by   A   B   C   D   E
the end of the course

     b.   practical skills the students will develop by the end of the   A   B   C   D   E
course

     c.   the attitudes the students will develop by the end of the   A   B   C   D   E
course

     d.   classroom real situations   A   B   C   D   E

14.   the students read materials related to the lessons   A   B   C   D   E

Section Four: Teaching / Assessing Techniques

15.   In the process of teaching, the trainers:

     a.   assign tasks and assignments that match the lesson   A   B   C   D   E
objectives

     b.   manage to match the students' background knowledge with   A   B   C   D   E
new content

     c.   use technology effectively to illustrate lesson points   A   B   C   D   E

     d.   stimulate critical thinking and problem solving through   A   B   C   D   E
reflective activities

     e.   focus more on subject content than on ELT methodology   A   B   C   D   E
and preparing lessons

     f.   involve the students actively in the learning process   A   B   C   D   E

16. In order to motivate the students, the trainers:

  a. use different techniques   A   B   C   D   E

  b. create a lively atmosphere in the classroom through   A   B   C   D   E
    interaction with us

  c. encourage discussion with them and among them   A   B   C   D   E

  d. use interesting and appropriate materials   A   B   C   D   E

  e. assign tasks that meet their different learning styles   A   B   C   D   E

17. Concerning supervision , the trainers:

  a. help the students develop lessons   A   B   C   D   E

  b. provide very helpful feedback during the training   A   B   C   D   E

  c. give, after the training, feedback that take into consideration   A   B   C   D   E
    both content and methodology

  d. focus more on the content of the subject they teach than on   A   B   C   D   E
    training

  e. evaluate the students' teaching skills   A   B   C   D   E

18. In terms of assessment, the trainers:

  a. use both formative and summative forms of assessment to   A   B   C   D   E
    check whether the objectives were met.

  b. The trainers provide opportunities for self-assessment.   A   B   C   D   E

  c. The trainers provide the students with opportunities for   A   B   C   D   E
    evaluating aspects of the course, such as materials,
    methodology, and content

The Trainee's Teaching Competencies Questionnaire

This questionnaire is part of a research work on the implementation of Competency Based Education at the Ecole Normale Superieure of Constantine.

It aims at collecting data on the trainees' competencies acquired during their training at the Ecole Normale Superieure of Constantine.

The competencies presented in this questionnaire are adapted from the Teacher Competency Framework developed by World Learning / School of International Training experts together with members of the Groupe Spécialiste d'anglais (GSD-anglais) and a pilot group of English inspectors from Algeria.

Please, rate each of the following teaching competencies by circling the number that best describes their degree of competency, using the following scale:

Very good: 1,

Good: 2,

Average: 3,

Weak: 4,

Very weak: 5.

Your answers are of great importance for the research.

May I thank you in advance for your cooperation.

Mr Mohamed Rafik Fadel

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University of Constantine 1

Section One: Teaching Methodology Competencies

1. The trainee understands ELT methodology.   1   2   3   4   5

2. The trainee understands methodology, language content and themes at the ENS Constantine.   1   2   3   4   5

3. The trainee understands the National Education ELT methodology.   1   2   3   4   5

4. The trainee understands the National Education textbooks, language content, and themes.   1   2   3   4   5

5. The trainee are aware of how the language learning process occurs   1   2   3   4   5

Section Two: Lesson Planning Competencies

6. The trainee has clear aims and objectives for their lessons.   1   2   3   4   5

7. The trainee plans lessons that are interconnected as a series to build toward short term goals and long term competencies.   1   2   3   4   5

8. The trainee plans lessons so that pupils have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.   1   2   3   4   5

9. The trainee plans lessons that have communicative objectives and whose steps build toward meeting them.   1   2   3   4   5

10. The trainee chooses topics and tasks that allow pupils to develop skills in learning and communicating about themselves and their community, and about their country and the world.   1   2   3   4   5

11. The trainee breaks down functions, structures and skills into smaller components in order to present realistic 'chunks' of the language (or material) for pupils to process.   1   2   3   4   5

12. The trainee supplements and adapts the textbook to plan activities related to pupils' interests, prior knowledge and experience.   1   2   3   4   5

13. The trainee plans activities in which pupils use previously-studied language and skills and incorporate new language and skills.   1   2   3   4   5

14. The trainee plans activities within each lesson in which pupils use the language freely without worrying about errors, so that they can focus on fluency and communication.   1   2   3   4   5

15. The trainee stages the lessons so that what the pupil learns/practises in each step prepares for the next ones.   1   2   3   4   5

Section Three: Lesson Presentation Competencies

16. The trainee selects and introduces activities and materials for language work that meet pupils' needs and interests.   1   2   3   4   5

17. The trainee introduces a variety of topics of interest to the pupils related to other cultures and international issues.   1   2   3   4   5

18. The trainee uses and plans activities that allow pupils to practise and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message).   1   2   3   4   5

19. The trainee contextualizes the activities and provides a communicative purpose for them.   1   2   3   4   5

20. The trainee provides a balance of activities that focus sometimes on accuracy, sometimes on fluency.   1   2   3   4   5

21. The trainee sets tasks that allow the pupil to discover how the language works in its form, meaning and use and ensures that each is clear for the pupils.   1   2   3   4   5

22. The trainee introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.   1   2   3   4   5

23. The trainee uses questioning effectively.   1   2   3   4   5

24. The trainee uses teaching aids and other resources appropriately.   1   2   3   4   5

25. The trainee teaches pupils how to use language strategies to aid in their learning and communication.   1   2   3   4   5

26. The trainee uses effective techniques to build pupils' self-confidence (e.g. scaffolding, so pupils can succeed, using informal types of assessment that produce less anxiety, giving feedback to pupils on their work in an encouraging way; employing self-assessment and goal setting).   1   2   3   4   5

Section Four: Class room Management Competencies

27. The trainee finds out the needs, interests, and language difficulties of the pupils.   1   2   3   4   5

28. The trainee manages the class so pupils know what is expected from them (e.g., sharing the daily agenda and classroom rules, providing rubrics for pupils' performance, giving clear instructions appropriate to the level of the pupils and checking that they understand them).   1   2   3   4   5

29. The trainee gives sufficient instruction.   1 2 3 4 5

30. The trainee organizes the pupils (using space, classroom furniture, time, etc.) to facilitate   1 2 3 4 5
    interaction so that the teacher is not the focus of the lesson.

31. The trainee varies patterns of interaction (e.g. teacher eliciting from class, pair work, pupils   1 2 3 4 5
    presenting to class, pupils mingling) within the lesson to support the objectives of the class and
    the feeling/energy of the group.

32. The trainee creates a friendly atmosphere (e.g. by using pupils' names, encouraging them, using   1 2 3 4 5
    positive reinforcement like praise and rewards, employing games to practise and review
    material).

33. The trainee sets tasks that develop cooperative learning and encourages peer help and readiness   1 2 3 4 5
    to exchange with others.

34. The trainee fosters group feeling (cooperation, respect, enjoyment, trust, etc.).   1 2 3 4 5

35. The trainee ensures that all the pupils find their involvement sufficiently challenging.   1 2 3 4 5

Section Five: Assessment Competencies

36. The trainee plans and uses assessment activities that assess not only what the pupils know about   1 2 3 4 5
    language, but also what the pupils are able to do as speakers, listeners, readers and writers.

37. The trainee regularly assesses pupils' learning using a variety of assessment activities including   1 2 3 4 5
    more informal activities (e.g. monitoring during activities and peer/self-assessment) and more
    formal ones (e.g. tests, presentations and projects).

38. The trainee gives appropriate feedback to the pupils.   1 2 3 4 5

39. The trainee gives pupils opportunities to recognize errors and figure out for themselves how to   1 2 3 4 5
    correct them.

40. The trainee teaches pupils to assess themselves and their peers so that they are aware of their   1 2 3 4 5
    progress.

The Teacher Competency Framework

Developed under the Algeria Partnership Schools Program

U.S.-Middle East Partnership Initiative

MEPI

CREATIVE ASSOCIATES INTERNATIONAL℠

World Learning
SIT Graduate Institute

1

THE TEACHER COMPETENCY FRAMEWORK

Introduction

The Partnership Schools Program has been funded through the U.S. Department of State, Bureau of Near Eastern Affairs, Office of the Middle East Partnership Initiative (MEPI). MEPI is a unique program designed to engage directly with and invest in the peoples of the Middle East and North Africa (MENA). MEPI works to create vibrant partnerships with citizens to foster the development of pluralistic, participatory, and prosperous societies throughout the MENA region. MEPI partners with local, regional and international non-governmental organizations, the private sector, academic institutions, and governments. More information about MEPI can be found at: www.mepi.state.gov.

The Partnership Schools Program has been delivered in collaboration with the Algerian Ministry of National Education, and implemented by Creative Associates International, Inc. and World Learning/School for International Training (WL/SIT) Graduate Institute. The program began in 2005 and continued through summer 2010.

Central to the Ministry of National Education's goals for national education reform has been the development of school curricula aligned to a Competency-based approach. The major focus of the work of the MEPI/Partnership schools Program has been the facilitation of this process by working with the Ministry to ensure that English language education in Algerian schools is carried out by teachers and supervisors trained to the highest standards of international best practice in the delivery and supervision of a competency based language syllabus. The Algerian English curriculum was evaluated by WL/SIT specialists in curriculum design and assessment. Based on findings from the evaluation, MEPI/PSP organized a series of trainings for English curriculum writers to explore how the competency-based principles expressed within the curriculum might be made more readily available to a variety of educational stakeholders: Ministry officials, inspectors, teachers, students and parents.

At the heart of any effective curriculum is a statement of beliefs, or guiding principles about the content, the learners and learning and the role and responsibilities of teachers. Together with members of the Groupe Spécialiste d'anglais (GSD-anglais) and a pilot group of English inspectors, WL/SIT experts developed a set of nine Guiding Principles that could serve as the foundation of a newly revised curriculum plan. They are responsive to the social and educational context in Algeria, they derive from sound educational theory and they are appropriate for Algerian learners and teachers.

The Guiding Principles are organized around a view of language, a view of learners and learning and a view of teachers and teaching. The principles are closely intertwined and mutually compatible. The first two principles describe the purposes for learning English in the world today—to use it as a tool to participate in global information exchange and learning and to develop communicative abilities. As befits a curriculum focused on learner competence, many of the principles focus on learners and learning. The learning experiences provided in the classroom are the means for achieving the desired outcomes. The principles capture what learners need in order to learn, as well as the dispositions and

approaches to learning that they will cultivate. The last two principles are focused on what teachers need to know how to do in order to provide the kinds of learning experiences that will help learners attain the learning outcomes of the curriculum.

In order to enact the principles in classroom practice, teachers need to develop corresponding competencies. Following the Guiding Principles is a list of teacher competencies for each principle. Following that is a combined list of the thirty teacher competencies. These competencies act as a guide for teachers for how to teach, and for Inspectors in guiding and assessing teachers. They are designed to be used by teachers in self-assessment and goal-setting, and by Inspectors in planning teacher development workshops and during teacher observation visits.

GUIDING PRINCIPLES FOR TEACHING ENGLISH IN ALGERIA

ENGLISH LANGUAGE

1 English facilitates two-way communication with the world
English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

2 Communicative competence is the aim of language learning
Communicative competence in English involves interacting with others using receptive/ interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

LEARNERS & LEARNING

3 Successful learning depends on supported and purposeful development
Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competencies.

4 Active Learners are successful learners
Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

5 Meaningful activities and tasks support and encourage learning
Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

6 Learning is an active, evolving process
Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

7 Assessment is an ongoing part of learning
Ongoing, or regular, assessment should take various forms and address the competences that have been learned in class, so that the assessment can provide useful information on individual progress and achievement, which teachers and learners can review to aid learning.

TEACHERS & TEACHING

8 Teachers are facilitators of learning
Teachers support learners' learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learners' interests and needs in mind; guiding and monitoring learners' learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

9 Teachers foster a supportive learning environment and effective classroom management
Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Teacher competencies

In order to enact the principles in classroom practice, teachers need corresponding competencies. Each principle is followed by the teacher competencies needed in order to develop learning experiences that are consistent with the principle. For example, in order to carry out principle 1, *English facilitates two-way communication with the world,* one of the teacher competencies is the following: *The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.* This teacher competency is essential for this principle because in order to communicate something about themselves in English to people in other parts of the world and to learn about others, students need to engage in activities that develop real-life communication skills.

Because the principles are closely interrelated and mutually compatible, one teacher competency may appear with more than one principle. For example, the teacher competency *The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening* is related to Principles 1, 2, 4 and 5.

There are a total of thirty teacher competencies. These are listed after the table with the Teacher Competencies that support the Guiding Principles.

ENGLISH LANGUAGE

1 English facilitates two-way communication with the world

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

Teacher competencies:
   a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills[1] for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message).
   b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.
   c. The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures and international issues.

2 Communicative competence is the aim of language learning

Communicative competence in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

Teacher competencies:
   a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.
   b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.
   c. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.
   d. The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.
   e. The teacher teaches learners how to use language strategies to aid in their learning and communication.

LEARNERS & LEARNING

3 Successful learning depends on supported and purposeful development

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competences.

Teacher competencies:
   a. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.
   b. The teacher breaks down functions, genres and skills into smaller components/ skills/parts in order to present realistic "chunks" of the language (or material) for learners to process.
   c. The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.
   d. The teacher plans lessons that are interconnected and work together as a series to build toward short-term goals and long-term competencies.

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[1] **Real-life communication**: the exchange of thoughts, messages or information that the people involved actually want to communicate; people exchanging thoughts, messages or information in situations that mimic situations found outside the classroom.

Real-life communication skills: the ability to exchange thoughts, messages or information in a situation that is true to life or could actually happen outside the classroom; skills for dealing with unpredictable conversations.

4 Active Learners are successful learners

Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Teacher competencies:

a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

b. The teacher sets tasks that allow the learner to discover how the language works in its *form, meaning and use*[2] and ensures that each is clear for students.

c. The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

d. The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

e. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

f. The teacher teaches learners how to use *language strategies*[3] to aid in their learning and communication.

5 Meaningful activities and tasks support and encourage learning

Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Teacher competencies:

a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

b. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

c. The teacher contextualizes[4] the activities and provides a communicative purpose for them.

6 Learning is an active, evolving process

Learning a language requires opportunities to use what one knows for communicative purposes,[5] making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

Teacher competencies:

a. The teacher provides a balance of activities that focus sometimes on accuracy and sometimes on fluency.

b. The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication.

c. The teacher plans activities in which learners use previously studied language and skills and incorporate new language and skills.

d. The teacher gives learners opportunities to recognize errors and figure out for themselves how to correct them.

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[2] **Form, meaning, use:** language has form (rules for grammar, spelling, pronunciation) and meaning (the ideas that the words represent) and use (the social or situational rules for when, where and with whom we use the various structures, words and pronunciations of the language).

[3] **Language strategies:** planned actions that can help one learn or recall language; planned actions that can help one to better communicate ideas and information or to better understand the messages of others.

[4] **Contextualizes/provides and communicative purpose:** puts language into a situation where people have a reason to exchange ideas and meaning (Language is best presented and practiced in a context or situation where it is needed.)

[5] **Communicative purpose:** a communicative purpose is a reason to communicate in order to get information, to do something, or to get something.

7 Assessment is an ongoing part of learning

Ongoing, or regular, assessment should take various forms and address the competencies that have been learned in class, so that the assessment can provide useful information on individual progress and achievement, which teachers and learners can review to aid learning.

Teacher competencies:
a. The teacher plans lessons that are interconnected and work together as a series to build toward short term goals and long term competencies.
b. The teacher regularly assesses learners' learning using a variety of assessment activities including more informal (e.g. monitoring during activities and peer/self-assessment) and more formal (e.g. tests, presentations and projects).
c. The teacher plans and uses assessment activities that assess what learners know about language, and also what learners are able to do as speakers, listeners, readers and writers.
d. The teacher teaches learners to assess themselves and their peers so that they are aware of their progress.

TEACHERS & TEACHING

8 Teachers are facilitators of learning

Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learners' interests and needs in mind; guiding and monitoring learners' learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

Teacher competencies:
a. The teacher finds out the needs, interests, and language difficulties of the learners.
b. The teacher selects and introduces activities and materials for language work that meet learner' needs and interests.
c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.).
d. The teacher organizes learners (using space, classroom furniture, time, etc.) to facilitate interaction so that the teacher is not the focus of the lesson.
e. The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group;
f. The teacher ensures that all learners find their involvement sufficiently challenging;
g. The teacher teaches learners how to use language strategies to aid in their learning and communication.

9 Teachers foster a supportive learning environment and effective classroom management

Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Teacher competencies:
a. The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material).
b. The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed; using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self-assessment and goal-setting).
c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.).
d. The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.
e. The teacher manages the class so learners know what is expected of them (e.g., sharing the daily agenda and classroom rules, providing rubrics for learner performance, giving clear instructions appropriate to the level of the learners and checking that learners understand them).

A comprehensive list of the 30 teacher competencies

1   The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing a classmate, writing about a past experience, reading an email, listening to a phone message).

2   The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.

3   The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures and international issues.

4   The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group

5   The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.

6   The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.

7   The teacher teaches learners how to use language strategies to aid in their learning and communication.

8   The teacher breaks down functions, genres and skills into smaller components/ skills/parts in order to present realistic 'chunks' of the language (or material) for learners to process.

9   The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.

8   The teacher plans lessons that are interconnected and work together as a series to build toward short term goals and long term competencies.

9   The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

10   The teacher sets tasks that allow the learner to discover how the language works in its *form, meaning* and *use* and ensures that each is clear for students.

11   The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

12   The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

13   The teacher teaches learners how to use language strategies to aid in their learning and communication.

14   The teacher contextualizes the activities and provides a communicative purpose for them.

15   The teacher provides a balance of activities that focus sometimes on accuracy, sometimes on fluency.

16   The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication.

17   The teacher plans activities in which learners use previously-studied language and skills and incorporate new language and skills.

18   The teacher gives learners opportunities to recognize errors and figure out for themselves how to correct them.

19   The teacher plans lessons that are interconnected and work together as a series to build toward short-term goals and long-term competencies.

20   The teacher regularly assesses learners' learning using a variety of assessment activities including more informal activities (e.g. monitoring during activities and peer/self-assessment) and more formal ones (e.g. tests, presentations and projects).

21   The teacher plans and uses assessment activities that assess not only what learners know about language, but also what learners are able to do as speakers, listeners, readers and writers.

22   The teacher teaches learners to assess themselves and their peers so that they are aware of their progress.

23   The teacher finds out the needs, interests, and language difficulties of the learners.

24   The teacher selects and introduces activities and materials for language work that meet learners' needs and interests.

25   The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.).

26 The teacher organizes learners (using space, classroom furniture, time, etc.) to facilitate interaction so that the teacher is not the focus of the lesson.
27 The teacher ensures that all the learners find their involvement sufficiently challenging.
28 The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praise and rewards, employing games to practice and review material).
29 The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding, so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self assessment and goal setting).
30 The teacher manages the class so learners know what is expected of them (e.g., sharing the daily agenda and classroom rules, providing rubrics for learner performance, giving clear instructions appropriate to the level of the learners and checking that learners understand them).

Appendix G

Sample Trainees' Lesson Plans

Teacher	level	Date	hour	Activity: naming
S27	2AM	20 - 4 - 2014	9 - 10	Kitchen utencils

pedagogical Material	objective:
- Black board	- pupils will be able to
- Text book (Spotlight or English book one p 108)	to name kitchen utencils
- pictures (see appendies	

steps	Teacher's Tasks	pupils Tasks	Time
warm up	Teacher says: In the school we find many classroom		5 min
	but in our homes Do we have classroom	PPS answer NO.	
	what can we find in our homes?	pps answer we find rooms.	
	can you name them?	PPS answer we have: bed room - living room, kitchen	
lesson presentation	Teacher says: in the kitchen we find objects. can you give example:	pps answer cooker.	25 min

Teacher says in addition to that we many other objects we call them : Kitchen utencils	pps repeat
Teacher sticks pictures on the board	
T. names the objects	pp's listen first then repeat
eg: This is a plate. eg: This's a teapot.	
Teacher asks all the pupils to repeat all together	
	pps write on their class copybooks the Kitchen utencils

Level	Date:	Pedagogical Materials
3AM pupils	April 14th, 2014	The board, pictures
File II	Sequence 4	Teacher: S34

Objective: By the end of the session pupils WBAto:
Write an article in which they narrate a past event using the past continuous and the past simple.

Procedure	Types of Interaction	Timing
Step One: "Class discussion". C_1: Teacher greets students and asks one of them to write the date on the board. The teacher together with the students makes a quick review of the previous lesson (articles = excerpts)	(Orally) "Class discussion"	15 mi
Step Two: "Brainstorming" C_1 Providing students with four different topics to write about.	Orally	

Level	Date:	Pedagogical Materials
3AM pupils	April 14th, 2014	The board, pictures
File II	Sequence 4	Teacher: S34

Objective: By the end of the session pupils WBA to:
Write an article in which they narrate a past event using the past continuous and the past simple.

Procedure	Types of Interaction	Timing
Step One: "Class discussion". C₁: Teacher greets students and asks one of them to write the date on the board. The teacher together with the students makes a quick review of the previous lesson (articles = excerpts)	(orally) "Class discussion"	15 mi
Step Two: "Brainstorming" C₁ Providing students with four different topics to write about.	Orally	

- The teacher provides the pupils with pictures about each topic.	class discussion	
- Students imagine the four different accidents and select one in order to write about.		30 min
C₂ The teacher together with the students go their information.		
C₃ : Students choose a headline and write their articles using the gathered data.	(Individual) "Written"	
Step Three: Correction Students read their articles aloud. The teacher selects a sample. The sample is written on the board and corrected. Students copy it down on their copybooks		15 min

Lesson Progress :

The pupils were motivated because they liked the topics
of the parographs provided. They liked the idea of telling
and imagining a story from movies they watched.
My lesson went successfully .

Level: 4 AM (1)	Date: April 21st, 14	Teacher: S36
File: Six (06)	Lesson: Reading and writing	Ped. M: test book + a video

* Objective = By the end of the session, my pps will be able to

- Procedure -	Pupil's tasks
* Warmup:	Pps will look at the picture and describe it
-T. invites the pps to pay attention at the picture on page 156 and try to describe it.	
- T. asks the pps to do activity 1 p156.	Pps will answer the questions
* Lesson presentation:	
-T. Asks the pps to do act 2 p 156	
- T. Reads the text and explains the new / difficult words.	
-T. asks the pps to do act 3 p 156.	Pps will do the task

Order of Sentences	1	2	3	4	5	6	7	8
Letters	C	A	E	D	B	G	F	H

- T. Asks the Pps to do act 4 p 157.	Pps will use when, while, as to complete the sentences.
A1 → she was looking ____ when she pricked ____	
B1 → While she was watching ____ ____ she wished ____.	
- T. Asks the Pps to do act 5 p 157	Pps will choose the appropriate lesson of the story.
→ A1 step mothers don't like their step daughters.	

Level = 4M	Date = Sunday, April 21st, 2014	Teacher =	S37
File 06 Fact a fiction	Activity = Grammar	Materials = 1	
Objective	By the end of the session, pupils will be able to use the present perfect correctly		

Phases	Procedure	Time
Warm up	Teacher greets pupils and asks someone to write the date on the black board Teacher writes a sentence in the present perfect on HBB → She has already written the date Teacher tells pupils that the sentence is in the present perfect tense	10 mn
Lesson Presentation	Teacher writes examples on the Black board Teacher explains the use of the present perfect just already, over, never, since, yet, for Teacher asks pps to write the lesson on their on copybooks. The examples. . She has already written the date . we have studied here since 2010 . we have studied here for 4 years . The teacher has just started the lesson . A dialogue between Dave a Jane	30 mn

Dave: Have you ever travelled to china

Jane: I have never travelled to china

I have written the letter, but I haven't sent it yet

Has it stopped rainning Yet?

Exercise:

I have just had lunch

Hello, you have just arrived

Tom has already gone

Maria has never driven a car

We have not told him yet

It is the most boring film I have ever seen

I have not eaten anything since the breakfast

Martin will not come to the cinema with us, because

he has already seen the film

Would you like something to eat?

No, thank you I have just had my lunch

Joe has never spoken to Maria

She is the best teacher I have ever met

Have you ever visited London?

We have had never a car

I have just opened my facebook page

Level: MAM₃	Date: 14/04/14	Project: 04 "Then and Now"	Sequence:	Activity: Write it out P.109	Teacher: S49

Pedagogical material	to avoid repetition to get a short biography about Makatma G... Competency targeted and objectives of the lesson.
- Textbook - Some pictures to Gandhi.	By the end of the session, learners will be able to write a short biography about Mahatma Gandhi using the different strategies of avoiding repetition and making the necessary changes.

Phases	Plan of the lesson or the activity	Time estimated
- 01 - Preparation and warming up W. up	• Correction of the homework : - Activity 05 p 108. • Learners give their answers. • The teacher corrects when necessary. • The teacher re-explains and clarifies when necessary. • The teacher recapitulates how to avoid repetition using different strategies.	- 15 mts -
- 02 - Lesson Presentation	• The teacher moves to activity 01 p 109 which is about the writing phase. • The teacher reads and explains the instruction of the activity. • The activity encompasses four sentences. In each sentence there is a repetition. This latter is to be avoided via different strategies: - the verb instead of a noun - synonyms and opposites. - the noun instead of an adjective - use of pronouns	- 35 mts -

	. The teacher reads and explains each stce . The teacher leads learners to identify the repetition in each stce . . Learners give their answers and justify them . . He teacher corrects when necessary	
- 03 - Evaluation	. Learners join the sentences to construct a paragraph . . Learners do the work individually . The teacher moves between the rows to check whether repetition is avoided correctly . . The paragraph is written appropriately on the board corrected	- 15 mts .

ملخص

اعتقادا بأن نوعية التعليم تعتمد على كفاءة الأساتذة، ألحقت مسؤولية التدريب الأولي لأساتذة التعليم المتوسط بالجزائر منذ عام 1999 بمؤسسة للتعليم العالي لضمان تكوين الأساتذة على اساس معايير عالية المستوى. تهدف هذه الدراسة إلى استكشاف استخدام طريقة تكوين الأساتذة بالكفاءات بالمدرسة العليا للأساتذة بقسنطينة مع التركيز على عوامل هامة وهي الموقف والأداء. باستخدام نموذج بحث مختلط، قمنا بملاحظة صفوف التدريس التي تعنى بمقاييس منهجية التدريس المخصصة لطلاب السنة الرابعة لغة إنجليزية. جمعنا بعد ذلك مواقف كل من الطلاب والأساتذة المكونين من المقرر التعليمي عن طريق استبيان. لقد جمعنا أيضا تقييم الطلبة المتدربين لكفاءاتهم في التدريس بعد انتهاء دورة تكوينهم من خلال استبيان للتقييم الذاتي وقمنا بمقارنة ذلك مع تقييم الأساتذة المشرفين و الأساتذة المطبقين للتعليم المتوسط. في النهاية، جمعنا كراريس التدريب لخمسين متدربا شاركوا في الدراسة وقمنا بتحليل مذكرات الدروس التي انجزت من طرفهم لتقييم أداءهم في التدريس وذلك باستخدام نفس سلم القياس المستعمل انفا في الاستبيان التقييمي للكفاءات المقدم للطلبة المتدربين، الأساتذة المشرفين و الأساتذة المطبقين للتعليم المتوسط. النتائج المتحصل عليها من خلال تحليل شبكات الملاحظة لصفوف الدراسة تشير إلى ميول الأساتذة المكونين في المقاييس الثلاثة نحو نموذج العلوم التطبيقية في إعداد أساتذة التعليم المتوسط حيث يتم التركيز على المعرفة التي سيتم الحصول عليها بدلا من التركيز على الكفاءات التي يطورونها قبل الخدمة. وبالمثل، أظهر اختبار الارتباط ارتباطا نسبيا بين التقييم الذاتي للمتدربين لكفاءاتهم في التدريس وتقييم كل من الأساتذة المشرفين و الأساتذة المطبقين للتعليم المتوسط ، في حين كان هناك ارتباط ضعيف بين هذه النتائج وتلك التي تم الحصول عليها من خلال تحليل مذكرات الدروس المنجزة من طرف الطلبة للمتدربين الذين حصلوا على علامات منخفضة في الأداء مقارنة بما كان عليه في مواقفهم حول أدائهم التعليمي. تكشف الدراسة حقائق هامة حول التكوين الأولي للأساتذة بالجزائر كما تقدم اقتراحات لتنفيذ نموذج في التكوين قائم على بناء الكفاءات لإعداد الأساتذة لمشوارهم المهني.

كلمات مفتاحية : كفاءة ـ المقاربة بالكفاءات ـ تكوين الأساتذة بالكفاءات ـ التكوين الأولي للأساتذة

Résumé

Estimant que la qualité de l'éducation dépend de l'efficacité des professeurs, la formation initiale des enseignants de l'enseignement moyen en Algérie est devenue depuis 1999 la responsabilité d'un établissement de l'enseignement supérieur pour assurer la formation des enseignants sur la base de normes de haut niveau. Cette étude vise à explorer l'utilisation d'une formation des enseignants basée sur les compétences à l'école normale supérieure de Constantine, avec un accent sur deux facteurs importants notamment l'attitude et la performance. En utilisant un modèle de recherche mixte, nous avons observé les classes concernées par les modules de méthodologie d'enseignement qui concerne les étudiants de quatrième année Anglais. Nous avons recueilli après cela les attitudes de chacun des étudiants et de leurs enseignants envers le cours à l'école normale supérieure à travers un questionnaire sur les attitudes. Nous avons également recueilli l'évaluation des étudiants stagiaires de leurs compétences dans l'enseignement à la fin de leur cycle de formation par le biais d'un questionnaire d'auto-évaluation et nous l'avons comparé avec les évaluations des enseignants tuteurs et des professeurs d'application de l'enseignement moyen. En fin de compte, nous avons recueilli les cahiers de stage des cinquante stagiaires qui ont participé à l'étude, et nous avons analysé les fiches d'enseignement qu'ils ont préparé pour évaluer leur performance dans l'enseignement en utilisant la même échelle de mesure utilisée dans le questionnaire d'évaluation des compétences soumis aux étudiants stagiaires, enseignants tuteurs et professeurs d'application de l'enseignement moyen. Les résultats obtenus grâce à l'analyse des grilles d'observation montrent une tendance vers le modèle de science appliquée dans la préparation des enseignants dans les trois modules sujets de notre observation, où l'accent est mis sur les connaissances à acquérir, plutôt que de se concentrer sur le développement des compétences par l'enseignant stagiaire. De même, le test de corrélation a montré une relative corrélation entre l'auto-évaluation des stagiaires de leurs compétences dans l'enseignement et l'évaluation de chacun des enseignants formateurs et des professeurs d'application de l'enseignement moyen, tandis qu'il y avait une faible corrélation entre ces résultats et ceux obtenus grâce à l'analyse des fiches d'enseignement des stagiaires qui ont reçu de faibles notes de performance par rapport à ceux dans leurs attitudes au sujet de leur performance. L'étude révèle des faits importants sur la formation initiale des enseignants en Algérie et offre également des suggestions pour la mise en œuvre d'un modèle de formation basé sur le développement des compétences pour préparer les enseignants stagiaires à leur future carrière professionnelle.

Mots Clés : compétence- approche par compétences - formation des enseignants basée sur les compétences- formation initiale des enseignants