

University of Algiers 2
Faculty of Letters and Languages
Department of English

Thesis Submitted in Fulfillment of the Requirements for the Degree of Doctorate
in English Linguistics and Didactics

**Realities of the English Teacher: Revisiting the
Curriculum at Ecole Normale Supérieure,
Bouzareah,(ENSB) in Algiers**

Submitted by

Mrs Fatma Zohra Belhouchet-Brahimi

Supervised by

Prof.Faiza Bensemmane

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Declaration

I hereby declare that the substance of this thesis is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

I am duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date

Signed

Fatma Zohra Belhouchet –Brahimi

Dedication

There are a number of people without whom this thesis might have not been written and to whom I would like to dedicate this humble work.

- To the soul of my father, the best example of perseverance.
- To my dearest Mima for her unconditioned love and incessant prayers.
- To my most capricious and absolutely necessary daughter Sara who is the main cause of this project since after my long heart disease and even after my cerebral thrombosis, she was the only person who believed in me and enrolled me in this project. It was a real push toward recovery.
- To my delicious daughter-in-law for her constant support and encouragements.
- To my amazing son Gabi who offered all the necessary facilities to ease my task.
- To my dear husband who accepted the challenge and engaged in such a venture with me hand in hand, and who raised my motivation with his great assistance and incessant stimulation.
- To all my grand children Abdou, Soussou, Aya and Amany who provided me with constant enthusiasm.
- To all my brothers and sisters and their respective wives and husbands for their constant support and prayers.

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- I would like to express my deepest gratitude to my supervisor, Prof. Faiza Bensemmane for her continual encouragement and valuable guidance throughout the process of writing this thesis.
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- I am greatly indebted to my husband and my family for providing me with all the facilities to complete my work.
- Finally, I am sincerely grateful to all those who directly or indirectly have given me a helping hand in this work.

Abstract

This research revisits the Ecole Normale Supérieure Bouzareah curriculum after the 2000 School Reform. Though Initial Teacher Education is implicitly concerned by the School Reform of 2000, Ecole Normale Supérieure Bouzareah seems to have stayed away from the improvements induced by this Reform. The English curriculum has little prepared the trainees for their future profession, and this is impacting the trainees to a great extent as once in their classes, many felt like misfits because what they learnt at Ecole Normale Supérieure Bouzareah does not fit the demands and expectations of the classroom, and is far from the school realities.

The study explores the following research questions:

1. For what school realities is Ecole Normale Supérieure Bouzareah curriculum preparing pre-service teachers of English?
 - a) Does Ecole Normale Supérieure Bouzareah curriculum facilitate the move from theory to practice?
 - b) Does Ecole Normale Supérieure Bouzareah curriculum address school realities and student-teachers' needs and expectations?
2. For what standard is Ecole Normale Supérieure Bouzareah Initial Teacher Education School preparing pre-service teachers of English?

To answer these questions, a number of research instruments were used to collect data including an evaluation rubric, an observation checklist, an interview and a questionnaire.

The analysis of the data collected from the official documents of the 2000 Reform, school textbooks, and the Ecole Normale Supérieure Bouzareah curriculum has led to the following results and conclusions:

1. The Ecole Normale Supérieure Bouzareah curriculum intended to prepare English Foreign Language teachers is obsolete and is not related to the school realities;
2. The student-teachers' inadequate knowledge of theory and English language skills do not allow them to achieve effective teaching practice;
3. The Ecole Normale Supérieure Bouzareah curriculum does not enable teachers to attain a high standard of academic achievement though it devotes the highest amount of the whole time of trainees' preparation to pre-service academic education for Middle School Teachers as well as for Secondary School Teachers;
4. The practicum is inadequate with regard to the period of professional teacher training. Furthermore, this period often coincides with the school exams and is therefore counterproductive;
5. The Ecole Normale Supérieure Bouzareah Curriculum does not account for the use of technology for learning or teaching purposes.

In conclusion, initial teacher preparation at Ecole Normale Supérieure Bouzareah does not appear to be effective. The rate of success has decreased since the early 2000's with very few Secondary School Teachers meeting the standard of achievement needed for the teaching profession. Therefore, the study suggests reviewing and developing a curriculum more appropriate to English teachers' needs and expectations, especially in terms of teaching practice.

List of Abbreviations

- CBA : Competency-Based Approach
- EFL : English as a Foreign Language
- ENSB/ENS: Ecole Normale Supérieure of Bouzareah translated as Initial Teacher Education School
- ITE Initial Teacher Education
- MNE : Ministry of National Education
- NA: Needs Analysis
- PEM : Professeur d'Enseignement Moyen (translated as Middle School Teacher and Middle School Trainee)
- PES: Professeur d'Enseignement Secondaire (translated as Secondary School Teacher and Secondary School Trainee)
- SS: Students, pupils and learners in middle or secondary school
- TEFL: Teaching English as a Foreign Language
- TIE: Technological Institute of Education

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General Introduction

“School reform intended to improve school activities is not possible without change of initial teacher training” (Penkauskiene, 2009:2). Indeed, school changes in terms of improvement become student teachers’ needs to be met via a curriculum and to guarantee relevance of this didactic tool, developers should account for learners’ needs (Watanabe, 2011), since they are used as a basis for developing a curriculum and help in stating goals and objectives.

Learners’ needs are defined as language requirements. (Brindley, 1984 in Richards, 2001) In recent years, all over the world, schools and faculties of education have endeavoured to satisfy the latest requirements, but ENSB does not seem to have advocated nor adhered to any improvement issued from the Ministry of Education concerning in-service teachers or schools, as will be discussed in this research.

In October 2000, a Presidential Decree was issued to set up a National Commission for the School Reform (Presidential Decree n° 2000-341 of 30th of October 2000) This National Commission of experienced teachers was a “think tank” to improve the educational system at all levels.

The 2000 Education Reform was the second after that of 1976. The 1976 reform was to be a break from the colonial educational system. As Algeria obtained its territorial, political, and economic independence in 1962, it was quite natural that this should be followed by autonomy in education, breaking its dependence on the colonial power and putting an end to all instructions issued by France to gain its total independence and to show it to the world.

Thus, according to the 2000 Presidential Decree, all the components of the Algerian educational system were concerned with the education. Then, the first task of the National Commission was to evaluate the whole System of Education in Algeria including institutions of Higher Education and Vocational Training. This National Commission was divided into a number of sub-commissions which took charge of a comprehensive evaluation.

It is evident that the ENSB School is one of the components of the system of education since it prepares school teachers who are supposed to implement any improvements advocated by the National Commission. ENSB should have been concerned by the Reform as it is an initial teacher education school. It should have developed a plan of action to improve the theoretical part of the curriculum which needed updating, but apparently the MNE provided no document to orient the trainees in matters of requirements and expectations, as will be discussed in this study.

It is not clear why initial teacher education was left aside when according to the Ministry of National Education's Official Instructions (Ordinance, 1976:15) teacher education is a major component of the system. As Legendre (1993) rightly remarked, all the interdependent elements of an education system should combine to form a unit in order to achieve a specific goal or realize a general mission. This means that if one of those constituents disconnects, the chain forming Education will break and the assigned goals will, certainly, not be achieved.

In many countries worldwide, any innovation concerning in-service teachers or schools pertains automatically to teacher education and is included in teacher education curriculum as a reform. For instance, in Canada, Tardif,(2001) noted that if reforms are not implemented, they can cause problems. However, he advised that whenever reforms occur, the decision will be made to review

the teacher training programs and decide new orientations towards effective professional training .Attempts must be made to design curricula on that basis appropriate to students' needs and school realities.

In the USA, when educators noticed that “*something is seriously remiss in their educational system*” (The National Commission on Excellence in Education, 1984: 1), a commission was rapidly created to examine the quality of education. As a result of the evaluation of American education, the team drew 43 points to review, seven of them were designed to improve the preparation of teachers and make teaching more effective and a respected profession.

This research is based on the following assumptions:

The ENS at Bouzareah is an important component of the system of education and is implicitly involved in the reform set up by the MNE, but this institution does not seem to have been affected by the Reform and has continued to function in its “Ivory Tower”. This has led to a lack of congruence between the trainees' preparation and the school requirements. This mismatch has caused shortcomings that can be seen in the trainees while practicing teaching firstly during the practicum and secondly in their own classes, after they have obtained a teaching position.

The Reform conducted by the MNE seems to have been neglected or ignored by ENSB. How has this situation affected pre-service teachers in their preparation?

All the developments resulting from the work of the different Commissions following the Presidential Decree 2000-341 of October 30th, 2000 implied a plan of action. This plan led to design new syllabuses, devise accompanying documents, and write new textbooks to attain the objectives of the Reform.

The new teaching materials were officially introduced in middle schools in 2003 - 2004 and secondary schools in 2005-2006(MNE vol1, 2010:3; Teacher's Guide, 2005:4) targeting new educational aims and involving different learning theories, methodologies and approaches.

These improvements were decided after a nation-wide evaluation. It was conducted by a group of experienced teachers and inspectors, but it seems that little consideration was given to learners' needs before designing new educational materials.

In the past, any change occurring in the Algerian education system used to be influenced by international researches in education, and change was often a matter of "fashion". The previous reforms tended to follow the "swinging pendulum" of the changes occurring everywhere in the world but hardly looked at the Algerian system from the "inside" evaluating its strengths and weaknesses in an objective way.

After the 2000 School Reform a series of new middle and secondary school programs and textbooks were designed. They were based on the principles of socio-constructivist learning and the Competency Based Approach (CBA). All schools implemented the National Curriculum for English issued by the Ministry of National Education, but the changes do not seem to have affected ENSB in service education as trainees continued to use pre-reform textbooks for teaching and even the textbooks that had been discontinued.

As a matter of fact, the new textbooks are not available at ENSB and thus are not used by the teachers in charge of courses like TEFL, Material Design, Syllabus Design and Textbook Evaluation.

In addition to their unavailability, it is difficult to provide photocopies of parts of the textbooks and hand them out to students if an educator wants to use the materials issued by the MNE because of the large-size groups (classes of at least forty-five trainees). As a result, educators are obliged to use materials that no longer exist, such as, “Success with English”, “Practice and Progress”, “Spring”, “New Lines” and “Midlines” (scheduled in the curriculum of ENS,2002 :37)

The ENSB course on Approaches and Methods includes a survey of the main approaches and methods such as Grammar Translation, Total Physical Response, The Silent Way, and Communicative Language Teaching. But the Competency Based Approach implemented by the official textbooks and that pre-service teachers at ENSB are required to use in their classes, is absent from this course on method.

It is easy to imagine the trainees’ surprise and disappointment when they go to their respective school-placements in order to learn the teaching profession under trainers’ supervision and discover that the textbooks they have been trained with at ENSB are not those being used in schools.

What type of curriculum is being used to prepare teachers of English for middle and secondary schools? Does it match the trainees’ needs and expectations or today’s school realities?

Based on these assumptions, this study will revisit the ENSB Curriculum and investigate the extent to which it prepares pre-service teachers for teaching practice, and for their future profession, as coach, moderator, and facilitator.

It will explore the following research questions:

1. For what school realities is ENSB Curriculum preparing pre-service teachers of English?
 - a) Does ENSB Curriculum facilitate the move from theory to practice?
 - b) Does ENSB Curriculum address school realities and student-teachers' needs and expectations?
2. For what standard is ENSB Initial Teacher Education School preparing pre-service teachers of English?

From a methodological standpoint, the research questions will require an analysis of the following elements:

- A. The ENSB curriculum: the academic curriculum including teaching the four skills and learning and language learning theories.
- B. The Practicum : Observation, Semi- intervention and Full- intervention sessions;
- C. Middle and secondary school English textbooks.

The analysis of the Curriculum and the Practicum will enable us to assess the appropriateness of ENSB Curriculum and to discover to what extent it can facilitate the link between theory and practice and transform teacher theoretical knowledge into teachable actions during teaching practice sessions.

The analysis of the school materials (middle and secondary school textbooks) will serve to highlight major differences between outdated materials used in ENSB curriculum and recent ones currently used in schools.

A questionnaire will also address final year trainees and teacher trainers on trainees' needs during the training sessions.

Also, Associate or Part-time Teachers will be questioned on their views of the ENSB curriculum and its impact on their students' teaching practice during the practicum.

The responses of the different stakeholders, the results of the analyses of the tools afore-mentioned and the data gathered during the practicum will help to identify the nature of the mismatch and its impact on the school.

The study will end by suggesting areas of improvements of the present curriculum so that it can respond to trainees' needs and be more appropriate to school requirements.

The thesis is structured into six chapters as follows:

Chapter one is entitled "*Critical Study of Initial Teacher Education Worldwide and in Algeria*"

This chapter discusses what the literature defines as "good teacher" and "teacher education". It describes how schools for teacher education intended for teacher preparation developed and expanded worldwide through a brief historical overview of the system of organization and recruitment. Next, it deals with Algeria and focuses on ENS of Bouzareah and finally ends with a comparison between the ENS Bouzareah system and other initial teacher education systems in the world.

Chapter Two, entitled "*Teaching Practice. The Practicum at ENSB*", deals with the practicum or teaching practice during which trainees are in-school placements under trainers' supervision to learn the profession. The first part

describes how the professional practical teaching course developed over the years in the world to become a practicum, a compulsory component of teacher preparation and how models of practicum were adopted to become only two: concurrent and consecutive teacher training. This chapter ends with professional training at Bouzareah School as “Ecole Normale” showing how it grew to become ENS an institution of Higher Education and how it is now training future teachers.

Chapter Three is entitled *Research Design and Procedure*. The first part of this chapter deals with the design of the research in detail. It discusses the purpose of the qualitative and quantitative approaches to research followed by the description of the population and the selection of the sample population to provide information about the elements assessed (i.e. ENSB Curriculum, Practicum sessions, and school textbooks). Next, it describes the instruments starting with the qualitative ones (i.e. rubric, checklist for observation and interviews) and ending with the quantitative instruments like questionnaires for the didactic tool (curriculum) and the practicum that have served to prepare trainees at ENSB for over a decade . Finally it deals with the piloting procedures that should guarantee validity and reliability.

Chapter Four entitled “*Analysis of the ENSB Curriculum and Two English Textbooks*” deals with the analysis of the curriculum used for the preparation of teachers of English at ENSB. It also scrutinizes the School Reform through an evaluation of two school textbooks in an attempt to shed light on the mismatch between the School Reform and its implementation by trainees.

Chapter Five deals with the *Analysis of Questionnaires, Observation, and Interviews*. It presents the results of the data obtained through the measuring instruments.

Chapter Six is devoted to the “*Discussion of the Results, Pedagogical Implications and Recommendations*”. The triangulation of the results obtained through the instruments (i.e. observation, questionnaire, interview, etc) administered to the different subjects (i.e. trainers, trainees, etc), will help reveal and explain the mismatch between the curriculum used for ENSB pre-service teachers’ preparation, Ministry of National Education’s requirements and the school expectations.

This chapter also makes a number of recommendations to the stakeholders concerned by initial teacher education such as:

1. The Ministry of National Education and the Ministry of Higher Education and Scientific Research;
2. ENSB English Department for the design of an improved English curriculum;
3. The designers of English curricula at the National Program Commission(MNE);
4. Trainers supervising trainees during the practicum.

The research will use the following constructs which are being defined below:

Academic linguistic component refers to a module included in ENSB curriculum relative to English description. It includes the different language skills and sub skills that student-teachers should master in order to use the target language easily and confidently.

Competency Based Education: This is outcomes which is adapted to the changing needs of students, teachers and the community. Competencies differ from student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations. (Richards, 2001)

Competency and competence: They are used interchangeably in the research.

Curriculum: This includes “*needs analysis, goals and objectives, testing, materials, and teaching.*” These five steps should be “*instituted chronologically*”. All the elements are “*interconnected by bidirectional arrows to each other and to a never-ending process called evaluation*”. (Brown,1995:217)

Educators: are full-time teachers of ENSB, those who prepare student-teachers academically and theoretically.

Initial Teacher Education / Training or Pre-Service Education/Training: This is a preparation of teachers in specific schools. These teachers are prepared through “*five strands: general education, specialist subjects, education foundation studies, professional studies, and the practicum including practice teaching*”.(Ducharme et al,1993:49)

Part-time teachers/Associate Teachers: refer to Middle/ Secondary School Teachers or Inspectors working in ENSB School. It is translated from the French phrase ‘enseignants associés’.

Placements: refer to schools where pre-service teachers are placed to learn the teaching profession during the practicum. A placement is good when student teachers are provided with the “support and feedback” they require, like encouragement, friendliness, respect, collaboration, communication, etc (Beck and Kosnik,2002)

Practicum: refers to teacher training, teaching practice, professional component and practicum (used interchangeably in this study). These refer to the practical way of learning the teaching skill. There are three sessions of teaching practice during which trainees are in school placements to learn how to teach under experienced trainers. They observe during the “Observation” session, they start teaching one step of a lesson during “Semi- Intervention” and finally run the class in “Full Intervention” to develop their professional skills.

Programme also spelled Program in American English refers to a “*set of theoretical and practical courses held in a system of education, which have been developed to achieve purposes of education ...*”. UNESCO (1978) Legendre, 1993:1033) Both spellings are used interchangeably in the research.

Student-teacher: refers to a learner reading at ENSB School to become a teacher. Thus, student-teachers, pre-service teachers, would-be teachers and trainees are used interchangeably in this research.

Syllabus: It is an ordered list of what is to be taught. It is part of a curriculum

Theoretical component, Theory, Teacher’s knowledge, theoretical studies or courses are interchangeably used in this research. These are courses designed for the ENSB curriculum to help trainees learn the teaching profession. They are intended to provide knowledge about teaching but involve no practice.

Trainers refer to experienced Middle or Secondary School Teachers selected to teach trainees teaching practice and supervise them when they demonstrate their performance in teaching during the “Full Intervention” session.

Chapter one
***Critical Study of Initial Teacher Education Worldwide
and in Algeria***

Introduction

1.1 Defining Good Teachers

1.2 Defining Initial Teacher Education (ITE)

1.3 Overview of Initial Teacher Education Schools Worldwide

1.3.1 Teacher Education Schools and their Systems

1.3.2 Recruitment

1.4 Overview of Initial Teacher Education in Algiers (Bouzareah)

1.4.1 The System of ENSB Teacher Education School

1.4.2 Recruitment

1.5 Comparison of Teacher Education Institutions

1.5.1 Recruitment

Conclusion

Introduction

This chapter attempts to define the “good and effective teachers” through a range of qualities that help such teachers create the best environment for learning. It also provides a concise definition of “teacher education”.

In the subsequent sections we will deal with a historical overview of earlier initial teacher education schools or “Normal Schools” as they were called and see how they expanded throughout the world and developed to concern all the levels of education. We will then describe their systems and conditions of recruitment.

Finally, we will deal with a description of teacher education in Algeria especially at Bouzareah as the first initial teacher education centre: Bouzareah as a “French Normal School” developed from its creation during the colonial period to independence when it became a National School run by Algerians for Algerians. We will examine its structure and the conditions of recruitment.

1.1 Defining “Good Teachers”

Teaching is an exciting but hard job at the same time for it requires a vast sum of knowledge of the specific subject matter to transfer effectively through acquired interpersonal skills (Bentley-Davies, 2010). The questions often asked are: how do teachers manage the transfer of theory effectively? How do they succeed the shift of knowledge acquired in initial teacher education into their learners’ minds? What do “good teachers” do to succeed in all that they undertake? How to be “a good teacher”?

It is commonly said that teachers are proficient when they are able to sift through information and make decisions about what is important to teach and what is not, when they are able to understand how pieces of information fit

together and how to communicate them to fit students' needs. Learners' needs constitute an important component that teacher education schools, teachers, or anyone who intends to assume an educational process should take into account since negligence of learners' needs draws to shortcomings and unsatisfying results.

Researchers are continually interested in what makes "good, outstanding teachers" because of the impact they can have on students learning outcomes (Miller, 2009)

In his study, Harmer (2006:1-6) found out that many respondents to the question "what makes a good teacher?" agreed on the following features:

1. an excellent relationship with their students;
2. a perfect degree of mastery of the subject matter;
3. an easy use of appropriate professional pedagogical skills;
4. a great support to involve students in teaching-learning process.

To create better relationship with learners, "good teachers" tolerate weaknesses and any obstacle that may subvert students' learning. They also enjoy helping them by adapting lessons and using a variety of techniques to minimize difficulties, to assist them to grasp the new materials. They encourage them to persevere in order to construct their own learning, reach higher intellectual levels and gain confidence.

It is also said that to demonstrate their competencies in the subject matter and be effective, teachers should first set standards for themselves and their learners. Then, they state objectives they will best achieve through the choice of context and topics relevant to their students' interest to raise their motivation.

As a result, “good teachers” develop pedagogical competencies. They succeed, with a clever use of strategies and techniques, to manage class and time and implement tools. They use the context and a variety of situations to introduce their new lesson, gauge students’ reactions, simplify and adapt when necessary to respond to immediate needs. Then, they assess their learners to finally correct their weaknesses to improve learning.

After years of experience and full confidence, “good teachers” confront with tact and enthusiasm any issue related to either their subject matter or other complex topics using various learning styles and strategies.

To motivate their students to participate actively, “good teachers” create incentives, encourage them to ask questions to allow them to become increasingly more responsible for their own learning progress. Their students are given opportunities to select classroom activities for teaching and learn how to learn to construct their own learning. (Miller, 2003)

In conclusion, effective teachers are those who establish and maintain rapport with their students. They motivate them to be active during their learning process. With enthusiasm and teaching competencies, they transform learning in the classroom from “average to amazing”. (Bentley-Davies, 2010:192).

Those who wish to be such great teachers, and have this profile must first acquire the basic academic knowledge and develop basic professional skills with experienced trainers during a practicum. This usually takes place during initial teacher education (or pre-service training) as is explained in the next section.

1.2. Defining Initial Teacher Education (ITE)

Academic and professional knowledge are key aspects of a teacher education program (C. Beck et al, 2002). This can be provided in schools known as Initial Teacher Education institutions and represent the first step towards quality if it is to serve this purpose.

Teacher education is the initial preparation of teachers which includes three phases:

- Pre-service;
- Induction and
- In-service.

These three phases are vital for an I.T.E. program. Since no initial teacher course can prepare teachers forever, teacher professional development is also very important as it should maintain teachers update and develop them further.

In this study, we will focus on the first two phases: pre-service and induction.

Pre-service is also known as Initial Teacher Education (ITE). This phase concerns the preparation of teachers for the teaching profession. In the schools specialised for this formation, pre-service teachers are provided with:

- **Academic Knowledge.** The academic courses cover general education and one or more specific subjects to be taught such as English language courses at ENSB;
- **Professional Knowledge.** This provides trainees with both the theoretical and practical skills needed to be a teacher;

- A practicum in the form of class-placements during three to five weeks at ENSB.

1.3 Overview of Initial Teacher Education Schools Worldwide

Specific education for teachers started at Reims in France in 1685 with the first “Normal School”, which was called “Ecole Normale”, in order to serve as “norm”, a model for teacher-training schools. The aim was to teach model teaching practices to students. Ninety ‘Normal Schools’ were created in France in the 18th century.

This model of teacher training school gained Europe through Germany where the first School was established in Berlin in 1748 and in England at Southwark in London in 1798.

It took more than a hundred years for the United States of America to open “Normal Schools”. (The New York Times,1890). Thus, it was with great effort that Quincy Adams succeeded to follow the French and German Normal Schools. Finally, these experiences were regarded as positive for they were meant to make teachers more competent.

The first “Normal School” was founded in Massachusetts (USA) in 1839. Few weeks later, three other schools were created after the private one built by Samuel Hall which became two years later a Post-High Training School Institute for elementary school teachers.

The argument was that if the “*state normal school succeeds in Massachusetts, they will go up in every part of the State, and all over the world*” (New York Times, 1890).The number of these specific schools accrued considerably over the second half of the 19th century.

As a result, almost every state had at least one “Normal School” preparing teachers to this noble work. Consequently, they reached 37 throughout the United State of America.

Their expansion was so noticeable worldwide that the New York Times reported the following list in 1867:

“139 normal schools in Austro-Hungary; 51 in Belgium; 2 in Bulgaria; 5 in Denmark; 4 in Finland; 90 in France; 202 in German Empire; 5 in Greece; 55 in Great Britain; 135 in Italy; 7 in Norway; 12 in Portugal; 69 in Russia; 47 in Spain; 12 in Sweden; 34 in Switzerland; 65 in Japan; 11 in India; 18 in Brazil; 6 in Canada; and 176 in the United State of America. Throughout the world there were 1,435 training schools, with an attendance of 112,442.”

1.3.1 Teacher Education Schools and their Systems

These specific schools of education were first called

- “Normal Schools” because it was a French creation.

Most of these institutions started with the initial level. They were intended for Primary/ Preparatory and Elementary School Teachers who were prepared for three years. During this period, pre-service teachers were provided with general academic courses, and theoretical courses focusing essentially on psychology and child development.

Then, two more types of schools were created to complete the initial level:

- State/Public Teacher Colleges and Teacher Training Colleges.

The instruction in these “Colleges” lasted four years. The enrolled would-be teachers had general academic and professional courses including theoretical courses on pedagogy. When they completed their programs, they obtained secondary teacher positions.

Then, these institutions developed to become

- Institute of Education;
- Faculty of Education situated within university (Moon, et al,2003);
- Universities of Education.

The “*Universitization of teacher education*” aimed to raise their status and intellectual standards. Consequently, they shifted from Teacher Education to Higher Teacher Education and then to a Postgraduate Certificate of Education (PGCE). This period was termed the “*period of hope and expansion*”. (Moon et al, 2003:70)

In fact, those extensions correspond to the number of credits to be completed in addition to the inclusion of teaching practice which became a requirement.

The length of initial teacher preparation depends on the system adopted by each country. It goes from a year or less to four or even five years. That variation does not always depend on the level of economic development of the country since for instance in Australia, it was from three to four years for the candidates who chose to enter teaching with a bachelor’s degree. Yet, they could complete their professional teaching qualification in one year.

Whereas, in 1990, among the African developing countries of Ghana, Nigeria, Ivory Cost, Morocco, Kenya, and Algeria, the period of training was from one to five years.(Ducharme, et al,1993).

“In 1995, there were approximately 46 million primary and secondary school teachers in the world’s formal education systems and a little more than 3 million of them were in the United States of America and Canada” (Ibid:44).

In spite of the innovations proposed to attract new applicants to the teaching profession like teaching practice, higher training bursary, opportunity to be promoted from teacher education to higher education, some perspectives of professional development, the shortage of teachers was so acute in the world that in England, for instance, they imported teachers from Australia, New Zealand, and South Africa to fill in the gap left by the short fall in recruitment. (Moon et al, 2003)

1.3.2 Recruitment

To be enrolled in schools of education, pre-service teachers should meet the needs of the profession. The main criterion, in the early times, was the number of years of schooling applicants had before being admitted.

In most developed countries the candidates should have had eleven or twelve years of schooling, while in the central and south Asian countries of Afghanistan, Pakistan, India, Sri Lanka, Bangladesh, and Nepal, the mean number of years of schooling required to enter teacher training was 10.7 years.

In the Southeast Asian countries of Thailand, Malaysia, Singapore, Indonesia, and the Philippines, the required number of studies was 10.5 years, whereas, in the Latin American countries of Brazil, Chile, Cuba, Peru, Venezuela, and Colombia, it was 9.3 years. In the African countries of Algeria, Ghana, Nigeria, Ivory Cost, Morocco, and Kenya the minimum required were 9.6 years. (Ducharme et al, 1993).

In some countries like Australia, (in the University of Sydney) even if applicants had not finished the secondary school education, they were recruited on the basis of strong motivation to be teacher and experience in other types of activities beyond formal schooling. Then, they were supplied with programs designed to take advantage of their strengths.

While in other parts of the world, schools only extended the training period during which new recruits were provided with knowledge and skills to compensate for the shortcomings due to their poor standard.

In other words, the background experience of learning varied from one country to another regarding recruitment. The authorities of a country contributed with the school, college, or university to set the requirements that allowed candidates to be enrolled in teacher education institutions.

Did the enthusiasm for teacher education gain Algeria? How did teacher education schools develop in Algeria? What were the conditions of recruitment? Which system did Algeria adopt? These questions will be answered in the next section.

1.4 Overview of Initial Teacher Education in Algiers (Bouzareah)

Considered as a part of France at that time, Algeria benefited from a teacher education school with the first “Normal School” (NS) at Mustapha, Algiers in 1865 according to an Imperial Decree signed on 4th of March and an order signed by the Minister on August 3rd of the same year.

This great event happened 220 years after a teacher school settled at Reims (France), and 35years after France colonised Algeria. (Bouzida, 1976)

“Normal Schools” passed through multiple changes:

a) 1865-1887: Foundation of “Normal Schools”

In 1849, the creation of a primary “Normal Schools” in France for teachers intended to teach in Algeria is worth noting. Arabic was introduced since it had a preponderant place. (Saadallah, 1998:413-422) The purpose was that teachers should use Arabic to communicate easily in Algeria.

However, in 1863 French institutions in Algeria created school inspection designed for natives or locals (“indigènes”). This function helped the French administration to keep an eye on “Algerian Muslim education” wherever it took place: in schools, in “Koranic” schools, and even in religious schools or “zaouias”. As they wanted to control every type of education pertaining to natives, they put education under the governance of the Ministry of War rather than the Ministry of Education.

To allow the French living in Algeria to benefit from Normal Schools, the authority decreed to open a NS in Mustapha on the site of “Parc de Galland”. (Bouzida, 1976;Saadallah,1998). The natives were not keen on sending their children because they were afraid that the French authorities would spread the French language and culture in order to erase the native languages, customs, and cultures.

Thus, the number of Algerian French living in Algeria, and natives remained reduced. To solve the problem and make NS start, the first session was entirely made up of French applicants coming from France.

In 1878, an annexe to the initial “Normal School” was established in Constantine to respond to the expectations of the population of the city but soon after it closed as teacher shortage became very sharp. However, a specific

course opened next to Bouzareah to receive all the natives coming from Algiers and Constantine even if their level was less than the required one. The aim was to avoid the closure of the institution.

Two normal courses were created in NS: the first one included a group of students composed of French metropolitan students and French students living in Algeria and the second one included natives composed of Arabs and Kabyls.

The first course prepared the first group of students to become teachers to take charge of French pupils learning in Algeria, but the second course prepared the second group to become teachers concerned with natives' education. It was for this reason that the name of the school was in a plural form: "Normal Schools of Primary Teachers of Algiers, Bouzareah" (Bouzida, 1976).

b) 1888-1962: Transfer of "Normal School" from Mustapha to "Maboulville" (Bouzareah)

At the beginning of 1888, that is to say, after twenty two years of studies at Mustapha, the staff, present that day of 28th of November 1887, decided to transfer temporarily NS from Mustapha to the mental hospital building that students of that time named 'Maboulville' (Dupuy, 1935) ("maboul" means mentally handicapped in Arabic). That decision was made urgently because of the exiguity of classes, a dangerous landslip and a possible threat of epidemic of typhoid fever in Mustapha.

In spite of several constraints encountered at Bouzareah like the long distance it took pre-service teachers to join the school from the city centre (Algiers) and the bad weather conditions in both seasons_ too cold in winter and

too hot in summer, the occupation of ‘Maboulville’ became permanent after the meeting of the administration of May 8th,1890.(Ibid).

NS of Bouzareah developed progressively with new laboratories, libraries, a great number of large classrooms, a larger kitchen and nice gardens so that it became in less than thirty years the most important “French Normal School” “unique of its kind”(Ibid).

In 1891, a year after having been decreed a permanent NS at Bouzareah, a “special section” was created according to a departmental order signed on 28th of October of the same year. (Saadallah,1998). Only metropolitan teachers from France could be “*sectionals*”. (cf. I.4.1)

At the beginning of WWII, the school was occupied by the American army, and it reopened from 1944 to 1962.

c) 1962-1969 : “Algerianisation” of Bouzareah

1962 represents the heyday of a new era in which NS of Bouzareah followed its mission to train primary teachers without discrimination. It is worth noting that the programs and textbooks used at that time were similar to those used in France.(Hayane,1989)

Bouzareah continued to be run by the colonial rules and regulations. However, many changes happened after independence.

d) 1970- 1980 : Bouzareah Technological Institute of Education(TIE)

Because of economic necessity and political issues, policy-makers of the time decided to supply Algeria with Algerian native teachers of English to replace the French labor as was stressed in President Boumediene’s speech

made on June 19th 1968(Bouzida, 1976) Thus, to respond to that decision, Bouzareah was transformed into a Technological Institute of Education. According to Decree n°70 115 of August 1st, 1970(JO, August 10th, 1970:748-749), the Technological Institutes of Education aimed to prepare teachers for the three levels: elementary, middle and secondary. At Bouzareah TIE the first cohort of applicants were trained for two years of intensive instruction to become Secondary Schools Teachers. Then this was reduced to only one year to increase the number of native pre-service teachers. They were provided with academic courses and two months of professional teaching practice. When they completed their preparation, the teachers obtained a professional teaching certificate that allowed them to have a teaching position in a middle school.

In the 1990's ENS Bouzareah became a Faculty of Education attached to the University of Algiers at Kharouba specialized in Secondary School Teacher preparation within four years of instruction during which pre-service teachers were provided with academic/ theoretical courses. This four year preparation ended with an English teaching degree. (Licence d'enseignement de l'anglais)

ENS Bouzareah closed its doors in July 13th, 1997 and reopened in 2000. Like all Colleges of Education in the world, and to respond to social, political and educational growing needs (Decree 84-206 of August 18th, 1984 in Official Journal, 1984n°860), ENS Bouzareah extended its formations to Secondary School Teachers and joined the Ministry of Higher Education. Thus, ENSB gained an extension of one year to each teacher profile. Since then, Middle School Teachers are being prepared over four years, and Secondary School Teachers over five years.

During the first three years, Middle and Secondary School Trainees follow a common core curriculum involving courses in English language, English culture, linguistics and some basic notions on the use of computers.(this subject is included with Arabic subjects as science of education.

The years of teacher preparation are described in detail in the table below:

Teachers'Profiles	Years of study	Common Core Courses	Specialized Courses and Practicum
Middle school Trainees and Secondary School Teachers	1 2 3	- English language - English culture - Linguistics - Science of education	
Middle School Student-Teachers	4		- English culture - Science of education -Pedagogy -Didactics + Practicum + a report→END of FORMATION
Secondary School Teachers	4		- English culture - Science of education -Pedagogy -Didactics Scientific report in education
Secondary School Teachers	5		-English culture - Science of education -Pedagogy -Didactics + Practicum + research paper END of FORMATION

Table 1.1 ENSB Teacher Formation

At the end of their formation, both Middle School Teachers and Secondary School Teachers obtain an English certificate “Certificat de Fin d’Études” for the Middle School Teachers and a Bachelor’s degree“ Licence d’Enseignement” for Secondary School Teachers.

1.4.1 The System of ENSB Teacher Education School

As a Normal School during the colonial period, the school was specifically “primary”, since it prepared only primary and elementary school teachers of French.

Hence the NS trained three profiles of teachers:

- Metropolitan Qualified Primary Teachers who intended to teach Algerian French students living in Algiers, the coastal area and large cities of Algeria. This was called “Normal Course” and it lasted three years during which theoretical courses were provided including courses on child psychology.
- Native Primary Teachers who were prepared to instruct Algerian Arab students living in the places afore-mentioned. This option was named “Normal Course for Natives”. This includes the same courses for the same period of time.
- Metropolitan Primary Teachers, known as “Special Section” or “Sectionals”. These teachers were selected from less qualified teachers who had already taught in France or Algeria. This group was trained to instruct natives living in the countryside, desert and mountainous places like the Sahara, Kabylia, Bejaia, etc... (Benzerga,2012)Only Metropolitans could be “Sectionals”.

At the beginning of the school year, those “Sectionals” were taught specific pedagogical methods “appropriate for the Algerian context” (chorale repetition). They were also provided with an Arab dialect to communicate with both learners and parents and were taught Algerian traditions and culture to be able

to integrate the native community to accomplish “the mission of France” successfully, (Saadallah,1998) that is to ensure the French domination through the French language expansion. (Bouzida, 1976).

In the middle of the year,(in mid-May exactly) the “Sectionals” visited the schools where they would teach before they completed their studies. This visit aimed on one hand, at getting familiar with where they would dwell and get involved with the inhabitants, get used to their customs and culture and on the other hand, getting in touch with the administration staff of the schools where they would complete their preparation as would-be Primary Teachers. (Dupuy,1935).

The program of the school dealt with theoretical courses only.

As reported earlier, In the 1970’s, ENS Bouzareah became a Technological Institute of Education which prepared:

- Middle and Secondary School Teachers after one year for the former and two years for the latter during which they had academic courses. Yet, the professional teaching practice decreed on 1st August 1970(JO n°748-749) was reduced to observation and some guiding instructions trainees had to implement in their classes.

Therefore, when ENS Bouzareah reopened in the 1970’s, it started preparing trainees to become Middle School Teachers (PEM) and Secondary School Teachers.(PES).

- At first, Middle School Teachers were trained over three years. The curriculum included courses on English language as well as theoretical courses on pedagogy, psychology and elements of syllabus design in order to help trainees learn how to manage a

class. However, when the Institute integrated the Ministry of Higher Education, it became an ENS, and one year was added to form Middle School Teachers.

- Then, future Middle School Teachers were trained over four years, during which they had academic and professional courses including teaching practice under the supervision of experienced trainers. After the practicum, they had to write a report. The School delivered a professional certificate and a teaching position was offered in a middle school to teach first, second, third or fourth year pupils.

- The Secondary School Teachers prepared their degree over five years. They followed the same curriculum as Middle School Teachers (PEM) until year 3. In year 4 and year 5, the curriculum focused mainly on target culture and practical training was done via the practicum (in-school placements). Trainees left ENS with a degree that allowed them to teach or continue as post graduate students. Like for the PEM, the degree delivered to Secondary School Teachers (PES) enabled them to get a teaching position in first, second or third secondary school level classes.

1.4.2 Recruitment

In the early years of the colonial period (1865-1866), enrolment in the “Normal School” was conditioned by the students’ desire of becoming a teacher and a number of years of schooling for Metropolitans. However, the Algerian natives needed a “Certificat de fin d’études” or a “Brevet”. Each degree referred to a certain profile of teachers. Those who had a “Certificat de Fin d’Études” became Primary School Teachers. They taught the first level, but those who had

a “Brevet” became Elementary School Teachers and had to take care of the second and third level classes. However, discrimination was great whether the applicant was a French citizen living in France or a French citizen living in Algeria. (Dupuy, 1935).

As a result, for the first two years mentioned above, the applicants who attended “Normal School Courses” were exclusively French citizens living in France. (Saadallah, 1998) These distinctions in recruitment became more acute when the difference was made between French citizens living in Algeria and Algerian natives. Only three Arab Algerian natives were allowed to attend the “Normal School” courses in 1868 while the proportion of Arab Algerian applicants should be one to two Europeans (Order of August 3rd, 1865 cited in Bouzida, 1976).

In 1970, according to the decree of 28th of January 1969(JO n°100: 1617) as a Technological Institute of Education, ENS Bouzareah first recruited:

- Applicants who had ten years of schooling in their background experience.
- Primary Student-Teachers who had been transferred from different “Normal Schools” to become teachers of English in two years.

However, years after, the same courses were taught to future Middle School Teachers of English in one year. The period of studies was shortened to replace the French labour force. Nowadays, the system of recruitment has improved with regard to the qualification and the level required.

The applicants who enrol in ENSB today are:

- Students holding a baccalaureate certificate who obtained a score of 14/20 in the English paper;

- Students who demonstrate good ability in English (language accuracy and fluency) in an interview).

Though ENSB School has been submitted to changes following policy-makers' wishes and ideologies, either colonial or local, we have to admit that it played and is still playing an outstanding role in teacher preparation and consequently in Algerian development.

1.5 Comparison of Teacher Education Institutions

Most of the countries taken in the research's stride established their teacher education institutions at a different time. France was the first who founded the "Normal School". After that, the continent neighbouring countries adhered to this idea and created their "Normal Schools" between the 17th century and 18th century; followed by the USA in the 19th century and Algeria in 1865 as a French colony at that time. The different teacher education institutions concerned in the study show common features in the development of the schools. The first one including ENS Bouzareah started with:

- "Normal Schools".

All NS started with the preparation of Primary, Preparatory or Elementary Teachers with a short-term instruction of one to two years to respond to the countries' demand for teachers at that time. This period was extended progressively to three years and then to four years according to the grade needed.

Most of them developed as:

- Teacher Training Institutes

These institutes were intended to train student teachers to be Elementary, Middle or Secondary School Teachers with an instruction of one year (Australia), two to three years,(worldwide). They were also designed to retrain in-service teachers for one year (Bouzareah). Most of the countries used these institutions to prepare a great number of teachers to ensure public education of large populations in order to emancipate their nations and meet economic and social development. Whereas, ENS Bouzareah trained huge numbers of teachers to put an end to the importation of foreign teachers for financial reasons since native instructors are less paid than foreign ones.

NS also developed as:

- Teacher Training Colleges as faculty of Education included in a university;
- And University of Education.

In general these kinds of institution were intended to raise the academic standard of teachers and their quality of teaching since they provided students with academic knowledge and professional teaching practice (practicum). When they completed their studies, teachers obtained a certificate of secondary high standard teachers.

1.5.1 Recruitment

The system of recruitment was different from one part of the world to another. The conditions were quite easy to meet when the need was:

- To enrol as many applicants as possible because of a high teacher shortage rate, like in Europe;
- To immediately prepare native teachers, like at ENS Bouzareah;
- To replace foreign teachers by local ones such as at ENS Bouzareah.

However, the conditions of recruitment became more difficult when the School was:

- To select new recruits for a higher grade needed;
- To improve teachers' quality;
- To enhance the academic standard in universities.

In conclusion, it is clear that ENS Bouzareah took its model from European teacher education schools since the first school was created and run according to French rules when Algeria was still a colony.

Conclusion

This chapter was concerned with the definition of “a good teacher” and what makes “a good teacher effective, proficient and amazing” in class. It also dealt with a description of Initial Teacher education and especially of the schools that prepare “good teachers”. The first school called the “Normal School”, was set up in France as a model followed by European schools, American schools, and finally by ENS Bouzareah in Algeria.

The first section dealt with an overview of European teacher education schools, their different systems, and conditions of recruitment.

The second section shed light on ENS Bouzareah that was taken as a case in Algeria. It prepared a variety of Elementary Teachers, before being concerned with Middle and Secondary School Teachers. It has known several changes due to different policy makers and decisions.

The third section was a comparison between Teacher Education Schools worldwide with ENSB School, their systems and conditions of recruitment.

It is worth noting that the introduction of pre-service teacher’s professional teaching practice was beneficial to ENSB School. How did ENSB start training its trainees? How was training organized? Where did this training take place? What was the model of training followed in this school? This is what the next chapter will deal with.

Chapter two

Teaching Practice: The Practicum at ENSB

Introduction

2.1 The Route to Professional Teaching Practice or Practicum

2.2 Practicum Models

2.3 The Practicum at ENS Bouzareah: Description and Analysis

Conclusion

Introduction

There is a general agreement that the practicum is a vital component in teacher education. Among educators, Beck and Kosnik (2002:81) write that *“Student-teachers, associate teachers... and university faculty all recognize its crucial role. While universities often neglect the practicum, university researchers see this as a regrettable state of affairs rather than something to be accepted”*.

The debate on the importance of teaching practice will be dealt with in this chapter. We will first explain how teaching practice was performed in the early times, secondly, how it was developed with effort and serious researches, to finally become a compulsory second main component in initial teacher education.

The following section will deal with the different models of practicum and show how they came to be used as professional teaching practice.

The last sections will describe initial teacher training at ENS Bouzareah and the current practicum sessions. The study will demonstrate how professional teaching was done at ENSB. It will describe the concurrent or consecutive model that ENSB adopted, the way the practicum is performed today and whether it provides teachers with the professional skills needed and the standards expected.

2.1 The Route to Professional Teaching Practice or Practicum

In the early times, teaching practice was inexistent. Pre-service teachers used to acquire the teaching skill through two types of teaching: “*the didactic mode employed by teacher-craftsmen, and the evocative mode employed by teacher artists*”. (Axelrod in Ducharme et al, 1993:31).

In the didactic teaching mode, educators provide traditional knowledge or show the procedure of teaching an item, concept, rule through lectures, the student-teachers listen attentively. After that, student-teachers, in turn, model what they have learned by repeating the demonstration or reciting the knowledge. In other words, learning means observing, and being able to emulate what trainers demonstrated in front of them. (Ibid) This procedure of learning the teaching skill through observation and emulation is still being used at ENSB School at least during the first teacher training session.

Whereas the evocative mode implies that student teachers are led to the acquisition of new knowledge and skills. Educators’ role is to elicit probabilities from student-teachers and have them grasp the appropriate answer.(Ibid) “*Learning means being able to gather and assimilate data and evidence and draw conclusions based on sound thinking*”(Ibid:33)

The evocative or artist teacher’s way is probably more constructive since it trains student-teachers to reflect and give suggestions. However, most of professional teaching practice in the world was ‘didactic’. Learners acquired “*essential skills to impart knowledge, facts, and even abilities through lectures and demonstration*”. (Ibid: 34)

Hence, in both approaches, pre-service teachers’ heads were filled like vessels since both focused on the acquisition of knowledge either academic

or professional. Yet, none of them provided the training experience expected that enables pre-service teachers to run a class using appropriate and spontaneous methods for they did not perform the teaching profession like a doctor or a lawyer does.

Therefore, the procedure of teaching practice through observation and emulation of what was taught or demonstrated is not sufficient since teaching requires more than that.

In 1865, Algeria adopted the didactic mode because pre-service-teachers were required to learn the job from experienced teachers. During their visits, trainees had to scrutinize and emulate every pedagogical task demonstrated. After that, they would describe in a detailed account the lesson observed and express their perceptions and opinions on the lessons observed. (Benzerga, 2012) Consequently, through that “academic report” trainees should be able to reproduce what had been performed. (Mattsson et al, 2011)

This way of doing was described in Ducharme et al(1993)as the oldest form of teacher education known as “*observation and emulation of a master*”. (Ibid: 32) it is close to Plato’s learning to teach from Socrates and Aristotle’s from Plato.(Ibid) .

The procedure of passing on knowledge via observation and emulation persisted for a long time since it was assumed that “ *teaching is a process of passing knowledge from teachers to student ’ minds to their learners’ minds and that learning fosters absorbing and memorizing information and practising skills*”.(Ibid:32)

In addition to this way of doing, pre-service teachers in the world as well as in Algeria at Bouzareah “Normal School” were supplied with some professional theoretical courses. These courses included basic notions about child psychology and pedagogy since the first “Normal Schools” were intended for Primary School Teacher preparation. Then the student-teachers would transform this knowledge into teachable practices to meet their learners’ needs.

The transfer of theory into practice has long been criticised since it was not easy for pre-service teachers to make the connection between the theoretical courses and teaching practices in actual school context.

Did these Initial Teacher Education Schools facilitate the shift or transfer of what pre-service teachers acquired theoretically into pedagogical acts?

This was a critical issue concerning teaching and teacher education, and criticism was made quite frequently about the relationship between theory and practice. The need to clarify this transfer in education was imperative.

For some researchers, *“Initial Teacher Education does not facilitate effectively the skills of beginning teachers in making connections between their academic formation and knowledge derived from practice in school context. Beginning-teachers felt that their years of formation bore too little relevance to actual school experience”*.(McCluskey, 2007:5).Consequently, teacher education was described as “intellectually weak” since it failed to bridge the gap between theory and practice. Student-teachers were unable to transform their academic and theoretical knowledge into teachable professional skills. Moreover, beginning teachers felt to be unable to communicate information easily and be understood by pupils. As a first solution to that difficulty, teacher educators suggested that trainees should acquire the content of the subject they intend to teach.(Ponte, 1999)

In addition to the subject matter to be taught, some thought that the primacy of pedagogy is required as a fundamental element because there is *“further evidence that teachers who have a solid foundation both in pedagogy and subject matter are more effective teachers and have a positive influence on their students’ achievements”*(Rice in Cameron, et al, 2004;1)

The subject matter and pedagogy were so important that they have recently been supported by Kosnik and Beck (2009). They recommended giving these two elements high priority for they believe that when teachers know more about their subjects and how to teach them, their teaching is more interesting and effective.

But, even if all these initiatives are related to professional training since they focus on a specific discipline to teach and how to teach it, they still remain theoretical. (Ducharme et al, 1994),

The fact that teachers who master their subject matter and possess a grounding of pedagogy, form better learners and have a positive impact on their achievement led researchers to suggest the “universitization” of teacher education. This concept resulted in the extension of four years with a focus on the specific subject matter and pedagogy.

This decision led to a serious conflict between those who supported the idea of higher education and the acquisition of the subject because this knowledge guarantees professional teaching skills and those who argued for more practice. (Mattsson et al, 2011). In other words, according to the former when one knows the subject very well, (in our case, English language), one will be an efficient EFL teacher. However, many critics *“warned of the danger of reducing initial teacher education, particularly in subject specialisms, to a preparation for a formal academic relationship with pupils and others believed that the drive*

towards expertise in knowledge about a discipline and how to transfer it to pupils leads to a clearly academic and encyclopaedic model”(McCluskey,2007:6)

In fact, the actual problem is not the good quality of the theoretical courses but the lack of teaching practice.

The proponents of higher education did not consider that the transfer is difficult for beginning teachers. Some were compelled, most of the time, to teach as they have seen their own educators do it. (Tardiff, 2001) Others, on the other hand, would teach basing their instruction on their own experience as pupils (McCluskey,2007) .

Both situations are related to teachers’ professional knowledge. In these situations, teachers already *“possess a set of beliefs, values, understandings, and assumptions _the ways of thinking about the teaching profession when they enter initial teacher education school”*. (Tann, 1995 quoted in James, 2001:4)

Another debate started about teaching becoming a career.

“Teaching has started emerging from its naive stage as a job, the habitat of the technician armed with disciplinary knowledge and trained in methods-didactics_for the transference of the knowledge stored in the teacher’s mind to the minds of the pupils in his or her charge”.(McCluskey,2007:6)

Vicente’s doctoral research (1970) offered a perspective of teaching as a profession as McCluskey,2007:2 writes:

“It is not enough for teachers to know what is taught but rather to acknowledge that teaching is a task which has a practical aspect which must be studied and acquired with effort”.

Richards and Nunan(1994:133) suggested five ways of teaching student teachers how to teach. They symbolised ‘teaching’ in teacher preparation as: Magic, Art, Craft, Science and Profession.

- Magic,

Teaching is seen as a kind of mystical experience. Initial teacher education should provide trainees with knowledge and skills to make them appear as to have been born teachers. They will be taught how to organize the class, how to teach with insurance in front of a class, and how to be effective. Stevick (1980 regarded this category of teachers “*as predictors of classroom outcomes*”. (in Richards and Nunan(1994:133)

- Art

For this way of teaching trainees should be provided with pedagogical acts looking like artistic performances. This form cannot be predicted from teacher preparation to be applied because teaching techniques are constantly changing then impossible to conventionalise.(Darling-Hammond, Wise and Pease, 1983)

- Craft

This mode of teaching implies the development of observable skills. Here, the production is reduced and limited to execute or deliver codified effective predetermined teaching principles. The notion of craft is set to check the performance and control its achievement. This concept is more concrete than abilities.

This way of teaching preparation requires natural abilities that initial teacher education can help refine and synthesise into elements of teaching as craft.

- Science

Instruction fosters a “*research-oriented approach*”. (Ibid) It relies on observation, description and evaluation of teaching. The result of such a process leads to a search for values or rather rules that effective education trainees can master. However, a more holistic approach allows trainees to develop their own style of teaching. (Larsen-Freeman, 1983; Britten 1985a)

- Profession

Teacher education aims to develop standard competency for all individuals. This function requires the development of “*both skills and judgement.*”(Ibid: 101).

The professionalism of teaching is complex since it relies on teacher’s knowledge that is contextualised, as it occurs only in the classroom context. It is professional because it relates to teaching as profession. It is finally practical because it requires “*recognition as the very essence of professionalism*”. (Mc.Cluskey, 2007:7) Teaching as a profession was largely supported by scholars who believed in “*teaching as a profession at the service of an education of quality for all*”. (Ibid: 6)

Since then the scheme of teaching as a job began to be thought of seriously to bridge the gap between theory and practice in teacher education. Consequently, the dimension of teacher preparation for the work emerged and teaching practice became compulsory. As an imperative and valuable component, professional teacher training including teachers’ theoretical knowledge and teachers’ professional skills developed into teacher-training or practicum. Thus, “*the teacher moves from theoretical to theoretical-practical to practical knowledge*”. (Ibid:7)

The implementation was rapid especially when most of the specific schools preparing teachers had the benefit to extend their program of one year.

Indeed, it is during their initial preparation and only through the process of teaching practice in real school settings with students that student-teachers can learn how to teach. Most of the people agreed that learning from experience is powerful and longer-lasting than learning from being taught theoretically. (Hoban, 2005).

During professional training, trainees were traditionally placed with experienced trainers who asked them to design lessons to present under their guidance. These lessons could be given three times a day after a first period of orientation and observation. The latter was followed with trainers' commentaries in order to help trainees develop strategies, approaches and techniques to handle the different stages of a language lesson, gain confidence and develop required competencies in (language) teaching. (Richards and Nunan, 1994).

The practicum is the only occasion where trainees have the opportunity to apply knowledge and skills acquired in initial teacher education schools.

The practicum usually occurs during the last year of the preparation program for approximately six to eight weeks. These experiences are followed by constructive feedback the trainees should take into account later in their classes. On this point, Ducharme et al (1993: 37) write:

“In 1960s preparation programs began requiring early experiences in the schools during student-teachers freshman year and continuing throughout the four years, culminating in a full semester of student teaching. Preparation programs began placing clusters of four or five students in the same schools as to provide a collective experience”.

The last decades were marked by global competitiveness, rapid technology innovations and changing labour markets worldwide. As a result, many countries attempted to best prepare future student-teachers generations for the new world. This matter of fact led to changes of requirements conditioning teachers' recruitment. However, though many countries endeavoured to change and develop teaching practice taking advantage of all the changes provided, one can note that in many places, this is not happening. For example, *“most Chinese novice teachers still leave the university as language graduates and immediately begin teaching with little or no initial pre-service teacher training and may never actually do any in-service training.”*(Morisson,1989:19).

In spite of many innovations suggested like the use of audio visual aids, ICT, to best prepare teachers to compete in the new complex world of rapid globalization and technology development, teaching practice remains unsatisfying. Thus, to solve this problem, each country developed a model that includes a practical component found to be more beneficial for trainees' preparation.

Two main models of initial professional teacher training called “concurrent” and “consecutive” may be distinguished on the basis of the way the two main components of a course_theoretical knowledge and professional skills_are organized. For either model, students are awarded a certificate of education, a “Licence” (Bachelor's) or a professional degree depending on each country in recognition of the completion of their courses.

2.2. Practicum Models

In the first model, the “Concurrent Model”, the professional component is provided concurrently with the academic and theoretical ones. The practicum traditionally occurs within initial teacher education. It takes place generally

during the last year of the preparation program and lasts approximately six to eight weeks. (Ducharme et al, 1993).

After many changes in the status of initial teacher education schools, upon the demand for higher quality, the practicum became integrated into the first degree program. It started in the first or second year and continued throughout the four or five year program. It may be given in sessions of two, three or four weeks a year.(Ibid).

Therefore, trainers who acted as advisers and supervisors, undertook much more responsibilities such as participating to design and coordinate the whole program with initial teacher education schools, colleges and universities. Moreover, they awarded student teachers a report as a final qualification when the trainees accomplished teaching practice. (Beck and Kosnik, 2002).

This Concurrent Model of practicum has long been criticised though it was meant to bridge the gap between theory and practice. This issue was supposed to be solved since the main components: academic courses, theoretical courses and professional teaching practice were integrated.

However, the problem of the gap between theory and practice had subsisted until microteaching procedure was dealt with.

Microteaching is a simulation of the class context. It occurs within the initial teacher education before in-school placements. It consists of *“scaled-down teaching situations in which shorter than normal lessons would be taught to smaller groups of students with limited numbers of teaching skills to be practised in pursuit of a small number of learning objectives”*.(Ducharme, et al:52).

The videotaped lessons performed during this experience were afterwards viewed as many times as possible. They were discussed and commented by educators who had to provide trainees with useful instructions. This feedback allowed trainees to re-plan and re-implement the lessons.

Though microteaching experience in a controlled context enhanced teaching for pre-service teachers, it proved to be inappropriate. In fact, there is no appropriate substitution for real experience in “normal school” setting. As a result, some systems attempted to make school experience the central component of teacher education which was known as “*school based teacher education*” or at least they were supplied with much more teaching practice. (Ibid).

The second model, the “Consecutive” Model is organized so that the professional teacher-training component takes place after the initial teacher education program. This means teacher training or practicum occurs after the degree is obtained. Through this route many mature and experienced people entered teaching and increased the group of teacher candidates since they entered teaching as a second or third career in many countries like Canada. (Initial- teacher-edu-canada-oth-en/t03,2003).

In the second half of the twentieth century some European countries adopted concurrent programs, while others chose consecutive forms of training. In England, Ireland and Northern Ireland both routes were and are available until now.

Concerning the secondary level, the Concurrent route was the most common of a great number of countries in Europe. However in some of them the Consecutive Model was the most widespread for this level of education. Some adopted only the concurrent model for all levels of education while others

preferred only the Consecutive one. All the teacher Education Schools, regardless of the model adopted should take teaching practice component into account in form of school placements to develop student teachers' teaching skills under the supervision of experienced trainers.

Thus, would-be teachers, educators, trainers recognized the crucial role of the practicum. Moreover, the importance of such experience resides in the abilities developed to become “professionals”. These professionals were expected to “*demonstrate an increasingly large repertoire of personal as well as professional qualities, knowledge, skills and understandings developed within it*”.(Mattson et al, 2011: 2-3).

After a long discussion, some researchers like Goodlad, (1990); Samaras & Gismondi,(1998 cited in Beck and Kosnik ,2002), found that the importance of the professional experience is in the form it might take. However, they emphasized that the practicum should be integrated within initial teacher education program and should take place in a joint program with schools or universities.

Moreover, a majority of experienced educators and researchers thought that to guarantee such improvement, this practicum should be efficient. James (2001:4-8) states that to be efficient the practicum should help trainees develop their “*professional knowledge*” or theoretical studies ...*into professional teachers' skills (known as routines actions*”. These actions are as follows:

- Subject matter: through this event, trainees should learn what to prioritize in their subject-matter to be more efficient;
- Language skills: trainees are encouraged to use the target language in class, so that they can develop their accuracy and fluency;

- Methodological skills: the training should help them grasp the processes of preparing lessons they require in their day-to-day class, selecting appropriate materials and adapting others to meet their students' needs;
- Decision making skills: trainees should develop these skills since they are often confronted with options that require the decision of the relevant one;
- Social skills: Trainers should help trainees develop interaction skills, i.e. the ability to communicate and co-operate effectively with learners, as well as with colleagues via discussions during which they learn how to share teaching ideas, solve problems, etc;
- Enabling skills. In training, trainees improve their way of learning through investigation while planning lessons. Moreover, they refine their study through evaluation and theorization. This way of doing teaches them how to proceed to grow professionally through research. (James, 2001).

In other words, teachers are effective if the practicum develops their own professional knowledge into attitudes or values and professional skills in order to educate their learners effectively.

Furthermore, to achieve the development of high standards during the practicum, teacher-training depends on a good placement. To establish “*what constitutes a good practicum placement*”, Beck & Kosnik,(2002: 84) addressed questionnaires to a cohort of 65 trainees. After analysis of the responses,

they arrived to the conclusion that the more practicum placement relies on the seven criteria mentioned below, the more efficient it is. It is worth noting that the seven elements appreciated by trainees relate to trainers' behaviour and attitudes when facing trainees' performance during the teaching practice preparation. Thus, according to the trainees' responses to the questionnaire, supervisors should be:

1. Supportive emotionally

Trainees wanted their trainers to be more friendly and encourage them with both positive and negative comments to feel comfortable, and do their best to improve their teaching when faced with a difficult situation.

2. Respectful

Trainees wanted to be respected and treated as teachers, as future colleagues who are learning the job under experienced trainers' supervision. Trainers should show their positive reaction to trainees even to those who surpass them in teaching performances. Some trainees suggested replacing the term 'student' in "student-teachers", by 'pre-service teachers' because it implied lower status in their opinion. (Ibid). To be considered as future teachers by trainers and pupils provided trainees freedom "*to put on their own stamp on the class*". (Ibid:88) Consequently, they gained confidence because they developed their own style in teaching .

3. Collaborative

In addition to treat them as fellow teachers, they wanted trainers to have a collaborative relationship in planning lessons, finding materials, resources, giving pieces of advice and bringing commentaries at the end of the lesson rather than interfering during the course.

4. Flexible in teaching content and method

Trainees believed that trainers should be flexible to allow them to teach and develop as teachers in their own way. In this case, trainers should give them more opportunities to adapt the curriculum rather than adopt it blindly. They wanted trainers to be tolerant when trainees do not apply their instructions about the content and method and show interest in innovation.

5. Instructive in providing feedback

Feedback consists of a formative evaluation since it relies on some informative and useful remarks after observation of some teaching practice actions. Trainees would like to be provided with criticism to enable them to improve their training and get a positive report at the end. However, some trainers seemed reluctant at giving many comments, though most of trainees asked to sit longer to have trainers' opinion on their work and possible answers to their weaknesses, (Ibid)

6. Highly qualified in manipulating different approaches to solve some issues

In addition to training teachers professionally and be supportive, collaborative, and flexible and provide them with constructive feedback, trainers should show competence in class and be not too traditional. This question concerns teaching styles (modern or traditional) which often cause misunderstanding between trainers and trainees. To solve the problem, trainees suggested that trainers should be well aware, highly qualified supervisors able to take them in charge, to control their working process in the execution of tasks and correct them when necessary at the end of a lesson by providing them with helpful remarks.

7. Tolerant

Trainees wanted trainers to be more tolerant concerning the work. They believed that trainers overloaded them with excessive task within a short period of time. The amount of work required was about 25% in the first week, 50% in the second, 75% in the third and 100% for the rest of the practicum. (Beck & Kosnik, 2002) Thus trainees needed trainers to consider their personal life and try to avoid overloading them with excessive work during the training.

How is teaching practice done at ENSB School? In the next section we will examine the role of the professional component. We will describe the practicum with its three different sessions as well as the period, time (length), the model used, and the placement of trainees.

2.3 The Practicum at ENS Bouzareah: Description and Analysis

Like all Teacher Education Colleges, “Normal Schools”, and Universities in the world, ENSB introduces its trainees into teaching experience gradually beginning with visits to schools and classrooms to observe then taking charge of a class, partly and fully. Trainees usually end the practicum with a report submitted to the administration. This report usually includes a short description of the trainees’ professional experience focusing on the main steps of the lessons observed, and the trainees’ perceptions about the methods and appreciations on the training as a whole.

Professional teaching sessions in the world have increased in number and duration, (Johnson in Freeman and Richards,1996), and most of them introduce the practical training in the second year of formation, but at ENSB School it takes place in the last year of formation, i.e. year 4 for PEM and year 5 for PES.

The positive point about the practicum at ENSB School is that it is concurrent; it is integrated into the program. Pre-service teachers graduate as EFL teachers only when they have completed their “Academic Studies” /Courses (learning English language and skills). “Theoretical Studies/courses (Psychology, Pedagogy, Methods etc.) and professional teaching skills they develop within the practicum in-class placements.

As noted earlier, the professional teaching practice takes place in the last year for each teacher profile at ENSB School. It is the fourth year for PEM and the fifth year for PES. The teaching practice sessions are run in middle or secondary schools according to the status of trainees. The practicum at ENSB School is organized in sessions as follows:

1. Observation Session

The first session takes place at the beginning of the academic year on Tuesdays for Middle School Trainees and on Thursdays for Secondary School Trainees every week once a month. This means 4 hours of training for Middle School Trainees and 4 to 8 hours for Secondary School Trainees, depending on the trainer selected and the class streams he/she is in charge of (Foreign languages, science, technology, or others). During this session, trainees observe attentively the lessons held by experienced trainers and take notes, or fill in an observation checklist.

The lessons are usually followed by questions and comments between trainees and trainers. This feedback is generally positive and instructive so that trainees can improve their way of teaching in the subsequent sessions.

The aim of the practice session is to develop trainees' awareness:

- of the adequate behaviour to adopt when faced with new situations;
- of their role as teacher, instructor and guide;
- of the language to use (correct and fluent);
- of the material to use and to adopt or adapt (using appropriate techniques).

It is also to develop their abilities in:

- Lesson planning and classroom management;
- Presenting and practising new language;
- Practising the use of the four skills. (Morrisson, 1989).

2. Semi-intervention Session

This session lasts two weeks and occurs at the end of the first term in February. It generally coincides with school summative assessments (devoirs surveillés) and first term exams. Although designing a test, invigilating, grading and checking mistakes to provide learners with constructive feedback and promote further enhancement are also teacher's professional skills are as important as planning lessons, presenting a step of a lesson, running classes during the exams period becomes a nuisance when this happens twice out of three times. Thus, trainees do not really enjoy or benefit from their school experience.

The semi intervention period lasts ten working days when we omit Fridays and Saturdays. This means six hours for Middle School Trainees and four, six or twelve hours in all for Secondary School Trainees. This number depends on the class streams the trainer is in charge of. During this period, students learn how to plan lessons and teach with their trainers' help at least one lesson of a unit or file.

The supervisor's assistance is vital, since it is the first time that trainees are required to run a class on their own. Thus, trainers' aid is emotional for trainees need to be encouraged to overcome their anxiety in front of students and feel comfortable in their class management. Therefore, trainers are supposed to support trainees and behave as if they were with colleagues, not students. They should help them plan their lessons on one hand and give them freedom to experiment on the other hand. Because of this privileged protected situation, each lesson taught by trainees is expected to be followed by a constructive comment for all the group of trainees present. But this is done after class when the pupils leave the classroom.

3. Full intervention Session

Full intervention lasts two weeks. It takes place in mid- April of the last year of each trainee's profile. It often coincides with test and exam periods, and is rather inappropriate. During this session trainees teach a whole unit of the textbook. Indeed, each trainee prepares the entire file but each one is supervised only on the part he or she is to present. Generally, there are four trainees for one class. Usually, three Middle School Trainees in one group can teach once during the first week, and the fourth trainee does it the following week while the rest of the time that is two hours, are divided between the four trainees. One hour and a half only is the whole time devoted to each Middle School Trainee to practice teaching during this full intervention session, knowing that one file containing five parts:” *Learn the Language*”, “*Learn about Culture*”, “*Reminder*”, “*Check*” and the final part “ *The Project*” which may take six to seven hours. Clearly, this amount of time is quite insufficient.

Full intervention is totally different for Secondary School Trainees. The time scheduled for teaching practice can be reduced to two hours a week that is four hours of training in all. This means that each Secondary School Trainee can

teach one hour during this session. This time may be increased to twelve hours (six hours a week). Hence each trainee can teach three hours during this session. These changes in time depend on the streams (Biology, Foreign Languages, Technology, etc...) the trainer is in charge of.

These training sessions are summarized in the table below as follows:

Trainees' Profiles	Observation	Semi-intervention	Full-intervention	Comments
Middle School Trainees	-One Tuesday a week over one month =4 hours in all.	-Two weeks in Feb (3hours a week =6h in all)	-Two weeks in April (3h a week) = 6hrs in all	As they are 4 trainees, each one runs for one hour and a half in all.
Secondary School Trainees	-One Thursday a week over one month =4 to 8h (if it is a Foreign Languages stream).	2 to 6h a week over 2weeks of February = 4 to 12h in all.	-Two weeks of April(2 to 6 hours a week)= 4 to 12hours in all.	Each trainee runs one or 3hours in all depending on the stream trainer is in charge of. Even though this amount of time remains insufficient for both PEM and PES.

Table 2.2 Teaching Practice at ENSB

Conclusion

Professional teaching practice is the third component in teacher education at ENSB and in many countries in the world. It is as important as the academic and theoretical components since it helps develop trainees' linguistic skills and teachers' knowledge into professional teachers' skills. In other words, trainees can transform what they have acquired at ENSB into teachable actions.

However, experts in education who believe that teachers' standards have an impact on their learners' outcomes view teaching as a profession which has a practical aspect that needs to be studied and acquired. Debates involving researchers, educators, in-service teachers insist that teacher training practice is not only beneficial for teaching profession, but it is also the only way to learn it.

This is why teaching practice is now compulsory everywhere in the world and as ENSB School in particular. It begins by preparing trainees to observe experienced trainers and emulate them for any educational performance with their own learners.

Teaching practice developed earlier in initial teacher education programs especially when teacher preparation extended to four or five years allowing most institutions to integrate higher education.

Then, teaching practice improved to become two main models:

- Concurrent teacher training integrated within the initial teacher education program;
- Consecutive teacher training occurring after the initial teacher education program. At ENSB School, it is the concurrent model which is adopted but it proved to be insufficient as the study will demonstrate in the following chapters.

Chapter Three

Research Design and Procedure

Introduction

3.1 Description of the Research Method

3.1.1 Qualitative

3.1.2 Quantitative

3.2 Method of Data Collection and Analysis

3.2.1 Qualitative Analysis Instruments

A. Rubric

B. Observation Checklist

C. Interview

3.2.2 Quantitative Analysis Instruments

A. Questionnaire to Trainers

B. Questionnaire to Middle School Trainees(4th Year)

C. Questionnaire to New Applicants

3.3 Participants

3.4 Quantitative Sampling

3.5 Piloting Procedure

Conclusion

Introduction

This chapter describes the method of research and approaches: qualitative and quantitative used to study the various aspects: academic, theoretical and professional of ENSB Curriculum that have served to prepare trainees for almost a decade. It is followed by the method of collecting and analysing data which used four procedures or measuring instruments that are: rubric, observation checklist, interviews, and questionnaires. These instruments were selected to answer the four research questions stated earlier ie.

- 1. For what school realities is ENSB preparing pre-service teachers of English?
 - a) Does ENSB Curriculum facilitate the move from theory to practice?
 - b) Does ENSB Curriculum address school realities and student-teachers' needs and expectations?
- 2. For what standard is ENSB Initial Teacher Education School preparing pre-service teachers of English?

It also deals with the participants who involve stakeholders who have a right to comment on the curriculum and its process. (Connelly and Clandinin in Richards, 2001) These are Educators, Part time associate Teachers, Trainers, and Inspectors who are responsible for preparing the trainees. The participants involve also the target population. In the English department of ENSB, the target population consists of pre-service teachers. The 4th year Middle School Teachers and 5th year Secondary School Teachers have been selected as samples for this study. At the end, the chapter focuses on the quantitative sampling and piloting phase of the questionnaires (Fenneteau, 2007) During the last operation, the instrument was tested with a small number of people representing different categories of stakeholders and the target population. The aim was to discriminate any misinterpretation inherent to the wording of the questions that could engender wrong responses leading to a lack of reliability. (Richards, 2001)

3.1 Description of the Research Method

The research method will rely on the commonly used approaches in the evaluation of curricula both qualitative and quantitative recommended by researchers who state that “*they are used to complement each other*” (Richards, 2001:297)

The decision of choosing a mixed-method approach originates from the research questions themselves. The analysis of the official documents, the observation and the interview data require a qualitative approach. However, the analysis of the questionnaire requires a quantitative approach to deal with needs, opinions, and expectations.

The results will be triangulated. This means that a comparison will be made between the findings of the qualitative and quantitative analyses. This triangulation is said to enhance the validity of the findings. (Punch, 1998)

The study will be:

3.1.1 Qualitative Analysis

This approach was used to describe and analyse the following:

1. The academic linguistic curriculum
2. The professional theoretical curriculum
3. The Practicum Curriculum
4. Official School Documents

1) The academic linguistic curriculum includes language skills (Listening, Speaking, Reading and Writing) in addition to English system involving linguistics, phonetics and English structure, grammar, spelling, and Culture. This consists of the different “Civilization” courses of three English speaking countries: Britain, America, and Africa with their

corresponding “literature” courses. This part of the curriculum provides trainees with basic knowledge of English and its culture and equips them with abilities to engage in real-life situations using appropriate English.

2) The professional Theoretical Curriculum

This part of the curriculum provides trainees with the teachers’ professional knowledge required to practise teaching effectively during the practicum and in their own classes. It involves TEFL, Pedagogical Trends and Educational Systems, Applied Linguistics, Material Design & Development, Psycho-Pedagogy, Syllabus Design & Textbook Evaluation, Writing a Scientific Report. For Secondary school teachers, more courses are added: Issues in Culture, ESP Syllabus Design, Pedagogy: Contemporary Trends, Research Paper. (memoire) and Arabic subjects related to legislation, organization of the Algerian educational system, and Psychology.

3) The Practicum Curriculum

The Practicum takes place in the final year of study of each teacher profile. It is the fourth year for Middle School Teachers and the fifth year for the Secondary School Teachers. To practice teaching, clusters of trainees are placed in school context with experienced trainers. During the practicum, trainees are assigned lessons to design, prepare and present under trainers’ guidance. Teaching practice consists of three sessions:

- i. The Observation Session
- ii. The Semi Intervention Session
- iii. The Full Intervention Session

i. The Observation Session

It is a period of orientation and observation. It occurs once a week over one month. It takes place at the beginning of the academic year. This means four hours for Middle School Teachers and four to eight for Secondary School Teachers. During this period trainees observe the different steps of a lesson helping themselves with an observation checklist. They observe attentively trainers running classes in order to imitate and demonstrate their competencies during the teaching practice sessions.

ii. The Semi-Intervention

It lasts for two weeks and is held in February. Middle School Teachers teach six hours and Secondary School Teachers teach four to twelve hours. This depends on the streams trainers are in charge of. During this phase, trainees teach one or two steps of the lesson.

iii. The Full Intervention Session

This phase of the practicum lasts for two weeks and is held in April. Trainees demonstrate what they have acquired during the previous sessions. Every demonstration is followed by useful comments beneficial to the whole group.

4) Official School Documents

These are documents on “Algerian Education Reforms”. They include decrees signed by policy makers, and textbooks, designed for Middle and Secondary School Teachers. These documents will be examined in order to answer research questions one, two, and three.

The study will also be:

3.1.2 Quantitative Analysis

This approach was used to collect trainees' needs, opinions and expectations about the practicum mainly in order to answer research questions two, three and four (cf. Chapter 3)

The operation of data-collection was conducted via qualitative and quantitative measuring instruments which will be dealt with in the next section.

3.2 Method of Data Collection and Analysis

This section is concerned with the construction of instruments selected to collect and analyse the data. Each of the procedures or instruments used either for the qualitative analysis, or for the quantitative analysis will be described in detail in the following sections.

3.2.1 Qualitative Analysis Instruments

This section deals with the measuring tools used for the qualitative analysis that are:

- A. Rubric
- B. Observation Checklist
- C. Interviews

A. The Rubric

The rubric was used to scrutinize the curriculum as a document, to assess qualitatively the two main components: Academic linguistic and theoretical components of ENSB curriculum in order to see if they actually prepare pre-service teachers to the art of teaching.

However, the question we faced was: which rubric are we going to use to analyse the curriculum intended to prepare teachers able to provide “*useful and usable data?*” (Cohen et al, 2005: 242).

Three questions came to mind:

- ✓ Shall we adopt an already existing rubric for it is certainly valid?
- ✓ Shall we select items and get one from existing rubrics?
- ✓ Shall we develop a new rubric assuming that it will be a good one?

After reflection, the option of a rubric with selected criteria that suit our research concern seemed to be more relevant.

The rubric was made up of:

- 1) Learners needs;
- 2) Selected components of a language curriculum model proposed by Brown(1995);
- 3) Basic subjects for an initial teacher education curriculum (Ducharme et al, 1993);
- 4) Items from Cunningsworth’s check list(1984);
- 5) Priorities/Elements of Teacher Education Curriculum from Kosnik &Beck(2009);
- 6) Criteria of curriculum effectiveness recommended by Richards. (2001),

1.Learners’ Needs

To our knowledge, no needs analysis has been conducted before this research at ENSB, though this operation is recommended by most of the literature dealing with program evaluation.

As a matter of fact, learners' voices have long been left aside because they were assumed by authorities and teachers to be a negligible component. (Watanabe, 2006)

The fact of ignoring learners' voices has led curriculum designers to operate on supposed needs causing, most of the time, *“mismatch and discrepancies between what the learners want to do with the target language and what the authorities and teachers want them to attain”*. (Watanabe,2006: 84). However, nowadays learners' needs have become a crucial component in curriculum development (Brown, 1995; Richards, 2001).

The aim of trainees' needs analysis is to see whether the current ENSB Curriculum meets their expectations and assess the effectiveness of the preparation of trainees at ENSB.

2.Selected Components of a Language Curriculum Model

An inventory of components of a language curriculum was proposed by Brown (1995: 20), *“the model to be applied to language programs, complete and consistent... that fits the more general models used to describe long established systems approaches to curriculum design”*.

These components will help in the analysis of the ENSB Curriculum intended for initial teacher education and see if it agrees with this model in which each component is *“a crucial element in the development and maintenance of a sound language curriculum”*. (Brown, 1995:19)

Thus, Brown (1995) suggests the following components of a curriculum

- i. Needs Analysis or Needs Assessment
- ii. Goals and Objectives
- iii. Testing
- iv. The Achievement Test
 - i. Needs Analysis or Needs Assessment,

This component is very important since it is the starting point of each component in the curriculum. Brown (1995) ascertains that

“needs analysis can be stated in terms of goals and objectives which in turn can serve as the basis for developing tests, materials, teaching activities and evaluation strategies, as well as for re-evaluating the precision and accuracy of the original needs assessment”. (Brown,1995:35)

There are two types of needs: objective and subjective needs. Objective needs are observable and concrete language related to situation, things that learners should acquire to communicate in the target language, but the subjective needs are abstract then more difficult to determine because they are related to desires, and expectations. (Brindley,1984) .

- ii. Goals and Objectives

This component is as crucial as the other elements,(Brown,1995:71) defines goals as *“ a general statement of the program’s purposes, they should focus on what the program hopes to accomplish in the future and more particularly on what the students should be able to do when they leave the program”*.

“Objectives are specific statements that describe the particular knowledge, behaviours, and/or skill that learners will be expected to know or perform at the end of a course”. (Brown, 1995:73)

iii. Testing

Tests are developed for what they purport to measure. They pertain to a purpose that helps make a decision. Among the tests Brown proposes, we have selected:

- The proficiency test used to classify students at the beginning of a course (or a placement test)

The objective is to place the new students and group them according to similar standards. This procedure helps the administration and teachers to provide the lowest level classes with assistance and extra work to improve their level of proficiency.

- The Achievement Test

This test is a summative test intended to rank the learner. It is generally performed at the end of an amount of knowledge, a number of lessons, and program. It may encourage teachers to reflect on how to enhance learners' standard and correct mistakes. According to Brown (1995:111) *“the development of systematic achievement tests is crucial to a systematic evolution of curriculum. This operation promotes the change of the program whenever teachers diagnose that the purpose of the curriculum does not maximize the possibilities for students to achieve a high degree of language learning”.*

3. Basic Subjects for an Initial Teacher Education Curriculum

This list of subjects is suggested by Ducharme (1993) that most educators find important to include in initial teacher education programs “*in order to become effective teachers in the context in which they will be employed*”.(Ducharme, 1993: 49). Our purpose is to examine the content of the curriculum at ENSB to see whether it contains the selected items of initial teacher education curriculum model.

Thus, for initial teacher education, Ducharme suggests four areas:

- i. General Education
- ii. Specialist Subjects
- iii. Education Foundation Studies
- iv. Practicum

- i. General Education

Pre-service teaching should be equipped with a “*sound grounding in the predominant knowledge, attitudes and values of the cultures*”... (Ducharme, 1993:49).

- ii. Specialist Subjects

This part includes acquisition of subjects of areas trainees are preparing to teach. Kosnik and Beck(2009: 105)underscore the widespread that the “*subject knowledge is all one needs to teach well*”. They advise that teachers must be prepared for teaching work.

iii. Education Foundation Studies

This component consists of history of educational thought, principles of learning and teaching, human growth and development, comparative education, and sociology of education...Moreover, these studies also involve “professional studies” known as Applied Learning. They include principles and practice of planning and delivering classes, constructing tests and assessing learning, managing classes, teaching methods, etc....This component is included in Theoretical Studies in ENSB Curriculum.

iv. Practicum

The Practicum consists of in-school placements of three weeks each year of the program (Ibid: 51), during which trainees are assigned lessons to design, prepare, and present under the volunteer trainers’ guidance. However, in order to gain confidence and independence, trainees are left alone especially during the full intervention.

4.Items from Cunningsworth’s check list(1984)

The focus was put on

i. Approach to Language

This criterion is important in program evaluation in the sense that it will shed light on how the curriculum is developed. The approach can be subject-centred which means that selection of the list of what to be taught, or the syllabus focuses on “the internal structure of the language”, or student-centred. Thus a student-centred syllabus is based on students’ needs and expectations.

A student centred curriculum encourages learners to get involved and participate actively in the teaching-learning process. The purpose is to see to which approach ENSB Curriculum belongs to.

5. Priorities / Elements of a Teacher Education Curriculum(Kosnik & Beck,2009:10-124)

The “Priorities” are elements or subjects that Kosnik and Beck with the help of other contemporary researchers put a sharp focus on for initial teacher preparation to be more effective. The aim of the use of these elements in the analysis of ENSB Curriculum intended to prepare teachers of English academically and theoretically is to investigate whether these elements have been involved and to what extent they have played the role expected.

These elements are:

- i. Program Planning;
- ii. Pupil Assessment;
- iii. Classroom Organisation;
- iv. Inclusive Education

i) Program Planning

This item is put at the top priority for teacher education. Trainees deal with school programs. This helps create a program of educational experiences for a class over the school year. This is sometimes called Program Development or Program Design. (Kosnik and Beck)Trainees should be made aware of the importance of such element. It helps them learn to decide which topics to emphasize and how to fit topics and activities together to maximize learning.

‘Program Planning’ is equivalent to “Syllabus Design and Textbook Evaluation” in the ENSB Teacher-Education Curriculum.

ii) Pupil Assessment,

This topic is central to effective teaching. Trainees should acquire basic knowledge and skills in assessment in order to test learners’ abilities.

iii) Classroom Organization And Classroom Management;

Classroom management is an important way of dealing with classroom problem. Trainees should learn how to organise a classroom to motivate learners, and how to create different settings to lead them to participate actively. Some issues of discipline can be dealt with through strategies that allow to involve learners in the learning process. Classroom organization and classroom management means not only the best setting for learning but also how to manage mixed-abilities classes, large-size classes and noisy students.etc...

iv) Inclusive Education

Inclusive education consists of avoiding sexism, racism or other forms of exclusion that may happen in the classroom due to gender, class, race, ethnicity, language, physical ability etc. Trainees should be made aware that inclusive education is essential for good teaching.

6. Criteria of Effectiveness

Richards (2001) suggests the following criteria of effectiveness:

- i. The Entry And Exit Level
- ii. Mastery of Objectives
- iii. Usefulness of Knowledge
- iv. Measures of Acceptability
- v. Retention Rate or Reenrolment Rate

The aim of these criteria will be to seek whether they are accounted for ENSB Curriculum in order to achieve an effective preparation of EFL teachers.

i. The Entry and Exit Level

The entry level is used as an indicator of the starting level of a curriculum and the exit level as the standard of performance expected from trainees who complete successfully their training and obtain the teaching qualification. (Richards, 2001) We will see whether the developers of ENSB Curriculum have used those indicators or not.

ii. .Mastery of Objectives of

- a) Listening;
- b) Speaking;
- c) Reading;
- d) Writing;
- e) All theoretical modules;
- f) The training sessions;

The analysis of ENSB Curriculum will determine whether the objectives above are appropriate and achievable.

iii. Usefulness of Knowledge

Knowledge here refers to the content of the various subjects. We will see whether such knowledge is useful for pre-service teachers and updated. This includes tools, approaches etc. provided in the courses.

iv. Measures of acceptability

Curriculum acceptability can be estimated through the level of performance on exit test. If these measures attain a satisfactory level of achievement, the curriculum is effective. If, on the contrary, they do not, it is ineffective. This tolerability of the program can also be gauged through stakeholders or target population's opinions about the content of the curriculum.

For the study of the curriculum acceptability, we have examined the trainees of class 2012-2013 only because of constraints of the administration.

In the 2012-2013 class, the following participants were selected:

- The trainees registered in 2008 for the Secondary School Teachers program and 2009 for the Middle School Teachers program;
- The trainees who passed to the next degree level in June(not in September)
- The trainees who obtained a score of at least 12/20 and were more likely to benefit from teaching

v. Retention Rate or Reenrolment Rate

The effectiveness of ENSB Curriculum can be evaluated through the number of students who enrol in the school. The study will scrutinize the evolution of the new applicants over four years for Middle School Teachers and over five years for Secondary School Teachers starting from 2005 to 2009. If the number of the new applicants increases, the program is effective, otherwise, solutions will be required.

Thus, the five criteria resulting from this selection are as follows:

Criteria	Aspects of the curriculum to assess
Conformity	Structure into Components
Appropriateness	Learners' needs
Usefulness	Academic/General studies and Theoretical / Teachers' Professional Knowledge
Adequacy	Practicum content /period &time
Effectiveness	Curriculum& Practicum/ ITE preparation

Table 3.3 Criteria for ENSB Curriculum Evaluation

The selection of these five criteria which are conformity, appropriateness, usefulness, adequacy, and effectiveness is not arbitrary, but it seeks to examine the five aspects of the curriculum. With respect to “Conformity”, the study will be concerned with the structure of the curriculum. It will see whether ENSB Curriculum conforms to Brown and Richards language programme and to Ducharme’s initial teacher education curriculum models. The presence of the components of each of these models in ENSB Curriculum and the presence of entry and exit profiles component (Richards, 2000) confirms its conformity and ensures its readability.

The second criterion “Appropriateness” is selected to assess the academic, theoretical and professional contents of the curriculum and to see if they are suitable for student-teachers’ needs and expectations.

The third criterion “Usefulness” is concerned with knowledge included in the courses planned in the curriculum. We will see whether this knowledge is up-to-date and usable in real life situations.

The fourth criterion “Adequacy” will check if trainees are provided with specific information and preparation during teaching practice and if they are well supervised. The period of these sessions and the time devoted to them will be studied to seek whether they are sufficient for effective training.

The fifth criterion “Effectiveness” will confirm that the curriculum is effective if it provides useful and up-to-date knowledge and if it meets trainees’ needs and contributes with the practicum program to prepare effective teachers able to challenge EFL teachers in the world.

B. The Observation Checklist

This is the second qualitative instrument which complements the two questionnaires addressed to trainers and trainees to elicit data on the variable “Practicum”. The study will use a checklist suggested by Brown (1994 in Richards, 2001: 232-235).

Five key points to check are:

- 1) Preparation of the trainees: to see whether they are well prepared and organized.
- 2) Presentation of lessons by trainees.

At this level, the observer will be concerned with trainees’ way of teaching to see if the curriculum facilitates the link between theory and practice and enables trainees to transform what they have acquired into teachable actions.

The focus will be put on:

- The way trainees explain the material , sequence it , pace it to be adequate to their pupils’ level and age;
- The clarity and conciseness of instructions or directions trainees give to their pupils;

- The appropriateness of principles of method to their pupils' level and ability such as the constructivist, competency-based and learner- centred approaches recommended in the current textbooks.

3) Execution/Method

The focus will be put on:

- The balance and variety in activities proposed by trainees during the lesson;
- The way trainees adapt to unanticipated situations;
- Trainees' use of examples and illustrations/structures in real context of personal experience;
- Trainees' perception of errors and the way to correct them.

4) Personal Characteristics

The items that will be observed relate to:

- Trainees patience in eliciting responses from the pupils;
- Clarity, tone, and audibility of trainees' voice;
- Initiative, resourcefulness and creativity;
- Pronunciation, intonation, fluency, and use of English.

5) Teacher/Student interaction

The emphasis will mainly be put on:

- Trainees' roles as animators who encourage pupils to agree /disagree/express their opinion freely. (Trainees should show their tolerance to accept any viewpoint argued);
- Trainees control of the class;
- Their awareness of pupils' needs;
- The best environment trainees create to help pupils feel comfortable and able to learn in good conditions.

C. The Interview

1. Interview with the Final Year Trainees

This procedure of nearly one hour will be conducted to check the effectiveness of the trainees' preparation. The interview will largely be concerned with the appropriateness of the curriculum to the school realities and the adequacy of the practicum.

2. Interview with the Part-Time Teachers

An interview will also be given to part-time teachers. (enseignants associés) These are Middle, and Secondary School Teachers and Inspectors. Their selection rests on their experience in both institutions: ENSB and the school. They are responsible for teaching English language skills, TEFL and Material Design.

This interview ends the variety of measuring instruments selected to evaluate qualitatively the appropriateness of the Academic, and Theoretical contents of ENSB curriculum, and the adequacy of professional teaching practice for teachers' preparation at ENSB.

In order to ensure triangulation, subsequent information like learners' needs, stakeholders and target population's opinions and expectations will be collected through the questionnaire and a quantitative analysis of the data will be carried out. The questionnaire is regarded as the most appropriate procedure amenable to quantification. It is an efficient tool that deals with a variety of subjects and better pertains to data collection on large scales. (Richards, 2001).

3.2.2 Quantitative Analysis Instruments

The major instrument used to collect quantitative data is the questionnaire. Its construction will be different according to the participants targeted. It will be close-ended and will also contain open-ended questions. The questionnaire will address three different populations:

- A. Questionnaire to Trainers
- B. Questionnaire to 4th year Middle School Trainees
- C. Questionnaire to New Applicants

Questionnaires will be addressed to the stakeholders and will be used to collect information about the different parts of ENSB curriculum and practicum program to find out what aspects of the initial teacher education preparation contain shortcomings and need rethinking. The questionnaire will help reduce the present mismatch that exists and answer the research questions such as the link between the acquirements and requirements (school realities), ENSB Curriculum appropriateness to trainees' linguistic and professional needs.

Questionnaires were selected to replace the use of tests although the test is the best way to check trainees' linguistic needs. However, lack of free rooms and available educators made the operation of testing trainees impossible. Thus, in spite of the disadvantage of providing imprecise or superficial information, questionnaires were used because they have many advantages, among them, they are “*easy to tabulate and analyse*” (Richards, 2001: 60)

To be more efficient, questionnaires should have two main qualities: reliability and validity. Cohen et al, (2005:117) define reliability as *consistency and replicability overtime, over instruments and over groups of respondents. It is concerned with precision and accuracy*. There are three main 1 types of reliability: stability, equivalence and internal consistency.

Reliability as stability is “*a measure of consistency over time and over similar samples*”. (Ibid) This means that the same questions will produce similar data from similar respondents overtime. Cohen et al, (2005) distinguished reliability that may be achieved through equivalent forms “*known also as alternative forms*) and reliability that *may be achieved through inter-rater reliability*”. However the latter is more “*pertinent in qualitative study*”, according to Denzin and Lincoln, (1994 cited in Ibid: 119).

This last aspect of reliability incited the researcher to opt for Punch’s definition of reliability since it is more relevant for quantitative measuring instruments.

Thus, for Punch (1998) there are two aspects of this consistency: consistency overtime (or stability) and internal consistency.

The first type of consistency means the stability of measurement overtime. In other words, if the same questions are given to the same informants, under the same conditions, but at a different time they will get the same results. The more the responses are similar, the more the questionnaire is reliable. (Ibid) However, the reliability is never 100% there is always some error. Thus, it is advised that “*the larger the reliability, the smaller the error, and vice versa since reliability and error are related reciprocally*”. (Ibid: 99)

The second aspect of consistency is internal. It is defined, by Punch (Ibid: 99), as “*the extent to which the items are consistent with each other or all working in the same direction*”. This second aspect focuses on the accuracy of the items that get the same results by different respondents. The demonstration of such consistency should be achieved through one test, the piloting procedure. So, the latter “*increases the reliability, validity and practicability of the questionnaire*” (cited in Cohen et al, 2005: 260).

The other quality of the tool is validity which means that the instrument “*measures what it purports to measure*”. (Cohen et al, 2005:106). Zeller (in Punch, 1998:101-102) asserts that a “ *validation strategy combines quantitative and qualitative methods: A valid inference occurs when there is no conflict between messages received as a result of the use of variety of different methodological procedures*”. Thus, reliability, validity, clarity and readability of the items were to be taken into in the construction of questionnaires.

As far as the questionnaires are concerned, the key qualities afore-mentioned should be included to reach the objectives these tools are meant to measure. Depending on whom they are addressed, each questionnaire can include one or more variables. For example the questionnaire addressed to trainers takes into account “the practicum variable. The five variables are:

- a) Academic Courses (General Studies)
- b) Theoretical Courses(Teacher Professional Knowledge)
- c) The Practicum(Teaching Practice or Teacher Professional skills)
- d) Learners’ Needs
- e) Learners’ Expectations

- a) Academic Courses(General Studies)

This variable involves the different language skills of the curriculum ie: Listening, Speaking, Reading and Writing, Phonetics, Grammar, Linguistics and cultural subjects (Civilization and Literature). It is meant to initially help student-teachers develop abilities in the different language skills. They may be regarded as core subjects for trainees as future EFL Middle and Secondary School Teachers. These language skills are also involved in a questionnaire addressed to freshman student-teachers, class- observation and in the fifth year interview to seek whether the curriculum actually meets their needs.

b) Theoretical Courses(Teacher Professional Knowledge)

These relate to Applied Linguistics, Pedagogical Trends, Educational Systems, Issues in Culture, Communication and Attitude Preoccupations, Research Methodology in Education, intended to prepare those students to be teachers in addition to some specific subjects like, Psychology, TEFL, Pedagogy, Syllabus Design and Textbook Evaluation, Material Design, Psycho Pedagogy. These areas will be covered in trainees' questionnaire and the interview conducted with the final year trainees as well as trainers' assessment questionnaire.

c) Practicum (Teaching Practice or Teacher Professional Skills)

The purpose of this variable is two-fold:

- To investigate whether the teaching practice sessions at ENSB are efficient so that they help trainees develop teaching professional skills and whether the practicum is a good placement since it maximizes, with respect of time, the possibilities for each trainee to achieve his or her purposes;
- To check to what extent ENSB Curriculum prepares trainees to the placements during which trainees are required to apply what they have acquired. The responses will help to find out whether ENSB Curriculum makes a link between theory and practical teaching to learn the profession.

d) Learners' Needs

These are known as “objective” needs if they relate to knowledge required in specific situations and “subjective” if they pertain to feeling, wishes, hopes, interest.(Brown,1995) ENSB Curriculum is appropriate to its learners' needs if it meets them. Learners' needs are identified in freshmen questionnaire when these trainees enter ENSB, and in the 4th year trainees' questionnaire when they finished their studies at ENSB.

e) Learners' Expectations

This variable is often regarded as subjective needs that are important to consider for such a study.

We will set off a summary of the aspects common to all of the questionnaires, but we will describe specific features when dealing with each one of them.

A. Questionnaire to Trainers

The questionnaire to trainers is designed to see whether there is a link between ENSB Curriculum, the Practicum, and the school realities. It will see to what extent the theoretical subjects taught at ENSB assist trainees in school placement. The questions in this questionnaire were inspired by the complaints made by the fourth year PEM (Middle School Trainees) during teaching practice sessions a year before this study.

This questionnaire contains two main parts:

The first part is made up of sixty four (64) close ended questions in which trainers assess trainees' abilities during the practicum using the rating scales selected. It refers to the three sessions of the practicum, i.e:

- a. Observation Session
- b. Semi Intervention Session
- c. Full Intervention Session

The second part deals with "General questions". It includes eight (8) yes/no questions alternated with open-end questions in which trainers are asked to give their views on the different training sessions and the time devoted to each one and propose suggestions when they respond negatively.

a) Observation Session

The five questions addressed in this part of the questionnaire inquire about the trainers' viewpoints and their perceptions of trainees' attentiveness or ability to observe the different steps of the lesson and the trainer's performance that should be emulated in their own teaching classes.

b) Semi-Intervention Session

In this session trainees have the opportunity to teach one lesson from a unit. This lesson is observed by classmates and supervised by trainers who analyse trainee's performance and follow it with useful comments and guidance beneficial for everyone.

The eight questions in this Semi intervention session focus on trainers' opinions about trainees and deal with:

- Class implementation;
- Class management;
- Trainee's application of trainer's directives.

The two sessions of the practicum are assessed as follows: "Observation" relies on trainer's opinions of trainees' degree of attentiveness of what and how

to observe to learn the job more effectively, whereas, “Semi Intervention” relies on trainees’ degree of efficiency in imitating trainers’ teaching. For both phases the rating scale: “*very, quite enough, not enough, and no opinion*” is used.

c) Full Intervention Session

In this session ENSB trainees are expected to teach lessons they have prepared with trainers’ assistance. Those supervisors have to observe each step of the lesson, and finally assess them in a report.

Trainers are supposed to support them with commentaries followed by valuable directives that learners should take into consideration while performing in the future.

The 51 questions in this phase focus on trainers’ assessment of their trainees’ performance. This phase is divided into six parts:

- a) Preparation (7 questions) ;
- b) Class Presentation(6 questions);
- c) Class Management 11 questions);
- d) Professional Skills (18 questions);
- e) Professional Behaviour (3 questions);
- f) Professional Linguistic Skills (6 questions).

Trainers assess trainees using the rating scale: *good, fair, poor, or no opinion*.

“General Information ”

This section is made of eight Yes/No questions together with open-ended ones. These queries aim to shed light on the period these training sessions are scheduled and the time devoted to each one since both of them are regarded as actual issues (cf. Appendix 6).

Therefore, these questions aim at inciting trainers to supply us with constructive and useful data either to design an appropriate syllabus closely

linked to what is scheduled as professional theoretical studies in the initial curriculum and/or develop a practicum program different from the present ENSB Curriculum. Both should help trainers and trainees to collaborate in a partnership since both sides will know exactly what is expected from each during teaching practice.

Note that the questions in this questionnaire concern the training sessions only. They do not take into account the ENSB Curriculum content because trainers are required to train student-teachers professionally.

B.Questionnaire to Middle School Trainees (4th year)

The questions asked in this questionnaire have also been inspired from a discussion with the fourth year Middle School Teachers who were attending teacher-training sessions during the last semester of their program. (cf.appendix7)

This questionnaire aims at collecting their needs about the practical training and to examine the extent to which the theoretical part of the ENSB Curriculum is linked to the trainees teaching practice requirements. In other words, it is to see if the ENSB Curriculum facilitates the practicum and by the same token, their teaching profession in the future.

The questionnaire was administered after the observation phase of the practicum. It contains seventeen questions dealing with:

- The link, if any, between ENSB Curriculum and the teaching practice. The trainees' responses should demonstrate the presence or absence of a transition between the teacher's professional knowledge acquired through the curriculum and its application during this practicum.

- The questionnaire also deals with the ENSB Curriculum effectiveness. It contains question 15 about whether the curriculum equips learners with materials using strategies, and new technology for teaching. It ends with two open-ended questions asking trainees about subjects that make the curriculum less effective and subjects that do not closely relate to what trainees have to teach in the future.

C.Questionnaire to New Applicants

The twenty eight questions in this questionnaire focus on English linguistic studies. (Cf. Appendix 8) but the two open ended questions ask these new applicants about their main weaknesses and then their expectations for the first year at ENSB.

This questionnaire was the most difficult to distribute because of administration problems. The students kept moving between the different groups that forced the researcher to postpone the operation several times.

When this obstacle was cleared up, the questionnaire was administered to exit level students that correspond to end of secondary school and start of university (ENSB).

Thus, their level of proficiency at exit level was taken as the starting point of this study. As it is stated in the Official Ministry documents, “At the end of the three years of study, students will be able to produce, from any oral or written support, a twenty-line paragraph of any genre (descriptive, narrative, argumentative and expository) correctly and easily readable”. (Programme of English 3rd year secondary).

Due to their level of proficiency in English, the questions were close ended and written in clear and simple language.

The aim of this questionnaire is to shed light on their actual linguistic capacities before entering ENSB. These include:

1. Listening;
2. Speaking;
3. Reading;
4. Writing.

All the questions refer to their linguistic abilities and are close-ended except for the last two questions which are open-ended. They relate to expectation, wish. (Browns, 1995)The language abilities are extremely important in teacher education. According to De Lima (2001:145) they are “*the bedrock of the professional confidence of non-native English teachers*” and language competence has been rated the most essential characteristic of a good teacher (Lange, 1990).

Though they are integrated in most communicative interactions in real life, these language receptive and productive skills are often taught separately in the classroom.

These measuring instruments were addressed to a population composed of stakeholders and target population which will be dealt with in the next section.

3.3 Participants

The target population refers to “*the people about whom information will be collected typically in language programs*”; in other words, it represents those who will be “*language learners or potential learners.*” (Richards, 2001:57), or “*those who would, in the ideal world, be the subject of the research, and about whom one is trying to say something*”. (Punch1998:105)

In this study, the target population includes:

- The student- teachers who are mainly concerned with the curriculum and its contents, whose needs are often neglected as learner' voices because usually imposed by authorities (Watanabe,2006).The major goals determined in terms of language needs (Richards,2001) will be collected and compared with the curriculum content for appropriateness or lack of it;
- The trainees who are in the fourth year (PEM or Middle School Teachers). They were required to answer the questionnaire about training sessions in school-placements. Whereas the fifth year students (PES or Secondary School Teachers) were asked about the effectiveness of initial teacher education preparation.

The stakeholders at ENSB involve:

- the Part-time Educators or Associate Secondary School Teachers or Middle and Secondary School Inspectors Who teach part-time at ENSB;
- the Trainers i.e. those who train trainees and ensure that they model them during the teaching practice sessions. They are instructors and supervisors at the same time since they are supposed not only to teach them how to teach through the multiple demonstration classes and the "Observation Phase" that trainees attend regularly, but also to provide them with guidance, explanation, advice, encouragement and supportive feedback.

The information collected relates to opinions, feelings, motivations, attitudes, accomplishments, and experiences of individuals.

These individuals represent people who can influence or be influenced by the results of the research. These include about 850 learners, twenty two trainers and ten associates. *“The key concept in quantitative research is to use the whole population; but the research cannot study everyone everywhere doing everything”* (Miles & Huberman, 1994 in Punch, 1998:105). Thus, a sample is necessary to save time and effort. Cohen et al, (2005) state that the quality of a research depends not only on appropriate methods: qualitative and quantitative, but also on valid and reliable measuring instruments and representative sampling.

3.4 Quantitative Sampling

Sampling in quantitative research usually means people sampling. (Punch, 1998) It is an approach that uses a “sample” ie. a group of people included in the study that represents the whole population.

The rationale of quantitative sampling is that data collected from the sample are analysed and the results are to be applied to the total number of population.

However, the hard element in this procedure is how to select this sample to be representative so that the findings can be generalized since representativeness is the key concept of a sample.(Punch,1998) The general rule in quantitative research is to use the largest sample possible because the larger the sample, the more representative of population.

To achieve representativeness, the probability sample is recommended. However, the main strategy designed to attain it is random selection in which each element in a population has an equal chance or equal probability of being chosen.

As far as the questionnaires addressed to Trainers, Associates, and trainees are concerned, the general rule was to use the whole population to achieve representativeness since the number of each category teacher is not excessive.

For example, the trainees' population in a class is 35 in the fourth year to which we subtracted 7 to be submitted to the piloting operation because the sample was drawn by simple randomization according to the 'Simple Random Probability Sample Size' table proposed by Krejcie and Morgan cited in Cohen et al (2005: 94) is 28 (cf. Appendix 1)

However, to get this Simple Random Sampling, the study used a commonly used procedure: the Statistic Frequency Interval Formula. It consists of $n = \frac{\text{number of the wider population}}{\text{random sample got through the random sample table afore-mentioned}}$. This operation shows how frequently the researcher would pick out objectively.

This formula is: $n \div sn = 35 \div 28 = 1.25$ (which rounds up to 2)

This means that every 2 names we pick one name out from the frame list that represents the whole population listed previously.

The sample size in addition to frequency interval concerning the target population is shown in the table below.

Population	Total Number	Sample-size	Frequency Interval
1 st year	293	148	$1.97 = 2$
4 th year/trainees	35	28	$1.25 = 2$
Trainers/PEM&PES	22	22	

Table 3.4 Sample-size and corresponding frequency interval

The first column describes the category of the population; the second one represents the total number of the population but the third one features

the corresponding sample-sizes drawn from the latter according to the table of the Simple Random Probability Sample and the last column displays the frequency interval according to which the researcher should pick out a name randomly to create the sample-size.

According to this table, the sample-size that corresponds to the population of 293 first year pre-service students is 148 and the researcher should pick out every two names from the list. Note that 22 is the total number of Trainers so we do not need to get the frequency interval.

All the strategies used to select a sample-size are equally important. But the important element is the representativeness of the sample adopted so that the results obtained can be applied and generalized to the whole population. To be generalized to the various categories of participants, the piloting operation is recommended to guarantee validity and reliability of the instruments selected. This operation is described in the next section.

3.5 Piloting Procedure

The piloting procedure aims at checking if not only the items of measuring instruments are reliable and mean for the informants what they are supposed to mean for the researcher, but also, if they are valid, and if they measure what they are purported to measure. Otherwise, remediation of every wrong unit and rewording of any ambiguous question become compulsory.

This procedure is performed with small groups of typical people who should go through the questions trying to respond to them.

The principal function of this action is to “*increase the reliability, validity and practicability of the questionnaire*” (Cohen et al, 2005: 260)

This step is essential in the research planning, it is not selected arbitrarily, but it is scheduled like the other elements of the system. The piloting procedure is governed by criteria, the first one is that the instrument is tested with a small group of five or six for Punch, (1998), and of 20 to 30 for Fenneteau (2007).

The second criterion is that the questionnaire is submitted to the groups who are supposed to respond to the questions in two ways: i.e. oral, or written way.(Fenneteau,2007)

✓ Oral Way

The oral way of the piloting procedure was carried out with the first year student-teachers. It enabled us to:

- Reword some items,
- Reduce the number of items
- Change the type of questions from multiple choice questions to yes/no questions.

✓ Written Way

When the tool was amended, a second testing took place with the amendments. The experience revealed better results. (Fenneteau, 2007)

Conclusion

The present chapter has dealt with the methodology of the research that consists of two approaches of data collection: qualitative and quantitative.

The qualitative approach was used to collect data from the curriculum intended for the preparation of school teachers at the ENSB and to analyse these data using a rubric in which the criteria selected were:

1. Learners' needs to investigate if they are satisfied.
2. Brown's components of the language curriculum model to check whether the ENSB Curriculum conforms to these components.
3. Ducharme's (1993) basic subjects that were confronted to the ENSB Curriculum so as to check if the latter corresponds to an initial teacher education curriculum model.
4. Item from Cunningsworth's (1984) checklist to check whether the curriculum is student centred or subject centred, and if it needed to be reviewed.
5. Beck and Kosnik(2009) 's priorities in teacher education to see if they are included in ENSB Curriculum or not.
6. Richards (2001)' criteria of effectiveness to see if the ENSB preparation of Middle and Secondary School Teachers of English is effective.

In this qualitative approach, the study also used an observation checklist and interviews to collect data.

The quantitative approach was used to analyse opinions, viewpoints, and suggestions collected through questionnaires addressed to different samples of selected stakeholders. After having been tested through piloting procedure, the instruments were modified for the sake of reliability and validity.

Thus, it is the analysis of ENSB Curriculum that will first be dealt with in the next chapter.

Chapter Four
***Critical Analysis of the ENSB Curriculum and Two
English Textbooks***

Introduction

4.1 Descriptive Study of ENSB Curriculum

4.2 Qualitative Analysis of ENSB Curriculum

A. Conformity

B. Appropriateness

C. Usefulness and Up-to-date

D. Adequacy of the Practicum

E. Effectiveness

4.3 Description and Analysis of Middle School Textbook *Spotlight on
English* and Secondary School Textbook *At The Crossroads*

4.4. Gap between Acquirements and Requirements

Conclusion

Introduction

This chapter deals with the analysis of ENSB Curriculum used to prepare teachers of English, and the two school English textbooks used in force. As the term “Curriculum” has been provided different meanings since its first use, the research selected the closest definition to it. Thus, it is the “*definition of what is to be learned...*” (Ross, 2000:8) “*It is the heart of what teachers teach and what learners learn*”.(Wyse, Beaumfield et al,2013: foreword)

The curriculum in a school context refers “*to the whole body of knowledge children acquire in a school*” (Rodgers,1989 in Richards, 2001:39).The content component in this tool used to be determined after consensus as the “best”, but it has developed gradually so as to become more appropriate to learners’ needs.

Unlike school, learning improvement in initial teacher education preparation started mainly with teacher supply and school building. The foundation of these schools of education extended to become a worldwide phenomenon (cf. Chapter 1). Curriculum development related to initial teacher education took some time to be thought about in spite of its significance in the sight of researchers. Some of them favoured ‘program planning’ as subject in initial teacher education curriculum so that they placed it as the “top priority” for teacher education. They focused on its role in lesson planning. (Kosnik and Beck, 2009)Indeed, it was argued that mastering such a tool allows trainees to be efficient in adapting lesson to match the pupils’ diversity and ways of learning, and to be competent in the choice of strategies, and ways to deal with topics and develop activities to engage classes actively in the learning process.

Unlike the school program, the ENSB Curriculum intended for initial teacher education is made of academic and professional studies. However, one of the controversies related to this didactic tool is what to select to make effective teachers in the context in which they will be employed. What should an initial or pre-service teacher education curriculum focus on, general knowledge or pedagogical knowledge? How could such curriculum be efficient given the current technology developments and perpetual political, economical and social changes?

The difficulty at ENSB School of education is to design an initial teacher education curriculum which would take into account the professional skills required for teaching and the educational aims and expectations stemming from the educational reforms. This means that it should not only respond to changes in the professional context, but also contribute to that change and to the development of the country in general.

Teacher education is complex and it needs an appropriate curriculum with components that would meet the learners' needs and help them to face the developments occurring in both academic and professional contexts. The more complex is the curriculum and its development, the more critical is its evaluation. This evaluation will be dealt with in this chapter. It will describe ENSB curriculum and analyse it. Also an examination of two textbooks will be provided. This is meant to see whether the ENSB Curriculum has incorporated the recent changes brought into the education system.

This evaluation of ENSB Curriculum aims to see to what extent it is a language programme and an initial teacher education curriculum at the same time. The evaluation will provide one evidence on these two aspects:

- ENSB Curriculum is a thorough language curriculum conforming to language programme models if it incorporates components used in curriculum model.

These components are ‘Needs Analysis, Goals and Objectives, Testing, Materials, and Teaching’. They are set chronologically because they are interconnected to each other and to program evaluation.(Brown, 1995). So, it should be readable and easily adapted by both experienced and beginning educators. Otherwise it is a traditional tool reduced to an ordered listing of items to be taught.

- ENSB Curriculum is an initial teacher education curriculum and is quite appropriate if it conforms to international model and contains these components: ‘General Education’, ‘Specialist Subjects’, Education Foundation, Professional Studies and Practicum’ that meet learners’ needs.(Ducharme et al, 1993). If not, it is a useless instrument and inappropriate neither to learners’ needs nor to school realities. These aspects will be discussed in the next section.

4.1. Descriptive Study of ENSB Curriculum

ENSB Curriculum was developed by a group of educators of English from ENSB School in collaboration with their colleagues from ENS Constantine in 2001-2002. It was designed to prepare two types of teacher profiles of EFL teachers: Middle and Secondary School Teachers. They have a common core program for the first three years. There is one additional year for Middle School Teachers and two additional years for Secondary School Teachers. Middle School Teachers obtain a professional certificate which enables them to have a teaching position in a middle-school after they complete their school placements successfully and receive a positive training report from their trainers.

On the other hand, Secondary School Teachers are awarded a professional English language degree. (licence d’Enseignement).This allows them a position

of their choice in any state secondary school as EFL teachers after a trainers' professional account. This group can also aspire to postgraduate studies.

ENSB Curriculum includes three components: Academic Courses, Theoretical Courses, and the Practicum.(cf. More details in chapter 4)

- The Academic courses component consists of: English language skills such as Listening, Speaking, Reading, and Writing and Culture; and of the study of the English system including Linguistics, Phonetics, and Grammar and Spelling.
- The theoretical course component includes courses such as TEFL, Pedagogy, Syllabus Design and Textbook Evaluation etc, which should help trainees prepare for teaching profession.
- The practicum includes three sessions of teaching practice.

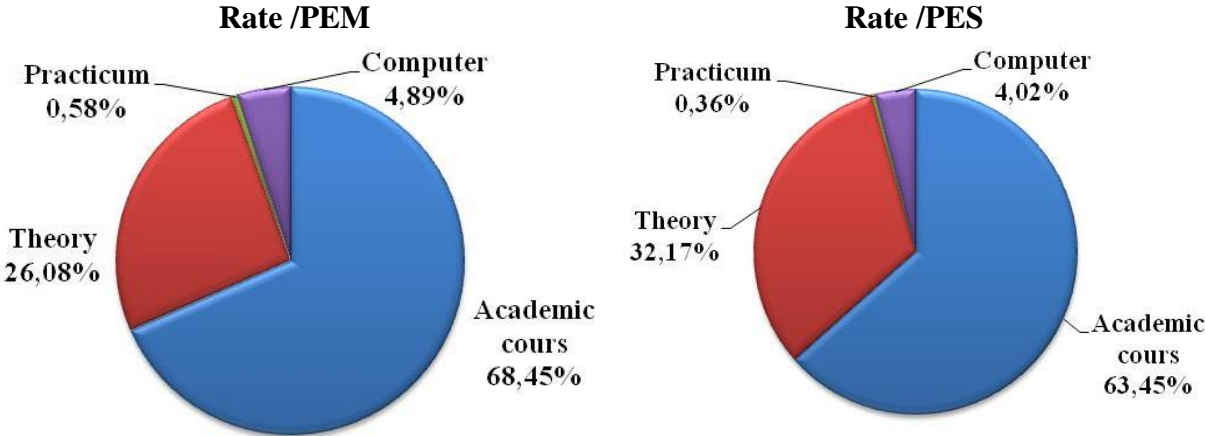
A browse at the document reveals the structure of the three components above. They are described as a series of syllabuses. The content of each syllabus specifies what will be taught and tested (Richards, 2001).They also include the time allocated to each course, but no more detail is provided and no explanation given to the users .What has constrained the designers of this specific ENSB Curriculum to focus on academic knowledge or teacher's professional knowledge (theoretical studies)? Why is the practicum program not included in the same document to guarantee an efficient training and avoid the dichotomy theory-practice?

It is important to stress that some components are more privileged than others regarding time allocation. This fact somehow reveals the designers' interest, as is described in the table below. The first column of the table displays

the people concerned (Middle or Secondary School Teachers). From the second column to the fifth column the table exhibits the different components with the number of hours allocated to each one followed by the corresponding time rate.

Titles	Academic cours	Theory	Practicum	Computer	Total
Tot.time/PEM	1890	720	16	135	2761
Rate /PEM	68.45%	26.08%	0.58%	4.89%	
Tot.Time /PES	2130	1080	12	135	3357
Rate PES	63.45%	32.17%	0.36%	4.02%	

Table 4.5 Allotment of time for the main components of ENSB Curriculum



Graph 4.1 Time allotted for the main Components of ENSB Curriculum

The qualitative analysis of the curriculum will be done in the next section.

4. 2 Qualitative Analysis of ENSB Curriculum

This analysis is based on a rubric with criteria selected from Brown’s Language Program Model (1995), Ducharme’s Initial Teacher Education Model(1993), Cunningsworth’s Checklist(1984), and Richards’ Criteria of Effectiveness (2001). (Cf.chapter3) The aim of this evaluation is to see firstly, if the ENSB Initial Teacher Education Curriculum conforms to the standard

curricula for teacher training commonly used throughout the world. Secondly, if it is appropriate to trainees' needs. Thirdly, if it is up-to-date, useful, and effective to guarantee an effective teacher preparation. The criteria used to analyse the ENSB Curriculum through the rubric are:

- A. Conformity
- B. Appropriateness
- C. Usefulness/up-to-date
- D. Adequacy of the practicum
- E. Effectiveness

A. Conformity

Looking at this first criterion, one can see that ENSB Curriculum does not contain the compulsory components stated in Brown's model which are: Needs analysis, Goals and Objectives, Testing, Materials, Teaching and Program Evaluation. In addition, it contains neither an expected student-teacher's profile nor educational goals or aims that developers, ENSB administration, Ministry of Education or Ministry of Higher Education should have specified for student-teachers. Therefore, ENSB curriculum users (experienced as well as beginning educators) can hardly check the achievement of their trainees and if they have reached the set objectives at the end of a course.

It is evident that the absence of "goals or aims, objectives is a weakness because goals constitute the outcomes or what must be accomplished by learners in order to satisfy their needs.(Brown,1995) Goals and objectives should indicate what the program wants to attain in the future or what learners should be able to do when they leave the university. As (Brown,1995)rightly puts it, the purpose of any language program should be clear to the participants and

to the world outside since purposeful curriculum is a central idea in systematic curriculum design.

As Alderson (1984) emphasises, any consideration of curriculum and syllabus design must begin with two questions: What do we intend to achieve with our curriculum and syllabus design? How are we going to know what we have achieved and how we have achieved it? Wiseman and Pidgeon (1970: 20) also argue that “*the fundamental task of constructing a curriculum is manifestly that of devising an instrument for successfully achieving a set of educational aims*”.

Clearly, ENSB Curriculum does not seem to target the skills, performances or competencies needed for TEFL in different situations.

The goals and objectives of a curriculum usually deriving from learners’ needs via Needs Analysis (NA), the action of collecting information and analysing it to establish the “*what and the how*” of a program (Brown, 1995:35) are missing.

In spite of its importance in a curriculum, needs analysis has been totally neglected and replaced by the writing team’s assumptions of pre-service needs in terms of language. (Richards, 2001).The lack of NA often results in a curriculum which is “*less motivating, then inefficient and unsuccessful*” as Crookes(2003:135) rightly remarks.

If one can find three main components of a curriculum which are:

- An Academic Studies/General Studies or knowledge component;
- A Theoretical Studies/Specific Studies/ Teachers’ professional Knowledge component;

- A Practicum/Placements/Teaching Practice/Teacher-Training component,

The issue to rise is how have the subject courses been selected without previously conducting a needs analysis? How has the content of the courses been selected? This needs clarifying.

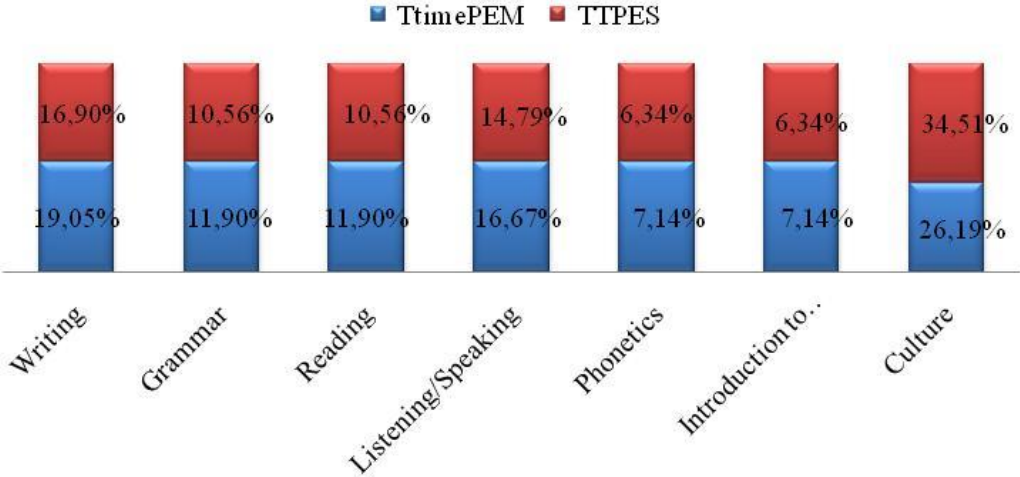
B. Appropriateness

Appropriateness concerns mainly Academic Studies and Teacher's Professional Knowledge. To what extent do these components respond to trainees' needs academically and professionally? Academic Studies include seven modules which relate to the description of the system of English, (its structure and function). This course is meant to develop knowledge of English and skills in verbal and non-verbal communication. Teachers' Professional Knowledge relates to theory and practice of teaching which helps trainees to design, select, and prepare lessons to run classes. The knowledge provided through these courses should meet trainees' needs. But what are these needs? What needs did the designers assume to select the courses and their content? Did they administer questionnaires to collect trainees' needs? Or were they imposed by policy makers, ENSB, or MNE?

In spite of the functional approach used for the teaching of the "Listening Speaking" course, trainees are inefficient to communicate in accurate English neither orally nor in written form, but they are able to repeat rules about English sentence order. An in-depth study of the time devoted to "listening-speaking"(see the table and graph below) helps clarify this point.

Academic studies	TtimePEM	Rate	TTPES	Rate
Writing	360	19.05%	360	16.90%
Grammar	225	11.90%	225	10.56%
Reading	225	11.90%	225	10.56%
Listening/Speaking	315	16.67%	315	14.79%
Phonetics	135	7.14%	135	6.34%
Introduction to linguistics	135	7.14%	135	6.34%
Culture	495	26.19%	735	34.51%
TOTAL	1890	100%	2130	100%

Table 4.6 Time allocated to English language subjects



Graph 4.2 Time allocated to English language subjects

The table and graph above display a detailed schedule of the Academic Studies component which includes “ Language Learning and “Culture” courses. The latter represents “Civilization and Literature of English Speaking countries which are Britain, America and Africa.

This study reveals 16.67% of teaching time devoted to “Listening-Speaking” for Middle School Trainees and 14.79% for Secondary School Trainees. Clearly, this amount of time is not sufficient to practise oral English

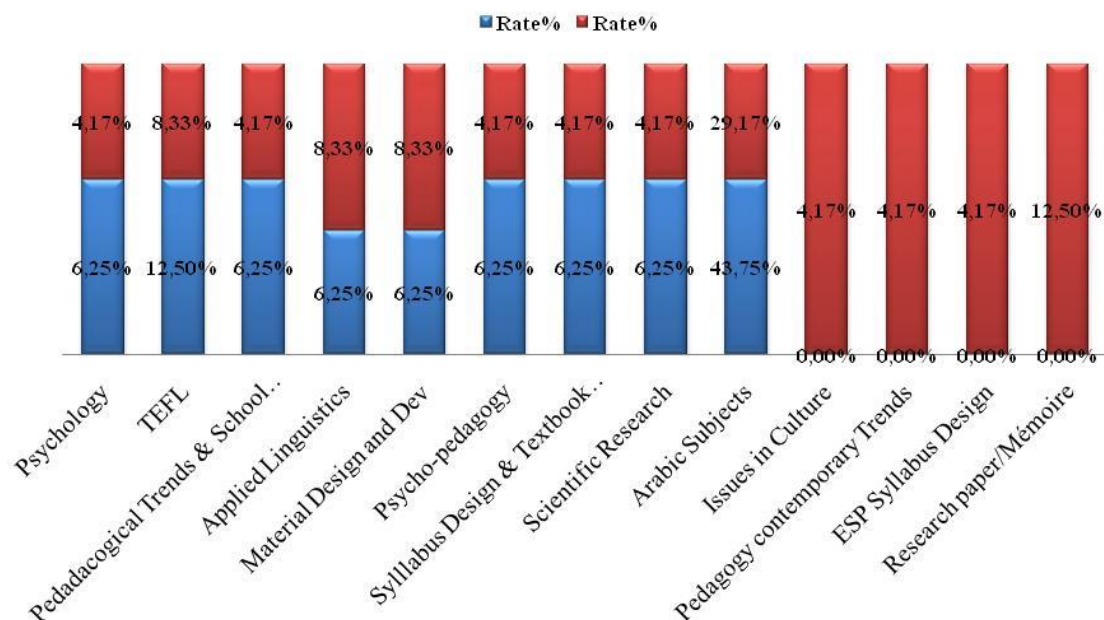
and develop listening and speaking competencies. As for Reading and Writing, Middle School Trainees write 19.05% of the time during the four years of study and Secondary School Trainees write 16.90% during the five years of study, while 'Culture' is given 26.19% for Middle School Trainees and 34.51% for Secondary School Trainees. Is this amount of time sufficient to develop English language skills? Why are Listening-Speaking courses provided during the common core only, while trainees are required to learn and teach this module at all times? Do the large-size classes at ENSB School allow trainees to discuss freely in this course?

As far as the "Theoretical Studies" component is concerned, Middle School Trainees attend nine modules in 720 hours or 26.08% of the whole time allocated to their preparation. And Secondary School Trainees attend 13 modules or 1080 hours over five years or 32.17% of the time to become EFL teachers. Is this amount of time sufficient to cover all the courses? This component is essential as it should help trainees learn how to become a teacher.

Table 4.7 below shows a detailed description of the content of the Theory component and the time allocated to each subject.

Subjects	Time/PEM	Rate %	Time/PES	Rate %
Psychology	45	6,25%	45	4,17%
TEFL	90	12,50%	90	8,33%
Pedagogical Trends & School System	45	6,25%	45	4,17%
Applied Linguistics	45	6,25%	90	8,33%
Material Design and Development	45	6,25%	90	8,33%
Psycho-pedagogy	45	6,25%	45	4,17%
Textbook Evaluation& Syllabus Design	45	6,25%	45	4,17%
Writing a Scientific Report in Education	45	6,25%	45	4,17%
Arabic subjects	315	43,75%	315	29,17%
Issues in Culture			45	4,17%
Pedagogy: Contemporary Trends			45	4,17%
ESP Syllabus Design			45	4,17%
Research paper/Mémoire			135	12,50%
TOTAL	720		1080	

Table 4.7 Time allotment for theoretical subjects



Graph 4.3 Time allotment for theoretical subjects

The table above displays an imbalance in time for some subjects like “Material Design” “Syllabus Design and Textbook Evaluation” and “Arabic” subjects. All of them are essential to school teaching. However, the former are taught in English and the latter in Arabic. Note that English courses are devoted a minimum time of 6.25% for PEM and 4.17% for PES while Arabic subjects have more time with 43.75% for PEM and 29.17% for PES.

Is the knowledge dealt with in these different courses of the two main components (Academic and Theoretical Studies) up-to date and useful to implement in trainees’ classes? This will be assessed next using the following criterion.

C. Usefulness /Up-to-date

Grammar courses are taught deductively. This is so because ENSB curriculum is structure- based and because trainees are required to teach grammar in their classes. Why are trainees unable to use the grammar rules in other modules? Why do they find difficulties to communicate orally and in written form correctly? Is this due to the topics used to teach “Listening-Speaking” which may not interest the trainees?

Concerning the content of the “theory courses,” the teaching approaches described in the ENSB Curriculum (2002:53) like TPR (Total Physical Response) the Silent Way, Communicative Language teaching, Community Language Learning, and Eclectic Method are supposed to be used in the classroom. But are trainees capable of doing so? Why are Constructivist Theory, Competency Based Theory and Student Centred Approaches missing from this component given that the coursebooks in force are based on these approaches?

Why does the TEFL courses include lessons designed from “*New Lines*”, “*Midlines*”, “*Comet*”, “*Practice and Progress*”, “*Spring 1&2*” and *Penguin Coursebook 1 &2* (Program, 2002:37-38) and not from the current textbooks? Are there any similarities between old textbooks and new ones? Does the ENSB curriculum assume that if trainees are sufficiently familiar with Communicative Language Teaching, they will be able to use a constructivist approach which has the same basic principles?

The approaches and methods included in ENSB Curriculum are unlikely to be transformed into constructivist and competency based approaches. Trainees will have difficulty making the link between what they have acquired in these courses and what they are required to implement in-class placements.

Do these courses facilitate teaching practice during trainees’ in-school placements? This question deals with the issue of adequacy.

D. Adequacy

This criterion concerns the application of what has been acquired in the theoretical courses. The criterion “Sufficiency” has been added because time allocation is the only indication provided for training. It is 0.58% for PEM and 0.36% for PES; therefore it is insufficient in comparison to the time devoted to “Culture” 26.19% for Middle School Trainees and 34.51% for Secondary School Trainees. (cf. Tables 4.5 and 4.6).

Teacher training sessions include school placements during which 4th year and 5th year trainees are placed in schools under the supervision of experienced trainers to learn the teaching profession.

The practicum is composed of three sessions:

- 1) Session 1 Observation-
- 2) Session 2 Semi- Intervention
- 3) Session 3 Full- Intervention

1) Observation

This takes place one day a week during one month which means an average of four hours for Middle School Trainees. As for the Secondary School Trainees this depends on the trainer's availability. It could be up to eight hours a month. Equipped with an observation checklist, the trainees are required to observe their trainer's performance in class while teaching a lesson. They must scrutinize each step of the lesson performed in order to reproduce it in the following sessions;

2) Semi intervention-

This lasts over two weeks. Middle School Trainees get three hours a week, whereas, Secondary School Trainees get two to six hours a week. During this session, four trainees run the class. Each one in turn teaches one sequence of a lesson or less. One should know that a file/unit is made up of a number of steps. For instance, in the first year secondary textbook "At the Crossroads", the unit consists of four sequences. Each one focuses on one skill. The lesson is divided into different steps. For example, "Listening-Speaking" is streamlined into: Anticipate, Listen and Check, Say it Clear, Your turn. During the training sessions, trainees teach under the trainer's guidance who observes, analyses each pedagogical action or activity and notes it down in order to provide the trainees with comments on their strengths and weaknesses;

3) Full intervention

This lasts two weeks too. It is six hours for Middle School Teachers and twelve hours for Secondary School Teachers. Those who miss a session can do it again. This is the consequence of the insufficient time devoted to this important part of teacher preparation. Moreover, this time is reduced by the inadequate period scheduled for teaching practice. This period, whether it occurs in the first, second or third term, often coincides with the students' test or exam time in public schools when the pupils are not available. In other words, the teaching practice period is never appropriate and trainees do not really benefit from it because of the lack of collaboration between the ENSB School and the MNE.

E. Effectiveness

This criterion is meant to measure the whole teacher's preparation going from the achievement of the goals to the rate of enrolment and /or level of achievement. This analysis is to check to what extent the curriculum is effective through the following criteria of effectiveness of the curriculum, (Richards, 2001):

- 1) Entry and Exit Profiles
- 2) Mastery of objectives
- 3) Measures of acceptability
- 4) Retention Rate or Rate of Re-enrolment.

1) Entry and Exit Profiles

As ENSB curriculum contains neither the entry profile of newly enrolled trainees nor the exit profile of the future EFL teacher, it does not help educators to diagnose their trainees' level or adapt their courses to meet their needs nor do they assess them to provide them with appropriate remedial activities.

2) Mastery of Objectives

'Mastery of Objectives' is a requirement as the entry level should indicate the starting level of a curriculum, and the exit level or goals indicate the standard of achievement. These are missing. The graphical illustration 4.1 of the table 4.5(cf. the table 4.5) showing the requirements presented and commented in the next chapter shows that the component 'Academic Studies is privileged with an amount of time of 68.45% for Middle School Teachers and 63.45% for Secondary School Teachers. 'Academic Studies' includes study of the English language system, language skills and functions and Culture (Civilization and Literature of English speaking countries).It contains seven modules that help trainees develop linguistic skills.

"Theory" comes in second position with 26.08% for Middle School Teachers though it includes nine courses. It also contains thirteen courses that Secondary School Trainees must attend in 32.17% of the whole time.

Concerning the practicum, Middle School Trainees attend 0.58% and the Secondary School Trainees 0.36% of the total amount of time.

The position of 'Academic Studies' is appreciable. We assume that this top priority may be explained by a twofold aim. The first aim is that "Academic

Studies” help trainees to be skilful in verbal and non-verbal communication since this component is intended to improve their English. The second aim is as they are preparing to become EFL teachers, “Academic Studies” assists trainees to develop their teaching competencies. Do designers of ENSB Curriculum devote sufficient time for this course?

Looking at the time devoted to “Academic Studies” (cf. Table 4.6), we can see that priority is given to ‘Culture’ (American, English and African Civilizations and their Literatures) with 34.51% for Secondary School Trainees and 26.19% for Middle School Trainees. But Listening-Speaking is allocated 14.79% only for Secondary School Trainees’ and 16.67% only For Middle School Trainees. While ‘Writing’ is allocated 16.90% of the whole time accredited to Secondary School Trainees and 19.05% to Middle School Teachers

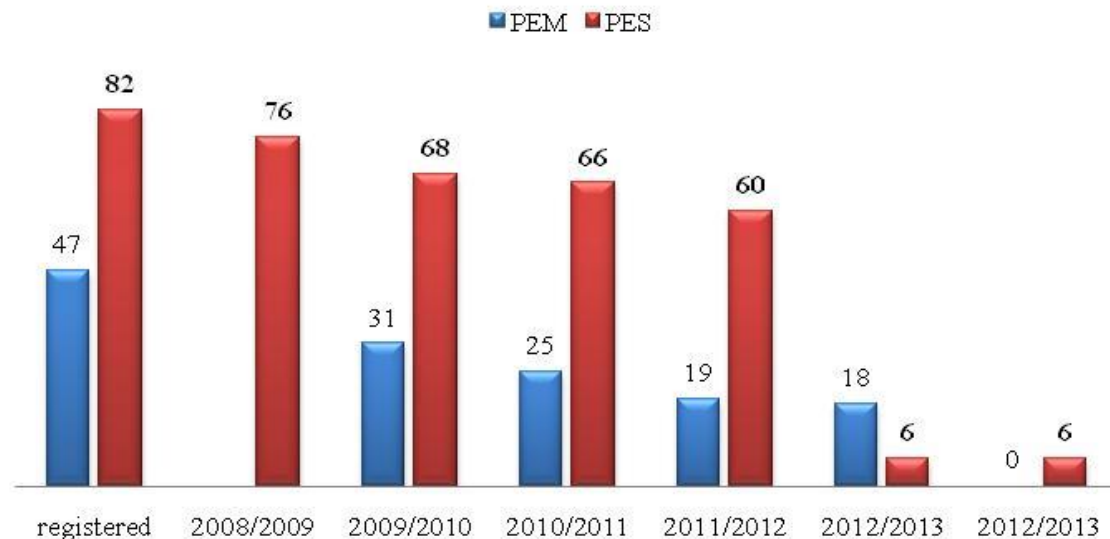
Does ENSB achieve its aim to develop trainees’ linguistic skills? Can it prepare a skilful teacher of English given these figures? It seems that ENSB Curriculum does not master its objectives fully.

3) Measures of Acceptability

This criterion measures to what extent the curriculum leads trainees to a satisfactory achievement. The study examines the trainees of class 2008-2013 using the criteria of selection. (cf. criteria of selection of the sample, chapter 3) As the table and graph display below

PROFILES	registered	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2012/2013
PEM	47		31	25	19	18	0
PES	82	76	68	66	60	6	6

Table 4.8 Measures of Acceptability



Graph 4.4 Measures of Acceptability

The table and graph above display:

- 47 is the number of Middle School Teachers in the first year in 2009.
- 31 is the number of Middle Student Teachers selected as newly enrolled in school in 2009 according to the first criterion of selection because the 16 of 47 i.e. $47 - 31 = 16$ trainees were repeating their first year in 2009.
- 25 is the number of those who passed to the second year in June not in September. (according to the second criterion) to become 19 in the third grade level and 18 in the fourth year 2013. (after the same criterion of selection).
- None of these 18 student-teachers of class 2009-2013 completed the fourth year and was reported successful trainee at the end of the Middle School Teacher programme since the best score obtained was 11.81/20 and the pass grade was 12/20.

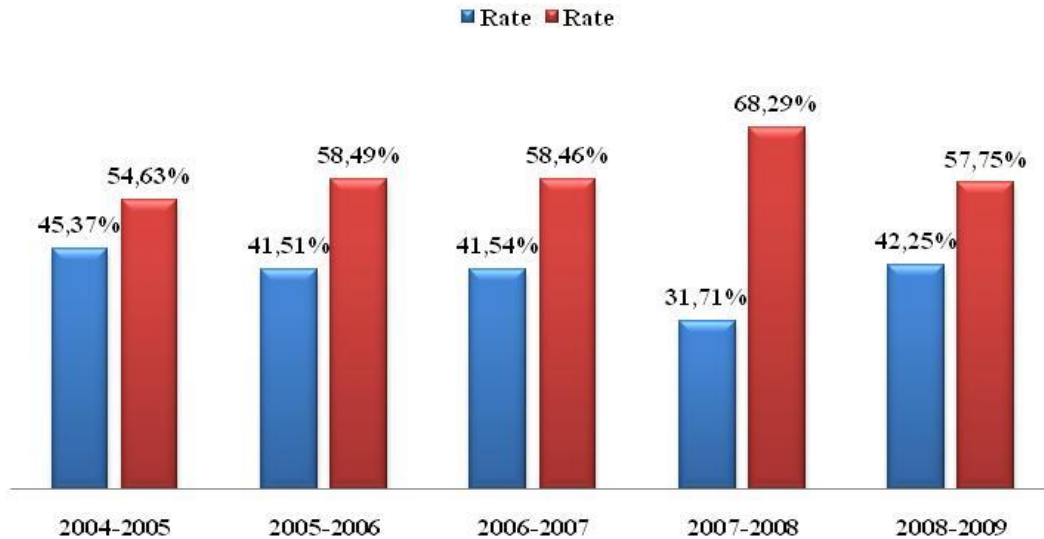
On the other hand, 82 shown in the table is the number of Secondary School Teachers on the attendance list of the first year, but 76 is the number of the newly enrolled in the first year in 2008 because 6 of 82 were repeating their first year. This number decreased each year given the second criterion which selects trainees who passes to the next degree level in June (not in September) to become 60 in the fifth year and to 6 trainees. This means that only 6 were reported successful because they obtained the pass grade of 12/20 (last criterion of selection).

- Retention Rate (or Rate of Re-enrolment)

Retention rate or rate of enrolment consists of measuring the number of new applicants at ENSB each year. The sample selected is the period between 2004 and 2009.

Years	PEM	Rate	PES	Rate
2004-2005	93	45.37%	112	54.63%
2005-2006	44	41.51%	62	58.49%
2006-2007	81	41.54%	114	58.46%
2007-2008	26	31.71%	56	68.29%
2008-2009	60	42.25%	82	57.75%

Table 4.9 Rate of Re-enrolment at ENSB



Graph 4.5 Rate of re-enrolment at ENSB

The study revealed that from 2004 to 2006 the number of enrolled decreased for Middle School Trainees (93 to 44) as well as Secondary School Trainees(112 to 62). Yet it went up in 2007 to attain 81 for Middle School Trainees and 114 for Secondary School Trainees. Then it went backward in 2008 to become 26 for Middle School Trainees and 56 for Secondary School Trainees.

In addition, the analysis via the rubric (cf. Chapter 3) has demonstrated that:

The same ENSB Curriculum has been used since its implementation in 2002;

As far as the organisation and presentation of the curriculum and its content are concerned, our analysis has led to the following conclusion:

- ENSB Curriculum does not conform to Brown s' Language Program Model(1995) since it lacks the main components such as needs analysis, aims or goals and objectives, entry and exit profiles, testing, methods of teaching, assessment and evaluation program;

- It partly conforms to Ducharme's Initial Teacher Education Curriculum Model(1993) for it contains the three main components: Academic Studies, Theoretical Studies or Professional Teacher's Knowledge, and the Practicum;
- The components of ENSB Curriculum like Academic Studies stand for 68.45% for Middle School Trainees and 63.45% for Secondary School Teachers, Theory stands for 26.08% and 32.17% for Middle And Secondary School Trainees respectively and the Practicum represents 0.58% for Middle School Trainees and 0.36%for Secondary School Trainees. These are disproportionate in terms of time allocated to each component;
- ENSB curriculum privileges courses like Culture (Anglophone Civilizations and Literatures) with 26.19% for Middle School Trainees and 34.51% for Secondary School Trainees at the expense of Listening-Speaking (16.67% and 14.79% for Middle and Secondary School Teachers respectively. As for theoretical knowledge, English subjects are devoted the minimum time rate of 6.25% for middle school trainees and 4.17% for secondary school teacher while Arabic subjects have the priority with 43.75% for Middle School Trainees and 29.17% for Secondary School Trainees.
- ENSB Curriculum is made up of a list of scheduled subjects indicating content and time;
- ENSB Curriculum contains a number of structure-based courses except for "listening-speaking" which is function -based;

- Its contents reveal obsolete knowledge that is not appropriate for trainees' EFL needs for school-class performance and does not meet EFL teachers' professional skills requirements;
- It is inadequate with respect to the practical teaching practice period and duration;

ENSB Curriculum is 1% effective according to Richards' (2001) criteria. If we consider the figures for the Rate of re-enrolment table 4.9), we note that the number of trainees who enrolled in 2006 in comparison to those who enrolled in 2005 doubled back (from 93 to 44) for Middle School Trainees as well as for Secondary School Trainees. (from 112 to 62) It tripled back in 2008 for PEM (from 93 to 26), but doubled back (from 112 to 56) for PES. Moreover, the "level of achievement" in 2012-2013 was very low, none of PEM was reported as successful trainee, and achieved the pass grade 12/20 and no improvement or change was brought into the curriculum (cf. Table 4.8).

As a result, in addition to the non-conformity to Brown's Language Curriculum Model and the inadequacy of the practicum, ENSB Curriculum seems to be ineffective since it does not rest on goals, trainees' entry and exit profiles. Because neither of these necessary elements have been identified, the curriculum is unlikely to be appropriate to trainees' professional needs.

What are these professional requirements that ENSB fails to satisfy?

This institution has not applied the reforms set up by MNE, (Vol,1,2010:12) . The principles of the Constructivist Theory and Competency Based Approach are not reflected in the pedagogical tools implemented in Algeria. These tools are the textbooks that trainees use as soon as they start teaching practice. The textbooks are part of use of the school realities. In the

next section we will examine two textbooks, a middle school English coursebook “*Spotlight on English*” and a secondary school English coursebook , “*At the Crossroads*” . The reasons for our selection of the first year middle textbook and the first year secondary textbook are explained in the following sections.

4.3 Description and Analysis of the Middle School Textbook “Spotlight on English” and “Secondary School Textbook “At the Crossroads”

The first important decision that stemmed from the School Reform was the introduction of English in the first year of the middle school, but the official documents and the guiding principles dealing with this decision have not been available to us. However, other documents were available for the research such as the middle school program intended for learning English as a second foreign language, and the teacher’s guides and textbooks for middle school and secondary school levels. Our analysis will focus on the two textbooks “*Spotlight on English*” (for middle school) and “*At the Crossroads*” (for year secondary school).

The former textbook implements the National Curriculum for English designed in 2002 issued by the MNE and “*At the Crossroads*” implements the National Curriculum for English designed in 2005.

Spotlight on English, intended for the first year middle school contains seven files to be covered throughout the school year.

It is organised under five main sections that are:

1. Learn the Language
2. Learn about Culture
3. Reminder
4. Check
5. project

1. Learn the Language.

This section includes lexis, structures, notions and functions presented through communicative activities which help learners interact orally. Learners acquire these elements necessary for reading and writing. Pair and group work is used in all the tasks and activities to help learners engage in conversation, exchange information and ideas on the topic of the file. This section is divided into three sequences focusing on a particular language item which is then practised through listening and speaking and later writing.

2. Learn about Culture

This section helps learners learn and discuss about cultural aspects of language through “*extracts from real life contexts, cultural facts and events both in Algeria and abroad.* (MNE, Teacher’s Handbook, 2004:8)

3. Reminder

This section contains all the new items introduced in the file. It is intended to help both teachers and pupils attempt to explain difficult words, and clarify grammatical rules and terminology of the newly acquired knowledge that is practised in contextual activities in the following step of the lesson.

4. Check

This section includes a series of activities allowing the consolidation of learners’ acquired language and skills. It helps them check their weaknesses by themselves through self assessment.

All these activities should lead learners to the “project” which appears in the final section of a file.

5. Project

The “Project” is the result of learners’ acquired language competencies. It is presented as a poster, a recipe book, a tourist brochure etc.

At The Crossroads is intended for first year secondary school learners. It contains five units which should be studied over the school year. It is organised into four sequences that are:

1. Sequence one: Listening and speaking which contains four rubrics: Anticipate-Listen and Check-Say it Clear-Your Turn;
2. Sequence two: Reading and Writing. It contains four rubrics too: Anticipate-Read and Check- Discover the Language- Write it Right;
3. Sequence three: Stop and Consider asks learners to work on language aspects, structure, and learn grammar inductively;
4. Sequence four: Consolidation and Extension are divided into: Write it out and Work it out.

These sequences lead to the final Project Workshop where learners are assigned a project in which they will use all that they have acquired in the previous sequences. The unit ends with Check Your Progress which contains a set of assessment tasks organized around a master text and a checklist that learners should complete to check their level of performance on the task. This assessment grid allows both learners and teachers to check learners’ progress and decide whether they need remedial work.

Reading these textbook files enable us to understand the goals of English language learning and teaching in Algeria which are:

- To integrate in modernity.
- To participate in a linguistic community who use English for all types of transactions.
- To share and exchange ideas, experiences, about culture.
- To access science, technology, and universal culture.

These goals are also meant to develop critical thinking and tolerance and will place English as a language for the acquisition of knowledge and development in order to succeed in tomorrow's world. (President's speech launching the New Education Programme, 2003 (cf. Appendix 2))

Thus, both *Spotlight on English* and *At the Crossroads* display the following features:

- a) They take into account the learner's social context, cultural values and educational background;
- b) They implement the guiding principles of the Competency-Based Approach, a cognitive approach (teacher's guides, 2003 and 2005:4-8) which rests on Vygotsky's socio-constructivist theory of learning that encourages learners to construct their own learning. This view is implemented in the textbooks through the project which is the output of a file/unit;
- c) A problem-solving approach which places learners in situations never faced before and for which they need to mobilize a number of competencies (abilities, skills and knowledge) to solve them.

The competence is defined as “a *know how that integrates and mobilizes a number of abilities, skills, and knowledge to be used efficiently in*

various problem-solving situations and circumstances that have never been met before.”(MNE-Direction de l’ Enseignement Fondamental, 2003 :56)(cf. appendix 11)

- d) A learner-centred approach in which learners have an active part in learning the language;
- e) Cooperative learning where pair/ group work is favored over individual work;(Teacher’s guide,2005)

All these elements contribute to sustain ‘cooperativeness’ in learning through activities and project writing. In other words, learners cooperate with each other through interaction and exchange opinions and ideas to construct their learning.

Do the trainees have the opportunity to acquire this information at ENS Bouzareah? How does ENSB prepare them for the school realities?

4.4. Gap between Acquirements and Requirements

The analysis of the ENSB curriculum, including the practicum, and the tasks and activities provided by the two middle and secondary English textbooks has revealed a mismatch between ENSB Curriculum and the school realities in Algeria. ENSB has failed to integrate the School Reform of 2000(issued by MNE following the Presidential Decree of 9th of May, 2000). The Decree ordered the appointment of a National Commission made up of “experienced teachers”(Ibid:14-16) to reflect on improvements for the whole educational system. In other words, *“a whole process going through an exhaustive work plan of designing syllabuses, devising accompanying documents, and conceiving new textbooks*(Teacher’s Handbook,2002:3)

Though all the tools (programmes, textbooks, etc.) intended for learning different subjects in state schools have adopted the principles stemming from the official MNE instructions to ensure interdisciplinary coherence, ENSB School that prepare teachers does not seem to have adhered to these directives. Indeed, the team chartered to reflect on the ENSB Curriculum did not take into consideration the profile of the would-be teacher who will utilize the new didactic instruments and implement innovation brought in by the Ministry which aimed to improve the Algerian education system.

The ENSB Curriculum has failed in a number of ways:

- It is the same curriculum since its implementation in 2002;
- It is made up of traditional syllabuses based on structural views of learning , teacher-centred approaches and outdated methods of teaching;
- It does not insist on a student-centred approach in teaching nor does it focus on the principles of active participation of the learner. Rather, the ENSB curriculum privileges a subject centred approach in which the teacher is the erudite instructor full of knowledge, for whom students are vessels to fill in ;
- It does not present and explain the Competency-Based Approach to the trainees in order to familiarise them with the new method. It only trains trainers to master methods such as TPR (Total Physical Response), The Silent Way, Communicative Language Teaching, Community Language Learning, Eclectic Method without encouraging the development of teacher and learner autonomy. (see ENSB Curriculum, 2002:53).

- It does not deal with the current programs and textbooks that apply the principles of CBA in class, as stated in the official document issued by the authorities. Rather it refers to textbooks that no longer exist, like *Penguin Course Book 1 and Penguin Course Book 2 Midlines, Spring* etc.(ENSB Curriculum,2002:37);
- It contains obsolete knowledge which is of little use;
- It does not train student teachers to use tasks and activities in which learners learn to think critically, analyse, and discuss with teacher and peers in order to construct their own meaning and to form their own opinion. Pre-service teachers receive courses based on traditional methodologies during which they listen and observe attentively the teacher in order to reproduce facts and emulate their educators' performance;
- It does not take into account the trainees' interest to help them construct their learning from their own experience, background, and culture;
- It does not support collaborative learning in which learners interact to learn from one another, but it encourages only what comes from Educators as it is teacher directed;
- It does not focus on self-assessment as the current school textbooks do not allow learners to check their own progress. The ENSB Curriculum is mainly based on summative assessment in order to measure trainees' achievement.

It is clear from this analysis that ENSB Curriculum is designed for trainees' acquirements that do not match the school requirements. It is not meant to fit the school realities.

Consequently, no matter how much time and care educators, trainees, and head of department devote to change this perdurable situation and adapt the curriculum to school reality by occasionally using current textbooks and programs, their efforts will remain vain since the curriculum is an official document that cannot be changed. The impetus for a more appropriate ENSB Curriculum taking into consideration trainees' voices as a central component should come from the decision –makers who have the authority to implement change.

Conclusion

This chapter has attempted to uncover the frustrating realities of student-teachers' education at ENSB, firstly, with the description and analysis of the curriculum intended to prepare EFL teachers, secondly, with the description and analysis of the two textbooks that are used to train ENSB student teachers and prepare them to use the textbooks later in their own classes as in-service teachers. These analyses have revealed a gap between acquisitions and requirements which reduces trainees' abilities and curtails their efficiency and performances in teaching.

The points highlighted are that:

- ENSB curriculum is inefficient as a language program for future teachers. It contains no goals or aims, no entry profile and no exit profile for achievement;
- It privileges Academic Studies and Culture over teachers' professional knowledge and professional skills;
- It is far from the school realities, though ENSB is one interdependent element of the Algerian educational system. The curriculum was developed years after the School Reform had been decreed, but it has neither conformed to any official instruction pertaining to that reform nor to any recommendation emanating from the MNE requiring the use of new pedagogical tools that implement the principles of the Reform. As it stands, it continues preparing trainees with inadequate school programs and textbooks that no longer exist;

- ENSB Curriculum is obsolete since it provides trainees with old materials, and dated knowledge;
- It is inappropriate since it neither meets trainees' needs nor professional school needs;
- It trains trainees neither for the new middle and secondary school curricula nor for the textbooks in force;
- It supplies trainees with theories and approaches that pertain neither to the current Constructivist Theory nor to Competency Based Approach. As a result, trainees are likely to run traditional classes in which the learner is a vessel to be filled with knowledge while they are supposed to engage their students in the teaching-learning process so as to construct their own learning.

The next chapter deals with the analysis of the data obtained through three more research instruments: the questionnaire, the class observation and the interview.

Chapter Five
Analysis of Questionnaires, Observation, and
Interviews

Introduction

5.1 Presentation of the Results of the Qualitative Analyses

5.1.1 Presentation of the Results of the Class Observation

5.1.2 Presentation of the Results of the Interview with the 5th year
Trainees

5.1.3 Presentation of the Results from the Interview with Associate
Teachers

5.2 Presentation of the Results of Quantitative Analyses

5.2.1 Presentation of the Results of the Trainers' Questionnaire

5.2.2 Presentation of the Results of Middle School Trainees' Needs (4th
Year)

5.2.3 Presentation of the Results of New Applicants' Needs

Conclusion

Introduction

This chapter deals with the results obtained from qualitative analyses of the data collection from a class observation in which a series of trainees' class lessons were observed during their in-school placements through a checklist and from interviews conducted with the 5th year trainees and associate teachers.

The subsequent sections present the results obtained from the quantitative procedures. It presents the results obtained from the questionnaire administered to trainers to capture their point of view on trainees' teaching performances during the practicum as well as to 4th year trainees and freshmen to tap their needs.

5.1 Presentation of the Results of the Qualitative Analyses

This section of the chapter will deal with the results obtained from the qualitative analyses of:

- Class-observation using a checklist;
- Interview.

5.1.1 Presentation of the Results of the Class Observation

All the observation sessions concern the middle school classes taught by trainees. A group of four trainees taught one step of a lesson in turn under the Trainer's supervision. This occurred in 20th of April 2013

The results of the class observations will be summarized using the checklist selected for the study. This checklist includes five components that are:

- a) Preparation
- b) Presentation
- c) Execution /Method
- d) Personal Characteristics
- e) Teacher /Student Interaction

a) Preparation

- Trainers were supposed to help trainees prepare their lessons. During the work, they noticed that trainees seemed to be unaware of the new textbooks;
- Trainees confessed that with trainers' help, they succeeded to plan their lessons and apply trainers' directives;
- The lessons observed were better planned since the objectives were stated at the top of the page followed by the grammar point to review in the new lesson.

b) Presentation

- Trainees endeavored to explain the new material and to make it understood by a large number of learners;
- Most of the trainees observed respected the gradation of the items from easy to difficult and from simple to complex;
- Trainees repeated some aspects of the lesson many times, because of their fear of learners' misunderstanding. Consequently, their teaching talk time was superior to what it should be;
- As for the interaction between the learner and the instructor, the learners simply said "yes" or nodded to show their understanding.

c) Execution / Method

- Trainees showed enthusiasm when dealing with the activities. Sometimes the number of activities was so large that trainees went beyond the time devoted to each step of the lesson;
- Trainees used all the content of the textbooks units because they were unable to select only what their learners needed.
- They were unable to improvise and deal with an unpredictable situation;
- Trainees tried to present to students situations taken from the Algerian context to stimulate their motivation and lead them to participate;
- Trainees did not succeed in applying the principles of Constructivist Learning of the Competency-Based Approach and making students construct their learning through interaction;
- One of the trainees observed said that though she had acquired theoretical knowledge of the Competency-Based Approach from a school inspector, she was unable to implement it because she had never seen someone demonstrating it; consequently, she was unable to model it.

d) Personal characteristics

- Trainees had a good classroom presence and personality though they felt anxious about both trainers and learners;
- They managed to have an audible voice and show confidence even if it was not easy.

- They seemed to enjoy correcting learners' mistakes especially made by learners who were disturbing the class. This is a negative point for class management;
- Trainees' English was very poor. They had difficulties to pronounce or spell some words or to communicate their ideas accurately in simple English.

e) Teacher/Student interaction

- Trainees were neither “animators” as recommended by the school program nor facilitators who encourage learners to question and respond, approve and disapprove, express their point of view, accept others' viewpoints and think critically;
- Class interaction was limited to questions by trainees and students' responses, repetition or application and reproduction of the model.

5.1.2 Presentation of the Results of the Interview with the 5th Year Trainees

The interview aimed at checking the effectiveness of the curriculum in preparing student teachers to become EFL teachers. It took place at ENSB School just after the trainees' second visit to school for their professional teacher training .The interview involved ten trainees (Amani, Soussou, Soufiane, Mohamed, Abdou, Aya, Lina, Melissa, Ines, and Adam are assigned names) and lasted one hour. The topic discussed of this unstructured interview was about the “Effectiveness of initial teacher education and interviewee's expectations focusing on:

- a) The ENSB Curriculum;
- b) the practicum;

For each point, we checked the following variables:

1. The content (and its impact on learning and teaching);
2. The time and period (scheduled for each topic);
3. Approaches (used to prepare trainees);
4. The degree of agreement (of the trainees interviewed);
5. the Behaviour of Trainers during the Practicum(this variable is checked for the Practicum only).

The responses obtained from the trainees' interview are as follows:

a) The Curriculum

➤ For the Content of ENSB Curriculum and its impact on learning

- Amani: *“The content of the curriculum is not appropriate; it has nothing to do with what we have to perform at school. We were unable to transform theory acquired at ENS into pedagogical actions in teaching”.*

- Soussou added *“if you have got a good language, you can transfer all that you have learnt into practice.”*

Amani: *“Yes, Miss! I agree with Soussou, a part of the problem is due to the language.”*

Mohamed: *The problem of language is our responsibility, when we discuss in the class, we do it in Arabic.*

Aya: *“We need to practice the language and practice all the theories that should be practiced.”*

- Soufiane: *“Theoretical knowledge acquired is obsolete and not appropriate at all.”*

➤ For Time/period:

- Amani: *The time devoted to language learning courses is insufficient;*

Soufiane: *“We need more practice of language.”*

- Abdou and Aya: *“The time devoted to theory is insufficient and the period is inappropriate too. The courses related to teaching like TEFL, Material Design and Textbook Evaluation are scheduled years before training.”*

➤ Approach :

Mohamed *“The classes are so theoretical that we can not involve in the learning process and cannot participate actively because lessons are run in a traditional way. The theories in our curriculum were designed due to westerns’ views, they did not take into account our school reality.”*

➤ Degree of Agreement

The majority agreed, some acknowledged they had learnt important things at ENSB but not straightly related to their needs.

b) The Practicum

➤ The Content of the Practicum and its Impact on Learning.

- Lina and Melissa: *There is no link between what we have acquired, and what we are required to perform in class. There is a true gap. With trainer’s help, we have learnt a lot of things; it is a good experience.*

Soufiane: *“Look, Miss. We can say that there is a sort of emptiness, a gap between what we have learnt at ENS and what we should do as teachers.”*

➤ Time/Period

Adam: *The Period devoted to training is inappropriate for it coincides with pupils’ first, second and third term school tests. Thus, the time we spend with pupils and trainers is very insufficient.*

Ines: *“I think that the lack and insufficiency of the training is due to its duration, fifteen days only.”*

➤ Approach

Abdou: *The approach is traditional because CBA is difficult to apply in large-size classes, according to our trainer. But we have to say is that in spite of the issues faced, the training experience was beneficial because we gained confidence.*

Mohamed: *“CBA is our teachers’ duty at ENS”.*

➤ For the Behavior of Trainers during the Training

Few of the interviewee confessed that trainers’ attitude was discouraging. They found them rigid, inflexible, unhelpful, incompetent, intolerant, but the majority found them supportive, collaborative, flexible, instructive, skilful, and tolerant.

➤ Degree of Agreement

All agree that training was positive which should be experienced.

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➤ The interviewee’s expectations

The Content

- must be reviewed to meet their academic and professional needs.
- Time/period:
 - Increase the time devoted to theory courses and practicum while reduce time devoted to “Culture” courses.
 - Increase the time devoted to language learning
- Approach :
 - Select other institutions for training and other periods. Start the Observation phase earlier.
- Degree of agreement:
 - All agreed with these suggestions.

To summarize these responses:

- As far as the curriculum is concerned, most interviewees complained about the inappropriateness of both academic and theoretical courses. Though they confessed they had acquired much knowledge, these courses remained incongruent because of their obsolescence.

They also stated that the time devoted to language learning was insufficient so that they felt unable to transfer theory into practical teaching skills because they believed that their inability was due to their poor linguistic skills.

There is also the critical issue of time especially that devoted to “Listening-Speaking”: 16.67% for Middle School Teachers and 14.79% for Secondary School Teachers (cf. see chapter four Table 4.5 and table 4.6)

As a matter of fact, in ENSB Curriculum, the largest amount of time is devoted to language learning (1890hours of 2761 the whole time of the four years) for PEM and (2130 hours of 3357the whole time of preparation) for PES) which provides Middle School Trainees 16.67% only and Secondary

School Trainees 14.79% Only For “Listening-Speaking” courses. Moreover, these service skills are supposed to help trainees develop communicative competence through discussion, interaction and collaboration, and give them confidence in class as future teachers.

- As far as the practicum is concerned, there was a general agreement that there is a gap between ENSB reality and the school expectations. Though training was perceived as a good experience, trainees stated that there was no link between what they had acquired at ENSB and what they were required to perform at school.

-As far as the time and period of the practicum, they are considered insufficient and irrelevant since the three sessions often coincide with the public-school tests or exams.

-As for the behaviour of trainers, 5th year trainees were unanimous that their approach was traditional. However, most of the trainers were collaborative since they helped them plan their lessons, select materials, choose activities and so forth. A few of trainees only found they were discouraging.

-As far as trainees’ Expectations are concerned, all of them expect to have an up-to-date, appropriate and effective curriculum that meets their needs linguistically and professionally.

- They suggested to reduce the time devoted to the courses on “Culture and Arabic” and to add it to “Training”. Moreover, they proposed to start “Observation sessions” in the 1st or 2nd year for 4th or 5th year is already too late.
- They believed it would be more advantageous if the time devoted to theory and practicum were increased and these were scheduled at the same period since they complement each other.

- They suggested selecting more schools for placements and at more adequate periods of the year.
- They ended the interview with the hope of having better conditions concerning their campus at Bouzareah, an enjoyable environment, and a real use of ICT in class.

5.1.3 Presentation of Results from the Interview with Associate Teachers

This interview concerns a category of stakeholders that are continually in contact with ENSB and school. The interview was done with ten part-time teachers. Most of them were Secondary School Teachers or Middle and Secondary School Inspectors. They teach English and sometimes Theory about TEFL at ENSB.

To the question about the link between what trainees are acquiring at ENSB and what they are required to master to perform in middle or secondary school, the following responses were obtained:

- Secondary School Associate Teachers, Dahbia and Yasmin: *“There is no link, because there is no practice. Most of the theoretical courses are taught in a traditional way, there is theory only”*.
- Middle School Associate Inspector, Ramy: *ENSB “ curriculum does not facilitate trainees’ task because of the obsolete knowledge they receive, on one hand, and of the subject centred approach of the curriculum while the textbooks they are using in class are student-centered, on the other hand”*.

- Secondary School Associate Inspector, Zohra: *“trainees’ task is made harder because of their problem of inability to transform their acquirements into teachable skills”*.
- Secondary School Associate Teachers, Hiba and Nazim: *“ The textbooks are competency-based. This approach is difficult to implement in large-size classes so we don’t think they can be trained on CBA or observe its demonstration in class-placement and ENS has not scheduled a workshop on it to make student teachers more aware of the subject.*
- Secondary School Associate Teachers, Maria and Nihal: *“Our students have a “poor level of English”. I teach them “Writing”, and I teach them “Listening-Speaking and both noticed that they have difficulties in communication.*
- One Middle and one Secondary School Inspectors Associates, Samir and Talal: *“No, we don’t think they can challenge EFL teachers in the world since they do not use the new educational technology at ENS, and probably won’t use it in their classes.*

5.2 Presentation of the results of Quantitative Analyses

This section will present the results collected via questionnaires addressed to:

- The trainers who were asked to assess trainees’ abilities during the three training sessions (the observation, semi-intervention and full intervention sessions);
- The 4th year trainees who were asked to identify their professional needs after having attended the practicum;
- The freshmen at ENSB who were asked about their linguistic and professional needs as new applicants.

5.2.1 Presentation of the Results of the Trainers' Questionnaire

Trainers were very difficult to contact because of their heavy workload. Their presence at the international conference on “English Language Teaching in Algeria” held in the ENSB School in 2012 encouraged me to chance it and administer a questionnaire despite the risk of validity and reliability. This risk was worth taking since it is never 100 per cent (Cohen et al, 2005). The questionnaire was piloted by a group of inspectors who attended this event, before being distributed and completed by trainers. This procedure allowed for the elimination of some questions, rewording of some others, reorganization and pagination of the instrument.

The questionnaire is made up of 64 questions on the three different sessions of the practicum and eight on “Generalities”, as it is described below.

- a) Observation Session (5 questions)
- b) Semi-Intervention Session(8 questions)
- c) Total Intervention Session(51 questions)
- d) Generalities(8 questions)

The questionnaire was administered to eighteen (18) PES and twenty (20) PEM Trainers. Inspectors were not included because they did not train trainees in-school placement and because they were included in the piloting procedure. As this questionnaire needed some reflection, the participants were allowed to take it home and fill it with serenity. While all the 18 secondary school questionnaires were completed, only four middle school questionnaires out of twenty were completed and returned. So, twenty two questionnaires were codified, tabulated, and analyzed.

As the questionnaire included the three sessions of the practicum (Observation, semi intervention and full intervention), each one will be analyzed separately.(cf. questionnaire in Appendix 6)

A. Observation Session

The Observation session consists of five (5) questions asked to trainers about the degree of trainers' perceptions of trainees' attentiveness and ability to observe using a four-point rating scale:(V) very, (QE) quite enough,(NE) not enough, and (NO) no opinion.

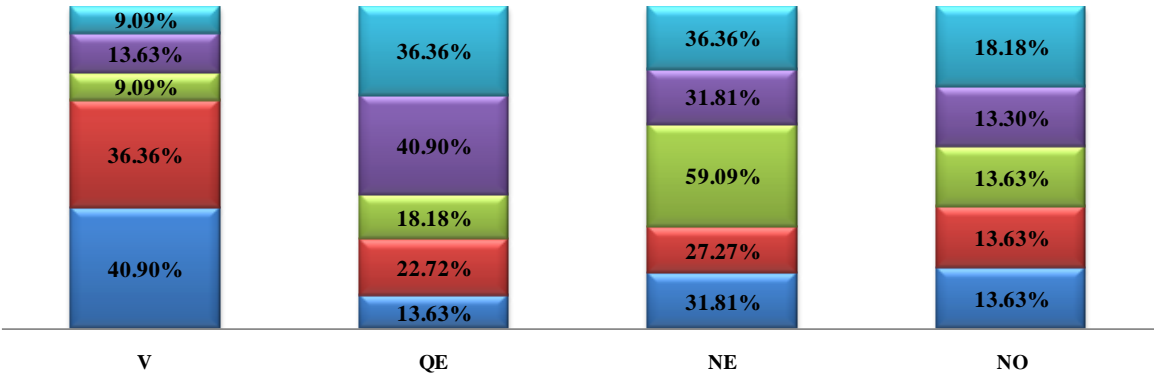
As it was their first experience of school teaching, trainees' interest in training was very high as Table 5.10 and Graph 5.6 below indicate:

The highest positive results 40.90% and 36.36% concern respectively trainees who are very attentive to their trainers' performance,(Q1) and those who are attentive to their trainers' phases of the lesson(Q2).36,36% vary between being fairly attentive and not attentive to trainers' way of involving learners.(Q5) The highest negative result 59,09% describes trainees who are not attentive to their trainers' use of the current textbook, (Q3)and 31,81% to their application of approaches ie. Competency-Based and student-centred.(Q4).

Items	V	QE	NE	NO
1-How much attentive do you find your trainees to trainers' performances?	40.90%	13.63%	31.81%	13.63%
2-How much attentive do you find your trainees to the different phases of the lesson?	36.36%	22.72%	27.27%	13.63%
3-How much attentive do you find your trainees to trainers' use of the current textbook?	9.09%	18.18%	59.09%	13.63%
4-How much attentive do you find your trainees to trainers' application of the Competency Based Approach textbooks rely on ?	13.63%	40.90%	31.81%	13.30%
5-How much attentive do you find your trainees to trainers 'way of involving pupils in the learning process?	9.09%	36.36%	36.36%	18.18%

Table 5.10 Results of Trainees' Attentiveness during the Observation Session

- 1-How much attentive do you find your trainees to trainers' performances?
- 2-How much attentive do you find your trainees to the different phases of the lesson?
- 3-How much attentive do you find your trainees to trainers' use of the current textbook?
- 4-How much attentive do you find your trainees to trainers' application of the Competency Based Approach textbooks rely on ?
- 5-How much attentive do you find your trainees to trainers 'way of involving pupils in the learning process?



Graph 5.6 Results of Trainees' attentiveness during the Observation Session

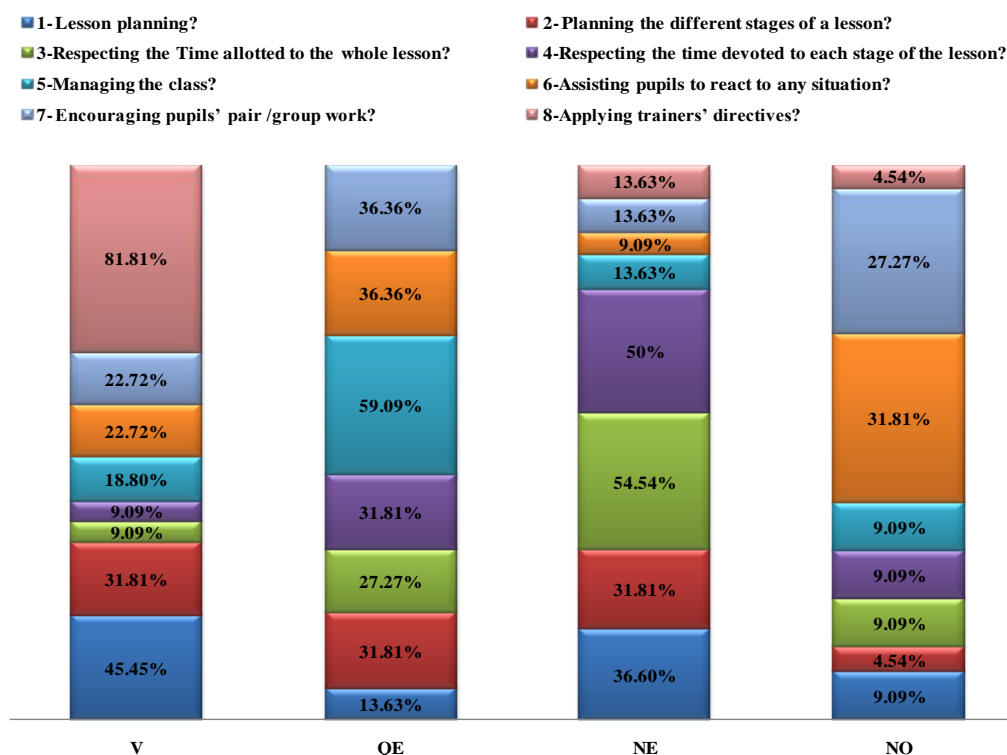
In summary, one can notice that though the trainees' interest was very high (40.90%) at observing trainers' performance because it was their first event with the school, their attentiveness to observe how trainers use the current didactic tools adequately was fairly low. (9,09%)

B. Semi-intervention Session

This section of the questionnaire includes (8) questions asking trainers to assess their trainees' efficiency. As Table 5.11 and the graph 5.7 below indicate, this second session seems more motivating.

Items	V	QE	NE	NO
How much efficient do you find trainees in				
1- Lesson planning?	45.45%	13.63%	36.60%	9.09%
2- Planning the different stages of a lesson?	31.81%	31.81%	31.81%	4.54%
3-Respecting the Time allotted to the whole lesson?	9.09%	27.27%	54.54%	9.09%
4-Respecting the time devoted to each stage of the lesson?	9.09%	31.81%	50%	9.09%
5-Managing the class?	18.80%	59.09%	13.63%	9.09%
6-Assisting pupils to react to any situation?	22.72%	36.36%	9.09%	31.81%
7- Encouraging pupils' pair /group work?	22.72%	36.36%	13.63%	27.27%
8-Applying trainers' directives?	81.81%	0	13.63%	4.54%

Table 5.11 Results of Trainees' Efficiency in the Semi Intervention Session



Graph 5.7 Results of Trainees' Efficiency in the Semi Intervention Session

The highest results in the table above show that:

- 81.81% were very efficient in applying trainers' directives;
- 59.09% were fairly efficient in managing the class;
- 45.45% were very efficient to plan lessons and 31.81% to the different stages of a lesson;
- However 9,09% were not efficient in helping pupils to react to any situation;
- 32% were not capable of planning the different phases of a lesson;
- 50% were unable to respect the time allotted for each phase of the lesson and 54.54% for the lesson.

The respect of time for each phase of the lesson is an important problem that most of the trainees observed face. They spent their time teaching everything they prepared for the lesson because they were unable to select and adapt the content to respond to their pupils' needs.

C. Total intervention Session

This section of the questionnaire is divided into two sub-sections. The first one contains fifty one questions addressed to trainers who were asked to assess trainees' performance in this final phase of teaching using a four-point rating scale: good, fair, poor, no opinion.

The aim was to see whether the theoretical studies were beneficial for the trainees and assess what they gained from the two sessions of training.(observation and semi-intervention).

The second section of the questionnaire concerns the trainers themselves. It contains eight yes /no questions alternated with open-ended questions in which they were asked about the time and the period of the teacher training sessions, and to give suggestions. (cf. the questionnaire in Appendix 6).

This section contains fifty one (51) questions and is divided into six parts:

- a) Preparation (7 questions) ;
- b) Class Presentation(6questions);
- c) Class Management (11 questions);
- d) Professional Skills (18 questions);
- e) Professional Behaviour(3 questions);
- f) Professional Linguistic Skills (6 questions).

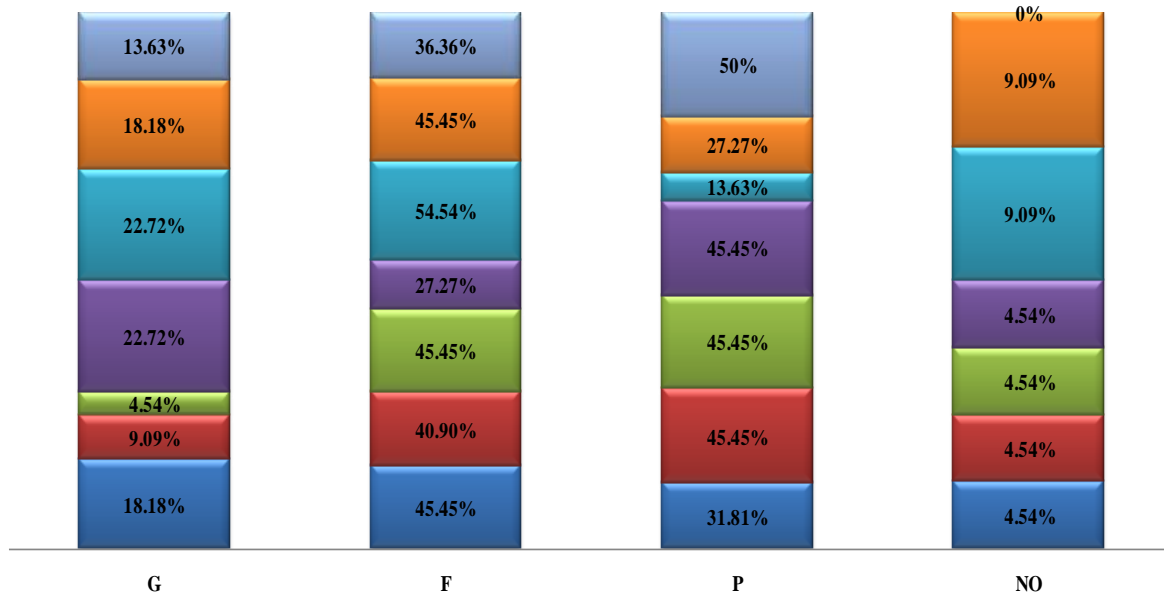
- a) Preparation (7 questions)

Concerning the evaluation of trainees’ proficiency in preparing lessons, the majority of the results included in the following Table 5.12 and its Graph 5.8 vary between “Fair and poor”.

Items	G	F	P	NO
How much do you rate trainees’ proficiency in				
1. varying lesson plan according to different types of lessons?	18.18%	45.45%	31.81%	4.54%
2.selecting Lesson materials according to SS needs?	9.09%	40.90%	45.45%	4.54%
3. adapting these materials to SS level?	4.54%	45.45%	45.45%	4.54%
4. selecting visual aids?	22.72%	27.27%	45.45%	4.54%
5. selecting activities to each lesson?	22.72%	54.54%	13.63%	9.09%
6. sequencing Activities?	18.18%	45.45%	27.27%	9.09%
7. selecting Assessment tools ?	13.63%	36.36%	50%	0%

Table 5.12 Results of Assessment of Trainees Proficiency In Lesson Preparation

- 1. How much do you rate trainees' proficiency in varying lesson plan according to different types of lessons?
- 2. selecting Lesson materials according to SS needs?
- 3. adapting these materials to SS level?
- 4. selecting visual aids?
- 5. selecting activities to each lesson?
- 6. sequencing Activities?
- 7. selecting Assessment tools ?



Graph5.8 Results of Assessment of Trainees' Proficiency in Lesson Preparation

The results above demonstrate that:

45.45% were assessed “fair” in varying lesson plans according to what a lesson is intended for. For instance, a lesson designed for speaking should be different from the one intended for practising grammar, reading a text and answering the comprehension questions, or producing a paragraph following a written model. Moreover, they were fair too, to adapt the materials to their learners' level and sequence the activities, but poor in selecting visual aids, materials, and adapting it to their pupils' level and needs.(45.45%). 50% were poor in selecting assessment tools;

- In other words, trainees had poor ability in preparing a lesson before presenting it in class.

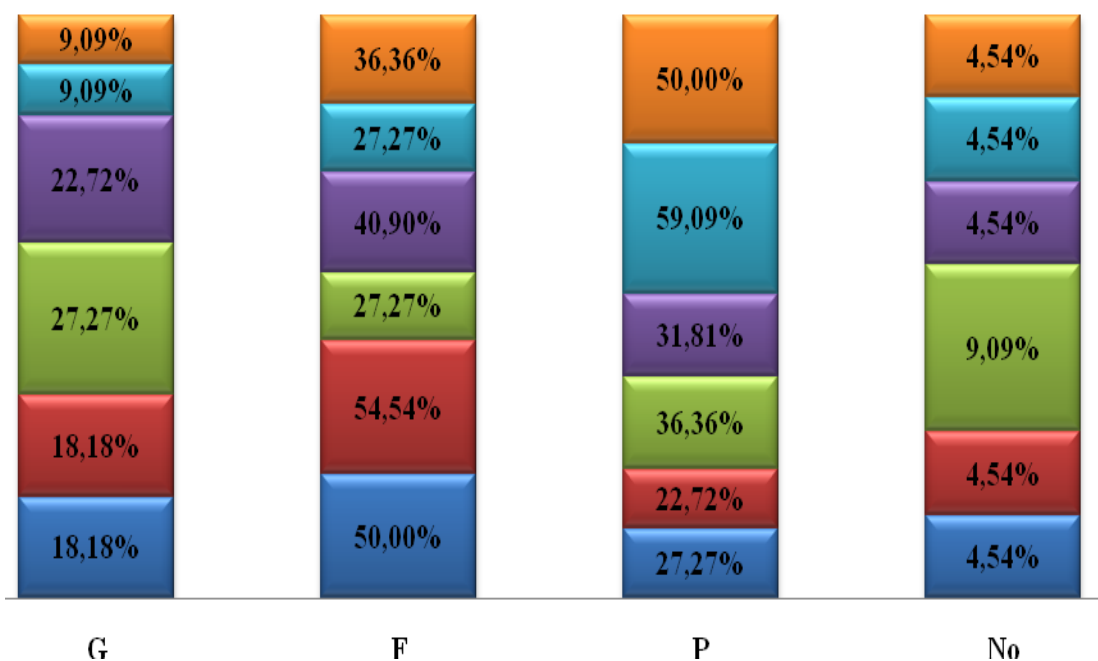
b) Class Presentation

This section contains six (6) questions which aim at assessing trainees ‘proficiency in using materials during the presentation of a lesson. The results obtained are displayed in Table 5.13 and illustrated in the Graph 5.9 below.

Items	G	F	P	No
How much do you rate trainees’ use of				
1. topics to interest their pupils?	18.18%	50.00%	27.27%	4.54%
2. Materials appropriate to their pupils’ learning styles to involve them in learning process?	18.18%	54.54%	22.72%	4.54%
3. Techniques to encourage interaction?	27.27%	27.27%	36.36%	9.09%
4. Strategies to help even the shyest pupils to participate?	22.72%	40.90%	31.81%	4.54%
5. How much do you grade their timing of a warm up?	9.09%	27.27%	59.09%	4.54%
6. How much do you grade their timing in a presentation phase?	9.09%	36.36%	50.00%	4.54%

Table 5.13 Results of Trainees’ Proficiency in Class Presentation

- 1) How much do you rate trainees' use of topics to interest their pupils?
- 2) Materials appropriate to their pupils' learning styles to involve them in learning process?
- 3) Techniques to encourage interaction?
- 4) Strategies to help even the shyest pupils to participate?
- 5) How much do you grade their timing of a warm up?



Graph 5.9 Results of Trainees' Proficiency in Class Presentation

The results show that:

- 50% of them made a fair use of the topics that interest their pupils;
- 54.54% made a fair use of materials adapted to their pupils' learning styles and strategies to help participate even the shyest of them(40.90%)
- However, 36.36% were found poor in using techniques to encourage interaction between learners,
- 50% and 59.09% respectively did not respect the time devoted to the presentation, specially the "warm up" phase.

c) Class Management(PPP)

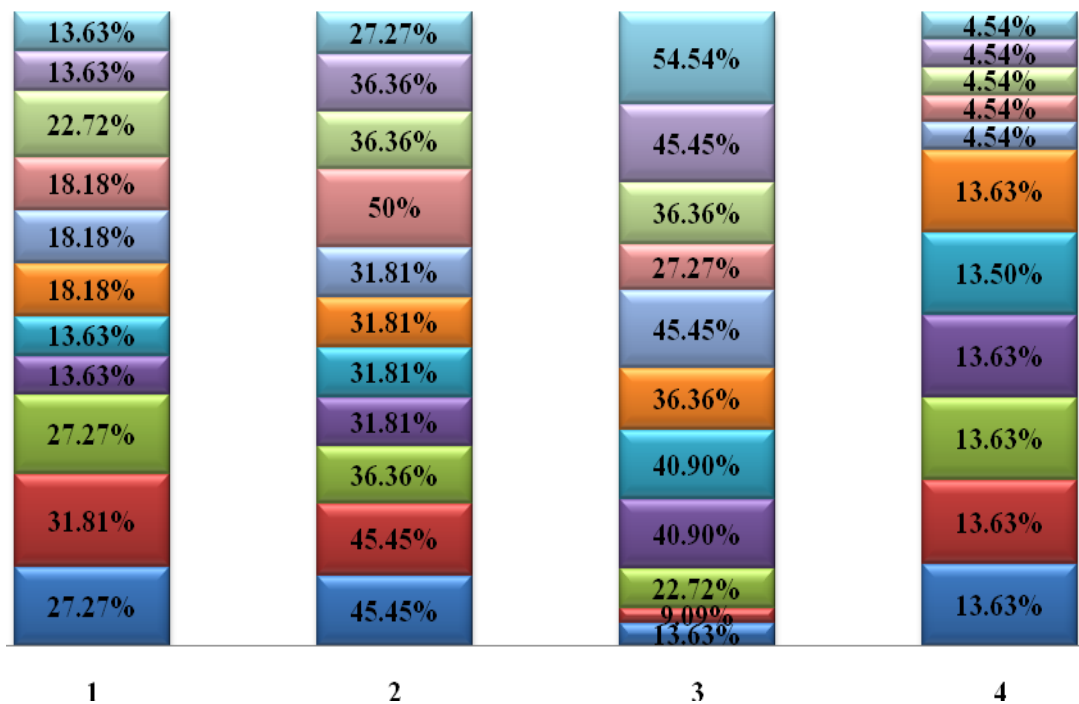
This section contains eleven questions on how trainers assessed trainees' professional activities during teaching-learning. Table 5.14 and the 10th graphical demonstration of the results obtained from trainers' assessment show that the highest figures demonstrate that:

- 50% of trainees were fairly able to correct mistakes of grammar.(Q8)
- 45.45% of them were fairly competent to engage their pupils in grammar practice and motivate them to listen attentively while listening to CDs (Q1 and Q2);
- 36.36% were fairly able to engage their pupils to communicate, correct their spelling and their writing mistakes.(Q3, Q10 and Q9)
- 18.18% were competent to engage their pupils in pair and group work activities.(Q6), but 36,36% were not.(Q6).
- 13.63% only were competent in stimulating their pupils in the Reading phase and eliciting information on the subject in the Writing phase. (Q4 and Q5), but 40,90% were not.(Q4 and Q5)

Items	G	F	P	No
How much do you assess Trainees' proficiency in				
1. engaging their pupils in grammar activities?	27.27%	45.45%	13.63%	13.63%
2. motivating their pupils to listen attentively?	31.81%	45.45%	9.09%	13.63%
3. engaging their pupils to speak in the 'Speaking' phase'?	27.27%	36.36%	22.72%	13.63%
4. arousing their pupils' interest in the 'Reading' phase?	13.63%	31.81%	40.90%	13.63%
5. eliciting the subject in the Writing phase?	13.63%	31.81%	40.90%	13.50%
6. engaging pair/group work?	18.18%	31.81%	36.36%	13.63%
7. correcting their pupils' mistakes of pronunciation?	18.18%	31.81%	45.45%	4.54%
8. correcting their pupils' mistakes of grammar?	18.18%	50%	27.27%	4.54%
9. correcting their pupils' spelling?	22.72%	36.36%	36.36%	4.54%
10. correcting mistakes of writing?	13.63%	36.36%	45.45%	4.54%
11. respecting the time devoted to these different activities	13.63%	27.27%	54.54%	4.54%

Table 5.14 Results of Trainees' Proficiency in Class Management

- 1. engaging their pupils in grammar activities?
- 2. motivating their pupils to listen attentively?
- 3. engaging their pupils to speak in the 'Speaking' phase'?
- 4. arousing their pupils' interest in the 'Reading' phase'?



Graph 5.10 Results of Trainees' Proficiency in Class Management

- However
- 45.45% were unable to correct their pupils' mistakes of pronunciation.(Q7)and writing mistakes(Q10)
- 54.54% were unable to respect the time allocated to these activities in a lesson.(Q11)

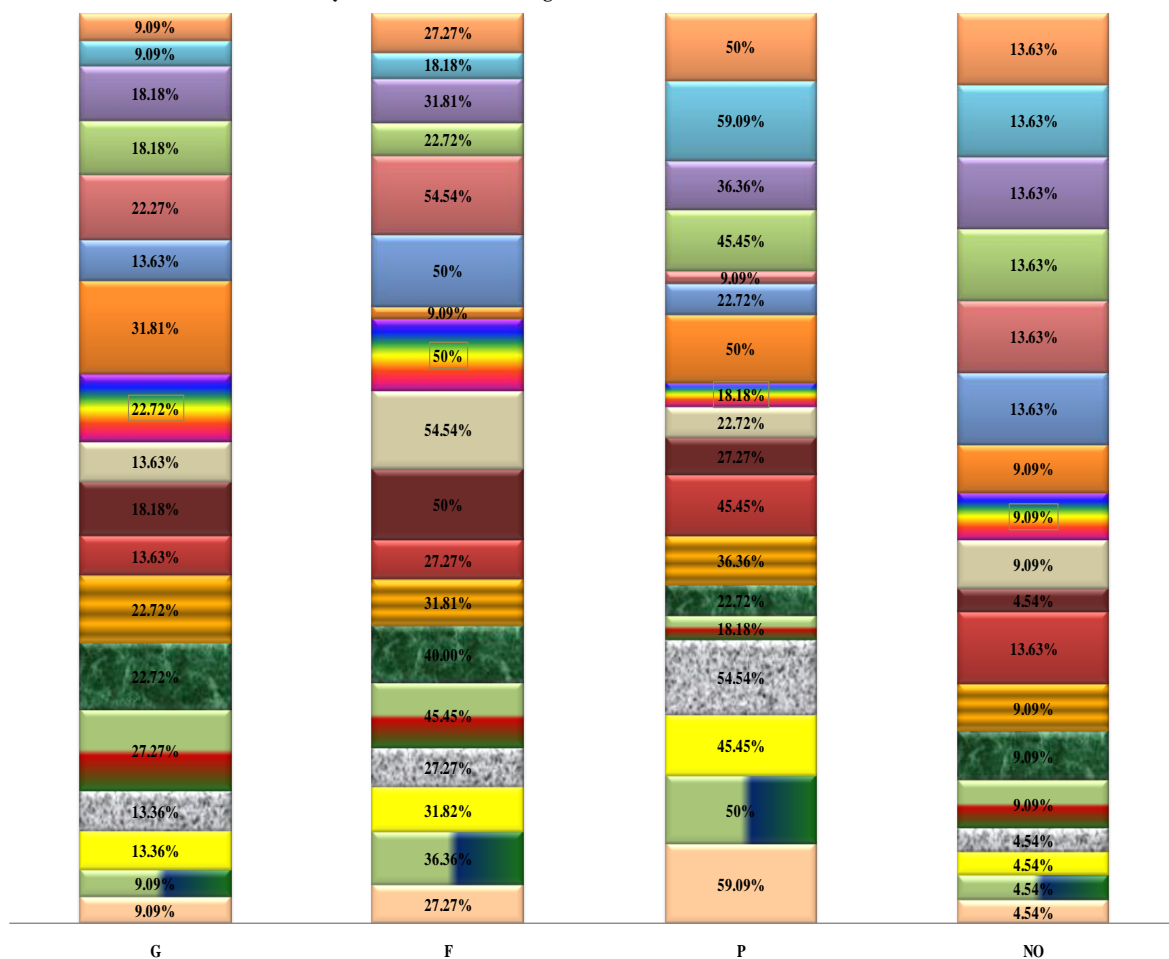
d) Professional Skills

This section of the questionnaire is the longest one. It contains eighteen (18) questions. They focus on trainers' viewpoints about trainees' capacity to deal with classroom activities(shown in Table 5.15 and Graph 5.11)below:

Items	G	F	P	NO
1. How much do you grade trainees' timing of the warming up?	9.09%	27.27%	59.09%	4.54%
2. How much do you grade trainees' timing of the presentation of day's lesson?	9.09%	36.36%	50%	4.54%
3. How much do you grade trainees' timing of the application and consolidation stages?	13.36%	31.82%	45.45%	4.54%
4. How much do you grade trainees' timing of the production stage?	13.36%	27.27%	54.54%	4.54%
5. How much do you evaluate trainees' explanations?	27.27%	45.45%	18.18%	9.09%
6. How much do you evaluate trainees' questions to check SS' comprehension?	22.72%	40.00%	22.72%	9.09%
7. How much do you evaluate trainees' instructions?	22.72%	31.81%	36.36%	9.09%
8. How much do you evaluate trainees' techniques to correct their pupils?	13.63%	27.27%	45.45%	13.63%
9. How do you find trainees' speaking time during the presentation stage?	18.18%	50%	27.27%	4.54%
10. How do you find trainees' speaking time during the application?	13.63%	54.54%	22.72%	9.09%
11. How do you find trainees' speaking time during the consolidation stage?	22.72%	50%	18.18%	9.09%
12. How do you find trainees' speaking time during the production?	31.81%	9.09%	50%	9.09%
13. How do you find trainees management of the class?	13.63%	50%	22.72%	13.63%
14. How do you find trainees' control of their teaching to improve it?	22.27%	54.54%	9.09%	13.63%
15. How do you find trainees' control of SS' learning to raise their standard?	18.18%	22.72%	45.45%	13.63%
16. How do you rate trainees' use of the whiteboard?	18.18%	31.81%	36.36%	13.63%
17. How do you rate trainees 'use of audio visual aids?	9.09%	18.18%	59.09%	13.63%
18. How do you rate trainees' use of gestures/mimes/voices?	9.09%	27.27%	50%	13.63%

Table 5.15 Results of Trainees' Proficiency in Professional Skills

- 1. How much do you grade trainees' timing of the warming up?
- 2. How much do you grade trainees' timing of the presentation of day's lesson?
- 3. How much do you grade trainees' timing of the application and consolidation stages?
- 4. How much do you grade trainees' timing of the production stage?
- 5. How much do you evaluate trainees' explanations?
- 6. How much do you evaluate trainees' questions to check SS' comprehension?
- 7. How much do you evaluate trainees' instructions?
- 8. How much do you evaluate trainees' techniques to correct their pupils?
- 9. How do you find trainees' speaking time during the presentation stage?
- 10. How do you find trainees' speaking time during the application?
- 11. How do you find trainees' speaking time during the consolidation stage?
- 12. How do you find trainees' speaking time during the production?
- 13. How do you find trainees management of the class?
- 14. How do you find trainees' control of their teaching to improve it?
- 15. How do you find trainees' control of SS' learning to raise their standard?
- 16. How do you rate trainees' use of the whiteboard?
- 17. How do you rate trainees' use of audio visual aids?
- 18. How do you rate trainees' use of gestures/mimes/voices?



Graph 5.11 Results of Trainees' Proficiency in Professional Skills

The highest figures displayed in the table above show that:

- 54.54% were assessed quite able to improve their teaching. (Q14) and respect teacher's talk time during the application phase.(Q10)

- 50% trainees were quite skilful to manage the class(Q13), and to respect their teaching talk time during the presentation phase(Q9) and the consolidation phase(Q11);
- 45,45% were fairly able to explain clearly a lesson, a difficult word, or a grammar rule.(Q5);
- 40% were capable of checking their students understanding to re-explain when there is misunderstanding or consolidate with some activities when necessary.(Q6);
- However, 59.09% were unable to respect the time devoted to the warming up and use audio-visual aids;(Q1 and Q17);
- 54.54% were assessed poor to respect the time devoted to production phase.(Q4) and to the application and consolidation(45.45% for Q3);
- 50% were assessed to be unable to respect the time of the presentation phase (Q2), and teacher's talk time during the production phase (Q12) where learners are supposed to produce English orally or in written form. Also, they were poor at using gestures and other techniques to explain a word or for example (Q18);
- 45,45% were unable to correct their mistaken pupils during the teaching-learning process(Q8), assess their pupils to improve their acquiresments (Q15) and respect the time of application and consolidation stages.(Q3);

- 36.36% were assessed poor to give instructions (Q7) and for their use of the whiteboard (Q16).

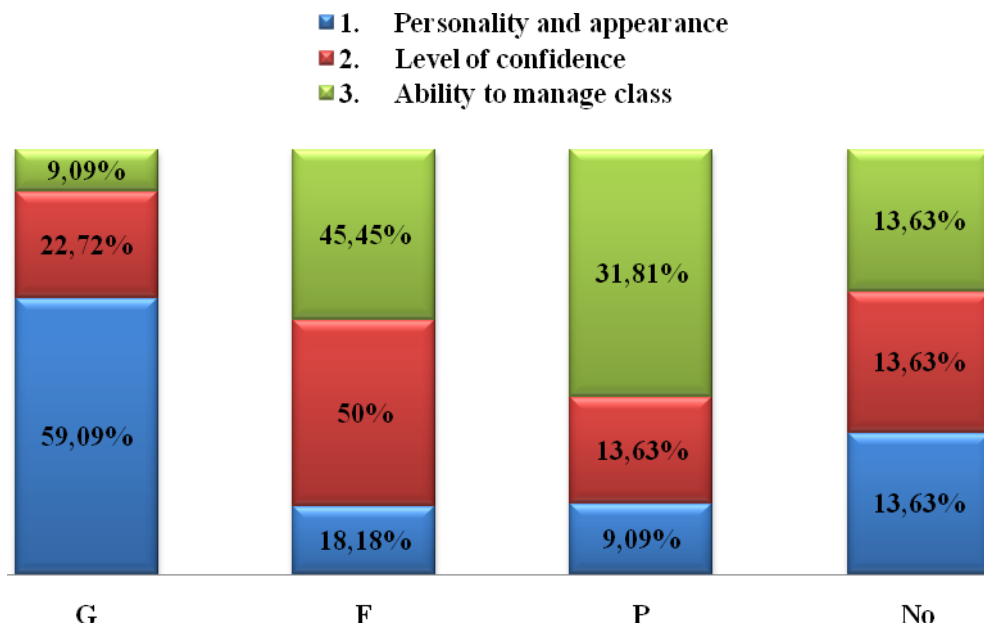
Therefore, the main problem faced by these trainees is managing class-time adequately.

e) Professional Behaviour

This section consists of (3)three questions. Trainers focus on trainees’ behavior, attitudes and appearance.

Items	G	F	P	No
How do you rate trainees’				
1. Personality and appearance	59.09%	18.18%	9.09%	13.63%
2. Level of confidence	22.72%	50%	13.63%	13.63%
3. Ability to manage class	9.09%	45.45%	31.81%	13.63%

Table 5.16 Results of Trainees’ Proficiency in Professional Behaviour



Graph 5.12 Results of Trainees’ Proficiency in Professional Behaviour

The results in the table demonstrate that:

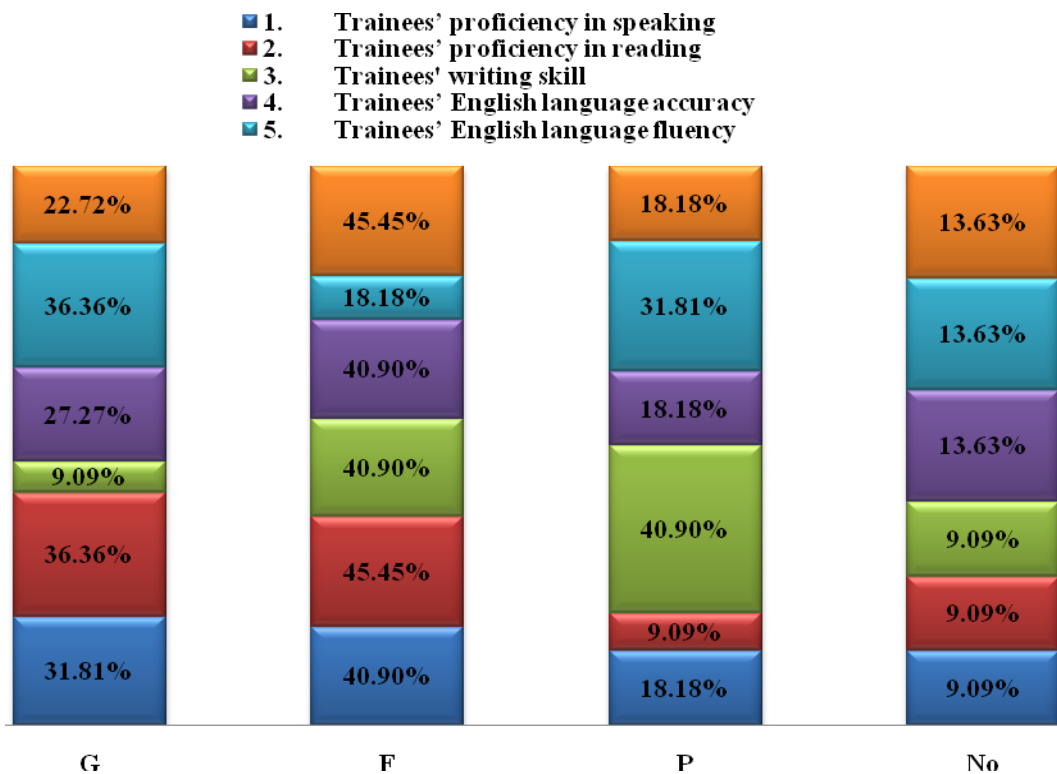
- 59.09% have “a good personality and physical appearance”;
- 50% have an acceptable level of confidence;
- 45.45% have a fair class management;

f) Professional Linguistic Skills

The linguistic part of the questionnaire includes six (6) questions asking trainers to assess trainees’ linguistic competencies.

	Items	G	F	P	No
1.	Trainees’ proficiency in speaking	31.81%	40.90%	18.18%	9.09%
2.	Trainees’ proficiency in reading	36.36%	45.45%	9.09%	9.09%
3.	Trainees' writing skill	9.09%	40.90%	40.90%	9.09%
4.	Trainees’ English language accuracy	27.27%	40.90%	18.18%	13.63%
5.	Trainees’ English language fluency	36.36%	18.18%	31.81%	13.63%
6.	Trainees’ English language appropriateness	22.72%	45.45%	18.18%	13.63%

Table 5.17 Results of Trainees’ Proficiency in Linguistic Skills



Graph 5.13 Results of Trainees' Proficiency in Linguistic Skills

The table and the graph above display results concerning trainees' English language use in class during the teaching-learning process. They show that:

- 45.45% trainees were assessed fairly proficient in reading (Q2) and appropriate English use (Q6);
- 40.90%, were fairly proficient in speaking(Q1), writing(Q3), and accurate English(Q4) , but poor in writing(Q3);
- 36.36% were assessed to have a good reading (Q2)and speaking fluency in English(Q5);

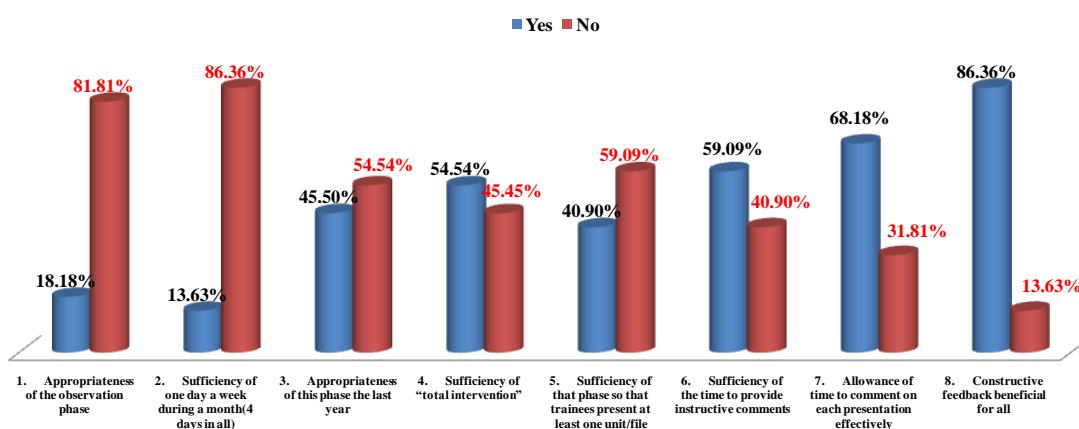
- 31.81% are good at speaking, but have poor fluency in English speaking (Q1 and Q5).

g) General Questions

To end this questionnaire addressed to Trainers, eight (8) Yes/No “General Questions” together with open-ended ones inquire about the length of their training and the time it took place.(cf.Questionnaire in Appendix 6) The aim is to check whether the training was long enough and the period appropriate. It is also to suggest to extend or reduce its length and change the training period for a more relevant one.

Items	Yes	No
1. Appropriateness of the observation phase	18.18%	81.81%
2. Sufficiency of one day a week during a month(4 days in all)	13.63%	86.36%
3. Appropriateness of this phase the last year	45.50%	54.54%
4. Sufficiency of “total intervention”	54.54%	45.45%
5. Sufficiency of that phase so that trainees present at least one unit/file	40.90%	59.09%
6. Sufficiency of the time to provide instructive comments	59.09%	40.90%
7. Allowance of time to comment on each presentation effectively	68.18%	31.81%
8. Constructive feedback beneficial for all	86.36%	13.63%

Table 5.18 Appropriateness of Teacher Training Period and Time



Graph 5.14 Appropriateness of Teacher Training Period and Time.

As the table and graph above show, the answers demonstrate that:

- 86,36% agreed that when comments are done to the group, all trainees can benefit from the constructive feedback(Q8);
- 68.18% are satisfied with the time since it allows them to give effective comments on each presentation(Q7);
- 59.09% found the time sufficient to provide trainees with constructive comment.(Q6);
- 54.54% stated that the time of the total intervention phase is appropriate (Q4);
- However, 81.81% found the time devoted to Observation phase inappropriate (Q1) and insufficient so 86.36% suggested, in open-ended question, more time or at least to start the training at the beginning of the year (Q2);
- 59.09% stated that the time of the total intervention is insufficient to enable each trainee to present at least one file.(Q5), moreover, they declared that the period of two weeks of training is insufficient and should be extended and the number of trainees reduced;
- 54.54 % found teacher training in the last year inappropriate (Q3). They proposed to schedule it at least one year before to help trainees get used to school and be at ease with learners and teaching techniques. However, 45.45 % saw that planning the training practice in the last year is appropriate, but suggested to reduce the number of trainees in a class as each trainer is in charge of four trainees, which is too many for one trainer only (Q3).

5.2.2 Presentation of the Results of Middle School Trainees’ Needs Questionnaire (4th Year)

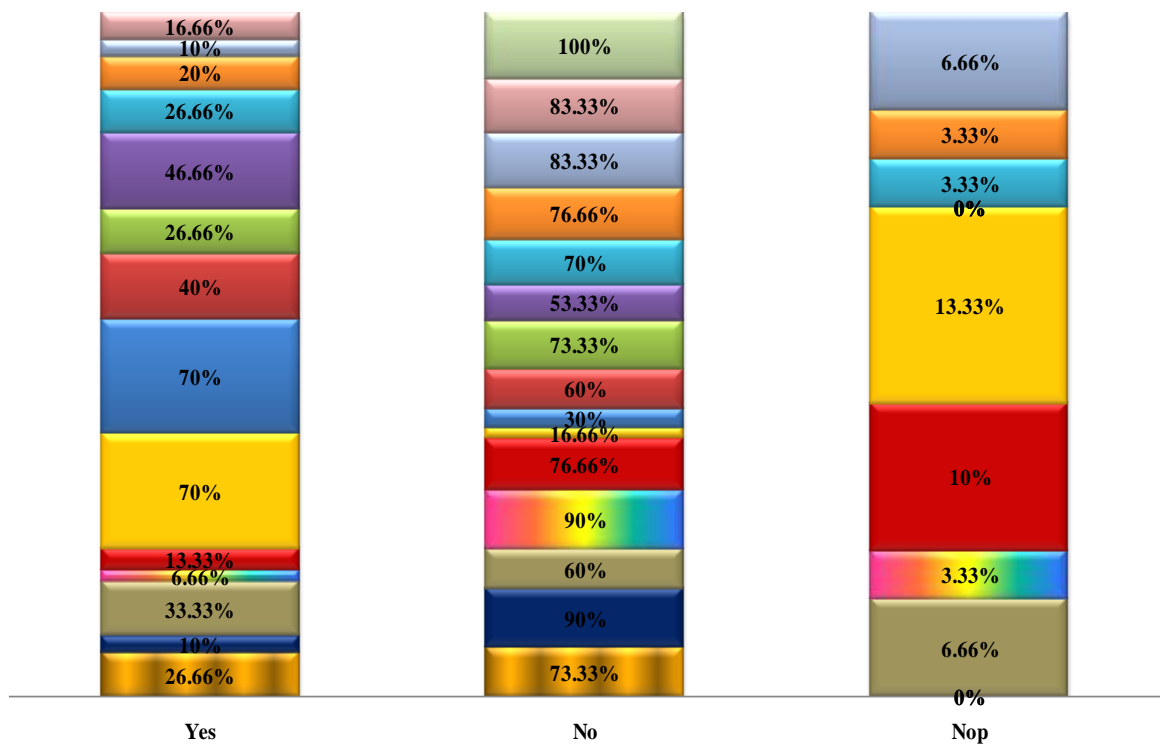
The trainees’ needs questionnaire of fifteen (15) yes /no questions and two (2) open-ended questions was administered to twenty eight(28) middle school trainees. It focused on teacher’s professional knowledge (or theoretical studies). It asked whether this knowledge was beneficial and easily transferrable into practical acts to practice the teaching job. Their responses should demonstrate the link between the ENSB Curriculum and the practicum and the appropriateness of the former to school reality and trainees’ needs.

The results obtained from this questionnaire, (cf. Middle School Trainees ‘Needs Questionnaire in Appendix 7), are displayed in the following table:

Items	Yes	No	Nop
1. Information about the practicum at ENSB	26.66%	73.33%	0%
2. Already dealt with the current textbooks at ENSB	10%	90%	0%
3. Dealt with the content of the current textbooks	33.33%	60%	6.66%
4. Dealt with the Constructivist Theory	6.66%	90%	3.33%
5. Ability to apply this theory	13.33%	76.66%	10%
6. Already taught the principles of CBA and Student-centered Approaches	70%	16.66%	13.33%
7. The application of these approaches in class in the future	70%	30%	0%
8. Ability to plan lessons from these textbooks	40%	60%	0%
9. Link between acquirement and requirements	26.66%	73.33%	0%
10. ENSB curriculum facilitates the practicum	46.66%	53.33%	0%
11. Ability to transfer theoretical knowledge into teachable acts	26.66%	70%	3.33%
12. ENSB curriculum appropriate to trainees’ needs	20%	76.66%	3.33%
13. ENSB curriculum helps the use of ICT in class	10%	83.33%	6.66%
14. ENSB curriculum effectiveness	16.66%	83.33%	0%
15. ENSB EFL teacher’s preparation challenges	0%	100%	0%

Table 5.19 Results of the Middle School Teachers’ Needs Questionnaire(4th year)

- 1. Information about the practicum at ENSB
- 2. Already dealt with the current textbooks at ENSB
- 3. Dealt with the content of the current textbooks
- 4. Dealt with the Constructivist Theory
- 5. Ability to apply this theory
- 6. Already taught the principles of CBA and Student-centered Approaches
- 7. The application of these approaches in class in the future
- 8. Ability to plan lessons from these textbooks
- 9. Link between acquirement and requirements
- 10. ENSB curriculum facilitates practicum
- 11. Ability to transfer theoretical knowledge into teachable acts
- 12. ENSB curriculum appropriate to trainees' needs
- 13. ENSB curriculum helps the use of ICT in class
- 14. ENSB curriculum effectiveness
- 15. ENSB EFL teacher's preparation challenges



Graph 5.15 Results of the Middle School Teachers' Needs Questionnaire (4th year)

The results show that:

- 73.33% of trainees state that the practicum will help them to learn the job of teaching in-class placements, but they do not know how(Q1);
- 90% of trainees stated to have dealt neither with the current textbooks nor with the constructivist theory these tools rely on(Q2 and Q4);

- 60% do not know what these textbooks contain(Q3), and they feel unable to design courses and plan lessons from them(Q8);
- 76.66% feel unable to implement the Constructivist Approach(Q5);
- 70% stated they have been taught the principles of CBA and student-centred approaches that the textbooks use (Q6) and are able to apply them in class in the future (Q7);
- 73.33% affirmed that there was no relation between their acquisitions and the school reality(Q9);
- 53.33% stated that their acquirement did not facilitate their training (Q10), but 46.66% stated the opposite;
- 70% found difficulties in transferring teacher's theoretical knowledge into teachable actions(Q11);
- 76.66% of trainees stated that ENSB Curriculum is inappropriate to their needs for it takes into account neither the school preoccupations nor trainees' acquirements to function effectively(Q12);
- 83.33% stated that ENSB is ineffective with respect to the use of ICT and for the preparation of high quality teachers able to challenge teachers of ELT in the world. (Q13,Q14,Q15).

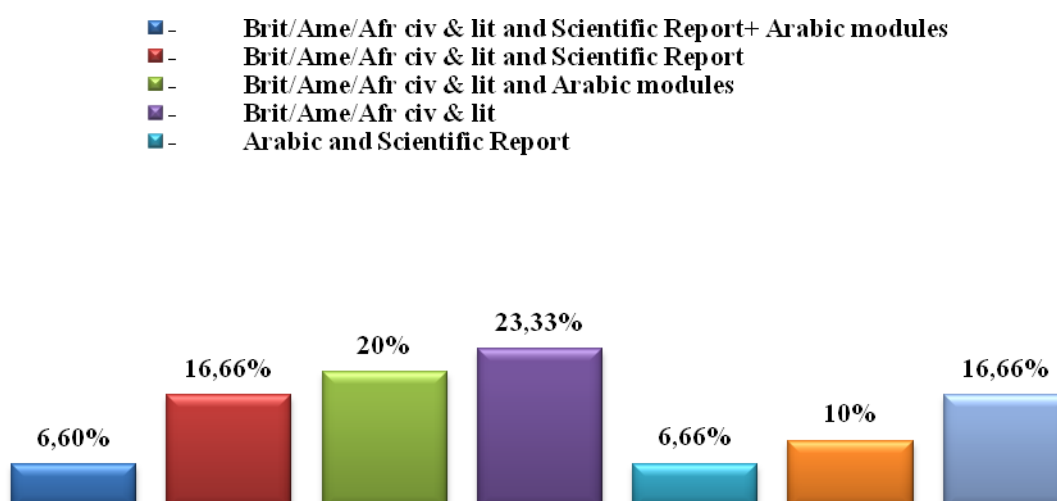
Concerning the open-ended question;

“What subjects make your curriculum less effective?”

The responses are as follows:

Subjects making ENSB less effective	Rate
- Brit/Ame/Afr civ & lit and Scientific Report+ Arabic modules	6,60%
- Brit/Ame/Afr civ & lit and Scientific Report	16,66%
- Brit/Ame/Afr civ & lit and Arabic modules	20%
- Brit/Ame/Afr civ & lit	23,33%
- Arabic and Scientific Report	6,66%
- Arabic modules	10%
- NO Opinion	16,66%

Table 5.20 Results of the Open-ended question about subjects making the curriculum less effective



Graph 5.16 Results of the Open-ended Question about Subjects Making Curriculum Less Effective

The results reveal the following:

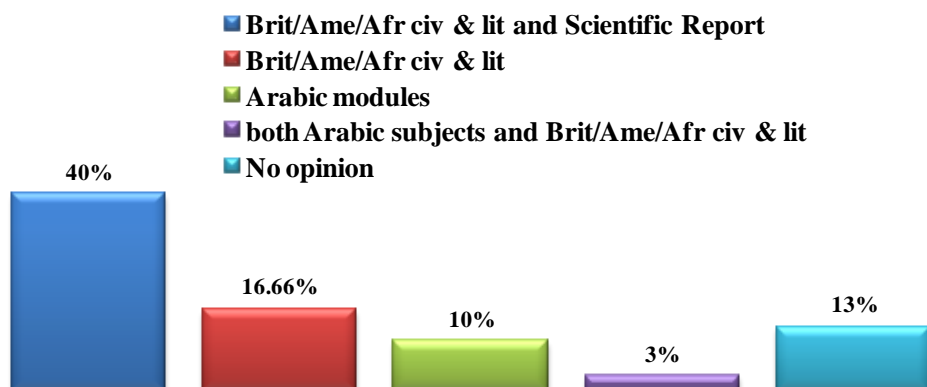
- 23.33% think that the three Anglophone Civilization courses and their respective Literature courses make ENSB Curriculum less effective;

- 20% believe that the Literature and Civilizations courses and also the courses in Arabic may be responsible for the curriculum ineffectiveness;
- 16.66% agreed that the three Anglophone Civilizations and their respective Literature courses as well as Arabic and Scientific Report writing are responsible for the ineffectiveness of the curriculum.

Concerning the open-ended question about the subjects taking too much time, especially when taught in the last year, the results are shown in the following table and graph:

Subjects	Rate
Brit/Ame/Afr civ & lit and Scientific Report writing	40%
Brit/Ame/Afr civ & lit	16.66%
Arabic modules	10%
both Arabic subjects and Brit/Ame/Afr civ & lit	3%
No opinion	13%

Table 5.21 Results of the Open ended Question about subjects Devoted too much Time



Graph 5.17 Results of the Open ended Question about Subjects Devoted too Much Time

These results demonstrate that:

- 40% think that too much time is devoted to the “Culture” and scientific report courses. Also 16.66% object to Culture courses (known as “Brit/Am/Afr. Civilization courses and corresponding Literature courses). 10% object to Arabic courses. Finally 3% object to both Arabic courses and Culture courses.

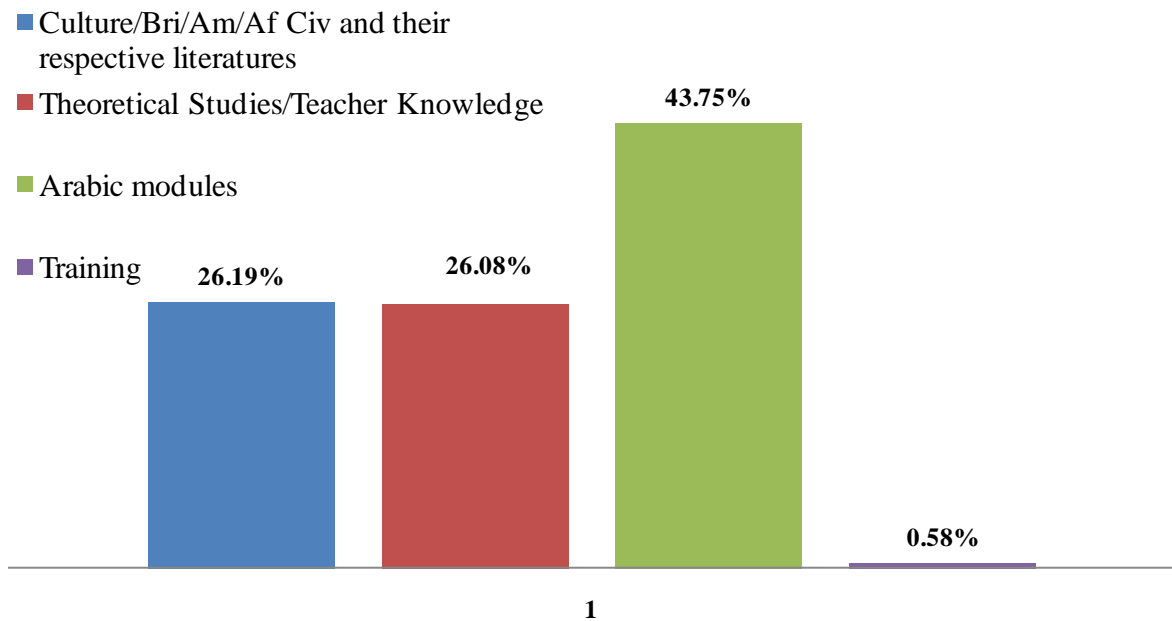
Consequently, in most trainees’ responses to question 16, “Culture” is always designated as mainly responsible for ineffectiveness of ENSB Curriculum because it takes too much time especially when taught in the last year of their formation when trainees are involved in training practice and when they are in acute need for theoretical courses. (Q17).

This does not imply that the trainees found these subjects uninteresting, given that any FL teacher crucially needs target culture background, but according to them, these courses are allotted too much time in their final year of study at ENSB School.

A comparison of allotment of time between Training and Culture and Arabic modules is made in the following table and graph.

Subjects	TT	Rate
Culture /Bri/Am/Af Civ and their respective literatures	495	26,19%
Theoretical Studies / Teacher Knowlege	720	26,08%
Arabic modules	315	43,75%
Training	16	0,58%

Table 5.22 Comparison of the Time between Training with the other Subjects



Graph 5.18 Comparison of the Time between Training with the other Subjects

Indeed, the comparison between the time devoted to training and to other courses shows that:

- Anglophone Culture known as Civilization courses and corresponding Literature courses represent 26.19% of the 68.45% of Academic Studies for Middle School Teachers. Cf. table 4.6 of Academic Studies and table 4.7 of Theoretical Studies and table 4.5 Time Allotment for the Main Components of ENSB Curriculum.

The trainees stated that ENSB Curriculum does not facilitate their training practice, because the current materials are hardly appropriate and suitable for school reality.

5.2.3 Presentation of the Results of New Applicants' Needs

Learners' needs is an integral part of systematic curriculum development. Moreover, it forms a rational basis for all the other language program components.(Browns, 1995). Needs analysis (NA) is important since it serves also to evaluate the appropriateness of the curriculum to learners' needs.

Twenty eight (28) items with Yes/No questions and two open-ended questions were addressed to 148 first year trainees asking them about:

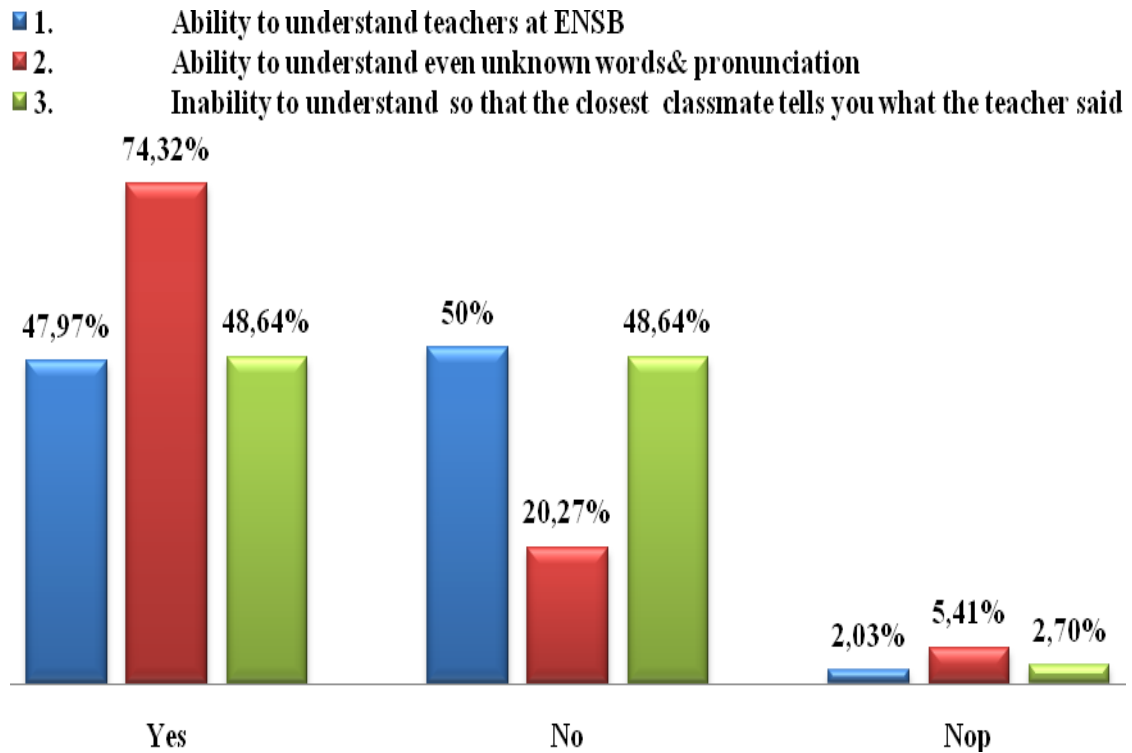
- Their needs in terms of language skills;
- Their expectations of ENSB Curriculum(taught courses and practicum)

The questionnaire was divided into four domains: Understanding, Speaking Reading and Writing.(cf. Questionnaire of New Applicants Language needs in Appendix 8)

- **Understanding:** this section includes questions 1to3

Domains	Items	Yes	No	Nop
Understanding	1. Ability to understand teachers at ENSB	47.97%	50%	2.03%
	2. Ability to understand even unknown words& pronunciation	74.32%	20.27%	5.41%
	3. Inability to understand so that the closest classmate tells you what the teacher said	48.64%	48.64%	2.70%

Table 5.23 Results of New Applicants' Needs for Understanding



Graph5.19 Results of New Applicants' Needs for Understanding

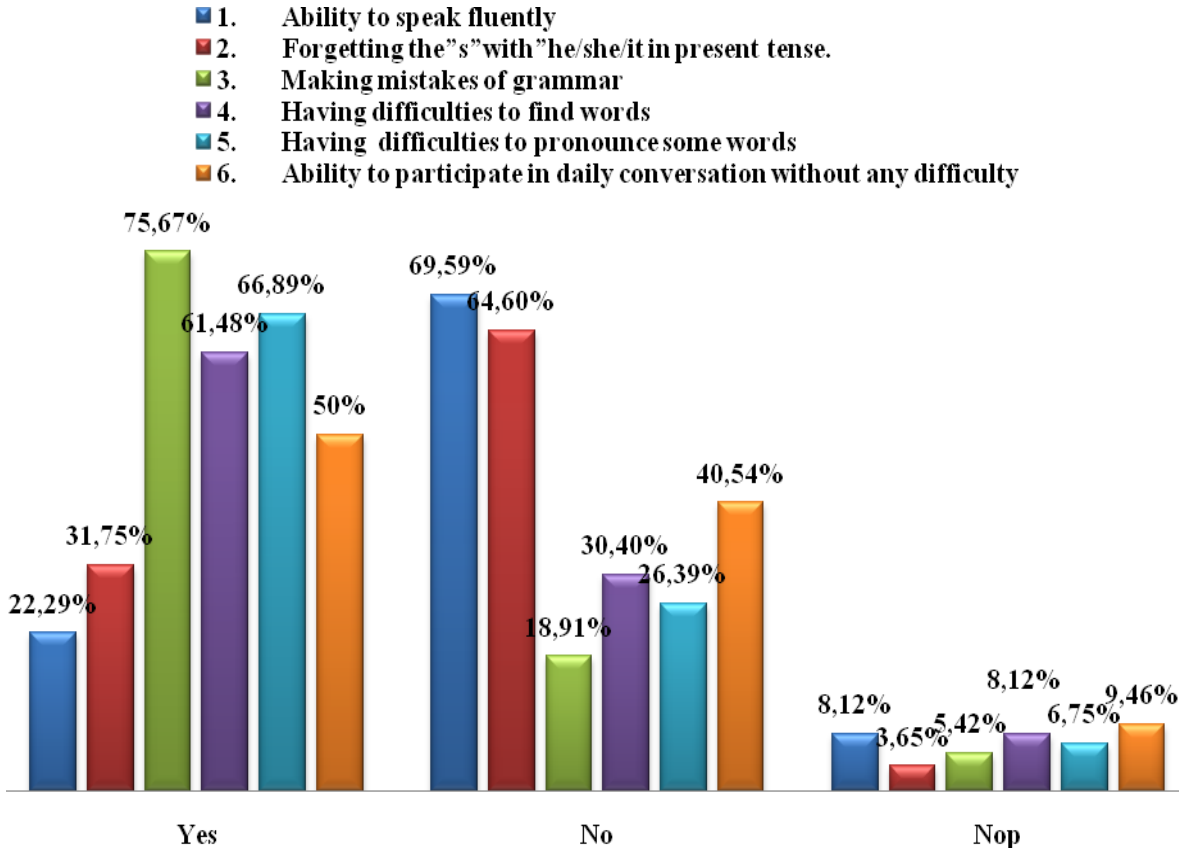
The table above reveals that:

- 50% state their inability to comprehend most of their educators' explanations the first days at ENSB(Q1);
- 74.32% reckoned their difficulties due to unknown words and their pronunciation.(Q2) 48.64% admitted asking their closest classmates to tell them what the teacher was saying .(Q3)

“Speaking: This section includes 6 questions (4-9) The responses are shown below:

Domains	Items	Yes	No	Nop
Speaking	1. Ability to speak fluently	22.29%	69.59%	8.12%
	2. Forgetting the "s" with "he/she/it" in present tense.	31.75%	64.60%	3.65%
	3. Making mistakes of grammar	75.67%	18.91%	5.42%
	4. Having difficulties to find words	61.48%	30.40%	8.12%
	5. Having difficulties to pronounce some words	66.89%	26.39%	6.75%
	6. Ability to participate in daily conversation without any difficulty	50%	40.54%	9.46%

Table 5.24 Results of New Applicants' Needs for Speaking



Graph 5.20 Results of New Applicants' Needs for Speaking

The results show that:

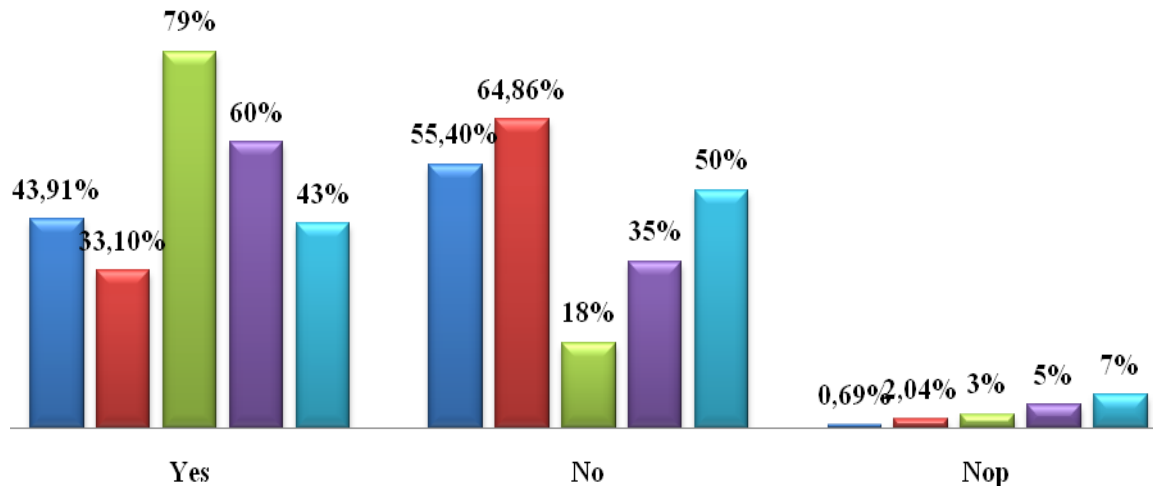
- 69.59% are unable to speak fluently(Q1);
- 64.60% do not forget to put “s” in the third person singular of the present tense(Q2);
- 75.67% make grammatical mistakes while speaking(Q3),
- 61.48% have difficulties to find their words(Q4) and 66.89% to pronounce some words(Q5);
- 50% are able to participate in daily conversation without any difficulty(Q6);

“Reading”: This section contains 5 questions (from 10-14) as displayed in the following table:

Domains	Items	Yes	No	Nop
Reading	1. Ability to read a novel from beginning to end	43.91%	55.40%	0.69%
	2. Ability to understand the gist of the text from the first reading.	33.10%	64.86%	2.04%
	3. Ability to guess meaning of unknown words through context	79%	18%	3%
	4. Ability to guess meaning of expressions through the context	60%	35%	5%
	5. Ability to answer all reading questions.	43%	50%	7%

Table 5. 25 Results of New Applicants’ Needs for Reading

- 1. Ability to read a novel from beginning to end
- 2. Ability to understand the gist from the first reading.
- 3. Ability to guess meaning of unknown words through context
- 4. Ability to guess meaning of expressions through the context
- 5. Ability to answer all reading questions.



Graph.5.21 Results of New Applicants' Needs for Reading

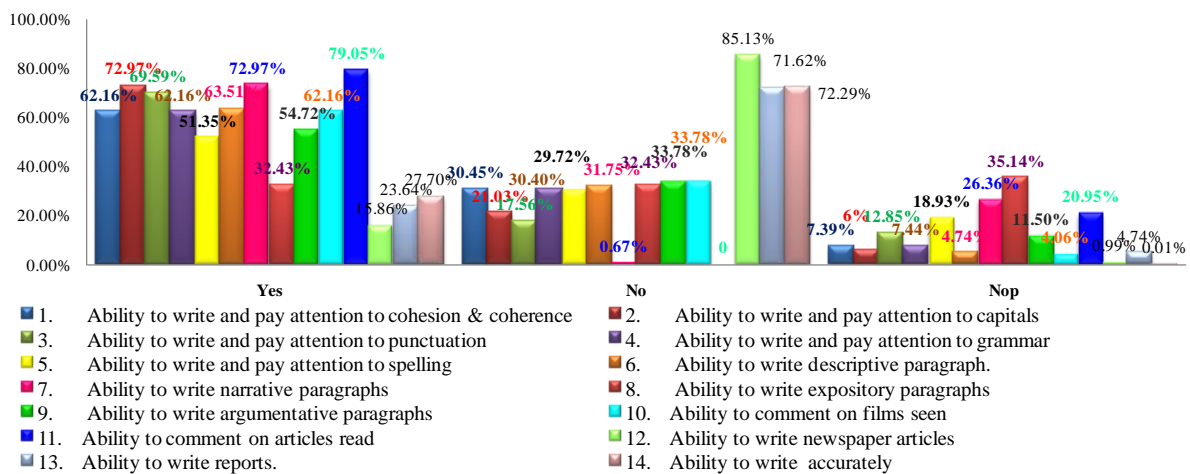
The table and graph demonstrate that:

- 55.40% of the new enrolled are unable to read a whole novel from beginning to end;(Q1)
- 64.86% find difficulties to understand the gist of a text after a first reading(Q2);
- 79% can guess the meaning of new words(Q3) and 60% of the expressions through the context(Q4);
- 50% acknowledge their inability to answer all reading questions (Q5), but 43% said the opposite.

“Writing”: This section includes questions (15-28 of the questionnaire) The responses are shown in the table and Graph below:

Domains	Items	Yes	No	Nop
Writing	1. Ability to write and pay attention to cohesion & coherence	62.16%	30.45%	7.39%
	2. Ability to write and pay attention to capitals	72.97%	21.03%	6%
	3. Ability to write and pay attention to punctuation	69.59%	17.56%	12.85%
	4. Ability to write and pay attention to grammar	62.16%	30.40%	7.44%
	5. Ability to write and pay attention to spelling	51.35%	29.72%	18.93%
	6. Ability to write descriptive paragraph.	63.51%	31.75%	4.74%
	7. Ability to write narrative paragraphs	72.97%	0.67%	26.36%
	8. Ability to write expository paragraphs	32.43%	32.43%	35.14%
	9. Ability to write argumentative paragraphs	54.72%	33.78%	11.50%
	10. Ability to comment on films seen	62.16%	33.78%	4.06%
	11. Ability to comment on articles read	79.05%	15.54°	20.95%
	12. Ability to write newspaper articles	15.86%	85.13%	0.99%
	13. Ability to write reports.	23.64%	71.62%	4.74%
	14. Ability to write accurately	27.70%	72.29%	0.01%

Table 5.26 Results of New Applicants ‘Needs for Writing



Graph. 5.22 Results of New Applicants ‘Needs for Writing

The table and graph above show that:

Though 79.05 % declared to be able to comment on articles(Q11), and 72.97% to pay attention to capitalization(Q2) , 69.59% to punctuation(Q3), 62.16% to grammar rules(Q4) and 51.35% to spelling(Q5), 62.16% are unable to pay attention to cohesion and coherence when writing(Q1).

-63.51%are able to write a descriptive paragraph (Q6) and 72.97% a narrative paragraph (Q7) and 62.16% can comment on a film (Q 10), 54.72% can write an argumentative paragraph (Q9) and 32.43% can write an expository paragraph(Q8).

- Yet, 85.13% are unable to write a newspaper article (Q12), 71.62% cannot write a report (Q13) and 72.29% are poor in writing generally. Only 27.70% say they write accurately without making mistakes (Q14).

Concerning the last two open-ended questions: Q29 and Q30 that are:

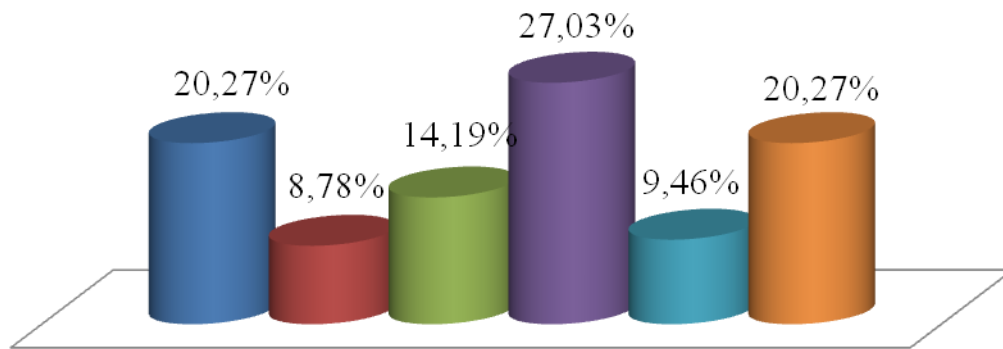
- What are your main weaknesses? Describe them in one or two sentences?
- What do you expect to learn from the first year at ENSB?

The responses to these 2 questions appear in the table and Graph below:

Understanding	Pronunciation	Vocabulary	Educators' speech	Writing	Speaking
30	13	21	40	14	30
20.27%	8.78%	14.19%	27.03%	9.46%	20.27%

Table 5.27 Results of New applicants' Weaknesses

■ Understanding ■ Pronunciation ■ Vocabulary
■ Educators' speech ■ Writing ■ Speaking



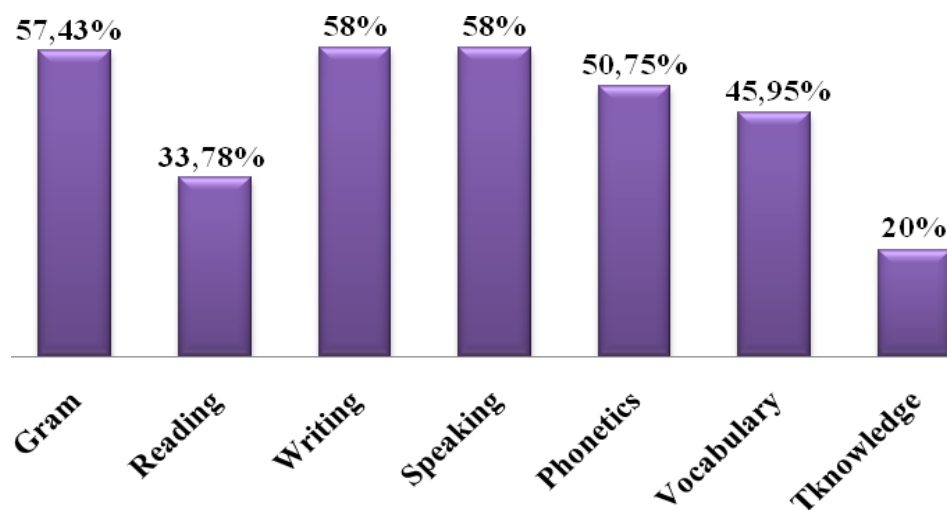
Graph.5.23 Results of New applicants' Weaknesses

20.27% did not grasp their educators' instructions because of their pronunciation close to native's (8.78%), their use of difficult words (14.19%), their speed in speaking and their accents for (27.03%). Some new applicants used the word "lost" to describe their feelings about their weaknesses.

As the students questioned are freshmen in the ENSB School, they are unaware of the modules that best prepare them for teaching. So most of their expectations concern only the language subjects they are used to in middle and secondary school, as the figures below demonstrate:

Gram	Reading	Writing	Speaking	Phonetics	Vocabulary	Tknowledge
57.43%	33.78%	58%	58%	50.75%	45.95%	20%

Table 5.28 Results of New Applicants' Expectations



Graph.5.24 Results of New Applicants' Expectations

- 57.43% expect to learn more grammar rules to be able to use accurate English;
- 58% expect to develop their Speaking skill in order to speak correctly and fluently;
- 45.95% believe that learning a large amount of vocabulary will help them understand English easily;
- 50.75% state that mastering the transcription of phonetic symbols will make them learn the right pronunciation of words and grasp them when used in a sentence;
- 58% look forward to learning and practicing more writing to be able to teach it effectively;
- 20% think that teacher's theoretical knowledge will be very important for teaching;

- 33.78% expect that “Reading” will help them for “speaking and writing”.

In conclusion, all the new applicants’ needs identified through the questionnaire belong to the language skills. Their hope is to become effective and efficient teachers of English from a linguistic viewpoint.

Conclusion

This chapter deals with the results of the data collected from both qualitative and quantitative instruments addressed to the different stakeholders (trainers, and part-time teachers) and target population (trainees).

The qualitative instruments which have been presented are as follows:

1. Checklist used for “Observation training classes” and their analysis provided the following results:
 - Though trainees were unaware of the current textbooks, the principles of Constructivist learning of Competency-Based Approach, and subject-centred approach, they succeeded to plan their lessons with trainers’ help. As a result, lessons observed were better planned since they relied on objectives trainees attempted to achieve;
 - Trainees tried to present to pupils situations taken from the Algerian context to stimulate their motivation and lead them to participate. However, in some classes observed, class interaction was limited to trainers’ questions and learners’ responses, repetition or application and reproduction of the model;
 - Though trainees had a good classroom presence, and showed enthusiasm in the presence of the learners, they had difficulties to use accurate English.

Interviews

The first interview was conducted with the 5th year trainees and the second with part-time teachers or associate teachers. The 5th year trainees were questioned on the effectiveness of ENSB Curriculum, and the Associate

Teachers on the link between what trainees acquired at ENSB and what they were required to do in class placement.

The main results obtained from the 5th year trainees' interview are that:

- The majority of interviewees acknowledged they had acquired important knowledge at ENSB but not straightly related to their needs because it is obsolete. They found that there is a gap between what they had acquired at ENSB and what they were required to perform at school;

They stated that there was an imbalance of time between different courses scheduled in ENSB Curriculum. Thus, the time devoted to language learning was insufficient so that they found difficulties to transform theoretical courses into practical teaching skills.

- In spite of all the difficulties faced during the teaching practice sessions like, their unawareness of textbooks, the short period of training that generally coincides with pupils' 1st ,2nd ,3rd school term tests, and some trainers' discouragement, trainees were enthusiastic because the experience was so beneficial that they gained confidence.
- At the end, they suggested to have an up-to date, appropriate, effective curriculum that meets their needs linguistically and professionally, reduce the time devoted to courses that are not related to teacher training such as Culture courses and Arabic courses, increase the time allocated to theory and practicum, and schedule them at the same period as the training sessions because they complement each other. They also proposed to start Observation session in the first or second year because in the final year it

is already too late and suggested more schools for placement and at more adequate periods of the year.

The interview conducted with the Associate Teachers ended with the following results:

- The Associate Teachers agreed that there is no link between trainees' acquiresments at ENSB and the requirements at school;
- ENSB Curriculum does not facilitate trainees' task that is made harder because of obsolete knowledge provided by ENSB Curriculum and trainees' inability to transform their acquiresments into teachable skills.

On the other hand the quantitative instruments ie. questionnaires which were addressed to different stakeholders have been presented in tables and graphs as follows:

1. Questionnaire to trainers:

Trainers were asked to assess trainees during the three sessions of teacher training. (Observation, Semi Intervention and Full Intervention) The results obtained demonstrate that:

- The majority of trainees were very attentive and very efficient in applying trainers' directives.(81,81%);
- some of them were very efficient in lesson planning and in planning the different phases of a lesson (31,81%);
- Trainees' main weakness was that they did not respect the time devoted to each phase of a lesson and teaching talk time during these phases (54.54%).

2. Questionnaire to Middle school Trainees (4th). The results obtained demonstrate that:

- Trainees dealt neither with the current textbook nor the Constructivist Theory and Competency Based Approach(70%) and feel unable to apply them.(76,66%);
- They felt unable to transfer theoretical knowledge into teachable acts. (70%);
- The majority stated that ENSB Curriculum is not appropriate to trainees' needs (76,66%,) it does not facilitate the practicum(73,33%), and it is ineffective.(83,33%).

2. Questionnaire to New Applicants

Most of new applicants' needs belong to language skills. A lot of them stated to make mistakes of grammar, have difficulties to find their words and pronounce them while speaking. Thus the majority expect to improve the different skills that lead them to improve their speaking.

All these results obtained through these measuring instruments will be triangulated to ensure validity and reliability and draw conclusions leading to appropriate suggestions and recommendations. The next chapter deals with the discussion of the results.

Chapter Six

Discussion of the Results, Pedagogical Implications and Recommendations

Introduction

6.1 Triangulation of Results from Qualitative Analyses

6.1.1 Realities of ENSB Initial Teacher Education Curriculum

6.1.2 Adequacy of ENSB Curriculum to School Realities

6.1.3 Appropriateness of ENSB Curriculum to Trainees' Needs

6.2 Triangulation of Findings from Quantitative Procedures

6.2.1 Non Facilitation of ENSB Curriculum in the Transformation of Theory into Practice

6.2.2 inadequate Time and Length of the Practicum

6.2.3 Efficiency of the Practicum

6.3 Ineffectiveness of Initial Teacher Preparation at ENSB School

6.4 Conclusion: Strengths and Weaknesses of ENSB Curriculum

6.5 Recommendations

6.6 Limitations of the Study

General Conclusion

Introduction

This chapter discusses the findings of the study and attempts to answer the four research questions stated in the introduction. The results obtained from the different research instruments are compared using triangulation, an approach that guarantees validity of the results then credibility of the research (Cohen & al, 2005)

The discussion of the results is followed by the implications of the research for teaching/learning.

Next, recommendations will be made with respect to pre-service education to improve the current Algerian educational system and bridge the gap between middle and secondary school, and higher education regarding the formation of future teachers.

Finally, the limitations of the study will end this chapter.

6.1. Triangulation of Results from Qualitative Analyses

The study aimed at evaluating the ENSB initial teacher education curriculum to seek the link between ENSB reality and school reality. Two main approaches have been used for the evaluation: qualitative and quantitative analyses. For the qualitative analysis of the ENSB Curriculum, a rubric with selected criteria and an observation checklist and interviews were used. For the quantitative analysis data were collected through questionnaires to trainers and trainees.

These research instruments used to collect data attempted to answer the following research questions:

1. For what realities is ENSB preparing pre-service teachers of English?
 - a) Does ENSB Curriculum facilitate the move from theory to practice?
 - b) Does ENSB Curriculum address school realities and student-teachers' needs and expectations?
2. For what standard is ENSB Initial Teacher Education School preparing pre-service teachers?

6.1.1 Realities of ENSB Initial Teacher Education Curriculum

The first reality may be checked through the evaluation of ENSB Curriculum as a tool used to prepare EFL teachers. It will be judicious to compare Brown(1995) and Richards'(2001) language programme models, and Ducharme's(1993) models of curricula to seek if ENSB Curriculum conforms to them.

<i>Brown /Richards'</i>	<i>ENSB Curriculum</i>
Needs Analysis	No
Goals/aims	No
Entry& exit profiles	No
Teaching materials	Syllabus
Methodology	No
Testing	No
Evaluation strategies	No
Program evaluation	No
<i>Ducharme's ITE model</i>	
Academic studies	Academic skill-based
Theory	Theory
Specific subjects (subject matter)	No
Practicum	Practicum

Table 6. 29 Comparison of ENSB Curriculum with Models

The comparison of ENSB Curriculum with Brown (1995), Richards (2001) and Ducharme's models (1993) reveals the non-conformity of ENSB Initial Teacher Education Curriculum. The latter is simply a list of courses to be taught. There is no timeline for any course no beginning no ending, therefore no way to assess student-teachers' achievement because there is no exit profile of an effective teacher.

Though ENSB Curriculum contains the main initial teacher education components: Academic and Theoretical Studies and Training sessions, the absence of aims and objectives has made the designers task very difficult resulting in an imbalance between the different components and the different subjects or courses.

Indeed, a close look at the allotment of time between the main components of Initial Teacher Education Curriculum (cf.chapter four) reveals the dominance of academic studies with (68.45%) for Middle School Trainees and 63.45% for Secondary School Trainees. These modules constitute pre-service teachers' English language fundamentals, and do represent the subject matter par excellence when we consider that they are future EFL teachers who must have a good command of the target language. The "Civilization and Literature" courses appear under the umbrella word "Culture". These courses deal with the history of English speaking countries like the United Kingdom, the United States of America and Africa and their literatures with (26.19%)for PEM curriculum (Middle School Teachers) and, (34.51%) for PES curriculum(Secondary School Teachers).The amount of time devoted to "Culture" equals the time devoted to "Theory and training " combined.(26.08%+0.58%) for PEM and exceeds the amount needed for PES (32.17%+0.36%) .It is evident that culture should occupy a good place in EFL teaching programme but it should not be taught at the expense of other components in a pre-service curriculum. It is for this reason that 40% of trainees

find that the three “civilization” and their corresponding literatures are devoted too much time especially in the year they are doing their training sessions. And 20% believe that “Culture” is making the curriculum less effective because it is given too much importance to the detriment of the main component: “Teacher-Training” (0.58% for PEM and 0.36% for PES). Thus, the 5th year student-teachers suggest reducing the time devoted to “Culture” and replacing it by theory or training.

The advantage given to the linguistic and cultural components may be explained by the fact that student-teachers are preparing to become EFL teachers.

However, with the statement of clear aims and objectives all the indispensable components of the curriculum intended to prepare EFL teachers must be given the same attention. Indeed, according to research and the design of a curriculum at an international level, all the subjects that assist pre-service teachers to be more performing in running class efficiently should deserve more consideration.(Vally&Tom,1988 cited in DeLima,2001)

6.1.2 Adequacy of ENSB Curriculum to School Realities

When triangulated, the results show a mismatch between the main pedagogical tool, the ENSB Curriculum and the School Reform, the programs and other documents implementing the instructions of the Ministry of Education.

The qualitative analyses of these documents have revealed that ENSB Curriculum is far from reflecting the school realities. Initial teacher education Curriculum at ENS Bouzareah trains student-teachers on programs and textbooks that no longer exist like *New Lines, Midlines, Comet, Practice and Progress, Penguin Coursebook 1 and 2, and Spring 1 and 2*(ENSB Curriculum,

2002) This corroborates the trainees' responses that they are unaware of the textbooks in force while they were observing the classes: 90% of trainees stated to have never dealt with the current textbooks, 60% were unaware of the textbooks content, and 59.09% did not see how the trainers use the textbook in class during their Observation training session. Therefore, 90% of trainees confessed they could not identify the Constructivist Theory, the Competency Based Approach or /and student-centred approach that these textbooks are based on. But though 70% admitted to be aware of CBA Approach, 76.66% felt unable to implement it. This opinion was largely supported by the group of associate teachers who stated that ENSB Curriculum is subject or content - centred while the textbooks are Competency Based and student-centred.. Therefore, the link between the acquirements and requirements is likely to be compromised as it is discussed in the next section.

6.1.3 Appropriateness of ENSB Curriculum to Trainees' Needs

This section examines the link between acquirements and requirements through the triangulation of the qualitative data obtained from two interviews: one with part-time educators and the other with the 5th year student-teachers.

The qualitative analysis of the interview indicates that teacher's knowledge is obsolete and the materials used are irrelevant and /or outdated.

The interviews with part-time teachers and with 5th year trainees have revealed the following responses:

- *There is no link since student-teachers are taught theory and obsolete knowledge.*
- *There is no relationship between what we have acquired at ENS and what we have to perform in training. There is real gap because all what we have learned is obsolete.*

The part-time teachers and trainees' comments confirm the absence of a link between trainees' acquisition of theory provided by ENSB Curriculum and the trainees' needs in terms of professional skills in class placements, and in school context. There is clearly a gap between ENSB Curriculum and trainees' needs. ENSB Curriculum is not appropriate to trainees' needs.

6. 2. Triangulation of Findings from Quantitative Procedures

The aim of this triangulation is to compare the responses to the questionnaires addressed to trainers and trainees. This comparison has uncovered a mismatch between the role of the ENSB Curriculum and the role of the school placements or training practice. Looking at trainers' questionnaire (in which trainers assessed trainees during the training practice), we can see that:

- 9.09% only were attentive to the use of the new textbooks while 59.09% said the opposite though their interest was very high (40,90%) at observing trainers' performance because it was their first event within the school.

However 45.45% were very efficient in planning lessons because they were very attentive to their trainers and followed their instructions (81.81%).

Looking at 4th year trainees' questionnaire we can note that:

- 90% of trainees are unaware of the current textbooks because these have never been used at ENSB School;
- 60% feel unable to plan lessons from these textbooks without their trainer's help;
- 70% will be able to use CBA in their class in the future;
- These results corroborate trainers' results and uncover the mismatch that exists between ENSB Curriculum and trainees' needs.

In conclusion, the triangulation of the quantitative and qualitative data can help answer the first three research questions. (cf. chapter 6 section 6.1) These results have led to the following conclusions:

ENSB Curriculum is obsolete and its content is often useless. It does not contribute to prepare future EFL teachers effectively. Both ENSB Curriculum and trainees are far from the school realities.

6.2.1 Non Facilitation of ENSB Curriculum in the Transformation of Theory into Practice

The subsequent triangulation will see to what extent trainees are able to transfer the theory acquired into teaching practices in class during the practicum. In other words, it will see whether student-teachers are able to transform the theoretical knowledge acquired into teachable skills appropriate to the current pedagogical tools and develop adequate professional skills. The triangulation of the results obtained from the trainees' needs questionnaires and trainers' assessment questionnaires as well as the data obtained from the observation classes and interview has led to the following conclusions:

Looking at the Class Observation results, we can note that:

- Trainees use any tasks and activities suggested in the textbooks without any selection;
- Trainees are unable to organize their work, and plan a sequence;
- The material is selected from the textbooks only;
- Trainees are unable to react to unplanned situations;
- They spend much time repeating new knowledge/facts because they are afraid of not being understood. Consequently, they do not respect the time devoted to each step of the lesson. However, they enjoy correcting mistakes.

The results obtained from trainers' survey are:

- Trainees are inefficient with respect to time management of the whole lesson (54.54%) and of each stage of the lesson (50%);
- Correcting grammar mistakes, they are fairly efficient (50%), but poor in correcting pronunciation (45.45%);
- They are very attentive and can follow their trainers' instructions (81.81%), and very efficient at planning lessons from a textbook.
- (45, 45%).

When expressing their needs, 4th year trainees said that they need:

- To have previous knowledge of the practicum and what it consists of;
- To be prepared to the practicum;
- To deal with the current programs and textbooks while they are studying at ENSB School;
- To be familiar with theories, methods, and approaches such as Cognitive Approach, Constructivist Theory, Competency Based Approach and student-centred approach and their implementation;
- To be familiar with the use of ICT for teaching;
- to be able to transfer and transform theory into teachable practice (70%);
- To have less Theory in curriculum because it does not facilitate training (53.33%).

When interviewed the 5th year trainees stated:

- Theory learnt does not facilitate training since it relates to "ideal" classes not to the Algerian reality;
- They feel incapable of transforming theory into teaching acts;
- There is a real gap between these two elements (ENSB Curriculum and school context).

These findings corroborate the data obtained from the different sources described above. They confirm the inappropriateness of the theoretical component of the curriculum since it does not help trainees develop essential skills like to transform theory into practical actions, to select appropriate content, to use adequate visual aids, to facilitate students' learning, etc. A large number of trainees follow the textbook content blindly in their everyday lessons; one of the reasons may relate to their English proficiency level.

A comparison of the results obtained from the analysis of ENSB Curriculum, and the questionnaires, interview and observation data has led to the following conclusions:

- ✓ In the ENSB Curriculum,
 - Speaking is function-based, but Grammar is taught in a deductive way;
 - “Reading and Writing” are taught in a traditional way;

- ✓ According to the trainers,
 - 31.81% of trainees are good at speaking, but have a poor language fluency;
 - 45.45% are fairly proficient in reading;
 - 40.90% are fairly accurate in speaking, and are poor in writing

- ✓ According to the New Applicants,
 - 50% are unable to understand their teachers at ENSB
 - 69.59% are unable to speak;
 - 64.86% are unable to read and understand the gist of a text from their first reading;
 - 72.29% are unable to write in correct English.

- ✓ According to the Associate teachers:
 - The student-teachers have a poor level of English;
 - There is no practice, and all the subjects are taught theoretically.

- ✓ According to the Fifth year trainees:
 - They are unable to transform theory into practice; this is partly due to their language learning since there is no interaction and no participation during the lesson.

- ✓ According to Trainees observation:
 - Trainees have a very poor English pronunciation, and have difficulties speaking accurately and using simple language;
 - They have problems with grammar and irregular verbs.

The results obtained from the triangulation between the various measuring instruments and different categories of informants are the following:

- Most of the trainees confess they have a poor level in English;
- Most of them find great difficulties communicating with their students using good accurate English and writing on the whiteboard without mistakes;
- They very often forget the “s” in the third singular person;
- Their speaking lacks fluency, they often look for their words in class ;
- Their grammar is rather poor, specially their use of irregular verbs;
- They have difficulties pronouncing correctly;
- They have problems with spelling;

ENSB Curriculum provides courses related to English language learning. Some courses are skill-based and others are structure-based or function-based. One should note that the “Listening –Speaking, and Reading and Writing”

courses are run by Associates or part-time Teachers teaching in secondary schools. This was confirmed by the trainees who confessed that they use traditional methods and teach too much theory. Student teachers do not have the chance to speak in class. One of the 5th year trainees confessed that she started feeling to be teacher only during the practical teacher training.

Therefore, it seems that the issue of English language learning is the main reason for the trainees' poor language ability. An examination of the time devoted to Listening-Speaking will partly help confirm this view. For example, over the four years of the degree course, the rate of English language learning For Middle School Teachers is 1890 hours while it is 2130 hours for Secondary School Teachers over five years of English language learning as the table below shows:

PEM	Rate	PES	Rate
315	16.67%	315	14.79%

Table 6. 30 Time devoted to Listening-Speaking subject”

The choice of this course (“Listening-Speaking”) is motivated by the fact it is one of the most useful course for teacher preparation. It gives trainees the opportunity to learn and train in basic skills, such as how to speak, pronounce, ask and answer questions, explain lessons, express opinions, apologize and communicate in class, interact with students, negotiate meaning, etc. It is clear that Middle and Secondary School Trainees cannot develop fluency in English given that Listening-Speaking account for only 16.67% (of 68,45% of the Academic Studies)over the four years of their studies, and for only 14.79% (of 63,45%)for over the five years of their studies respectively.

Likewise, 69.59% of the new applicants questioned admit that they are unable to speak fluently, which implies that the amount of time devoted to learn English should be increased in order to produce good communicators as teaching is a profession of communication par excellence.

“Listening-speaking” is a part of the “Academic Studies” course. As De Lima (2001:145) rightly put it, these skills constitute the “bedrock of the professional confidence of non-native English teachers”. It is the most important quality of a good teacher (Lange (1990). A study was conducted by Berry (1990) on two cohorts of English teachers in Poland to see which component: methodology, theory of language, or language improvement is the most needed for teacher education programme. With no surprise, language improvement ranked the highest and methodology after it.

A similar study was conducted by Murdoch (1994) who asked 128 trainees in two English Teacher Colleges in Sri Lanka about issues related to initial teacher education curriculum. The responses obtained indicate that:

“Language proficiency should be the foundation of the trainee’s ability to fulfill his/her professional role. Besides, in order to produce more competent teachers, training programs should place more emphasis on language training primarily at the beginning of the training program. (Ibid:146)

Language proficiency is the most important component in a pre-service EFL program. The American Council on the Teaching of Foreign Languages insists that the *FLT Education Program should provide students with opportunities to develop competence in speaking, listening, reading, and writing. (De Lima, 2001: 148).*

As far as ENSB Curriculum is concerned, the language learning component represents 68.45% for Middle School Teachers and 63.45% for Secondary School Teachers. It is the most important one if we compare it with the other components of the curriculum. However, the period arranged for the practicum is often inappropriate and insufficient as it is discussed in the next section.

6.2.2 Inadequate Time and Length of the Practicum

It is important to stress that ENSB School does not schedule teacher training sessions. It selects neither the school for trainees' placements nor the trainers. Generally, this procedure depends on an inspector appointed by MNE who has a number of in-service teachers in charge. Hence, he or she can select the schools and experienced school teachers who will train trainees. Therefore, the practicum program was not available as it is not issued by ENSB School and assessing the trainees following a curriculum was practically impossible.

Concerning the amount of time devoted to training, there is a dominance of "Academic knowledge" courses to the detriment of teaching practice that is allotted 0.58% for Middle School Teachers and 0.36% for Secondary School Teachers. These figures concern trainers in charge of a foreign language class. The last figure could be less if the trainer is teaching a science, biology or vocational class.

As discussed in chapter 4, the practicum is divided into 3 stages: Observation, Semi-Intervention and Full Intervention. But the period and the time of training are an issue.

The Middle School Teachers observe classes for 4 hours a month only (1h a week) and Secondary School Teachers observe classes for 8hours a month only (2h a week).

Semi-intervention lasts 2 weeks and full intervention 2 weeks only in which trainees have little or no opportunity to learn how to teach. Their intervention in class is often scheduled at the wrong time of the year: when pupils are having their summative assessments.

The questionnaire data collected from the trainees, and trainers, and the interview conducted with the 5th year trainees clearly indicate that:

- ✓ According to the trainees:
 - Culture and Scientific Report is devoted too much time (40%);
 - Culture takes too much teaching time (16.66%);
 - Arabic modules are allotted too much time (10%).

- ✓ According to the trainers 'questionnaire:
 - Trainers stated that there is insufficient time for observation (86.36%);
 - The full intervention time is sufficient, but the number of trainees should be reduced (54.54%);
 - Full intervention is insufficient (45.45%).

- ✓ According to the 5th year trainees:
 - They suggest to start "Observation" in the third year, not the fourth year and to reduce the time allocated to "Civilization and Literature" courses in order to increase the time for training and theory teaching. Moreover, they expect to group all the subjects closely related to teaching profession in the same year as teacher training since they complement each other.

In conclusion, the triangulation of the different results relating to the time planned for the different components of the ENSB Curriculum has shed light on the problem of the Culture course. The time devoted to Culture surpasses key components like, "Practicum and Theory combined which are meant to learn

how to teach in the Algerian context. Most of the results that have been triangulated demonstrated that the training duration is insufficient. Concerning the period, it is inadequate too since it is not selected by ENSB School. Thus, ENSB School should collaborate with MNE in the selection of the period of training to be more efficient. The next section examines the impact of the practicum on trainees' placement.

6.2.3 Efficiency of the Practicum

To see to what extent the practicum is efficient, we have referred to the qualities suggested by James (2001:4-8) and to see to what extent it is a good placement we have referred to Kosnik(2002:84). A good placement is a school placement where trainees are given encouragement, support, collaboration and beneficial feedback among other things.

The triangulation of the results obtained from the interview, the class observation, and the trainers' assessment questionnaire has enabled us to reach the following conclusions regarding the qualities of an efficient practicum and a good school placement.

Observation	5 th year STs' interview	Trainers' questionnaire
Trainees improved their teaching	Trainees felt at last that they are teachers of English.	Trainees were very efficient in following guidelines of the trainers (81.81%)
Trainees used the target language	They gained confidence	
They learned how to state objectives They learned to present lessons They attempted to vary activities	They developed their professional skills	In selecting materials (40.90%) In adapting materials (45.45%)
They hesitated to take decision when confronted to a problem	They tried to involve learners	In involving learners (50%)
They succeeded finally to involve SS	They promised to improve their standard	Unable to respect the time devoted to the lesson (54.54%)

Table 6.31 Analysis of the Practicum Efficiency

Though ENSB School does not have the prerogative either to select the school placements or to appoint experienced trainers for the training sessions, the practicum seemed efficient and trainees quite satisfied at the end of the training.

Trainees started with some fear of the unknown as they were not able to use the current textbooks in class-placement adequately (contents, methods, activities, etc.) But, finally they succeeded to adapt to the school situation and gain confidence.

As a whole the impact of the practicum was positive since at the end of the total intervention the trainees succeeded in mastering the Presentation Phase bringing in variety to motivate their learners. Instead of following the textbooks blindly, they managed to adapt some activities and replace others that seemed out-of-date. For example for a gap filling activity where learners were required to use the imperative form, a trainee replaced it by a pair work activity.

The table below displays an example of the reactions of the trainers.

Class observation	5 th year STs interview
At the beginning trainers encouraged trainees to communicate and tried to make them feel comfortable	Some trainers were encouraging, others were not. Trainers interfered while trainees were running classes in order to correct mistakes of spelling or pronunciation.

Table 6.32 Positive Reactions of Trainers

We do not know whether the presence of the researcher was the cause of such encouragement which made trainees feel comfortable. According to the trainees, the trainer was very collaborative since she helped them prepare lessons and after each demonstration of a skill she supplied them with constructive feedback. She was flexible and accepted any idea coming from trainees, she did not blame them for any mistakes. Rather, she supported them and helped them in their attempts to take initiatives.

But three out of ten trainees were disappointed by the trainer. One of them was treated without respect and told off as too “talkative”. Thus, a good placement much depends on the trainer who should be supportive, collaborative, and helpful since he or she is the one who will lead to the preparation of an EFL effective teacher. What kind of preparation does an effective teacher require?

What kind of curriculum can help to achieve this aim? How can a practicum be effective to guarantee a good preparation to pre-service teachers?

6.3 Ineffectiveness of Initial Teacher Preparation at ENSB School

In this section, that will respond to the fourth research question “ For what standard is ENSB preparing pre-service teachers?” we will triangulate the results obtained through the different research tools by the trainees, the trainers, and the Associate teachers to see whether the curriculum intended to prepare EFL teachers at ENSB is effective. To be effective, ENSB Curriculum should meet all the criteria discussed earlier in the study. (Cf.criteria of effective curriculum chapter3) which are present in international models of curricula.

Lack of conformity of ENSB Curriculum as a language program because it contains one component only. All other components are inexistent, as shown in the table below:

International Curricula Components	Curricula Components at ENSB
Needs Analysis	Inexistent
Goals/aims	Inexistent
Entry and Exit profiles	Inexistent
Materials(syllabus/ approach/techniques)	existent
Teaching (methods)	Inexistent
Evaluation and strategies of evaluation	Inexistent

Table 6.33 Comparison of International Language Program Models with ENSB Curriculum

Therefore, ENSB Curriculum does not conform to an English Language programme as defined by international standards. The present components of ENSB curriculum are as follows:

ENSB Initial Teacher Education curriculum	ENSB ITE Subcomponents
<p>1. Academic Studies 1890h(68,45%) over 4years</p> <p>Linguistic /General Knowledge</p>	<p>Syllabus of different skills (Listening/Speaking,(14,79%) Reading(10.56%)/writing(16.90%), Phonetics(6.34%), Grammar(10.56%), Linguistics(6.34%), Culture(Civilizations (26,19%) English, American, African+ Literatures)</p>
<p>2.- Theoretical Studies/ (Teachers Professional Knowledge 720h for four years(26,08%) - (cf. Chapter3)</p>	<p>TEFL(12.50%), Applied Linguistics(6.25%), Pedagogical trends and School system(6.25%), Syllabus Design and Textbook Evaluation(6.25%)Computing etc., Arabic (43,75%)(legislation, psychology and theory courses in Arabic) etc (cf. Complete list of courses with weekly teaching time. cf. Chapter3)</p>
<p>3.Practicum (0,58%)(School Placements</p>	<p>Only mention of the term” Stage” observation for 4h Semi-intervention: 6h for PEM and 4 to 12 for PES Full intervention: : 6h for PEM and 4 to 12 for PES</p>

Table 6. 34 Initial Teacher Education Curriculum at ENSB

The amount of time shown in the table concerns middle school student-teachers who become teachers over four years.

Though the ENSB Initial Teacher Education Curriculum consists of the three main components (left of the table) there is an unequal division of time allocation between these components. Academic Studies component is given the maximum amount of time, but this is comprehensible because it is said to constitute the bedrock of the professional confidence of non-native teachers. However, this imbalance regarding time allocation becomes an issue when it is between components and subcomponents. The amount of time devoted to the Practicum (0,58%) is insufficient compared to the subcomponents: Culture (26,19%) and Arabic subjects (43,75%).

The results obtained through the different instruments triangulated to see to what extent is ENSB Curriculum effective and the student teacher efficient are as follows:

Lack of Congruence between ENSB Curriculum and the practicum;

- There is incongruence between ENSB acquirements and school requirements;
- Theory taught at ENSB cannot be transformed into practical teachable acts;
- ENSB Curriculum contains obsolete academic and teachers knowledge which is of little use;
- It contains obsolete pedagogical tools, most of which are no longer in use.

Relative Adequacy of the Practicum

- The practicum is not adequate because of the period selected, it typically coincides with the school mid-term exams (devoir surveillés) and term exams (examens);
- It is insufficient in term of length of time devoted to the training;
- It does not involve the ENSB School for the assessment of trainees;
- There is a mismatch between trainees preparation at ENSB through the practicum and the school realities;
- However;
- It somehow helps trainees develop their teachers' professional skills;
- It is a good placement because of the collaborative and encouraging attitude of trainers who continually help pre-service teachers improve their professional standard and gain confidence.

Ineffectiveness of ENSB Curriculum

- ENSB Curriculum contains no needs analysis;
- It contains no entry and exit profiles;
- It includes no goals or aims;
- There is imbalance between its main components;

- It is obsolete regarding the knowledge and didactic tools used to develop the teaching skill;
- The level of achievement has decreased notably among Middle School Trainees and less so among with Secondary School Trainees. The rate of success is acceptable for 6 PES out of 60 who obtained an average mark between 12/20 and 14/20;
- ENSB Curriculum does not prepare teachers to use ICT in class. Therefore these student teachers cannot challenge EFL teachers in the world;
- The curriculum is suitable neither for pre-service teachers' needs nor for coping with the school realities;
- The curriculum does not facilitate training since declarative, theoretical knowledge, about teaching cannot translate into procedural knowledge and teaching acts;
- There is no link between ENSB Curriculum and the practicum;
- However the practicum seems to be efficient because though the rate of re-enrolment in the school has decreased between 2005 and 2008 (from 93 to 26 for PEM and 112-56 for PES), it has increased significantly from 2008 with the figures 26 - 60 and 56 - 82 for both categories respectively. Should we regard this increase as an index of effectiveness?

6.4 Conclusion: Strengths and Weaknesses of ENSB Curriculum

This chapter has discussed the findings of the study obtained from the different research instruments. It has triangulated the results obtained from qualitative instruments (rubric, observation checklist, interviews), and quantitative instruments (questionnaires), and then both approaches to guarantee validity.

Thus, after having collected data from the various stakeholders (trainers, trainees, and the researcher), the results are triangulated. The finding of these triangulations reveal that ENSB Curriculum conforms to international initial teacher education for it contains the three main components: Academic Studies, Theoretical Studies and the Practicum, but does not conform to international language programs since it is not based on either aims /goals, or entry and exit profiles and it does not account for trainees' voices. In addition, it contains a list of syllabuses made up of obsolete knowledge. Moreover, it trains the student teachers on outdated materials (textbooks which are no longer in force). As a result, ENSB Curriculum proves to be inappropriate to student-teachers' needs and school realities.

Though ENSB Curriculum does not facilitate the link between theory and practice because it does not help trainees transform theory into teachable skills during the practicum, the practicum seems to be an efficient and a good placement where trainees helped them plan lessons from the current textbooks. Therefore, trainers were so collaborative that trainees gained confidence.

However, the weakness shared by the majority of trainees was that the length of the training practice is short and should be increased and the period inadequate and should be replaced.

As a result, trainees' expectations were numerous and most of them focus on an up-to-date appropriate ENSB Curriculum that meets their needs linguistically and professionally in order to master English language to be able to transmit knowledge and skills effectively and confidently. They also expect to get prepared to school realities and be trained on materials in force. Consequently, a number of recommendations are made to the stakeholders concerned by initial teacher education in the next section.

6.5 Recommendations

Based on our findings described in the sections specifically of strengths and weaknesses of ENSB Curriculum and preparation, some suggestions and recommendations can be made to both : Ministry of Higher Education and Ministry of National Education with respect to teacher preparation.

As initial teacher education addresses school teaching primarily it is of critical importance that ENSB School should be informed of any decision taken by the Ministry of National Education to improve teacher quality. Indeed ENSB School is an interdependent component of the educational system for it prepares teachers for school education. Reciprocally ENSB School should adhere to any recommendation emanating from MNE. Effective collaboration is indispensable between the two ministries to avoid mismatch and dissonant practices.

The present study has demonstrated that it is necessary to bring in change urgently and to design a new curriculum appropriate to pre-service teachers' needs and school realities. However, if developing a new curriculum is not possible immediately, curriculum designers should suggest to add missing elements such as the introduction of CBA Approach and Constructivist Theory,

project-based learning, problem-solving, etc, as well as the study of the Algerian English curricula and textbooks in force.

ENSB School should collaborate with the schools for the selection of the period for teacher-training and the duration of the training since today neither the former nor the latter are relevant.

How can the Department of English at ENSB contribute to the theoretical formation of future teachers?

As far as the Department of English is concerned, the following proposals can be made to decision-makers:

- Introduce an efficient system of assessment which makes trainees more aware and responsible for their learning and ensure a fair assessment to all.
- Set up an evaluation process which must include:
 - a. Standards of achievement with the criteria to meet for student-teachers.
 - b. Different types of assessment such as examinations, tests, quizzes, class presentations, homework assignments, etc, to accurately assess student-teachers' performance,
 - c. variety of assessment tools (checklist, grid, and rating scale) to avoid bias in student-teachers' assessment.
- Promote continuous assessment using assessment grids. This type is an integral part of teaching and learning since it permits to diagnose weaknesses in both teacher and learner and help to overcome them;

- Decide on a specific number of re-enrolments of middle and secondary school trainees to help control the effectiveness of the school and the quality of the school formation;
- Include a satisfactory level of performance through which the curriculum acceptability can be estimated.(Richards, 2001) If a large number of trainees attain the satisfactory level of performance on exit test, the curriculum is effective, otherwise it must be reviewed;
- Make the observation of trainees by trainers compulsory during the practicum in order to diagnose the trainees' weaknesses and correct them;
- Integrate teacher training experience in ENSB Curriculum in the form of micro teaching classes performed by trainees before attending the school placement sessions. This way of doing can help to teach with the Competency-Based curriculum, even before teaching school pupils as educators can provide trainees with beneficial suggestions and constructive feedback;
- Include a notebook for trainees' grades which can be used during the micro-teaching classes. Educators who attend the teacher-training demonstrations performed during micro-teaching experience, can estimate trainees' performance on this notebook. This operation assists trainees to perform their in-class placements in the future with assurance and confidence. This integration of this micro teaching experience in a pre-service program according to Beck and Kosnik (2006) has many benefits from a social constructivist point of view. These trainees learn to connect theory and practice; they see links between various dimensions of life and learning: the cognitive and the social, the academic and the personal, the professional and the everyday; and they develop a broad approach to

teaching rather than acquiring disconnected pieces of knowledge and skills(Darling-Hammond and Macdonald2000)

- Increase the length of the practicum, and schedule the observation session in the second year of the degree course instead of the fourth or the fifth year, to help student-teachers get used to the school field.

With respect to the team of ENSB Curriculum designers, the following suggestions can be made:

- Base the curriculum on the educational aims or goals stated by the Ministry of National Education and conduct a needs analysis so that the curriculum can meet the student-teachers' needs;
- State an entry profile with a detailed description of the targeted proficiency levels before entering ENSB School. This profile will help design an entry test and assessment tools and better place the trainees;
- State an exit profile and describe in detail the student-teacher targeted, focusing on the proficiency level to attain at the end of the program of instruction. This will help design adequate courses and avoid overloading the curriculum with courses that have nothing to do with student-teachers' mission. It will also help for their evaluation;
- Integrate courses on ICT for learning and teaching to help trainees use them in class;
- Update courses on "Material Design" by including ICT;
- Ensure a good balance between the main components, and the sub-components of the ENSB Curriculum. No course should be privileged;

- Include knowledge that is related to today's new developments in education;
- Focus on the Constructivist Approach recommended by most educational researchers today which promotes the link between theory and practice, and curtails the pressure to teach more theory(Beck& Kosnik,2006)It is an individualized approach, relevant to adults which incites them to get involved in their learning and construct their own knowledge. Learning should come from inside the learner, not outside. This approach is said to eliminate the boredom generated by traditional classes where student-teachers feel like “vessels”, to be filled by educators. Constructivist teachers encourage the idea of “one size does not fit all” (Gayle, 2002:27);
- Design a flexible curriculum which can accommodate any changes to improve the quality of teaching-learning;
- Allow for the possibility of scholarship to trainees for an intensive immersion experience among an English speaking community;
- Design a practicum program which focuses on the following points:
 - 1) Mastery of the subject-matter;
 - 2) Language skills;
 - 3) Methodological skills(lesson planning, selection of material, etc.);
 - 4) Decision-making skills(make decision on unpredictable situations and improvisation);
 - 5) Social skills(interaction and cooperation with learners and colleagues to share experiences, ideas, tips, problems);
 - 6) Enabling skills to do research to improve and develop professionally.

As for the school placements, the Ministry of National Education should organize training sessions for trainers on their mission as trainers: supervisors and evaluators. This involves:

a) preparing them on how to train trainees during the practicum, how to supervise, and guide them, how they should behave in class;

b) teaching them what to do during their training demonstrations, as suggested by Beck&Kosnik,2002) .Trainers must be :

- 1) Supportive (be encouraging)
- 2) Respectful(regard them as future colleagues)
- 3) Collaborative(guide them)
- 4) Flexible in teaching content and method(they should accept that trainees may have another style of teaching different from theirs);
- 5) Instructive in providing feedback;
- 6) Highly qualified in manipulating different approaches;
- 7) Tolerant (do not overload trainees with excessive tasks within a short time.

c) Preparing trainers for trainees' assessment:

- Plan strategies of evaluation and teach them how to evaluate pupils.
- Base this assessment on criteria for teaching practice (Richards, 2001) that should be implemented in class when writing the teacher-training report:
 - 1) Establish rapport and develop motivation;
 - 2) Adjust trainees language to meet the level and needs of the learners;
 - 3) Give clear instructions;
 - 4) Provide accurate and appropriate models of language;
 - 5) Convey the meaning of new language with a clear and appropriate context;
 - 6) Check students' understanding of the new language;
 - 7) Clarify forms of language;
 - 8) Identify errors sensitively correcting learners' oral language;
 - 9) Identify errors sensitively correcting learners' written language;

10) Monitor and evaluate learners' progress.

Like in all researches over the world, this one was confronted to some difficulties which will be dealt with in the next section.

6.6 Limitations of the Research

The researcher has encountered difficulties:

- to collect documents pertaining to Bouzareah as Normal School during the colonial, independence and post independence periods, when it was converted into an Institute of Education, and when it closed to reopen in 2000;
- to collect qualitative data through tests to measure the effectiveness of ENSB curriculum. This was practically impossible because of the unavailability of classrooms, educators to invigilate trainees, and trainees to be tested. Thus, the test was replaced by an examination of the "measures of acceptability" which are estimated through the level of achievement on exit test. If the measures attain a satisfactory level, the curriculum is effective.(Richards, 2001). The study examined the level of achievement of 2012-2013 class of two cohorts: Middle School Trainees and Secondary School Trainees over the available years of studies.(from the registration 2008 for Secondary School Student-Teachers and 2009 for Middle School Student-Teachers to their final year of study2012-2013. (cf. the criteria for the selection of trainees chapter 3)
- to question educators about the different subjects they teach via a questionnaire. The majority failed to complete the questionnaire pretending to have no knowledge of ENSB Curriculum and what the

other modules consist of, especially the theoretical ones (except the one or ones they are in charge of;

- to receive the completed questionnaire emailed to beginning-teachers;
- to observe trainees performing in class during the training practice sessions. This procedure needed an official permission from MNE that was issued three months later coinciding with the “Full Intervention” phase;
- to consult files or official documents pertaining either to ENSB School itself concerning its different changes and their dates or to trainees to select cohorts prior to 2012-2013, and get trainees’ scores on exit test for the measures of acceptability or achievement in order to measure ENSB effectiveness.

General Conclusion

ENSB School, built in the early 19th century has faced difficult situations from its establishment to its integration into Higher Education with the noble mission of preparing Middle and Secondary School Teachers.

The realities of trainees' education at Bouzareah have been described and analysed in this study. The main finding is that ENSB Curriculum is far from adhering to the National Educational Reform which emphasized the improvement of teaching English in Algeria as decided by the MNE. ENSB has not been reactive to these reforms in spite of the important position it occupies within the system of education. This situation has created a mismatch between what is learned at ENSB and what is taught at school.

The present research has investigated the link between the acquirements at ENSB involving a critical analysis of the curriculum intended to prepare student teachers for EFL teaching, and the requirements of the school field through the scrutiny of the official documents issued by the Ministry of National Education and of the textbooks and pedagogical tools to implement the reform in classes.

What appears quite clearly from this study is that trainees are generally unable to deal with their classes and use the current didactic instruments. When they were sent to school to learn the job on the terrain, they found that “the reality is totally different, it has nothing to do with what we assumed”, to use trainees' terms. This feeling of bitterness of someone betrayed pervades the discussions we had with them.

In order to search for a link between ENSB Curriculum, the practicum and today's school reality, different data collection tools addressed to various respondents to guarantee reliability of the results were used. Also to ensure validity, a triangulation was done. Firstly it concerned the results obtained from the different qualitative analyses in order to establish that ENSB Curriculum failed to implement the Ministry of Education Reform policy based on "Constructivist Learning and Competency-Based Approach used for teaching the curriculum and for the textbooks in state middle and secondary schools all over the country.

Secondly, triangulation was done between the quantitative and qualitative results to establish the absence of a link between student teachers' acquirements and requirements, and also the obsolescence and uselessness of some of ENSB Curriculum courses. When one compares the results of the trainees' observation of their teaching practice, the interview of the 5th year trainees, and the questionnaires addressed to trainers and trainees, one can see that they converge and underscore the trainees' inability to transform the theory acquired at ENSB into practical teachable acts, and to adapt what they have learned to the contents of the textbooks in force.

The trainees' poor linguistic skills are also an issue. The results obtained from the analysis of new applicants' needs, trainees' professional needs, interviews, questionnaires, and the curriculum highlight trainees' weak language ability. This is far from what pre-service trainees had imagined when they applied for the English course at ENSB School. They expected: to be able to use the target language confidently in real life and especially to communicate effectively in fluent and accurate English with their learners in class, but it is clear from these findings that their formation at ENSB School has not been up to their expectations.

One of the reasons for their poor oral language ability relates to the amount of time devoted to the “Listening-Speaking” course as demonstrated in the study. Likewise, the Theoretical Studies and the Practicum suffered from insufficient time allocated in the ENSB Curriculum as compared to courses like “Culture (British Civilization, American Civilization and African Civilization and their Literatures) and Arabic subjects (Psychology, School Legislation, Syllabus Design)

However, language learning provided by the Academic Studies course represents a significant amount of study time for both Middle and Secondary School Trainees. It is the most important component of ENSB Curriculum as compared to other courses (Theory and Practicum). One wonders why trainees at ENSB do not meet the expected standard of English.

Finally, though ENSB Curriculum contains the main components of pre-service teacher education curriculum (academic studies, teachers’ theoretical knowledge, and teachers’ professional skills/practicum, It Is still unsatisfactory and inappropriate for EFL teacher preparation. As it should state an entry and exit profile in order to ensure attainment and effectiveness.

The present study opens avenues for research on the trainees’ linguistic and professional abilities and what type of teaching competencies are needed for EFL teachers in Algeria.

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Appendices

- Appendix 1** : Table of Simple Random Sample Size
- Appendix 2** : Reform 2000
- Appendix 3** : ENSSH becomes ENSB
- Appendix 4** : Categories of teachers prepared during the colonial period
- Appendix 5** : NS First Name
- Appendix 6** : Trainers' Questionnaire
- Appendix 7** : Needs Questionnaire to Middle School Trainees (4th year)
- Appendix 8** : Exit Level of New Applicants and Needs Questionnaire to New Applicants
- Appendix 9** : Observation Checklist
- Appendix10** : Educational aims (programmes de la première année moyenne2003:53)
- Appendix11** : Definition of competency according to official documents
(*programmes de la première année moyenne2003 :56*)

Appendix (01)

Table of Random Sample Size

Determining the size of random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Notes

N= population size

S= sample size

Source Krejcie and Motgan 1970

Appendix (02)

Décret présidentiel n° 2000-341 du 3 Chaâbane 1421 correspondant au 30 octobre 2000 modifiant le décret présidentiel n° 2000-101 du 5 Safar 1421 correspondant au 9 mai 2000 portant création de la commission nationale de la réforme du système éducatif. (page 4) (Publié dans JO n°64 du 31/10/2000)

Le Président de la République,

Vu la Constitution, notamment ses articles 53, 65, 77 et 125 (alinéa 1er) ;

Vu le décret présidentiel n° 2000-101 du 5 Safar 1421 correspondant au 9 mai 2000 portant création de la commission nationale de la réforme du système éducatif

Décète :

Article 1er.- L'annexe du décret présidentiel n° 2000- 101 du 5 Safar 1421 correspondant au 9 mai 2000, susvisé, est modifiée comme suit :

ANNEXE

Liste des membres de la commission nationale de la réforme du système éducatif

Président :

- Benali Benzaghrou.

Vice-présidents

- Khalida Messaoudi
- Tahar Hadjar ;
- Brahim Haraoubia ;
- Omar Skander.

(Le reste sans changement).

Art. 2.- Le présent décret sera publié au *Journal officiel* de la République algérienne démocratique et populaire.

Fait à Alger, le 3 Chaâbane 1421 correspondant au 30 octobre 2000.

Abdelaziz BOUTEFLIKA.

Appendix3

ENSSH becomes ENSB

Decree 08 N^o 08-211Rajab 1429 corresponding to 14/07/2008 stated that ENSSH becomes ENSB

13 رجب عام 1429 هـ 16 يوليو سنة 2008 م	الجريدة الرسمية للجمهورية الجزائرية / العدد 40	6
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مرسوم تنفيذي رقم 08 - 211 مؤرخ في 11 رجب عام 1429 الموافق 14 يوليو سنة 2008، يتضمن تحويل المدرسة العليا للأساتذة المتخصصة في الآداب والعلوم الإنسانية في مدينة الجزائر إلى مدرسة خارج الجامعة.

يرسم ما يأتي :

المادة الأولى : تحول المدرسة العليا للأساتذة المتخصصة في الآداب والعلوم الإنسانية في مدينة الجزائر، المحدثه بموجب المرسوم رقم 84 - 206 المؤرخ في 21 ذي القعدة عام 1404 الموافق 18 غشت سنة 1984 والمذكور أعلاه، إلى مدرسة خارج الجامعة، تسمى

"المدرسة العليا للأساتذة ببوزريعة"، وتخضع
لأحكام المرسوم التنفيذي رقم 05 - 500 المؤرخ في
27 ذي القعدة عام 1426 الموافق 29 ديسمبر سنة 2005
والمذكور أعلاه، وكذا أحكام هذا المرسوم.

Appendix 4

Categories of Teachers Prepared during the Colonial Period

Categories of teachers prepared at NS and "Sectionnaires" in school placements.

En fait, l'École normale formait trois profils d'enseignants :

- des instituteurs européens, destinés à enseigner aux élèves européens des grandes villes du nord ;
- des instituteurs « indigènes » pour enseigner aux élèves algériens de ces mêmes villes ;
- des enseignants d'un niveau de qualification inférieur, appelés « sectionnaires » et formés spécialement pour prendre en charge les élèves des régions déshéritées (Sahara et régions montagneuses).

A la fin de l'année, au mois de mai, ces sectionnaires effectuaient un « voyage étude » à travers le Sahara oriental et la Kabylie. L'itinéraire saharien pouvait varier d'une année à l'autre, pour atteindre soit El Oued soit Touggourt. Par contre, l'itinéraire suivi en Kabylie était immuable. Ce voyage visait un double objectif : leur permettre de découvrir un pays qu'ils ne connaissaient pas et se familiariser avec les mœurs d'une population au milieu de laquelle ils allaient vivre désormais d'une part, « reconnaître » en quelque sorte les écoles dans lesquelles ils seraient nommés et compléter leur formation pédagogique par l'observation de méthodes expérimentées dans « l'enseignement indigène » d'autre part.

À l'issue de ce voyage, il leur était demandé de rédiger un compte rendu. Ce

Appendix 5

NS First Name

La Bouzaréah, école Normale d'instituteurs, Maboulville, Ben-Aknoun; alger-roi.fr

sur site le 6-3-2003

-Alger, la Bouzaréah

LES ECOLES NORMALES D'INSTITUTEURS D'ALGER

n°2: de Mustapha à Bouzaréa : "...Maboulville..."

: en moins de trente ans, notre Ecole, "unique en son genre", était ainsi devenue la plus importante des Ecoles Normales françaises.

extrait de la revue du gamt, n°67, 1999/3

.¹ Brusquement a la suite d'une menace d'épidémie de typhoïde et de glissements inquiétants du sol au début de l'année 1888, *"l'Etablissement fut transféré en toute hâte et non sans un certain affolement, dans les bâtiments inachevés et inutilisés de l'asile d'aliénés de Bouzaréa... Cette première installation eut lieu dans des conditions extravagantes dont les anciens de la Maison gardent encore le souvenir"*. Le transfert avait été envisagé dans la séance du Conseil d'Administration du 28 novembre 1887, la

Appendix (6)

Questionnaire to Trainers.

Identification

Are you an inspector or a trainer :

What are your qualifications :

What degree year are you teaching :

Dear colleagues,

We acknowledge the effort you make every year in the preparation of pre-service teachers professionally.

Thus, the assessment of the training part of the curriculum would certainly lack objectivity and credibility without your participation.

Your precious information and opinions will be welcome since they will assist us to reconsider the curriculum intended for initial teacher education in general and the practicum for teaching practice in particular, in order to raise student-teachers standards.

Please answer the questions below which are meant to assess the trainees during their practice teaching sessions:

- Observation, and Semi-intervention” using the four-point scale: Very, Quite enough, Not Enough, Poor;
- Full-intervention using good, fair, poor, No opinion;
- General Information ticking yes/no

Thank you for your collaboration.

NB. You are not required to write your name. All information will be confidential.

Observation Session

Items	V	QE	NE	NO
A. How much attentive do you find your trainees to:				
1 Trainers' performances?				
2 The different phases of the lesson?				
3 Trainers' use of the current textbook?				
4 The application of the Competency Based Approach textbooks rely on?				
5 Trainers' way of involving pupils in the learning process?				

Semi –Intervention Session

Items	V	QE	NE	NO
How much efficient do you find trainees in				
6 Lesson planning?				
7 Planning the different stages of a lesson?				
8 Respecting the Time allotted to the whole lesson?				
9 Respecting the time devoted to each stage of the lesson?				
10 Managing the class?				
11 Assisting their pupils to react to any situation?				
12 Encouraging pupils' pair /group work?				
13 Applying trainers' directives?				

Total Intervention

Items	G	F	P	NO
Lesson Preparation				
How much do you rate trainees' proficiency in				
14 varying lesson plan according to different types of lessons?				
15 selecting Lesson materials according to SS needs?				
16 adapting these materials to SS level?				
17 selecting visual aids?				
18 selecting activities to each lesson?				
19 sequencing Activities?				
20 selecting Assessment tools ?				
Class Presentation				
How much do you rate trainees' use of				
21 topics to interest their pupils?				
22 Materials appropriate to their pupils' learning styles to involve them in learning				
23 Techniques to encourage interaction?				
24 Strategies to help even the shyest pupils to participate?				
25 How much do you grade their timing of a warm up?				
26 How much do you grade their timing in a presentation phase?				

Items	G	F	P	No
Class Management				
How much do you assess Trainees' proficiency in				
27 engaging their pupils in grammar activities?				
28 motivating their pupils to listen attentively?				
29 engaging their pupils to speak in the 'Speaking' phase'?				
30 arousing their pupils' interest in the 'Reading' phase?				
31 eliciting the subject in the Writing phase?				
32 engaging pair/group work?				
33 correcting their pupils' mistakes of pronunciation?				
34 correcting their pupils' mistakes of grammar?				
35 correcting their pupils' spelling?				
36 correcting mistakes of writing?				
37 respecting the time devoted to this part				

Items	V	QE	NE	NO
A. Professional Skills				
38 How much do you grade trainees' timing of the warming up?				
39 How much do you grade trainees' timing of the presentation of day's lesson?				
40 How much do you grade trainees' timing of the application and consolidation				
41 How much do you grade trainees' timing of the production stage?				
42 How much do you evaluate trainees' explanations?				
43 How much do you evaluate trainees' questions to check SS' comprehension?				
44 How much do you evaluate trainees' instructions?				
45 How much do you evaluate trainees' techniques to correct their pupils?				
46 How do you find trainees' speaking time during the presentation stage?				
47 How do you find trainees' speaking time during the application?				
48 How do you find trainees' speaking time during the consolidation stage?				
49 How do you find trainees' speaking time during the production?				
50 How do you find trainees management of the class?				
51 How do you find trainees' control of their teaching to improve it?				
52 How do you find trainees' control of SS' learning to raise their standard?				
53 How do you rate trainees' use of the whiteboard?				
54 How do you rate trainees' use of audio visual aids?				
55 How do you rate trainees' use of gestures/mimes/voices?				

Items	V	QE	NE	NO
How do you rate trainees'				
56 Personality and appearance				
57 Level of confidence				
58 Ability to manage class				

Items	V	QE	NE	NO
Professional Linguistic Skills				
59 Trainees' proficiency in speaking				
60 Trainees' proficiency in reading				
61 Trainees' writing skill				
62 Trainees' English language accuracy				
63 Trainers' EL fluency				
64 Trainees' El appropriateness				

General information

Questions	Yes	No	
1.Do you think that the period devoted to observation session is appropriate?			1;What do you suggest if you think that the period of Observation session is not appropriate?
2.Do you find one day a month sufficient for observation phase?(4days in all)			2.What do you suggest if you find that one day a week during a moth is insufficient?
3.Do you find observation phase, taking place the last year, appropriate?			3. What do you suggest to help trainees be more effective?
4.Do you find the period devoted to total intervention phase sufficient?			4. What do you suggest if you find that the period devoted to Total Intervention is insufficient?
5.Does this period allow trainees to present (each one of the trainees) at least 4 lessons or one file or unit they have to deal with later?			5. What do you suggest if you believe that the period devoted to Total Intervention does not allow trainees to present one file at least?
6.Do you find the time devoted to discussions sufficient			6.What do you suggest if you find that the time allocated to discussion is insufficient?
7.Does it allow you to comment effectively on each trainee's presentation?			7.What do you propose if you find that it does not allow you to comment on each presentation.
8.Do all the group benefit from the constructive feedback			

Appendix (07)

Needs Questionnaire to Middle School Trainees(4th year)

Dear Trainees,

The aim of this questionnaire is to collect information on your teacher training at ENSB. Your views will be most valuable to improve the ENSB curriculum.

Please, answer all questions by putting a tick in the Yes, No, NOP (no opinion) column.

NB. You are not required to write your name. All information is strictly confidential.

Thank you very much for your cooperation.

	Questions	Yes	No	N
1	Did anyone inform you about the training sessions and what you were required to do?			
2	Have you already dealt with the current textbooks at ENSB before using them in school placement sessions?			
3	Did you know what these textbooks contain?			
4	Have you dealt with the “Constructivist Approach” used in those textbooks?			
5	Do you feel you can apply this theory in class?			
6	Did ENSB teach you the principles of CBA and student-centred approaches?			
7	Are you able to use these approaches in class in the future?			
8	Are you able to plan lessons from those textbooks without your trainers’ help?			
9	Is there a link between what you have acquired and what you are required to do in your classes?			
10	Does ENSB curriculum facilitate your training?			
11	Are you able to transfer TEFL, applied linguistics, pedagogy knowledge into teachable activities?			
12	Does ENSB curriculum meet your needs?			
13	Does ENSB curriculum help you use ICT or the new education technology in class?			
14	Do you think ENSB curriculum is effective?			
15	Do you think ENSB curriculum has equipped you with skills to challenge EFL teachers in the world?			
16	What subjects, if any, make the curriculum less effective?			
17	What subjects, if any, do not closely relate to training?			

Appendix 08

Needs Questionnaire to New Applicants

Dear Pre-service Teachers

The aim of this questionnaire is to collect information on your linguistic background.

Please answer all questions by putting a tick ✓ in YES, NO, or NoP(no opinion) column.

NB. You are not required to write your name. All information is strictly confidential.

Thank you very much for your cooperation.

Questions	Yes	No	No op
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Understanding

1	Were you able to understand your teachers' explanations the first days at ENSB?			
2	Was it the use of unknown words and their pronunciation that made your understanding difficult?			
3.	Did you ask your closest classmate to tell you what the teacher said?			

Speaking

4.	Do you speak English fluently?			
5.	Do you often forget the "S" with <i>s/he/it in</i> the present simple?			
6.	Do you make mistakes of grammar?			
7.	Do you have difficulties finding your words in English?			
8.	Do you have difficulties pronouncing some words?			
9.	Can you participate in daily conversation easily?			

Reading

10.	Can you read a novel from beginning to end?			
11.	Do you understand the gist of a passage after the first reading?			
12.	Can you guess unknown words through the context ?			
13.	Can you guess the meaning of expressions through the context?			
14.	Can you answer all the reading questions in a text?			

Writing

When you write, do you pay attention to :				
15.	Cohesion and coherence?			
16.	capitals?			
17.	punctuation?			
18.	grammar?			
19.	spelling ?			
20.	Can you write a descriptive paragraph?			
21.	a narrative paragraph?			
22.	an expository paragraph?			
23.	an argumentative paragraph?			
24.	Can you express your point of view about films seen?			
25.	Can you express your opinion on articles read?			
26.	Can you write a newspaper article?			
27.	Are you able to write a report?			
28.	Can you write using accurate English ?			

Open-ended questions

29	What are your main weaknesses, can you describe them in one or two sentences?			
30.	What do you expect to learn during the first year at ENSB?			

Appendix (09)

Observation checklist suggested by Brown 1994 in Richards, 2001: 232-235.

It includes:

- Preparation
- Presentation
- Execution/Methods
- Personal Characteristics
- Teacher/Student interaction

Appendix (10)

Educational aims (*programmes de la première année moyenne* 2003 :53)

Alger :ONPS

LES FINALITES DE L'ENSEIGNEMENT DE L'ANGLAIS

L'enseignement de **l'anglais** doit être impérativement conçu dans l'objectif d'aider notre société à s'intégrer harmonieusement dans la **modernité**. Il s'agit d'une pleine et entière participation à une communauté linguistique nouvelle qui **utilise l'anglais** pour tous types de "**transaction**". Cette participation doit être basée sur le partage et l'échange d'idées et expériences scientifiques, culturelles et civilisationnelles. Cela permettra une connaissance de soi et de l'autre. On dépassera ainsi la conception étroite, utilitariste, instrumentaliste et commerciale de l'E.S.P. (**English for Specific Purposes**) telle que conçue traditionnellement, pour aller vers une attitude plus offensive où l'on ne sera plus consommateur mais acteur, en donnant à chacun la possibilité d'accéder à la science, à la technologie et à la culture universelle tout en évitant l'écueil de l'acculturation.

Ceci implique le développement d'un **esprit critique, de tolérance et d'ouverture**. C'est ainsi qu'on impulsera une dynamique nouvelle à l'anglais en tant que vecteur de développement et de professionnalisation et «qu'on dotera l'élève des atouts indispensables pour réussir dans le monde de demain» (discours présidentiel lors de l'installation de la CNRSE).

C'est dire l'effort qu'il faudra entreprendre pour assurer à l'élève la **maîtrise d'un outil linguistique performant**. Plus cette langue sera maîtrisée, meilleures seront la réussite de l'élève et son épanouissement dans un monde professionnel et académique de plus en plus exigeant.

Les premières années de l'école constituent une assise importante du développement intellectuel, physique, émotionnel et social de l'enfant. Elles auront assuré, à travers une succession d'étapes, l'acquisition de compétences lui permettant de vivre à l'aise dans son environnement. Ces **compétences sont interdépendantes** et la non acquisition de l'une d'entre elles devient un facteur limitant à l'acquisition des autres. Par exemple, un enfant qui, pendant sa scolarité, n'a le droit que d'écouter en classe et qu'on empêche de s'exprimer, verra sa compétence de communication diminuée et même complètement inhibée en situations concrètes ; d'où la nécessité d'intégrer dans le programme toutes les compétences visées.

Ainsi, l'apprentissage de l'anglais vise la maîtrise de compétences par le passage d'une logique d'accumulation de connaissances linguistiques et de juxtaposition de notions à une **logique interactive et intégrative**. Cet apprentissage permet à l'élève **un cheminement cognitif** et son expérimentation, au fur et à mesure, **à la méta cognition et l'autonomie**.

Appendix (11)

Definition of competency according to official documents (*programmes de la première année moyenne* 2003 : 56)

II. L'approche par compétence

La compétence est un savoir-agir qui intègre et mobilise un ensemble de capacités, d'habiletés et de connaissances utilisées efficacement dans des situations problèmes, circonstances variées qui peuvent ne jamais avoir été rencontrées.

La compétence est indissociable des contextes dans lesquels elle est appelée à se manifester. Elle fait appel à des connaissances provenant de sources variées et nécessite une sélection et une organisation des ressources en fonction des situations dans lesquelles elle est mobilisée. Elle est évolutive puisqu'elle peut se poursuivre tout au long du cursus scolaire et au-delà.

- إنشاء ملحق دخول للطلاب الأساتذة عند التسجيل يتضمن احتياجاتهم و ملحق خروج لدى التخرج.
- تحديد المتطلبات و الأهداف.

بعد إنهاء الدراسة ينبغي وجوب إجراء إصلاحات في المنهج و عصرنته بهدف رفع مستوى التعليم في الجزائر.

- إضافة إلى عدم التوازن بين دروس المكون الواحد كإعطاء وقت أكثر للثقافة الإنجليزية, الأمريكية و الأفريقية ب 26.19%, و 34.51% الثانوي عوضا عن دروس أكثر أهمية تساعد الطالب على اكتساب المهارات في الدراسات التطبيقية , و مدة زمنية كبيرة 43,75 % للدروس باللغة العربية في الدراسات النظرية لطلاب اللغة الإنجليزية الطور المتوسط .
 - بالنسبة للتربص التطبيقي زيادة على قصر زمنه (0,58%) يجرى في فترة الاختبارات المدرسية للتلاميذ.
 - في النهاية ، فإن منهج لتكوين الأساتذة ENSB ليس إلا مجموعة من الدروس النظرية القديمة التي لا تواكب العصر متطلبا إجراء إصلاحات أهمها :
 - التعاون بين الوزارات وزارة التربية والتعليم ووزارة التعليم العالي لأجل تحديد الزمن الملائم للتربص التطبيقي و مدته .
 - التواصل بين الوزارات في نقل المراسيم و المنشورات.
 - تحديد معدل نجاح يتوجب على الطلاب بلوغه ما يؤدي إلى رفع المستوى.
 - دمج تربصات داخلية لتحضير الطلاب- الأساتذة للتربص التطبيقي في المدارس.
 - إجراء الملاحظة من التربص التطبيقي في السنوات الأولى.
- توصيات إلى معدي البرامج :
- تحديث المنهج و عصرنه الأدوات العلمية.

تظهر دراسة Richards الاولى المبنية على نسب التسجيل إنخفاض تدريجي من سنة 2004 إلى غاية 2008 سنة تسجيل أعلى نسبة .

في حين أن الدراسة المبنية على نسبة نجاح الطلاب أثناء التمدريس عينة 2008-2013 تظهر النتائج سلبية بالنسبة للطور المتوسط (أي معدلات سنوية أقل من 12) مع نسبة نجاح 06 طلاب -أساتذة في الطور الثانوي بمعدلات تفوق 12.

اعتراف الطلاب الأساتذة بالكم الهائل للمعرفة المكتسبة في ENSB .

• التربص التطبيقي الفعال: إكتساب المتربص مهارات كالتحكم في القسم و كيفية بناء علاقة تفاعلية مع التلاميذ.

لكن رغم هذه الإيجابيات هناك نقائص من بينها:

- غياب المتطلبات والأهداف في المنهج و
- غياب ملمح الدخول والخروج.
- معلومات قديمة و غير مواكبة للعصر.
- استخدام أدوات علمية قديمة إذ
- المنهج لا يوفي احتياجات الطلاب -الأساتذة.
- عدم تسهيل الانتقال من المعرفة النظرية إلى التطبيقية.
- غياب تقسيم عادل للوقت المحدد للعناصر الأساسية في المنهج ففي الطور المتوسط مثلا يحدد التوقيت الزمني خلال فترة التمدريس (أربع سنوات كالتالي : الدراسات الأكاديمية 68,45%,الدراسات النظرية 26,08%,التربص التطبيقي 0,58% .

• أول استبيان موجه إلى الأساتذة المدربين في الميدان من الطورين المتوسط والثانوي لتقييم المترشحين من حيث الأداء.

• ثاني استبيان للطلاب - الأساتذة للسنة النهائية من الطور المتوسط (السنة الرابعة) للبحث عن علاقة بين المكتسب، الواقع والمتطلبات.

• ثالث استبيان موجه للطلبة المسجلين الجدد لتقييم احتياجاتهم نقائصهم و متطلباتهم.

في الأخير قمنا بتلخيص نتائج تحليل الدراسات لتأكيد مصداقية البحث.

من نتائج هذه الدراسات

• في الدراسة الكيفية من حيث المطابقة مع المنهج الدولي لتكوين الأساتذة: المنهج الجزائري لا يعتمد إلى على العناصر الأساسية كالدراسات الأكاديمية، الدراسات النظرية والتربص التطبيقي، في حين يضيف المنهج الدولي تطبيقات أكثر في الدراسات النظرية.

بالنسبة إلى المقارنة مع المنهج اللغوي الذي يتضمن:

متطلبات التلميذ.

• الأهداف.

• ملمح الدخول والخروج للطلاب الأستاذ.

• وسائل التقويم.

فمنهج المدرسة العليا للأساتذة ببوزريعة خالي من هذه المكونات.

الدراسة الثانية تختار عينة لمدة زمنية يدرس فيها عدد المسجلين الجدد لكل سنة حددناها من 2004 إلى 2009 لاستنباط فعالية المنهج التي تقاس بمدى ازدياد نسبة التسجيل.

Checklist لمراقبة: يقيمون الطلاب- الأساتذة خلال التربص التطبيقي

من حيث:

_ تحضير المتربص

_ تقديم المتربص للدرس

_إنجاز/ طريقة: يسلط الضوء على عدد واختلاف الأنشطة المقترحة , تكييفها مع الحالات الغير متوقعة , استعمال الأمثلة , إيجاد الأخطاء و طريقة تصحيحها.

_الخصائص الشخصية : تحلي المتربص بالصبر , الوضوح, المسموعية, النطق , سهولة استخدام اللغة الإنجليزية و أخيرا المبادرة و الإبداع.

_التفاعل بين الأستاذ و التلميذ : التحكم في القسم , التعرف على احتياجات التلميذ, تسيير الدرس وتحسين ظروف و شروط التعلم للتلاميذ.

• مقابلات مع الطلاب -الأساتذة للسنة النهائية لطور ثانوي (السنة الخامسة)حول فعالية التكوين.

• مقابلات مع الأساتذة المتعاقدين:حول مضمون منهج ENSB و التربص التطبيقي في المدارس , الرابط بينهما والسهولة المستمدة من المنهج في استكمال مهمة الأستاذ أثناء التربص.

2-التحليل الكمي: مبني على مجموعة من ثلاث استبيانات

- المنفعة والحدثة: في المعلومات و المعرفة النظرية.
- الموافقة مع التربص التطبيقي.

الفعالية لكل التكوين.

- الاختبارات الكتابية الميدانية لطلاب السنة الأولى والنهائية :
في غياب المقاعد الدراسية الكافية والمراقبين , اضطررنا إلى
إلغاءها وتعويضها بتطبيق لدراسة (Richards 2001)

الدراسة الأولى (Richards 2001) تهدف إلى تقييم فعالية المؤسسة من حيث
المنهج, تم أخذ عينتين من الطلبة:

قسم طلاب- أساتذة للطور المتوسط عبر مدة زمنية مقدرة بأربع
سنوات منذ التسجيل إلى التخرج بين 2009 و 2013 ومتابعة
الطلاب أثناء تدرسهم.

قسم طلاب- أساتذة من الطور الثانوي من 2008 إلى 2013.

المعايير المختارة هي:

- انتقاء المسجلين الجدد في 2008 طور ثانوي و 2009
طور متوسط و استبعاد الرا سبين.
- انتقاء الطلبة الناجحين في الدورة الأولى (استبعاد الداخلين
على الدورات الاستدراكية).
- تحديد معدل نجاح أكبر من 12.

ب- منهج ENSB بما يتضمن من مكونات دراسية: كالدراسات الأكاديمية المكونة من دروس عن الخبرات اللغوية (الاستماع- المحادثة، القراءة والكتابة)، اللسانيات و قواعد اللغة.

ج- الدراسات النظرية لتعلم مهنة التدريس.

د- التربص التطبيقي بدوراته الثلاث: الملاحظة، التدخل الجزئي ثم الكلي في الأقسام مع التلاميذ.

هـ- الكتب المدرسية للتعليم المتوسط *Spotlight on English* والتعليم الثانوي بعنوان *At The Crossroads* .

تحليل هذه الأدوات ومضامين دورات التربص التطبيقي تسمح بفحص المنهج المخصص لتكوين الطلاب- الأساتذة باللغة الإنجليزية في الطورين المتوسط و الثانوي، اكتشاف ملائمة لواقع المدرسة الجزائرية وإلى أي مدى يسهل عملية نقل المعرفة من المستوى النظري إلى التطبيق الفعلي خلال التربص التطبيقي أولاً ثم إلى مهارات في الأقسام لاحقاً.

دراسة البحث اعتمدت على مقاربتين كمية وكيفية و ذلك لضمان مصداقية وموثوقية أدوات القياس.

الأدوات المختارة للبحث هي:

1- التحليل الكيفي يتضمن:

شبكة تقويم لتحليل منهج ENSB وفق المعايير التالية:

- المطابقة: مع المناهج الدولية من حيث المكونات.
- الملائمة: لاحتياجات و متطلبات الطلاب الأساتذة.

عدم الاشتراك هذا يبقى غير مفسر إذ أن تعليمات مرسوم 15 أبريل 1976 تنص على أن الأستاذ هو العنصر الأساسي للمنظومة التربوية وتشرك بذلك وبصفة تلقائية ENSB في المنظومة.

وقع ذلك جلي في قول Le Gendre (1993- ص 1214) "النظام مجموعة عناصر متفاعلة ، حيث أن أي تغيير في عنصر واحد يؤدي إلى تغيير كل العناصر."

من جهة أخرى ورد قرار بدء تنفيذ المنهج الجديد لتكوين أساتذة اللغة الإنجليزية ENSB في سنة 2002 ما يزيد من حيرتنا حيال عدم تطبيق التعديل المرسوم أكتوبر 2000 .

الدراسة أطروحة مبنية على 4 أسئلة بحث :

1/ من أجل أي واقع يحضر منهج ENSB الطلاب -الأساتذة باللغة الإنجليزية؟

أ- هل يسهل المنهج الانتقال لدى الطلاب -الأساتذة من المعرفة النظرية إلى التطبيقية؟

ب- هل يأخذ المنهج بعين الاعتبار واقع، احتياجات الطلاب -الأساتذة وتوقعاتهم؟

2/ أي نوع من الأساتذة يحضر المنهج الطلاب -الأساتذة للغة الإنجليزية؟

لمحاولة الإجابة على هذه الأسئلة ومن الناحية المنهجية يتوجب تحليل بعض العناصر و هي:

أ-مرسوم تعديل 2000.Reform.

ينص المرسوم الرئاسي على تنصيب لجنة وطنية من أساتذة خبراء من جميع التخصصات تهدف إلى إطلاق مشروع تعديل المنظومة التربوية على كل المستويات و مختلف التخصصات , و ذلك بتأسيس لجان فرعية هدفها الأول تقييم شامل للمنظومة التربوية ثم التخطيط إلى تعديلها بإنشاء أدوات تعليمية مكونة من برامج، كتب مدرسية وأدوات تكميلية ككتاب المعلم و كتاب التطبيقات ... إلخ.

التعليمات المشرعة في التعديل (Reform 2000) تنص على استخدام مبدأ المقاربة بالكفاءات في التعليم المبني على النظرية socio constructivist Vygotsky التي تشجع المتعلم على المشاركة في بناء تعلمه .

تترسخ هذه النظرية في وضع المتعلم أمام مواقف تفرض عليه تشغيل مهاراته (معرفة , قدرات) لإيجاد الحلول , من جهة أخرى و تركز المقاربة على جعل المتعلم يشارك بطريقة فعالة في مسار التعلم و محاولة إيجاد الحلول المطلوبة في إطار تفاعلي إذ يلعب الأستاذ فيه دور المسهل و الدليل للمتعلمين .

منذ ظهور هذه الأدوات التعليمية تبنت كل المؤسسات التربوية تطبيقها على أرض الواقع على غرار ENSB الذي تعد من بين أهم حلقات المنظومة التربوية بصفتها المسؤولة عن تكوين الأساتذة للطورين المتوسط والثانوي التي تأتي اللحاق بركب باقي المؤسسات التربوية متخية بذلك عن تطبيق أسس التعديل من الأدوات التعليمية كالكتب المدرسية ودليل المعلم أو حتى المنهج المبني على الكفاءات .

تناقش هذه الأطروحة موضوع عدم ملائمة منهج ا لمدرسة العليا للأساتذة الكائنة ببوزريعة وغياب التوافق بين المعرفة المحصلة عليها أثناء الدراسة مع المتطلبات المتوقعة من الطلاب -الأساتذة عند تخرجهم.

عدم التوافق هذا غير متعلق بالخلفيات الاجتماعية أو الاقتصادية وإنما هو راجع إلى قرار سياسي مرسوم في نص رئاسي تحت عنوان Reform2000 تعديل 2000 -341 المشرع بتاريخ 3 شعبان 1421 الموافق ل 30 أكتوبر 2000 و الذي ينص على تنصيب لجنة وطنية مهمتها تعديل المنظومة التربوية مثلما يؤكد Penkauskiene (2009 ص 2) في قوله أن كل إصلاح مدرسي يهدف إلى تحسين الأنشطة الدراسية يجب أن يأخذ بعين الاعتبار تكوين الأساتذة , إذ يوافق مقولة قول Watanabe (2011) أن كل التغييرات في المجال الدراسي بهدف التعديل تتحول تلقائيا إلى احتياجات لدى الطلاب -الأساتذة يتوجب أخذها بعين الاعتبار في منهج التكوين لضمان ملائمتها للأدوات العلمية كالبرامج و الكتب المدرسية المستعملة من طرف الأساتذة في التدريس.

إشكالية عدم المطابقة الذي تواجهه و يورق طلاب -الأساتذة المدرسة العليا للأساتذة بوزريعة هي إختلاف بين ما يتلقى الطلاب - ا لأساتذة خلال تكوينهم الجامعي و ما يتوقع منهم تقديمه لاحقا للتلاميذ .

بعبارة أخرى نحن أمام مفارقة بين المكتسبات و المتطلبات التي تواجه الأساتذة و هي راجعة إلى حد ما إلى عدم اشتراك المدرسة العليا للأساتذة "ENSB" في تطبيق التعديل الدراسي المرسوم Reform2000 في أكتوبر 2000.

ملخص لأطروحة

**Realities of the English Teacher: Revisiting the Curriculum
at Ecole Normale Supérieure, Bouzaréah, (ENSB) in Algiers**

بالغة العربية

