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The Implementation of Competency-Based Language Teaching: An
Analysis of Some Teachers' Beliefs and Classroom Practices in the
English Language Classroom in Tizi-Ouzou

Presented by: Ms. Yamina SI MOHAMMED

Ms. Kaissa BOUHAIL

Board of Examiners:

D^r YASSINE Souryana, MCA, Mouloud Mammeri University of Tizi Ouzou; Chair,

M^f CHETOUANE Madjid, MAB, Mouloud Mammeri University of Tizi Ouzou; Supervisor,

M^{ts} AIMEUR Roza, MAB, Mouloud Mammeri University of Tizi Ouzou; Examiner,

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To all my family

My mother Taoues and My father

Salah

My two brothers Hand and Ali

My sister Samira and her husband

Ameziane and their son Mohand

To Nadia and Dabbia

And

To all my Cousins, Aunts and Friends

To my Binomial Kaissa

Yamina

Dedication

To my parents: Bouzid and Ouiza

To my brothers: Mouhand and Amayas

To all my uncles and aunts

To my beloved grand-mothers, and my grand-father

To my binomial Yamina

*To all my best friends with whom I shared the university
life especially Fatma, Silia, Katia, Fariza and others.*

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Abstract

Teachers' beliefs about education are under investigated prior to educational reforms all over the world, including the Algerian one. Teacher education and training main focus is on teachers' quality in terms of skills and competencies overlooking the importance of their beliefs for an effective implementation of any educational reform, more specifically the implementation of Competency-Based Language Teaching. The dissertation aims at investigating the impact of teachers' educational beliefs on the implementation of Competency-Based to the study of English as a foreign language, taking into consideration teachers' classroom practices and the role teacher education and training play in changing teachers' prior beliefs about education. The research methods used to reach the overall aim of the dissertation include the relevant literature review, questionnaires, semi-structured interviews and a series of classroom observations. The research work has ended with a number of results: it has revealed that most of the participants' beliefs are compatible with the objectives of the educational reform grounded in Competency-Based Language Teaching, while the minority of the teachers concerned still hold the traditional view of teaching and learning. Nevertheless, Competency-Based Language Teaching is not practical for the majority of teachers holding positive beliefs, as its implementation depends on learners' level and the availability of the required conditions. The role of teacher education and training in altering teachers' beliefs and thus enhancing teachers' performance and the implementation of Competency-Based Language Teaching, proves to be inefficient. Teachers' positive beliefs about Competency-Based Language Teaching are not reflected in their classroom practices because of learners' weak level and the lack of the appropriate conditions in the classroom. Teachers with traditional view of teaching fail to transmit the message as the majority of pupils are not motivated by both the teaching subject and the lesson. As a conclusion, the way of teaching for the majority of participants is mainly shaped by the school context in which these participants are involved. The study proffers a set of recommendations to bridge the gap between what teacher education and training provide teachers with and what they are actually faced with in the practical field such as the lack of materials and learners' weak level.

List of Abbreviations

- CBA : Competency-Based Approach
- CBALT : Competency-Based Approach to Language Teaching
- CBE : Competency-Based Education
- CBELT: Competency-Based Education to Language Teaching
- CBM : Competency-Based Model
- SPSS : Statistical Package for the Social Sciences
- QCA : Qualitative Content Analysis

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General Introduction

- **An Overview of the research topic**

Right after independence in 1962, the Algerian educational system has gone through a variety of changes, including the introduction of Competency-Based Approach (CBA) in 2002 from primary to secondary education, which marks a shift from structural and teacher-based approaches to more communicative and learner-centred ones. This shift in paradigm has inevitably led to a change in both teachers' and learners' roles. The teacher is no longer the knower and the only authority in the classroom; instead his/her role consists in guiding, orienting, and facilitating the teaching/ learning process. Learners, on the other hand, play an active role in the construction of knowledge and their own learning. Learners are also encouraged to reflect on their own learning in order to become critical thinkers. Such changes necessarily call for teachers' preparation to cope with the requirements of the new role assigned to them. In other words, teacher education and training role is to prepare teachers to be equipped with new competencies and particularly with new beliefs and attitudes for a successful implementation of CBA in the classroom to meet learners' needs.

- **Statement of the Problem**

From 2002 onwards, the Algerian educational system has been constantly changing by elaborating new teaching materials/textbooks and syllabuses that revolve around the learner as being an active element in the learning process and in order to meet the aims and objectives of Competency-Based Approach to Language Teaching (CBLT).

Teacher education and training all over the world including Algeria focus on the quality of teachers for an effective teaching/ learning process. Teachers with high level of competence are highly recommended for the success of the implementation of competency-based approach to language teaching. Therefore, to reach this effectiveness, teachers should be

equipped with appropriate skills and competencies that allow them to cope with the requirements of CBALT and to meet learners' needs and interests.

On the basis of what is mentioned previously in this section, we conclude that in the literature on CBA the main focus is on teachers' quality of education and training in relation to the level of competence. Moreover, the Algerian educational reform launched in the early 2002s, which emphasizes learners' needs, has long disregarded the importance of teachers' psychological and social aspects for the success of the reform. Therefore, the research is intended to investigate the impact of teachers' beliefs on teaching and learning on the implementation of CBA to the teaching of English as a foreign language in the Algerian secondary education with reference to teacher training and practices.

- **Aim and Significance of the Study**

This dissertation is expected to advance an understanding of the relationship between secondary teachers' beliefs about teaching and learning, teacher education and training and teachers' classroom practices. More specifically, it investigates the extent to which teacher education and training consider teachers' beliefs about teaching and learning for a successful implementation of CBLT, and how such beliefs are reflected in their own teaching practices.

Our main source of motivation to investigate the topic undertaken, springs essentially from teachers' inability to apply CBLT principles in concrete and practical situations (create them inside classrooms) and from learners' inability to communicate successfully using English in real life situations.

The study comprises three main objectives. First, it investigates teachers' beliefs about education and their effect on the implementation of CBLT. Second, it critically evaluates the extent to which teacher education and training match teachers' professional and psychological requirements, including some external factors and challenges influencing the implementation of Competency-Based Approach to Language Teaching (CBLT). Last but not least, it seeks

the way teachers' beliefs about teaching and learning are reflected in their classroom instructions and practices.

Our research work ultimately seeks ways to solve learners' communication problems through our suggestions and recommendations drawn from the analysis of the topic. Finally, the study, it is hoped will serve as a contribution to the literature on CBA and teachers' beliefs and will open doors for further research in the area.

Research Questions and Hypotheses

The overall aim of the study is to provide an answer to the following questions

1. What are teachers' beliefs about teaching and learning? Do they affect the implementation of CBALT?
2. To what extent do teacher education and training as regards the implementation of CBALT respond to teachers' professional and psychological needs?
3. How do teachers' beliefs about education influence their own classroom teaching practices?

To answer the above questions, we have set the following hypotheses:

Hp1: Teachers with constructivist beliefs about education affect positively the implementation of CBLT about education and negatively affected by teachers with traditional beliefs.

Hp2: Teachers' beliefs about education are directly associated with teachers' quality of education and training.

Hp3: Teachers who hold beliefs which are compatible with CBLT principles and objectives are likely to result in CBLT oriented teaching practices than those with incompatible beliefs.

- **Research Techniques and Methodology**

The study adopts mixed research method for the analysis of data. We have combined both the quantitative and qualitative methods to interpret the results obtained. The research data are collected through a questionnaire and a semi-structured interview submitted to seventeen secondary school teachers of English who have been selected randomly. In addition to that, to obtain more reliable data and first hand information, we are recommended to get closer to the source. Therefore, the researchers have decided to attend some teaching classes to get a fuller image of what is actually happening in the classroom.

- **Structure of the Dissertation**

The present dissertation opts for traditional simple model suggested by Paul Thompson in 1999 (cited in Partlidge and Starfield, 2007). It comprises a general introduction, four chapters, and a general conclusion. The first chapter namely literature review consists of two main sections; the first section deals with the relevant literature on teachers' beliefs and its relationship with their classroom practices. As for the second section, it includes CBALT related issues such as its definitions, principles and activities and reviews the literature on teacher education reform. The two sections will serve as a framework to the analysis of data and the interpretation of the results. The second chapter is the *Research Design*; it seeks to provide a detailed description of the research tools used for data collection and analysis, the constructivist paradigm used along with Qualitative Content Analysis to interpret the results and the sample. The third chapter is called *Presentation of the Findings*; it shows the statistical presentation of the results. The fourth chapter is named *Discussion of the Findings* allotted for the interpretation of the results to provide answers to the research questions and confirm or reject the hypothesis.

Chapter 2: Review of the Literature

Section 01: Teachers' Beliefs and Classroom Practices

Introduction

This study investigates the impact of Algerian secondary school teachers' educational beliefs on the implementation of CBALT in connection with teachers' training and classroom practices. It aims at examining the relationship between teachers' beliefs and perceptions about teaching/learning and teachers' classroom decisions with the purpose of ascertaining the factors underpinning or undermining such beliefs. Hence, this section is intended to review the relevant literature on the nature of educational beliefs, more specifically, teachers' beliefs and how it is related to their classroom practices. The next section seeks to define and clarify the following: the nature of teachers' beliefs; its resources, teachers' epistemological beliefs, the relationship between teacher education/training and teachers' beliefs, teachers' beliefs with regards to education reform, teachers' beliefs and classroom practices, finally, teachers' beliefs about teaching and learning.

1.1 The Nature of Teachers' Beliefs

1.1.1 The Definition of Teachers' Beliefs

Pajares explains that teachers' beliefs are difficult to be studied because they are abstract and not easy to define due to the different understandings of the concept that have been provided by scholars (1992). He further maintains that it is difficult to deal with the confusion surrounding the relationship between teachers' beliefs and knowledge (ibid). He points that some researchers have made a distinction between them, for instance, unlike beliefs, knowledge can be critically evaluated and examined (ibid). He goes on to suggest that knowledge changes over time and beliefs remain static unless they are challenged. Yet, in addition to challenging them, many factors (e.g. school context, resources, learners' motivation, etc.) to which few researchers make reference, influence the level to what

teachers' beliefs are likely to alter. Pajares concludes that "Belief is based on evaluation and judgment; knowledge is based on objective fact" (1992: 313).

Pajares describes teachers' beliefs in the following words "teachers' attitudes about education—about schooling, teaching, learning, and students—have generally been referred to as teachers' beliefs" (1992:316). According to the definition, teachers' attitudes towards the whole school context are often referred to as beliefs. For the purpose of this study, the phrase *teachers' beliefs* will be defined as set of ideas, knowledge, assumptions about teaching and learning, learners, school context, administration's programmes and policies which together interact and influence each other to form the system of beliefs that to a great extent affect their behaviour.

The following assumptions constitute the basis for the study in the area of teachers' beliefs; (1) "*Teachers' beliefs influence perception and judgment.* (2) *Teachers' beliefs play a role in how information on teaching is translated into classroom practices.* (3) *Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs*" (Johnson, 1994, cited in Farrell and Lim, 2005: 2). In brief, research on teachers' beliefs basically shares these three assumptions.

Ballone & Czeniak summarize Pajares' (1992) synthesis of the main findings from the study of beliefs as follows:

1. Beliefs are formed early and tend to be self-perpetuated. They tend to be preserved throughout time, experience, reason and schooling.
2. People develop a belief system that houses all the beliefs acquired through the process of cultural transmission.
3. Beliefs are prioritized according to their connections or relationship to other beliefs.
4. The earlier a belief is incorporated into the belief structure, the more difficult it is to change.
5. Belief alteration is relatively rare during adulthood.
6. Beliefs strongly influence perception.
7. The beliefs individuals possess strongly affect their behavior.

8. Beliefs about teaching are well established by the time a student attends college.
9. Beliefs play a key role in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks.
(2001:8)

These are the major discoveries which result from the attempt to explore the concept of “beliefs”.

1.1.2 Sources of Teachers’ Beliefs

Research in the field of teachers’ beliefs has suggested a variety of different resources from which such beliefs are derived (Kindsvater, Willey & Ishler, 1988). Yet, still not demonstrating conclusively what exactly these resources are (Raths, 2001).

Teachers’ beliefs mainly stem from their personal and professional experiences as teachers (Borg, 2003, Richards & Lockhart, 1994), and from years of schooling they spent as learners (Zeichner & Tabachnik, 1981; Borg, 2003 & ball, 1988). Years of schooling teachers and teacher candidates spent as students have a significant role in shaping their beliefs towards teaching and education (Zeichner & Tabachnik, 1981).

It is explained that, prospective teachers start their training courses with prior beliefs about education, the role of teacher, how is teaching and the best way to teach in terms of teaching methods, activities, techniques, and so on; which results from their experience as students (Ball, 1988). The latter, influences in turn the way prospective teachers learn, perceive, and process the new information they receive from teacher education and training (Pajares, 1992 & Ball, 1988), teachers also make use of them to assess these new information (Kennedy, 1997). In this regard, Schmidt & Kennedy (1990: 9-10) assert that “...*beliefs are not the product of armchair reasoning, but instead through a vast array of personal experiences*”.

Richards & Lockhart (1994) summarise the resources of teachers’ beliefs as follows: *their experience as learners*; some teachers’ beliefs are the result of many years of formal

schooling they received when they were students. In other words, teachers are likely to teach the way they have been taught. *Experience of what works best*; for many teachers, professional experience constitutes a major resource of beliefs about teaching. *Established practice*; each school has a preference for particular teaching styles and practices which may differ from that of the others. *Personality factors*; teachers may choose a particular activity or technique because it meshes with their personality. *Educationally based or research-based principles*; many teachers attempt to make use of their knowledge on education, psychology and so on, in their teaching classes. *Principles derived from an approach or method*; teachers may try to implement a particular approach to teaching believing that it is the most suitable.

Teachers at different stages are inevitably affected by previously acquired beliefs which in turn impact their classroom practices. Indeed, the latter stems from a variety of resources principally teachers' professional and personal experience and their experience as students.

1.1.4 Teacher Education/Training and Teachers' Beliefs.

Considering the power of beliefs, teachers' already developed beliefs are likely to resist change even in cases when it is logical and essential. Yet, teacher education and training play an important role in changing, adjusting, and reshaping these incontrovertible beliefs (Pajares, 1992).

To show the importance of beliefs in any educational system or reform, Borg (2012) comments that an attempt to identify teachers' behaviours that are likely to end with an effective teaching which was traditionally the focus of teachers' language training, is proved to be rather a simplistic view of teaching as it disregards the impact of teachers personal beliefs, knowledge, feelings and attitudes on their behaviour.

Educators' major task, according to Schmidt and Kennedy (1990: 10) consists of not "*forming beliefs, but rather one of altering already formed beliefs*". They further show that in

order to improve the teaching and learning process, teacher educators need first to care about teachers' prior beliefs, arguing that teachers who do not comprehend or hold different views and aims from that of the reform are unlikely to alter their classroom teachings.

Ball (1988) says that instructors instead of considering teachers' beliefs, the centre of attention is on how to develop in teachers knowledge and skills needed for a successful teaching of the subject matter. She adds, introducing new curriculum or new teaching materials is not enough to result in changes in teachers' way of teaching (ibid).

Richards and Lockhart (1994) raise the importance of reflective teaching in teacher education to assist teachers to reflect upon their teaching, evaluate their beliefs and perceptions, and to decide on which teaching aspects are in need to develop or change. It is agreed among scholars that significant change is to take place if teachers are given enough support and the opportunity to reflect on their teaching experiences and assessment (Newstead, 1999). Reflective teaching thus is seen by many scholars as an effective way to help teachers change and extend their views about teaching and learning.

Tyler (1990) determines that the possibility to change teachers' beliefs and then their classroom behaviour is very limited as teachers believe in the need to cover the whole syllabus and prepare students for regular assessment. Besides, fearing to harm students' learning, teachers avoid putting into use new teaching strategies and activities (ibid). In fact, the latter may not occur if teachers are supplied with the necessary resources and are well prepared to cope with the innovations. The process of changing one's beliefs, according to Anderson & Piazza (1996: 53) "*... causes feelings of discomfort, disbeliefs, distrust, and frustration*".

Hence, teacher educators seeking to improve teachers' knowledge and teaching techniques, disregarding set of beliefs and views teachers bring with them to the teaching courses, are in fact contributing to the reform "superficially" and not "in depth" (Schmidt &

Kennedy, 1990). In other words, inspectors who focus on the knowledge and the teaching strategies to develop in teachers are not likely to result in an in depth educational reform.

1.1.5 Teachers' Beliefs and Education Reform

It has been proved by many scholars in many studies that the success or the failure of any reform is to a large extent determined by its compatibility with the beliefs teachers hold. Schmidt & Kennedy (1990) presumes that reforms concentrate on the content to teach and the way to teach it but they rarely give attention to what teachers actually think about them. Handal (2003) states that dissonance (between the objectives of the reform and teachers' beliefs) is not without implications for the future functioning of curriculum innovations. Thereby, researches warn that overlooking teacher' beliefs about the reform essentially provoke problems and difficulties (Ballone & Czerniak, 2001).

1.1.6 Teachers' Beliefs and Classroom Practices

It is widely acknowledged that teachers' beliefs need to be the focus of any educational reform as they greatly affect and guide teachers' classroom instructions. Nespor maintains that *"beliefs are far more influential than knowledge in determining how individuals organise and define tasks and problems and are stronger predictors of behaviour"* (1987, cited in Pajares, 1992: 311). It is further commented that teachers' classroom behaviour is the product of their beliefs (Pajares, 1992 & Borg, 1998; Qingmei, et al. 2011). Farrell & Lim (2005) adduce that because beliefs influence people perception of reality, in a way or another they orient their practices and way of thinking. That is, beliefs influence the way individuals perceive reality and thus guide their actions.

In language teaching and learning, Farrell & Lim (2005) explain that the purpose of studying teachers' personal knowledge and beliefs is to check the level to what the latter may inform Second English Language teachers' classroom decisions and practices. Thus, teaching

English for non-native speakers necessitates deep understanding of teachers' system of beliefs and how they affect teachers' classroom behaviour (ibid).

Trumbull (1987), for example, argues that the possibility of creating solutions to problems teachers meet during the teaching classes is restricted by their system of beliefs. In this respect, Pajares (1992) asserts that when *the nature of teaching* and the *work of teachers* are not well defined, teachers can easily fall into situations where they can neither choose the appropriate information nor the appropriate way of acting. Notwithstanding its inconsistencies, teachers make use of their own beliefs for the sake of working under these circumstances (ibid).

Handal (2003) in his case study of mathematical teachers' beliefs and classroom practices finds out that even teachers with progressive ideas face difficulties to put them into practice as they work under pressure of administration demands and final examinations, lack of materials, learners' way of behaving, type of syllabuses as well as the need to teach the whole content; etc. In this light, Borg (2012) refers to the contextual factors that function as mediators between teachers' beliefs and classroom practices.

Borg (2012) speaks about tensions that may rise between teachers' beliefs and classroom practices. He explicates that inconsistencies are not excluded from any system of beliefs, that is, teachers may believe in two things with different directions. To illustrate the case, he gives the example of teachers who believe in the importance learners discover grammar themselves and the need to finish with the programme. These tensions, according to him, are due to the nature of beliefs (ibid).

Handal (2003:54) concluded that “[t]eachers' beliefs do influence their instructional practice; however, a precise one-to-one causal relationship cannot be asserted because of the interference of contingencies that are embedded in the school and classroom culture”.

Teachers' beliefs constitute a prerequisite for any educational reform, therefore, teacher education and training great work involves changing in such beliefs and not only in addressing teacher skills and competencies. However, teachers' high level of competence and knowledge can be an influential factor in changing, reshaping and extending teachers' previously acquired beliefs and vice-versa in addition to the school context. Thereby, the role teacher education and training play in the process of altering such beliefs is indispensable.

1.2. Teachers' Beliefs about Teaching and Learning

Jason et al (2000) distinguish between two important approaches to teaching that lay behind the beliefs about teaching and the teaching practices; *Traditional transmission instruction and constructivist-compatible instruction* (3). The former, according to them, is a learning theory in which learners are supposed, through the process of taking in the explanations given by the teacher or those included in the text, to learn *facts, concepts, and understandings* (3). The latter, on the other hand, "is based on a theory of learning that suggests that understanding arises only through prolonged engagement of the learner in relating new ideas and explanations to the learner's own prior beliefs (*ibid*). In addition to the first distinction between traditional and constructivist model to teaching, Jason et al (2000) introduce two other basic differences between them. The first one is related to the role of both teachers and learners. They explain that the teacher's major work in a *transmission-oriented learning theory* is to prepare activities through which he teaches and transmit specific content or information. They further posit that the teacher provide the students with the necessary details about their work so as to avoid errors and the task can efficiently be completed. By contrast, the role of the teacher in the constructivist approach "is to facilitate student-designed efforts" (4). Last but not least, constructivist approach gives importance to the creation of *social structures* to learning. Unlike a transmission-oriented class, in a constructivist class learners are involved in activities such as *debate between students, cooperative group projects; etc*, that involves learners in concrete situations in which they express their own ideas (4). The

transmission approach, on the other hand, disregards the importance of “*the social mediation of ideas*”(4), as it views understanding to be the result of listening and speaking and direct explanations instead of an active working process with and application of such ideas in a social situation (ibid).

In sum, teachers’ beliefs are generally categorised into traditional and constructivist views of teaching and learning. The latter influence teachers’ way of perceiving role and thus their classroom practices.

Teacher education and training major concern consist not only in the process of altering teachers’ prior held beliefs, but also in making teachers understand, grasp and know every detail in this new approach (CBLT) as lack of knowledge about and skills in something may lead to its rejection.

1.2. Competency Based Education (CBE)

The literature on CBE indicates the focus on the learning outcomes or competencies. CBE as defined by Richards and Rodgers (2001:141) is an “*educational movement*” that appeared in the USA in 1970s based on outputs rather than inputs. They further posit that CBE is what learners should do, not what they are supposed to learn, in addition to the tangible skills and knowledge at the end of the lecture. Schneck (1978, cited in Weddel 2006) also argues that the instruction on CBE is based on outcomes and can be modified to fit the students’, teachers’ and community needs. In this respect, the Algerian curriculum reinforces the relation between school and professional setting. It is an approach that aims to create a link between what is learned in school and out of school usage context; it allows learners not only to learn how to learn, but to learn to share, exchange and co-operate with others.

1.2.1. The Algerian Educational Reform

Algeria like many other countries in the world introduces CBA into the field of education from the primary to the secondary level, starting from 2003. The aim is to develop creative and active learners responsible for the construction of their own learning and to ultimately create autonomous citizens. CBA is meant to develop learners' autonomy and to face the requirements of globalisation which has become one of the world's current challenges. In this light, Roegiers (2008: 1) claims :

Aujourd'hui, la grande majorité des systèmes éducatifs s'entendent pour placer l'approche par compétences au cœur des curriculums. En effet, ils estiment qu'il s'agit là d'une des meilleures approches connues pour répondre aux exigences et aux défis de la société d'aujourd'hui, tant sur le plan économique que social

From this quotation we can conclude that CBA is considered as an approach that suggests solutions to nowadays demands to any educational system. In the same respect, Shelli (2010) notes that the modern life requires changes and reform in the field of education. Therefore, she suggests that educational reform should allow the students to first, use a variety of tools (information technology and the use of language) to interact efficiently. Second, take part within the interdependent world, as they will meet people from different backgrounds. Finally, be responsible for controlling their own lives and situate it in social contexts and be autonomous (ibid). Shelli (2010: 2) advances that CBA is officially used in Algeria to teach " *English as a foreign language*", in order to make learners able to face real life tasks.

1.2.2. Competency Vs Competence Vs Skills.

According to Mrowiki (1986, cited in Richards and Rodgers 2001:144) 'competency' refers to a set of required attitudes, skills, knowledge and behaviors in order to well perform any task in real life situations. These tasks can be in any domain of life (ibid). To Schroeter (2008:2) "*competency is a term used to describe the knowledge to be able perform at a*

particular task” [sic]. That is, competency is the description of the knowledge that permits the performance of specific task. Competence, on the other hand, is defined in the Programme de La Troisième année secondaire, in French (2006) in which competence refers to the mobilisation of coordinate know how, knowledge, and know to be to solve a category of problem situations. It does not involve only the mastery of competence but, also to use these competences to face problems in particular domain. ‘Skill’ is more or less defined in the same way as the aforementioned concepts. Sullivan (1995:1) defines skill as a set of *tasks* that are performed for the aim of achieving specific stage of competency that needs the use of *instruments and equipments*. In our context, the use of *instruments* refers to the use of language in order to be skilled in a particular job. Winterton et al (2006: 26) define skill as the extent to which a task is performed at the stage of correctness and pace. Meaning that, a skill is to perform a task successfully with regard to correctness and speed.

From the aforementioned definitions we conclude that competence and skill, it appears that the three concepts are interrelated. Competency refers to a required set of skills, attitudes and knowledge to do well a task, while competence is the ability to act in a given situation. As for skill, is to perform task in the aim of achieving a competency. These three concepts are tightly interrelated and are used interchangeably by scholars to indicate the same meaning.

1.2.4. Teachers’ Role in CBALT within the Algerian Educational Reform

Teacher’s Role

The literature on teachers’ role argues that their role has changed in CBAELT from the center to the periphery. In this view, Paul (2008, cited in, Griffith 2014:3) reveals that the role of the teacher consists of proposition of different types of information in different ways and to suggest appropriate activities, materials and practices. In like manner, Document D’accompagnement Du Programme D’anglais De 3ème Année Secondaire (2006) states that teachers’ main role is to, guide, advice and facilitate the teaching/learning process (2006). In

brief, the role of the teacher is transformed into that of a helper, but still the crucial question is about the feasibility of that role in the Algerian secondary school by taking into consideration the different factors (see chapter 2 and 3).

1.4. CBALT and Constructivism

Constructivism is a learning theory that provides “*an explanation of the nature of knowledge and how human beings learn*” Ismat (1998:2). Constructivism centers on the idea that human beings build understandings through the process of connecting newly acquired knowledge to the new one and build their interpretation Cheek (1992, cited in Aimeur, 2011). In this sense, Billet (1996, quoted in Kerka, 1997:2) states that instead of absorbing knowledge “*learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new*”. Hence, the constructivist theory of learning points out the importance of building new knowledge on the previous one through the process of reconsidering and reinterpreting the old one so as to reconcile it with the recent one.

Fox (2001:24, quoted from Aimeur, 2011) provides a summary to the key claims that are taken into consideration in order to define the constructivist theory of learning. It is as follows:

1. Learning is an active process;
2. Knowledge is constructed rather than innate or passively absorbed;
3. Learning is a process of making sense of the world;
4. Effective learning requires meaningful, challenging problems for the learners to solve.

On the basis of the aforementioned constructivist views of learning, we say that learning is a process in which active learners are involved in the construction of their own knowledge through problem-solving situations. In fact, CBA aim is to develop autonomous learners,

responsible for the construction of their own learning. CBA which is recently introduced into the Algerian educational system is “*one of the syllabus designers borrows its principles from social constructivism*” Bensemmane (2005:136). CBA is based on the cognitive and social constructivist approach (Riche et al, 2005). Accordingly, learning is no longer seen as a process of transmitting knowledge from the teacher to the learner, it is rather a process of using the *newly constructed knowledge* by interacting with other learners (ibid: 18).

Conclusion

This chapter reviews the literature related to teachers’ beliefs in relation to teachers’ classroom practices, teacher education and training, education reform, and teachers’ source of beliefs. This help to more understand the nature of beliefs more specifically teachers’ beliefs, how it influence their classroom practices, and how it affect the implementation of the whole educational reform. It also provides an overview about CBA and its related issues, in addition to reviewing the literature related to teacher education and training and dealing with CBALT as a part within constructivism.

Chapter 2: Research Design

Introduction

The research is meant to attain three inter-related objectives: investigate teachers' beliefs; examine the extent to which teacher education and training respond to teachers' psychological and professional needs and analyse how teachers' beliefs impact their teaching practices, including some external factors (e.g. large classes, length of syllabus, time limits, final examination) influencing them. The latter form a valuable part of the study because it gives the opportunity to study teachers' beliefs about CBELT in relation to their classroom practices. The reviewed literature shows the importance of teachers' beliefs for an effective educational reform and ultimately successful classroom instructions. This suggests the need for empirical study on teachers' beliefs and classroom practices to gain a full insight of the implementation of CBELT in secondary school and the nature of training and preparation teachers receive.

This section is set to describe in detail the research strategy adopted to address the aforementioned issues, context of study and population sample, methods of data collection, and procedures of data analysis. It also devotes few lines to refer to potential limitations of the study.

2.1 Research strategy

The present dissertation adopts a case study as a research strategy to meet the research objectives. It is defined by yin (2009: 93) as “*an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context*”. In this study, the empirical research is concerned with an in-depth investigation of teachers' beliefs and practices in a real context (secondary schools in Tizi-Ouzou and Azazga).

2.2.1. Population Sample and Setting:

The study takes place in four secondary schools in Tizi-Ouzou (Aban Ramdan and Fatma Nsumer) and Azazga (Sahoui Aldjia and Chihani Bachir). The participants under investigation are seventeen in-service and pre-service secondary teachers. The target population is selected randomly; there is no specific reason for choosing it.

2.2.2. Data collection techniques

The case study aims to deeply analyse and understand what is happening in the secondary schools under study and how school system deals with and challenges teachers' beliefs. In this kind of research, a researcher primarily focuses on qualitative data achieved mainly through interviews and seeks qualitative interpretation of individuals' views, perceptions, attitudes and beliefs they hold towards the teaching learning process. Nevertheless, for the purpose of gathering the necessary data for the research work, the study relies on three tools of data collection: a questionnaire, semi-structured interviews, and classroom observation.

The questionnaire which is made of twenty two closed-ended and open-ended questions is used as a technique for data collection because of time limits. Thereby, the questionnaire is designed to complete the findings of the semi-structured interviews, especially to get information about teachers' personal profile. Oppenheim (1992) defines a questionnaire as “... *not just a list of questions or a form to be filled in. It is essentially a measurement tool, an instrument for the collection of particular kinds of data*”. Before handing the questionnaire, it was piloted by four teachers to test the comprehensibility of the questions.

Semi-structured interviews are used. After being granted the permission by secondary teachers, we started interviewing some of them, who have been selected randomly, from different secondary schools, both in Azazga and Tizi-Ouzou. The interviews have

permitted the collection of qualitative data from seven secondary teachers. The process of collecting data through the interviews took place from six to twenty two April 2015. Qualitative data is collected from the semi-structured interviews to support the data gathered from the questionnaire. In this regard, Anderson (1998) contends that in addition to questionnaires, interviews and classroom observations are used to prove and deepen the data analysis of the questionnaire. Partington (2001) states that interviews permits a researcher to get information on themes such as beliefs, values and attitudes which are difficult to access, especially when using alternative techniques. He adds, semi-structured interviews are advantageous in the sense that the interviewer takes over the process of the interview, at the same time he is free to take on new directions when necessary (ibid). Moreover, as the topic of our study (i.e. for the investigation of teachers' beliefs, a qualitative approach to data analysis is seen to be more appropriate.) and the research strategy adopted (case study seeks an in-depth analysis of the data) necessitate, semi-structured interviews are essentially selected.

Classroom observation is used as a research technique to collecting qualitative data on teachers' classroom practices. After having teachers' permission, a total of ten observations have been made in four secondary schools, both in Azazga and Tizi-Ouzou which took place in April 2015. The observations are described according to the focus of the lesson; Listen and Check, Grammar Explorer, Listening and Speaking, Read and Consider, and Presentation of Project Work. Each classroom observation lasted for sixty minutes. The number of students in each class is between 27 and 35.

Classroom observation is an essential part of our investigation as Cohen et al (258: 2007) claim "*[W]hatever the problem or the approach, at the heart of every case study lies a method of observation*". It is defined as a technique that "*can often reveal characteristics of groups of individuals which would have been impossible to discover by other means*" (Bell

2005: 194). It is intended first to gather data on teachers' classroom practices to relate them to their beliefs about teaching and learning and the educational system as a whole. Second, it is used to observe how teachers' beliefs about education are manifested in their teaching practices and thus support the data collected from the questionnaire and semi-structured interviews. Third, the concept of beliefs is abstract and cannot be entirely scrutinized without examining the participants' classroom behaviour.

In sum, these paragraphs describe tools of data analysis and how the data is gathered. This gives the study its validity and reliability.

2.2.3. Tools of data analysis

The data collected from the questionnaire, the formal and informal semi-structured interviews and the classroom observations are examined following mixed method approach. The latter mixes together the qualitative and quantitative research tools. The quantitative data, which includes closed-ended questions of the questionnaire, are analysed using Statistical Package for the Social Sciences. As for qualitative data, including the open-ended questions of the questionnaire, the interviews questions and classroom observations data, are analysed and interpreted by adopting critical discourse analysis along with constructivist paradigm.

a- Statistical Package for the Social Sciences

For the sake of presenting our quantitative data, we have opted for the Statistical Package for the Social Sciences (SPSS). According to Landau and Everitt (2004), SPSS is a package that is mostly used in social sciences. As far as we are concerned, the questionnaires' closed-ended questions are presented in percentages using SPSS. For better readability and visibility, the outcomes are shown and tabulated in pie charts, histograms and tables.

2.2.4. Framework for data analysis

The data obtained from the case study on teachers' beliefs and practices with attention are divided into themes and each theme represents a specific research objective. The data is

analysed and interpreted not only with respect to what the respondents answer on a particular theme, but also in comparison to what they answered in other themes. This describes the work as a synthesis of its different constituents which gives better insight to the research topic. Second, the data is interpreted against the literature review findings. Third, teachers' beliefs about CBALT are analysed and interpreted using interpretive-constructivist paradigm. Finally, teachers' classroom practices are analysed and interpreted relying on the learning objectives in relation to CBA set by the Ministry of Education to check whether teachers' practices comply to the objectives or not. "At the crossroads" course book aims at enlarging and strengthening the competencies that learners have developed in middle school. The competencies are as follows:

1. interacting orally in English
2. interpreting oral and written texts
3. producing oral and written texts

(Teacher's Handbook, 2005: 04)

2.2.5. Constructivist research paradigm

Constructivist paradigm can especially be useful when dealing with teachers' beliefs (Gahin & Myhill, 2001 & Valdiviezo, 2006, cited in Bellalem, 2008). Gahin and Myhill (2001, cited in Bellalem, 2008) suggest that interpretive-constructivist paradigm is used "... to come to grips with how reality is seen through the teachers' eyes, how teachers construe reality, view their world and make sense of it" (quoted in Bellalem, 2008: 77). Constructivist paradigm is based on the assumption that "the world of lived reality and situation-specific meanings that constitute the general object of investigation is thought to be constructed by social actors" (Shwandt, 1998: 118). That is to say, within specific contexts (time, place...) specific actors, through social interactions, construct meanings (ibid). He further posits that constructivists or interpretivists believe that in order to grasp this "world of meaning" one

need to go through the process of interpreting it, arguing that “ to prepare an interpretation is itself to construct a reading of this meaning”(cf.). He contends that reality is “pluralistic” and “plastic”. Pluralistic in the sense that reality is to be expressed through a variety of language systems and symbols. And plastic is to explain that reality is created and shaped so as to suit human intentional purposes (cf.).

Guba and Lincoln (1994) assert that “inquiry paradigms”, amongst which constructivist paradigm, can be defined by answering three basic questions in the following logical order: first, the ontological question. It is concerned with what really exists in the real world and how things actually function in it. Second, the epistemological question. It refers to the type of the relationship between the “*knower*” and what is there to know. Third, the methodological question. It relates to the process the inquirer goes through in order to uncover the unknown. It is claimed that there is an intimate relationship between epistemology, ontology and methodology (Krauss, 2005), as a result an answer to the second question is controlled by the first one and the answer to the third is guided by the two first questions (Guba and Lincoln, 1994).

We opted for this paradigm because we believe that teachers with their personal and professional experiences in addition to the school context (i.e. socio-cultural and political context) influence, they come to construct a reality which is specific to them. Such a reality can differ from one teacher to another, yet they usually share some fundamental assumptions as they belong to the same teaching context. Epistemologically, teachers hold and construct new beliefs about education through their teaching career (especially from their daily classroom practices) which shapes the way they view the real world, in general and the teaching profession, in particular. Our research objective thus is to interpret the meanings and the constructions teachers make about teaching and learning. Methodologically, we use a questionnaire, semi-structured interviews and classroom observations to collect information.

The aim is to understand and interpret individuals already hold beliefs and how they came to those constructions, however; such beliefs are subject to new interpretations as new information take place (Guba & Lincoln, 1994)

2.2.6. Limitations of the Study

This work is a case study of seventeen secondary teachers. As it is agreed on, findings from case studies cannot be generalised to the whole population, this is the first limitation of the study. Second, case study, as it is identified above, searches for an in-depth analysis of the data, as a result interview technique is the most appropriate one. Yet, we have made use of a questionnaire because of time constraints. Third, the study investigates teachers' beliefs and practices and their impact on the educational reform. However, to get a holistic view of what is actually taking place in the school context, students' beliefs and perception need to be analysed. Moreover, the socio-cultural and political contexts are very influential; unfortunately this cannot be taken into consideration in this very short time, yet, its influence on the whole research cannot be avoided. Moreover, qualitative data which are gathered from the classroom observations are more or less influenced by the strike observed in high schools for one month and a half, that is, teachers were in hurry to finish with the programme especially with exam classes. Thereby, the latter affects their way of teaching.

Conclusion

This chapter highlights the research strategy, the context of investigation, techniques of data collection and data analysis procedures used to conduct the research work, ending with some potential limitation as regards the methodology. Descriptive Statistical Method is adopted to quantify the data. It facilitates the process of analysing and presenting the results, also it sheds light on teachers' beliefs and knowledge on CBELT and its impact on their classroom practices. To check the validity of the hypotheses set in the introduction, we opted for Critical Discourse Analysis along with constructivist paradigm to understand and interpret

the results. The combination of the research techniques together permits triangulation that provides a clear and wider picture of how teachers' beliefs influence their classroom practices and how it may lead to the failure or the success of the reform.

Chapter 3: Presentation of the Findings

Introduction

This chapter provides a description of secondary teachers' results attained through the questionnaires administered to seventeen (17) secondary school teachers (both in Azazga and Tizi-Ozou), interviews conducted with seven (7) teachers from different schools and ten classroom observations. The aim is to sort out teachers' beliefs about CBELT in relation to their classroom practices and the role teacher education and training play in preparing them (teachers) both psychologically and professionally to cope with the new requirements. For better visibility, the results are presented in percentages and shown in histograms and pie charts. The present chapter is made of three main parts: the first part deals with the presentation of the questionnaire results; it includes a variety of different questions addressing the three research objectives. The second part introduces the results obtained from the interviews. The interview questions are mainly asked to deeply understand the relationship between teachers' beliefs and their classroom practices. The third part presents the results of classroom observations. Attending sessions with some teachers make it possible to check the relationship between their beliefs and teaching practices and the extent to what they correspond to the objectives set by the Algerian ministry of education.

3.1. Presentation of the Results of the Questionnaire

3.1.1. Results of section one

This section has to do with participants' personal information in terms of Years of experience, and training

Q1: Years of experience

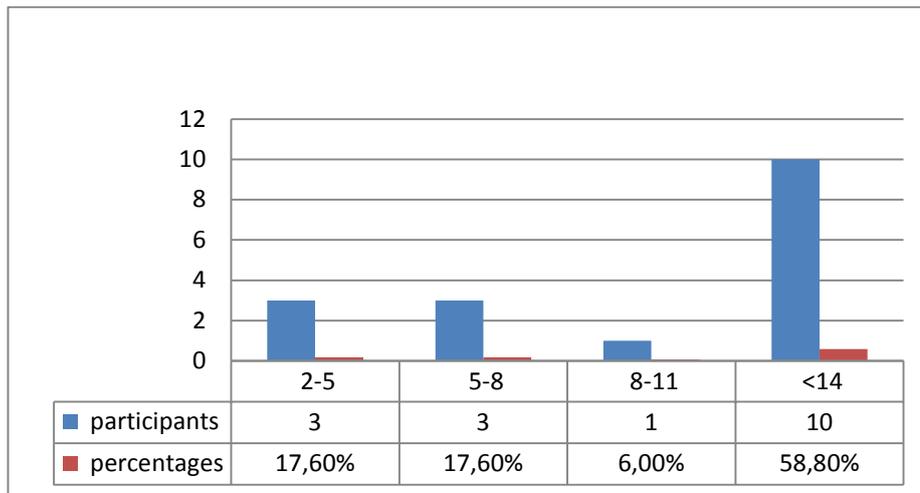


Diagram 1: Teachers’ years of experience

The majority of teachers have more than fourteen years of experience (58.80%), whereas the minority has got between 8-11 years’ (6%). the remaining is ranged between 2 and 8 years (17.6%+17.6 = 35.2%).

Q2: What kind of training have you received?

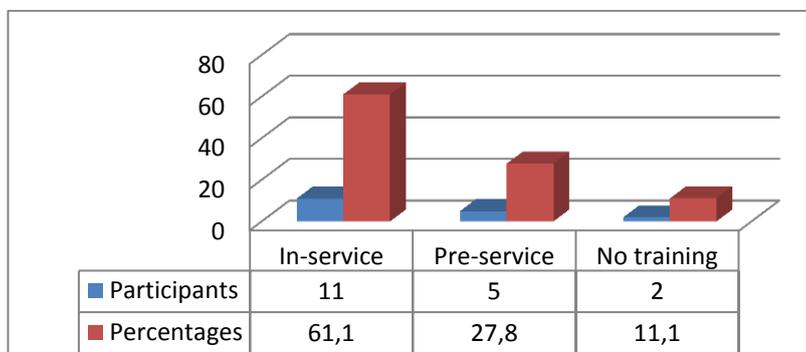


Diagram 2: Teachers’ training

It appears from the diagram (03) that most of the teachers have received in service training (61.1%). 27.8% has got pre-service training. Only two out of seventeen (11.1%) have got no training.

3.3. Section 02: Teachers’ knowledge of Competency-Based Approach to English Language

Teaching

Q3: How do you consider Competency-Based Approach to English Language Teaching objectives? Explain your choice in the provided space please?

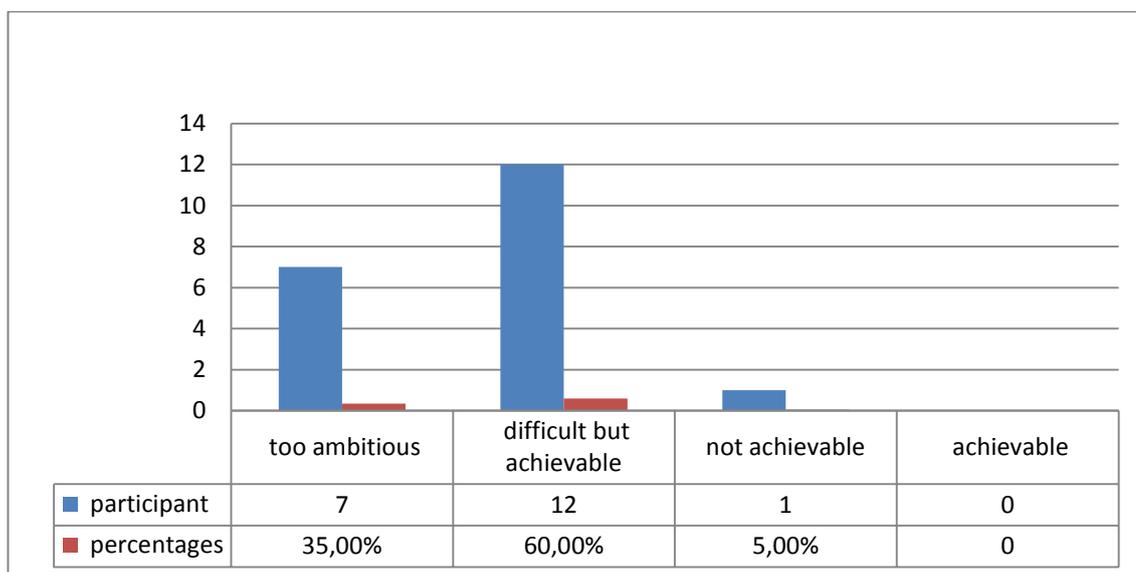


Diagram03: Competency-Based Approach to Language Teaching objectives

As we observe from the diagram (06), the majority of the teachers (60%) have selected the proposition two (difficult but not achievable). Seven teachers (35%) have chosen too ambitious. Only one participant (1) says that CBALT is not achievable.

The reasons advanced by the teachers for their choice are as follows:

For the majority of teachers CBALT is difficult and too ambitious mainly because of overcrowded classes, lack of materials such as laboratories, plugs, and data shows, and pupils' low level and lack of motivation. Only one teacher points out the influence of both learners and teachers' understanding of the approach (CBALT). Another one states the role social environment plays in the implementation of this new approach (CBALT).

Q4: How can you define Competency-Based Approach to English language teaching?

For some teachers CBALT is a learner-centred approach in which learners are responsible for their own learning and teachers are guiders and no longer the providers of knowledge. For others CBALT aims to help learners communicate using English in real life situations. Two teachers state clearly that CBALT is ambiguous. One of the participants

defines CBALT as simply an approach in which teachers introduce a topic and let his/her students discuss, express and write their own ideas. Another teacher says that CBALT is an approach that aims to create autonomous learners. Only one teacher who refers to CBALT as an approach that seeks to develop in pupils the three competencies (interpreting, interacting and producing) by involving them in problem life situations. It is worth to mention that some of the participants refer to the importance of students' pre-acquired competencies when following this new approach to build on. Yet, according to one of them, this is not the case with their students because of the status of English as a foreign language. Only two teachers did not answer the question.

3.3.1 Section03: Teachers' beliefs and English language teaching and learning

Q5: What do you think to be an effective way of teaching?

From the answers provided to the above question, we notice that for many teachers an effective way of teaching is to be able to adopt or select an appropriate way of teaching that suits learners' level, and needs. For the minority, an effective way of teaching is when a teacher succeeds in transmitting the message and attains the objective of teaching. One of the teachers who provides a different point of view says that an effective way of teaching is when a teacher believes that each pupil is able to succeed at school and do all his best to achieve that. For two others, teaching is to be well-informed about the subject and know how to communicate it to learners. Hard work, training and personal research from the part of the teacher constitutes an effective way of teaching for two participants. It is worth to note that only one teacher who affirms that CBA is the most effective way of teaching.

Q6: Do you think that CBELT is an effective model of teaching? Why?

Teachers' answers to this question reveal that the majority of them see in CBALT an effective way of teaching yet its implementation depends on the extent to what teachers are supplied with the necessary conditions (e.g. pedagogical means...) and learners' level (weak

level) in English. Some of them explain that CBALT is effective because it aims not only to transmit knowledge but also to develop skills that enable them to deal with new situations. Moreover, students rely on themselves and their background knowledge to integrate in the lessons. The minority, by contrast, confirm that CBALT is not effective because students have no opportunity to practice English outside classrooms and learners' level is weak. Only one of them sees that CBALT is not really different from other methods.

Q7: Have your beliefs about education changed throughout your teaching carrier?

Justify your answer?

The majority of the participants answered yes to this question since they used to think that teaching is an easy job and not so hard as it is the case especially with the introduction of CBALT. Another one argues that teaching is not stable and one needs to be open to new changes and challenges. One of them explains clearly that he used to think that teaching is the transmission of knowledge but now he realised that knowledge is of no importance if learners are not able to communicate in English. For another, what is seen to be perfect in theory is proved to be not in practice. No method is attested to be effective and the best according to one of them. The remaining affirms that their beliefs about education haven't changed throughout their teaching career as they have always been encouraging their pupils to work and perform; besides teaching is an act of learning for both teachers and learners.

Q8: Teachers' source of beliefs stems from:

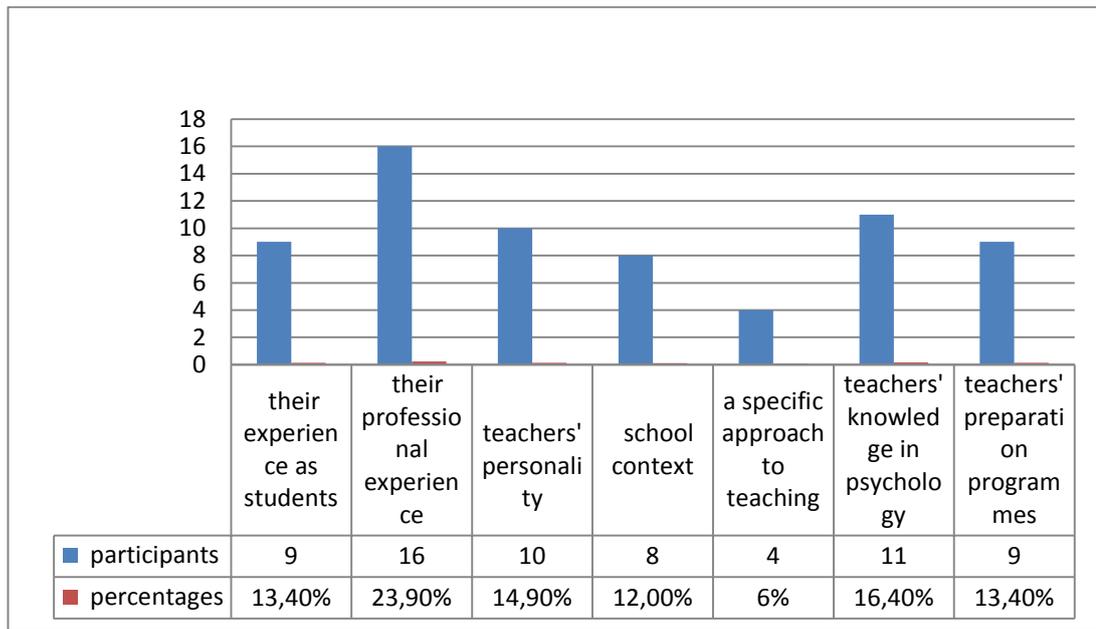


Diagram 4: Teachers' source of beliefs

As it is highlighted in this diagram most of the participants go for their professional experience as the main source for their beliefs about teaching and learning (23.9%), whereas the minority opts to have a specific approach to teaching as a source of beliefs (6%).

3.3.2. Section04: Teachers' beliefs and teacher education and training programme

Q9: How did your training assist you to teach the way you teach now?

As we notice from teachers' answers to this question, the majority claims that their training assist them in many different ways, for example lesson planning, how to assess (yet without any feedback from the part of the inspectors), it is a way to gain more experience and be more performant and self-confident, an opportunity to exchange methods and experiences, it makes things more concrete and practical, and learning different learning styles and different methods.

Q10: What is the focus of attention of teacher education and training you have already gone through?

The participants, who answered this question, provide a variety of suggestions: lessons about the programmes and its objectives, more theory, classroom observation, debates with other teacher trainees, lesson preparation and classroom management, white board management, pronunciation, punctuality. Ten teachers did not give any answer.

Q11: Do teacher education and training enhance your classroom practices? How?

For the great majority of participants, teacher training and education enhance their classroom practices as it provides them with teaching method to transmit knowledge, how to surmount their learners' difficulties in learning English, get self-confidence, and learn different classroom practices. The remaining did not benefit from it because what they learned from theory is not the same as in practice which is dependent on students' level and school context. One of the teachers specifically refers to the benefit of bloom taxonomy she learned from her training. Another, benefits from other teachers' performance. Six teachers answered yes but they did not explain how.

Q12: In your opinion, what needs to be changed in teacher education and training?

The majority of teachers insist on practice; more training especially abroad is required to have opportunities to meet other teachers from English speaking countries. Only two of the participants refer to the importance of introducing CBA at the university level before getting the licence degree.

3.3.3. Section 05: Teachers’ beliefs and classroom practices and some external factors underpinning them.

Q13: Lack of experience affects your classroom practices:

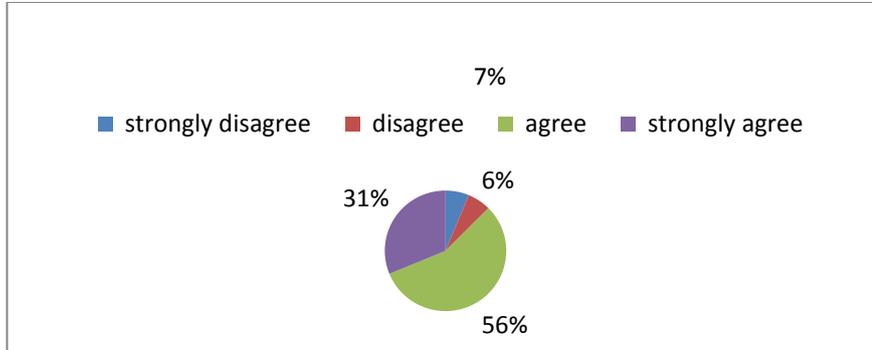


Diagram 05: Teachers’ experience and classroom practices

As the diagram above demonstrates 87% (56%+31%) of the teachers agreed that lack of experience affects their classroom practices. However the minority (6%+7% = 13%) did not.

Q14: Self-reflection is important for effective teaching practices

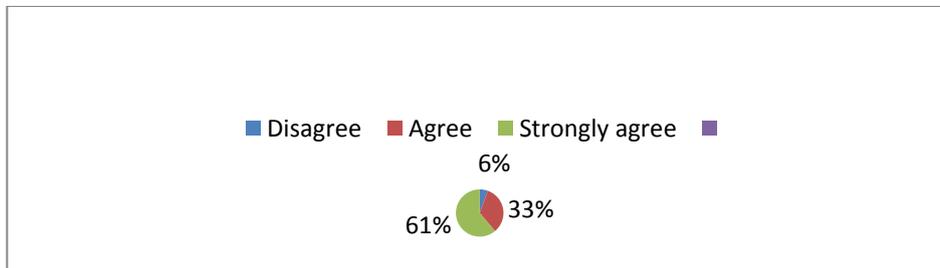


Diagram 06: Teachers’ self-reflection and effective classroom practices

As for the diagram (09) the great majority of the participants (61%+33% = 94%) agreed that self-reflection is important for an effective classroom practices. 6% of the teachers, in contrast, disagree.

Q15: Do you think that teachers' beliefs about nature of knowledge and its structure and how it is acquired influence teachers' way of teaching?

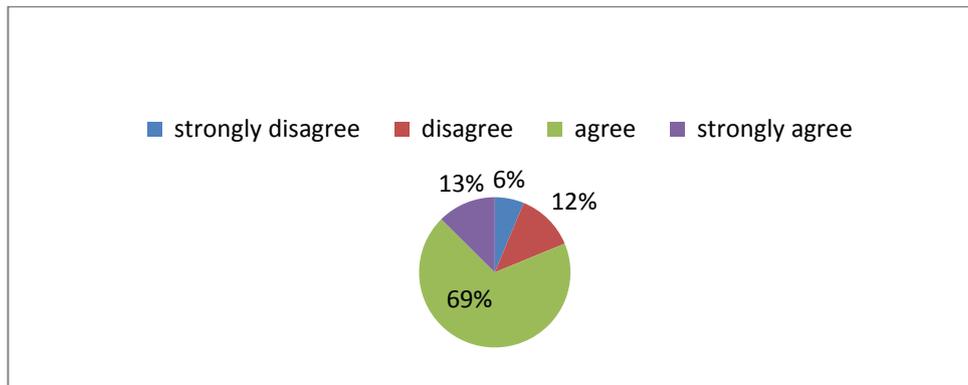


Diagram 07: Teachers' beliefs about nature of knowledge and its structure and the way it is acquired

82% (69%+13%) of the participants see that knowledge and its structure and how it is acquired influence their way of teaching, whereas 18% (12%+6%) of the teachers perceive the opposite.

Q16: Teachers' teach in accordance with their beliefs about teaching and learning:

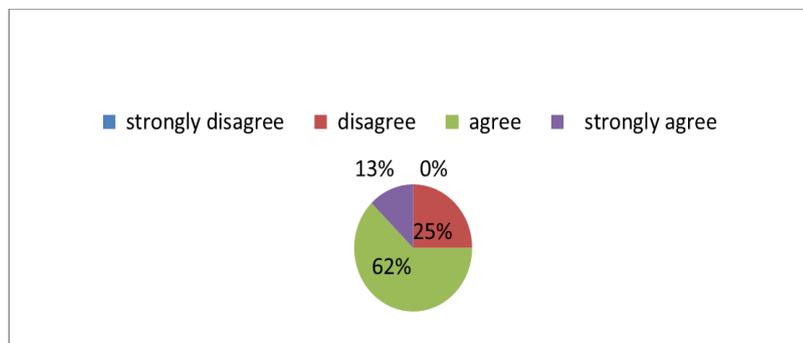


Diagram 08: Teachers teach according to their beliefs about teaching and learning

As it is highlighted in this diagram great number of the participants (62%+13% = 75%) agree that teachers' teach according to their beliefs about teaching and learning. However, the minority (25%) of them rejected the idea.

Q17: Do you think that the way you teach now has changed in comparison to the way you used to teach? If yes choose from the following the reason(s) for your change.

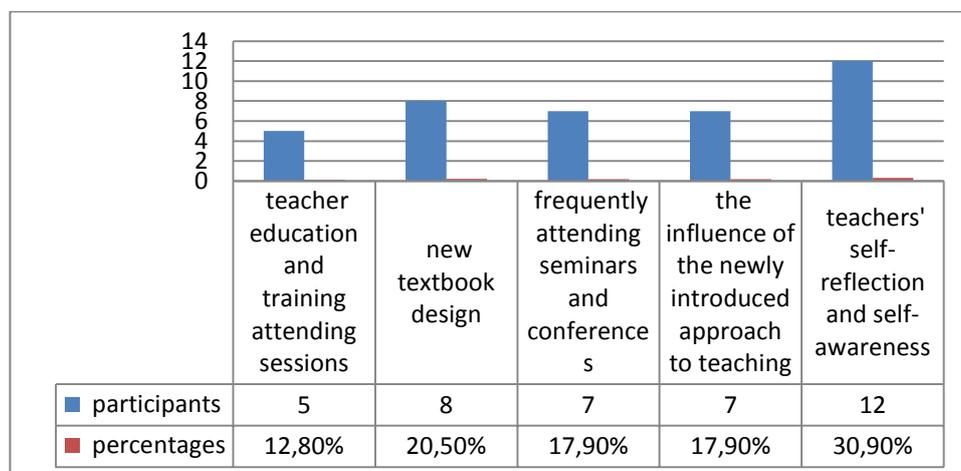


Diagram 09: reasons for changing teachers' way of teaching

The teachers choose the following motives for changing the way they used teach:

- e. Teachers' self-reflection and self-awareness (30.9%)
- b. New textbook design (20.5%)
- c. Frequently attending seminars and conferences (17.9%)
- d. The influence of the newly introduced approach to teaching (CBELT) (17.9%)
- a. Teacher education and training attending sessions (12.8%)

As a result, most of the teachers (12) admit that self-reflection and self awareness is the first reason for changes in their way of teaching. Only five teachers selected teacher education and training to be one of the reasons.

3.5. Q18: Factors preventing teachers from an effective implementation of CBELT are:

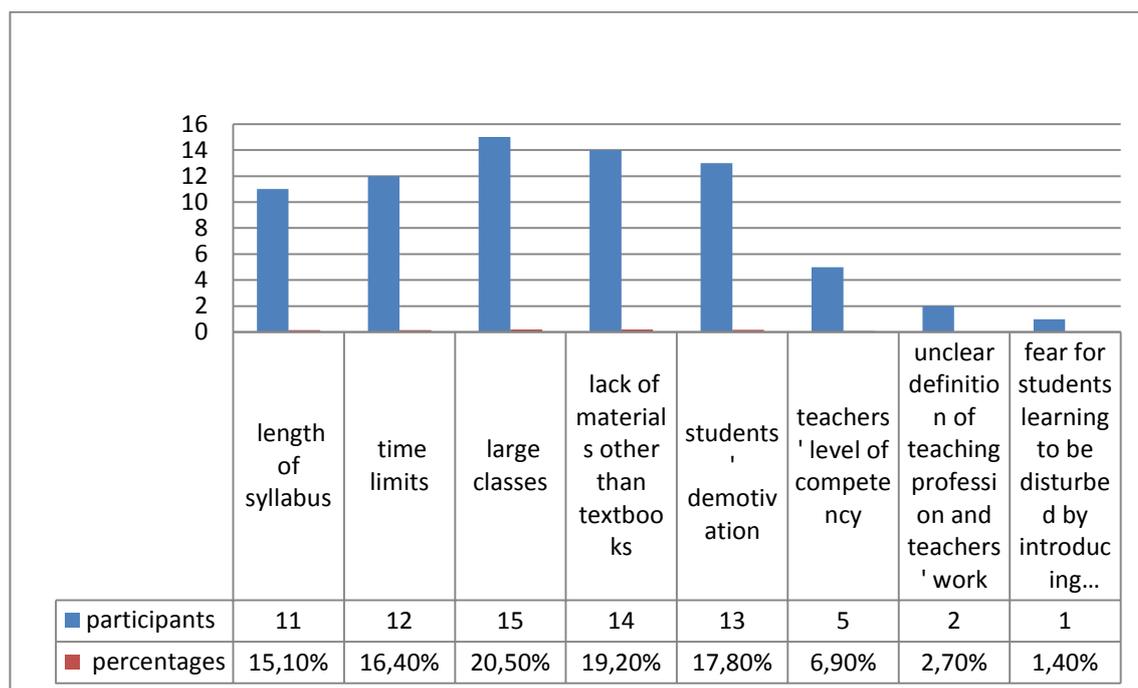


Diagram10: Some factors preventing teachers from implementing CBELT

As it is clearly shown from the diagram (12), the great most of the participants (89%) select a- b- c - d - e as the most important factors preventing teachers from implementing CBELT.

3.2. Section 02: Presentation of the results of the interviews:

Q1: In your opinion what is an effective way of teaching for a good teacher?

For two teachers, an effective way of teaching is to have small classes and students with high level so that CBALT can be applied. Another sees that there is no perfect way of teaching, but in our context ancient method is more appropriate because of lack of the necessary conditions for the implementation of CBALT. For another one what is important is to learn from your students and always try to improve yourself and never be satisfied with your own way of teaching. One of the participants states that an effective way of teaching is to find strategies to attract pupils' attention and make them realise that English is not difficult and very interesting and then push and encourage them to work and learn more. Another asserts that what matter in teaching is to make learners understand in order to be prepared for

the BAC exam. For the last participant, an effective way of teaching is when a teacher succeeds in fulfilling the objective of the lesson that is the message (knowledge) is transmitted. Moreover, a teacher needs to adopt his method to the level of the learners.

Q2: Do you consider Competency-Based Approach to English Language Teaching as an effective way of teaching? Why?

All the participants agreed that CBALT is very interesting but it is not practical in the Algerian context because of many reasons such as lack of the necessary materials, learners' weak level, and learners' lack of motivation, lack of time and large classes. One of them explains that it is the classroom needs and learners level which decide on the way you teach. Another participant shows more or less positive attitudes towards the approach, claiming that CBALT is better than the traditional method as it focuses not only on grammar but on the four skills and the external factors does not prevent her from applying it even if not at 100% and get good results. For another one, it is interesting but in addition to the bad conditions still has its negative points because grammar cannot be taught indirectly; she needs to explain the rules in order to be remembered by the pupils. Another, also with negative attitudes towards CBALT asserts that an effective way of teaching is the one which is practical in all contexts and CBALT is not. Only one participant who refers to the fact that both learners and teachers are not well prepared for this new approach and thus even if she believes in it, it is difficult to be realised.

Q3: Have your beliefs about education changed throughout your teaching career?

For the first participant, she still has the vision of the old method since despite her efforts; CBALT is without any results and cannot work without having the necessary conditions. For the other participant, teaching is to make learners understand, she adds that the aim has been always to develop learners' oral skills and make them understand grammar rules. One of them affirms that she believes in the traditional way of teaching as it gives

teachers more authority in the class and learners feel that they are really in need of the teacher but she is obliged to apply CBALT even though she does not really like it. The rest of the participants answer this question with yes. One of them says that she started teaching with this new method yet it is practical with all classes and all levels, she further explains that she has her own way of teaching which is dependent on learners' needs and level to make them understand and reach the objectives of the lesson. For another, in teaching one needs to be eclectic and choose the best according to learners needs and never be satisfied. One of them admits that she has learnt many things from this approach.

Q4: How did your training helped you to teach the way you teach now?

All the participants maintain that their training is limited to few seminars (one or two per year). For one of them it was not really helpful, she learned about Bloom taxonomy and she makes use of it but she still believe in her own way of teaching. Another, in contrast, benefits from the previous seminars and learnt many things on this new approach and techniques that she uses in her classroom teachings. For the remaining, it was not at all beneficial; there is no feedback and even the inspectors, according to some of them, are not well informed about CBALT. One of them argues that she does not like this new method and avoid working with it because she has not received much information about it.

Q5: Do teacher education and training enhance your classroom practices?

All of participants state that teacher education and training do not enhance their classroom practices. One of them explains that having some remarks on paper is not enough, and she needs the inspector to attend her lecture and show her the errors.

Q6: What did your training and education focus on?

For all of the participants, the focus of teacher education and training is on theory, they keep explaining and introducing new things and it's up to the teacher to find her/his own

way of teaching and look for solutions to the problems, some of them assert. For some of them this is because they (educators) do not have much knowledge about CBALT.

Q7: According to you what needs to be changed in teacher education and training?

All of them insist on the practical side; more practice and guidance is needed.

Q8: Do you think that your beliefs about teaching and learning process influence your classroom practices?

The answer to this question was yes. All of them think that teachers' beliefs influence the way they teach. One of them states that she teach in the way she believes that it is beneficial for the learners and she is willing to change if she finds something wrong in this believe yet sometimes she deviates because she has not enough time and obliged to finish the programme. For another, CBALT is an obligation and often she uses her own method which better suits learners' level. Two of the participants are convinced and teach in the way they believe it fits the level of all the pupils.

3.3. Section 3: Presentation of the results of the classroom observation

The main focus in most of the lessons (**Listen and Check, Grammar Explorer, Listening and Speaking, Read and Consider and Project work**) is on teaching grammar rules; learners are encouraged to learn and remember all the rules in order to put them into practice in the exam papers. The interaction inside classrooms is limited to teacher- learner interaction. Only few students who are involved in the lessons, the majority seem demotivated and not interested. Most of the time pupils give their comments in Berber or Arabic and answers teacher's question in few words not in full sentences. It is noticeable that the teachers are mainly relying on textbook to explain the lesson and rarely using authentic materials. Often teachers use group and pair works but learners instead of working in groups they keep talking with each other. We noticed that the majority of teachers do not encourage learners to provide personal answers and to view things critically. The learners are passive and the

teachers are the only authority in the class; it is up to them to explain and provide information about the lesson.

Conclusion

The questionnaire results show that the majority of teachers have positive attitudes towards CBA as an approach, yet it is not practical in their context, whereas the minority still keep the traditional view of teaching and learning. As for teacher education and training, they maintain that it is neither sufficient nor efficient; its focus is mainly on theory which is different from practice.

The interview results basically reveal that most of the participants assert that CBA is interesting but difficult to be realised because of many factors. They further added that they have their own way of teaching which is relative to learners' needs and level. The minority affirms that traditional way of teaching is more appropriate in their context.

We notice from the classroom observations that the great majority of teachers do not implement CBALT, they instead shift to the traditional way of teaching especially to explain grammar rules. This is, according to them, because of many factors such as large classes, time limits and learners' low level.

Chapter 4: Discussion

Introduction

This chapter is concerned with the discussion and the interpretation of the results obtained from the questionnaire, the interviews and the classroom observations. The findings reached from the three research tools are discussed in relation to each other. By reason of the high correlation that exists between the results of these research tools, the data is to be analysed in relation to the respondents' answers in a given research tool and also in comparison to the outcomes obtained from the other themes. Besides, the data is to be discussed against the literature review along with the constructivist-interpretivist theory in addition to the two main categories of teachers' beliefs about teaching and learning. As for the classroom observations, they are to be interpreted in connection to the learning objectives set by the Algerian Ministry of Education.

This chapter comprises two main parts; the first part includes four main sections and each section represents one particular theme with the aim to answer a specific research objective. The first one discusses the findings related to teachers' knowledge about CBA. The second discusses teachers' beliefs about teaching and learning the English language. The third considers the influence of teacher education and training on teachers' beliefs about teaching and learning. Last but not least outlines the relationship between teachers' beliefs about teaching and learning and their classroom practices, including some external factors affecting them. The second part is devoted to the interpretation of the classroom observations' results in relation to the objectives set by the Ministry of Education.

Part 01: Discussing the outcomes obtained from the questionnaire and the interviews, with the aim of making a link with the classroom observations.

4.1. Teachers' Knowledge of CBALT

As it is shown in diagram 3 (see chapter 3), the majority of teachers (60%) reveal that CBAELT objectives are difficult but achievable and for the 35% of the participants these are too ambitious. For one of them, CBALT is mainly based on both teachers and learners' understanding of the approach. In this respect, two participants assert that CBALT is "ambiguous". The teacher explains that CBALT requires not only an appropriate context to be well implemented in, but also needs to be clear and well understood by the teachers and the learners as well. In other words, being familiar with the approach facilitates the process of implementing it as teachers become more interested in using it despite its difficulties. Another refers to the role of social environment in the implementation of the approach (CBALT). The role of society and more particularly family apart from the school context is significant in enhancing or undermining the whole teaching/learning process. Learners' negative attitudes towards English, for instance, are partly constructed from the society in which they are integrated (group attitudes) in addition to the negative experiences they may have got at school. The majority of teachers affirm that CBALT objectives are difficult to reach mainly because of large classes and pupils' weak level and lack of motivation. The latter is maybe due to the nature of the approach as it aims to develop the four skills in each individual and it requires active learners responsible for their learning. Besides, this approach necessitates other teaching materials apart from textbook (e.g. the use of technology). As for the second part of the question "But achievable", reveals the positive attitudes of the teachers towards the approach and that it deserves their efforts and hard work to achieve it. However, the explanations given by all of them deal only with the difficulties they daily face and no one explains how, despite the obstacles, it is achievable. In fact, the classroom observations we

attended with some of them demonstrate that the majority of teachers failed to motivate and attract learners' attention and thus to implement the approach (see the previous chapter). In short, the majority of teachers express or reflects, through their speech, the immediate context in which they are involved and teach and unwilling (unconsciously) to see beyond and find solutions to the problems as if it not possible, at least at their level. The latter, lessens from looking to the approach and the whole school context from a critical point of view, which may help them feel at ease and try to find what is really needed to deal with such difficulties instead of blaming.

To some of the participants, this approach requires learners' pre-acquired competencies to build on. Maybe this is one of the reasons that led them to condemn CBLT for its ineffectiveness in their context of teaching. Only one who speaks about creating autonomous and independent students. This may suggest that pupils' learning autonomy is not as much important as their understanding of the lesson (the message is transmitted); their chief role (learners) consists of listening, understanding, and memorising what they have learned. It noticeable that, the great majority of teachers' knowledge about CBLT is limited to few theoretical and superficial notions (i. e. a learner-centred approach that, with teachers' help and guidance aims to develop their speaking skills). This may imply that the participants do not have a clear idea of how such an approach work or function. They (teachers) are mainly depending on their daily immediate situations and personal and professional experiences to construct the reality which is specific to the context in which they are working. Such view of reality which is peculiar to them is difficult to be questioned unless they are far from and not involved in it

4.1.2. Teachers' Beliefs and English Language Teaching and Learning

Teachers' points of view about an effective way of teaching resulted from their answers to the interviews and the questionnaires' questions are more or less different, yet they

share some common points. This can be explained by the fact that teachers' beliefs are constructed in relation to their personal, professional experiences, etc; yet, they do belong to the same world (school context). This vision of reality is constructed by the teachers who are confronted with more or less the same situations (see constructivist theory). The majority of the participants stress the importance of adopting an appropriate method that suits learners' needs and level. For example one of the participants presumes that an effective way of teaching is *«adapting one's teaching to students' needs and differences»*. This can be interpreted in a way that teachers' way of teaching is determined by learners' needs, differences and level, whatever the method to use. That is, what is actually taking place in the classrooms is different from what is stated in theory about CBALT; hence its implementation would be in vain if it does not mesh with the classroom environment (learners' level and needs). The minority holds a more traditional view of teaching. In this regard, one of them states that an effective way of teaching is *“is the way that makes the teacher transmit the message well, either CBA or ancient method, no matter, the most important thing is to achieve the purpose of teaching”*. This is in conformity with the transmission model to teaching which state that teaching is concerned with the content to teach in order to be absorbed by the learners. However; this is not the case with the majority if not all the classroom observations as only few learners who are motivated to, interested in and engaged in the lesson, while the great majority often keep silence and seem not interested. Two interviewees posit that an effective teaching is to have small classes and learners with good level in order for CBALT to be implemented. Here, the two teachers seem to see in CBALT an effective way of teaching but lack of the necessary conditions prevents a successful implementation of it. Besides, this may imply that, teachers' beliefs are no longer traditionally oriented, which confirm the constructivist view of teaching. It is worth noting that teachers' beliefs about teaching and learning is determined much more by the surrounding environment (school context including

learners, administrators, materials and so on) than their theoretical knowledge and understanding first of the teaching/learning process and second the approach. In this respect, one of the participants explains that an effective way of teaching for a good teacher “*is to have first means and less than fourteen pupils in the class*”. Another, states that she believes that the ancient method is more appropriate in their context. This affirms, on the one hand, that her beliefs are first and foremost determined by the context in which she is teaching, (i.e. having the approach alone cannot work without having the appropriate conditions), on the other hand, this does not entail that she holds negative attitudes towards CBALT. The great majority of the participants do not see that their understanding and knowledge of CBALT affect their classroom practices and hence its implementation. The focus is on the external factors such as lack of materials, large classes and more particularly their students’ level and lack of motivation overlooking the importance of teachers’ understanding of the approach. The teacher’s different beliefs are maybe related to the fact that she is a new teacher and prepared specially for this new approach. Another explains that an effective teaching is to be able to find strategies to draw learners’ attention and make them like the language and push them to work. The teacher seems more interested in how to draw learners’ attention and interest in both the language and the lesson as the basis for an effective classroom teaching. This suggests, according to the teacher, that whatever the method or the approach to adopt, it is not to be effective unless students are attracted and motivated. Maybe the teacher’s long experience (<14) helped her to realise the significance of drawing learners attention to end with an effective teaching class and the way to do this. Only one of the participants, who refer to the critical way of perceiving things, and the importance of improving from her way of teaching. Here, the teacher does not seem anxious about the implementation of the approach or feel obliged to do so. Maybe, it is owing to her long experience in teaching (<14). She maybe learnt enough from her experience to be more confident, eclectic and able to critically

decide on what best suits her classroom needs. Teachers with long experience (<14) look more comfortable and self-assured than teachers with less experience. Maybe the participants, especially with less experience and those who started teaching with this new approach show much interest in CBALT and try to put it into practice, yet it was a failure as the classroom observations show, mainly because of the influence of the previously mentioned factors. Their lack of experience contributes to such a failure and make them feel more confused and even getting lost. In such situations they find no solution than to shift into the traditional way of explaining the lesson. Therefore, the implementation of CBALT particularly in the Algerian context is relative to the extent to what the necessary conditions are available.

As far as CBALT is concerned, all the participants (except one), though they lack knowledge about CBALT, share the same positive beliefs about it. The teachers in their majority hold beliefs which are compatible with the constructivist view of teaching. Their little knowledge is sufficient for them to evaluate it (CBALT) as being very interesting and effective, but not enough to successfully implement it in their context a its implementation is relative to the availability of the necessary conditions. In this light, one of them asserts that “... *the context in which learning takes place is also essential in determining effective learning*”. That is to say, the effectiveness of CBAELT is relative to the availability of the necessary support from the government. In this respect, Mohr et al (1973) points to importance of the necessary materials for an effective implementation of this new approach. To some of them CBAELT is effective as it aims not only to transmit knowledge but also help students develop their skills to face new life situations. The teachers seem to be aware of the difference between the traditional focus of teaching and learning and the new one (CBALT). For them, learners are not in need of knowledge if they are not able to use it to speak in English, yet this is not really what takes place in their classroom observations nevertheless (see the classroom observations’ results). Maybe, as it has already been discussed, because

they are not provided with the necessary means. The same opinion is held by the interviewees. CBAELT as an approach is very interesting yet it is not practical in their context. Teachers' beliefs (for the majority) are constructivist, but still without much contribution to the implementation of CBALT because of the school environment. All the participants refer to learners' needs and level as great determiners of teachers' way of teaching. The latter may entail that what matter in teaching is not the teaching method to use or what beliefs you hold but rather your ability to accommodate your way of teaching to learners' needs and level. Borg (2012) states that there can be tensions between teachers' beliefs and classroom practices and teachers may believe in two different things. This confirms teachers' beliefs in the new approach (CBAELT) at the same time it is important for them to adopt their way of teaching to learners needs and level. The participants want to explain that only those who are involved in the teaching/learning context who can decide on what kind of teaching is required and when it should be. That is why; the majority of the teachers usually shift to the traditional way of teaching to facilitate the process of teaching and learning. The great majority of teacher agree that the traditional (transmission approach to teaching) way of teaching is the easiest and simplest one in comparison to the constructivist one. One of the participants explains that CBAELT is interesting, yet apart from the external factors, it has also its negative points, especially in teaching grammar, as it cannot be learnt indirectly, instead they need to explain them explicitly in order for learners to remember them. In this respect, she claims that students *"may miss the rules if we do not explain in class and if you do not tell pupils that this is the rules of type 1, 2 and 3 may be they will not remember the rules"*. The teacher seems to have her own beliefs that she constructed throughout her teaching experience (<14) which are in some points traditional and contradictory to CBALT principles. She does not believe that grammar rules can be taught through practice as she is not well prepared for such a way of teaching and thus ignores how this could happen, especially with weak level

students. Besides, she has been taught in the traditional way and thus she cannot make the concept of teaching grammar indirectly concrete. Thus, the teacher is unlikely to change her belief and teach grammar through practice. Indeed, the teacher believes that the traditional way especially to teaching grammar is the best and no need for something. This confirms Handal's (2003) claim that when there is a disagreement between what teachers believe in and the objectives of the education reform, the future functioning of curriculum innovations will be affected. In addition to this, Schmidt and Kennedy (1990) argue that teachers holding different views and objectives from that of the reform are not to change from their practices. The last but not the least participant affirms that an effective way of teaching is the one which fits in all situations. She considers CBALT a non-effective approach to teaching as it does not work in all contexts, as is the case with theirs'. In this sense, Borg (2012), while explaining on teachers' language training, refers to the impact of teachers' personal beliefs, knowledge and attitudes. In the same regard, Schmidt & Kennedy (1990) assert that reforms focus on what to teach and how to teach it and often disregard teachers' views about them. Indeed, it is not the matter of the approach as its effectiveness depends on the extent to what the school system is well-prepared and equipped for this new approach. Therefore, in order for CBAELT to be evaluated as being effective or not it needs first to be supplied with the appropriate conditions and the necessary changes must take place. In this regard, it is claimed by Mohr et al (1973) that:

[T]he establishment of a revolutionary program such as CBTE requires that administrator consider revamping the mechanism utilized in operating and managing traditional programs, thereby visualizing ways and means of creating conditions for achieving the goals of CBTE. New roles are defined for personnel, resources are reallocated, administrative configurations are adjusted, and new partnerships are created

Besides, Ball (1988) explains that bring in new curriculum and new teaching equipments is insufficient to end with changes in the way teachers teach.

Handal (2003) in studying mathematical teachers' beliefs and classroom practices came to conclusion that even teachers holding progressive ideas find difficulties to implement them in their classroom practices due to the administration demands, final examinations, lack of materials, learners' behaviour and the need to teach the whole syllabus. In this regard, Borg (2012) mentions the contextual factors that work as a mediator between teachers' beliefs and classroom practices. This is in conformity to secondary teachers' positive beliefs towards CBALT, on the one hand, and the school conditions that work as an intermediate between such beliefs and their classroom practices. In other words, teachers' classroom practices indeed do not reflect their actual beliefs about CBALT by reason of the external factors influencing them.

For most of the participants, their beliefs about education have changed throughout their teaching career. The majority explains that they used to perceive teaching as an easy job and not so hard, especially with the introduction of this new approach (CBALT). This shows clearly that the great majority of teachers start their teaching career without any pre-service training (see previous chapter) and thus without any precise ideas on what is the best in teaching in terms of methods and techniques. Their pre-conceived ideas and beliefs about teaching (in terms of how is teaching, easy or difficult) clashes with what they are actually facing in their daily classroom practices. Also, they find it (teaching) more difficult with the introduction of CBALT, which signifies that the participants are not well-prepared to cope with these new requirements. *Yet, one of them explains that "at first i thought that teaching was merely transmitting knowledge to the learners, but now, i have realized that knowledge (content) is of little importance if the learner is not able to use it later in real situations"*. This suggests that the teacher prefers the new approach in comparison to the traditional one. The teachers' beliefs are in conformity with the constructivist theory of learning. One of them maintains that she started teaching with this new approach, but she realised that it does not

work with all classes and all levels; so she adopts her own way of teaching which best suits the classroom needs and make learners understand the message. Maybe, since she is new (5-8) to the profession, she is more willing to apply CBALT as theoretically speaking, it is effective and beneficial, but she get lost with it in such conditions and find no way than to adopt her own way which is based on subjective evaluation. In this regard, Pajares argues that “Belief is based on evaluation and judgment; knowledge is based on objective fact” (1992: 313). Indeed the classroom observations show that the great majority of them find it the only solution to deal with the situation in which they are working. This confirms the negative influence of the school conditions on the implementation of teachers’ progressive beliefs (constructivist one). Another asserts that teaching is to be eclectic and choose the best according to learners’ needs. The teacher has long experience (<14) which maybe allows for more self-confidence and self-reliance. She relies on her critical perception of things to choose what better suits the learners. The participants’ beliefs are more traditional oriented as she used to teach this way long time (<14), yet she is willing to adopt new things whenever it is necessary and beneficial (i.e. to be eclectic). The minority affirms that their beliefs have not change throughout their teaching carrier as the aim has been always to encourage pupils to work hard and speak in English. One of the interviewees confirms this view by explaining that teaching is to make learners understand and the aim has been always to develop learners’ skills. For them, teaching has been always for the purpose of making students learn, understand and perform in English; maybe the process through which this can be reached is different, but still the objective of teaching English is the same. The teachers believe in the benefit of their way of teaching as it has always been for the sake of helping students develop their speaking skills as is the aim in CBALT. The participants are not making the concrete distinction between the two different views of teaching and learning (transmission and constructivist views) as, for them, teaching overall aim whatever the approach is to transmit

the content and make sure that the learners receive and understand it. Therefore, it is sufficient to adopt new interesting things (e.g. the use of technology) whenever necessary and no need to completely change their way of teaching. This also may explain that the participants have less knowledge about CBALT which may not permit them to critically evaluate it and keep expressing subjective views. Another one posits that she was obliged to apply CBALT, but she still believes in the traditional method as it gives the teacher more authority in the class and learners feel more in need of the teacher. Perhaps, changing teachers' role from the transmitter of knowledge and the only authority in the class to the role of the facilitator, led the learners to feel freer and not much in need of them as their responsibility is limited to that of a helper. Moreover, she may feel that her role is much reduced, which makes learners show less importance to them. She takes such changes in the way of teaching and learning to explain the fact that learners are less interested and less respectful to both the teaching subject and the teacher. The teacher's traditional beliefs are the result of the learners' behaviour (are not interested) and not of the effectiveness of this approach. Indeed what she is experiencing with the pupils now and comparing it to when she has been a student led her to conclude that the traditional way of teaching is better. The other participants, on the other hand, do not take students' disinterest and indifference to be the result of this new way of teaching. In fact, the classroom observations' results confirm this (see the previous section) as CBALT is not practical in their context and often if not always teachers teach according to learners' needs and level as it is stated above. In addition to this, the majority of learners are passive, just waiting for something to write on their copybooks and not aware about their responsibilities as pupils learning in a CBALT oriented class. As a result, learners' actual behaviour is basically not due to the introduction of this new approach; here one can refer to changes in both school and social environment. It is argued that beliefs are stable and resist change, even when it is necessary, if they are not challenged (pajares, 1992). However, the findings from

this study affirm that the majority of secondary school teachers undergo changes in their beliefs about education. Most of them hold positive beliefs about CBALT and do not see their beliefs towards teaching and learning to be the problem that prevents a successful implementation of CBALT. They admit that constructivist view of teaching is very interesting, beneficial and more effective especially in today's society, if the necessary conditions are available. The majority of teachers' beliefs about teaching and learning are not proved to be static and difficult to change, yet, its influence on their classroom behaviour is dependent on the school context and the situations they are daily faced with.

In addition to this, Tyler (1990) explains that teachers' beliefs are difficult to change and hence their classroom practices as they believe they are in need to finish with the programme and get students ready for regular assessment. Indeed, the majority of teachers feel obliged to finish with the programme and well prepare students for the exams and no time for introducing new activities or implementing CBALT. This does not prevent teachers to believe in this new approach, yet their classroom practices do not reflect such optimistic views, but rather, reflect the beliefs and the performance of teachers working under pressure. As a result, teachers are unlikely to change their classroom teachings (see classroom observations) so as it meshes CBALT principles due to the previously mentioned reasons. In brief, teachers with constructivist view of teaching teach in the traditional way as the school and classroom conditions do not permit so.

Teachers source of beliefs are numerous, yet most of the teachers consider their professional experience as the major source for their beliefs about teaching and learning. This confirms teachers' opinions about an effective way of teaching, that is, through their teaching experiences they realise that CBALT cannot work in their context as teaching is determined by their classroom needs and the availability of the necessary materials. The minority (6%) instead selects a specific approach to teaching. This suggests that the great most of teachers

are not really influenced by different teaching methods and do not have that culture of making further research to better understand them and thus improve their way of teaching. This is maybe by reason of their daily experiences that make them apprehend that theory differs from practice as it is claimed by one of them: "*practice destroys theory*". Consequently, they feel no need to theory, which is less helpful in the practical side. Only 13.4% who chooses their experience as students to be their source of beliefs.

Teachers' beliefs are basically the result of their personal and professional experiences (Borg, 2003, Richards & Lockhart, 1994). This goes hand in hand with the majority of the participants who confirm the effect of their professional experience on the construction of their beliefs. It is also the result of their experiences as learners (Zeichner & Tabachnik, 1981; Borg, 2003 & ball, 1988). Zeichner & Tabachnik, (1981) state teachers' years of schooling play an important role in shaping their beliefs towards teaching and learning. However, the research findings show that only 13.4% of the participants who are affected by their experiences as students. As a consequence, teachers' experience as students has less impact on the way they perceive teaching and learning. This fact explains the fact that the majority of the participants, though they have been taught in a traditional way, hold constructivist beliefs about teaching and learning. In addition to teachers' professional experience and their experience as students, Richards & Lockhart (1994) further include school context (particular school teaching styles and practices), teachers' personality, teachers' knowledge in psychology, education; etc, and a specific approach to teaching as sources of teachers' beliefs (see the previous chapter). Only minority teachers who choose among the aforementioned sources; the majority of secondary teachers' main focus is on what they daily experience in the work place, which can be in favour or disfavour to the teaching learning process. This, as we have already discussed, makes teachers unable to concentrate on or take benefits of the other available resources (e.g. their knowledge in psychology, education..., teaching methods

and approaches, and their personality) as they keep claiming about the unavailable things (the appropriate conditions). Moreover, this may imply that the majority of teachers especially the new ones start teaching without precise or basic beliefs on how they should teach or how is teaching, instead they are in predisposition to teach the way they are requested (i.e. ready to apply the method included in the educational system). However, their professional experiences in the school context led them to construct new beliefs and views about teaching and learning. This confirms what the participants' claim that teaching and learning is determined by learners' level and needs.

4.2.1. Teachers' Beliefs and Teacher Education and Training Programme

For some, teacher education and training was helpful in many ways; e.g. planning a lesson, assessing students, be self-confident and more performant, an opportunity to exchange methods and experiences and learning different styles and methods of teachings. The results of the interviews reveal that participants' training is limited to few seminars (2 or 3) each year. Moreover, the majority of teachers affirm that their training was not enough and not efficient. The teachers in the questionnaires cited different things they learned from their training, however; what is maintained by the interviewees explains that the teachers were just referring to the main tasks their training includes and not to its effectiveness or benefits in the practical side. In this respect, Hammond (2010) argues that teacher's role is not limited to learning set of teaching techniques and strategies, but it is also a matter of being able to use them appropriately in the real context. One of them further argues that there is no feedback from the part of the inspectors and teachers are not critically evaluated for their performance, they just receive information and instructions which are not clear and hence difficult to be put into practice. One of the participants argues that she maybe do not like the approach because she did not receive much information about it. She relates the fact that she does not appreciate the approach to her lack of training in and knowledge of CBALT. She is the only one who

realises the effect of not having much knowledge about something. Only one, who claims that *“...myself the previous seminars were fruitful, i have learned lot of things about the new approach, inspectors help us too much... they have shown us lots of techniques that we are following now in teaching”*. This may imply that the teacher is an autonomous one and responsible for her learning. She realises that it is up to the teacher to find ways to benefit from her/his training, contrary to other teachers who are instead non-autonomous and passive ones, waiting from the educators to teach, orient, evaluate and show them different techniques to use and even find them solutions to their problems.

The minority of teachers (ten of the participant did not answer the question) claim that teacher education and training main focus is on explaining the programme and its objectives, lesson preparation, classroom management, debates with other trainees and on more theory.. The results show that all the participants agree that their training is mainly theoretical, which make it hard for them to understand and then put what they have learned into practice. It is also a matter of persuasion. The inspectors introduce new things and give instructions (in relation to CBALT objectives) without showing or explaining the why and the how to do it. Teachers feel obliged to do them even if they are not convinced. Yet, this is not seen as (by the majority of teachers) a problem of beliefs or attitudes towards the approach but that of lack of teachers' good preparation. In brief, both teachers and inspectors are not aware of the importance of teachers' beliefs about education for a successful educational reform. Maybe teachers' dependency and low level of competence and the external factors influencing the teaching learning process are seen to be priorities, and thus led to forgetting about other things including beliefs and attitudes. In this respect, Ball (1988) maintains that teacher educators concentrate on improving and developing teachers' knowledge and skills for an effective teaching, overlooking the importance of teachers' beliefs in such process. Moreover, teacher education and training proved ineffective, according to the majority of the participants,

because the inspectors themselves are not well-informed about the approach, one of them states that “...when we want to ask the inspectors about CBA, they escape because he has got no answer”. The majority do not trust their training and not feel its importance or influence that is why, they keep claiming about the bad conditions without referring to the influence of their training on both their professional and psychological needs (see the previous questions) till we ask them questions about it. It is up to them to find their own way of teaching, the majority asserts. This again implies teachers’ dependency and lack of confidence; they are always in need of someone to guide them and show them the way. Maybe this is owing to the way they have been taught, that is, they used to depend on the teacher and consume all what they provide them with without interpreting or criticising. Such attitudes are reflected in their views of the role of teacher education. However; this does not deny the inefficiency and insufficiency of their training, but it explains why the very minority (one or two) see it, may be, not enough but helpful and beneficial. This also can be interpreted in a way that some of them receive more or less good training and others not.

Teacher education and training, essentially do not enhance teachers’ classroom practices as it is neither effective nor enough (see question 12 and 13). The great majority affirms that teacher education and training promote their classroom practices as they have learned teaching methods to transmitting knowledge, how to deal with learners’ difficulties in learning English, get self-confidence and different classroom practices, whereas the remaining did not benefit from it because it is only theory and practice depends on learners’ needs and level (see the previous section). Here the majority of the participants refer to a variety of ways in which their training helped them in their classroom practices and only the minority who clearly states that they did not benefit from it. Nevertheless, all the interviewees (except one) state that their training does not improve their classroom practices. It is claimed by one of them that it is not sufficient to have the inspector’s remarks on paper; she instead wants

him/her to attend her classes and evaluate them. The teacher wants the inspectors to get involve in her context to see how things are actually happening. This suggests that the majority of the participants were just citing what they were taught in their training sessions but no one speaks about its efficiency or benefits. The participants, indeed, are confused and ignore whether their teaching is beneficial or not. In fact this problem could be solved if teacher education and training discuss with teachers, consider their points of view and give them the opportunity to reflect on their practices and views and change them one necessary. In this regard, Richards and Lockhart (1994) refer to the importance of reflective teaching in teacher education to help teachers reflect and evaluate their teaching. Moreover, Newstead (1999) states that it is agreed that significant change is to occur if teachers are encourage to reflect on their teaching experiences and assessment. This is; nonetheless, not the case with the participants' training, despite the fact that the majority realise the importance of self-reflection for an effective teaching (see the previous chapter). In fact, this may solve the problem of the gap between what teachers' learn from their training and what they are actually faced with in the real context.

As it is suggested in the previous answers, all the participants request more practice and help from their training. "*Having a more realistic training (field observation)*" as it claimed by one of them. These results are confirmed by the interviewees who insist on much more practice and guidance. The great majority of teachers call for more practice and training, particularly abroad to meet teachers from English speaking countries. The majority feel in need to come together with other teachers, especially natives to share with and learn from them. More importantly, they find it a way not only to improve their level but also to evaluate themselves and see where they are in comparison to world of English language teaching (chiefly in comparison to native speaking countries). This reflects teachers uncertainty about their level of in English and way of teaching and their need of more training not only to know

more about the approach (CBELT) and how to implement it but also to improve their level, though they (maybe unconsciously) do not admit their low level of competency. This is maybe because teachers concentrates more on the difficulties they are facing with this new approach (in particular learners' needs and lack of motivation), besides, they do not have an adequate climate that allows for self-evaluation in terms of level, competence and way of teaching. They are, rather, persuaded that the problem is with the school conditions. Or maybe their status as teachers makes them feel ashamed to accept the truth of being less competent and in need to improve their level of English language. Only few teachers (with long experience <14) who refer to self-evaluation and self-improvement to be very important in teaching. One of them raises the importance of introducing CBLT at the university level stating that *“training must be included and done in the practical courses at the university before having the degree”*. Maybe the teacher is among those who start teaching without any pre-service training (see the previous chapter) and no background knowledge about CBLT, thus it would be very useful for future teachers to get an idea about it at university. Or maybe, since teacher education and training is neither effective nor sufficient, she thinks of the possibility to include it (CBLT) at the university level to avoid getting lost when commencing teaching.

It is worth mentioning that the participants in their majority do not find their beliefs as an obstacle that prevents them from a successful implementation of CBLT; instead they are more occupied with the external factors and lack of training in terms of techniques and strategies that can help them to put it (CBLT) into practice. This, without being aware (teachers), reveals their low level of competence, passivity and dependence on the inspectors to find them solutions to their problems. All this make the majority of them, particularly the new ones, confused and unable to decide on what to believe in and what the best in teaching is.

Schmidt and Kennedy (1990) claim that educators' prior task is to consider teachers' earlier beliefs since teachers with different views from that of the reform (CBLT) are not likely to change their classroom practices. Nonetheless, the results obtained from the questionnaires and the interviews prove that teacher education and training disregard the significance of teachers' prior beliefs in the implementation of CBLT. The results, instead, confirm Ball (1988) statement that educators' attention is on set of skills and competencies needed in teachers for an effective teaching, overlooking the role teachers' beliefs play in the process of teaching and learning.

4.2.2. Teachers' Beliefs and Classroom Practices and Some External Factors Underpinning them

4.4.1. Lack of Experience Affects your Classroom Practices

As it is shown in diagram (5), the most majority of teachers (87%) agree that lack of experience affects their classroom practices, whereas the minority (13%) disagree. This corroborates what is noticed previously; that more experienced teachers feel at ease and more confident with their teaching classes than the new ones. The latter feels more confused and lost; they try to apply this approach (CBALT), but it doesn't work in all situations and they need to find new ways to transmit the message which may need time and patience. Besides, lack of teachers' further research on teaching and learning makes it more hard for them to find themselves in such contexts.

4.4.2. Self-reflection is important for effective teaching practices

The great majority (94.4%) affirms that self-reflection is important for effective teaching practices. This means that the participants are aware about its importance in teaching. Relying on their previously discussed opinions, one can suggest the fact that the majority of teachers often do not reflect on their own teaching because of the school conditions (see the previous answers), yet sometimes this happens not because they are not

satisfied with their way of teaching, but because they have to reflect upon and change them so that it suits learners needs and level, otherwise they will get lost.

4.4.3. Teachers' Beliefs about Nature of Knowledge and its Structure and how it is Acquired Influence Teachers' Way of Teaching

The results obtained from the questionnaire shows that the majority of teachers (81.3%) agree that teachers' beliefs about the nature of knowledge and its structure and how it is acquired influence teachers' way of teaching, and the minority (18.7%) disagree. Yet, still not reflected in the great majority of teachers' way of teaching because they do not feel free and not given the necessary atmosphere to maybe more exploit their capacities and their beliefs about knowledge, teaching, learning, etc; (see the previous answers)

4.4.4. Teachers' Teach in Accordance with their Beliefs about Teaching and Learning

Most of the participants (75%) affirm that teachers teach in accordance with their beliefs about teaching and learning. The remaining (25%) disagree. It is argued that teachers' classroom practices are the result of their beliefs (Pajares, 1992; Borg, 1998 & Qingmei, et al. 2011). This confirms the majority teachers' claim that their beliefs are reflected in their classroom practices. Considering all what has been said by the majority, most of participants' beliefs are reflected in their own way of teaching for the reason that, through experience they become conscious that teaching is controlled by learners' needs and level, whatever the method to use. In brief, teachers' way of teaching may not really reflect their beliefs and wishes but it reflects the needs of the school environment, that is, to teach according to learners' level and needs and make them understand the message. In this light Handal (2003:54) posits that teachers' beliefs influence their classroom practices, yet it is not always the result by reason of "the interference of contingencies that are embedded in the school and classroom culture"

On the basis of what is discussed above, the majority of the teachers (see diagram 11) choose teachers' self-reflection and self awareness to be the main reason for the changes in teachers' way of teaching because through self-awareness and reflection they, from one class to another (i need example) and one situation to another, modify and adjust their way of teaching so that it fits learners' needs and level. It is noticeable that the majority of teachers admit the fact that CBALT works with high level and not with low level students. The minority (12.8%) refers to teacher education and training attending sessions. The latter corroborates the ineffectiveness of participants' training and education (see the previous answers). This does not confirm Cydis' (2014) claim that educational reform major concern consists in teacher education programmes' quality and the way to get them better. The case study shows that the Algerian educational reform neglects the importance of teacher education and training in teachers' preparation for this new approach.

Factors Preventing Teachers from an Effective Implementation of CBALT

The great part of the participants (89%) choose between time limits, large classes, lack of materials other than textbook and students' lack of motivation as main factors preventing them from an effective implementation of CBALT. The rest chooses between teachers' level of competency (6.9%), unclear definition of the teaching profession and teachers' work (2.7%), and fear for students' learning to be disturbed by introducing new teaching method (1.4%). This again confirms what is previously discussed; teachers' main challenge with CBALT is the context in which they are teaching (lack of the necessary conditions). For the majority, teachers' competence is not the cause for not succeeding in implementing CBALT. Teachers' work as well as the teaching profession is clear for the majority of the participants. Maybe because they are not in need for more clarification as the role of the teacher and the objective of teaching are directly associated with teaching methods and approaches, and being familiar with the teaching method presupposes familiarity with teaching and their role as

teachers. Yet, most of teachers are not even familiar with the teaching method they are supposed to use in the classroom. This does not conform what Pajares (1992) notes about the effect of *the nature of teaching* and the *work of teachers*, when they are not well-defined, on teachers' behaviour in the class as only the minority teachers who see it as a preventing factor from an effective implementation of CBALT. The last percentage (1.4%) shows teachers' indifference to students' feelings and attitudes towards the approach as they are not accustomed and not well prepared just like them. For the great majority, fear for students' learning to be harmed by reason of introducing a new way of teaching is not preventing them from implementing CBALT. This does not go in conformity with Tyler's (1990) claim that teachers, from his experience with a secondary school teacher, evade using new strategies, techniques and activities because they are afraid to harm students' learning.

To conclude, the participants hold pre-conceived ideas and make pre-judgments about the approach (CBALT) from the immediate environment and situation. In other words, the obstacles and the difficulties the teachers are faced with is the only reality which exists as in their context there is nothing to make them more optimistic and view things differently. For instance, by helping them understand the approach and really recognise its importance and providing them with the necessary support. The majority shares the same assumptions as they belong to the same specific context in which they construct their own reality. (See constructivist theory).

Part 2: discussing the classroom observations' findings

The observations are described according to the focus of the lesson; Listen and Check, Grammar Explorer, Listening and Speaking, Read and Consider, and Presentation of Project Work.

The majority of teachers find it easier to work with few learners than to make efforts to draw others' attention to the lesson. Maybe, this is by reason of lack of time, large classes and

the need to finish with the programme and prepare them for the official examination (BAC). Moreover, teachers think that the majority of learners come to high school with weak level and negative attitudes towards English which they cannot change. Yet, the majority of the participants affirm that their beliefs about education are changing basically as a result of their personal and professional experiences. The same thing may happen to learners, whenever they get involved in different school context and experience new things which are different from the previously experienced ones. The interaction is reduced to teacher-student in all classes, even in pair and group works. Only few students who are involved in the lessons, yet their participation is limited to short answers (i.e. in few words or key words but not in complete sentences) to the questions. For the teachers, it is sufficient to get correct answers to ensure their understanding and no matter if they answer in complete sentences or not. This confirms that teachers' main concern is to make them understand the grammar rules and reach what they call the objective of the lesson. All this proves that the aim of the lesson is not to reach the objectives set by the Ministry of Education as learners are not given the opportunity to interact orally, interpret and write texts in English.

In sum, from all that has been discussed and interpreted from the classroom observations we have come to the conclusion that most if not all of the participants' classroom practices do not comply with the objectives set by the ministry of education (interacting orally in English, interpreting oral and written texts and producing oral and written texts) (see chapter one). It is explained by the fact that, for many teachers, pupils are so weak and no existence to competencies (for the majority of learners) to extend in them as it is stated in teachers' handbook (2005). In addition to this, the bad conditions in which they are working make it hard for them to implement this new approach. Indeed, the majority of teachers' beliefs about not CBALT as an approach but its implementation in the Algerian context (see discussion of the questionnaire and interviews' findings) are reflected in their

classroom practices as it is not really implemented. Moreover, the classroom observations reflects the belief that learners' needs and level are of the essence in the teaching/learning process, and does not matter what method to use. In this context, some teachers uses the term "*my own method*" to refer to their own way of teaching. Besides, some of the classroom observations reflect the minority's belief that teaching is to make learners understand grammar rules and improve their level in English. This is the case with some other teachers even if they do not believe in this way of teaching owing to their context of teaching (see previous answers). In short, whatever teachers' beliefs about education are, learners are not encourage to interact in English, produce and interpret both oral and written texts.

Conclusion

The discussion of the results obtained from the questionnaires, classroom observations and the interviews answer the questions ask in the introduction and reject the first hypothesis, the first part of the second hypothesis and the last hypothesis. It confirms the second part of the hypothesis which relates to the external factors affecting such beliefs.

General Conclusion

The general aim of the present dissertation is to advance an understanding of secondary teachers' beliefs about teaching and learning, in relation to teacher education and training and their classroom practices. The study, within the context of secondary school, is intended, first to investigate teachers' beliefs about education; second, to critically evaluate the extent to which teacher education and training match teachers' professional and psychological needs with reference to some external factors and challenges influencing their beliefs; third, to analyse how teachers' beliefs about education are reflected in their classroom instructions and practices. This section consists of summary findings for each research objective, research limitations and some recommendations. This structure is followed so as to answer the research questions and confirm or reject the hypotheses set in the introduction.

The great majority of teachers hold positive beliefs about CBALT. They claim that CBALT is interesting as it is a learner-centred approach that seeks to develop learners' ability to speak English in real life situations. The teacher is no longer the only authority in class and learners are encouraged to be active and take part in the process of teaching and learning. However, its implementation in their context is a failure because of the lack of appropriate conditions (e.g. learners' weak level and lack of motivation, large classes, and lack of materials). The minority, on the other hand, believes in the traditional way of teaching, but does not deny the fact that CBALT is interesting. The literature insisted on the importance of teachers' beliefs for a successful implementation of any reform. Yet, the present work reveals that despite the fact that the majority of teachers believe in the advantages of CBALT, they affirm that it is not practical in their context of teaching due to the working conditions. As a conclusion, this case study of secondary teachers demonstrates that the implementation of CBALT is first and foremost relative to learners' level and the extent to which teachers are provided with the necessary conditions. In this light, Handal (2003) in his study about

mathematical teachers' beliefs and classroom practices claims that it is even difficult for teachers' with progressive ideas to implement them by reason of lack of materials, official examination, time limits, large classes, and learners' weak level and lack of motivation. In brief, teachers' beliefs about education are both traditional and constructivist, both of which do not influence, neither positively nor negatively, the implementation of CBALT as what matter for the majority is the working conditions and learners' level. This answers the first question set in the introduction and reject the first hypothesis.

The greatest majority of the teachers affirm that their education and training was neither efficient nor beneficial. Teacher education and training main focus is on theory; they provide teachers with the theoretical background information particularly about CBALT which is for them unclear and not practical in their teaching context. For the practical side, it is very limited and basically concerned with classroom management, lesson planning and some teaching techniques. Therefore, teachers' training neither develops or promotes teachers' knowledge and competencies nor considers their beliefs, views and attitudes towards CBALT. It is worth mentioning that most of the participants care about their professional preparation in addition to the school conditions which form the basis for the implementation of this new approach, overlooking the importance of their beliefs in the teaching/learning process. To conclude, lack of communication between the participants and teacher educators led to a gap between what teachers receive from their training and what they are actually in need of in practice. Indeed, they play the role of transmitters (educators) and receivers (teachers). In short, teacher education and training do not respond to both teachers' professional and psychological requirements. This answers the second question and rejects the first part of the hypothesis which claims that teachers' beliefs about education are associated with teachers' quality of training and education. In fact, teachers' beliefs about education are

determined by the school context. The latter confirm the second part of the hypothesis which refers to the external factors influencing such beliefs.

The majority of teachers, as it is stated in the first objective, hold positive attitudes towards CBALT as an approach; however, it cannot be practical in their context. In short, the majority of teachers' beliefs about the implementation of CBALT in their context are reflected in their classroom practices. The classroom observations, though sometimes some teachers try to implement this new approach, show teachers' failure in implementing it and the influence of the external factors is reflected as well. In fact, teachers' level of competence, in addition to the bad working conditions, influences their views about the implementation of CBAELT in their context and lessens their self-confidence. Hence, the great majority of teachers believe that an effective teaching is to teach according to learners' needs and level. Nonetheless, teachers also fail to reflect such a belief as they are totally controlled by the classroom conditions. That is to say, learners' are indifferent and not interested in the lesson and teachers, in turn, are not able to attract them and make all of them understand. The teachers instead keep working with the minority students who are more interested and involved in the class. Indeed the classroom observations do not comply with the objectives (interacting orally in English, interpreting oral and written texts and producing oral and written texts) set by the ministry of education as their classroom teachings do not enhance learners' three competencies. To terminate, teachers' beliefs either constructivist or traditional, specifically in their context, are not reflected in their classroom practices because of both external factors (e.g. lack of materials, large classes, etc.) and inside classroom conditions (i.e. the majority of learners show indifference and disinterest). In short, teachers' beliefs (traditional or constructivist), though they always try to put them into practice, they are not really reflected in their teaching classes because of the external factors and more importantly learners' lack of motivation and disinterest. This quote does not imply that the

participants are not willing to teach according to their beliefs but the external factors and the classroom climate, as it shown in the classroom observations, prevent them from this. This answers the third question but does not confirm the last hypothesis, always due to the previously discussed factors.

Although this research shed light on how teachers actually view teaching and learning, how this influence the implementation of CBALT and how this is reflected in their classroom practices, it is not without limitations. First, the conclusions reached from this case study are not to be generalised to all secondary school teachers. Rather, this research work is appealing for further investigation in area of teachers' and classroom practices. Second, pupils' standpoints are not investigated. Such views would have contributed to further information and in-depth analysis of the implementation of CBAELT in the secondary school context.

It is stated in conclusion one to the first objective that the implementation of CBAELT is relative to learners' level and the extent to which teachers are provided with the necessary conditions. The first recommendation to be drawn from this is that the Algerian school context should first ensure/make certain that all secondary schools are supplied with the appropriate conditions and ready to implement this new approach. Second, secondary teachers should be well-prepared and well-equipped with the necessary strategies that help to attract learners' attention and motivate them to learn the English language. The latter make it much easier for teachers to deal with learners' weak level, using this new approach (CBAELT).

The second conclusion states that lack of communication between the participants and teacher educators led to a gap between what teachers receive from their training and what they are actually in need of in practice. The first recommendation to make is that teacher education and training should be aware of the difference between what theory informs about and what actually takes place in real context (classrooms). They should make things more practical (not only theory) and show the teachers the possible complications that may occur in different

context and how they can manage to deal with. Second, inspectors should make certain that what they provide them with in their training is grasped and that it will be put into practice in their context. That is, inspectors are supposed to regularly observe, control and be aware of what teachers' do in their classroom teachings. More importantly, educators should contribute not only to create autonomous learners, but also autonomous teachers. They need to help teachers to creative, responsible and flexible so that they can cope with the new challenges.

The third conclusion states that teachers' beliefs, traditional or constructivist, are not reflected in their classroom practices because of both external factors and inside classroom conditions. The responsible of education should make available all the necessary conditions that may constitute obstacles for teachers to implement this new approach. In addition to what we have suggested above concerning the external factors, teacher education and training, in turn, should take into account teachers' ability to attract, motivate and draw learners' interest to the teaching subject then to the lesson.

In sum, the Algerian educational reform which aims to create active, responsible and autonomous learners, needs first to prepare autonomous, and flexible teachers able to find solutions to problems they daily face and improve themselves through personal research.

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Appendices

Appendix 1: Teachers' Questionnaire

The present questionnaire is intended to investigate secondary school teachers' beliefs about the implementation of Competency-Based Approach to English Language Teaching and its impact on their own classroom teaching practices. The information gathered will be used for academic purposes, and the anonymity of the participants is guaranteed. We would like to thank you in advance for your precious collaboration.

You can answer by putting a tick () or a cross () in the appropriate column or next to the letter you think is the right answer. Note also that some questions may require more than one answer.

Section1: Teachers' profile

1. Years of experience

2-5	5-8	8-11	11-14	<14

2. What kind of training did you receive?

1. In-service 2. Pre-service 3. Other

Section 2: Teachers' knowledge of Competency-Based Approach to English Language Teaching.

3. How do you consider Competency-Based Approach to English Language Teaching objectives? Explain your choice in the provided space, please?

- a. Too ambitious.**
b. Difficult but achievable.

c. Not achievable.

d. Achievable.

.....

.....

4. How can you define Competency-Based Approach to language teaching?

.....

.....

.....

Section 3: Teachers' beliefs and education.

5. What do you think to be an effective way of teaching for a good teacher?

.....

.....

.....

6. Do you think that competency-based language teaching is an effective model to teaching? Why?

.....

.....

.....

.....

7. Have your beliefs about education changed throughout your teaching career? Justify your answer?

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

8. Teachers' source of beliefs stems from:

- a. Their experience as students.
- b. Their professional experience.
- c. Teachers' personality.
- d. School context (i.e. set of teaching styles and practices a particular school is characterized by).
- e. A specific approach to teaching.
- f. Teachers' knowledge in psychology, second language acquisition, education and so on.
- g. Teachers' preparation programmes.

Section 4: Teachers' beliefs and training and education programme

9. How did your training assist you to teach the way you teach now?

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

10. What is the focus of attention of teacher education and training you have already gone through?

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

11. Do teacher education and training enhance your classroom practices? How?

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

12. In your opinion, what needs to be changed in teacher education and training?

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

Section 5: Teachers’ beliefs and classroom practices and some external factors underpinning them?

13. Lack of experience affects your classroom teaching practices?

- a- Strongly disagree b- disagree c- agree d- strongly agree.**

14. Self reflection is important for effective teaching practices?

- a- Strongly disagree b- disagree c-agree d- strongly agree**

15. Do you think that teachers’ beliefs about the nature of knowledge and its structure and how it is acquired influence teachers’ way of teaching?

- a- Strongly disagree b- disagree c- agree d- strongly agree**

16. Teachers teach in accordance with their beliefs about teaching and learning?

- a- Strongly disagree b- disagree c-agree d-strongly agree.**

17. Do you think that, teachers’ beliefs about the teaching and the learning process influence their classroom practices? Justify?

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

18. Do you think that the way you teach now has changed, in comparison to the way you used to teach? If yes, tick/choose from the following the source(s)/reason(s) for your change.

- a. Teacher education and training attending sessions.
- b. New textbook design.
- c. Frequently attending seminars and conferences.
- d. The influence of the newly introduced approach to teaching (CBELT).
- e. Teachers self awareness and self reflection

19. Factors preventing teachers from an effective implementation of CBELT are:

- a. Length of syllabus.
- b. Time limits.
- c. Large classes.
- d. Lack of materials other than textbook.
- e. Students' demotivation.
- f. Teachers' level of competency.
- g. Feeling of frustration and distrust.
- h. Unclear definition of teaching profession and teachers' work.
- i. Fear for students' learning to be disturbed by introducing new teaching methods and techniques.

Appendix 2: Sample of the Interviews

The Interviews:

Interviewer: *In your opinion what is an effective way of teaching for a good teacher?*

Interviewee: Firstly, I think we should not forget that learners come from different middle schools, different background and knowledge, so to do an effective way of teaching, you, have to do with students able and ready to listen and work with you. Secondly, teacher should use the strategies to attract learners attraction, whatever the level by giving them little time and extra lesson, resure them that English is not a difficult language, telling them that they will need English in the future and so on , I think it depends on the teacher.

Interviewer: *Apart from what you have mentioned, what do you think to be an effective way to explain a lesson?*

Interviewee: It depends on the topics, when i fell it is difficult, myself i ask my pupils to prepare, read the text, and also to give your pupils homework to push them to work, encourage them and remained them that they can improve their English outside the classroom.

Interviewer: *Do you consider Competency-Based Approach to English Language teaching as an effective way of teaching? Why?*

Interviewee: CBELT is a good way of teaching, because in the traditional approach the focus is on the grammar , speaking and writing is very limited, and in CBA we give importance for the four skills, it is very interesting.

Interviewer: *Have your beliefs about education changed throughout your teaching career?*

Interviewee: Myself i think, i have learned many things with the new approach, the changes are very good to adopt new things.

Interviewer: *How did your training helped you to teach the way you teach now?*

Interviewee: Yes too much, i have benefit from the previous seminars that were fruitful, i have learned lot of things about the new approach, inspectors helped us b showing us techniques that we are following now in the new approach.

Interviewer: *New teachers state that training did not help them, they are not satisfied.*

Interviewee: May be because they are not accustomed with the new approach and they haven't already known another one, but we as we have experience in teaching, we recognize the difference between the different methods. And from different point of views CBELT is very beneficial and has got many advantages by taking into consideration student's number, materials and time limit.

Interviewer: *What did your training and education focus on?*

Interviewee: I think theory more than practice, and if you are experienced in teaching may be can use your experience and practice the theory, but if you are new one, it is very difficult. Theory is more philosophical, so they need a guide from the inspectors. And for the practical side, you bring it yourself from the colleagues, attending lesson and through asking questions and criticising. You should be effective and practical.

Interviewer: *According to you what needs to be changed in teacher education and training?*

Interviewee: Practice and pedagogy are very important, because teacher have not only to attract learners but also to educate them. Teaching and education go together and through practice you can join them easily and do your job easily and efficiently. The more you practice, the more you learn.

Interviewer: *Do you think that your beliefs about teaching and learning process influence your classroom practices?*

Interviewee: yes of course.

Interview: 2

Interviewer: What do you think to be an effective way of teaching?

Interviewee: You think that everything is clear, CBA is an approach in which we have to put students in problem solving situation, they are asked to use their mind, not passive learners, teachers are guides...

Interviewer: Do you think that CBA is an effective way of teaching?

Interviewee: CBA as an approach is good, theoretically speaking is a good method, but in reality, in practice... maybe this approach will be more effective to students with high level...

Interviewer: So here you say that practically CBA cannot be implemented because of what you have mentioned, mainly because of students' level.

Interviewee: Also crowded classes, and in language you should pay attention to every student, to give them chance to speak and we do not have time to put into practice what is included in textbook.

Interviewer: If you can, you would love to implement CBA.

Interviewee: I have already taught math class... i use CBA in four skills, they have good English, if all classes are like MATH, there will be no problem with CBA.

Interviewer: So, in such context you are satisfied with CBA and you reject the old methods.

Interviewee: I am satisfied in the way that the teacher is a guider a helper and not the dominator of the class like in old method.

Interviewer: Have your beliefs about education changed throughout you teaching career or you come with the idea that CBA is satisfactory and just you need the environment?

Interviewee: I am dreaming that one day all the classes i teach have the same level and they will be motivated, because motivation is very important.

Interviewer: What about teacher education and training?

Interviewee: Well myself i have not received what you call teacher training, just seminars, 3 or 4 per year.

Interviewer: What do you benefit from the seminars?

Interviewee: It depends, we speak about CBA, Blooms Taxonomy, sometimes we do workshop, we have works to do in group, the inspector ask to prepare lesson about writing...

Interviewer: Is it beneficial?

Interviewee: Yes

Interviewer: Is it sufficient?

Interviewee: No not enough because no more than three per year.

Interviewer: How does it affect the way you teach now?

Interviewee: Not really, each teacher has its own way of teaching; maybe you learn something new, you have not noticed. It does not affect the way you teach in the class.

Interviewer: What do you think to be changed in teacher education and training?

Interviewee: More practice, trained in way we feel learned something not just theory, we need native speakers, performance of CBA.

Interviewer: Do you think that you beliefs about teaching and learning influence the way you teach?

Interviewee: You cannot teach if you do not have beliefs, sometimes when it does not work, you try to deviate from what you believe and to find what is wrong in this believe, and even change it when necessary.

Appendix 3: Classroom Observation Checklist

Yes or No questions:	Yes	No
Is there teacher-learner interaction?		
Is there interaction among learners?		
Are all learners involved in the classroom Interaction?		
Do students construct full sentences using English language?		
Are learners motivated, interested and engaged in the teaching lesson?		
Do teachers make use of authentic materials apart from textbook?		
Are group and pair works used during the classroom activities?		
Do teachers turn around the tables to check and guide learners working in group?		
Do teachers focus on grammar or meaning?		
Do learners discuss either with teacher or between themselves using English language apart from the lesson?		
Are learners encouraged to think, guess and provide personal answers?		
Is teachers' role that of facilitator and helper or that of authority?		
Do learners play an active role in the teaching/learning process or just receivers of knowledge?		
Are learners encouraged to express themselves in English?		
Do learners take part in the construction of their own learning or just relying on what teachers explain and provide them with?		
Are learners able and given the opportunity to interpret written and oral texts?		