DEVELOPING TEACHING TECHNIQUES OF ENGLISH AS A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

Case of: Teachers of 2nd year “Economy and Management” stream, secondary schools of Béjaia


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DOCTOR IN SCIENCE.

I, Salima MAOUCHE Née KETFI, born in November 17\textsuperscript{th}, 1962, in Sétif, Algeria, of 4 Rue Nacer BENYAHIA, Béjaia.

Solemnly and sincerely declare, in relation to the doctorate thesis entitled:

DEVELOPING TEACHING TECHNIQUES OF ENGLISH AS A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

Case of: Teachers of 2nd year “Economy and Management” stream, secondary schools of Béjaia

That the research work has been done by me, that the material has not previously been accepted in whole, or in part, for any other degree or diploma, that the supporting resources as references to build any literature related to the research topic, and that any information quoted in my narration; except those given by the research data informants and the E-Portfolio contributors, have been mentioned, or quoted as “cited in…”

Signature

Date: June, 2011.
This thesis serves as a documentation of my research work during the doctoral study which has been made from October, 2007 to June, 2011 under the supervision of Pr. Salah DERRADJI, in the department of English, University of El Taref.

I would like to thank all people who have helped and inspired me during my doctoral study.

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Last but not least, thanks be to God for my life through all tests in these years. You have made my life more beautiful. May your name be exalted, honoured, and glorified.
I DEDICATE THIS WORK

• TO MY LOVELY SONS: Mohamed Yacine and Abdellatif Idir;
• TO MY HUSBAND: Abdellah
• TO MY SISTERS AND BROTHERS ESPECIALLY: Souad, Sofiane, and Nadir.
• TO MY VERY DEAR LATE PARENTS AND SISTERS FATIHA AND LYNDA.
• ESPECIALLY TO MY LATE LOVED MOTHER WHO WENT FOR THE DEAREST GOD AND APPRECIATED ONLY A VERY LITTLE THE TITLE OF DOCTOR SINCE SHE TOOK HER DAUGHTER DOCTOR WITH HER ON THE SAME DAY.

“When you look at yourself from a universal standpoint, something inside always reminds or informs you that there are bigger and better things to worry about.”

Albert EINSTEIN
ABSTRACT

Teaching portfolios are becoming more and more important in education regarding the different levels. They are nowadays used both as developmental/formative and summative assessments; although many academics find them generically almost unfamiliar. Moreover, in front of the rapid expansion and advance in the field of technology in education, mainly the introduction of electronic learning (e-learning) platforms and concepts, there is however, a great tendency to put the World Wide Web (www) into practice and action, and thus, implement electronic portfolios. As a matter of fact, this thesis explores and examines primarily and conceptually the experience and the role of e-teaching portfolios processes and practices on developing the teaching process, and reinforcing and adjusting the teaching content through syllabus design in order to shed light and provide key alternatives and solutions to questions related to the type of English to teach the learners’ level and stream taken as a sample, as well as to find out appropriate ways and techniques to develop and improve the teaching craft and the teachers of the secondary schools (Lycées) as skilled professionals. Moreover, the problem of determining the nature of the English as a foreign language to teach the learners taken as a target population, and the question of offering opportunities to teachers and the teaching process to improve, make us believe in the thesis statement which hypothesizes that teaching appropriate English language for the stream under investigation and implementing the techniques suggested to develop the teaching craft and teachers as professional could not be achieved unless some values as determination, self-reflection, critical analyses and self-assessment are part of the proposed project, and for which this research is actually undertaken. Therefore, the thesis introduces some sample of e-teaching portfolios in an attempt to give concrete meaning to some of the points made, because we believe that these tools are collections of electronic evidence which capture the idea of lifelong learning supporting the documentation of competences better than normal assessments. Furthermore, the acquired competences help further self-responsibility and self-improvement in the teaching process career since they are powerful tools for learning and reflecting. Ultimately, these tools are also directed to provide the teaching and the learning community with developmental, summative and formative modes to meet the purposes intended. In addition to this, the development of teachers’ practice is a multiplicity of mediated interaction between learners and the teaching staff. This fact underlies the importance of setting some structures embedded in instructional and constructive tools in order to evolve the capacity to think about and reflect explicitly on teachers’ practice through
purposive activities in authentic teaching/learning environments. Not only we are seeking valid and reliable techniques for teaching progress, but we are also taking these tools as ultimate techniques to reinforce and adjust the teaching/learning syllabus because the latter is actually a guide for teachers to plan their English language course programs, and schemes of work to meet the interests, wants and learners’ abilities. On the basis of the research methodology devised through hybrid methods (qualitative and quantitative), and the research design using questionnaires and interviews, we conduct our investigative work to determine the target needs to design an adequate syllabus to fully involve the learners in the stream content and to improve their abilities in English language skills, and in order to enable the teachers promote their teaching practices and methods and set mutual communication to raise both abilities in English as a foreign language which also serves specific purposes. These, according to the results obtained raise the issue of the extent to which these pedagogical instruments can become an end in itself and can actively and positively broaden progressive potential.

**Key Words:**

- Electronic Teaching Portfolios,
- Teaching Improvements,
- Syllabus Design,
- Teaching EFL for Specific Purposes.
LIST OF ABBREVIATIONS

- AL: Audio Lingualism
- CBA: Competence Based- Approach
- CETP: Collaborative Electronic Teaching Portfolio also known as Collaborative Digitized/ Digitalized/ Web-Based Teaching Portfolio
- CLT: Communicative Language Teaching
- CNP: Communicative Needs Processors
- CPD: Continuous Professional Development
- EAL: English as an Academic Language
- EAP: English for Academic Purposes
- EBE: English for Business and Economics
- EGP: English for General Purposes
- EIL: English as an International Language
- ELF: English as a Lingua Franca
- ELT : English Language Teaching
- EOP: English for Occupational Purposes
- ESA Model: Engage, Study and Activate Model
- ESD: English as Second Dialect
- ESL: English as a Second Language
- ESOL: English for Speakers of Other Languages
- ESP : English for Specific Purposes
- GE: General English
- IBD: Internet-Based Documentation
- LGP: Language for General Purposes
- LSP: Language for Specific Purposes
- PPP Model: Presentation, Practice and Production Model
- SLA: Second Language Acquisition
- SLT: Situational Language Teaching
- SSBI: Styles-and-Strategies Based Instructions
- TBTT: Technology-Based Teaching Techniques
• TEFL: Teaching English as a Foreign Language
• TESL: Teaching English as a Second Language
• TESOL: Teaching English for Speakers of Other Languages
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Université Sétif2
I- INTRODUCTION

Nowadays, in a world where English is used almost in every field because of the communicative importance it represents, teachers in all educational institutions, mainly in secondary schools, have to move forward toward a more developed and updated teaching process. This will in turn encourage a more comprehensible and effective learning process. It is therefore, more than advisable to keep the traditional teaching techniques and materials as references to correct their imperfections and adjust them according to the needs of the learners and the demands of this new world, the world of business, technology, and globalization.

As a matter of fact, we believe that the environmental changes, particularly in teaching and learning, need the very appropriate strategies and long terms planning. This is why it is very important for teachers of the secondary schools to adopt fundamental rules and styles that will form the required strategies which will comply with the accelerating needs of today’s world. This will cement and foster the competition of the global environment of an effective teaching/learning process.

According to educational psychology, teaching is the accumulated knowledge, wisdom and linguistic theories that every teacher should possess to intelligently solve the daily problems of teaching. Therefore, it does not ultimately rest on identifying the specific behaviours and skills that make up a “magic” teacher (Salvin, 1992), but it is rather a question of knowing the principles of effective teaching and how to apply them. These principles are decision making, reflection, self-knowledge and the application of education research which will pave the way to more teaching development in addition to technology which constitutes a key factor to the improvement of the teaching aspect.

We also believe that a course of high quality, reliability and superior service is the ultimate purpose of an effective teaching and a solid teacher’s development achievement. So, adapting a new technological strategy in teachers’ professional development in general and the teaching process in particular, should first enhance education but never complicate it. It must be creating products and accessories that are practical, flexible and beneficial to the classroom inputs.

In motivating these professionals to teach English as a foreign language that serves specific purposes, as providing wider opportunities for learners to understand, communicate and be fully involved in the world of globalization, we do reinforce therefore
the principles of comprehending and responding to the needs of the actual world and at the same time enable both teachers and learners to contribute to national and international development in economy and management communication. Consequently, professionals need to acquire certain strategic discourse with an eye to teach English more effectively and purposefully since developing teaching and teachers is based on constantly refreshing and adopting new techniques that suit best the demands of the learners and the world. This perception can not properly be achieved unless teachers strongly believe that the actual need in teaching English for better communication is to give it a purpose and to determine the target this English is to serve.

II - THE AIM OF THE STUDY

It is believed that knowing a language and being able to communicate are not synonymous. Therefore, the claim that one knows English does not mean that he can communicate easily in it. It is also admitted that teaching English as a foreign language should determine some objectives and goals, not only for the immediate learners’ needs but for their future career as well, and that the process of language teaching can not only be very stressful but the impact of positive or negative attitudes from the surrounding society can be very critical as well, because the effects of language teaching is based on a systematic measurement of the effectiveness of language teaching practices. Moreover, we have to know that the teaching process is not a static activity but rather a dynamic one that is why we feel that our courses in EFL need to be more refined according to economy and management learners’ needs and thus reinforced with technological materials for more interactivity and productivity.

Consequently, through this research work we aim at:

- Setting better connections with technology literacy;
- Emphasizing the need for a long-term commitment to training, not only through formal methods such as conferences or seminars, but informally as well, for instance using internet for electronic learning sessions which we hope can be delivered on an ongoing basis in institutions, or in other public places or even at home and
- Capturing and transmitting to the cohort of teachers’ expertise, and figuring out a way to encourage information sharing.
Thanks to the new techniques “Electronic Teaching Portfolios” we are suggesting, we hopefully think to provide professional development in locations inside and outside the main city. In sum, the following objectives expressed in needs are part of our motivation to conduct this study: the needs

- to promote teaching and learning EFL for Specific Purposes,
- For intercultural education; as culture is deeply embedded in business, industry, science, and language education delivery. More projects as cultural diversity that integrate content into the delivery of language teaching are also needed,
- to shift focus onto learners for instance, who the learners are since they learn in the context of a cultural identity crisis and this needs to be acknowledged and addressed,
- for teachers in service to sufficiently train in specialized areas of teaching such as at school and home technology,
- for peer evaluation and mentoring which are also a valuable part of team building and professional development,
- to encourage teachers to have a reflective attitude about their practice, sharing their activities and experiences and collaborating with a larger EFL community.

We are aware that ongoing professional development may take the form of monthly on line conferencing. However, we strongly feel that feedback on line conference workshops is a valuable source of information and formation that will nurture the needs of membership in teaching EFL for specific purposes in secondary schools. In addition to these traced objectives, we sought necessary to provide our readers with graphic designs that would mirror best our view on the teaching/learning process before we intended to seek appropriate techniques to improve it and what we actually understand from the principles of comprehension, analysis, interpretation and application which ought to be scientifically applied by both elements: the teachers and the learners. Furthermore, it is the following citation that arises in us such a position regarding the actual and the future state of the main characteristics involved in the above mentioned process. Therefore, here is our personal interpretation based on diagram 1 (see Appendix 1):
Naturally, Man has been doted with only one brain. However, it has been demonstrated that scientifically this brain completes three great functions: mental, physical and affective. This is why it is worth saying that there are three brains and each one fulfils a given task. According to diagram one, we have:

1. The Creative Brain (at the top of the square)
2. The Impulsive Brain (in the middle of the square)
3. The Emotional Brain (in the very centre of the square)

We are more concerned with the first type to complete our comments on the phenomena that let the teaching/learning process stagnate and become a subject of routinely process hindering any effort towards improvement. Diagram 2 (see Appendix 2) shows clearly what we want to express.

Therefore, and for a very long time, teachers and learners have been considered as simple containers or receptacles which could be easily and frequently filled with scholar constituents as curricula, syllabi and lessons to list just these three main points. Being therefore the ideal characters to convey linguistic and methodological findings, they simply had to put them into practice, no matter whether they actually worked towards meeting the major needs of the learners and the actual world needs.

In addition, at the time where all efforts have been gathered to fight “spoon-feeding”, teachers have been trapped into the vicious circle of being fed. Therefore, the spoon-feeder is unconsciously spoon-fed. The major reasons for these situations are the availability of fertile lands (teachers and learners), the softness and fluency of the route access, and the swallowing process that needed no digestion. Diagram 3 (see Appendix 3), better illustrates this situation.

We have indeed, to take into consideration the surface aspect of the brain to comment on the input access. We clearly see that the surface is completely soft; there is no obstacle that may stop this access. Mathematically, the speed the input needs to reach the target will be: speed = distance / time. At this stage, since the distance and time are both very easily reachable and available, it might be very fast to reach the target. Contrarily to diagram 4, which better illustrates our aim (see Appendix 4), highlights the challenges the teachers and learners have to undertake, it would be quite difficult to reach the target using
the same speed, the same distance and even the same time. There are some sub-routes that are essential to take, and that we call the abilities to read, to understand to analyze, to argue, to act, and finally to decide on which of the provided information might be more useful, necessary and positive for an effective teaching/learning process and whose objective is to satisfy simultaneous needs.

This is indeed our aim which consists of generating and encouraging the teachers/learners’ ability for more self-reliance, thinking, reflection, and self-assessment. We also aim, according to this, at finding appropriate techniques to put these objectives into action. It is the process of introducing and implementing portfolios within the pedagogical activities.

III- THE STATEMENT OF THE PROBLEM

All along our teaching experience in a secondary school, and according to the preliminary data gathered during EFL teachers seminars and the different constructive discussions we have had with colleagues who actually teach “economy and management” stream in various secondary schools of the main state (wilaya of Béjaia), we have come to a variety of questions related to the teaching/learning process which are still unsolved. In fact, we are actually facing two different problems which call on researchers to reflect on and find out objective solutions.

Firstly, the current English language teaching (ELT) situation at secondary schools level for economy and management is not properly defined. The key question which indubitably attracts the reader’s attention is “Which English are we, teachers, teaching this portion of population?” Teachers do not see clearly whether they are teaching English as a Foreign Language (EFL) or English for Specific Purposes (ESP). This reality arises from the distinction made in presenting and elaborating the course content: the themes are (ESP) content-based since the learner is presented with a content which is in relation with the world of economy and management; whereas the macro skills and the language points (vocabulary, phonetics and grammar) are dealt with in a very detailed way. This causes the teachers to wonder whether it is necessary to give the definition of a diphthong or a complete list of expressing concession for instance; or simply try to give the grammatical structures designed to be taught in a given context through a kind of simulation.
Secondly, we know that the teacher professional development plays an essential role in a successful educational reform. High quality professional development refers to rigorous and relevant content strategies and organizational support that will ensure long-term teacher development. However, we have noticed that teaching as a profession and teachers of EFL in secondary schools of the targeted location have remained almost peripheral to the used strategies and methods of more than a past decade, and that the techniques to improve the teaching process have been restricted to seminars that chewed the same ideas, i.e., taking a lesson sample and presenting it, and which generally ends by some debates that turn around “It could have been better if the teacher had given that task instead of the one here, or he could have used more visuals to explain such vocabulary items, and so on.” Or, holding local meetings among teachers of the same school to determine the possible texts to work on, and the chronological order of the grammatical points to start with first according to their level of difficulties.

Accordingly, we clearly know that educational research as a disciplined inquiry with an empirical basis is in fact an experimental pedagogy as it constantly faces particular new situations and problems, may be because education is not a well-defined unitary discipline but rather a practical art. In fact, educational practices as teaching and learning are not independent of the cultural and social context in which they operate nor are they neutral to educational policies. Hence, education should be a dynamic field of practices, experimentations, analyses and constant changes whose aim is to pave the way for developmental concepts that go in parallel with the needs of this brave new world. Furthermore, EFL teachers feel like trapped in a real cross-road; they are in fact teaching English as a foreign language with purposes that are not specifically defined; this reality has been derived from the researcher’s personal experience in the field of teaching. More, Teachers may also be teaching English for any specific purposes embodied in EFL. Indeed, we have to underline here the total confusion EFL teachers are often facing.

IV- BASIC ASSUMPTIONS
Throughout our research study and work, we will be assuming that:

- Determining the nature and type of English to teach and learn in secondary schools for the second year “Economy and Management” stream is an essential profile to attract the teachers’ attention and foster the learners’ Interests,
• Course/syllabus design and reinforcement are an ongoing process that imply teacher’s change towards progress and which in turn implies learners’ rising motivation,
• Teachers’ self-reflection and self-assessment are indeed key factors to ensure effective and successful teaching/learning processes,
• Teachers become more aware about their teaching weaknesses and strengths when they engage in the process and project of electronic teaching portfolios implementation,
• Teachers will, as they perceive it, be able to react to new acquired experiences through this device and thus, develop their objectives in the directions that help them evolve and meet their learners’ needs, and
• Teachers’ involvement in the project is not only a major aspect of teachers’ expertise but a collaborative endeavour through which they will be able to determine how to implement changes into the professional teaching as well.

V- THE RESEARCH QUESTIONS

In order to conduct this study more holistically, we believe that some research and supporting questions should be raised.

• Which English are we teaching in secondary schools for “Economy and Management” stream, second year learners?
• How should ESP be included in EFL teaching and learning process in secondary schools?
• How do web-based tasks in teaching and learning process help in designing ESP/EFL course/syllabus?
• How can the web-based teaching portfolios bridge the gap between parties typically not communicating with one another?
• Do the web-based teaching portfolios prove to be effective tools with which to solicit participation of faculty and staff?
• In which way do the digitized teaching portfolios create cohesive understanding and encourage participation amongst all participants in the professional development process?
VI - THE HYPOTHESES

It is, according to us, obvious that inadequacy and almost un-availability of authentic techniques and materials, as well as the insistence on an official programme for teaching may have contributed on a large scale in the emergence of the puzzling situations the teachers and learners are caught in. Furthermore, throughout the considerable history of English Language Teaching (ELT), practitioners have been seeking ways to design syllabi and assessment that would balance the demands of the target situations in which teaching could be an effective and efficient process. They have been attempting to balance the socio-cultural requirements of the context of use with the psycholinguistic cognitive needs of the learners. Adding to this, learner-centeredness, self –reflection teaching and learning from general education are being associated with the concepts of communicative language teaching and task-based learning in applied linguistics. As a matter of fact, nowadays in global ELT, we have to accept that with the advance of technology in the world of education, any teaching approach and technique should go through four stages: introduction, growth, maturity, and decline. This is a fact which is very near to any product life cycle. The learners’ needs are, we have to recognize it, not static; they grow and increase the same way the world’s needs do; consequently, so should the teaching process be. Therefore, we hypothesize that:

1. Effective language teaching and learning may be better achieved when designing courses in EFL for Specific Purposes that positively meet the needs of this category of stream learners in secondary schools.

2. Teaching and professional development altogether can be achieved at the condition of selecting and adapting the tools and techniques which are adequate to the purpose and the needs of the learners as well as the needs of the teachers of the secondary schools of the target setting.

This identification which has a crucial and vital importance in education is likely to increase the teachers’ awareness of the actual needs and thus helps for more efficient English course design. We also believe that this objective may occur when teachers strongly trust in the concept of self/ peer-development, self/peer-reflection and assessment that Electronic-Teaching Portfolios provide, because we are quite confident that electronic-teaching portfolios:
GENERAL INTRODUCTION

- Create collaborative and communal interdisciplinary necessities to develop a cohesive understanding about the way that a diverse group of teachers and their work come together,
- Establish feedback loops, distribute information collected from the communications between teachers, and yield quantifiable statistics about who is accessing the data,
- Encourage and manage involvement because they are considered as a democratic process allowing everyone to contribute with his/her experience and findings,
- Increase audience and establish virtual interface,
- Respond to assumptions in real time, and
- Create a collective space for collaboration boosting interview participation.

VII- THE RESEARCH METHODOLOGY AND DESIGN

As the emphasis is on the practical application of the theory whose aims are to find out adequate techniques to design courses for “Economy and Management” stream EFL learners and at the same time improve the teaching process in secondary schools, we have sought more knowledgeable to focus on two target fields of study: experimental and descriptive methodologies. This choice has been nurtured by different facts which, we believe, may provide us with the necessary data to construct an empirical and reliable analysis that form the research cases under study. As far as the experimental methodology is concerned, the researcher’s proposal will be put into practice moving thus through different steps to show the gradual improvements in the teaching process as well as in designing a course for the above-mentioned stream learners. Regarding the descriptive methodology, any fact and any suggested technique that are used to promote our objectives will be fully depicted to enable our readers to follow the stages of development and thus compare between the initial situations and the ones we are aiming to achieve.

Furthermore, because we want this research work to serve immediate and future pedagogical aims, and to provide our reading audience with ample, tangible and reliable data, we strongly believe that these two methodologies should be fostered by a research design embedded in both qualitative and quantitative strategies. This choice justifies the benefits these two design methods provide our research with; since they ascertain the relative size of the particular communication phenomenon we are rising as the research problem, and therefore, are able to indicate the presence of this phenomenon and categorize it into different types when necessary. Moreover, thanks to the different ways of
operationalizing and measuring theoretical constructs and practical concepts through a certain level of measurement, precision and statistical power these two strategies provide, we are able to gather greater depth of information about the nature of the problem stated. Also, the decision to implement these kinds of research designs rests on the facts to be revealed and which, according to us, need to be related to because of the following reasons that we sought to list in an ordered way.

a- The Qualitative Design

1. It includes focus groups which represent the population sample that is mirrored through teachers, learners and inspectors, as well as in depth questionnaires devised for the population sample in question, and a review of documents for types of themes that are highlighted in course design perspectives related to the target stream,

2. It is primarily based on an inductive process used to formulate our theory and hypotheses. As a process of reasoning, we aim here to discover and obtain a general statement from the particular facts we have already mentioned in the statement of the problem phase.

3. It may, according to us, be valid and reliable because it largely depends on our skill and rigor as a researcher. We have to focalize here that skill and rigor refer mainly and solely to the researcher’s experience in teaching, and then to the data that will be gathered to support the analysis and interpretative part.

b- The Quantitative Design

1. It is based on structured means of research mainly on questionnaires and observations. This design also reviews documents for numeric information because the findings will be presented in tables and graphs,

2. It is more objective since it provides observed effects of the problems stated that call on the researcher to give full interpretations,

3. It is a deductive process used to test pre-specified concepts, constructs and hypotheses that will make up our theory on the techniques suggested,

4. It may also be valid and reliable since it largely depends on the measurement of the techniques that will be implemented.
As far as the concept of generalizability, we believe that both designs serve our thesis aims. This depends of course on the results obtained during and after the implementation of the new techniques. Obviously, we maintain the fact that any new technique and strategy used as a remedy to a given problematic situation should first be experimented, described through a restricted population sample. It is, according to us, a recovering solution which is still in the experimental phase; therefore, we can not put it into practice and generalize its functions because this needs time to plan the end objective and analyze the results that will derive from its implementation.

Additionally, in evoking this quotation we actually do not want to present a full appraisal of any kind of research design but we just want to focus on the same necessities that the research work itself dictates because we believe that for any scientific research work to happen, we do need to support it with adequate research designs. This is also valid for designing the population that will form the corner stone of the research.

VIII- POPULATION SCOPE AND LIMITATION

The population sample, representing the case study framework that seeks to assist the research work in tracking, analysing and sharing key developments in the elaboration, use and reuse of a suggested syllabus design can help to:

- Discover unknown potential within this research work,
- Learn how to overcome these challenges and thus, fulfil the expressed needs,
- Improve networking so that relevant learning and opportunities can be identified and leveraged,
- Use experience and expertise to help the research work to advance,
- Address community participation: the reason for participation, the role of individual contributors in the research collecting data, and finding out processes that best facilitate participation and contribution,
- Address users of the suggested techniques to answer the questions of who might benefit from this research content which will be adaptable to meet the users’ teaching and learning needs, the kinds of results and the ways these results are being used,
• Achieve sustainability and resources for the completion of the suggested techniques,
• Increase understanding of issues related to the problem statement the research work seeks to clarify and remedy, and
• Create synergies and networking possibilities for the target field and alternatives development.

This population will therefore address three main categories:
1. Second Year “Economy and Management” stream in secondary schools of Béjaia in order to adjust the course based on teaching EFL for Specific Purposes.
2. This sampling has been quite difficult for us to decide on; but to support this action we have seen that these are the level and stream that respond better to our inquiry. At this level, the learners are taught different themes related to the stream they are enrolled in as well as the different language points (grammar) and macro-skills they have to practice. In sum, they are required to cover the theoretical and practical aspects of the foreign language they are learning. Whereas during the first year, learners are simply enrolled in foundation course, and in the third level, only they have to do is practice all the theories acquired in the two first levels; (see appendix 18).
3. In order to implement the new techniques of E-Teaching Portfolios whose aim is to develop teaching as a professional process, we have deliberately formed a group composed of teachers (experienced, novice/ male and female) amongst the large population of EFL practitioners from different regions of the main state, Béjaia. As seen the locations and the population have been restricted to the conditions that:
   • The secondary schools in this location teach the stream under study and,
   • The teachers from a variety of professional background working in these secondary schools frame this stream and level.
   • Actually, there is only one inspector who is in charge of two to three states (wilayas) of the country. The reason for having included this category of population is that, it is the inspector who generally guides seminars, provides new concepts in teaching and discusses with the concerned teachers the contents of the courses.
Therefore, if any adjustment has to be done on any sort of the teaching/learning process and materials, it is this inspector who takes it in charge.

IX- MEANS OF COLLECTING DATA

In order to conduct our study on a solid data basis, and in order to analyze the results objectively so as to enable us prove the effectiveness of the techniques suggested, we have opted for the technique of questionnaires and interviews which are commonly worked with in foreign language studies. Therefore, we have devised a questionnaire for the teachers’ population sample, and an interview for the inspectors who are altogether our informants. According to us, using questionnaires and interviews to collect data for an investigative objective are inevitable means and instruments because:

1. they enable us to assess effects at an organizational level of the work and thus to develop data accordingly,
2. they provide us with the necessary useful data for localizing the problem and suggesting appropriate solutions,
3. They rightly guide us to what to measure,
4. They help us validate our hypotheses,
5. They offer discussion of the interpretation of imprecise or vague data based upon a set of argument,
6. They induce us to weigh evidence on various areas related to decision making and,
7. They help us to point to more fundamental considerations for reflection and criticism.

As mentioned before, in addition to questionnaires and interviews as means of gathering useful data, the experimentation which is done on and with EFL teachers is therefore directed to serve two specific purposes:

1. EFL teaching for Specific Purposes in order to prove its efficiency or non-efficiency, authenticity or not.
2. E-Teaching Portfolios to measure and evaluate the degree of teaching development, and thus to demonstrate the validity of this approach.
X- CHAPTER DEMARCATION AND DIVISION

The Description of the Study

Since our study is conducted to demonstrate the efficiency and effectiveness of the techniques and approaches suggested, serving thus both, the teachers and the syllabus under investigation, we find that we have to design four (04) chapters in order to help the readers and the examiners to have a global but a depicted view on the objectives of the research thesis. The study is divided into two main parts: a theoretical part and a practical part. Therefore the demarcation and the division of the different research work’s components are as follows:

- As a General Introduction to the research investigations, this part is devised to serve as a guiding path in order to be acquainted with the various information and data that constitute its skeleton as an introduction to the theme, the aim of the study, the delimitation and statement of the problem which is the heart of the research purpose, the research questions to guide the work properly, the hypotheses which are the blood of the study, the possible assumptions we sought necessary to focus on, the research methodology and design, an aesthetic measurement thanks to which we could gather data and thus delve into valid and reliable analyses and interpretations. In order to conduct a holistic and valuable empirical study, we also included the scope and limitation of the study profile. Also, the means of collecting data are worth mentioning since we could attain no results if these instruments were not designed and selected for the purposeful work at hand. Finally, this part includes also the different chapters division and demarcation in order to give our research work a salient vision and an organized image.

- Chapter one, as a purely theoretical but important part, deals with the main literature in respect to the general theme of the study as well as the sub topics. In order to guide our readers, this chapter presents a thorough study of the main relevant literature background as to shed light on studies done in the fields like teaching English as a foreign language, teaching English for specific purposes, needs analysis, syllabus design principles, and studies in the field of developing the teaching process and the teacher as a professional, as well as studies in the use of the teaching
portfolios and technologies as the Internet because of the techniques suggested which are in direct relations with electronic teaching portfolio.

- Chapter two is also theoretical and is designed to provide our readers with the possible information mainly the techniques and strategies which relate to the different topics discussed in the previous chapter.

- Chapter three however, is devoted to the analyses and interpretations of the data gathered through using the questionnaires and interviews techniques and tools. This chapter is actually considered as the backbone of the whole thesis since the different data and their analyses as well as interpretations guide and instruct the researcher to maintain the suggested techniques, target areas of troublesome, remove and clarify obscure layers related to the investigated fields through tabular and graphic demonstrations, and not importantly provide a based response to the why undertaking a research in the pronounced field.

- Chapter four represents the practical profile of the thesis. It takes into account the various topics stated in the research at hand, reflects the way the researcher deals with and reacts to the problems encountered by the selected population, and how the researcher puts the suggested techniques into action in order to affirm the research statements.

- As in any scientific work, the thesis also comprises a General Conclusion which stands as a summary of the work relating thus the different stages and steps the researcher has gone through, the problematic situations she has encountered, the possible solutions she has provided, and mainly, to make the research work as a starting point for further investigations and comments, the possible areas to tackle as a new theme for any possible research study.

It is according to us, a voyage towards finding out a happiness equation that every researcher has to take because not only he/she is working to reach this objective in an efficient way but to enable other teaching communities share this joy. Therefore, it is not the fact of arriving that matters but how to arrive which is worth. Through this thesis, we want to be able to analyze, argue, discuss and construct new teaching/learning horizons
that respond to the demands of this new world. We also aim at changing Joseph Roux’s, (2009 : 175), citation: “Nous doutons trop de notre Coeur et pas assez de notre tête.” To: “Access to knowledge and development should be through our brain and definitely not through our heart.”
CHAPTER ONE  

EFL LITERATURE BACKGROUND STUDY

- Introduction…………………………………………………………………………………………
1- 2- Studies in TEFL…………………………………………………………………………………
1- 2- 1- Key TEFL Terms and Types………………………………………………………………
1- 2- 2- The FL Teaching Process……………………………………………………………………
1-2-2–1- The Presentation, Practice, Production Model………………………………………
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I-1- INTRODUCTION

English Language Teaching (ELT) researchers all around the world are more and more concerned with studying how learners acquire and are acquainted with English as a foreign language. They try to find out adequate and appropriate ways to make teaching more effective and strive to create high standards of teaching qualities that will best meet the needs and inquiries of the learners regardless their age, origins and levels.

Furthermore, as ELT is indeed a hotly debated issue, as professionals, we are also trying to combine a new creative and artistic approach, and remove layer after layer to discover new techniques and strategies to teaching because, we convincingly share the values of good teaching and learning processes and understand the need for high standards of professionalism in delivering out services.

We are indeed, constantly presenting inputs in such an artistic way that teaching becomes more of an art than simply giving and supplying information to learners, which is why we consider that both teaching and learning are simultaneously interdependent and complementary. Gilbert Highet, (1950), (The Art of Teaching) remarked:

*Wherever there are beginners and experts, old and young, there is some kind of learning going on, and a sort of teaching. We are all pupils and we are all teachers.*

In this chapter, we will first provide our readers with some empirical studies that have been done so far in the field of “Teaching English as a Foreign Language (TEFL)”, then we will move gradually through key titles and subtitles that concern “English for Specific Purposes (ESP)”, and “developing the teaching process” taking into consideration the target aim we eagerly want to reach and this for a better embodiment of the main variables and concepts that compose our thesis.
CHAPTER ONE EFL LITERATURE BACKGROUND STUDY

I- 2- Studies in TEFL

I- 2- 1- Key TEFL Terms and Types

The TEFL world is full of complex terms and acronyms which may not only leave the reader head spinning and confused but may even hinder the understanding of some purposes we want to achieve as well. These acronyms are commonly used in a wide sense to refer to the teaching of English as a foreign language. However, it does not state whether this English is American, British or something else. Nor does it make any distinction between what is generally called “General English”, “Technical English” or “English for Specific Purposes”. 

In some countries, teaching English as a foreign language is referred to as (TEFL); while with others (TESOL): teaching English for speakers of other languages. There are also some countries where (TEFL) is referred to as English as a Foreign Language (EFL), or as a Second Dialect (ESD), or as a Lingua Franca (ELF). However, when it comes down to it, these acronyms do not actually matter which qualification a user or a teacher of the target language has. Yet, the matter is all about a good TEFL qualification that will put the teacher in an important place for a TESOL position and therefore, a good TESOL qualification results in putting this teacher in the race for a TEFL position.

In addition to this, ESL, ESOL, and EFL are all terms that refer to the use, study or teaching of English by speakers of other languages. These terms are usually used in close relationship to teaching and learning the English language; however, they may be influenced by demographic information too. ELT on the other hand, is often known as teacher- centred term. TESL, EAL, EIL, ESP, ELL, EAP are all terms that belong to TEFL industry, whether this English is used as a second, or international language, or as a language learner or for specific or academic purposes. This broad grouping industry proves, nevertheless, very important to perform the necessities of daily life, usually considered as a necessary part of a learner’s schooling or for career progression.

Moreover, EFL may be part of the school curriculum as stated by the linguist Braj Kashru (n.d). It is taught all over the world under many different circumstances, and this makes of this language a linguistic tool with great reach and influence. We also assume that the scope of EFL data is extensive and provides a sound basis for further
understanding. Indeed, there is no need to look any further as the various researches and positions in regard to TEFL offer a firm grounding in every aspect for more empirical documentation of this diversity. What actually is most highly significant is to continue to trace the teaching procedures of this language through a deep investigative content.

I- 2- 2- The FL Teaching Process:

Recent studies into the teaching of English as a foreign language or a second language, under the guidance of Robert, E. Slavin, (2003), “Educational Psychology: a foundation for teaching”, have reported that the process of teaching should be based on a broad number of contributing factors. Not to list them all but the most constructive ones such as the use of motivational strategies, arousing the learners’ curiosity, adapting to learners’ needs, using cooperative learning groups as well as a flexible form of evaluation. On the origin of understanding the foreign language teaching, B. Kumaravadivelu, (2005), focuses on the transition of principles from method to post method. He traces the historical development of major language teaching methods in terms of theoretical principles and classroom procedures, and provides a critical evaluation of each.

Moreover, drawing from seminal foundational texts and from critical commentaries made by various scholars, the author examines the profession’s current transition from method to post method and, in the process, elucidates the relationship between theory, research and practice in order to set a pattern that connects language learning, teaching methods and post methods perspectives. He also presents language teaching methods within a coherent framework of language, learner and learning-centred pedagogies in order to see how they are related, and shows how the three categories of methods evolved historically leading ultimately to the emergence of a post method condition providing thus a solid background for several interconnected area of foreign language pedagogy such as concepts of competence, input factors, intake processes, interactive modifications and instructional design.

Hinkel, Eli, (2005), provides us with a list of important points that should be taken into consideration while teaching and learning a foreign language. He, in return focuses on the social context of the foreign language as well as on research methodologies in foreign language learning and teaching. He also points at the contributions of applied linguistics as
being the appropriate grounding for the teaching and learning of the target language skills. Furthermore, he sees that identity, culture and critical pedagogy in FL teaching are important considerations in language planning and policies. Johnston, Bill, (2002), on the other part, focuses more on the values in English language teaching offering a new perspective on language teaching by placing moral issues- that is questions of values- at the core of what it is to be a teacher. The teacher-student relation, according to the author, is central to this view, rather than the concept of language teaching as merely a technical matter of managing students’ acquisition of language.

An important fact is that all language teaching involves interplay of deeply held values, but in each teaching situation these values are played out in different ways- that is, what to think about. Furthermore, through his study, the author explores the difficult and most of the time contradictory moral landscape of the language classroom, revealing step by step how teaching is not a question of clear-cut choices but of making quite difficult decisions in situations usually full of conflicts. He also examines the important values that teachers detain as individuals and as members of their profession in order to demonstrate how these values are played out in the real world of language classrooms. He overtly assumes that:

*Matters addressed include connections between the moral and political dimensions in English language teaching and between values and religious beliefs; relationship(s) between teacher identity and values; the meaning of professionalism and how it is associated with morality and values, the ways in which teacher development is a moral issue; and the marginality of English language teaching.*

Johnston, Bill. (2002)

Much new research has been done in the field of second language acquisition in recent years making it easier for foreign language instructors to impart their subject matter to students. Elaine Horwitz, (1986: 684- 89), uses current trends in second language acquisition to discuss what she believes to be five of the most basic principles behind the acquisition of foreign languages. Along with each of these principles, she lists various
teaching methods and strategies that can be used by any language acquisition on the part of students.

Making heavy use of Krashen’s monitor model, Horwitz emphasizes the need for language teachers to understand the needs of their students in acquiring a new language which are often unconscious or unknown to the learners themselves. The author discusses these needs systematically, beginning with the basic need for listening and reading activities in the classroom. Horwitz points out that these activities foster second language proficiency and should take up a large portion of class time. As most proponents of the natural teaching approach would suggest, Horwitz downplays the need for grammatical teaching in the classroom.

While reviewing Krashen’s hypothesis regarding the listening and reading in oral proficiency, the author makes what would deem an inaccurate generalization; she states that foreign language learners will be more proficient on the receptive level than the productive level. It is generally acknowledged among applied linguists that a person’s passive knowledge is always greater than his active knowledge—even in his own native tongue. This statement gives the reader the false feeling that somehow, if enough training is provided, a student’s active knowledge may go beyond the level of his passive, which is never the case.

The author continues her overview by focusing on the need for teachers to involve students in classroom activities, from listening and reading to speaking suggesting astutely to create a conducive environment to students venturing out to speak in class. Again, in agreement with the natural approach, Horwitz strongly suggests that the instructor should not correct students’ mistakes, and that he should maintain a comfortable environment where the students feel at ease to practice their language skills.

After all, she comments in the fourth point, errors are natural part of language development and ought to be expected. However, if any correction must be done at least we should follow the pattern of correcting these mistakes not in terms of grammatical correctness, but rather in terms of truthfulness, therefore this is likely the most effective way of teaching basic communication skills. We admittedly think that through language
teaching, practice has changed in recent years, the model and ideas underlined by Horwitz are a sound basis for foreign language teaching and learning.

Based on the above-stated principles, we utterly understand that in foreign language acquisition, comprehension comes first but production soon follows starting with one word responses and utterances. However, the importance here will be to shed light on the need for formal instruction and lessons, and that the truth is that a foreign language learner will have massive exposure to the foreign language that must be cemented by a survival motivation to acquire the new language. If we cannot reproduce the conditions of natural acquisition, we are at least forced to adopt a system of graded exposure to the foreign language and a similar graded presentation and explanation of the systems of the new language. In fact, we have to develop a language learning grounding which is itself made from a series of language learning events. In order to achieve this, we have to take into account some important principles highlighted here as presentation, practice and production model (the PPP model).

I-2-2–1- The Presentation, Practice, Production Model

During Presentation, the new language is presented perhaps as a grammatical pattern frequently within some familiar situation. During this presentation phase, the teacher is often very active and dominates the class doing more than 90% of the talking.

During Practice, the new language item is identified, repeated and manipulated by the learners. Unless the teacher is using pair work or a language laboratory, the teacher also dominates this phase of the lesson occupying more than 50% of the talking in class.

During the Production, the learners attempt to use the new language in different contexts provided by the teacher.

I-2-2-2- The Engage, Study, Activate Model.

The PPP Model had functioned more or less effectively for generations because it was based on giving thin slices of language with one slice at a time. Moreover, it has proved ineffective especially during teaching more complex language patterns beyond the sentence level or communicative language skills, stressing thus only on segments of lessons with a single focus. The learners come to lessons ready motivated to listen and engage with the teacher’s presentation.
Jeremy Harmer, (1998), therefore, proposes a different three stage model, the ESA Model: Engage, Study, and Activate.

During the Engage phase, the teacher tries to arouse the learners’ interest and engage their emotions. This may be through different animated activities in order to arouse their interest, curiosity and attention.

The Study phase activities are those which focus on language or information and how it is constructed. The importance of Study can vary from the pronunciation of one particular sound to the techniques an author used to create excitement in a longer reading text. Harmer says:

*Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition- through listening, and reading-for example, and the kind of study activities we have looked at here.*


Activate Model element describes the exercises and activities which are designed to get the learners to use the language as communicatively as they can. During activate, the learners do not focus on language construction or practice particular language patterns, but they use their full language knowledge in the selected situation or task.

Lesson structure is therefore the third principle for an effective foreign language teaching and learning. Jeremy Harmer focuses on the importance embedded in the ESA Model to structure any lesson because he sees it as an opportunity to provide learners with richness and variety in lessons and this is much appreciated by learners, and brings more stimulation, enjoyment and success in the teaching process.

Furthermore, Jeremy and Willis Jane, (1998), see that teaching a foreign language is based on some tips. They mainly focus on task-based learning tips which they sought as learning and teaching activities including projects for producing brochures, oral
presentations, websites, videos and dramatic performances. The characteristic of all these tasks is that rather than concentrating on one particular structure, function or vocabulary group, these tasks exploit a wider range of language inducing thus the learners to use a range of different communicative language skills.

According to the authors, this new view on tasks does not correspond to the traditional way that teachers have used and which has consisted of a follow-up to a series of structure/function or vocabulary based lessons. The new one is seen as extension activities, as part of a graded and structured course. In the task-based learning, the tasks are central to the learning activity, based on the belief that learners may learn more effectively when their minds are focused on the task, rather than on the language they are using.

Jane Willis, (1998), adds that the students start with a task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students’ performance. This presents the three stage process proposed by the author:

- Pre-task: introduction to the topic and task,
- Task-cycle: task planning and report,
- Language focus: analysis and practice.

She adds that the teacher does not introduce or present language or interfere for any help during the task cycle. The teacher is in fact an observer during the task phase and becomes a language informant only during the language focus stage.

Blair, Robert, (1982), when speaking about “Innovative Approaches to Language Teaching” highlighted several of the more interesting language approaches. Blair talked about an effective language teaching approach from 1951 to 1981 and the effects on the field by Krashen, presenting thus the evolution of the “Comprehension Approach” of particular interest dealt with Asher. The latter, being the inventor of “Total Physical Response”, maintained that it was an approach that could be adapted to fit the needs of an eclectic classroom. Blair however, presented his new approaches as the ones that relied on language rich environment. Curran (n-d), on the other hand, believed in community language learning which focused on active listening. He also believed that those were integrated approaches that ought to be the choice of the eclectic and creative teacher.
Larsen-Freeman, D. and Long, M.H. (1991), focus their study on naturalistic and instructed learning by children and adults, as individuals or groups in foreign and second language settings, demystifying past research processes, and providing new lenses to understand how children and adults can learn a second language tracing a historical development in the field of Second Language Acquisition (SLA); noting also how different data analysis procedures evolved, with each successive type of analysis reflecting a new stage of awareness of what second language acquisition entails.

The authors also searched for better learning processes, involving environmental factors, learner differences, the nature of language and the role of instruction. They deepened their study by providing explanations for differential success among SL learners, examining learner variables and differential achievement studying factors of age, aptitude, socio-psychological factors of motivation and attitude, personality, cognitive style, hemisphere specialization and learning strategies among other factors.

They also revisited the theories in second language theories as the nativist theories, the environmentalist theories, and the instructionist theories of SLA analysing thus early research on the effect of instruction as well as some claimed implications on accuracy orders and developmental sequences, on acquisition processes, rate of acquisition and on the level of ultimate second language attainment.

Traditionally, the emphasis has primarily been on the teaching side of second or foreign language instruction rather than on the learner side. It has been assumed that if teachers do their job well, students would certainly learn more and retain the language as well. Yet, it becomes clear that if students are not learning or are not motivated to learn, it may not matter at all how well the teachers are teaching. Because of this truth, an effort toward improving language teaching methodology has emerged, adding thus a component that stresses on the learner.

As the field of language teaching has become more learner-focused and interactive, there has been also a strong emphasis on helping students take more responsibility for meeting their own language needs. Students are being asked to self-direct the language-learning process and become less dependent on the classroom teacher.
However, what may well stand in the way of learners’ genuine success at language learning is an insufficient awareness of how various strategies may help them learn and use a foreign language more effectively. Given that language learning and the use of what is learned inevitably involve considerable memory work, as well as ongoing and meaningful practice, a systematic purposeful approach to learning can help to ease the burden. Therefore, the classroom teacher can perform a key role in this effort as Learner trainer.

Oxford, (2001); Cohen and Dorney, (2002), emphasize on Styles-and-Strategies-Based Instructions (SSBI), a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction. The underlying premise of this approach is that students should be given the opportunity to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying more effectively and efficiently.

In addition to this, styles- and- strategies- based approach to teaching emphasizes both explicit and implicit integration of language learning using strategies in the language classroom. This approach as stressed on by the authors, aims at assisting the learners to become more effective in their efforts to learn and use the target language. The SSBI is based on the following series of components:

- **Strategy Preparation**: in this phase, the aim is to determine just how much knowledge of and ability to use strategies the given learners already have,
- **Strategy Awareness**-Raising: here, the purpose is to alert learners to the presence of strategies they might never have thought of or may have thought about but had never used,
- **Strategy Training**: in this phase, students are explicitly taught how, when and why certain strategies (whether alone in sequence or in groups) can be used to facilitate language learning and use activities,
- **Strategy Practice**: in this phase, students are encouraged to experiment with a large range of strategies through:
  a- Planning the strategies that students will use for a particular activity
  b- Having their attention called to the use of particular strategies while they are being used, or
c- “Debriefing” their use of strategies (and their relative effectiveness) after the activity has ended.

• **Personalization of Strategies**: at this stage, learners personalize what they have learned about these strategies and then look to ways they can transfer the use of these strategies to other contexts.

In SSBI, it is the curriculum writers and the teachers’ role to see that strategies are integrated into everyday class materials and are both explicitly and implicitly embedded into language tasks to provide for contextualized strategy practice. Teachers may:

1. start with the established course materials and then determine which strategies might be inserted,
2. start with a set of strategies that they wish to focus on and design activities around them, or
3. Insert strategies spontaneously into the lessons whenever it seems appropriate.

We can consequently notice from these demonstrations that the process of teaching a foreign language is not as easy as it sounds because it is attributed some specific components for purposes of study. This process should fulfill the appropriate teaching acts of presenting and explaining the new material so as to make it clear, comprehensible and available for learning, providing practice embedded in the consolidation of knowledge, and then testing so that the teacher checks what has been mastered and what still needs to be learned, reviewed and reinforced, being usually aware about the main objective at any point in a given lesson. By respecting these components, the teacher therefore, makes sure that the learners perceive and understand the new language through constructing meanings, formulating rules or hypotheses by finding opportunities to practice, and by getting feedback on performance too. This concept has, for long, been maintained by O’Malley and Chamot, (1990). The authors add an important variable to the process of teaching which is to provide a framework for organized and conscious learning, and opportunities for more intuitive acquisition.

O’Malley’s and Chamot’s, (1990) findings, influenced to a large extent Penny Ur, 1996 as far as the teaching processes of presentation, practicing, and testing are concerned because he reinforced these components through mediating such new material in order that
it appears in the most accessible form for initial learning presented effectively and mostly in a comprehensible input.

This can be one major reason to avoid paying attention to elicited performance at an early stage during the language teaching and learning process, but rather to the quality of the comprehensible input teachers are providing them with, as stated by Green, (1993). This comprehensible input according to Swain, (1986), refers to understanding oral and written forms of the foreign language.

As far as Krashen’s, (1985) point of view, this can be better understood by analyzing the input. At this point, Penny makes it considerably clear when saying:

Another contribution of effective teacher presentation of new material in formal courses is that they can help to activate and harness learners’ attention, effort, intelligence and conscious learning strategies in order to enhance learning-again, something that does not necessarily happen in an immersion situation. For instance, you might point out how a new item linked to something…or contrast a new bit of grammar with a parallel structure in their own language.


He adds that the ability to mediate new material or instruct effectively is an essential teaching skill since it facilitates the learners’ understanding and promotes further learning. Moreover, Penny emphasizes the fact that an effective presentation cannot occur unless there is not only attention from the learners who must keep alert focusing on the material clearly, but understand and engage short term memory as well in order to comprehend the meaning of the material being taught/introduced, and to remember it for further consolidation. Bonny Norton and Toohey Kelleen observe that:

...From the perspective, language is not simply a means of expression or communication; rather, it is a practice that constructs, and is constructed by the ways the language learners understand themselves, their social surroundings, their histories, and their possibilities for the future.

Penny, (1996), argues that when the teacher introduces new material, he often needs to give explicit descriptions and definitions of concepts and processes, and mainly if the teacher is or is not able to provide his/her learners with adequate explanations. This is therefore, based on devising some guidelines on giving effective explanations and instructions. The guidelines are as follows:

1. Prepare: the preparation phase is most importantly based on thinking, illustrating and writing. Thinking about the possible words the teacher may use,
2. Make sure about the class’s full attention because sometimes the learners may stray,
3. Present the information more than once through repeating or paraphrasing the necessary information,
4. Be brief/ compatible and clear in order to avoid boredom and get rightly to the necessary explanation,
5. Illustrate with examples because theoretical explanation may be insufficient and learners need examples which are directly related to various contexts,
6. Get feedback in order to check the learners’ thorough understanding. In this phase however, it is often recommended to ask the learners to do something that will show their understanding.

Concerning the function of practice, Penny (1996), defines it as “the rehearsal of certain behaviours with the objective of consolidating learning and improving performance”.

We completely share this way of judging the function of practice since language learning has much in common with the learning of other skills which is achieved through three-stage process: verbalization, automatization and autonomy.

In this order, verbalization consists of defining and focusing on words, and demonstrating. Furthermore, verbalization may be clarified by learners rather than the teacher. The latter thus, gets the learners demonstrate the target behaviour until they get it right without thinking. This is therefore automatization. When the learners master enough the set of behaviours through further practice activity, this enables them to speed up performance and to create new combinations; they are said to be autonomous.
Most important, in order to measure whether the language learning process has been successful, there are, indeed, some characteristics to assess effectiveness as validity, pre-learning evaluation, volume that refers to time availability, success orientation that indicates that things in learning have been done, and heterogeneity which implies that opportunities have been provided for useful practice to all of the different levels within a class.

Teacher assistance is also an important criterion since the main function of the teacher is to help the learners do activities successfully. Interest is undoubtedly a major characteristic to evaluate effectiveness. The whole matter is about challenging the learning process; this is why it is strongly advised to avoid boredom. Arousing interest is consequently done through attention catching materials that appeal to learners’ feelings or a challenge to their intellect.

Focusing on a central aspect that determines foreign language teaching, the teaching process, in addition to presentation, practice and testing must, in our opinion, be cemented by several units’ contents which can be summarized as follows:

1. Input: this stands for background information, both theoretical and practical commonly treated as a synopsis of ideas that professionals or teachers may use in delivering and discussing the content with their learners. This induces self-analysis rather than accepting transmitted information.

2. Experiential work: this refers to tasks based on teaching/learning experience accordingly related to one or more of the following:
   - **Lesson observation**: the emphasis is on the point under study
   - Classroom teaching: here the teacher tries different procedures
   - **Micro-teaching**: based on teaching small groups of learners to focus on a particular teaching point
   - **Peer-teaching**: one of the FL teachers tries out a procedure by teaching the rest of the group
   - **Experiment**: at this stage, the teacher tries out a technique or a given process of teaching/learning in order to document results and draw conclusions
   - **Inquiry**: this is mostly based on observation, practice and survey.
3. Tasks: these may be labelled questions, applications and check understanding with an eye to suggest solutions for probable problems encountered during the process, or comment results that can be achieved through discussion or writings.

The integration of the different teaching/learning modes provides an expression in practice of the theory of professional teaching as underlined by Penny, (1991:1-2); We thus, strongly share this thought because we do believe that professional teachers need to develop theories, awareness of options, and decision-making abilities, a reality that has been stressed by Richards and Nunan, (1990). The concept of teaching must therefore be understood as a process that is intrinsically and inseparably bound up with learning, and foreign language teaching methodology may be defined as:

“The activities, tasks and learning experiences used by the teacher within the (language) teaching and learning process.”

C. Richards, (1990:35)

According to P.M. Lightbown and N. Spada, (1999:91), second or foreign language teaching is most of an observation based on comparing instructional and natural settings for language acquisition. Furthermore, they focus on understanding the natural acquisition context as being an exposure to the language at work or in social interaction, whereas traditional instructional environments are actually those where the language is being taught to a group of foreign language learners and that the stress is therefore on the language itself rather than on information which is carried by the language. The teacher’s objective is consequently to measure the extent of vocabulary and grammatical rules acquisition of the target language.

This is to deduce that the learners in these environments are purely prepared and framed to pass an examination instead of using the language for daily communicative interaction. This language teaching process involves context-based and task-based instructional aspects, and this requires some measurements in terms of the learners’ ability to get things done in the target language and their accuracy and correctness in using certain grammatical features. Adding to this, the input is structurally graded, simplified and sequenced by the teacher and text-books designers.
In natural acquisition settings however, learners are seldom corrected and not exposed to a wide variety of vocabulary and structures. As a result, not only the learners are surrounded by the language for many hours each day but they usually encounter an important number of people who use the target language proficiently and that the modified input is available in many one-to-one conversations as well.

This is a real fact we cannot deviate. What actually matters nevertheless, is that we cannot focus on only one setting and leave the other far behind because either in the former or in the second setting, there are two realities we must take into consideration underlying the prime objective which is to teach a correct but communicatively interactive target language.

We could notice that in the natural settings, the learners experience a limited range of language discourse types, and in the traditional instructional setting, the teacher is most of the time the only proficient speaker with whom the learners come in contact and that these learners often feel great pressure to speak or to write correctly.

Other proponents as M. Williams and R.L. Burden, (1997), have been attempting different trials but purely psychological to account for effective teaching. Some of these attempts fall within a positivist paradigm mainly concerned with measuring characteristics of teachers based on gathering data mostly known as process-product studies; that is, to identify what kind of action on the part of teachers is most likely to bring about a desired result. According to S. Erickson,

*An outstanding teacher should be an inspiring instructor who is concerned about students, an active scholar who is respected by discipline peers and an efficient organized professional who is accessible to students and colleagues.*

S. Erickson, (1984:3)
To maintain this concept, Brophy and Good, (1986); Bennett, (1987); Helmke et al. (1986), and Merrett and Wheldall, (1990), all of whom have focused on positive teaching mode and desirable ways of behaving as these characteristics have been sought as a direct connection with measurable learning outcomes.

From this assumption, they have identified nine (09) key factors contributing to effective teaching. These are as follows:

1. Clarity of presentation
2. Teacher enthusiasm
3. Variety of activities during lessons
4. Achievement-oriented behaviour in classrooms
5. Opportunity to learn criterion material
6. Acknowledgement and stimulation of student ideas
7. (Lack of) criticism
8. Use of structuring comments at the beginning and during lessons

However, some of these attempts have proved surprisingly unhelpful to most of teachers to improve their teaching practice because such factors are themselves open to a host of interpretations and that teachers come all with a wide range of various personalities, beliefs and ways of working that suit their own personalities and situations.

In another study on effective teaching, Brown and Mc Intyre, 1992, identified ten elements that represent good teaching:

1. Creating a relaxed and enjoyable atmosphere in the classroom;
2. Retaining control in the classroom;
3. Presenting work in an interesting and motivating way;
4. Providing conditions so that pupils understand the work;
5. Making clear what pupils are to do and achieve;
6. Judging what can be expected of a pupil;
7. Helping pupils with difficulties;
8. Encouraging pupils to raise their expectations of themselves;
9. Developing personal, mature relationships with pupils, and
10. Demonstrating personal talents or knowledge.

From here, we can argue that it is not an easy task to draw simple conclusions or generalizations about how highly and complex knowledge could be changed into
guidelines for practice because we strongly believe that an inner exploration ought to be undertaken in order to reveal at least one of the many facets that teachers bring to the teaching/learning process. We evidently refer in this case to the constructivist view whose acknowledged father is Ernest Von Glaserfeld, (1995), who says that all knowledge is instrumental and used for particular purposes and is meaningless in isolation. He also sees that education is in fact a “political enterprise” whose aim is to empower learners to think for themselves and to perpetuate in the next generation ways of acting and thinking.

He finally terms the teacher’s orienting function as follows:

*The teacher cannot tell students what concepts to construct or how to construct them, but by judicious use of language, they can be prevented from constructing in directions which the teacher considers futile but which, as he knows from experience, are likely to be tried.*

(op. cit: 184)

In front of the huge quantity of studies done in the field of ELT, trying to find out what really makes an effective teaching/learning process, we cannot but have a very brief overview on what we believe central to this process: the concept of methods and approaches of language teaching; a notion of a systematic set of teaching practices based on a particular theory of language and language learning, a powerful quest for adequate and appropriate methods and approaches that molested for long teachers and applied linguists. Methodology, moulded in a variety of ways, is therefore the right word that gathers both methods and approaches making thus a clear distinction between them. Methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in different ways in the classroom.
I- 2- 3- Changes toward the Professional Teaching Process

I- 2- 3- 1- The Development of the Teaching Methods Process

The period from the 1950’s to the 1980’s has witnessed the “Age of Methods” during which a number of quite detailed prescriptions for language teaching were suggested. Situational Language Teaching (SLT) evolved in the United Kingdom while a parallel method, Audio Lingualism (AL) emerged in the United States. In the middle-methods period, a variety of methods were announced as successors to the prevailing Situational Language Teaching and Audio Lingualism methods. These alternatives were developed under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980’s, these methods in turn were replaced by more interactive views of language teaching, that collectively were known as Communicative Language Teaching (CLT) whose advocates are subscribed to a wide number of principles such as the following:

- Learners learn a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities
- Fluency is an important dimension of communication
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trials and errors

These CLT approaches nevertheless, include the Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching as proclaimed by Larsen Freeman, (2000), and Richards and Rodgers, (2001). The following chart summarizes best the teaching methods and the teacher/learner roles:
### Methods and Teacher/Learner Roles

<table>
<thead>
<tr>
<th>Methods</th>
<th>Teacher Roles</th>
<th>Learner Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Situational Language Teaching</td>
<td>Content setter Error corrector</td>
<td>Imitator Memorizer</td>
</tr>
<tr>
<td>2-Audio Lingualism</td>
<td>Language Modeller Drill Leader</td>
<td>Pattern Practicer Accuracy enthusiast</td>
</tr>
<tr>
<td>3-Communicative Language Teaching</td>
<td>Needs analyst Task designer</td>
<td>Improviser Negotiator</td>
</tr>
<tr>
<td>4-Total Physical Response</td>
<td>Commander Action monitor</td>
<td>Order Taker Performer</td>
</tr>
<tr>
<td>5-Community Language Learning</td>
<td>Counsellor Paraphraser</td>
<td>Collaborator Whole Person</td>
</tr>
<tr>
<td>6-The Natural Approach</td>
<td>Actor Props User</td>
<td>Guesser Immerser</td>
</tr>
<tr>
<td>7-Suggestopedia</td>
<td>Auto hypnotist Authority Figure</td>
<td>Relaxer True Believer</td>
</tr>
</tbody>
</table>

**Table 1: The Teaching Methods and the Teacher/Learner Roles.**

Adapted from Larsen Freeman, (2000), and Richards and Rodgers, (2001).

Throughout the developments in the teaching methods, some current predictions assume the continuing and the refinement of the existing tendencies; others give new identifying method labels as:

1. **Teacher/Learner Collaboration**, using similar styles and approaches to language learning in instructional setting maybe through online computer networks or other technological resources;

2. **Method Synergistic**: crossbreeding elements from various methods into a common program of instruction to best support effective learning as a Disciplined Eclecticism.

3. **Curriculum Developmentalism**: encouraging an interweaving of knowledge, instruction, learner and administrative considerations;
4. Content- Basics: assuming that language learning is a by-product of focus on meaning-on acquiring some specific topical content, giving due consideration to how much content and what content;

5. Multintelligenc: based on the multiple intelligences view of human talents as proposed by Howard Gardner, (1983). This is one of the learning styles variety proposed in general education to respond to the inquiries of language educators;

6. Total functional Response: This mirrors the based approaches to language teaching with new leads in discourse and genre analysis, schema theory, pragmatics, and systematic/functional grammar;

7. Strategopedia: “Learning to Learn” with basic level, memory tricks, cognitive and metacognitive strategies for learning, thinking, planning and self-monitoring;

8. Lexical Phraseology. According to Pawley and Syder, (1983), one evaluation is that “the number of memorized complete clauses and sentences known to the mature English speaker probably amounts, at least, to several hundreds of thousands.” Understanding of the use of lexical phrases has been immensely aided by –large-scale computer studies of language corpora;

9. O-Zone Whole Language: also known as “Focus on Form”, labelled as consciousness-raising, noticing, attending, and enhancing input, incorporating broader engagement with language, including literary study, process writing, authentic content and learner collaboration;

10. Full-Frontal Communicativity. According to Howatt, (1983), “People communicate so much information non-verbally in conversations that often the verbal aspect of the conversations is negligible.” However, the importance here is traced on providing instructional emphasis on the non-linguistic aspects of communication, including rhythm, speech, pitch, intonation, tone and hesitation phenomena in speech and gesture, facial expressions, posture, and distance in non-verbal messaging.

To mention but the most known figures who still contribute eagerly in building up basics for the teaching of English as a foreign language, we can list for instance Main, (1981:38); Schilder, (1981:12); and Spolsky, (1970:144), who shared the notion that other source disciplines as psychology, sociology, pedagogy and education contributed widely in the FL teaching process. Pit Corder, (1973:331); Matter, (1976:26); and Sharwood Smith,
(n-d):191) spoke about psycholinguistics and psychology as source disciplines. It is therefore, worth to mention that linguistics enables us to reveal facts about language and language use, whereas psychology and psycholinguistics may reveal facts about language and language use as social phenomena; but these source disciplines proved insufficient data to highlight the principles of language learning mainly in teaching circumstances. Quinn, (1974), made it clear that what was valid in linguistics theory ought to be also valid in language teaching. However, this position has strongly been refused by Mackenzie, (1979:25); Widdowson, (1975:5); Zonder, (1978:12), and Bender, (1981:1), who literally doubted about the direct applicability of linguistics as a source discipline to FLT.

Other points of view give more importance to predominantly authentic language materials in FLT as emphasized by Widdowson, (1979c:251). Rutherford, (1980:65), keeps on the idea of evidence that links foreign language acquisition and gradation of course content.

We may negatively react to this as we strongly believe that a foreign language teaching and learning is not merely limited to the reading skill and the learning of theoretical grammars and rules because this may hinder any effective teaching and learning process.

Meanwhile, we do agree on the fact that teaching and learning a foreign language should be fostered by the use of authentic materials and course content as the process calls on some considerations to meet the learners’ needs. This is why it is preferable to move gradually towards solving problems which may arise in FLT, and which will provide us with the characteristics of a relation based on implications rather than applications. This will probably enable us to get some responses to the nature of the language we, as professionals, are teaching our learners.

1-2-3-2- New Current Tendencies in Developing the Teaching Process

The focus here is on developing principles and procedures for the design of teaching methods and materials because there has long been a kind of competition in this field as most of linguists throughout the history of teaching tried to find out convenient methods as a concept of teaching while others stressed on the notion of a systematic set of teaching practices based on a particular theory of language and language learning (Jack C. Richards and T.S. Rodgers, 2001:1).
We admit that changes in language teaching methods reflect changes in the kind of proficiency learners need. For instance, the shift toward oral proficiency rather than reading comprehension as an astute aim of language study even if these current issues are not really new in their state as underlied by Kelly, (1969), and Howatt, (1984). This truth makes of language teaching and learning an important practical concern. Nevertheless, today as English is the world most largely studied foreign language, some basic proficiency is established and several occasional attempts to promote alternative approaches to education have been processed as stated by J. C.Richards and T. Rodgers:

*The changing rational for foreign language study and the classroom techniques and procedures to teach languages have reflected responses to a variety of historical issues and circumstances.*


It is also agreed that approaches tend to allow for varying interpretations in practice, and methods historically prescribe for teachers what and how to teach. Furthermore, we do believe that good teaching is considered as correct use of the method and its prescribed principles and techniques. This is why there should be some kind of submission to these concepts from the part of the teacher and the extent to which these concepts become widely accepted and have an impact on teacher’s practices. It also depends on the relative ease and difficulty of introducing the changes the approach or method requires (J.C. Richards & T.S. Rodgers, 2001:246).

To consolidate these ideas, Swaffar, Arens, and Morgan commented:

*One consistent problem is whether or not teachers involved in presenting materials created for a particular method are actually reflecting the underlying philosophies of these methods in their classroom practices.*

At this level, we may understand that teachers need to be capable to use approaches and methods flexibly and creatively involving their own judgement and experience because teaching in fact, is a matter of applying procedures and techniques with their associated activities and this, in turn, leads to gain more experience and knowledge, but most importantly a starting point to develop individual beliefs, values, principles, and experiences which will determine his/her role in the classroom, the nature of effective teaching and learning, the difficulties learners face; these can be dealt with in addition to setting successful learning activities and structuring an effective lesson.

On the other hand, J.C. Richards, (1998), finds that beliefs and theories about the above mentioned aspects of teaching result in the evolvement of paramount principles that supply the source for teacher’s plans and instructional decisions; a point of view that has long been supported by Bailey, (1996), who advances the following:

- Engage all learners in the lesson;
- Make learners, and not the teacher, the focus of the lesson;
- Provide maximum opportunities for student participation;
- Develop learner responsibility;
- Be tolerant of learner’s mistakes;
- Develop learner’s confidence;
- Teach learning strategies;
- Respond to learner’s difficulties and build on them;
- Use a maximum amount of student-to-student activities;
- Promote cooperation among learners;
- Practice both accuracy and fluency, and
- Address learner’s needs and interests.

These principles are to reinforce Clarck’s and Peterson’s, 1986 position noting:

*Professional development that engages teachers in a direct explanation of their beliefs and principles may provide the opportunity for greater self-awareness through reflection and critical questioning as starting points for adaptation. The teacher’s conceptualizations of, for example language, learning and teaching are situated within that person’s wider belief system concerning such issues as human nature, culture, society, education and so on.*
I- 3- Studies in Teaching EFL For Specific Purposes

One of the principal tenets of the communicative goal to language teaching and learning is that both the practitioners and the learners are involved in actual interaction in the classroom. It is our most targeted aim in highlighting the importance to attribute the new trend of getting the language to be taught and learned and to serve special needs and purposes at the same time. This is why this interaction must be meaningful and involve an authentic use of language in order to stimulate the teachers and the learners, to manipulate their foreign language skills and linguistic knowledge as well as their spontaneity and interest.

On the origin that concerns the problems of the kind of English to be acquired and used by “Economy and Management” (known also as Business English) learners at secondary schools in Béjaia, investigating ESP and EFL has constantly been in the local limelight as this situation has previously given rise to different interrogations related to the multi-form linguistic studies, covering the complete range of macro-language skills and topics taught in these schools. In addition, the statement that may be possible to explore is to try to specify the domain and its conceptual orientation in which both “Englishes” will simultaneously be taught and learned.

In this part of literature, we are trying to show that ESP can be considered as simple and watertight at the same time because it represents two major features which show that it is a definite conceptual orientation in regard to the learner’s needs, but a set of linguistic restrictions imposed upon the contextual functioning of words (A.I. Komarova and A.A. Lipgart, 1994).

We understand too, that ESP, as a variety of characterized English, cannot be regarded as the sole criterion for identifying the conceptual orientation because our learners can be engaged in other spheres of human activities and it would be absurd to study and teach ESP as a restricted specimen. We do utterly agree that the numerous realizations of language in its pure function have one point in common indeed, but the fundamental tendency to reduce their idiomaticity and the functioning of linguistic units are therefore illogical and unpredictable facts.

As far as our concern is, we may describe “Economy and Management” as a discipline, a subject and even a topic of interest, for instance, the way it is presented in textbooks or newspapers. This is therefore, the most important reason for us to claim that
teachers have to provide their learners with linguistic material and find out some adequate issues to blend the idiomaticity of normal or less reduced linguistic units.

To clarify these points, it is wise enough to see and consider the different definitions of ESP.

I-3-1- ESP Definitions

English for Specific Purposes (ESP) has been given quite a considerable amount of definitions, but which, for a reason or another, can end at a common shared view. Mackay and Mountford, (1978), pointed at the term ESP as being generally used to refer to the teaching of English for a clear utilitarian purpose. However, El Minyawi, (1984), gave no distinct definition; he only pointed out that ESP courses are firmly based upon the need to express the facts and ideas of some special subjects after which the student should be able to read the specialized subjects confidently and speak about them fluently.

Hutchinson and Waters, (1987) on the other hand, defined ESP as an approach to language teaching in which all decisions as to content and method rest on the learner’s reason for learning. They added that the term ESP implies that. It is the English which is in a way peculiar to the range of principles and procedures that define that particular profession. Strevens and Robinson, (1984), believed that ESP is intended mainly to be of clear and particular usefulness to the student, his real needs, having been the subject of careful analysis. Strevens, (1983), mentioned that: “There is no special language; only a principle of selection from the language to meet the purposes defined.” In this way, the student’s needs may be the quick and economical use of the English language to pursue a course of academic study; (Bernard Coffey, 1984).

According to Swales, (1988), ESP is the teachers’ answer to their learners’ future wider role in their social, economic, political and cultural milieu. It also assists the teacher to respond to the diversity of profiles, needs, aims and objectives of many discourse communities which constitute a “heterogeneous socio-rhetorical assemblage who share occupational and recreational goals and interests.”

A.M. Johns and D.P. Machado, (1991) define ESP as a learner-centred approach to teaching English as a foreign language and designed to meet the needs of most adult learners who need to learn a foreign language for their specific domains based on courses that should be developed following guidelines as:
• To develop a needs assessment and genre analysis for specific groups of learners;
• To provide guidelines to adopt and create authentic ESP materials in a chosen educational or professional field;
• To develop assessment procedures appropriate for ESP and apply this knowledge in developing course and lesson evaluation plans.

The above mentioned guidelines implicitly highlight that teaching English in specific settings and for specific goals is generally done in regard to the context rather than to the language only as stated by L.H. Lyons, (1987). This may sound obvious since the major aim is to provide the learners with adequate practical skills, a fact that reinforces Strevens’, (1977) position, stating that the teaching of ESP is a requirement that will provide a “practical command of the language” and that “the teaching of language should be matched to the needs and purposes of the language learner.”

Other studies show to a certain extent some shared stances that might be considered as complementary to the definitions given so far. According to Dudley Evans, (1997), ESP is presented through two different angles known as variables:

- **ESP in its absolute characteristics**
  - Is defined to meet specific needs of the learners
  - Makes use of underlying methodology and activities of the discipline it serves
  - Is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre

- **ESP in its variable characteristics**
  - May be related to or designed for specific disciplines
  - May use, in specific teaching situations, a different methodology from that of General English
  - Is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could however, be for learners at secondary school level
  - Is generally designed for intermediate or advanced students
  - Most ESP courses assume some basic knowledge of the language systems.
The reader thus, may notice that Dudley Evans’ definition has to a certain extent been influenced by Strevens’, (1988), but developing it to a given degree by removing the characteristic that ESP is “in contrast with General English” as stated by Johns et al. (1991:298), reviewing and increasing the number of variable characteristics. Dividing ESP into absolute and variable characteristics seems very helpful in order to solve arguments about what ESP is and what it is not. Therefore, from this definition, ESP should rather be seen as an approach to teaching or “an attitude of mind” as underlied by Dudley Evans. This view echoes that of Hutchinson et al. who state that

*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.*

Hutchinson et al. (1987:19).

One very recent definition has been provided by Judi Nguchi, (2004), and which we believe is rightly adequate to the host of investigation done in that sense, but which above all summarizes much of the efforts to attribute ESP a satisfying sense. She says:

*ESP is a multidisciplinary approach that offers promising possibilities for an educational environment. ESP is often mistaken as simply being the drilling of technical terms and grammatical structures for science and technology majors or the teaching of Business English. ESP actually can offer a viable approach for enabling language learners to efficiently acquire a sufficient level of mastery in the communicative forms of language required for their professional or occupational needs. When presented as an approach to observing and classifying such linguistic needs, ESP can also help equip students with the tools necessary to continue their linguistic development outside the classroom.*

Moreover, far from rejecting the invaluable findings of some prominent researchers concerning what ESP is and what it is not, we confidently think that the definition Rebecca Smoak, (2003), gives, suits best our inquiries and corresponds to one of the hypotheses we posed in the general introduction. Throughout her career, generating extensive discussions,
disagreements, arguments, and occasionally some consensus in the broader field of teaching English to Speakers of Other Languages (ESOL), she comes to the conclusion that:

*ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based on task oriented.*


She also adds that ESP is not teaching lists of technical vocabulary and that assumptions and intuitions about language use in ESP situations are probably inaccurate. Furthermore, she believes that needs analysis should include observations of the language use in context and that materials should be appropriate and authentic.

**I-3-2- Characteristics of ESP**

Strevens, (1988), recognized ESP characteristics as follow:

- ESP consists of English language teaching designed to meet specific needs of the learners
- It is related in content to particular disciplines, occupations and activities
- It is in contrast with General English
- It is not taught according to any pre-ordained method.

Evans and John, (1998), a decade after many judicious investigations and considerations, modified Strevens’ characteristics to form their own embedded in the following:

- ESP is defined to meet specific needs of the learner;
- ESP is centred on the language, skills, discourse and genres appropriate to these activities;
- ESP may be related to or designed for specific disciplines;
- ESP may use a different methodology from that of General English;
- ESP is likely to be designed for adult learners at a tertiary level institution or in a professional work situation. It could nevertheless, be for learners at secondary school level;
- ESP is generally meant to serve intermediate or advanced students.
At this stage, things are becoming clear, since teaching General English learners to meet their specific purposes at secondary school level is, we believe, more and more maintained especially when we consider the last two characteristics underlied by Evans and John because the learners for whom this investigation has been directed in order to achieve their special aims are in intermediate levels.

I - 3-3- Types of ESP

According to Carter, (1983) there are three types of ESP. These are as follows:

1. English as a restricted language: in our case, we will only specify the language learned by our pupils; that is the English of economy and management which is mostly known as English for Business.
2. English for academic and occupational purposes: most importantly, we refer to English for Business and Economics (EBE), and/or English for Occupational Purposes (EOP).
3. English for specific topics: this type is concerned with anticipated future English needs of, for example, businessmen requiring English for postgraduate reading studies, attending conferences or working with or in foreign firms or institutions.

Having drawn an insightful observation about what ESP is and mainly what it is not, then highlighting in a very explicit way the different characteristics and types of ESP in order to give some valid responses to our questions that concern the kind of English we are teaching in our secondary schools. And we aim to build some solid foundations to teach English for the matter of meeting our learners’ needs, and to make to some extent the decision of the possibility of teaching this language as a foreign language (EFL) for specific purposes in order to satisfy our learners’ inquiries, we believe that it is preferable to delve into a deep consensus which is to investigate in the field of the learners’ needs analysis and get into a collegial and common agreement.
I-3-4- Needs Analysis

As the basis of the current study, and thanks to the bulk of information we will gather from different insights and investigations, it sounds preferable to move gradually in this part so as to show to the readers the important role that learners’ needs to play in not only designing a course and lesson but in accessing to the main information that will structure our target aim.

It is however, worth to shed light on the reasons to the emergence of ESP first. Actually it grew out of a number of converging trends after the Second World War. In spite of the fact that these trends have operated in different ways around the world, we can identify three common reasons:

- a)- worldwide demands,
- b)- revolutions in linguistics, and
- c)- focus on the learners because they had different needs and interests which would have an important influence on their motivation to learn and therefore, on the effectiveness of their learning.

Since then, considerable interests and researches aroused in the sense to clarify what it is meant by needs analysis. So as not to go deeper, the word analysis has been used in the different phrases undergone in ESP as for instance:

- Register analysis,
- Rhetorical Discourse analysis,
- Situation analysis and so on.

In order to tackle this point appropriately, it is noteworthy to cite Karl Marx’s (n-d) quotation that denotes, “From each according to his abilities, to each according to his needs”. This is obviously to set a common accord on the fact that the distinction is not to know whether a need exists but to which extent we are aware of it. According to Hutchinson and Waters, (1987), there should be in the first instance a basic distinction between target needs; that is what the learner needs to do in the target situation, and then move to learning needs which refer to what the learner needs to do in order to learn. They put that:
It is an awareness of need that characterizes the ESP situation. But awareness is a matter of perception, and perception may vary according to one’s standpoint.

Hutchinson & Waters, (1987: 56)

The authors also consider that the target needs would be fully met when usefully looked at the target situations in terms of necessities, lacks and wants (see the table below), giving account to some key questions as:

- Why is the language needed?
- How is the language used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used?

As far as the learning needs are concerned, the authors maintain that their analysis should also be based on a somehow similar checklist which is as follows:

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the course take place?
- When will the course take place?

**Table 2:** Necessities, Lacks and Wants Adapted from Richard Mead’s Analysis.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Objective (as perceived by course designer).</th>
<th>Subjective (as perceived by learners).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessities</td>
<td>The English needed for success in Economy &amp; Commerce</td>
<td>To reluctantly cope with a second-best situation</td>
</tr>
<tr>
<td>Lacks</td>
<td>Areas of English needed for E.C studies</td>
<td>Means of doing Marketing &amp; Management studies</td>
</tr>
<tr>
<td>Wants</td>
<td>To succeed in E.C studies</td>
<td>To undertake M.M studies.</td>
</tr>
</tbody>
</table>
On the basis of the data provided by the table, we see that it is judicious to mention the comment done by Richterich, (1984). He said:

...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.

Richterich, (1984: 29)

Nunan, (1988:43), in his turn said that needs analysis procedures during the 1970’s became widespread in language teaching and were used as “the initial process for the specification of behavioural objectives” which then explored different syllabus elements such as functions, notions, and lexis in a more detailed manner. In the same period, Language for Specific Purposes (LSP) became a matter of common interest and LSP researchers made efforts to enable a more comprehensive and better LSP to emerge.

Consequently, needs analysis was greatly welcomed by LSP teachers as an approach to course design focusing on learner’s needs. However, Needs Analysis did not achieve its influence and position in LSP until Munby’s approach to needs analysis emerged. Munby’s work “Communicative Syllabus Design”, (1978), “has been very influential: either developments have stemmed from (it) or as a result of reactions to it” as Jordan, (1997: 24) remarks. Munby, (1978), in his attempt to make a contribution to syllabus design proposed his approach which was considered as a landmark in ESP because it provided a new vision on individual needs (Hutchinson and Waters, 1987). Exploring thoroughly every aspect relating to learner’s needs, Munby’s model consists of two stages:

Communicative Needs Processors (CNP) and the interpretation of needs resorted from the CNP in terms of micro-skills and micro-functions. The CNP in return is placed under eight variables that “affect communication needs by setting them as parameters in a dynamic relationship to each other.” (p: 32) The CNP functions by having insights at its “inputs-the foreign language participant-and information concerning the participant’s identity and language.” Afterwards, it requires information on the eight variables: purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key. In the second stage of the model, the user ought to take the activities
with their communicative keys and identify which of three alternative ways of processing is appropriate. The alternatives are:

- Specification of syllabus content by focusing on micro-skills;
- Specification by focusing on functions;
- Specification by focusing on linguistic forms.

Evidently, Munby’s approach emphasizes the aspect of communication and the assumptions relating the roles of language, the learner, the syllabus, and the teacher. In sum, he emphasizes all equally on:

- Purpose;
- Medium/model/channel of communication;
- Sociolinguistic aspects;
- Linguistics, and
- Pragmatics.

Davies, 1981 makes a clear distinction between needs and demands as far as needs analysis is concerned. He states:

…which is a pity since the tension between needs and demands is one that is ripe for analysis. Needs are private, demands public, and it is arguable that language teachers are as much concerned with the former as the latter.


To a moderate extent, Hawkey, (1980), gives more importance to heterogeneous classes where the learners come from different background with varied targets and proficiencies and that there are some factors such as psycho-pedagogic, methodological and administrative issue which must be taken into account. From a micro-level view, Mead, (1982), raises some components that deal with needs analysis. These are as follows:

- The variety of the learner’s targets;
- The systematic discrimination between more and less significant variables;
- The relationship between the model and its practical application should be made explicit, and
There should be some formal linguistic theory of interaction, or empirical evidence, though its complexity.

Recently, Benesch, (1996) and Jordan, (1997) have introduced their “Needs Analysis Models” which are all about aspects of needs. Benesch for instance, offers “critical needs analysis” as an alternative approach to examining target situations. She considers (p: 723) “Conflicting interests from various levels of the academic hierarchy and explores possibilities for modifying the target situation” in order to build critical analysis, then discusses how to develop English for Academic Purposes (EAP) curriculum based on this critical needs analysis. Jordan, (1997:22), states that “needs analysis should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place.” He offers ten steps in needs analysis that clarify the seven questions (p: 22-23).

- Why the analysis is being undertaken,
- Whose needs are to be analysed,
- Who performs the analysis,
- What is to be analysed,
- How the analysis is to be conducted,
- When the analysis is to be undertaken, and
- Where the EAP course is to be held.

A very recent study about needs analysis conducted by Rebecca Smoak, (2003: 25) shows that, according to the author, needs analysis is “good but it should never be unilateral.” She adds that simply asking the teachers or supervisors what kind of English their learners need will probably not result in a very precise picture of learners’ actual needs. She comments that people in general, typically focus on the messages conveyed by language; not the language itself therefore, their assessment of language needs may not be correct. Furthermore, she maintains that observation and analysis are essential to find out what the real language needs are.

We clearly understand through this demonstration that ESP is more than a process that can meet the eye. Also, according to the experience the author had, we can conclude in relation to the skills the learners basically need, that there is an urge to teach not only the
reading and writing skills but mostly the listening and the speaking skills as well since all content lessons are delivered in English.

In addition to this, we strongly believe that as our learners are called on to write business letters or engage in conversations with foreign partners, the language that is advisable to be used is therefore English and certainly not any other alternative language because teaching English is not merely limited to some terminology. The purpose then, is to teach our learners how, what, where, and when to communicate in English.

This nevertheless, cannot be achieved unless our learners are prepared and acquainted for these objectives. So, instead of asking our learners to memorize lists of words, a more valuable decision would be to teach them the different skills that would meet their relevant needs. At this stage, we may ask ourselves whether there is a real difference between ESP and General English (GE). This is our next point to investigate.

I-3-5- Difference between ESP and General English

It is a real challenge to identify and draw any difference between ESP and GE because teachers in general have to answer a host of questions as to find out whether there are major differences between teaching ESP/Business English, which is our case, and teaching GE, if the goals of the learners widely differ, whether there is a noticeable difference in motivation and so forth. To address these questions, Marjorie Rosenberg, 2004: 36 provides us with two different lists in which she shows the possible differences but mainly the common points both Englishes share:

* Business English:
  - Specialized vocabulary
  - Motivation related to job
  - Teach negotiation and presentation
  - Techniques
  - Students are very goal-oriented
  - More serious
  - Business correspondence

* General English:
  - Free-time activity
- More freedom in deviation from plan
- More time for games and songs
- Teaching literature
- General writing skills
- Social events

*What Business and General English have in common:
- Grammar and functions
- General vocabulary
- Anxiety about capabilities
- Everyday English and current events
- Small talk
- Travel vocabulary and tour skills
- Survival English

One can notice that the similarities and differences drawn are based mostly on one’s teaching experience; in fact, Rosenberg has reflected through these lists a kind of survey the informant teachers provided her with probably for more objectivity since, we believe, it is the teacher as a practitioner who is regularly in contact with the learner and the teaching program that can be able to set any distinction or find any similarity in the subject he/she is teaching.

Hutchinson et al. (1987:53), using a very simple but convincing statement said, “In theory nothing, in practice a great deal.” This is noticeable because nowadays teachers are much more aware of the importance of needs analysis, and obviously this importance is directed towards careful learner’s goals meeting at all stages defining thus, the appropriate materials to be used. Nevertheless, through our different readings related to teaching and learning ESP, we could collect some useful data that denote to a certain degree points which call on reflection and judgement. These are as follows:
- The need to the language to pursue specialist studies;
- The development of an appropriate way of thinking and communication competence/performance;
- ESP is now taken in topicality;
- It is a means of conveying information among people active in certain group or disciplines;
• It lies in the technicality of lexicon, and the syntactic features of the materials in different disciplines.

We agree that ESP has been devised as a language for a restricted specialized field but throughout our experience in teaching “Economy and Management” learners of secondary school level, we do not really find any evidence in these differences. While teaching General English, we have been quite aware of the need to the language and developing ways of thinking and communicating especially this last decade in which the new program designed by the Ministry of the National Education (see appendix 14). In addition to this, taking into account the organization and the content of the educational curriculum of the tertiary level (secondary school level), we would only say that topicality and specialization are constantly reinforced to satisfy the learner’s future needs for more communicative competences.

Other findings show that while for instance Widdowson, (1978), believed in universality of these features in scientific discourse, Trimble, 1985 focused on rhetorical functions. Crombie’s “Tagmemic Model”, (1985), on the other hand emphasized on English language/rhetorical function, English language/pragmatics comparative survey/discourse analysis. In sum, the following points are the different characteristics that put a distinct line between ESP and GE.

• The learners and their purposes for learning English,
• Students (adults) with quite a good acquaintance with English in order to communicate a set of professional skills and to perform particular job-related functions,
• ESP program is built on an assessment of purposes, needs, functions for which English is required,
• ESP concentrates more on language in context than on teaching grammar and language structure,
• ESP’s focal point is taught as a subject related to the student’s real world (wishes),
• The divergence is also focalized on the aim of instructions (the skills in GE/EFL), while in ESP, it is upon a needs analysis, and the syllabus is designed accordingly,
• Combination of the subject matter and English language teaching to be able to use the vocabulary and structures related to the fields such as Business, Management, Accounting,…,
• Subject matter knowledge that is, the subject is already known to the learners and relevant to them,

• ESP as an approach enhances the relevance of the subject to be learned and enables the learners to use the English they know to learn more English. It also assesses needs and integrates motivation.

We are therefore aware that learning and teaching ESP are based on some principles related to learning strategies, an interest for learning, subject-content knowledge and to the acquisition of competencies in learning English. Nevertheless, we do not thoroughly agree that these principles are only limited to ESP learning/teaching process because even when learning EFL, the learners are in charge of the role to play while simulating a given situation of the task to face, and the development of the skills to reflect their knowledge abilities.

Add to this, EFL learners are guided toward not only finding opportunities to understand and work with language in context, but to expand vocabulary in order to become more fluent in the field and adjust linguistic behaviour to new situations or new roles as well. Of course, in our case, we are not yet pretending that our learners are facing professional situations, nor are they communicating a set of professional skills to perform particular job-related situations, but according to the program, they are actually called to simulate roles and situations which require of them a great deal of language mastery and language skills.

Contrarily to what has been claimed, we strongly believe that there should be no difference between ESP and GE/EFL since the principle is quite clear and simultaneously shared: “teaching and learning English” as a tool to communicate. Therefore, some sense of logic has to be drawn, we learn because we need to acquire some knowledge, and we teach because we have to meet the needs of our learners. These needs are constantly present in teaching and convincingly, for a teaching and learning process to be effective, we ought to deal with the four skills: listening, speaking, reading, and writing, and develop them accordingly.

There is obviously no specialization that can partly be achieved through one or two skills; they have to be all equally stressed because we think that carrying on studies in “Business and Economics” or working in this specified field requires from the learner to
To maintain our position, it is really necessary to report that Gordona Dimkovich Telebakovich, (2006), has succeeded to prove that it is possible to place ESP acquisition/learning and teaching within the framework of general language acquisition/learning and teaching theory. She says that these two do not basically differ in any language and that the development of communicative competence is today regarded as the main acquisition/learning and teaching aim both in English for General Purposes (EGP) and English for Specific Purposes (ESP). She adds that up to now achievements in the field of teaching EGP as a foreign language can help form a better understanding of ESP acquisition/learning/teaching and testing and that the methods of Language for General Purposes (LGP) and Language for Specific Purposes (LSP) do not differ fundamentally.

It is, according to the author, the acquisition/learning and teaching communicative purposes that make them different. The acquisition/learning and teaching of LGP do not necessarily include LGP acquisition/learning and teaching of LSP but LSP acquisition/learning and teaching mostly include LGP acquisition/learning and teaching.

In order to reinforce these points, Anthony Laurence, 1998 assumes that “the line between where GE courses stop and ESP courses start has become very vague indeed.” He adds that many GE teachers can be described as using an ESP approach basing their syllabi on a learners’ needs analysis and their own specialist knowledge of using English for real communication and as EGP and ESP are a language in use, the aim should be then the achievement of using it properly in certain contexts and situations, Bachman, (1981: 248).

It is therefore clear to draw, to a certain degree, the conclusion that Hutchinson et al. (1987) were right when saying that ESP and GE are not different in theory. This is to respond to the inquiries about which English we ought to teach learners, as it is in our case, and most importantly about whether we could teach these learners GE in reference to special purposes, a fact that has already been decided on by the Ministry of the National Education in Algeria.
To put it in a nutshell, we can end this part by showing that there are some perspectives and positions that have literally satisfied our inquisitiveness and interrogations concerning the problem posed and that we cannot but agree with Gordona as she states:

Viewing ESP acquisition/learning and teaching in connection with EGP acquisition/learning and teaching, it has been noticed that each type of learning and teaching has its own aims. It is the word “purpose” that is crucial to both ESP and EGP abbreviations. Learner’s needs determine learning aims/tasks. As ESP and EGP have the same language system, the same methods and techniques can be used in teaching. Although investigations in the field of ESP learning and teaching predate EGP learning and teaching, the results achieved are valuable and it is not wrong to apply them to EGP learning and teaching. Transfer in the opposite direction could also be useful. Functions and meanings of forms and structures in situations, discourse, and various rhetorical patterns as well as terms and phrases are learnt.


Moreover, to acquire the communicative competence/performance, we strongly believe that it is essential to develop linguistic and non-linguistic abilities and skills that include listening, hearing, understanding, speaking, reading, writing and translating. The process of improving them presupposes not only the activity of one’s cognitive, verbal and audio-visual abilities but the predisposition of an effective teacher and teaching process that call on to provide an appropriate way to think, how to design courses, how, where and when to deliver these courses, and above all, whether these courses fit into the needs of the learners and the world of today and tomorrow. In fact, we are about to create a multi-disciplinary language and these improvements deserve a special treatment as to develop the teaching process and teachers as professionals which are our next point to discuss.
1-4- Studies in Developing the Teaching Process to Meet Professional Improvements

According to Teresa Pica, (1985), teaching language learners is also carrying out research on language learning. They both share common concerns. As language teachers and advocating the term research, we would rather refer to a type of reflecting constant personal and practical inquiries which are informed by their own belief systems as they continuously analyze the teaching practice, their students’ progress too. They not only plan classroom activities and organize course content but they tend to teach through appropriate techniques and strategies to meet their students’ needs as well.

Based on Swales’, (1988) claim, Dudley Evans, (1998) describes language teachers as needing to perform five different roles which are: 1)- teacher, 2)- collaborator, 3)- course designer and material provider, 4)- researcher, and 5)- evaluator. The author suggests that in order that language teachers meet their learners’ needs and adopt the methodology and activities of the target objective, they must first work in close collaboration with one another, a fact that has been emphasized by Orr, (1995) and who has declared that “collaboration does not have to end at the development stage but rather it can extend as far as the teaching process occurs.”

If we agree with these statements, we will surely share the concept that there should be one ultimate alternative which is to develop the teaching process and teachers as professionals and practitioners of the target language. Therefore, we are quite confident that the delivery of teachers development based on finding out adequate and appropriate new techniques to undertake their teaching task is the key to progress and thus to success, and that learning to teach is a process of a constant and continuous production whose grounding is to supply it with good raw materials and a solid design in short and long term programs. Gina Abu Fadel, July 5th, (2003: 91), states: «L’enseignement est sans doute l’un des terrains d’expérience les plus fertiles pour celui qui se donne pour objectif de réfléchir sur la pratique. »

In that sense Rebecca Smoak, (2003: 27), states that teaching is a real challenge in itself and it offers virtually unlimited opportunities for professional growth which is why we must be prepared to find out how language is used in real world situations and how to teach this language. She adds that knowledge of discourse and genre analysis is crucial for every teacher and that we must be ready to develop courses that teach authentic language
from many different fields, based on accurate needs analysis and appropriate materials and methodologies. Marjorie Rosenberg, (2004) expresses the urgent need for professional development stating:

*Our students deserve the best we can give them and that includes a relaxed but energetic and lively atmosphere in the classroom, creating a community to which both learners and teachers are eager to belong.*

Marjorie Rosenberg, (2004: 34)

On this perspective, many researchers have chosen to speak about teaching education and most of the time this refers to teacher learning for instance, Strevens, (1976); Spolsky, (1978); Kaplan, (1980), and Larsen-Freeman, (1990). Nevertheless, a great deal of work towards developing teaching and teachers remains to be done.

Jack C. Richards, (1998: xiv), “Beyond Training” book examines the nature of second language teacher development and how teacher’s practices are influenced by their beliefs and principles. In the preface of the book, the author says that this is the primary focus of teacher preparation toward an orientation that seeks a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker and that teaching can be defined in terms of a given set of effective teaching, and that their application is enough to produce good Second/Foreign language teaching. He puts it:

*Such competencies, or skills are often identified with procedural and managerial aspects of teaching, such as lesson planning, rules and routines for classroom management, strategies for setting up grouping and seating arrangements, ways of opening and closing lessons, techniques for effective questioning, eliciting, and giving feedback.*


So, teacher education towards development needs, according to the author, to engage teachers not only in the mastery practice rules but in an exploration of knowledge, beliefs, attitudes, and thinking that uniform such practice. We consequently agree that this
is a long-term process but it is achievable through ongoing dialogue and contact with colleagues in order to acquire more experience in the field. Marland, 1995: 131, mentions:

...Rather, the classroom actions of teachers are guided by internal frames of references which are deeply rooted in personal experiences especially in school ones, and are based on interpretations of those experiences.

At this level and as teachers develop their skills, awareness and knowledge, they move from the level of technical rationality as stated by Putorak, (1993), where the stress is on mastery of basic teaching techniques and skills, to a level of critical reflection where teaching is guided by the teacher’s personal theory and philosophy of teaching, and is constantly renewed by critical reflection and self-assessment.

Seeking information about preconceived notions of the professional development, David Nunan and Clarice Lamb, “The Self-Directed Teacher”, (1996: 55), give more importance to collaboration with colleagues under planning and staff meetings because they believe that the professional growth embedded in the potential of collegial collaboration presents “an essential strand in the fabric of any educational institution.” They add that this can be enhanced if procedures such as managing the meeting, contributing to the agenda of the meeting and affording a regularly scheduled time with a degree of sensitivity are adhered to. Rebecca Smoak, (2003) emphasizes this idea saying:

Naturally, to prepare ourselves (teachers/practitioners) to do all of this, we must take advantage of training and professional development opportunities, and we should rely on the expertise of more experienced colleagues.

Rebecca Smoak, (2003: 27)

Furthermore, there exists in the EFL/ESL situation a real need for the continuing professional development. Therefore, in order to meet the demands of the profession we must create awareness that continuing professional development is deemed to be the systematic maintenance, improvement, and widening knowledge and skills, and the development of personal qualities necessary for the function of professional and technical
duties. This development as underlied by Marks, (1990: 8), will aim at updating the teacher with knowledge about the field as well as refining his/her skills in using procedures and exploiting materials.

The teacher should be more aware of his/her role as a facilitator of the process of teaching and learning, of choice made in the domains of methodology, material, interaction; enabling self-propelled and self—monitored further development. Teacher development is thus a continuous process encompassing pre-service preparation, induction into the teaching profession and in-service activities. This might be conducted by teacher-educators (known in Algeria as Inspectors), personnel from the Ministry of education, and professional as English language teacher (known as the English subject responsible: responsable de matière) as a community and as a learning resource for the individual teacher.

In a more recent research, compared to Marks’, Pennington, (1995: 706), says that teacher change and development require an awareness of a need to change. She defines this development as “a metastable system of context-interactive change involving a continual cycle of innovative behaviour and adjustment to circumstances.” This development, as also seen by Jack C. Richards, (1990: 5), is based on two key components: innovation and critical reflection. In an interview with Farrell, (1995), J.C. Richards says:

*Critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated; usually in relation to a broad purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.*


Consequently, Farrell, (1996), suggests five core components of a teacher development model which are not isolated but are all connected. These are:

1. Provide different opportunities for teachers to reflect through a range of different activities such as
   - Group discussions: it can simply be a group of teachers for regular meetings
- Observation: self-observation, in pairs,
- Critical friends: Francis, (1995: 234), says that critical friends can “stimulate, clarify, and extend thinking…and feel accountable for their own growth and their peers’ growth”.

2. Build in some ground rules to the process and into each activity

3. Make provisions for four different kinds of time:
   - Individual: for self-professional development
   - Activity: time spent on each activity providing more dialogue, and observation
   - Development: Elbaz, (1998: 173), says that “teachers have a common concern to reduce the complexity of the situation, to accept neat and obvious accounts of the causes of the problems.”
   - Period reflection: to put in mind that “we have an end insight”


   Reflection emphasizes personal experiences and promotes a relative neglect of external input, this is why teacher education requires input from vicarious experiences, other people’s observations and reflection…and from other people’s experiments, and from theories learnt from research and literature.

5. A low affective state: for in-depth reflection to occur which is not automatic; anxiety is present. Therefore, a non-threatening environment should be fostered in the group by the individuals themselves. As the objective is traced, Lange, (1990: 240-250), says, “It begins the developing teacher’s path toward becoming an expert teacher.”

Freeman, (1982), saw that professional development was through developing knowledge, skills and habits in teachers and these almost always included the use of self-assessment, peer learning and positive attitudes. With a coordination of English language teachers’ professional development, Liz England, (1998: 20-23), suggests three steps identifying the changes needed:
- Pre-service teacher education: based on pre-service programs, the aim is to prepare teachers with a variety of techniques and strategies to be fully involved into their profession,

- In-service teacher education and accountability: this is related to an in-service training program to develop teacher’s skills and provide the environment for teachers to gain an identity as individual professionals,

- Developing an in-service training program: this should include opportunities for learning and for sharing ideas on one’s own, with colleagues and with a supervisor. It should contain a core of self-requirements, elements of self-assessment, chances for brainstorming, planning and identifying ways of meeting the needs of a specific student, or a group of students, and building on individual teacher strengths.

By viewing professional development as a coordinated effort and a life-long process extending throughout one’s career, we thoroughly agree that providing the teachers as professionals with the necessary support for positive efforts is an urgent condition. To reinforce this idea, Christopher N. Candlin and Henry Widdowson in Tony Wright’s book “Roles of Teachers and Learners” (n.d: 3), state:

We believe that advances in language teaching stress from the independent efforts of teachers in their own classrooms. This independence is not brought about by imposing fixed ideas and promoting fashionable formulas. It can only occur where teachers, individually or collectively explore principles and experiment with techniques.

In addition to this, the real world communication problems of the twenty first century are already on our shoulders. We obviously admit that successful international communication will become more critical than ever and that “Global” matters and difficult problems will be addressed more effectively by people who can speak and write clearly to one another. More, this communication, either we want it or not, will actually take place in English, and this is why it is advisable that teachers become more critical in performing their role and delivering courses being forcefully equipped with the necessary skills to encounter these challenges. For this reason, Watanabe, (2004: 132), states:
...Now in response to the need for international communication, there is a greater emphasis on active language, involving the exchange of both spoken and written information.

This reality leads us to gather the different propositions and positions that concern the continuing professional development and suggest a new technique that goes along with the objectives traced which consist in encouraging self-reflection, self-monitoring, and self-assessment. We also aim through this technique to reinforce the ideas of keeping journals, concerting colleagues, sharing and discussing new points of view, but in a very updated material; we then say “Teaching Portfolios” which will be electronically framed; simply: “E-Teaching Portfolios”.

1- 5- Studies in Teaching Portfolios in Professional Development.

In recent years, there has been an upsurge of interest in the use of electronic materials in the ELT field. Admittedly, technology is continuously changing the way we get to prepare our lessons in order to be able to employ the most effective teaching and learning strategies for more progress. In fact, we are no more allowed to go backward; we have to cope with the tremendous changes that are moulding our world, and accepting these new technologies and doing with in our professional life is a “must do” because as Gerard Koster, (1994: 47), said, “Nothing is as old as yesterday’s newspaper.” Furthermore, we also believe that the need for more flexibility and freedom in the teaching/learning process has encouraged the digital revolution to be constantly present; if not part of the educational system as it provides an entrée to libraries, research institutions, databases, and myriad other sources of data. As Brown, (1994) has stated: “The era of methods is over”, and Woodward, (1996), noted that the profession (teaching) is now in a period of “post-method thinking.”

We therefore recognise that the electronic transfer of information in the teaching/learning process is very important as it leads to success and progress, and that it is global without any boundaries in order to create chances for cultural and linguistic exchanges impacting on language education and our roles as language teachers.
Having said this, it is essential then, to move gradually toward our target aim in order to avoid any mess and confusion. Because we want our teachers to develop their professional teaching competences using the suggested technique, it is then worth to start by defining what a “technique” is.

I- 5-1- Definition of a “Technique” in Teaching

According to Anthony Lawrence, (1963: 63-67),

_A technique is implementational. It takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well. Techniques depend on the teacher, his individual artistry, and on the composition of the class._

This definition has been reinforced by Jack C. Richards and T. Rodgers, (2001: 19), saying that “A technique is the level at which classroom procedures are described, a method of doing something expertly.” As a result, it is an organizational key which, in its existence, carries the embodiment of its ideas. On the light of this goal, we specifically find that implementing a given technique in order to improve one’s teaching embedded in an “electronic teaching portfolio” is somehow a positive step forward to define the interface between the teacher’s inner belief of progress and the outer environment composed of his learners’ success.

I- 5- 2- Teaching Portfolios

Educational portfolios, according to Bergman, (1994); Pintrich et al. (1993), are used worldwide because they not only teach to think critically, but encourage also active, independent and self-regulated learners. They have become popular in the educational community because of the different needs expressed either by the teachers or by the learners.
I- 5- 2- 1- Definitions of Teaching Portfolios

A large proportion of the current literature is today available concerning educational portfolios in general and teaching portfolios in particular, although there is no main difference between these two. We would rather accept the fact that teachers in the professional developing phase are simply learners. Therefore, teaching portfolios are a creative form of summarizing and developing stronger teaching. They are as parallel to the more familiar process of presenting one’s research achievements, documenting and sharing scholarly activities. They might be seen as an extension of one’s curriculum vitae whose reflective and communal activities are a form of personal growth. Frederick and Shaw, (1996: 3), define portfolios as: “Purposeful collections of student work that exhibit to the student (and/or others) the student’s efforts, progress or achievement in (a) given area(s).”

Through this definition, we openly understand that portfolios are a powerful tool used to demonstrate learning and progress. Arter and Spandel, (1992:36), believe that a portfolio is: “A purposeful collection of student’s work that tells the story of the student’s efforts, progress and achievement in a given area.”

Also, Paulson and Meyer, (1991); Adam and Hamm, (1992: 105), have all traced the same conclusion concerning what a portfolio is since the general consensus among educators is that effective professional development is extremely valuable for teachers as pointed at by Adgers, (1999), and that school improvement is dependent upon professional development as underlied by Darling Hammond and Mc Laughlin, (1995). According to Retallick and Groundwater Smith, (1996: 13), a teaching portfolio is:

...A compilation of evidence which demonstrates the acquisition, development and exercise of knowledge and skills in relation to...work practices. It offers information and interpretation about a practitioner’s philosophy, plans, methods and the students learning outcomes they produce.

In essence, it a reflective piece that shows the characteristics of effective teaching practice, and highlights evidences of how the teacher has demonstrated learning, skills and understandings.
I- 5-2-2- Teaching Portfolios: Profile and Components

Fundamentally, teaching portfolios should present a sampling of the breadth, depth and quality of one’s work in order to convey one’s abilities, strengths or style and achievements because as defined, these tools can be multi-purposed. They can have a form of summative evaluation as they address an administrative need to summarize one’s teaching contribution in a teaching institution. They can also have a formative evaluation if used for self-reflection and growth. More important, not taking these tools as simple folders, the teaching portfolios must be built on some principles which are as follows:

- **Content:** it might include any of the following criteria:
  - Statement of teaching goals: to articulate an agreement on a set of goals that all teachers share together. It can also include other educational members in order to constitute what a good teaching is and what characterizes it.
  - Teaching methods: this includes the strategies and teaching environment used to meet these goals.
  - Documentation and interpretation: this means collecting and assembling different forms of relevant information and evidence.
  - Feedback/evidence from students and/or from peers.
  - Samples of work/products of teaching: this is related to syllabi or any other materials to students’ papers.
  - Reflection on feedback including self-reflection.
  - Setting habits of self-assessment.
  - Evidence and discussion of professional development involving research, innovation, publications and grants.

- **Format:** for a teaching portfolio to be effective, it should be:
  - Structured: through organization, creativity, thoroughness and neatness.
  - Selective: since a teaching portfolio is not an archive, it must therefore be concise having an argumentative device aspect, interpretative, and goal-focussed profile.
  - Representative: a teaching portfolio must be comprehensive, reflecting the achievements of one’s responsibilities.
- **On-going process**: because the aim of a teaching portfolio is to promote and encourage reflective practice so, regular and periodic adding, revising, collecting material are the process to ensure its on-going.

- **Guidance**: one source of guidance to faculty discussion on evaluating teaching is through exemplars or samples.

I- 5- 3- From Teaching Portfolios to E-Teaching Portfolios

Rick Reis, (2004), states:

*The landscape of portfolio development has expanded astonishingly with the advent of multimedia and hypermedia. Yet, though the mediums have changed from print on paper to electronic hypertext, the fundamental process of learning portfolio remains steadfast.*

According to the quotation, one may understand clearly that basically there is no difference between the traditional teaching portfolio and the digital one, bearing in mind that the advent of the digital technology has progressively done much to change the way in which learning and teaching are shared, demonstrated and analyzed in multimedia and hypermedia environments.

Considered as a powerful method to enhance and assess student learning, Cambridge, (2001: viii), emphasizes on reading about the practices of individuals and institutions, about imagining “*what it might be as we move at ever more accelerating rates into new possibilities*.” Along with these realities, e-portfolios therefore, have emerged as a valuable online tool that learners, faculty, and institutions can use to collect, store, update, and share information.

They also allow the students to reflect on their learning, communicate with instructors, document credentials, and provide potential employers with examples of their work. In educational institutions, e-teaching portfolios are used to easily capture and share teaching and learning methods both to advance pedagogy and for promotions. Helen C. Barrett, (2003), simply calls them “*the revolutionary tool for education and training.*” In a very clear and concise definition Yancey, (2001: 20), states that “*electronic portfolios are*
created through the same basic process used for print portfolios: collection, selection, and reflection.” George Lorenzo and John Ittelson, (2005: 1), add that:

E-portfolios are a valuable learning and assessing tool. An e-portfolio is a digitized collection of artefacts including demonstrations, resources and accomplishments that represent an individual, group or institution. This collection can be comprised of text-based, graphic or multimedia elements archived on a web site or on other electronic media such as CD-Rom or DVD. An e-portfolio is more than a simple collection. E-portfolios encourage personal reflection and often involve the exchange of ideas and feedback. E-portfolios can support student advisement, career preparation, the sharing of teaching philosophies and practices. They offer higher education when implemented.

I- 5- 3- 1- How to Use E-Teaching Portfolios

Electronic media and their diversified choices have introduced a host range of strategies for archiving, organizing and reflecting on information about a student’s learning. For instance, when using hypertext links, students can access and explore multiple layers of accessible information in order to reinforce the notion of learning as a shared interactive process, inviting both the portfolio author and audience to progressively deepen and widen the process of learning. Because web portfolios often enable the students to work publicly online, they consolidate what Yancey, (2001: 20), calls “the social action and interactivity.” For this, the e-portfolio holder and user must know how to use electronic communications and respond to their requirements.

I- 5- 3- 1- 1- Basic Conditions

- **A computer:** we do not really need to have a new, fancy, powerful or expensive one and we do not need to be a computer expert to surf on the net. In fact, it is less complicated than programming a video cassette recorder as stated by Anthea Tillyer, 1995: 4.

- **A modem:** to get “online” requires a connection to a central computer. This is called “hardwiring”.
• An internet address or provider: to get to the heart of the electronic communication, one needs to be provided with internet address or authorization. These electronic communications can take different forms called “synchronous” and “asynchronous”. For the former, we can mention for instance “chatting”; whereas for the second, we can have electronic mails (e-mails), forums which are the most known and used amongst the public user. In the next chapter, we will provide our readers with ample information that concern the practical side of these revolutionary tools when implementing the e-teaching portfolio.

I- 6- Conclusion

This chapter has discussed and presented much of the current literature related to the topic under study. It has moved gradually and purposefully through the different points that constitute our thesis showing how the teaching process that is cemented by the diverse use of methods and approaches which meet the immediate learners’ needs and which improve and induce the teaching profession. We have also come into the conclusion that has strongly emphasized the idea that actually there has been no best method; a position nurtured by giving more importance to motivate the learners, to develop procedures and instructional activities to achieve the targeted objectives of both teachers and learners, and to simplify the pedagogy so as it meets the demands of today’s world and develops in learners a basic ability to generate tokens of language when needed, (N. S. Prabhu, 1990: 161-175).

This idea paves the way for adopting some new techniques that the practitioners will find as appropriate tactics to respond to their learners’ objectives. In addition to this, we have also shown how implementing these new techniques in teaching can serve the professional progress and improvement because it characterizes and gives importance to self-evaluation, self-reflection and self-monitoring, a principle that our thesis regards through a constructive critical and convinced eye.

Magnifying this concept, we would rather say that the successful outcomes in using E-Teaching Portfolios would hopefully result at not only modernizing the teaching and learning processes, but introducing the teachers to maintain and expand in a permanent way into the strategies and the structures of the model application of technical “know-
how” to didactics and new learning/teaching events. In our next chapter, we will show how continuous and sustainable qualitative enhancements of teaching are given the greatest part in order to improve the profile and the attractiveness of the profession.
CHAPTER TWO   TECHNIQUES TO DEVELOP TEACHING EFL FOR SPECIFIC PURPOSES

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2-1- INTRODUCTION

Traditional practices and offers based on standard courses and workshops are, according to us, not sufficiently tailored to the everyday needs of individual teachers and learners. Therefore, they do not encourage these individuals to deliver and acquire sustainable information and knowledge that meet the actual world needs. Thus, it is advisable that we focus more on new roles and responsibilities for teachers and learners on the same scale. We also have to advocate new ways to conceptualize and plan courses and lessons goals in addition to a relatively new technique to teaching and developing teaching within a communicative framework albeit, we have to draw a clear distinction between the terms goals, objectives and needs. According to Fraida Dubin and Elite Olshtain, (1986: 3), these terms are presented without any distinctions; but when we have to set a model for designing language programmes, we have then to set them apart.

We also recognize that teachers are often involved in preparing, elaborating, planning and developing courses as being a major part of their responsibilities and professional career. Therefore, we believe that teachers who design and reinforce language courses are usually completely familiar with the situations that go on in the classroom. They are in fact quite aware of what has been accomplished, what to accomplish, how and when to do it, and mostly, what must be done in order to meet the needs of the learners. In addition to this, the accomplishments of courses will undoubtedly enable other teachers to use them in order to acquire new perspectives that consist the basics of course design which in turn will result to a betterment of teaching methodologies and teaching improvements.

This, according to us, acknowledges that these achievements entail a commitment to collaboration for the sake of strengthening the learning communities where teachers and learners work effectively. Moreover, not only we will enhance the status and quality of the teaching profession, but we will also increase public confidence in school education through the improvements of the learners’ levels of educational achievements, and which will mirror the effectiveness, efficiency and equity of schooling. Therefore, it should be a continuing process to promote quality teaching.
In doing so, we have to capture key elements of teachers’ work, reflect their growing expertise and professional aspirations and achievements because we believe that a solid and appropriate school education system is integral to individual success, social cohesion, progress, and national prosperity.

_It is clear that teachers have to be more and more successful with a wide range of learners in order to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. The sort of pedagogy needed to help students develop the ability to think critically, create, solve complex problems and master complex subject matter, is much more demanding than the needs to impart and develop routine skills. Thus teachers have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of every student._


Before we initiate to implement a new program or simply adjust the initial one according to the new pedagogical and educational situations, there should be a preparatory work. This consists of investigating the key components and materials that constitute the core elements of any course or syllabus design. Therefore, cementing this overview through a diagnosis and analysis of learners’ needs and a formulation of objectives would not only guide teachers towards what they expect to do and achieve in classroom but they would help learners comprehend where the course is going and mainly for which reason and purpose it is implemented. We also ought to select and organize the content according to the actual learning situations and needs. As emphasized by Fraida Dubin and Elite Olshtain, (1986:3-4):

_Needs are best addressed at the level of classroom instruction, where a teacher can select appropriate techniques and materials to accommodate individuals...Goals are more general, societal, community or institutional concerns._
This chapter will be built up around two different theoretical angles. The first angle will be devoted to provide our readers with ample information that constitute Teaching EFL for Specific Purposes giving thus an acute consideration to more clarifications in order to comprehend terms as “curriculum”, “syllabus”, and “course” reinforcing this comprehension by useful definitions and characteristics. Moreover, we intentionally aim to draw the difference between these terms, if ever there exists and then move gradually towards studying the wide range of factors a syllabus is based on. The second angle will shed light on developing the Teaching Process as it is clearly mentioned in the title main chapter. Our intention to have decided on the concepts of designing a course and finding out basic techniques to develop the teaching; thus, the learning process, comes up to agree with John Underwood who stated in (1984: xi), that:

*In recent years, two trends have caught the imagination of language teachers. One is the growing emphasis on communication-on using language for purposes beyond merely getting the right answer and pleasing the teacher. Communicative teaching concentrates on genuine exchange of information, on (language) games and other self-rewarding activities, and on lively simulations of real and interesting encounters. The second trend is computer-assisted instruction, which takes a piece of equipment whose IQ is exactly zero and puts it at the service of the human mind...*

**ANGLE ONE**

2- 2- Teaching EFL for Specific Purposes

2- 2- 1- Definitions and Characteristics of Syllabus/ Course Design

There is one major difficulty that has to be overcome since creating a design new class or setting out to transform and reinforce an existing syllabus or course in order to adjust it to the actual learners’ needs can not only be a daunting task for new but for experienced teachers and instructors as well. This is why a systematic and persevering process has to be provided in order to plan and structure the syllabus or course so as to effectively reach the target instructional goals.

The systematic and persevering process we are about to present requires some gradual moving steps from defining the term syllabus or course to acquaint a more
knowledgeable sense of effective designing then, move forward to the different components that construct a real and reliable syllabus whose objectives are obviously to meet the learners’ and the new world’s inquiries.

Therefore, through the literature we have had to cover this topic, we have been able to read and trace an interesting number of definitions which will be stated then; but concerning the difference we wanted to shed light on, we could not find any but a very meagre geographical difference related to a socio-cultural naming that can in no way change the meaning and the understanding of the term we have just mentioned above. To support our statements, we could gather some proponents’ points of view directed in this sense. For instance, D. A. Wilkins, (1976: 15-20), stated the following:

While admitting that in practice these approaches are not necessarily mutually exclusive, regarding them from the linguistic point of view, I would wish to argue that they can be grouped into two conceptually distinct types of approaches which could be labelled “synthetic” and “analytic”. Any actual course or syllabus could be placed somewhere on the continuum between the wholly synthetic and wholly analytic, but the actual decision procedures that have been followed in the process of selection will show that it tends towards one pole or to the other.

Moreover, a more recent point of view is added here to maintain our position as far as the somehow absence of any difference between the target terms since F. Dubin and E. Olshtain, (1986: 28), said:

...For what we are calling “syllabus” might have the title of “curriculum”, “plan”, “course outline”, or any number of other names. Whatever it is called, it is a document which ideally describes what the learners are expected to know at the end of the course, what is to be taught or learned during the course, when it is to be taught, and at what rate of progress, how it is to be taught, suggesting procedures, techniques, and materials and how it is to be evaluated, suggesting testing and evaluating mechanisms.
- DEFINITIONS

According to Yalen, (1984: 14), the syllabus replaces the concept of “method”, and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of “fit” between the needs and aims of the learners as social being and as individual and the activities which will take place in the classroom. Widdowson, (1984: 26), expressed the definition as follows:

...The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken.

According to David Nunan, (2001), syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum. He adds that traditional approaches to syllabus were concerned with selecting lists of linguistic features around grammar, pronunciation, and vocabulary in addition to experiential content such as topics and themes. These sequenced and integrated lists, he adds, were then directed to develop learning activities to facilitate and reinforce the pre-specified content.

Judith, Grunert, (1997), defines syllabus design as an important point of interaction between the teachers and their learners, both in and out of class. She focuses on the learning-centred syllabus being an important learning tool that reinforces the intentions, roles, and strategies that teachers will use to promote active, purposeful and effective learning.

Some very recent definitions regarding the syllabus and syllabus design have been gathered in order to enable our readers get clearer ideas and notions about. Golam Rabbani, (2006), says that a syllabus covers the teaching/learning items, materials, equipments and the evaluation tools. He adds that it is an overall plan to the learning process and the specification of what units to be taught underlying the following points:
• A specification of work of a particular group,

• Often linked to time semesters, terms, weeks or courses and often related to ultimate goals and realistic assessments depending on the abilities of the learners and their progress in a given course,

• It specifies a kind of sequence-based on a sequencing intrinsic to a theory of language learning or to the structure of specified material related to language acquisition,

• Negotiable and adjustable, enshrining the most useful experience of the past in order to ease the workload of the present,

• It can only specify what is taught; it cannot organize what is learned. It can methodologically allow opportunities for acquisition and learning, and that

• Not to have a syllabus is to refuse to allow one’s assumptions to be scrutinized or to enable different teachers to relate their work to each other.

The college of H. H. S. Curriculum Committee (the USA), (2008), provides us with a definition which responds fully to our objectives. It states:

A syllabus is the student’s guide to the course. It informs the learner about where the class meets and when, how the student can contact the instructor, what readings and assignments are required, when these are due, and how performance is to be graded. A syllabus can also serve to teach and motivate learners. A few paragraphs at the beginning of the syllabus can help the learner understand why the course is important and how it fits into a broader field of understanding. By listing learning objectives, learners can immediately grasp what knowledge and skills they are expected to acquire. The syllabus may serve as a contract between the instructor and the student, stating what will be covered in the course and how learning will be assessed.
In front of these endless definitions that we find either complementary or simply reinforcing as Slattery and Carlson, (2005), who state that “a syllabus is a standard instructor information and course calendar”, we also can read of Littlefield, (1999a) who says that a “syllabus sets the tone for the course, motivates students to set achievable goals and can be a portfolio artefact for tenure, and promotion,” we could not but state this final one, not because it differs from the others but because it a very new one. This, according to us fosters more and more our point of view as far as syllabus and syllabus design are concerned. Therefore, according to Ann Mc Kinney, (2009), a syllabus “is a clear statement of requirements for successful completion of the course and displacement of information that the student needs”.

-CHARACTERISTICS OF SYLLABUS/ COURSE DESIGN

Before we introduce our readers to the different characteristics that constitute the course syllabus design, we find it necessary to highlight, although very briefly, the main factors that contribute in the designing concepts. Therefore, these factors are mostly embedded in the theory of language which refers to the teaching methods and the theory of learning that rests on the acquisition theory of learning. In other terms, the way language is learnt in an appropriate variety of discourse types. As clearly written in the above title, the different course syllabus characteristics are as follows:

a- Types of syllabuses: We have determined six types of syllabuses which are:

- A Structural (formal) syllabus: here, the content of language teaching is a collection of the forms and structures, usually grammatical of the language being taught. For instance: nouns, verbs, adjectives, statements, questions, subordinate, and on.

- A Notional/Functional syllabus: this kind presents the content of the language teaching as a collection of the functions performed when the language is used or is to express. For example: informing, agreeing, apologizing, and requesting.

- A Situational Syllabus: in this syllabus, the content of the language teaching is a collection of real or imaginary situations in which the language is used or occurs. It involves different functions. For instance, situations as: job interview, complaining to the boss, buying a book at the book store, and on.
• **A Skill-based Syllabus**: the content of the language teaching is a collection of specific abilities/skills that people must be able to do to be competent in a language. It groups linguistic competencies as pronunciation, vocabulary, grammar and discourse in a myriad of situations as listening to spoken language for the main idea, writing well-performed paragraphs, or giving effective oral presentations; this is in order to learn the specific language skills.

• **A Task-based Syllabus**: the content of the language teaching is a series of complex and purposeful tasks the learners perform with the language they are learning. Tasks are activities with a purpose other than language learning but which is intended to develop foreign language ability. For instance, teaching the learners to draw on resources to complete some piece of work, let say a process, or applying for a job, talking with a social worker, or getting housing information over the telephone, they have to find out a variety of language forms, functions and skills.

• **A Content-based Syllabus**: this type is concerned with information. It is organized around the content and the language teaching because the learners are language learners and are learners of whatever content is being taught; the target function in this type is to teach some content or information using the language the individuals are learning. For instance, an “economy and management” class should be taught in the language the learners need or want to learn; possibly with linguistic adjustment to make the economy and management field more comprehensible and easy to grasp.

Because the types are usually combined in more or less integrated ways, we believe that the choice should be based on types of syllabuses not only one. Through the listing, we have come up with a clear decision that each type corresponds and answers the target objectives we aim at accomplishing because as mentioned by Yvonne S. Freeman and David E. Freeman, (1998: 32),

> Because people learn language as they use it, it is logical to have them learn English as they study meaningful content, rather than to have them study the English language as a separate subject apart from meaningful content.
And that both participants, teachers and learners, play a crucial role in the success of the teaching and learning process. Y.S. Freeman and D.E. Freeman, (1998: 2), underlie this very important role stating:

*When teachers centre their curriculum on their learners’ experiences and interests, they build students’ self-esteem, and expand the potential of English language learners in a natural way.*

**b- Syllabus Elements:**

We actually can find three main elements when designing a course syllabus. These are as follows:

- **Syllabus Functions:** Grunert, (1997: 14-19), says that the teacher syllabus can support learning in the classroom. In addition to help setting the tone in the course, a syllabus can also set the course in a broader context for learning, help students assess their readiness for the course and include material that supports learning outside the classroom. In sum, the functions of a syllabus are not only viewed as a diversity of activities that induces the learning in classroom but they also encourage progress and perseverance out of the classroom.

- **Syllabus Content:** we have mentioned that a syllabus is a course calendar because it organises the in classroom and out of classroom work. It instructs and informs the teachers and the learners about how to use the learning tools, and describes the role of assessment in order to improve the learners and the teacher’s performance.

- **Syllabus Form:** Nilson, (2002), says that it is advisable to use graphics and imagery to explain course organization and design. It is thoroughly right because when a course is well-organized and well-designed it not only helps the learners understand the whole matter and the general objectives the teacher aims at by the end of the unit, but it also teaches these learners how to design and present a task they have to cover. We believe that the syllabus form is a chief model for both, the teacher and the learner because it sets a kind of discipline, management and creativity. In this sense, Y.S. Freeman and D.E. Freeman, (1998: 138), state:
Different learning activities, a wide range of subjects and topics and a lot of examples of teaching with meaning and purpose emphasize the importance of pair work and group work where students are allowed and even asked to make their choices and to set their own purposes.

2-2-2- Syllabus and Teaching / Learning Materials.

In this part, we consider that the new endeavour is designed to remedy the deficiencies in the existing syllabus of the target population of learners and the stream they are enrolled in as well as to improve it so as it corresponds to their emerging needs for academic or professional purposes. According to F. Dubin and E. Olshtain, (1986), we have to take into account the basic components such as:

- **The existing syllabus**: because it is the vehicle through which designers convey information to teachers, text-book writers, examination committees and learners. It also describes the expected knowledge to be achieved at the end of the course/ the course objectives in practical terms, the teaching content, the appropriate time, place and way the content is to be taught and the way the evaluating mechanisms are suggested.

- **The materials in use**: to evaluate the existing materials, it is fundamental to consider the following points:
  1. the materials developers in the sense of whether they are familiar with this educational system and learner population,
  2. The compatibility of the materials with the syllabus. This concerns the compatibility with the procedures, techniques and presentation of the items to be taught,
  3. The choice of the materials for teachers and learners. Because learner-tasks, learner-styles, presentation techniques, and the expected outcomes construct in sum the so-called alternatives.

- **The teachers**: the teacher population is a major factor in determining success of a syllabus or materials. So, the attitudes and abilities of the teachers play a significant role. However, we have to consider attentively the factors that follow:
  1. the teacher’s command of the target language
2. the teacher’s training, background, level of higher education, exposure to ideas concerning the nature of the language and language learning/teaching experience.

3. The teacher’s attitudes and training as part of a new program.

- **The learners:** being the most significant elements in the classroom, learners are expected to take an active role in the learning process because they share responsibilities, make decisions, evaluate their own progress and develop individual preferences. Therefore, we have to guide them to learn how to learn.

- **The resources:** The availability of resources for implementation plays an immense role in the realization and effectiveness of a program. As a matter of fact, we have to consider the key factors which are:
  1. Time availability for the acquisition of the target language,
  2. Reflecting relevant teaching/learning situation classroom setting.
  3. Equipment availability embedded in audio-visual features as tape recorders, posters, films, and pictures.
  4. Reflecting relevant teaching/learning situation classroom setting.
  5. Equipment availability embedded in audio-visual features as tape recorders, posters, films, and pictures.

In general, the objectives at the course syllabus design level should appear obvious in the sense that they concern:

- The dimension of language content,
- The processes and means to present the language content and,
- The product and outcomes expected after the presentation of language content.

In addition to these points that we have to consider, there are other principles to underlie. This concerns the questions we have to ask before any course syllabus design. As stated by Fraida Dubin and Elite Olshtain, (1986: 42), the point that any course designer is that we should ask key questions about language content as follows:

- What elements, items, units or themes of language content should be selected for inclusion in the syllabus?
- In what sequence should the elements be presented in the syllabus?
- What are the criteria for deciding on the order of elements in the syllabus?
How should language be presented to facilitate the acquisition process?
What should be the roles of teachers and learners in the learning process?
How should the materials contribute to the process of language learning in the classroom?
What knowledge is the learner expected to attain by the end of the course?
What specific language skills do learners need in their immediate future? How will these skills be presented in the syllabus?
What techniques of evaluation or examination in the target language will be used to assess course outcomes?

In designing these questions, the authors highlighted the way goals, seen as the basis for specifying targets, could be considered as instructional objectives. Hereupon, we could summarize the objectives to be presented in three dimensions as illustrated in diagram 5 that follows:

**Diagram 5: The Three Syllabus Objectives Dimensions**

<table>
<thead>
<tr>
<th>- Language Content Structures</th>
<th>-Process/ Means</th>
<th>-Products/ Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical forms,</strong></td>
<td><strong>Organization of the language content bringing about certain activities,</strong></td>
<td><strong>Specification of the expected outcomes</strong></td>
</tr>
<tr>
<td><strong>Topics of interest,</strong></td>
<td><strong>The roles of the teachers and learners during the lesson process,</strong></td>
<td>Knowledge oriented</td>
</tr>
<tr>
<td><strong>Themes on areas of subject knowledge</strong></td>
<td><strong>The types of activities the learners are engaged in.</strong></td>
<td>Skill oriented</td>
</tr>
</tbody>
</table>
| **Linguistic sub-components: place, type of interaction, time and the participants.** | | For instance: learners’ abilities to read academic or technical materials through: skimming, scanning, reading with comprehension at a certain rate of speed.
2- 3- Suggested Steps for Planning a Course Syllabus

Herewith, we cannot come to the end of the different characteristics of course syllabus that constitute the core designing without providing our readers with some useful suggestions which we believe are very necessary to consider while planning and elaborating any activity or lesson in this direction. Therefore, the suggestions for organizing the appropriate preparation for a practical language teaching course syllabus are as follows:

1. Develop a well-grounded rationale for the course specifying to a certain degree what outcomes are desired for the learners in the instructional environment. This is simply what the learners should be able to do as a result of the instruction,

2. Classify the course syllabus types according to the general objectives desired for the learners. This process may require several classifications according to the complexity of these outcomes,

3. Assess and evaluate resources for teaching, needs analysis, materials choice and production for teachers,

4. Position the syllabi relative to available resources. Here we have to determine what syllabus design would be easiest to implement given available resources,

5. Make some adjustments according to the resources’ constraints,

6. Determine a final classification bearing in mind all the data gathered in the previous steps,

7. Decide on one or two syllabus types as dominant and one or two syllabus types as secondary,

8. Revise the questions of combination or integration of syllabus types (which types to choose or integrate and how to relate them to each other),

9. Put decisions into actual teaching units taking into consideration all the factors that may hinder the teach ability of a given syllabus by:
   - Examination of each type,
   - Tailoring the choice and integration of all types according to the needs, and
   - Finding appropriate solutions to the problem of adequacy and effectiveness in course syllabus design.
Through this presentation, we have to place greater power and control on the aim we want to design a course syllabus for because, we are more than ever confident that as an organizational tool of in and outside classroom instructions, a course syllabus design is addressed for teacher organization. As emphasized by Fischbein, (1987: 198),

*From educational point of view there is an important problem to be considered by curricula writers and by teachers. A certain interpretation of a concept or an operation may be initially very useful in the teaching process as a result of its intuitive qualities (concreteness, behavioural meaning, etc.). But as a result of the primacy effect that first model may become so rigidly attached to the perspective concept that it may become impossible to get rid of it later on. The initial model may become an obstacle which can hinder the passage to a higher-order interpretation-more general and more abstract of the same concept.*

At this point, we maintain that there is nothing embarrassing as an individual teacher who is actually deprived of any instructing organization. In fact, teacher organization should rely on some objectives as the organization of the teaching process related to the skills which have to be taught, the needs of the learners, the language points to cover, the teaching environment, when, how and what to assess. As for teachers, a course syllabus is designed for learners’ expectations. We actually have to provide our learners with effective input in order to expect an effective outcome. For this, learners must expect some knowledge acquisition that will serve both immediate and hereafter goals. Moreover, we also believe that a course syllabus is designed for organization’s expectations. This highlights the importance of how to present and deal with the teaching and learning process giving gradual and chronological criteria for each course step. For instance, we cannot expect from our learners to write a coherent and correct paragraph if they are not gradually and chronologically taught the different writing mechanisms starting from word order to writing correct sentences.
What is an ESP Course Design?

Since English has become the accepted international language of technology and commerce, we nowadays witness an important emergence of new learner generations who are quite aware about why they need English for. Adding to this crucial element, the new national education reforms has set new programs that correspond to this profile. (See the new course books at the secondary schools level mainly the second year one entitled: “Getting Through”.) Consequently, the language teaching professions have to develop courses to meet the learners’ needs. We strongly believe that this is a natural extension of thinking about designing specific courses because as stated by Hutchinson et al. (1987: 19), “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” For all this, it is necessary to define what an ESP course design is. According to T. Hutchinson and A. Waters, (1987: 21-23), course design is the answer for questions based on a fundamental matter of providing a reasoned foundation for the process of syllabus design, materials writing, classroom teaching and evaluation. Therefore, we have to know about the factors that affect ESP course design. In this respect, we have to know:

1. Why does the student need to learn? The appropriate answer to this question is based on the necessary data about the learner’s needs the course designers have to provide. This refers to needs analysis criteria.

2. Who is involved in the process of course design? When addressing this question, the course designers highlight the important role each involved individual has to contribute in with. For instance, through the response, we will be able to know that not only the students who are involved in but teachers, sponsors, inspectors and all the people who might have some influence on the process as well.

3. Where is the learning to take place? More data are provided about the place and the possible restrictions it may impose on the learning process. For instance, getting to know about the appropriate place to teach students whose aim is to learn English for economy and management requires that we ought to provide them with additional places to practice the language items they actually learn at the classroom level. These, according to us are fields of practical learning that foster the theoretical ones.
4. When is the learning to take place? How much time is available? How will time be distributed? Some course designers focus on weekly/ term/ or/ semester course design. This decision may suit each course design’s objectives. It all depends on what we want to achieve and accomplish.

5. What does the student need to learn? What aspects of language will be needed and will they be described? What level of proficiency must be achieved? What topics areas will need to be covered? It is necessary to take into account that both teachers’ and learners’ time in the teaching/ learning process is very important. Therefore, we have to work astutely towards gaining time and efforts and at the same time knowledge. This is why course design furthers its implications to specialized fields topics whose language aspects are dealt with in a proportional rate and quantity.

6. How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed? It all depends on the teacher’s performance and the learner’s needs. We do believe that there are neither any best methods nor a fixed learning theory; all is based on the needs to satisfy because teachers work toward a betterment of the teaching process whose condition is to accomplish a successful learning process. Moreover, a dynamic teaching/learning process is mainly constructed on the diversification of methods, the introduction of new techniques and encouragement of self-education and self-responsibility. We also believe that the learning process should, as in other language teaching fields, be accomplished through engaging the learning in different activities, skills, and tasks; it the language that is being taught and teaching and learning a language should be done through all the macro-language skills because a learner in economy and management stream needs to practice this specific language through speaking, listening, reading, and writing in addition to initiate him/her to the grammatical structure and vocabulary items he/She needs to perform with. It is fully embedded in the language skills and didactic considerations.
2- 2- 5- Language Skills and Didactic Considerations

The exposure of the Algerian educational system to global changes also includes a change of priorities in the area of foreign language teaching to guarantee hereafter political, economic and cultural prosperity among the other nations of the world. This is why to initiate the learning of English as a foreign language to serve specific purposes should actually be a norm amongst many other principles. Furthermore, because foreign language studies have always been a part of our national education, we have to reveal the dearth of the following:

- A program of foreign language education that serves specific purposes at the secondary school level,
- A foreign language for specific purposes course book tailored to the needs of the learners enrolled in different streams more specifically in the stream under study;
- Worked out methods that meet the growing learners’ needs in learning English as a language that vehicles multiple objectives,
- Qualified F.L. teachers who would be able to cover the teaching of this new approach of language, and
- Didactic materials for the successful accomplishment of the suggested language to teach in a system of purposes to further the learners’ harmonious development and thus access to the open world of communication.

To achieve these objectives, we have to undertake some rigorous functional, instructional and significant works as to develop the following points:

2- 2- 5- 1- The Authenticity of Classroom Activities.

In highlighting this point, we would be able to comprehend what it means to approach such a variable that constitutes the corner stone in the teaching/learning process and most importantly its role in developing it. Since all syllabus types are commonly concerned with how the content is organized and arranged, authenticity of classroom activities should be mirrored through the different subject matters it covers. Therefore, D. Nunan, (1988: 99), focuses on authentic materials prospect that should be produced for purposes other than to teach language only. Lee, (1995), maintains that authenticity is created through the interaction of the language users, situations and the texts in which the language is produced by both, the source of the sample and the purpose of the speakers.
Furthermore, Bax, (2003), points that authenticity of classroom activities has been a major feature in syllabus design, task-based approaches, materials development and the main focus of the Communicative Language Teaching (CLT). However, Mc Donald, (2005), believes that relying solely on one aspect of authenticity would not be sufficient for communicative purposes which is why, Tatsuki, (2006), considers it as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility and legitimacy of materials and practices.

Additionally and according to the target aim we are to achieve through this study, we believe that Oxford’s (2001), position corresponds to the idea we actually have on the notion of authenticity of classroom activities because he suggests that authenticity is a set of activities and practices that lead to authentic interaction in the classroom where teachers can follow learners’ progress in multiple skills. Consequently, it would be advisable to further information about this point by exposing the different aspects and perspectives of authenticity of classroom activities:

- Authenticity in content, task and classroom interaction is a crucial issue in language learning methodology. This is why new technologies are the perfect aid to assist teachers in their “need to broaden their scope for creative pedagogical initiatives”. cf. Van Lier, 1996: 123 and Little et all. (1989: I)
- Authentic tasks would then be tasks and learning projects as well as activities of knowledge construction which truly enable learners to explore the target language in its structure and functionality when working with genuine texts. cf. Widdowson, (1979: 80).
- The approach to authenticity in language learning is to create opportunities for the learners to psychologically interact with the target language. Little, (1989: 5).
- Adaptation of authentic materials for classroom use should soon become daily routine of grassroots teaching, comparable to the use of the blackboard. In addition, a vast amount of learner relevant materials is now becoming available in digital format, either in the format of local resources or globally accessible on the world wide web. Edelhoff, (1989).
- There should be a clear distinction between input authenticity and task authenticity underlying levels for input because it is, nevertheless multifaceted and applicable to different phases of language classroom processes. For instance, we may have:
1. genuine input authenticity,
2. altered input authenticity;
3. adapted input authenticity; or
4. simulated input authenticity;


- Authenticity is not merely to be applied to texts. Rather, in addition to being genuine and authentic, texts must be relevant and potentially communicative. Learners must feel positive towards tasks and activities to help authentic interactions emerge. The teaching materials rely mostly on teacher’s oral input and authentic strategies. N. Shomoossi and S. Ketabi, (2007: 149-155).

- Authenticity is in fact the result of pragmatic variation, implications for teaching and materials development embedded in terms of language, activities and tasks, learner’s level of proficiency and all contextual factors which need to be taken into account to achieve pragmatic appropriateness. Chastain, (1988), Day, (2004).

In order for us to put these concepts and perspectives into concrete forms, we strongly believe that the development of pragmatic knowledge and teacher professionalism have to be put at the heart of any educational and syllabus endeavour as to develop the teaching techniques, materials and find out adequate strategies to foster the macro-language skills with an eye that classroom communication develops and a real negotiation of meaning occurs because we also believe that the role of teachers in classroom as social leaders and central elements who give the teaching materials their authenticity will help learners understand these materials, feel positive towards them, approach them with a more communicative purpose and therefore respond positively to the different tasks and activities they have to fulfil in and out of the classroom. This is why we have included the points related to developing the different macro-language skills our learners need to practice in order to learn the language and its mechanisms in the specified field they are enrolled in.
2-2- Develop the Reading Comprehension Skills.

Developing the language skills must, according to us, be achieved through disciplined and well-structured criteria that are really basic in this process. Therefore, we cannot tackle this point without referring to topic element with which the skills are practiced because we believe that topics constitute the essence of any communication whatever its nature is either spoken or written. Although it is given in a very brief way; as we are to develop this fully in the coming chapter related to course implementation, we utterly agree with Smith, (1983), who stated that people do not learn if they are confused or bored and that when school topics do not relate to students’ lives and needs they may become frustrated. So, the adequate way to make the students learn is according to D. Freeman and Y. Freeman, (1998), to provide them with topic choices to increase the possibility of communicating and connecting their studies in schools with the professional field they have to face in the future.

This is on one part, on the other part and in order to help our learners become interactive readers, we have to provide them with types of comprehension and forms of questions and activities whose taxonomies can, according to Richard, R. Day, (2004:1), be used as a checklist for language teachers as well as for material developers to analyse instructional materials and develop them in order to ensure a betterment in responding to a variety of comprehension types. Furthermore, because theories and models of reading and reading comprehension have considerably changed these last decades, and because we nowadays witness that the reading skill has moved from being a receptive process from text to reader, to become an interactive reading between the reader and the text as stressed by cf., Adams, (1990); Eskey and Grabe, (1988); Perfetti, (1985); Samuels, (1994); Stanovich, (1992); and Swaffar, (1988), which is why the need to develop the foreign language reading skill through interactive exercises and tasks in order to create and construct meaning and build up the ability to think critically and intelligently becomes a “must do”.

In this sense, we have found that Richard, R. Day’s, (2004: 2), position to improve and facilitate the reading skill very important since we actually develop it through knowing the different types of comprehension and the related questions. As a matter of fact, the types of comprehension and the related questions are presented as follows:
2- 2- 5- 2- 1- Types of Comprehension

- Literal comprehension: it refers to an understanding of the direct basic or surface meaning of the text, for instance facts, vocabulary, dates, times and locations. Additionally, the questions related to literal comprehension can be responded to directly from the text. It is also known as reference comprehension.

- Reorganization comprehension: based on literal comprehension, reorganization type is presented to the learners as an activity of using information from several parts of the text that they combine for extra understanding. In this type of comprehension, the questions are of great importance as they teach the learners to examine and understand the text in its entirety moving thus from sentence to sentence to reach a more global view.

- Inference comprehension: this type requires from the learners to combine their literal/reference understanding of the text with their own knowledge and intuition. The questions are generally based on the learners’ ability to deduce facts, or events.

- Prediction comprehension: this type is based on three varieties: a pre-reading activity to realize how much the learners know about the topic of the text, a while reading prediction in which the learners can immediately learn the accuracy of their predictions by carrying on reading the passage, and a post-reading comprehension questions. This kind of comprehension involves learners using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic way to be able to determine what might happen after an event, or story ends.

- Evaluation comprehension: this requires the learners to give a general or comprehensive judgement about some aspects of the text: how will the information in this text/article be useful to you? This is based on the learners’ literal understanding of the text and their own knowledge of the text’s topic and related issues.

- Personal response: generally the question related to this type is: what do you like or dislike about this text/article? So, this type requires readers to respond with their feelings for the text and the subject, and must relate to the content of the text and reflect a literal understanding of the material.
We also have found that the grid for developing and evaluating reading comprehension suggested by the author may help us elaborate the different questions and activities to foster the learners’ reading comprehension skills. In fact this is what we intend to develop in the chapter related to put the theoretical aspects we have gathered into action:

**Table 3: Grid for Developing and Evaluating Reading Comprehension (adapted from R. R. Day, 2004).**

<table>
<thead>
<tr>
<th>Types of questions</th>
<th>TYPES OF COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>literal</td>
</tr>
<tr>
<td>YES / NO</td>
<td></td>
</tr>
<tr>
<td>TRUE / FALSE</td>
<td></td>
</tr>
<tr>
<td>WHO/WHAT/WHEN</td>
<td></td>
</tr>
<tr>
<td>WHERE/WHY/HOW</td>
<td></td>
</tr>
<tr>
<td>ALTERNATIVE</td>
<td></td>
</tr>
<tr>
<td>MULTIPLE CHOICE</td>
<td></td>
</tr>
</tbody>
</table>

Because research has shown that effective teachers in more effective schools are more frequently observed asking higher level questions that go beyond a literal understanding of a text, than less effective teachers in less effective schools as stated by Knapp, (1995); Taylor, Pearson, and Rodriguez, (2002), we believe that this provides a strong and solid reason for teachers to engage their learners in all types of comprehension in order to improve the reading comprehension skills. Furthermore, the use of well-designed comprehension questions can be used to promote an understanding of the text; however, the excessive use of comprehension questions in teaching reading can be overdone because even the most highly motivated learners can become bored having to answer a big number of questions. This situation will consequently lead to, as R. R. Day, (2004), underlies it, “the death by comprehension questions syndrome”. Therefore, as with most things in life, moderation is the best course of action.

In addition to all the points developed so far, we strongly believe that we cannot expect any reading skills development without focusing our attention onto the importance the extensive and intensive reading skill plays in promoting our learners’ abilities to
comprehend and thus to respond to different activities and tasks accordingly. So, and in order to have these learners get as many benefits as possible from their reading, we have to involve them in both intensive and extensive reading. According to Jeremy Harmer, (2007:283-302), we can notice the following aspects related in respect to:

2- 2- 5- 2- 2- Types of Reading

1. Extensive Reading:
   - We need to encourage the students to choose for themselves what they read and have to do for both pleasure and general language development,
   - We need to provide them with a wealthy programme which includes adequate materials, guidance, tasks and facilities such as permanent libraries. For this, we have to underline the following criteria in selecting the materials. These are as follows:
     a- Extensive reading materials should be understandable and accessible to our learners,
     b- Building up a library is based on the condition of suitability according to the needs, levels, programmes and interests of our learners,
     c- Teachers playing important roles in extensive reading by encouraging the learners, organizing reading programmes, persuading the learners to read, and explaining how choices for reading should be made,
     d- Extensive reading tasks and activities should be done smoothly and gradually because we need to remember each time that it is the learners who choose their reading materials. Therefore, the tasks and activities as reporting back their reading must be done through different ways as setting aside a time to give the opportunity to each learner to take part in his/her reporting in front of a classmates audience.

2. Intensive Reading:
   This type of reading can be viewed through different aspects and conditions that are complementary. These are as follows:
   a- The roles of the teacher as an organizer, observer, feedback organizer, and a prompter who enables and makes the learners notice the language features through directing them, clarifying ambiguities especially when this concerns new items that learners had not come across before.
b- The vocabulary questions: as pointed out by Carol Walker, (1998:172),

It seems contradictory to insist that students “read for meaning” while simultaneously discouraging them for trying to understand the text at deeper level than merely gist.

According to the quotation, we undoubtedly understand that we have to find a consensus between the teacher's desire to see the learners develop specific reading skills as the ability to comprehend the general idea of the message the text actually conveys and be able to understand the meaning conveyed by every word in a gradual way through different tasks and activities by limiting not only the time allotted to these activities but the words and/or phrases too.

c. The roles of the learners: since the comprehension activities which the learners are asked to do are based on activities provided either in a course book or free texts, therefore we have to enable these learners to engage in responding to the tasks as well as creating their own comprehension. For instance an activity that calls them to complete the chart as suggested by J. Harmer, (2007: 288),

Table 4: Learners’ Roles in Intensive Reading

<table>
<thead>
<tr>
<th>Things I/ We know</th>
<th>Things I/ We are not sure of</th>
<th>Things I/ We would like to know</th>
</tr>
</thead>
<tbody>
<tr>
<td>When paying goods with money, we say: “cash”</td>
<td>“Legal tender” in commerce means using cheques only.</td>
<td>How does “legal tender” function? When to use this money substitute?</td>
</tr>
</tbody>
</table>

d- Reading sequences: these are based on the activities we want our learners to do in order to develop the reading comprehension skills as asking them to:

- Predict the content of a text from few clues,
- True/false or probably statements,
- General questions as: what is the text about? Who was the text written by? Who was it written for? What is the writer’s intention?
- Matching words with their definitions,
- Re-ordering ideas,
• Matching ideas with their corresponding paragraphs,
• Fill in the blanks (either providing the missing words to facilitate the activity, or letting the learners find the missing words for more involvement),
• Guided missing words (giving some letters to help the learners),
• Ordering sentences,
• Chart completion using the information the learners gather while reading, and so on.

2- 2- 5- 2- 3- Suggestions and Recommendations to Develop the Learners’ Reading Skills.

There is strong evidence that good reading means building frameworks for connecting words to thoughts. Indeed, one of the purposes of reading is to connect the ideas on the page to what the learners know. In order to retain and remember any of the subjects read and foster the reading comprehension abilities, there should be some basic considerations to take into account. For instance, the reading comprehension we have been seeking to develop requires motivation, mental framework for holding ideas concentration and adequate study techniques. This is why we strongly recommend to learners the following points:

• Develop broad background knowledge by reading other sources in addition to the texts provided in classroom. This reinforces interest in world events,
• Know the structure of paragraph because often, the first sentence provides an overview that helps bring a framework for adding details bearing in mind the transitional words, phrases or paragraphs that change the topic,
• Identify the type of reasoning to be able to delimit the author use of cause and effect reasoning, hypothesis, model building, induction (listing facts to prove something) for instance, someone likes to see some examples when first learning a new subject, before developing an overview, or prefers to learn the rules of a new game as he/she goes along or deduction (conclusion) for example when learning a new game, someone likes to know about the rules before playing, and systems thinking,
• Anticipate and predict future ideas because this induces understanding and adjustments,
• Look for the method of organization to see whether the material is chronologically, serially, logically, functionally and spatially organized,
• Create motivation and interest by previewing material, asking questions, discussing ideas because the stronger the interest, the greater the comprehension,
• Pay attention to supporting cues through pictures, graphs and heading study,
• Highlight, summarize and review important ideas and keys in order to deepen understanding because reading only once is not sufficient,
• Build a good vocabulary using other materials as dictionaries, the world wide web concentrating thus on roots, prefixes and endings,
• Use a systematic reading technique as the Survey, Question, Read, Recite, and Review (SQRRR Technique) and,
• Monitor effectiveness, attention and concentration to check any missed element.

2- 2- 5- 3- Developing the Listening Comprehension Skills

We often turn to find out appropriate techniques when we take on a new task or at least improve the listening comprehension skills in order to help tease apart its complex process providing thus ideas for addressing the learners’ needs. According to John Scrivener, (2005: 170),

Even if someone knows all the grammar and lexis of a language, it does not necessarily mean that he will be able to understand a single word when it is spoken.

He also adds that amongst other difficult things EFL learners encounter while listening is that they often feel that people speak too fast and this hinders their capacity to follow or it is that people pronounce words they just do not recognize. In addition to this, EFL learners cannot work out details of what is being said and cannot get even a general sense of the message. These learners, he emphasizes, do not only know what attitudes people are expressing but are not able to pick out parts that are most important for them to understand. Because of the fact that language learning depends mostly on listening as it
provides the aural input that serves as the basic foundation for language acquisition and enables the learners to interact in spoken communication, we therefore need to capitalize on the knowledge and interests the learners already have and help them apply this knowledge and these interests so as they will be able to become effective listeners as so often emphasized by Steven Brown, (2006: 01).

Moreover, we need to show learners how they can adjust their listening behaviour to deal with diverse situations, types of input, and listening purposes and help them develop a range of listening strategies and relate adequate strategies to each listening situation in order to become skilful at listening focusing on the possibilities to achieve more understanding and skills despite the difficulties. Rost, (2002: 02), expresses clearly the importance the listening comprehension skills have especially in a foreign language learning situation since he states:

> Since listening is an invisible mental process, we must use indirect analogies and metaphors to describe it as for instance to define the listening comprehension as “catching what a speaker says.” Linguistically, it is “shopping in a bazaar to negotiate meaning with a speaker”, and psychologically, it is the “personal and mental sensitivity, as being open to what is in the speakers’ mind”.

In the light of these facts and because listening provides the aural input which serves as the foundation for language learning and fosters the learners to interact in spoken communication, we should then, blend this skill with effective language instructions in order to develop a set of listening strategies and match them to each listening situation. In addition to this, we have to show to our learners the different ways to adjust their listening behaviour, not only to deal with a variety of situations as we have mentioned it before, but to deal with types of input, and listening purposes as well.

For this, and in order to develop the learners’ listening comprehension skills which are embedded in their ability to recognise paralinguistic clues such as intonation to comprehend mood and meaning, to set an aim for specific information, and to get more general understanding, we have to set an approach that activates our objectives. As a
matter of fact, this approach must be presented as “the active listening approach” which involves the following points to consider as emphasized by Steven Brown, (2006: 4).

- **Activation of prior knowledge**: according to this point, it is recommended to give learners the chance to put into practice what they already know - their prior knowledge - to help their comprehension and induce them by bringing their full attention into the lesson.

- **Focus on key skills**: as soon as the learners know why they are listening, they are more likely to listen successfully. This is obviously achieved through the presentation of key skills - listening for main ideas, listening for details, and listening to make inferences. It should be systematic. Teachers, then, can help their learners determine their purpose for listening and understand what they are hearing.

- **Interesting content**: active listening provides stimulating cultural information for the learners to know and share. This is why teaching learners new and interesting facts about other cultures leads to increased motivation.

- **Listening leads to speaking**: through the extensive listening tasks, the learners are guided into personalizing speaking opportunities. Therefore, teachers should focus on these listening tasks to provide speaking practice, while at the same time, the learners get practice in listening to each other.

### 2-2-5-3-1- Effective and Active Listening Comprehension Strategies

In addition to this, we strongly believe that for an effective and active listening to happen, we have to cement it with some listening strategies which can be presented as techniques or activities that play a great and direct role in the comprehension and the listening input. Listening strategies can be classified according to how the listener processes the input. According to us, we have to provide our learners with the three main listening strategies because we believe that they present three different basic concepts which are necessary in the listening comprehension lesson. These strategies are presented as follows:

- **Top-down strategies**: these are **listener based** because he gets into background knowledge of the topic, the situation, the context, and the kind of text. This background knowledge enables a range of expectations that facilitate the interpretation
of what the listener hears and thus anticipate what will come next. These strategies include:
1. Listening for the main idea;
2. Predicting;
3. Drawing inferences, and
4. Summarizing.

- **Bottom-up strategies**: these are text based. The listener pays more attention to the language of the message through the combination of sounds, words, and grammar that gives meaning. These strategies involve:
  1. Listening for specific details;
  2. Recognizing cognates, and
  3. Recognizing word-order patterns.

- **Metacognitive strategies**: these strategies are based on planning, monitoring, and evaluating the learners’ listening. These activities are presented as follows:
  1. Planning by deciding which listening strategies will be more appropriate in a given situation,
  2. Monitoring the learners’ comprehension and the effectiveness of the chosen strategies,
  3. Evaluating by determining if the learners have achieved their listening comprehension goals and mainly if the combination of listening strategies chosen has been an effective one.

According to this presentation, we conclude that listening comprehension is not a one-way street as pointed out by H. Douglas Brown, (2001:249), and is certainly not the process of unidirectional receiving of audible symbols; it is on the contrary the beginning of an interactive process that brings to consider a host of different cognitive and affective mechanisms which are all involved in comprehension. This comprehension, therefore, goes through different processes as shown in the following points:

- The hearer processes “raw speech” and holds an “image” that consists of the different components as phrases, clauses, cohesive markers, intonation, and stress patterns in short term-memory;
- The hearer determines the types of speech event that is processed, for instance a conversation, a speech and then, interprets the perceived message;
• The hearer infers the aims of the speaker taking into account the type of speech event, the context, the content, and the function of the message as denying, affirming, requesting, informing, and so forth;
• The hearer recalls background information which match the given context and subject matter;
• The hearer gives a complete meaning to the utterance involving a set of semantic interpretations;
• The hearer gives an intended meaning to the utterance; here we have to emphasize that a key to human communication is the ability to match perceived meaning with intended meaning;
• The hearer decided then if information should be kept in short-term memory or long-term memory. Finally,
• The hearer takes out the form, i.e., the words, phrases, and sentences which might be quickly forgotten, in which the message was originally received.

2- 2- 5- 3- 2- The Basic Orientations of Listening Comprehension

According to Rost, (2002: 2-3 (cited in Patricia Dunkel, 2009:2), the different characteristics attributed to the listening comprehension skills draw on four basic listening orientations which can be presented this way:

1. **Orientation one**: Receptive listening which means receiving what the speaker actually says through:
   - Catching what the speaker has said;
   - Getting the speaker’s ideas;
   - Decoding the speaker’s message;
   - Unpacking the speaker’s content;
   - Receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker.

2. **Orientation two**: Constructive listening which enables us to construct and represent meaning through:
   - Figuring out what is in the speaker’s mind;
   - Finding something interesting in what the speaker is saying;
• Finding out what is actually relevant for us;
• Reframing the speaker’s message in a way that is relevant to us;
• Understanding the reason why the speaker is talking to us, and
• Noticing what is said.

3. **Orientation three**: Collaborative listening which is based on negotiating meaning with the speaker and responding to his inquiries through:
   • Coordinating with the speaker on the choice of the topic, when and how to say it;
   • Responding to what the speaker has said;
   • Involving the process of negotiating shared information or values with the speaker, and
   • Signalling to the speaker which ideas are clear and acceptable to us.

4. **Orientation four**: Transformative listening which leads to creating meaning through:

Involvement, imagination and identification as:
   • Being involved with the speaker, and if possible, keeping an open mind;
   • Creating a mental or personal connection between the speaker and the listener;
   • Emphasizing with the speaker’s motivation for speaking;
   • Imagining a possible world for the speaker’s meaning;
   • Feeling the flow of consciousness as we pay attention to things, and
   • Setting a process of altering the cognitive environment of both the speaker and the listener.

2- 2- 5- 3- 3- Types of Listening Comprehension

We have discussed and presented the major characteristics and orientations relevant to the listening comprehension skill, bearing in mind that these are in a way directions and instructions to consider in order to develop the learners’ listening comprehension skills. We therefore, believe that the points mentioned right here can be realized if both, the teacher and the learners are aware enough about the types of listening because, as far as we are concerned, whether we are presented as listeners or speakers or even readers or writers, we all share a common objective which is the aim or purpose behind the skill we are
performing. As with the other skills, we often have a purpose for listening. We also listen in different ways based on our purpose. Therefore, having a purpose in mind helps us listen more effectively. This is why we have to draw a clear distinction between the different types of listening as being intensive listening and extensive listening. As Jeremy Harmer, (2007: 303), puts it:

Students can improve their listening skills- and gain valuable language input- through a combination of intensive and extensive listening material and procedures. Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than teacher’s, enables students to acquire good speaking habits as a result of the spoken English they absorb and helps to improve their pronunciation.

- **Extensive listening**: it usually takes place outside the classroom. It is often done for pleasure or some other reason. The teacher has to encourage learners to select for themselves what they like listening to and to do so for pleasure and general language improvement. It can have an important impact on a learner’s language learning and the motivational force of this activity increases especially when the learners make their own choice about what they are going to listen to. In order that extensive listening sounds more beneficial and effective, providing the necessary material is therefore a must do. For this, we have to select this material according to a number of sources that best suit these needs and according to J. Harmer, (2007: 134), should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them. For instance:

1. Simplified readers published with an audio version cassette or Compact Discs (CD);
2. Radio broadcasts;
3. A collection of appropriate tapes;
4. Music Players (MP3), DVD’s, Videos or Internet.
• **Intensive Listening**: unlike the extensive listening, this type calls on the learners to listen intensively so as to work on listening skills which consist of recognizing paralinguistic clues, detecting special information, and having more general understanding. In addition to these purposes, the learners have to listen in order to study the way in which English is spoken. The setting for this type of listening is usually the classroom or at least language laboratories with the presence of the teacher of course who is expected to guide the learners with an eye to overcome any listening difficulties and direct them towards areas of interest. In order to ensure genuine communication in intensive listening, the most appropriate material to work with is “live” listening which can take the forms of:

1. Reading aloud (with conviction and style);
2. Story telling;
3. Interviews;
4. Conversations;
5. Audio material (CD, or DVD: efficiency in using the audio-player).

In this type of listening, the teacher has to play some important roles as to be:

- An organizer: telling the learners what listening purpose has to be achieved, giving instructions, building learners’ confidence through offering tasks and having faith in them, because this will expand their potential;
- A machine operator: especially when using audio material. This requires from the teacher to know where the segment he wishes to use on the tape, how to get back, and mainly to test the recording out before taking it into the classroom in order to gain time;
- A feedback organizer: in order to check that the learners have completed the task set successfully;
- A prompter: through asking the learners to listen again to a recording to notice a variety of language and spoken features.

In addition to these two main known types, H. Douglas Brown, (2001: 255-258), states six other types of classroom listening performance. These are as follows:

• **Reactive**: listening to the surface structure of an utterance for the purpose of repeating,
• **Intensive**: listening to focus on components (phonemes, words, intonation, and so forth)
• **Responsive**: listening to short stretches of teacher language in order to elicit immediate responses,
• **Selective**: listening for scanning the material selectively for certain information,
• **Extensive**: listening for deriving a comprehensive message or purpose, and
• **Interactive**: listening to integrate the listening performance with speaking skills (give and take of communicative interchange).

**2- 2- 5- 3- 4- Recommendations and Suggestions**

At this point, in order to improve and develop the learners’ listening comprehension skills in the context of listening comprehension classes, we sought more judicious to recommend and suggest the following ideas we have found really interesting to take into account. Through our literature review, we have found that a host of researchers’ ideas suit the aims we have been achieving right here. However, in this study we suggest the most adequate and appropriate ones.

According to Steven Brown, (2006: 4-7), the following suggestions are of great importance to improve the learners’ listening comprehension skills. They are presented as:

• Stimulating integration of real world cultural for learners to know and share:

> The primary place language is situated is in culture. Most students of foreign language are interested in the culture of the places where the language they are studying is spoken. English presents an interesting case with regard to culture because it is now an international language.

    Steven Brown, 2006: 7

• Introducing the concept of instrumental motivation and integrative motivation. As the former is closely identified with EFL situations, the latter is tied to ESL situations. This concept can be achieved through recycling topics from other lessons and expand these lessons in a cultural context;
• Encouraging courses that focus exclusively on listening skills by considering features as pair work activities, closed tasks that lead to more negotiation and thus to speaking as Steve Brown, (2006: 4), puts it:

Again, with the words rushing in and the student having no control, there is a need to introduce one more concept from cognitive psychology: the human as limited processor of information. This is an interesting analogy to apply to listening because it is first a matter of individual differences.

Furthermore, we have also found that the techniques H. Brown, (2001: 258-264), has proposed are in accordance with the goals we have traced in order to improve and develop the learners’ listening comprehension skills. The researcher speaks about principles for designing listening techniques and, we believe that these principles have to be taken into great account. These are as follows:

• Make sure you do not over-look the importance of techniques that specifically develop listening comprehension competence in a curriculum dedicated to the integration of the four skills because each skill deserves special focus in appropriate amounts;
• Use techniques that are intrinsically motivating by appealing to listeners’ personal interests and goals;
• Use authentic language and contexts which are embodied in real-world tasks as these enable the learners to the relevance of classroom activity to their long-term communicative goals;
• Consider carefully the form of listeners’ responses by inferring that certain things have been comprehended through:

1. Doing: responding physically to a command.
2. Choosing: selecting from alternatives.
3. Transferring: drawing a picture of what is heard.
4. Answering: answering questions about the message.
6. Extending: providing an ending to a text heard.
7. Duplicating: translating the message into the native language.
8. Modelling: ordering something after listening to a model order.

- Encourage the development of listening strategies such as:
  1. looking for key words;
  2. looking for nonverbal cues to meaning;
  3. predicting a speaker’s purpose;
  4. associating information with one’s cognitive structure;
  5. guessing at meanings;
  6. seeking clarifications;
  7. listening for the general sense;
  8. various test-taking strategies for listening comprehension

- Include both bottom-up and top-down listening techniques as the former process proceeds from sounds to words to grammatical relationships to lexical meaning and so on; while the latter is evoked as Morley, (1991:87), stated: “a bank of prior knowledge and global expectations.”

- Consider the exercises given to check out the learners’ listening comprehension through the table below:

**Table 5**: Techniques for Listening Comprehension Exercises (adapted from H. Douglas Brown, 2001: 261-262/adapted from Peterson, 1991: 114-121)

<table>
<thead>
<tr>
<th>FOR INTERMEDIATE LEVEL LISTENERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bottom-up Exercises</strong></td>
</tr>
</tbody>
</table>
| 1. Goal: **recognizing fast speech forms**: listen to a series of sentences that contain unstressed function words. Circle your choice among three words on the answer sheet- for example: “up”, “a”, “of.”
| 2. Goal: **finding the stressed syllable**: listen to words of two (or three) syllables. Make them for word stress and predict the pronunciation of the unstressed syllable
| 3. Goal: **recognizing words with reduced syllables**: read a list of polysyllabic words and predict which syllabic vowel will be dropped. Listen to the words read in fast speech and confirm your prediction.
| 4. Goal: **recognize words as they are linked in the speech stream**: listen to a
series of short sentences with consonant/vowel linking between words. Mark the linkages on your answer sheet.

5. Goal: recognizing pertinent details in the speech stream: listen to a short dialogue between a boss and a secretary regarding changes in the daily schedule. Use an appointment calendar. Cross out appointments that are being changed and write in new ones.

Top-Down Exercises

1. Goal: analyse discourse structure to suggest effective listening strategies: listen to six radio commercials with attention to the use of music, repetition of key words, and number of speakers. Talk about the effect these techniques have on the listeners.

2. Goal: listen to identify the speaker or the topic: listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.

3. Goal: listen to evaluate themes or motives: listen to a series of commercials. On your answer sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you feel each commercial promote: escape from reality, family security, snob appeal.

4. Goal: finding main ideas and supporting details: listen to a short conversation between two friends. On your answer sheet are scenes from television programmes. Find and write the name of the programme and the channel. Decide which speaker watched which programme.

5. Goal: making inferences: listen to a series of sentences, which may be either statements or questions. After each sentence answer inferential questions such as “where might the speaker be?” “How might the speaker be feeling?” “What might the speaker be referring to?”

Interactive Exercises

1. Goal: Discriminating between registers of speech and tones of voices: listen to a series of sentences. On your answer sheet, mark whether the sentence is polite or impolite.

2. Goal: Recognize missing grammar markers in colloquial speech: listen to a
series of short questions in which the auxiliary verb and subject have been deleted. /Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (does it/ is it) by checking the form of the main verb. For instance: “Zit come with anything else?” “Zit arriving on time?”

3. Goal: **Use knowledge of reduced forms to clarify the meaning of an utterance:** listen to a short sentence containing a reduced form. Decide what the sentence means. On your answer sheet, choose the one (of three) alternatives that is the best paraphrase of the sentence you heard. For example: you hear “You can’t be happy with that.” You read: a- “Why can’t you be happy?” b- “That will make you happy.” c- “I don’t think you are happy.”

4. Goal: **Use context to build listening expectations:** read short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications that would be important for that type of job.

5. Goal: **Listen to confirm your expectations:** listen to short radio advertisements for jobs that are available. Check the job qualifications against your expectations.

6. Goal: **Use context to build expectations. Use bottom-up processing to recognize missing words. Compare your predictions to what you actually heard:** read some telephone messages with missing words. Decide what kind of information are missing so you know what to listen for. Listen to the information and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions.

7. Goal: **Use incomplete sensory data and cultural background information to construct a more complete understanding of a text:** listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create a little for it. / Listen to the beginning of a conversation between two people and answer questions about the number of participants, their age, gender, and social roles. Guess the time of day, location, temperature season, and topic. Choose among some statements to guess what might come next.

While Jim Scrivener, (2005: 176- 177), focuses more on providing us with some pieces of advice which we can put into practice such as:

- Varying the material according to the listening situations and contexts by:
- keeping the recording short,
- play the recording a sufficient number of times (to avoid surprises during the lesson),
- let the learners discuss their answers together,
- do not immediately acknowledge correct responses with words or facial expressions,
- do not be led by one strong learner (the case which we often do to move further on rapidly in the lesson),
- Aim to get the learners to agree together without your help,
- Consider giving the learners control of the CD player or tape recorder,
- Keep the same requirements while asking for a task to avoid confusion,
- Make sure the task is within the learners’ abilities.

When considering the above-mentioned recommendations and suggestions, keeping in mind that we, as teachers, design lessons and materials that suit our learners’ divergent needs and at the same time our own goal, we are aware that listening comprehension plays a very important role in the development of our learners’ overall communicative ability as it may be the single most important skill as stated by Brownell, 2000 (cited in Patricia Dunkel, 2009:3). Furthermore, because we want to develop and improve our learners’ listening comprehension skills, we, therefore need to gain greater insights into the skills of successful listening as we need to create and offer interesting and helpful listening activities and tasks because this, we strongly believe, leads and paves the way to a betterment in the speaking skills abilities.

2- 2- 5- 4- Developing the Speaking Skills

When we think of improving and developing the listening skills, we therefore have a tendency to think of learners listening to people talking and then reacting to that conversation. They do so through completing different sorts of written or spoken tasks. This is why we have to pair exclusively listening with speaking because these learners may sometimes be the listeners and sometimes the speakers and that the listening micro-skills are in fact a factor of the oral code, known also as J. Richards, (1983), “Comprehensive Taxonomy of Aural Skills involved in Conversational Discourse.” Also, as emphasized by H. Douglas Brown, (2001: 267),
From a communicative, pragmatic view of the language classroom, listening and speaking skills are intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labelled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.

It is then, for this reason that we should consider the speaking skill and develop our learners’ speaking abilities. According to J. C. Richards, (1990: 67- 85),

*The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.*

We also believe that because our learners face a diversity of circumstances that call different forms of speech in school and in their future professional life, they are thus required to develop the many language skills in particular.

2-2-5-4-1- Reasons for Developing the Speaking Skills

According to Scott Thornbury, (2005: iv), to know a language and to be able to speak this language are definitely not synonymous and that a little of common sense suggests that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them. Therefore, and because of these facts and the actual nature of speaking which represents an important challenge to most language learners, in addition that it involves both a command of certain skills and plenty of different types of knowledge, and because we want our learners to develop fluent speaking habits, we have to consider and provide them firstly with speaking activities which represent real rehearsal chances to practice real-life speaking in a healthy environment.
Then, the speaking tasks assigned to these learners using the language they know are an invaluable opportunity to provide in turn feedback for both teachers and learners. Finally, and as stated by Jeremy Harmer, (2007:123),

*The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much-conscious thought.*

2- 2- 5- 4- 2- Conditions for Developing the Speaking Skills

In order to develop the learners’ speaking skills, there should be some kind of knowledge base. This requirement must be encouraged through arousing the learners’ intuitiveness they have in regard to the language they are learning. Therefore, we, as teachers, have to boost the evidence of our learners’ actual performance and help them learn the way it develops as well as initiate them about the language features which constitute the conditions towards this goal. These language features can be presented as:

- Extra-linguistic knowledge which not only frames the knowledge of the topic to engage a conversation so as to share considerable background knowledge but context knowledge, which according to Scott Thornbury, (2005: 12), permits to speakers to establish and make reference to the immediate context with a certain degree of explicitness involving both elliptic and deictic characteristics,

- Socio-cultural knowledge which is to know social values and the norms of behaviour in a given society and mainly how these values and norms are realized in order to avoid misunderstanding or even breakdowns in communication. This condition, we must underline it, can be both extra-linguistic and linguistic,

- Linguistic knowledge. For a good speech communication to take place, we have to consider important criteria such as:

  1. Genre knowledge which includes transactional function to convey information and facilitate the exchange of services, interpersonal function to maintain social relations;

  2. Pragmatic knowledge which describes the relation between language and its contexts. This involves:
• Speech acts/ functions
• The cooperative principle
• Register
• Politeness
• Grammar
• Vocabulary
• Chunks (a combination of words which occur together with more than random frequency; they are also known as lexical phrases, holophrases, formulaic language and “prefabs”)
• Phonology

3. Cognitive factors which refer to the familiarity with the topic, the genre, and the interlocutors, in addition to the factor of processing demands.

4. Affective factors as:
• Feelings towards the topic and the participants,
• Self-consciousness

5. Performance factors in relation to:
• Mode
• Degree of collaboration
• Discourse control
• Planning and rehearsal time
• Time pressure, and
• Environmental conditions.

2-2-5-4-3- Types of Spoken Language and Classroom Speaking Performance

In addition to the objectives traced in developing the learners’ speaking skills and improving pronunciation, accuracy and fluency as well as helping them to overcome the anxiety generated over the risks of producing things that may be wrong or incomprehensible, and to facilitate the interactive nature of most communication, it is according to us, very important to shed light on the characteristics that make speaking difficult, because, as stated by Jack C. Richards, (1990: 67), “The conversation class is something of an enigma in language teaching.” We have then, to bear in mind that in order to enable our learners become speech producers and generate in them oral performance, in some cases some difficulties can emerge as:
• **Clustering**: the ability to organize output cognitively and physically to produce fluent phrasal speech,

• **Redundancy**: the ability to capitalize opportunities to make meaning clearer.

• **Reduced forms**: the ability to avoid stigmatization through learning colloquial contractions, elisions, reduced vowels, and so forth.

• **Performance variables**: the ability to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

• **Colloquial language**: the ability to be fully acquainted with the words, idioms and phrases of colloquial language and to fully practice and produce them.

• **Rate delivery**: the ability to achieve an acceptable speed along with other attributes of fluency.

• **Stress, Rhythm and Intonation**: the ability to master important characteristics of English pronunciation, stress-timed rhythm of spoken English and its intonation patterns.

• **Interaction**: the ability to create conversational negotiation.

With the obvious connection between the objectives aimed at achieving and the presentation of the difficulties that may arose in a class speaking activities, we believe that it is now fair enough to provide our readers with the different types of classroom speaking performance and spoken language. In doing so, we want to reinforce the idea that most of the learners’ efforts in oral production are realized in the form of conversation or dialogue referred to as interactional or interpersonal and transactional dialogue which enable these learners to converse with strangers as well as with people they are quite familiar. For this, the learners have to be acquainted with the various speaking performances which are in a close relationship with the different listening types. These are:

• **Imitative**: for the purpose of focusing on some particular element of language form as to practice an intonation contour or to target a certain vowel sound,

• **Intensive**: this is designed to practice some phonological or grammatical aspect of language. This type encourages pair work activities.

• **Responsive**: to render the speech meaningful and authentic, this type encourages answering the teacher’s or classmate’s questions as well as commenting on the responses.
• **Transactional**: it is often presented in the form of dialogue. It is most of the time carrying objectives as: conveying and exchanging specific information, and negotiating them. It also encourages group work activities.

• **Interpersonal**: it is also presented in the form of dialogue whose aim is to maintain social relationships.

• **Extensive**: this is quite an advanced level since the learners are called on to give extended monologues in the form of oral reports, summaries, and short speeches.

2-2-5-4-4- Recommendations and suggestions to develop the learners’ speaking skills

We now know that the teaching principles promote skills in writing, speaking, listening, and reading. For this promotion to be a complete substitute, the learners have to be extensively exposed to good language usage and practice because, according to Trudy Wallace, et al., (2004: 8),

*The more time students have to study the facts and practice a skill, the better they learn. Teaching and study time in school, as well as student work done at home, advance students’ learning.*

For this sake, we recommend that the following points have to be taken into full considerations.

• Introduce and encourage techniques derived from a teaching method known as Community Language Learning (CLL), which is a more formalized way of assisting performance. The learners address each other, building conversation, whereas the teacher plays the role of a language consultant and provider;

• Encourage the idea of portfolio implementation; a technique that induces self-regulation and self-responsibility;

• Practice the speaking skill in conjunction with other skills suggesting therefore, an integrated skills approach as well as a task-based approach which involves surveys, design tasks, research tasks, and imaginative tasks. Furthermore, a genre-based approach sounds more adequate to cement our learners’ speaking skills because it attempts to provide direct instructions in the way language events, such as “job
interviews” are realized relating them to the social context and aim of the events. Scott Thornbury, (2005: 122), notes:

Nevertheless, for certain learners in particular contexts, a genre-based approach may be efficient. More formulaic genres, such as formal presentations, lend themselves to a genre-based approach. And the emphasis on context, purpose, and the expectations of the audience, foregrounds the importance of taking register factors into account.

In addition to the above mentioned points, we also believe that it is worth suggesting tasks that contribute to a great extent in developing the learners’ speaking abilities. These tasks, according to Jim Scrivener, (2005: 146-165), aim at:

1. Organizing discussions in class through topic and cues, structuring talks, avoiding the talk-talk loop, and asking open questions rather than closed questions, and why not focusing on “chats”, a very know phenomenon.
2. Directing learners’ passive knowledge into actively usable language to foster fluency and confidence through repeating sentences, working in pairs, preparing monologues about their hobbies for instance, and so forth.
3. Setting keys to get good discussions going on as:
   - Frame the discussion well,
   - Preparation time before speaking activities,
   - Avoid interrupting the flow of the conversations,
   - Set specific problems which are more productive than general issues,
   - Introduce role-cards, role-play, and real-play as well as simulation activities,
   - Encourage making public speeches varying the speech genre as: negotiating a sale, an academic lecture, or making a business presentation respecting the variables or points to achieve as presented in the table below:
In order to reinforce these suggestions, we believe giving recommendations so as to design speaking techniques is also very important to improve and develop the learners’ speaking skills. So, throughout the literature, we have found that these recommendations embodied in some sort of principles suggested by H. Douglas Brown, (2001: 275), are all constructive and serve equally different learners’ profiles and needs. We can thus, recommend to:

- Devise techniques that cover the profile of learners’ needs, emphasizing on interaction, meaning, and fluency;
- Appeal to learners’ ultimate goals and interests to achieve competence and autonomy through providing intrinsically motivating techniques;
- Encourage the use of authentic language in meaningful contexts through, for instance, drills that develop clear, comprehensible pronunciation;
- Provide appropriate feedback and correction;
- Take the opportunity to integrate the speaking and the listening skills because they are naturally interrelated and the two skills can reinforce each other;
- Provide the learners with chances to initiate oral communication by nominating topics, asking questions, controlling conversations, and changing the subject;
- Finally, encourage the development of speaking strategies as:
CHAPTER TWO
TECHNIQUES TO DEVELOP TEACHING EFL FOR SPECIFIC PURPOSES

1. Asking for clarifications (what?)
2. Asking someone to repeat (excuse me, …)
3. Using fillers (I mean, well, …)
4. Using conversation maintenance cues (Right, Okay, …)
5. Getting someone’s attention (say, so, …)
6. Using paraphrases for structures
7. Using formulaic expressions (How much does…cost?)
8. Using mime, and non-verbal expressions to convey meaning.

2- 2- 5- 5- Developing the Learners’ Writing Skills

We do emphasize once more that writing, speaking, and listening are interrelated communication skills which are very important in all matter areas in the curriculum of learning and teaching a foreign language. As mentioned by Anderson et al. (1985: 79),

*Opportunities to write have been found to contribute to knowledge of how written and oral language is related, and to growth in phonics, spelling, vocabulary development and reading comprehension.*

Writing, as the main skill we are about to develop in this point, is the final product of diverse separate acts which are tremendously challenging to learn and master simultaneously, amongst which, we mention, note-taking, identifying the central idea, outlining, drafting and editing. In addition, many learners believe that writing is all about complex wording, large vocabulary and outstanding views and ideas. Nevertheless, they must understand that writing is far more than that. Although it is quite important to be eloquent using words and impressive vocabulary; it is not the core of good writing. In fact, it all depends upon what learners are writing about following guidelines and useful strategies. Moreover, there are things we, as teachers and researchers, ought to consider in order to develop the learners’ writing skills besides the didactic issues. In fact if our learners love the craft of writing, enjoy learning, and willing to put in a little time and efforts, no matter what their present skill level, they will improve their writing because nothing, we believe, is as inspiring as the feeling of progress.
Writing is therefore the ability to put down meaningful words and to enchain them so as to convey a meaningful message. It reinforces the grammatical structures, idioms and vocabulary the learners have been learning as it represents a chance to be adventurous with the language as well, taking risks to discover something new to write, or a new way of expressing their ideas. This is the goal every writing learner has got in mind, a “personal finish line” he/she is trying to reach. Writing in the classroom is however, quite different from writing in every day life because the learners are required to work on writing skills as writing for academic study, examination preparation and Business English for instance. As stated by Jim, Scrivener, (2005: 192):

...Beyond these ways (e-mail, web forums, Internet messenger services, and text messaging), many people actually do very little writing in day-to-day life, and a great deal of what they write is quite short: brief notes to friends or colleagues, answers on question forms, diary entries, postcards, etc. The need for longer, formal written work seems to have lessened over the years, and this is reflected in many classrooms where writing activities are perhaps less often found than those for other skills.

In addition to this, we must also know that writing requires and involves a different kind of mental process besides the needed time to think, to reflect, to prepare, to make errors and mistakes, and to be able to find alternatives and more appropriate solutions to the problems encountered while writing. This mental process can be summarized in the following table.
Table 7: The Mental Process in Writing (adapted from Jim Scrivener’s, 2005: 193.)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Writing continuum</th>
<th>Processes in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Copying</td>
<td>Learners practise forming letter shapes, note down substitution tables from the board, copy examples from a text book, and so forth.</td>
</tr>
<tr>
<td>2</td>
<td>Doing Exercises</td>
<td>Learners write single words phrases, sentences in response to very tightly focused tasks with limited options and limited opportunities for creativity or getting things wrong.</td>
</tr>
<tr>
<td>3</td>
<td>Guided Writing</td>
<td>Teachers guide learners to write longer texts in restricted and controlled tasks providing them with models, possibly useful language items, advice, and organizational framework.</td>
</tr>
<tr>
<td>4</td>
<td>Process Writing</td>
<td>Learners write what they want to, with help, encouragement and feedback from teachers and classmates throughout the process of choosing a topic, gathering ideas, organising thoughts, drafting, and so on.</td>
</tr>
<tr>
<td>5</td>
<td>Unguided Writing</td>
<td>Learners write freely without overt guidance, assistance or feedback during the writing process, though a title or task may be set, and work may be marked later.</td>
</tr>
</tbody>
</table>

2-2-5-5-1- Reasons for developing the learners’ writing skills

In addition to the reasons aforementioned, we can also supply our readers with further ones which are very briefly presented as follows:

- Writing gives the learners more “thinking time” than during a conversation;
- Writing is used as a practice tool to help learners work with language they are actually studying;
- Writing, is most of the time provided with writing activities that reinforce the learners’ skills;
- Writing includes considerations to appropriate language use, text construction, style, effectiveness, and layout.
2-2-5-5-2- Conditions for developing the learners’ writing skills

To be deprived of the opportunity to write is as clearly mentioned by Tribble, (1996: 12) “… to be excluded from a wide range of social roles, which the majority of people in industrialized societies associate with power and prestige”. We are certainly not looking for power and prestige, what we actually want to reach is a certain level of development in writing and how to enable our learners develop their writing skills in order to perform purposes for specific discourse communities and studies. For this reason, the learners should be initiated about some important issues to take into account which are as follows:

- **Genre**: the learners must be able to write on the type of discourse they are required to, and to recognize it instantly. For instance writing different kinds of invitations.

- **The writing process**: the learners should be encouraged and fully involved in the process of writing which comprises planning, drafting, reviewing, and editing.

- **Generating writing habits** in the learners to enable them gain confidence and thus to look at written genres and involve themselves in the writing process with enthusiasm as clearly focused on by Jeremy Harmer, (2007: 113).

2-2-5-5-3- Types of classroom writing performance

While the learners are sufficiently trained in acquiring and practicing the different micro-skills for writing, from producing graphemes and orthographic patterns of English to developing and using a battery of writing strategies, they should also be informed about the many types of classroom writing performance. These are as follows:

- **Imitative**: this type is to teach the learners the conventions of orthographic code as dealt with in dictation forms;

- **Intensive**: it is also known as controlled which generally appears in written grammar exercises, and in dicto-comp writing and where the learners are required to rewrite a given paragraph the teacher has read two or three times ;

- **Self-writing**: this type presents the learners as the “self-in mind-audience” as practiced in note taking, journal or diary writing;

- **Display writing** presented in short answer exercises, essay examinations, and sometimes in research reports;
• **Real writing:** whether the learners write for academic, vocational/technical, or personal purposes as subcategories of writing performances, they are required to inject illustrations of real facts as in problem solving tasks, job applications, and exchanging information.

### 2-2-5-5-4- Suggestions and recommendations to Develop the Learners’ Writing Skills

Out of these characteristics and categories of writing performances, we therefore suggest and recommend some specific principles for designing writing techniques in order to develop our learners’ writing skills. We can for instance suggest to:

- Introduce and include practices and guidelines that focus on writing goals and ideas, considering the audience and the writing process;
- Connect reading and writing to be able to set a certain kind of observational techniques because most of the reading subjects may become writing topics;
- Vary the writing type tasks according to the functions set;
- Bear in mind that clear, fluent and effective communication of ideas as illustrated by Ann Raimes’ diagram, 1983: 6, is based on:
  1. syntax (sentence structure)
  2. content (relevance, originality and clarity)
  3. grammar (respect of rules)
  4. mechanics (handwriting, spelling, punctuation, etc)
  5. organization (paragraphs, cohesion and unity)
  6. word choice (vocabulary)
  7. purpose (the reason for writing)
  8. audience (the readers)
  9. the writer’s process (ideas, drafting, revising, etc)
- Offer other techniques which are more interactive as group collaboration, brainstorming and so forth;
- Apply well-designed methods of responding to and correcting writing to enable the learners understand that the teacher is there as an ally, a facilitator, and a guide, and
- Introduce the technique of “writing organizer” implementing a writing portfolio as devised in the following:
Diagram 6: writing organizer step one

The main topic

- Choosing a genre, 
- Get ideas; 
- Discuss ideas with others; 
- Select between ideas

Diagram 7: writing organizer step two

The main topic: Job application

- Sub-topic one: Source of information
- Sub-topic two: Introducing oneself; Displaying qualifications;
- Sub-topic three: The nature of job required; conclusion
ANGLE TWO

2-3- Techniques to Develop Teachers and the Teaching Process

Leading and learning are based on a positive and optimistic view of human endeavour and single minded compliance comes with a high price. Therefore, we strongly think and believe that creative teachers hold the key to true pedagogical innovation and refreshment because developing the teaching process and in-service teachers comes through the rigorous process of documenting the qualities of good teaching as sound planning and preparation, classroom management, attention to quality instruction and continuous professional growth.

We clearly mentioned in the beginning of this chapter that the different constituent variables of its main title have to be dealt with fewer than two different angles. The points under investigation constitute the second angle. We will therefore develop its main issues to construct the idea of developing teachers and the teaching process to meet both, the teachers’ and the learners’ needs. As stated by Steve Schackne, (2002: 3):

...While this is regrettable and perhaps only a temporary state of affairs, language teachers and program developers have to recognize that today’s second/foreign language learners demand skills which are quickly and readily applicable to both a global marketplace and a global lifestyle communicative language customized to meet a variety of professional and personal situations.

2-3-1- Why Developing Teachers and the Teaching Process?

All teachers constantly experience performance teaching for the first time after joining their profession because they have specific development needs taking, thus, on new responsibilities, expanding their subject knowledge and pedagogy, and developing their behaviour teaching skills. This teaching performance grows with the growing number of the experience years the teachers gain throughout their career. Additionally, developing teachers and the teaching process reflects a pure professional development through which teachers as practitioners must:
• Guarantee a learning environment which nurtures the learners’ talents and creativity; understand, respect and incorporate the diversity of their experiences into the learning process;
• Strive to ensure effectiveness in teaching by establishing professional standards that enable them to develop and use professional knowledge and skills, to support the intellectual and social development, to respond with a certain kind of flexibility and professional judgement to learners’ various needs, and to actively engage the learners in their own learning so as to generate knowledge in effective and constructive manners;
• Understand that besides the fact of being teachers, they also are knowledge and performance indicators through:
  1. understanding major concepts, assumptions, debates and principles, and theories that are central to the discipline being taught,
  2. Evaluating teaching resources and materials for their accuracy, usefulness and comprehensiveness,
  3. Facilitating learning experiences that relate to other content areas,
  4. Designing learning experiences to promote and develop the learners’ skills,
  5. Understanding that reflection is an integral part of professional growth and improvement of instruction,
  6. Using classroom observation, information about the learners, pedagogical knowledge and research as sources for active reflection, evaluation, and revision of practice teaching,
  7. Collaborating with other colleagues for problem solving, generating new ideas, sharing experiences and seeking and giving feedback, and
  8. Participating in professional dialogues and continuous learning to support personal development as learners and teachers at the same time.
• Improve the quality of teaching and their confidence as practitioners;
• Increase focus and understanding of their career development;
• Increase the contributions they make to the work of their schools and colleagues;
• Broaden their pedagogical skills and increase reflection on their classroom practice.
2- 3- 2- Strategies and Perspectives for Professional Development

We believe that teachers in general become abstracted with generalized opinions, attitudes, aspirations and skills attributed. This is why it becomes really necessary and vital to develop and empower this profession and its practitioners. As the professional development consists of reflective activity designed to improve teachers’ attributes, knowledge, understanding and skills as well as to support the needs of professional practice, and that effective teaching depends on effective planning and design, there are many possible sources to achieve these objectives and their forms may encompass elements from these sources as shown below:

- Within schools: through induction, coaching, lesson observation and feedback, collaborative planning and teaching,
- School networks: through cross-school and virtual networks,
- Other external expertise: through external courses or further study or advice presented by local authorities; let us say the Ministry of Education, or simply private providers.

In saying this, we actually aim at reaching some skills that are:

- Effective classroom teaching to varied audiences in terms of subject matter,
- Effective classroom and confidence in one’s ability to teach,
- Ability to develop course curriculum and individual lessons,
- Effective use of common instructional aids, including audiovisual techniques,
- Ability to help learners understand the general principles and concepts underlying a particular syllabus and lessons,
- Ability to explain both basic and difficult concepts clearly,
- Ability to put specific lessons into larger contexts,
- Ability to ask good questions,
- Ability to provide feedback to learners,
- Awareness of the strengths and limitations of various means for evaluating teaching performance,
- Ability to adjust lesson plans based on information gathered from learners’ questions,
• Ability to foster an effective learning environment including showing respect for the learners, encouraging their intellectual growth and providing a role model for scholarship and intellectual vigour.

For this, we have to understand that this development which consists of three major dimensions as stated by Smith, (2003),

1. Self-directed professional development,
2. Capacity for self-directed professional development,
3. Freedom from control over professional development.

Is based on and constructed around strategies and perspectives which are as follows:

• Knowing how language is learned to teach the language effectively;
• Being aware that what is known about learning in general may be different for learning EFL;
• Holding specific beliefs about learning EFL influence teaching of EFL;
• Considering continuous and sustainable qualitative enhancements of teaching in order to improve the profile and the attractiveness of the profession;
• Considering the general extension of didactically media-competence by developing successful models and offering supports;
• Considering teachers’ attitudes about teaching and learning, and
• Promoting new techniques, as it is the case of our study by implementing electronic teaching portfolios as an asset in cooperation with other colleagues.

2- 3- 3- Electronic Teaching Portfolios to Develop Teachers and the Teaching Process

A strong and effective teaching is integral to individual’s success, social cohesion, and progress. In order to achieve this aim, we, as researchers need to look at these two elements with a more critical and constructive eye because we really believe that teachers need to develop the ability to think critically, create, solve complex problems related to the profession, and master subject matter. They have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of their learners.
In order to reach these objectives, we need to adopt and develop some techniques that respond more appropriately to the targeted profile. Amongst these techniques, we suggest the implementation of “Electronic Teaching Portfolios” as the newest and most compatible technique that corresponds to the technological advances either in schools or on the working fields, and to the needs of using multi-media tools in the teaching and learning process. Furthermore, Electronic Teaching Portfolios, as mentioned by C. Knapper and W. Alan Wright, (2000: 27), can put more control of the evaluation process into the hands of the individual teacher who is required to take responsibility for documenting teaching accomplishments and finding methods to assess effectiveness of teaching practices.

Moreover, because these tools are also devised to serve formative purposes directed into professional development, they are used to describe and document multiple aspects of the individual teaching abilities. Kilbane and Milman, (2003: 7), state that these tools measure authentic assessment related to professional standards and involve technology-rich process that benefits teachers personally and professionally.

2-3-3-1- Why Use Electronic Teaching Portfolios?

According to Helen C. Barrett, (2000: 2), electronic portfolios development brings together two distinct processes: multimedia project development and portfolio development. The former includes as underlied by Ivers and Baron, 1998 (cited in H. C. Barrett, 2000: 2) assessing the needs of the audience, the presentation goals and the appropriate tools for the final portfolio presentation, designing and organizing the presentation through determining audience-appropriate content, software storage medium and presentation sequence, gathering and organizing materials to include in the presentation, implementing and finally evaluating the presentation effectiveness according to its purpose and the assessment context. Moreover, these technological tools not only present real opportunities for teachers as professionals to exhibit their efforts, progress and achievements but they serve many purposes as well, some of which include the following functions as:

- Reflect on target goals of teachers;
- Assess teaching strengths and areas that need improvement and reinforcement;
- Document progress as teachers;
- Generate ideas for future teaching/course development;
Identify personal teaching style;
Use elements of the portfolio to promote dialogue with colleagues;
Consider new ways of gathering learner feedback;
Gather detailed data to maintain and support the determined goals;
Collect multiple sources of evidence that document the implementation of the teaching goals and their success;
Acknowledge the link between quality teaching and improved students learning outcomes;
Ensure consistency and enable recognition of quality teaching as well as reflect authentic and extensive knowledge about teaching and learning;
Encourage teachers to aspire to higher level of performance, promote, support, recognize and reward quality teaching in the full range of social, cultural contexts in which teaching occurs;
Reflect the theoretical knowledge of a specific content and pedagogy and the practical application of this knowledge to improve students’ learning; and
Encourage strong links between standards for teaching, their evaluation and professional learning, and reflect teachers’ professional experience and growth on a continuum professional leadership.

2-3-3-2- Advantages and Disadvantages of Using Electronic Teaching Portfolios

We know that electronic teaching portfolios in general use multimedia technology that permit to teachers to gather, display, and organize portfolio artefact in many media genres which are most of the time audio, video, and graphics with hypermedia links thanks to which teachers can publish their electronic portfolios on Compact Discs Recordable, video tape or the internet as stated by Helen, C. Barrett, (1998: 1). In addition to these points, there are also other benefits these technological tools put at the disposition of teachers such as:

- Making teachers work in many media accessible and widely spread;
- Making performances replayable and reviewable;
- Hypertext links permit distinct and clear connections between standards and portfolio artifacts;
• Developing skills in using multimedia technologies in addition to facilities in storage, presentation, and duplication.

But, as any new findings, while we expect explicit standards for teachers, this requisite explicitness has also negative impacts on teachers’ professional development. As Heilbronn et al., 2002; Zuzowsky and Libman, 2000 (cited in K. Smith and H. Tillema, 2007: 105), state:

*On the one hand it specifies what will be appraised and to what degree one has accomplished certain agreed standards of performance; on the other hand, it narrows the range of permissible exemplifications of teaching activity.*

Furthermore, through the literature related to this point, we could find strong criticism whose main concerns are:

• There is no consensus about the core of teaching knowledge which makes it quite difficult to introduce the idea of electronic teaching portfolios for professional development;
• There are really narrow interpretations of professional development, and teachers are most of the time discouraged from documenting their own initiatives and creativity in these tools;
• Teachers’ technical knowledge is very poor if not non-cognitive;
• Knowledge of teaching based on experience, personal beliefs and values cannot be documented in uniform electronic teaching portfolios entries;
• There may be a danger that creative teachers refrain from presenting alternatives which differ form the other teachers’ ones because teachers are different in personalities, strengths and weaknesses, and this may also constrain teachers’ professional development if the portfolio framework whose entries are compiled over positive assessment does not allow these differences; and
• Electronic teaching portfolio implementation process may seem very complex because of the different stages and levels to develop it in addition to the technology skill levels and technology availability. These criteria may hinder or discourage
teachers to engage into any of this project. The following tables explain more clearly this drawback:

**Table 8: Stages of Electronic Teaching Portfolios development**  
(Adapted from H. C. Barrett, 2000: 3)

<table>
<thead>
<tr>
<th>Portfolio development</th>
<th>Stages of electronic portfolio development</th>
<th>Multimedia development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and audience</td>
<td>1. defining the portfolio contexts &amp; goals</td>
<td>Decide, Assess</td>
</tr>
<tr>
<td>Collect and interject</td>
<td>2. The working portfolio</td>
<td>Design, Plan</td>
</tr>
<tr>
<td>Select, Reflect, and</td>
<td>3. The Reflective Portfolio</td>
<td>Develop</td>
</tr>
<tr>
<td>Direct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspect, Perfect, and</td>
<td>4. The Connected Portfolio</td>
<td>Implement, Evaluate</td>
</tr>
<tr>
<td>Connect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect and Celebrate</td>
<td>5. The Presentation Portfolio</td>
<td>Present, Publish</td>
</tr>
</tbody>
</table>

**Table 9: Technology Skill Levels (Adapted from H. C. Barrett, 2000: 5)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Limited experience with desktop computers but able to use mouse and menus and run simple programs</td>
</tr>
<tr>
<td>2</td>
<td>Level 1: proficient with a word processor, basic e-mail, and internet browsing; can enter data into a predesigned database.</td>
</tr>
<tr>
<td>3</td>
<td>Level 2: able to build a simple hypertext document with links using a hypermedia program such as HyperStudio, or Adobe Acrobat Exchange or an HTML WYSIWYG editor</td>
</tr>
<tr>
<td>4</td>
<td>Level 3: able to record sounds, scan images, output computer screens to a VCR, and design an original database.</td>
</tr>
<tr>
<td>5</td>
<td>Level 4: multimedia programming or HTML authoring; can also create Quick Time movies live or from tape; able to program a relational database.</td>
</tr>
</tbody>
</table>
Table 10: Technology Availability (Adapted from H. C. Barrett, 2000: 5)

<table>
<thead>
<tr>
<th></th>
<th>Technology Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No computers</td>
</tr>
<tr>
<td>2</td>
<td>Single computer with 16 MB RAM, 500 MB HD, no AV input/output</td>
</tr>
<tr>
<td>3</td>
<td>One or two computers with 32 MB RAM, 1+ GB HD, simple AV input such as Quick Cam</td>
</tr>
<tr>
<td>4</td>
<td>Three or four computers, one of which has 64+ MB RAM, 2+ GB HD, AV input and output, scanner, VCR, video camera, high-density floppy (such as a Zip drive).</td>
</tr>
<tr>
<td>5</td>
<td>Level 4 and CD-ROM recorder, at least two computers with 128+ MB RAM, digital video editing hardware and software. Extra GB+ storage (such as Jaz drive).</td>
</tr>
</tbody>
</table>

2-3-3-3- How to Create an Electronic Teaching Portfolio

In addition to the characteristics that electronic teaching portfolios should be structured in the sense of organization, completeness and creativity, they also should represent the scope of the teachers’ work and should be given careful attention in relation to conciseness and selectivity. The teachers should also be willing to implement them because of the diverse functions they offer. For this, some strategies which are considered rather as a process to create these electronic tools must carefully be followed.

2-3-3-3-1- Process to build up Electronic Teaching Portfolios

According to Helen, C. Barrett, (1998:2), the process of constructing these tools should be based on:

- Deciding on goals of portfolio that rely on teacher outcome aims based on standards with evaluation concepts;
- Decide on and describe the assessment context;
- Decide on and describe the audience for the portfolio;
- Decide on content of portfolio items;
- Decide which software tools are most adequate for the portfolio context;
- Decide which storage and presentation medium is most adequate for the situation;
- Gather multimedia materials to insert into the portfolio which represent teachers’ achievements;
- Record teachers’ self-reflection and feedback on their work and achievement of their purposes;
CHAPTER TWO  TECHNIQUES TO DEVELOP TEACHING EFL FOR SPECIFIC PURPOSES

- Organize with hypermedia links between aims, work samples, rubrics and assessment;
- Present portfolio to target audience and evaluate its effectiveness in respect to the goal and assessment context, and
- Convert files from any application to PDF using PDF Writer or Acrobat Distiller.

2- 3- 3- 2- Storing the Working Portfolio

The most common technologies to store digital portfolio artifacts are:
- Computer diskette,
- CD-Recordable,
- Video Tape,
- High density floppy,
- www or Intranet,
- DVD-RAM, or
- Jaz Disk

2- 3- 3- 3- Publishing the Presentation

Bearing in mind that the choice of software can either limit or encourage the development process and the quality of the product, many material sources can be used to publish the formal portfolio, as using for instance the same technologies for storing the working portfolio; in fact every choice and selection depend on the audience for the portfolio.

2- 3- 3- 4- Construction Tools

These tools are based on the so called generic types of software. We are giving here only the most known ones to our targeted population because of the complexity of the process. Therefore we will list for instance:
- Network-compatible hypermedia represented by:
  1. HTML / WWW Pages,
  2. Adobe Acrobat (PDF)
- Office “Suite” Multimedia slide shows as Microsoft PowerPoint, and AppleWorks.
2-4- Conclusion

The general aim of this chapter has been to demonstrate that within each issue and concept developed so far, effective and adequate teaching of EFL that serves specific purposes of the learners under study can help develop lifelong learners who, for the immediate situations can ensure a successful scholarship as far as their structured learning at schools is concerned as well as for their future career which requires principles based on solid foreign language learning and teaching, mastery of language items related to the world of economy and management.

Based on a host number of points which have constituted the core of this chapter, moving thus gradually from developing the concept of teaching EFL for Specific Purposes whose components varied between developing the idea of syllabus/course design and developing teaching and learning the language skills strategies, to the idea of suggesting techniques to develop teachers and the teaching process. And because we believe that this framework represents a wealth of suggestions for helping firstly, the learners of the secondary schools second level (2 AS E.M.); we have taken as a population sample, to develop their skills and fluency in English. Above all and then, through the suggested techniques organized around the strands teaching-focused-input, learning-focused-output, language-focused-learning and fluency development, teachers will therefore be able to design and present a balanced program for these learners. Most importantly, teaching the “appropriate language” and its main skills for the target stream and level must be constructed on useful teaching techniques and guidelines for monitoring and improving the learning process.

We have also demonstrated through the proposed techniques of teaching EFL for Specific Purposes that English instruction or teaching in secondary schools in general is important because of Algeria’s “Open Door Policy” and the rapid internationalization of the world. Therefore, the need for more and effective English language teachers who are required to take the stream under study in charge is greater than it used to be. So, to develop this portion of professionals we have sought that Electronic Teaching Portfolios might be the appropriate pedagogical tool as teaching is a continuous process of teacher learning, featured by reflective, exploratory practice with the classroom as the platform,
and opportunities to upgrade knowledge and expertise. In addition to this, Y. S. Freeman and D. E. Freeman, (1998: 1), put clearly that:

*The whole language philosophy can be applied to create educational reform at the school level, but this process definitely requires a sustained, long-term effort by all parties involved.*

We have also found out that every step undertaken to improve, reinforce and develop the teaching and learning process meets three major components embedded in learning objectives to articulate the knowledge and skills the teachers their students to learn, assessing the degree to which these students are meeting the learning objectives, and finally instructing strategies to encourage their students’ learning toward satisfying the objectives. This long and complex process can be made easier through the technical and technological tools suggested because as Helen, C. Barrett, (1999: 1), states:

*The process of developing and implementing electronic teaching portfolios can document evidence of teacher competencies and guide long-term professional development.*

Therefore, teachers should be acquainted with the true professional profile that involves classroom behaviour, pedagogical content competence, view of language teaching and learning, outlook on the profession and professional ethics.

*Like a hiker who is trying to make sense of a new landscape, learners know that the secrets of a new word are hidden in the details of its surroundings, its purpose, and its form.*


In fact, teachers need to grasp a solid rationale about teachers’ development to fully achieve the objectives of self-reflection and self-development.
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

- Introduction.................................................................................................................................

3- 2- Research Method and Research Design..................................................................................

3- 3- Data Collection Techniques and Data Collection Tools......................................................

3- 3-1- Advantages and Possible Constraints of administering Written Questionnaires.......

3- 3- 2- Internet Survey..................................................................................................................

3-4- Teachers Questionnaire...........................................................................................................

3-4- 1- Aim of the Questionnaire..................................................................................................

3- 4- 2- Description of the teachers E-Mail Questionnaire..............................................................

3- 4- 3- Analysis of the Questionnaire and Interpretations............................................................

3-5- Inspectors Interview..................................................................................................................

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3-5- 2- Aspects of research interviews............................................................................................

3- 5- 3- Stages of Interview Investigation.........................................................................................

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3-5- 6- Data Analysis and Interpretations....................................................................................... 

Conclusion...........................................................................................................................................
3- 1- Introduction

“Facts speak louder than words.” We have been right here, throughout the theoretical part, dealing with different concepts related to language teaching and learning, and to the possible techniques to develop professional teachers and the teaching process in order to meet the target population of teachers and learners needs.

In order to render the theories, we have been relating and defending, more adaptable and more valid to the situations described so as to respond to the needs expressed, there must be an evaluation design. For this purpose, there should be an analysis of the population sample needs to develop and to specify the language teaching and learning process as well as the needs for professional development objectives. As stated by Y. K. Singh, (2006: 13),

To avoid starting on a path that ultimately gets nowhere, there are some things to take into consideration right at the outset as the researcher contemplates which approach to choose.

According to (ibid), (2006: 5), the functions of a research are to:

- Aid to make a decision concerning the refinement or extension of knowledge in the particular area we are to develop,
- Improve the students learning and classroom problem with which teacher is encountering and thus finding out more effective techniques for teaching to be developed,
- Provide an image of helpful mechanisms for the improvement of the process teaching/learning.

And those approaches to conduct a valid and reliable research are, according to Lin, S. Norton, (2009: 14), selected because they are appropriate for specific types of investigation and specific kinds of problems, and that the strategic decisions aim at gaining the most acceptable outcome from the research.

Therefore, based on issue factors represented in relevance, feasibility, coverage, accuracy, objectivity and ethics, the research at hands is empirically a quest for details of tangible facts that can be measured and recorded. Furthermore, according to the testing
literature, there is a strong emphasis on the importance of teaching/learning needs and purposes. Being the backbone of any empirical research work, needs analysis is the identification of difficulties and standard situations through observing participants functioning in a target situation in conjunction with interviews and questionnaires. Therefore, for a needs analysis, there should be, according to David Nunan, (1988a: 14),

*Information will need to be collected- not only on why the learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus.*

In this context, Long, (1996), states three important factors in performing needs analysis:
- **Triangulation**: cross checking of data provided by at least three sources constituted by previous needs analyses, students themselves, expert linguists, and domain experts,
- **Multiple methods**: a single method of gathering information may not provide a complete picture; unstructured interviews may add essential insights,
- **Sources**: the major sources for needs analysis are the students themselves, the expert linguists, and domain experts.

Richterich and Chancerell, 1987 (cited in Helen Basturkmen, 1998: 1) argued that the aim of needs analysis is not only to identify elements but to establish relative importance, to find out what is indispensable, necessary, or merely desirable. West, 1994 (cited in Helen Basturkmen, 1998: 1) added that needs analysis is essentially a pragmatic activity focused on specific situations, although grounded in general theories. Moreover, the research to date has considered the concept of needs analysis through various perspectives and proposed various interpretations. Berwick, (1989: 52), offered a simplified conventional definition to needs analysis as the: “**Discrepancy between a current state of affairs and a desired future state**”.

Therefore, the relationship between the learner and the content of learning should be considered as a prerequisite in specifying and analysing the needs of a learner. In addition to this, a careful needs analysis should involve Present Situation Analysis (PSA)
and a Target Situation Analysis (TSA). This implies that the implementation of a research needs analysis has a significant role in the identification and examination of needs for any educational institution and researcher as well. Also, it can help the researcher to gain awareness of the context variables as stated by Chaudron, (1988: 145), and program designers as it is the case of the present research work, to provide appropriate instructional input to foster effective teaching and learning processes. So, all in all, needs analysis is:

...A method of obtaining a detailed description of a learner’s needs or a group of learners’ needs. It will take into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level which is to be achieved.

Ellis, 1994, (cited in William Liang, 2003: 2)

Based on this definition, there must, according to us and to other authors as David Nunan and Clarice Lamb, (1996), be tools to vehicle the procedure of collecting data either formally or informally. In this respect, various kinds of information including biographical information, preferences in teaching and learning styles and attitudes as well as techniques can be collected. Brindley, (1989: 67-69), suggested three basic and distinct approaches to needs analysis: proficiency orientation, the psychological/humanistic orientation and the specific purpose orientation. The table below illustrates more comprehensively these approaches.

<table>
<thead>
<tr>
<th>Language proficiency orientation</th>
<th>Psychological/humanistic orientation</th>
<th>Specific purpose orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational rationale</strong></td>
<td>-learners learn more effectively if involved in the learning process</td>
<td></td>
</tr>
<tr>
<td>-learners learn more effectively if grouped according to proficiency</td>
<td>-learners learn more effectively if content is relevant to their specific areas of needs/interests</td>
<td></td>
</tr>
<tr>
<td><strong>Type of information</strong></td>
<td>-attitudes, motivation, learning strategy preferences</td>
<td>-information on native speaker use of language in learner’s target communication situation</td>
</tr>
<tr>
<td>-language proficiency/language difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Method of collection</strong></td>
<td>-standardized forms, observation, interviews and surveys</td>
<td>-language analysis, surveys of learner’s patterns of language use</td>
</tr>
<tr>
<td>Standardized forms/tests, observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>-so learners’ individual characteristics as learners can be given due consideration, -so learners can be helped to become self-directing by being involved in decision making about their learning.</td>
<td>-so that learners will be presented with language data relevant to their communication goals, -so motivation will be enhanced by creativeness of language content</td>
</tr>
<tr>
<td>-so learners can be placed in groups of homogeneous language proficiency, -so teachers can plan language content relevant to learner’s proficiency level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3- 2- Research Method and Research Design

We often collect data to be able to answer research questions. We do this through data collecting techniques giving importance to how we get respondents, how we ask questions, how we determine our role as researchers in the heart of our work, and how we analyze the data gathered. Furthermore, we have to plan for how to answer the research questions through determining which methods are more suitably used for responding to the questions, mapping out how these methods will be applied, and determining the limitations of these methods which, according to us, will respond to this particular research project.

We do this because we need to systematically and scientifically answer the research questions, and to set a certain kind of variance control through maximizing experimental variance of key concepts we are to obtain and minimizing extraneous variance as the confusing variables the present research may contain.
For this, data collection methods we have applied in this research vary between quantitative and qualitative methods, because we strongly believe that the research at hands needs to be investigated and completed through mixing up both methods, and that the research questions, the researcher herself, the theory, the resources study, the participants, and the goal of the research, all of these dictate the decision of using both methods. We can also summarize the decision of opting for such methods through the table that follows.

**Table 12: Quantitative Vs Qualitative Paradigms: Data Collection Methods**

<table>
<thead>
<tr>
<th>Quantitative: distinct methods, inductive, apriority hypotheses, researcher separate from participants</th>
<th>Qualitative: fluid lines between methods, deductive, no apriority hypotheses, symbolic, interactionism, researcher interacts with participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiments: true, quasi</td>
<td>Observation: participants</td>
</tr>
<tr>
<td>Surveys: face to face, e-mail, phone</td>
<td>Advanced qualitative methods</td>
</tr>
<tr>
<td>Longitudinal: cohort: follow a population over time</td>
<td>Case study, extended case study</td>
</tr>
</tbody>
</table>

Therefore, the combination of these two methods comes as an answer to what, how and why questions the process research is actually based on, and most importantly because we want to learn about the teachers’ understandings and experiences.

**3- 3- Data Collection Techniques and Data Collection Tools.**

We know that research values shape and enhance the study, and that theory shapes concepts and determines what may be important for the research, we should also know that the techniques and the tools used to collect data contribute largely in driving and understanding information of the target population. Therefore, the techniques and tools for this purpose can be:
### Table 13: Data Collection Techniques & Data Collection Tools

<table>
<thead>
<tr>
<th>Data Collection Techniques</th>
<th>Data Collection Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using available information</td>
<td>- Checklists; data compilation forms</td>
</tr>
<tr>
<td>- Observing</td>
<td>- Eyes, other senses, paper/pen; scales, and on</td>
</tr>
<tr>
<td>- Interviewing</td>
<td>- Interview guide, checklist, questionnaire,</td>
</tr>
<tr>
<td>- Administering written questionnaire</td>
<td>- Questionnaire.</td>
</tr>
</tbody>
</table>

Also, a survey approach is a research strategy which permits to use a whole range of methods within the strategy as questionnaires, interviews documents and observations. This approach offers a combination of commitment to a breadth of study in which there is empirical research pertaining to a given point of time which aims to incorporate as wide and inclusive data as possible. Therefore, our choice concerning the techniques and the tools to gather data have rested, on the one hand, upon devising a written questionnaire sent to the target population composed of teachers and which we call: “Internet Survey”, and on the other hand an interview directed to inspectors.

In addition to this, we can justify this choice by the fact that questionnaires in general are:

- Tools for eliciting information which can be tabulated and discussed;
- Source of information in many evaluations;
- Means to know the kind of evidence the researcher needs to accomplish purpose of the study and to clearly know how the information will be used;
- Means to help the researcher obtain different kinds of information as about knowledge (what people know, how well they understand something), beliefs, attitudes and opinions, and to elicit respondents’ perception of past, present or future realities, their feelings concerning a subject, behaviour, attributes which determine the respondents’ personal or demographic characteristics;
- As stated by Dörnyei, Zoltan, (2003: 1),

*One of the most common methods of data collection in second/foreign language research is to use questionnaires of various kinds. The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily process able.*
As stated by M. T. Siniscalco & N. Auriat, (2005: 9-10),

*A formal standardized questionnaire is a survey instrument used to collect data from individuals...Often used in the field of educational planning to collect information about various aspects of school systems. The questionnaire is simply one instrument that can be employed in the study of a research problem.*

Consequently, the questionnaires devised for the respondent population comprise open-and-close-ended questions because as pointed out by Sawer, 1984 (cited in Ellen Taylor-Powell, 1998:5), open-ended questions allow respondents to provide their own answers giving them opportunities to express their own thoughts. Thus, assigning this type of questions tends to produce varieties of answers and at the same time, they are more difficult to analyze. Whereas close-ended questions list answers and respondents choose either one or multiple responses depending on their own position.

This type of questions produces more uniform answers than it is the case in the former one. The answers to close-ended questions must be, according to us, exhaustive and mutually exclusive in providing for the choice of only one answer as well. This has been done on purpose because we believe that diversifying the types of questions may produce in our respondents a certain kind of inquisitiveness, and that balancing the questionnaire between open-ended and close-ended questions may stimulate free thoughts, solicit creative suggestions, recall information learned, and probe for more details. Also, through close-ended questions, we require answers that fall along an implied continuum as in rating scales; multiple choice answers; or further suggestions. So, as the readers can notice, there are different kinds of questions asked in the devised questionnaire in addition to the above mentioned ones. The readers will also be able to notice that selection trait (for instance: of little importance/ highly important), paired comparisons (X or Y), items in a series (for instance questions with: How often...?), and ranking questions (for instance the respondents are asked to rank things in order of importance) are also dealt with.
3- 3-1- Advantages and Possible Constraints of administering Written Questionnaires

**Advantages:**

- Are less expensive, permits anonymity and may result in more honest responses;
- Do not require research assistants;
- Eliminate bias due to phrasing questions differently with different respondents.

**Possible constraints:**

- Cannot be used with illiterate respondents;
- There is often a low rate of response;
- Questions may be misunderstood.

3- 3- 2- Internet Survey

As aforementioned, we have sought more preferable to administer electronic questionnaires to our respondents, because this is part of the suggested techniques the research at hands is actually targeting, and mainly, most of our respondents live some thirty (30) to fifty (50) kilometres far from the researcher’s home. In addition to these reasons, this decision can be justified as follows:

- The Internet survey provides a fast and cheap alternative to postal surveys, Telephone surveys and face-to-face clipboard questionnaires when it comes to collecting survey data as pointed out by Couper, (2000); Dillman, (2007).
- Using the Internet, the survey can be conducted in one of three main ways:
  1. *An email questionnaire.* The questions are sent as part of the email itself.
  2. *A questionnaire sent with an email as an attachment.*
  3. *A web-based questionnaire.* The questionnaire can be designed as a web page and located on a host site, waiting for people who visit the site to complete it.
- As with other forms of survey, the response rate from Internet surveys is influenced by the visual appeal of the questionnaire and the ease with which it can be answered and returned. Likewise, the response rate is boosted where potential respondents are contacted in advance, especially where the contact involves a personalized form of message in which people are greeted by name. And a planned follow-up of non-responses, as clearly mentioned by Dillman, (2007), enhances the response rate just as it does with a postal survey. Internet surveys do not appear to
have any significant distorting impact on the nature of the information that is provided by respondents.

- Although there is not a great deal of research evidence on this point, where researchers have compared findings from web-based and paper-based questionnaires the evidence would suggest according to Denscombe, (2006); McCabe, (2004), that there is, in fact, little or no difference between the modes of delivery.

We can however, say that sampling frames are less readily available in relation to Internet research than for hand to hand surveys. Internet surveys, though, can use ready-made email lists, where these exist, in order to contact a sample of appropriate people, relevant to the study under focus.

3- 4- Teachers Questionnaire
3- 4- 1- Aim of the Questionnaire

The teachers e-mail questionnaire has been devised in order to collect data about the teaching/learning process of EFL, the teaching/learning process of ESP which will contribute to the combination of a new English teaching/learning process that will serve the second year secondary school level enrolled at “Economy and Management stream” in Béjaia. It has also been devised to find out suitable techniques and instructions to develop and reinforce the teaching process and the teacher as professionals in the target schools. In addition to this, as the reader can notice, the questionnaire has been emailed directly to the research twenty three (23) core respondents as an attached document (see appendix 16); chosen as a method of distribution because of the respondents’ disperse geographic locations, and because they most often communicate through e-mail, and of course in order to facilitate the contact with the researcher; and that affording the necessary time for the respondents to answer it and for the researcher to check answering progress is not an easy task if done traditionally. Moreover, the core objectives of the assigned questionnaire are as follows:

- Dissipate any ambiguity and confusion as far as the language teaching and learning of the target population is concerned;
• Raise in the respondents evaluation potential of their practice;
• Affirm or reject the language teaching and learning concepts so far discussed and defended in the review of the appropriate literature (chapter one);
• Based on the philosophy of comparing between the initial and in-practice language teaching, language syllabus and the learners’ outcomes in the target stream, as well as on the principles of analysis, reflection, progress, and assessment, the questionnaire aims at raising the teachers’ awareness about their teaching process and the question related to professional development issues.

3- 4- 2- Description of the teachers E-Mail Questionnaire

The e-mail questionnaire has been sent to twenty three (23) participants out of a total number of two hundred and eleven (211) teachers of English in the secondary schools of the main city, amongst whom one hundred and seventy five (175) confirmed teachers, twenty five (25) short-term/temporary contract teachers, and eleven (11) trainee teachers. These numbers have been officially communicated by the Direction of Education of Béjaia, on October, 22\textsuperscript{nd}, 2009. The sample of population under study represents the number of teachers who are in charge of the target stream and level.

The teachers e-mail questionnaire comprises six (6) different sections and forty two (42) questions; all of which seek accurate and concise answers. In order to cover the various research work variables, the sections have been implemented to gather data about the multiple aspects that directly concern the teacher as a professional and the teaching process as a profession (section one). Furthermore, so as to analyze the needs on solid groundings, the other sections seek to highlight aspects that determine teaching and learning EFL (section two), teaching EFL for Specific Purposes (section three), learners needs analysis for course/syllabus design (section four), developing the teaching process and the professional teacher (section five), and finally, section six has been designed to further the respondents’ suggestions.
Section One: General Questions (Q1-Q6)

This section uses a combination of question forms (open-ended, closed-ended questions, and multiple choice answers) that addresses issues around the respondents’ positions and attitudes towards teaching and developing the teaching professionals. Therefore, and according to the questions, this section seeks to gather general information about:

- The period the individual teachers have got in teaching;
- The period these teachers have got in teaching the target learners and stream;
- The attitudes, and the reactions of the respondents according to the profession;
- The respondents’ feelings towards teaching the stream and the level under investigation;
- The reasons showing the teach ability of the learner population as well as the position of the teacher according to the alternatives brought;
- The participants’ opinion about the quality and the characteristics of a good teacher;
- Whether there are specific behaviours that might distinguish the participants’ teaching attitudes from the ones of other professionals;
- Whether the respondents clearly know the meaning of being an advanced skills teacher and whether they consider themselves as the sort;

The Main Objectives of the section:

The aim of this section is:

- Information about teachers’ expertise and experience that can contribute widely in enriching and widening the principles of the teaching process;
- Data collection about teachers’ personal initiatives as far as their behaviour and attitudes towards teaching are concerned and which can help the researcher agree with the techniques suggested in order to develop and improve the teaching process and the teacher as a professional;
- Drawing up pillars that will frame the stream taken as a case study, and the population of teachers under study in order to build up solid foundations for a sound specific language teaching and learning as well as developing the teachers as advanced skills professionals.
Section Two: Teaching and Learning EFL

This section is constructed around a variety of question forms (Q7-Q 12) and that, most of these questions provide the respondents with possible alternatives (multiple choice answers) in order to render the task easier and more understandable because as the reader can notice, this section questions are more specified than they were in the first section. It, therefore, seeks to investigate fully the field and collect data about:

- The respondents’ point(s) of view about EFL teaching and learning process in recent years, and the possible justifications for the choice they will make;
- Interdependency between teaching and learning EFL process; justifying the choice of the respondents;
- The participants’ awareness about/of the difference between the different English specificities in order to localize the field of work targeted by the research topic and population, and thus to limit the different variables these specificities comprise in English Language Teaching (ELT) process;
- The basic foundations for teaching English with its scope and possible limitations as well as the respondents’ comments on this variable;
- The importance given to the social context to present the teaching/learning process, and mainly any other context if the social one is not fully considered;
- Rating the teaching process issues, grounding it to fully understand this process and give it due consideration
- Pre-task, task cycle, teaching style and strategy, and mainly whether the respondents’ teaching strategies affect positively or negatively the class material use, in addition to further justifications;
- Strategies to correcting learners’ errors and mistakes while learning;
- The importance given to teaching the macro-language skills, designed activities related to this aspect, the nature of the designed activities and most importantly whether they are designed toward involving and integrating the learners as full individuals in the classroom activities;
- The aspect of creativity in and out of the classroom.
The Main Objectives of Section Two:
Gathering data as far as this section is concerned may serve the following objectives:

- Reinforcing the practitioners’ knowledge of the new educational legislatives;
- Identifying the teachers’ awareness of EFL in the current teaching system, English learning needs, pedagogical and language teaching tools, and teacher professionalism;
- Identifying the respondents’ potential for creativity and communicative concepts.

Section Three: Teaching EFL for Specific Purposes. (Q13- Q17)

Narrowing the scope of this section in the sense that it focalizes more on the target learners’ population, we aim at identifying the respondents’ awareness of EFL for specific purposes in the current teaching environment. In addition, and in order to get more reliable data about the kind of English taught and learned in the specified secondary schools and mostly whether we can engage an English for specific purposes which will be taught and learned with almost all the data bases of EFL. For these objectives, the multiple kinds of questions set seek to collect information about:

- The English taught to the aforementioned population (2nd Year E.M. secondary schools learners), and if ever teaching EFL or ESP stands with any differences in order to meet these learners’ needs;
- The possibility to include ESP within the current English focusing mainly on the way and strategy to include it;
- The learners’ awareness about the studied language purposes with the possibility that this language responds and corresponds more to ESP than any other specification in addition to a kind of focalization on the different language skills to be taught and learned giving thus more details and justifications;
- The implications and flexibility in teaching this specified purposeful English;
- As one of the major contributors in the realm of teaching and learning process, the teachers’ identification: a)- ESP in the current teaching process; b)- ESP in secondary schools, sounds very important in order to determine the ESP concept, input, and output.
The Main Objectives of Section Three:

1. To soundly prepare the ground to teach EFL for specific purposes;
2. To engage teachers, learners and syllabus designers into task-based strategy and approach;
3. To set decisions on how to meet the learners’ immediate and future needs as well as to pave the way towards developing the teaching profession.

Section Four: Learners’ Needs Analysis for Course/Syllabus Design. (Q18-Q 24)

Having focused on the main principles that constitute the core foundations of the teaching/learning process, the type of English to teach and to learn, we strongly believe that in order to join the triangle’s strategic points, we have to gather data about learners’ needs so as to put into practice the idea of reinforcing, readjusting a new syllabus. For these objectives the forth section seeks answers to:

- Why, what, when, where, who, and to whom we ought to analyze the different needs;
- Since the current teaching approach is actually based on a communicative aspect, we want the respondents to cement the intention of whether a syllabus design directed into the principles of communication can be achieved, blending the possibility with valid considerations, or simply presenting any constraints if not possible;
- Drawing the difference between needs and demands to design a syllabus is actually a key concept to:
  a- Determine the different learners’ portions (age, …);
  b- Determine the school quality, level and nature (graduation);
  c- Determine the role any teacher and/or any syllabus designer has to play in meeting the variables;
  d- Decide on the diverse ways and strategies, techniques, materials and teaching/learning approach that suit more the variables.
- To agree on the population’s needs, an empirical analysis has to help the syllabus designers to consider both the teachers’ and the learners’ needs, lacks and wants,
and thus to reveal to a certain degree the teachers’ effectiveness on the practical field;

- The importance given to the different points to develop while designing a syllabus.

The Main Objective of Section Four:

In investigating the different constituents of this section, we aim at responding to a great number of questions round the population’s needs in order to reach some validity, reliability and effectiveness in designing any syllabus and therefore plan and present courses about, doing thus on the advised instructions of Hutchinson and Waters, 1987: “The Six Serving Men”.

**Section Five: Developing the Teaching Process and the Professional Teacher. (Q25-Q41)**

We strongly believe that many factors as far as the development of the teaching process and the teacher as a full professional individual are concerned, affect either positively or negatively the concepts of input and output. This is why this section seeks data about:

- The respondents’ points of view related to the different changing methods and approaches in the teaching/learning process;
- Whether the respondents noticed any development in EFL teachings and theories these last times, and whether these changes tended to encourage the communicative profile of the process, mainly that of the teacher, blending these answers with justifications;
- Authentic materials in EFL teaching as:
  a- defining authentic materials,
  b- determining the role contribution of these materials in developing the teaching process,
  c- whether any authentic materials have been experimented so far, whether this experimentation revealed positive or negative effects, and brought changing in the learning process;
- The respondents’ new teaching and learning tendencies for more development and reinforcement, stating the factors that might hinder this action;
- The respondents’ awareness on the continuing professional development concept, stating the modalities to achieve this target aim;
In the context of the continuous professional development, working on and devising techniques to promote the teaching and learning process is a major part to consider. Not only this, the respondents are also kindly asked to give advantages, the conditions to apply them and finally the way they evaluate and grade it.

Section Six: Further Suggestions (Q42)
This section, as in any collecting data tools, is devised to complete any ideas that have not been expressed in question forms, requiring kindly the respondents to further suggestions, or give pieces of advise to help the researcher gain insights into some fields or points which could not be formulated or thought about. Through this section, the participants are not tied to any form of question nor they are restricted to the question topic; they are simply let free to express their opinions as far as the research topic is concerned.

3- 4- 3- Analysis of the Questionnaire and Interpretations
As the current research employs a case study, the needs analysis and interpretations are actually directed towards investigating teachers’ perspectives pertaining to the implementation of a web-based teaching portfolio whose major objectives are to respond and meet the target learners’ needs in the field of specification “Economy and Management”, and improve the teaching craft and the teachers as effective professionals. Therefore, our analysis and interpretations are as follows.

Section One: General Questions.
Question 1: How long have you been teaching EFL?
We open this analysis with a matrix that describes the target population’s characteristics. Therefore, according to the answers given, we could collect the following data as illustrated in the table below.
Table 14: Professional Experience in EFL Teaching.

<table>
<thead>
<tr>
<th>Years</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>06</td>
<td>26.08</td>
</tr>
<tr>
<td>24</td>
<td>04</td>
<td>17.39</td>
</tr>
<tr>
<td>23</td>
<td>07</td>
<td>30.43</td>
</tr>
<tr>
<td>14</td>
<td>04</td>
<td>17.39</td>
</tr>
<tr>
<td>09</td>
<td>02</td>
<td>08.69</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 1: Professional Experience in EFL Teaching

The most important percentage, according to the respondents’ answers, is however, attributed to practitioners whose EFL teaching experience equals twenty three (23) years. This is to denote that these teachers have acquired a good deal of skills in the domain and that teaching English as a Foreign Language is quietly mastered in comparison to those who have only some nine (09) or fourteen (14) years on the practical field. This is however, not to exclude the teachers who answered twenty five (25) years, because most of this category of teachers has become inspectors. This summarizes the continuous and progressive professional promotion.
**Question 2:** How long have you been teaching 2nd year Economy and Management learners?

**Table 15:** Professional Experience in Teaching 2nd Year “E. M.” Learners.

<table>
<thead>
<tr>
<th>Years</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>2</td>
<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>52.17</td>
</tr>
<tr>
<td>8</td>
<td>05</td>
<td>21.73</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graph 2:** Professional Experience in Teaching 2nd Year E.M. Learners.

According to the answers provided, we first observe that the experience in teaching the target level and stream needs a considerable discussion because:

- The highest percentage (52.17%) does not really reflect a consistent experience,
- Eight years in teaching the aforementioned population is interesting but it does not sufficiently reflect the importance given to the stream/field nor does it encourage the practitioners to take it in charge;
- The stream is so important that it requires more reflection and involvement to effectively frame it.
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

**Question 3:** How did you start your EFL Teaching career?

- Very timidly
- Very anxiously
- Confidently and proudly

**Table 16:** Psychological Behaviour in Undertaking the Teaching Career

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very timidly</td>
<td>05</td>
<td>21.73</td>
</tr>
<tr>
<td>Very anxiously</td>
<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>Confidently and proudly</td>
<td>15</td>
<td>65.21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Graph 3:** Psychological Behaviour in Undertaking the Teaching Career

65.21% being the most important percentage in respect to the question posed makes us react positively toward the following interpretations:

- Teaching may be the field these teachers prefer the most;
- The desire to contribute in empowering the teaching staff and providing more competences and skills to the field;
- Psychologically, being proud and confident reflect the extent of awareness, determination, self-esteem, involvement, and engagement in the teaching process, and
- The ability to reinforce the in-service teaching practices.
**Question 4:** How do you find teaching the 2\(^{nd}\) year E.M. learners?

- Easy
- Difficult
- Very difficult

**Table 17:** Teachers’ Reactions to Teaching 2\(^{nd}\) year E.M. Learners

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>02</td>
<td>08.69</td>
</tr>
<tr>
<td>Difficult</td>
<td>21</td>
<td>91.30</td>
</tr>
<tr>
<td>Very difficult</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graph 4:** Teachers’ Reactions to Teaching 2\(^{nd}\) year E.M. Learners

Most of the respondents (91.30%) answered “Difficult”. According to this result, we may interpret and understand the following:

- The learners’ stream needs requires a certain kind of professional knowledge and language mastery,
- The practitioners need to be oriented and trained adequately and appropriately towards these specific purposes,
Teaching these specific language purposes requires actions, practices, action-research, and a lot of creativity mainly what concerns the on-field ones.

Question 5: What makes the teach ability of the target level and stream the sort (according to the answer you provided in Q4)?

As far as this question is concerned, we could observe first that there are two different positions and reactions presented by our respondents. Only two (02) of the total number (23) answered the following:

- All the learners share the same socio-cultural principles.
- They are approximately all of the same age.
- All of them express the same needs.
- Their cognitive knowledge of the target language is reliable.
- The teaching materials (textbooks, syllabus, and different aids) are available, well-structured and designed to meet the level and the stream.

Whereas, twenty two (21) respondents, an important number however, find it difficult to very difficult, since they cross at all the alternatives and which are as follows:

- The learners’ socio-cultural principles, age, cognitive knowledge of the target language are quite different.
- The teaching materials are available but they are either restricted to some themes or scarce, and the teacher has to support his/her teaching with additional materials.
- The course does not suit much the needs of the learners (present and future needs).
- The activities and tasks are most of the time of routine; but sometimes they are beyond the learners’ proficiency level.
- Each learner presents a special case of study, regarding the needs and level.
- The English taught is not structurally clear (General English or ESP).
- Teachers in charge of this level and stream are not actually trained and prepared for this purpose.
- The level of difficulty in regard to the texts, long term and short term activities and tasks is higher compared to the learners’ level.
- The teaching and learning materials remain to some extent old fashioned, and are most of the time very difficult to reach.
We could also notice that there was however, a similar point shared by both sides:

- Teachers in charge of this level and stream are not actually trained and prepared for this purpose.

According to these facts, our interpretations might be directed towards:

- The necessity to investigate more in the learners’ needs analysis field for more understanding and thus, meeting these needs with appropriate teaching processes and practices, a pedagogy based on motivation, and simultaneously shared practices, and adequate teaching materials and resources,

- The necessity to form instructors in the field as it actually requires a huge amount of resources, knowledge, and up-dating information in addition to the innovative profile, a condition which responds to the actual world’s economic and social profiles;

- The necessity to agree commonly on the nature of the language being taught so as to enable the learners engage in the process that may build up the groundings of their future socio-economic careers, and of course help the teachers see the end of the tunnel, structure, and elaborate the courses and assessments accordingly.

**Question 6:** What makes, according to you, a good and an advanced skills teacher?

As the question requires from our participants to express themselves as freely as possible in respect to the content inquiry, the totality (23) has provided us with the following data:

- The one who received a reliable training course and who still believes in learning teaching; all of which is based on three characteristics: authenticity, respect, and empathy;

- The who masters highly the competencies required for a successful teaching,

- The one who detains the ability to explain well, to involve the students in their learning, to create the conditions which enable these learners to study and learn for themselves,

- The one who believes that teaching is practice and self-training; which also rests on the collaborative principles, and the one who is dedicated;

- The one who is committed to his/her profession, rethinks his/her way of teaching in order to move forward, setting clear objectives in respect to the new teaching strategies in accord to his/her learners’ needs.
In front of this great range of answers and data, we therefore, believe that the participants are fully conscious about the requirements that make a good and an advanced skills teacher. We then, may add that within these qualities, the ability to contextualize the teaching process is then another condition to motivate the learners, and that the ability of achieving one’s teaching aims, being knowledgeable, patient, passionate, open-minded, tactful, and inspiring are the very highest standards of classroom practice and skilful practitioner.

Section Two: Teaching and Learning English as a Foreign Language.

Question 7: How do you see the teaching/learning process of EFL in recent years? As:

A. A process used to deal with traditionally
B. A process that should respond to actual world and learners’ needs
C. A process that reflects both creative and artistic approaches

Table 18: Teachers’ Reactions to Recent Years EFL Teaching/Learning Process Profile

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>04.34</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>86.95</td>
</tr>
<tr>
<td>C</td>
<td>02</td>
<td>08.69</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 5: Teachers’ Reactions to Recent Years EFL Teaching/ Learning Process Profile.
According to the results obtained, two types of answers have emerged, and which make us react accordingly. First, although the number of the respondents is restricted to only one (01), it nevertheless makes us think that the profile of up-dating one’s knowledge in the field is totally not the centre of worry since the individual still believes that the changes brought in the teaching/learning process is mainly limited in the era of technology and Visio-conferences, to traditional practices. As a matter of fact, we therefore deduce that there is a sort of absence of awareness, willingness to innovation, and most importantly a spectrum of unfruitful and unproductive routine that still reins over this portion of practitioners. This is on the one hand. On the other hand and hopefully the percentage is slightly more important (08.69%), which contrarily to the first beliefs that these changes in the target field are actually a process which reflects both the creative and artistic approaches provided. We therefore believe that:

- There is a profound consciousness in respect to the effective and various roles a teacher has to accomplish;
- There is a full understanding of the teaching requirements and learning needs;
- There is a very close and meaningful understanding of the necessities to adapt to the new teaching/learning situations which need a close relationship between teachers and learners, sharing comprehensible input deliveries, sharing class work responsibilities as the process of teaching and that of learning are interdependent and complementary.

**Question 8:** Are the basic foundations for teaching restricted to?

A. Motivational strategies for learning and teaching  
B. Arousing the learners’ curiosity  
C. Adapting the teaching process to the learners’ needs  
D. Instating a flexible form of evaluation  
E. Encouraging cooperative learning groups and collaboration between teachers  
F. All of them
Table 19: Teachers Views on the Basic Foundations for Teaching

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>F</td>
<td>20</td>
<td>86.95</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 6: Teachers’ Views on the Basic Foundations for Teaching.

Although there is a very slight variety of answers, the most important and apparent percentage (86.95%) determines that the basic foundations for teaching should reflect the essential elements that constitute the field as motivation, curiosity, adaptation, flexibility, and encouragement. According to this, we may indicate that these strategies are likely to be the most important and appropriate to specify the objectives of the teaching content, attitudes, beliefs and behaviours. These are obviously revealed through a host of tangible and logical concepts as identifying functional competencies, analysing the components and specifying them in terms of performance and behaviour to render the process measurable in the sense it meets the most learners’ needs. In addition to this, we strongly believe that the basic foundations for teaching should mirror to a very important extent the principles of theory, practice, and research, because each element nurtures directly the target objectives: meeting the learners’ needs and developing the teaching process.
Question 9: Why do you think that focusing on the learners’ social context an important criterion?
As far as this question is concerned, the respondents (23) gave the following reasons:

- The better we learn about our learners, the more likely it is that we will be able to adapt our teaching suit their needs,
- This will help the teachers to access to the means of teaching,
- Through contextualizing the teaching because we aim at motivating the learners,
- The learner understands better when the examples given are taken from his/her social environment,
- Being part of the sociolinguistic context, focalizing on the social context may have an impact on the language learning and its use,
- In doing so, we directly work around satisfying the most immediate needs and thus be able to measure the amount of expenditure we may preserve for.

It is right that the teaching/learning process is based on indispensable disciplines as psycho-pedagogy, didactics, applied linguistics and sociolinguistics. This is why we strongly understand the participants’ positions and justifications. Knowing the social context of our learners is to be able to deliver successful lessons, satisfy the learners’ needs, give a meaningful sense to our teaching practices, and most importantly being able to solve situational and unexpected problems in addition to keeping on rising the learners’ motivation.

Question 10: What issues of the teaching process do you consider more important? Please classify them.
A. Teaching methods and strategies
B. Understanding the learners’ needs in language learning
C. Focusing on given classroom receptive and productive activities
D. Providing enough training to learners by involving them in classroom activities
Table 20: Teaching Issues Classifying

<table>
<thead>
<tr>
<th>Classification</th>
<th>Issues</th>
<th>Numbers</th>
<th>Percentages</th>
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</thead>
<tbody>
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<td>10</td>
<td>43.47%</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>08</td>
<td>34.78%</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>03</td>
<td>13.04%</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>02</td>
<td>08.69%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 7: Teaching Issues Classifying.

The results (43.47%) show that the most considered issue is “C”: Focusing on given classroom receptive and productive activities. A hard task however, is to classify the issues. We have been able to observe through the data gathered that in giving the first position to “C”, the practitioners are more worried about presenting and collecting activities being done immediately after lessons, courses, or units delivery. This might be because these teachers are severely tied to official texts: “covering and finishing the designed syllabus” to enable the final structured examinations take place at almost all the regions of the national territory. We have been surprised indeed, as we were expecting issue “B” to take the front place.
**Question 11:** How often do you use the pre-task, task cycle (task planning and report) and language focus (analysis and practice) when you have to deliver and adjust your teaching according to your learners’ needs?

- Always
- From time to time
- Never

Please, justify your choice.

**Table 21:** Teachers’ Frequency in Using Pre-task, Task Cycle, and Language Focus in Teaching.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>78.26</td>
</tr>
<tr>
<td>From time to time</td>
<td>05</td>
<td>21.73</td>
</tr>
<tr>
<td>Never</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Graph 8:** Teachers’ Frequency in Using Pre-task, Task Cycle, and Language Focus in Teaching

As indicated in the tabular results, (78.26%) of the respondents, an important number indeed, answered “always”. An encouraging result because, according to the beliefs based on the quality teaching, this process must be regularly dealt with. We therefore, conclude...
that the participants are quite aware about the process and thus work toward improving one’s teaching craft and mainly meeting the learners’ needs. Furthermore, in regularly putting this process into action, the teachers will be enough prepared to solve problems related, for instance, to error correction and to encourage their learners to get fully involved in the process as it is a learner-focused approach based on interactive principles.

**Question 12:** How do you manage to render in-classroom-and-out-classroom activities more creative and communicative?

We have gathered some encouraging responses, since all the questioned teachers (23) gave meaningful and constructive techniques related to the target question. They said:

- By selecting the activities according to the learners’ needs and levels,
- By not relying constantly on the book, and thus varying the sources of these activities,
- By inviting the learners to elaborate activities based on situational aspects,
- By promoting interaction and reflection,
- By encouraging the learners to make research works,
- By creating web-sites, e-forums, and e-mail boxes to help the learners get into contact with the teacher and their classmates,
- By encouraging activities based on role play, simulations and workshops.

The amount of responses and specifically the different contents prove once again that learning a foreign language is achieved through interactive and communicative activities, on self-reflection, and a full engagement in the process. This is why, we strongly believe, that all the suggestions given above should be taken into full consideration.
Section Three: Teaching EFL for Specific Purposes.

Question 13: Which English should be taught to 2nd year E.M. classes?

- ESP
- EFL only
- A mixture of both specializations

Table 22: The Designed English to Teach 2nd year E.M. Classes

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP</td>
<td>09</td>
<td>39.13%</td>
</tr>
<tr>
<td>EFL only</td>
<td>05</td>
<td>21.73%</td>
</tr>
<tr>
<td>A mixture of both specializations</td>
<td>09</td>
<td>39.13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Graph 9: The Designed English to Teach 2nd year E.M. Classes.

Interestingly, there is, according to the results obtained (39.13%) as far as the two (A&C) alternatives are concerned, a concrete response in respect to the question which for long has bothered the teachers. In providing us with the possibility of teaching ESP, or a mixture of both English specifications, we will be able to shed light on many points that remained blurred as:

- Whether the foreign language taught should be in accord with the stream and the level targeted;
Whether the emphasis in teaching this foreign language should be on themes only, some skills only, some language points only, or on the contrary on every feature that constitutes the basics of the language;

Whether the teaching materials should be well- and-purposefully-designed;

Whether the learners’ needs should be treated in a general way, or given specific consideration;

Whether the teachers of the target stream and level should be trained and framed sufficiently in the specific context which will induce them to meet their learners’ needs, and mainly;

Whether in teaching this type of English as part of the core class requirements will encourage the target learners to succeed in their studies and secure their future careers.

**Question 14:** If ever your response is A & C, would you include both types through?

A. Themes and topics;
B. Different classroom and home work activities;
C. Different skills including grammar and vocabulary;
D. All together.

**Table 23:** Types of Features in Teaching A & B English Inclusion

<table>
<thead>
<tr>
<th>Variables</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>04.34</td>
</tr>
<tr>
<td>B</td>
<td>00</td>
<td>00.00</td>
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<tr>
<td>C</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>95.65</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>
There is no doubt, the highest tendency (95.65%) to fuse both types in order to create the required teaching language determines that the hybrid English should take all the features on equal account. This may make us react towards saying that:

- The themes and topics specify the field and prepare the rationale grounding for which these learners are studying;
- The in-and out classroom activities pave the way for more involvement, creativity, and thus to autonomy;
- Teaching all the skills including grammar and vocabulary reinforces the learners’ language skills, language proficiency, and the learners’ communicative and interactional abilities so as to open to new sights, experiences, and opportunities in the field.

In doing so, this will obviously require tremendous efforts and a great sense of reflection and determination; as the task is not as easy as it seems to be. Teachers have to be well-prepared and trained for the purpose, the syllabus has to be well-designed, the learners have to be competent in the field, and the teaching materials have to be well-structured, adequate, and appropriate to the aim.

**Question 15:** What might the implications be in teaching specified purposeful English for your 2nd year E.M. learners?

Not all the participants were able to provide us with responses to this question. However, only three (03) and these are the most experienced who said:
• The teachers’ role as motivators will be facilitated when the objectives of the teaching contents are set clear;
• There will be more flexibility and interaction with learners;
• The artistic and tactful profiles of both the teachers and the learners will be more apparently observed;
• There will be opportunities to find out and adopt adequate strategies and techniques for teaching and learning to cope with the unexpected.

We thoroughly agree with these arguments because we believe that since the Foreign Language Teaching process is actually Learner-Focused; it implies that all efforts must be directed towards meeting these learners’ needs. Moreover, through the different task-based teaching too, the teachers will immerse their learners’ interests, enable them to regain confidence, adjust their emphasis on more technical language, respecting the branch with a more specialized angle to distinct it from other branches. These target objectives will obviously require some kind of flexibility and at least a minimum of competency-based knowledge with a practical insight in the domain, and mainly the ability to act as a model for the learners in guidance, knowledge, and expertise.

**Question 16:** According to the different supports you provided in the previous questions, do you really think that we can speak about any ESP concept in secondary schools?

- Yes: ………
- No: ………

**Table 24:** Teachers’ Reactions to ESP Concept in Secondary Schools

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00.00%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>
Undoubtedly, there can be no comment to do since the totality (100%) of the questioned participants sees ESP Concept in secondary schools as a full part of the current teaching process. This encourages us to underline once more the teachers’ awareness of ESP and the important role it plays in preparing solid groundings for future careers.

**Question 17:** If yes, to which extent do you share the following ideas?

A. Practical teacher education programs as: knowledge, skills, classroom management, and opportunities to use English. ..........%

B. Focus on ESP, vocational language in addition to the traditional development approach: .......... %

C. Teaching English should be strongly related to students’ future career and useful to change EFL teachers’ beliefs: ..........%

D. EFL teachers should better establish their own professional development to meet the needs of the new learner generations’ needs: ....... %
### Table 25: Extent of Ideas in Relation to ESP Concept in Secondary Schools

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Extent</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
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<td>07</td>
<td>30.43</td>
</tr>
<tr>
<td>B</td>
<td>70%</td>
<td>05</td>
<td>21.73</td>
</tr>
<tr>
<td>C</td>
<td>80%</td>
<td>08</td>
<td>34.78</td>
</tr>
<tr>
<td>D</td>
<td>90%</td>
<td>06</td>
<td>26.08</td>
</tr>
<tr>
<td>Total</td>
<td>....../100%</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph 12: Extent of Ideas in Relation to ESP Concept in Secondary Schools

In asking the participants to attribute the possible extent they judge reward able to share, we notice that most of the respondents (34.78%) focalize on the idea that teaching English for Specific Purposes should be strongly related to learners’ future career and useful to change EFL teachers’ beliefs. This is not to exclude the other ideas as they have been given significant positions which reveal that everything in teaching this type of English within the current language teaching contributes enormously to rendering every element complementary to the other. However, in focusing on the idea “C”, there is a profound consciousness of the actual and future changes either on the teaching/learning field, or the professional one.
Section Four: Learners’ Needs Analysis for Course/Syllabus Design.

Question 18: Do you think that analyzing the needs of the learners to design a course/syllabus an important condition?

- Yes: ………
- No: ………

Table 26: Teachers’ Reactions to Learners’ Needs Analysis for Course/Syllabus Design

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 13: Teachers’ Reactions to Learners’ Needs Analysis for Course/Syllabus Design.

We cannot be able to design an appropriate and purposeful course/syllabus until we analyze the learners’ needs. This is the rightist philosophy based on empirical and analytical supports and studies, and which dictates, according to us, the soundest way and strategy to achieve the required objectives, taking amongst the most important inquiries, the learners’ needs, as the first priorities. Hopefully, the totality (100%) of the respondents shares this position and criterion. This is also a clear standing towards understanding profoundly what is really needed to develop in the teaching/learning process contents of
the language, to predict the possible expectations and mainly hindrances, to provide a firm framework so as to respond to the diverse desires, drives, preferences, and learning styles of the learners.

**Question 19:** Is a communicative Course/Syllabus design feasible?

- Yes: ………
- No: ………..

**Table 27: Teachers’ Reactions to Communicative Course/Syllabus Design Feasibility.**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>100%</td>
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<tr>
<td>No</td>
<td>00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graph 14:** Teachers’ Reactions to Communicative Course/ Syllabus Design Feasibility

Again, the results show how fully involved the respondents are, since all of them (23) agree that a communicative course/syllabus design is feasible. This collegial response makes us think that not only the teaching/learning contents must be based on communicative basics and features, but should also be presented with a profile of the sort so as to enable the skills inherent in the learners to be reinforced and evolved.
Question 20: If yes, please justify your answer

We could, through this request gather the following data:

- This feasibility determines the essential elements in the teaching/learning process as the consideration given to the learners- the central focus- the teacher/learner relationship, the learner- learner interactions;
- It also provides real opportunities to devise tasks based on real situational events as to simulate or role play, and
- It dedicates to a certain degree the sort of materials and teaching supports appropriate for the matter.

The different arguments given by our participants show that with an interesting amount of consideration, most elements, basic for the communicative course/syllabus to happen, are properly apparent. We would rather like to reinforce these elements by mentioning that the human potential that contributes in guiding and modelling the learners’ knowledge acquisition is in fact a factor of great importance too.

Question 21: While designing a course/syllabus, do you focus more on?

A- Themes
B- Language points (grammar)
C- Vocabulary
D- Pronunciation and Phonology
E- All together

Table 28: Teachers’ View on Points of Emphasis in Course/Syllabus Design.

<table>
<thead>
<tr>
<th>Views</th>
<th>Numbers</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>A</td>
<td>00</td>
<td>00.00</td>
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<tr>
<td>B</td>
<td>00</td>
<td>00.00</td>
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<tr>
<td>C</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>D</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>E</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>
The totality (100%) agrees that when a course/syllabus is designed, every element related to the language teaching and learning must be dealt with, and that emphasis must be focalized on this direction i.e., all together. This response enables us to argue that in a real environment, where teaching and learning a language takes place, all elements are complementary and each one constructs and carries on the understanding of the other. We simply cannot speak about a language content assimilation without assessing this skill. Further on, we cannot speak about mastering and using a language properly without profound studies on skills, phonetics, grammar, and any elements that constitute the tasks through which skills improvement is being evaluated.

**Question 22:** To design a course/syllabus, do you use?

A. Textbooks as the only supporting materials to design course?
B. Other supporting materials as texts from other books, internet?
C. Both of them?
D. Colleagues provide you with extra materials?
E. All of them?
Table 29: Supporting Materials in Course/Syllabus Design.

<table>
<thead>
<tr>
<th>Supporting materials</th>
<th>Numbers</th>
<th>Percentages</th>
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<td>00</td>
<td>00.00</td>
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<tr>
<td>B</td>
<td>00</td>
<td>00.00</td>
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<tr>
<td>C</td>
<td>00</td>
<td>00.00</td>
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<tr>
<td>D</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>E</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 16: Supporting Materials in Course/ Syllabus Design.

Again, the totality of the respondents (23= 100%) relies on all sorts of supporting materials in designing and elaborating a course/syllabus. This answer implies the following interpretations:

- The current supporting materials may be not sufficient for the purpose;
- There should be an inclusion of new, fresher, and updated sources for the adequate supporting materials;
- The learners’ needs require profound and actual insights into providing materials that relate to the overall teaching/learning changes, and mainly which correspond to the actual world’s economic and social demands, and
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

• There should be a kind of dynamic and practically-based new and experimental materials.

**Question 23:** Have you already been solicited to design any course/syllabus that better suits the needs of your learners?

• Yes: ………
• No: ……….

**Table 30:** Teachers as Course/Syllabus Designers

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
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<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>86.95</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graph 17:** Teachers as Course/ Syllabus Designers.

Surprisingly, we have been very amazed and astounded to observe that the majority (86.95%) of our respondents have not been given the opportunity to take part in the process of designing a course/syllabus. This response reinforces our point of view which has determined these practitioners, the direct factors to the syllabus, as simple executors, and therefore, this obviously, leads us to deduce the difficult tasks and roles they have to achieve. Most importantly, we also may understand the frustrating situations the learners
encounter during their learning process, because none of their needs has been taken into account.

Nevertheless, there are at least three (03) teachers who confirmed this solicitation; although the number is very restricted in comparison to the immense population the teachers represent, it is encouraging, however.

**Question 24:** If yes, which needs have you come across, and what language points and contents have you designed? Please, would you illustrate with examples?

It has been clear from the beginning that designing a course/syllabus the respondents are describing here is far from revealing the syllabus we intended to focus on. It has been demonstrated that the current syllabus the participants refer to deals with some programs of high schools where the participants do extra hours and are asked to devise a program for some modules as writing, educational psychology, and on. Therefore, we sought preferable to select amongst the proposed ones the most tangible syllabus which is described by one of the three teachers.

*First I asked my learners about what they wanted to study and what their needs were in studying the course. Then I gave them a short pre-test in which I tried to identify some of their strong points and weaknesses, and on the basis of this, I designed a course on written expression where I included:*

- Reading texts of varying degrees and interests;
- Grammar lessons graded according to their levels and implicitly taught with the reading context;
- A list of vocabulary is introduced from the text and practiced all long the course;
- Written activities with more focus, guided first, then semi-guided to end with free practice mostly done in the class then continued at home;
- “The name”, he concluded, “I could give to this type of syllabus is eclectic because all the skills are used with more emphasis on reading and writing.”
According to this brief illustration, we understand that its interpretation should follow a certain chronology in designing any course/syllabus. These are as follows:

- Setting a solid grounding based on questioning the learners to gather as many data as possible for needs analysis and mostly to be able to establish a core plan for satisfying these needs as to ask questions about: “who, what, when, how, and why”, and of course to be acquainted about the learners’ wants, desires, and lacks;
- Designing teaching and learning materials to measure the degrees of difficulty and interests, and to foster motivation;
- Assigning diagnostic tests to limit the fields of strengths and weaknesses, the level of proficiency, and to decide on an appropriate program that suits these needs;
- Focusing on all the skills on which teaching and learning a foreign language, mainly if this language is directed towards serving specific purposes, are based;
- Designing appropriate activities to practice the language, to enable the learners increase their motivation, and build up a sound practical strategy of learning.

Section Five: Developing the Teaching Process and the Professional Teacher.

Question 25: How would you qualify the different changing methods and approaches in the teaching process?

According to the data provided by all our respondents (23), we could collect the following:

- These changes prove necessary;
- There are changes in the form but absolutely not in the content;
- These changes have been done without real analyses;
- They are simply imperfect;
- These are logical as the world is in a perpetual evolution;
- They are positive as they put competency in the front position, and that
- They are suitable and are a reply to the needs of the learners.

Based on the provided data, our interpretation goes towards underlying the teachers’ consciousness about the changes the teaching methods and approaches have witnessed. These points of view vary between being positive and negative. These two different
positions may make us think that there is a lack of information, inquisitiveness, and control. Because, we strongly believe, if these conditions were available, the teachers’ opinions would not be shared and that every effort would be directed into making of these changes a basic foundation, a starting point to cement the teaching/learning process with more research theories, policies of providing the learners with more adequate and updated knowledge, finding out solid strategies for learning and teaching to render the process more effective and a correlation with the new social an economic evolving world.

**Question 26:** What positive aspects have you noticed over the recent past in EFL teaching theories?

Only fifteen teachers (15) out of twenty three (23), a percentage of (65.21%) responded to this question. This position goes back to the initial one the teachers revealed. However, we could gather some interesting data and therefore gain insights into:

- Adaptation of the teaching contents, contexts, and materials to the learners’ needs and level of difficulty,
- Emphasis on giving importance to learning and teaching theories and strategies,
- Introduction of more real activities and tasks to enable the learners get fully involved in the process,
- Encouraging research-based teaching and learning practices,
- Encouraging twin teaching and learning through using electronic learning platforms.

This is really wonderful but we still deplore the static profile our teaching/learning practices are presented with, because there are, and this is according to the data gathered, some factors that hinder these achievements, amongst which, we can state scarcity of the adequate materials, lack of teacher training and formation, inadequacy of the content-based syllabus as seen in our learners case study, and then inappropriateness of the teaching/learning contexts since all the teaching/learning processes take place within one unique context: classrooms, with unique materials: textbooks.
Question 27: Do you think that these changes encourage more the communicative aspect of the teaching/learning process as well as the teacher’s development?

- Yes: ........
- No: ........

Table 31: Teachers’ Position Towards Teaching/Learning and Teacher Development Changes Impacts.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>86.95</td>
</tr>
<tr>
<td>No</td>
<td>03</td>
<td>13.04</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 18: Teachers’ Position towards Teaching/Learning and Teacher Development Changes Impacts

Despite the fact of being slightly disappointed by the changes which brought very meagre contributions to the teaching/learning process, an interesting number (20) of the respondents affirm the question, while only three (03) answered negatively. We would rather emphasize on the majority’s answer to highlight first that both targeted objectives are based on communication and then, to achieve this, there must be available and omnipresent conditions to maintain this communicative aspect. These conditions can be summarized in teachers’ strong willingness to communicate effectively the basics of a
consistent teaching content in respect to the learners’ learning styles and levels, in the learners pre-disposition to be fully involved in the process, to take their learning in hand for more self-responsibility, and finally in the teaching staff to facilitate the teaching/learning practices to take place.

**Question 28:** If yes, please justify your position.

In relation to this request, our respondents (20) said:

*In fact these changes encourage a lot the teacher’s development. With technology, learners today can have access to the Internet, and so they come to the class very well-equipped with materials and knowledge that they use in the group work to defy the teacher with and compete with him-a reflection point the teacher should think of-go and prepare well-before he comes to the class and in the course of preparation, the teacher develops his linguistic competence, improves his shortcomings and learn from his learners at times.*

Rightly from these revealing truths, we could understand that:

- There is a field of competition where teachers and their learners are competitors,
- On each competitive field, there should be a winner and a loser. However, because of the fairness the competition is presented with, there should be only winners because in each case, both of them will gain knowledge, will foster pedagogical inquisitiveness, will train better for more presentation and more assimilation, and
- This might be a sound and intelligent way to induce learners in research-based learning, and give teachers a new role of analysts, synthesizers and moderators to play as well.

**Question 29:** How would the source disciplines as psychology, sociology, psycholinguistics, and linguistics contribute to the EFL teaching process?

Surprisingly, only one (01) teacher was able to respond to a certain extent to this question. As far as the others are concerned, we may think that either the question was too difficult to be treated, or simply these teachers might ignore that in the teaching/learning process and practice, source disciplines as aforementioned are in fact important and basic elements we should not dissociate as teachers and learners are full members of the human community.
However, according to the sole arguments, our respondent said:

*Since we teach languages, we cannot separate them from the societies where they are spoken, the mental processes people use in speaking and the way they speak them. We should have certain notions about the speakers, their personalities, their milieu, their psychological drives, likes, wants, preferences, learning styles, strategies, the sort of speech and language used, what suits the situation, what type of register to use, why to use it in that particular situation, the stylistic aspects of the speech delivered, what for and what type of formats is used.*

This is according to us, the rightist way to measure the importance of the source disciplines in the EFL teaching process. An essential survey on which should rest effective reliability and validity of the teaching process.

**Question 30:** What are according to you authentic materials in EFL teaching?

All our respondents (23) expressed their point of view as far as the question is. We therefore, could collect the following data:

- Materials taken from real life,
- Materials that enhance project writing,
- Real materials that respond to the learners’ needs and motivation,
- Newspaper articles, news bulletins, films, and so on,
- Authentic texts and situations,
- Conversations of native speakers,
- Language conversations and writings, socio-cultural facts, audio records, and literary works and articles.

In a way, we can summarize this list related to authentic materials significance in two big aspects: materials that display the language in its pure and original nativity taking into account the main social, cultural, economic, and political profiles and points, and materials which foster participation, creativity, inquisitiveness, and production. This can be interpreted through considering the term authenticity. Therefore, according to us, authentic is original, real, reflecting a native like situation, or as it is used in the current time by native speakers. This may take the form of visual materials as books, videos, video-tapes, flashcards, textbooks, realia, real objects, concrete artefacts, pictures, wall charts, maps, and tips. It is an indefinite world the one that constitutes authentic materials. The
significant thing is therefore, the way teachers and learners use these materials as effective and comprehensible inputs, and as meaningful and successful outcomes.

**Question 31:** How do these materials contribute in developing the teaching process?

Fifteen (15) and a percentage of 65.21% out of the total number of respondents who said:

- They allow to involve the learners in real life situations;
- They enable teachers acquire accent;
- Through visualization and role play, and
- They encourage teachers delve into research teaching.

We would rather say that through their authenticity, these materials serve as illustrations, evidence, concretised objects, facts, and facilitators for teachers. Moreover, being time savers, they also have the quality of motivators, open-minders and stimulators. They not only are teacher-helpers, but act as support for the classroom situations and real life representations as well. In fact, they help a lot in making teachers reflect on their use, make choice for adequacy and select the most appropriate ones for practice and assessment. We obviously think that accent acquisition does have importance but what matters more is the ability and skills of revising, reviewing and reflecting on one’s teaching. In doing so, the teachers pave the soundest way for progress and development.

**Question 32:** Have you already experienced any authentic materials in your teaching career?

**Table 32:** Teachers’ Experience of Authentic Materials

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
<td>65.21</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>
Graph 19: Teachers’ Experience of Authentic Materials.

Before conducting the analysis, we want to attract the attention of our readers as far as the number and percentage (08=34.78%) of the participants who answered “Yes”. These represent the number of the most experienced teachers in the field. Therefore, they have been the sole respondents who provided us with a positive reply. This may refer to the amount of experience gained, to the teaching skills acquired, and obviously to the constant changes in the learners’ needs’ expressions and observations.

**Question 33:** If yes, would you please, identify the positive and negative aspects you have come across?

According to the eight (08) respondents, we could collect the following:

**Positive aspects:**

- Easy to show, to use as illustration, to explain using it, to fix it, to motivate learners with, they are all agape, eyes widely open, stimulated, fascinated, with a great desire to touch, to feel and see - a strong curiosity to possess;
- The context is directly related to the learners’ daily life;
- Killing routine, and bringing in new items;
- The learners are involved since the theme is part of their daily life;
- Breaking monotony, raising motivation, and encouraging creativity and production.
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Negative aspects:
- Not always available;
- Difficulties to understand and work with new devices;
- Reprography remains a problem;
- Sometimes, it is difficult to use if one is not properly focused and well-versed. It can be too much stimulating for both, the teacher and the learners, and they may divert from the intended course;
- It is sometimes difficult to implement in the Algerian context, for instance;
- It may not suit the context, the situation, the level, and the participants’ culture as whole.

We utterly share these positions as consciously thought, there are evidently advantages and shortcomings in every new temptation on the field. What should therefore be done is that teachers must be cautious when using authentic materials. They also should know, as the most essential part of their practices, the purpose of their use, the what, the how, the where, and the when to use them, for whom and to whom these authentic materials are designed and worked with.

Question 34: Have these materials brought any changes in your students’ learning achievements?
- Yes: ........
- No: ..........

Table 33: Teachers’ Reaction to Authentic Materials Benefits on Students’ Learning Achievements.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Yes</td>
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<td>No</td>
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<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
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</table>
**Graph 20:** Teachers’ Reaction to Authentic Materials Benefits on Students’ Learning Achievements.

All of the respondents (23=100%) answered “Yes” to this question. Soothing, indeed, the totality contributed in providing us with data necessary for the current question analysis and interpretation. Undoubtedly, this answer proves once more that when authentifying pedagogical materials, there are results which will affirm their effectiveness, or supply the teaching practices and the practitioners with meaningful lessons which induce them to more analysis, reflection, and selection. When speaking about changes, we most of the time refer to positive ones. Hopefully, this is what the answer reveals. An encouraging situation, because we strongly believe that when results positive, this means and leads to more progress and more devotion.

**Question 35:** What new teaching/learning tendencies have you already chosen in order to develop your teaching profession and your students’ learning process?

Surprisingly, when reading the participants’ data, we have found that all of them have mentioned the “Internet”.

This is according to the participants, an action research tool when using the Internet. Learners, when guided and framed, may prepare tasks through web-quests. Teachers assign learners projects periodically therefore, the latter in turn can help with mini-exposés during the regular teaching sessions, and can be group leaders helping the teachers with weak peers. Rather satisfied with the arguments handed above, we would simply imply that thanks to this professional consciousness, teachers can reinforce, re-adjust, and widen their...
teaching horizons and thus, provide more constant and meaningful contents to their learners.

**Question 36:** Can continuing professional development help meet professional standards for teachers?

- Yes: ...........
- No: ...........

**Table 34:** Teachers’ Reaction to Continuing Professional Development

<table>
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<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>100%</td>
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<tr>
<td>Total</td>
<td>23</td>
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</table>

**Graph 21:** Teachers’ Reaction to Continuing Professional Development.

Our participants (23) show a profound awareness through the shared response. This implies that there is an in-depth-reflection about the what, how, and the when to develop one’s professional practices. In replying in the way they did, we understand that our respondents realize consciously that the process of Teaching is a dynamic process and that it continuously needs to be refreshed, revised, and adapted to the needs that emerge, and in acting the sort, they reveal a certain ability to endeavour this progress; they express their
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

desires for change, and mostly through the performance of research, analysis, reflection, and evaluation, they emphasize on the necessity to evolve their teaching skills.

**Question 37:** If yes, is this achieved through?

A. Having permanent training sessions that form teachers’ education  
B. Attending conferences, seminars and other colleagues’ classes whenever this is possible  
C. Finding new strategies and techniques in order to develop both your teaching profession and your learners’ language acquisition  
D. All of them

**Table 35:** Principles to Achieving Continuous Professional Development

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Numbers</th>
<th>Percentages</th>
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<tr>
<td>C</td>
<td>00</td>
<td>00.00</td>
</tr>
<tr>
<td>D</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Graph 22:** Principles to Achieving Continuous Professional Development.
The totality (23=100%) of the participants have decided on “D”; All of them. This is to focus on two major parts:

1. The necessity to plan for a continuing professional development (CPD) idea;
2. The necessity to implement a CPD program.

As we believe that all the elements stated represent the core basis for the teachers to develop their professional skills which mainly will enable them to get more involved in the staff community and supply simultaneously colleagues, especially the novice with constructive and helpful instructions.

**Question 38:** Which techniques have you already worked with to develop your teaching process and induce your learners towards successful learning?

Most of the respondents (18= 78.26%) have given some interesting and meaningful answers which are as follows:

- Attending conferences, seminars, and other colleagues’ classes;
- Reading on and putting into practice some teaching theories and strategies to break the monotonous practices;
- Registering in electronic-learning and conferences to get supplied with the newest techniques on teaching, mainly those related to assessments;
- Selecting, adapting, rejecting, and supplementing (SARS Technique) lessons based on self assessment activities;
- Pair work, role play, simulation, chorus repetitions, and self-assessment;
- Applying the Competence-Based- Approach (CBA);
- Taking every opportunity that comes to us;
- Implementing Internet-based documentation (IBD), electronic mails, electronic forums/blogs-based discussions;
- Creating a web-site and inviting the teaching staff to share, criticize, supplement, and enrich the craft.

Well, three main techniques which reveal actual and updated ones: SARS, IBD, and CBA, and other original ideas have been mentioned. A giant step towards finding out other new and purposeful techniques which rest most of the time on introducing and implementing
technology-based teaching techniques (TBTT) and take advantages from, not only to foster and cement the teaching community but to involve and instruct the learners as well through e-learning platforms for instance to encourage collaboration and cooperation.

**Question 39:** Have these techniques helped you

A. More effectively reflect on your teaching experiences and construct faculty reflection?
B. Be more responsible of your teaching profession?
C. Evaluate your teaching process and adjust it according to the actual situational needs?
D. Construct a staff of collaboration and cooperation around your teaching profession environment?
E. Provide a host of opportunities to be assessed and corrected by your peers?
F. Get a closer and stronger relationship with your learners?
G. All of them?

**Table 36:** The Suggested Techniques’ Role in Developing the Teaching Process.

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<th>Alternatives</th>
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<td>D- E- F</td>
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Graph 23: The Suggested Techniques’ Role in Developing the Teaching Process.

86.95% responded that these techniques helped them in achieving all the objectives set. Three of them (03= 13.04%) opposed the ideas (D- E- F). It is clear for the great majority that the techniques are meant to bring changes and involve both characters. However, concerning the respondents who opposed the ideas that these techniques encourage collaboration and cooperation, provide opportunities for peer-assessment, and set relationship between teachers and learners, we may interpret this as lack of experimentation and experience in the techniques’ application domain. According to us, this activity needs time, patience, determination and a lot of efforts because, we believe that, developing the process is not unilateral. When speaking about progress and development, this should go towards both directions: the teachers and the learners.

Question 40: Which conditions are often set to apply these techniques in your teaching process?

A good range of conditions the totality of our respondents (23) has provided us with. They have shed light on:

- A reduced number of learners in the class;
- Inviting colleagues to attend classes;
- Time and competence as major factors;
- Appropriate class management and syllabi;
- Materials availability;
• Appraising efforts and rewarding devotion;
• Self-training, teaching pause and reflection;
• Asking questions, and considering learners as mature;

Based on the host number of the suggested conditions or requirements, we can say that our respondents have done well because they have tackled the most important points. Therefore, we may only add that some of the necessary conditions relate indubitably to wisdom the teachers carry with them. They would present as individuals who know nothing but question everything, be curious in knowing, go after everything that contributes in improving their teaching, change and vary in techniques and procedures, evaluate themselves, and give opportunities to colleagues and why not learners to evaluate them.

**Question 41:** Would you evaluate the techniques, bearing in mind all the factors that contribute in their application? As:

A. Positive because they have developed a sense of analysis, criticism, and reflection, and a deep sense of autonomy;
B. Positive because they have revealed more collaborative and communicative;
C. Negative because of many contributing factors as: time, space, materials, and the learners’ and teachers’ predisposition to the new techniques.

**Table 37:** The Suggested Techniques Evaluation

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95.65% evaluate these techniques as positive because they have enabled teachers develop a sense of analysis, criticism, reflection, and a profound sense of autonomy, and because they have revealed in teachers the existence of a certain character of collaboration and a deep communication.

Accordingly and being aware of the factors that may hinder the right functions these techniques provide, we cannot therefore, ignore that time, space, materials, and both learners and teachers pre-disposition to these new techniques play an immense role in achieving the target objectives. This is why, we believe, that teachers should be prepared and trained for, and the factors of time and space as well as materials must be jointly studied and analyzed.

**Section Six: Further Suggestions**

**Question 42:** Please add any suggestions that might help us widen our horizon as far as the EFL teaching process, Teaching EFL for Specific Purposes, and New Teaching Techniques in order to develop the teacher and the teaching profession.

To promote the teaching/learning process experience and encourage more apprenticeship of the field as well as offer diverse opportunities for syllabus reinforcement and adjustment, our participants provided us with the following:
• Before making and taking decisions on teaching contents, there should be a profound analysis of class situations, episodes and experimentations as well as experiences in microteaching groups where the practitioners can discuss their own teaching practices;

• Encourage collaborative experimentations with instructional strategies and materials which will help the teachers gather data on different aspects of classroom activities and thus, adjust them according to their learners’ needs and levels of difficulty;

• Teachers working in close collaboration should be able to interpret these data from purely professional perspectives;

• Finding out adequate techniques to enable teachers carry on the process of analysis, reflection, interpretation, and assessment that concerns both teacher’s practices and learners’ improvement through portfolios for instance because these are documents that grow with the teachers’ or learners’ vision on teaching or learning and which facilitate progress assessment and reflection on personal growth;

• Encourage explicit and ongoing discussions which relate to the target objectives in order to foster effective learning and professional development;

• Encourage the teaching demonstrations technique with peers or in front of diverse teaching audiences where selected lesson plans, materials are included;

• Decide on learning and teaching case studies to be able to measure strengths and weaknesses and therefore, provide feedbacks;

• Set microteaching tutorials, with a reduced number of learners of course, to correct, enhance, and encourage motivation and self-esteem;

• Make of Media and Technologies part of the syllabus to facilitate understandings and promote teaching and learning;

• Make of the principles of organization, planning, revision, implementation, development, evaluation, reflection, and presentation a teaching/learning process Policy.

3- 5- Inspectors Interview

As it has been mentioned in discussing the research designs and tools the research work at hand uses to gather data, we sought more appropriate and feasible to conduct and
implement an interview with the second part of information providers needed for the present research: inspectors. The total number of the current inspector population is five (05). They are actually in charge of different regions of the main state (wilaya). However, the fifth inspector who has acquired an important experience in the field offered his services to contribute in because he found the project of great importance and interest as it tackles the most critical situations in the teaching/learning process.

3- 5- 1- Why interviewing?

The importance and role of interviews in a research work are highlighted in the possibility of determining the target population and the number of people the researcher needs to interview. Furthermore, the qualitative research interview seeks to describe, as underlined by Kvale, (1996), the meanings of central themes in the life world of the subject, and that the main task of interviewing is to understand what the interviewee says. Kvale, 1996, adds that this kind of research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. McNamara, 1999, sees that interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, as to further investigate their responses. As far as we are concerned, the importance of such interviews resides in the fact that the respondents are given full ability to see and feel what they actually have localized as areas of troublesome in the theme we are concerned with. This research tool, being qualitative, will, according to us, facilitate the action research and provide us with other data we might not be able to find adequate questions to. Another reason behind this choice is the target population ability. We have to underlie that this could have almost been impossible to gather data if this were through a written or e-questionnaire; which is why, we often took the opportunity of meeting these inspectors whenever this was possible. In addition to this, we have also to mirror this importance through the different aspects, and stages of investigation the interview provides us with.

3- 5- 2- Aspects of research interviews

- Interviews are completed by the interviewers based on what the respondent says,
- Interviews are a far more personal form of research than questionnaires,
• The interviewer works directly with the respondent,
• The interviewer has the opportunity to probe or follow up questions,
• Interviews are time consuming but are resource intensive,
• Interviews are generally easier for respondents, especially if what is sought is opinions and impressions,
• The interviewer is considered as part of the measurement instrument and has to be well trained in how to respond to any contingency.

3- 5- 3- Stages of Interview Investigation

• Thematizing (the why and the what of the investigation),
• Designing (planning the design of the study),
• Interviewing (conducting the interview based on a guide),
• Transcribing (preparing the interview material for analysis),
• Analysing (deciding on the purposes, the topic, the nature and method of analysis that are appropriate),
• Verifying (ascertain the validity of the interview findings), and
• Reporting (communicating findings of the study based on scientific criteria.)

3- 5- 4- Types of Interviews

As our research work seeks holistic and empirical findings in order to test and measure the extent of validity and reliability traced by the hypotheses set, the type of interview we devised to collect data is a fusion of two types: the standardized open-ended interview and the closed, fixed-response interview. This choice can be argued as follows:

• Standardized, open-ended interview: because it facilitates faster interview that can be easily analyzed and compared, and
• Closed, fixed-response interview: the interviewees are asked to choose answers from among the set of alternatives.

Being so, we can add that an interview is suitable for use with both highly levelled and neophyte inspectors and that it has not only a higher response rate than written questionnaires but it permits clarification of questions as well. Nevertheless, the presence of the interviewer can influence responses and that the report of events may be less complete than information or data gained through observation, or that important
information may be missed because spontaneous remarks by respondents are usually not recorded or explored.

Moreover, in selecting these types of descriptive means of collecting data, we aim to shed light on the concepts that characterize them. Therefore, they can be:

- **Iterative and progressive** in a cyclical form that keeps repeating, as when thinking about the data provided, we also start noticing new details in the data. We then collect and think about these new details. In principal, this is an infinite spiral,
- **Recursive** because one part of the process can call us to a previous one. Being busy collecting data might simultaneously get start noticing new details to collect, and
- **Holographic** as each step in the process contains the entire process i.e., when first noticing, we are already mentally collecting and thinking about those details.

And in order to conduct this qualitative research interview bearing in mind that a scientific research involves rigorous and systematic empirical inquiry, we have to set a kind of coding data because narrative data analysis, according to us, requires creativity, discipline and a systematic approach meant to foster a sense of cohesiveness among community respondents and which most importantly strives to recognize cultural regularities in the target participants’ accounts in order to examine fully the theme at hand. Therefore, in elaborating the present interview, we sought more judicious to organize and discipline it through different sections which stand as the coding data, because as mentioned in the below quotations, there are certain basics which can help to make sense of reams of data and provide comprehensive and straightforward coverage of undertaking a qualitative and quantitative research on the target theme.

*The researcher sorts, sifts them, searching for types, classes, sequences, processes, patterns, or wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion.*

Codes serve to summarize, synthesize, and sort many observations made of the data. Coding becomes fundamental means of developing the analysis. Researchers use codes to pull together and categorize a series of otherwise discrete events, statements, and observations which they identify in the data.


At first, the data may appear to be a mass of confusing, unrelated accounts. But by studying and coding, the researcher begins to create order.

Charmaz, (1983:114)

3- 5- 5- Aims and Description of the Inspectors Interview

In conducting the inspectors’ interview, we aim at revealing and gathering data about:
- The participants’ personal and professional experiences in the field,
- The respondents’ personal points of view and impressions in relation to the theme the current research work aims to cover,
- Other situational events we might remember while the interviewees are responding,
- The importance given to other paralinguistic features while the interviewees are responding, because most of the time answers are given through a simple gesture, a sight, or even a grin, a grimace or a rictus.

This means of collecting data to conduct a holistic and empirical study, comprises six (06) different sections which, according to us, cover the main research topics.

Section one introduces the participants and their positions in regard to the English teaching process in secondary schools in general. It seeks to
- Profile the target respondents as inspecting is actually a more detailed field in context (materials and courses),
- Have a general overview about the teaching process, and the English teaching/learning in respect to the level and stream that constitute our source material in the present work.
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

Section two however, seeks to value and reveal the new texture related to teaching and learning EFL as it is the basic grounding of the process. It is composed of five questions meant to provide us with the respondents’ opinions and impressions. Therefore, this section aims at:

- Highlighting the different changes teaching and learning EFL has witnessed,
- Shedding light on the various criteria and principles of gaining and achieving the process,
- Guiding and instructing the practitioners while accomplishing their craft, and
- Giving importance to the elements that constitute the process.

According to section three which is more specific, we have devised one question (01), which seeks to gather important data about teaching EFL for specific purposes so as to:

- Meet the needs of the learners enrolled in “Economy and Management” specificity,
- Clarify, agree on the kind of English to be taught and learned, and most importantly fix and guide the teachers on the pre- and requisites of teaching this English, and
- Re-adjust the evaluating method according to the specified English that will be taught and learned.

The forth section is direct and comprises only one question which is designed to get information about the target learners’ needs in course/syllabus design analysis. The participants are kindly asked to express freely their ideas about the topic in order to:

- Be aware of the diverse needs expressed by the learners,
- Focalize on the communicative aspects of the syllabus,
- Give equal shares to the different syllabus constituents,
- Supply, up-date and make the supporting materials available and easy to reach and use, and
- Encourage the teachers and other practitioners to take part and get involved into the elaboration of any additional constructive and useful materials.

Section five represents the backbone of the research work. It should, according to us, reflect the ideas and the hypotheses we have set in order to achieve the concept we forwardly tried to defend through this research work. Two main questions compose this section and their aims are:
• To demonstrate the positive contribution of the dynamic changes in the teaching methods and approaches in developing the teacher as a professional and the teaching as a craft, and
• To introduce an educational policy based on a continuing professional development project which involves different ideas, techniques and strategies to evolve the teacher and the teaching process.

As far as the sixth section is concerned, the respondents are kindly required to add any suggestions and recommendations so as to widen the topics’ horizon, to reinforce the solutions provided by the researcher, and to measure the extent the respondents are involved in the project of satisfying the learners’ needs and work altogether so as to achieve the aim of developing teaching and its practitioners.

3- 5- 6- Data Analysis and Interpretations

Section One: General Questions

1. When did you start your inspectorate career?
   
   To this question, most of the respondents (04) answered in September, 2009. Only one said in 1995. According to the information gathered, we deduce this is quite a fresh activity apart from the one who acquired a long experience in comparison. Therefore, and as far as the new ones are concerned, we strongly believe that they need to practice this new career to gain more insights; something which seems to be somehow easy to acquire owing their experiences in the teaching field, a concept that remains intact and should be taken into a profound consideration.

2. How did you start this career?
   
   • Very timidly…………
   • Very anxiously………
   • Confidently and proudly………

   Although most of the participants have a little experience in this domain, all of the questioned inspectors (05/05) gave the same answer: “confidently and proudly”. The following points represent the interpretations we could reach:

   • Their ability to undertake new careers because of the prior knowledge and experiences gained in teaching,
Their desire to meet challenges and innovations in framing the teaching/learning process; a quality profile of a dynamic individual in the realm of education,

Their motivation to supply the teachers as well as the learners with new teaching/learning strategies and techniques.

3. How do you find this new task after moving from teaching to inspecting?

- Easy…………
- Difficult………
- Very difficult………

Except for one (01) respondent who found it “easy”, the four remaining participants declared that it was “difficult”. This means that:

- Being an inspector requires more basic knowledge in didactics (class management, teaching profiles and activities), more responsibility (as they are the providers of new evidences in teaching), and more availability (being present whenever the teachers need help and guidance),
- Being an inspector is to be creative, useful and efficient,
- Being an inspector is to fully and rightly represent the teaching community and the main educational authorities, and
- Being an inspector is to be able to make use of the experiences gained in teaching and reflect them on framing and directing the teachers.

In addition to this, even if there is a slight difference and change in the shift, this remains for a good experienced teacher minimised especially when stepping the other way around and doing one’s work properly. These respondents in fact, used to be observed teaching and making mistakes, afraid of visitors. Now, it is their turn to observe and find faults with others teaching. At this stage, a good teacher compares his/her previous state and the present one and tries to judge and evaluate. Therefore, with a little of flexibility and tact, they may adjust their behaviour and attitude and hence know how to observe, how to listen to others, and how to go on assessing teachers in the very objective way. Overall, being an inspector should not deviate the individual from considering the other teacher as inferior, but rather as the one who reminds the inspector of things he/she may forget.
4. What makes a good and an advanced skills teacher in your opinion as inspectors? According to all the respondents (05/05), the ideas and positions varied significantly:

- In my opinion, a good and an advanced skills teacher is the one who knows how to speak less and make his learners speak and work more. Furthermore, he is the one who is able to combine the four skills and to manage his class in such a way that everything goes well; this is evidently achieved by reading and a continuous exposition to the language,

- As far as I am concerned, a good teacher shows the capacity of going from easy situations to difficult ones and manages collaborative works, uses updated instruments and techniques as ICT (Information and Communication Technologies) and creates motivation. If this is achieved, we can therefore speak about the advanced skills teacher. This kind works around supplying his/her teaching through reading more and trying to get ideal pupils and ideal means of teaching,

- A good and an advanced skills teacher is, according to me, the one who has received a reliable training course, and believes in learning teaching. We can mention three characteristics of this quality of teachers:
  - authenticity, respect and empathy. In addition, there is another quality that of highly mastering the competencies required for a successful teaching as having the ability to explain well, involving the pupils in their learning and creating the conditions that enable the pupils to learn for themselves; this is mainly gained through practice and self-training,
  - Patience, perseverance and attentiveness are here the main qualities that constitute a good teacher. These are obviously consolidated with remedial work, reflection on the courses, and updating the teaching materials. This, in my opinion, makes the advanced skills teacher too because he/she develops essential skills which will enable him/her to carry on a teaching task and permanent research,

- Well, for me, this means that there should be a teacher committed to his/her job, an individual who rethinks his/her way of teaching in order to move forward, setting clear objectives, taking into account the new teaching strategies in accord with his/her learners’ needs. Furthermore, these two qualities are, I
believe, reflected through the teacher’s relationship with his/her learners and the satisfaction of their needs, a dedicated teacher, let us say.

According to the multiple reactions and impressions expressed by the participants as far as this question is concerned, we clearly understand that there is a thorough awareness of the various disciplines and criteria that constitute that world of teaching and the good and advanced skills teaching community. Consequently, an important range of interpretations have been raised. These are as follows:

- Emphasis on the macro-language skills and classroom management for an effective teaching and a successful learning,
- Ability to cope and deal with the unexpected teaching/learning situations,
- Encouraging collaboration among peers and learners,
- Use of new technologies and technological tools to foster teaching and learning,
- Emphasis on a teacher continuing development process, and on the quality teacher,
- Encouraging self-reliance, self-training, self-responsibility, and self-evaluation for both teachers and learners,
- Ability to set forwardly pedagogical objectives,
- Ability for innovation and creativity to improve the teaching/learning process and satisfying the learners’ needs,
- Emphasis on the psycho-pedagogical profile of the teaching process, and
- The great awareness of evolving continuously and progressively, behaving humanly and helping the learners socially, understanding the learners’ styles, preferences and strategies, applying techniques and methods according to the learners’ needs, acting as facilitator, linguistic model, psychologist and a monitor monitoring class management, time, and learners’ differences, and mainly using variety through new materials and a little sense of fun. Therefore, in order to become a good and an advanced skills teacher, the individual teacher has to improve his/her teaching levels with his/her personal perspective insight, perfect him/herself through inquisitiveness, action research, contacts with mates, seminars, and conferences, and apply through constant practice what he/she learns.
Section Two: Teaching and learning English as a Foreign Language

5. How do you see the teaching/learning process of EFL in recent years?

The totality of the questioned inspectors (05) gave different views and positions. These are as follows:

- A process that is meant to satisfy the actual world and future citizens’ needs,
- A process that mirrors the creative and innovative basics of the subject matter,
- A process directed into learner-centeredness, and
- A process which is expected to enable the practitioners to enter the world of technology in order to access to worldwide new visions that concern the topic.

Our reaction in relation to the interviewees’ responses is that there is a strong awareness about the teaching/learning process of EFL in recent years. This awareness is also a kind of desire the respondents wanted to express as they most of the time mentioned the different changes the process should cover. It should therefore be diverted towards learners’ centeredness and thus, more focus on this population. It should also respond to actual world demands, go hand in hand with the present changes in education, program content, approaches, methods and techniques. It finally needs to give more importance to learners’ needs, interaction and teacher’s development. These changes ought to encourage both, teachers and learners share a common responsibility in the interactional process as the success of the lessons and courses depend on the learners’ contribution as well as on the effective teaching.

6. According to your experiences in the teaching field, what can the basic foundations for teaching be?

All of the respondents agreed on the involvement of the motivational strategies in teaching and learning as well as on adaptation of the teaching process to the learners’ needs. According to our informants, these two basics should rest on theory, practice, and research. They added to justify their answers that competence-based objectives ought to specify what the learners would be able to do with the English language they learned. Moreover, they supplemented it with the fact that in order to achieve the objectives specified, there should be a need for a methodology meant to guide and teach the competence-based
materials in the syllabus. Finally, they ended this answer saying that there should at least two things for teachers of English to consider: what to teach (syllabus), and how to teach (methodology), and since teaching and learning are interdependent and complementary, the main characters involved in the process should share class work responsibilities, a common responsibility in the interactional process.

As a matter of fact, we can say that being in regular contacts with the reams of teaching cannot but encourage us to see and measure the important extent the respondents have achieved throughout their teaching and inspecting career.

This is another important angle to consider since all of our informants have shown a deep sense of practice, responsibility, and inquisitiveness; all of which are actually devised to meet the learners’ needs. In addition, taking into consideration theory, means an understanding of important teaching /learning constituents, since theory is the core and the rationale that must precede practice and implementation, as during practice, the practitioners may encounter new events. In this case, action research becomes a “must”, and thus the instructors should thereby improve, and better their knowledge, leading the learners to self-autonomy, self-dependency and self-awareness in how they should know and should know what to do.

7. To fully present the teaching/learning process, do you have to focus on the social context?

A direct and almost instant answer has been given. All the participants answered with the same attitude, determination, and at the same speed: “Yes”. They then argued that there was no need to astound oneself to teach and focus on, for instance, “skating”, knowing that this sport discipline did not exist in the country. Therefore, changing this discipline by another well-known and popular as “football” would go better. Also, they focused on the cultural/religious context because, according to them, these were part of the sociolinguistic context and therefore, they could impact the use of language.

As aforementioned, the answers have been given as directly as no other way can be described. This makes us react in the sense that teaching and learning English as a foreign
language must be a principle to gain the language as a tool/ a means to achieve a given objective and that contextualizing this teaching is likely to motivate the target learners. This caution is not to fault our respondents, but rather to recognize the strong biases inherent in trying to objectively look at the learners’ social context with a foreign language teaching. Although we strongly maintain that teaching a foreign language as English should also be a mirror that reflects its social, cultural, economic and political profiles, we encourage the principle of adaptation too.

8. As practitioners, how often do you use the pre-task, task cycle (task planning and report) and language focus (analysis and practice) when you have to frame teachers? What do you use these for?

The total number of the respondents (05) answered “always” to this alternative. They added:

- Simply because it is an important phase of an organized work,
- In order to get things done and make the communicative aspect to happen,
- In order to focus on functional competencies and life coping skills,
- In order to get the right sense of what to know about a language and not what to do with it,
- In order to prepare the teaching, the teaching materials, and the tutoring sessions to enable both elements (teachers and learners) get involved in the process, and
- In order to keep a kind of calendar and agendum which show to which step we stopped and at which point we will start.

To these responses, we have been somehow obliged to adopt two compatible approaches for interpretation: the phenomenological approach and the symbolic interaction. In doing so, we have attempted to understand the meaning of the respondents’ behaviour and thoughts in teaching and framing the teachers as a particular situation and thus, interpret them according to the experiences gained in the field. As the teaching aims, organization, order, and discipline, as well as the ability management, are the most interpretative meaning the participants want to achieve, in respect to their experiences, and the process of accomplishing their tasks which are very essential, focusing on this work
methodology reflects the importance attributed to the profession because they are the three elementary basics in any teaching process. Therefore, respecting these phases means gaining the capacity to plan how to start, to know how a language should be presented and focused on, to put the different activities of practice into a sound action, and then to be able to analyze, evaluate and to report.

9. What do you think, as inspectors, about teaching the macro-language skills?

The interviewees (05) opened a large debate about the question, highlighting the degree of importance to afford. According to them, each skill has to be invaluably considered as each skill plays a principal role in teaching and learning a foreign language. Too, they also focalize on the set of activities proper to each skill as classroom activities are based on competence approach and this must reflect the learners’ abilities to foster and improve by the end of the teaching/learning syllabus.

Therefore, the emphasis, according to the participants, should be on the real world activities, the target field the learners would undertake in their future career, keeping thus the theory of transfer. Although the language is vast and the teachers cannot focalize on all the skills at one time, he/she has to be selective according to the chunks of language he/she wants to teach respecting thus priorities, and bearing in mind that the learners at this phase cannot retain everything.

We therefore believe that the host of information we could collect in relation to this question can be directed towards two points. The first is that within the current teaching/learning process, the approach of competence-based seems the sole method the practitioners are dealing with. Consequently, the inspectors are often called to frame and reinforce teachers in this process.

However, philosophy has taught us that variety must keep constantly on because there is in fact no best method or approach to a real successful process. The righteous approach and method should be, we strongly believe, the one which serves and meets the needs of the learners and which would enable the teachers to practice being less-stressed out.

The second point is that learning a foreign language must be through teaching and learning the main four skills. This interpretation totally excludes the fact that our learners
are enrolled in such a stream, or specification that the emphasis has to be apparent on some major skills and then consider the others as sub-skills. Economy and Management learners, according to us, have to master the four skills equally because they will be called to read correspondences, to listen to foreign clients, to speak with foreign contributors, and to write job applications for instance.

Section Three: Teaching EFL for Specific Purposes

10. The target stream and learners are supposed to be taught the English that meets their immediate and future needs. What are your overall reactions about the matter?

According to the data gathered, our respondents (05) expressed the following:

- The English which should definitely be taught to this portion of learners is ESP, more exactly English for Business with its specification based on Economy and Management. This is actually to provide a clear answer to the question the practitioners mainly teachers often ask: which English to teach our E.M. learners?

- It should be ESP. In fact, because there is a difference when teaching General English. Every item is dealt with through general presentations. However, if the stream is a specified one, instead of for instance saying: “people who contribute with financial capitals to launch an enterprise”; we simply would say: “Shareholders”.

- According to the syllabus content, the English to teach must be a specific language. It is to be included in General English teaching through appropriate themes and topics, and different class home works and activities, taking into account the different macro and micro-skills as the learners’ proficiency in General English will facilitate their learning process in such specifications.

- When determining the genre of English to teach and learn, we imply the main points in relation to the specialization. This will also imply that fostering professionalism and effective learning must be achieved through curriculum and syllabus development as well as improving the teaching staff.

- Well, it is obvious that through the different topics our learners study, the English must be ESP. Although it is GE, we have to include specific purposes
English and this will be done themes and topics, through different class and home works activities, through different skills including vocabulary and grammar. In addition to this, since most of the documents are written and the branch is E.M., the priority is then to familiarize the learners with the technical terms and jargon, get them know the format, the style, the graphic through reading and vocabulary, then writing with focus on grammar and end up with oral discussions (speaking).

The different responses we could collect have enabled us to measure the extent of awareness and responsibility since we clearly understand that:

- These practitioners detain an appropriate answer related to the type of English to teach this branch,
- There is in fact a difference between teaching and learning general English and English for specific purposes,
- ESP can be taught within general English mainly when speaking about the different skills and the register, and
- Introducing the concept of teaching and learning ESP in secondary schools must be given a special importance in encouraging vocational language, knowledge, skills, classroom management, and establishing a professional development program for future careers. Furthermore, when adjusting learners’ focus on more technical English use, we are in fact providing them with more confident perspectives.

Section Four: Learners Needs Analysis for Course/Syllabus Design

11. What major and important principles do you consider in learners’ needs analysis for course/syllabus design?

According to our interviewees, analyzing the needs of the learners in order to design a course/syllabus is an important condition because:

- Obviously the learners feel motivated and implicated when expressing their needs,
- The principle of this analysis to find out and adjust a teaching/learning syllabus, goes in parallel with preparing these learners for real world activities,
- Analyzing the learners’ needs should rest on the communicative profile of a syllabus,
- It permits the syllabus designers to consider the contents, contexts, and the different materials which constitute this syllabus, all of which should be based on a kind of variable flexibility,
- When analyzing the learners’ needs, we are meant to understand about a language, what the learners want to study in the language, the learners’ expectations, their desires, their drives, their preferences and their learning styles. In the absence of these criteria however, communication within a classroom setting can occur but it will be too limited, the teacher will be forced to do everything and the learners remain silent, and passive. Monotony as well as routine will reign over the class and learning will fade out slowly with time.

Through the different reactions, we have been able to note down that the most important points for a needs analysis to respond to the norms have been mentioned. This explains the regularity and perseverance the inspectors work through to render the teaching and learning process as agreeable, feasible, useful and as successful as possible. It is indeed a condition to understand and satisfy the learners’ inquiries to be able to design a communicative syllabus whose central focus is the learner, teacher-learner, learner-learner interactions. These must be constantly encouraged besides encouraging the teaching materials and support, and reinforcing oral and written skills, lingual and meta-lingual features as well. We also believe that through the various criteria mentioned by our respondents, our interpretation may that of setting a lot of guidance and modelling, varieties in tasks and activities, rather than on separate drills, because we strongly believe that fluency, exchange of experiences and information are to be enhanced among the learners and the instructors too.
Section Five: Developing the Teaching Process and the Professional Teacher

12. What do you think of the different changes introduced in the teaching/learning process? How do these changes affect the teacher development?

Out of the five respondents, one overtly said that the changing occurred only in the form but not in content, and that it brought the EFL teachings and theories to get adapted to the context. The respondent’s position and reaction remain not clear since no justification has been given to enable us understand what is meant by the statement.

Meanwhile, the remaining four interviewees declared that there has been a noticeable evolvement in the teaching methods and approaches in the sense that they are now more a reply to the needs of the learners and that there is more authenticity in EFL teachings and theories, collaborative works and project writings are more encouraged and practiced. As far as the professional teacher development is concerned, they added that for both teachers and inspectors, an important range of opportunities for improvement and self-education are now daily available on different sources as internet which can facilitate contacts and exchanging with peers, and so on. Moreover, as technology and the world are evolving so is teaching. And with this evolving trend mentalities also change, and to meet the learners’ needs, teaching methods and techniques have to change too. We believe this quite natural since they all aim at making the learners’ benefits and whatever the approaches and methods are; they are all oriented towards one common objective: learners’ satisfaction.

As far as we are concerned, we may react to these data through a very positive way. This means that changing has occurred providing many positive aspects and opportunities for the teaching/leaning process to prosper and for the professional teacher to improve. Through these responses, we can also understand that there is a big and important space for teachers to self-evolve and self-evaluate. Not only this; but the brands of new techniques and methods provided in the field, both teachers and learners start to feel the necessity for change.

There is in fact a growing awareness about the use of technology in the classroom and outside the classroom as a facilitating tool in the field; theories are given more importance to students’ ways of learning, interacting and autonomy. Teachers’ work either
in or out of the classroom is more or less degree minimised, learners start to anticipate better, take part in the learning process, a kind of maturity, responsibility and a sense of devotion too.

13. Can continuing professional development help meet professional standards for teachers? How can this be achieved?

All of the interviewees affirmed spontaneously and enthusiastically. They also noted that this could be achieved through:

- Being permanently in contact with other peers to share experiences, discuss and set feedbacks related to the craft,
- Having regular training periods in or outdoors, especially in English speaking countries,
- Attending conferences/ electronic conferences (Visio-conferences), creating blogs and forums or electronic forums and e-blogs to world widely share and learn new techniques and strategies, and acquire new information to be able to develop the profession.

To this question, and according to the answers provided, our analysis and interpretations are as follows:

- All of the interviewees are in favour of the idea concerning the continuing professional development since the conditions to make this happen are available;
- They also have achieved a kind of philosophy in the realm of education as to regularly self-train, pause and reflect, act as if knowing nothing but question everything, stimulate curiosity in knowing, go after everything, work collaboratively with colleagues, change and vary techniques and procedures, and most importantly self-evaluate,
- Their positions reveal the necessity to construct a collaborative staff around the teaching profession environment,
- In agreeing on the continuing teaching development, our respondents target into attaining a good teaching/learning atmosphere, a good classroom setting and management, sharing experiences, reciprocal knowledge transfer, meeting
the needs of the concerned populations, cooperating when necessary, empowering the other colleagues, minimising the risks, and being risk takers.

Section six: Further Suggestions and Recommendations

14. What other suggestions can you add to help us set a solid grounding to teaching EFL for Specific Purposes and developing the teacher as a professional?

In asking our interviewees to supply us with ample suggestions and recommendations so as to widen our horizon as far as the main research work topics are concerned, we have been surprised by the important number of additional propositions. These are as follows:

- Practitioners should attend lessons with different colleagues. This will be of great help to them since it will enable them to know to what extent theory can be applied in the Algerian context: overcrowded classes, mixed-ability classes, and lack or absence of means,

- We must encourage computer literacy, especially on the part of teachers as most of them are very far from the use of ICT. We have also to induce the implementation of portfolios, more exactly electronic portfolios since we are living a giant technological revolution mainly in education since we are hearing from here and there the implementation of electronic learning and teaching, so why not electronic blogs, forums and documents?

- Finding out an appropriate based-approach to foster professionalism is very urgent in this globalization era. The fact shows that many of our graduates fail to compete in the job market because of their insufficient proficiency of English. In order to foster professionalism, two things should be developed: curriculum and syllabus, and the teaching staff,

- From experience, teachers wherever they are should not blame their professions and call them bad names. This is a fact that none could do without but on the least there must be a certain consciousness in the sense of integrity. I suggest that we, teachers, need to cultivate a sense of love to our profession, we daily live bitter encounters but as night brings consent we easily forget; we feel watering plants that never lay out fruits but the true labour is unfortunately everlasting. I believe teachers are not alone-learners can support and facilitate the teachers’ tasks, they
see in teachers’ innovators, enthusiastic and optimists. They learn from them easily when they feel teachers bring something new, and often feel sad when the teacher is somewhere away. Learners believe and attach themselves growingly to their teachers and live by the idea that cooperative work never fades. It is then up to the teachers to give a lance to that endless cosy atmosphere of warm congregations. Variety in techniques use and implementation, a know how to hit the nails on the heads, a bit of motivation, an instigation to work, invitation to innovation, a sense of humour and a bit of verve, an interactional process in perspective, authentic realia to break the routine, learners breaking the ice, teachers mirthfully skipping within groups, a jolly atmosphere…see whether learning can take place and whether teaching has endlessly been there. All in all, this is the teacher’s own fabric-so let the teacher be the first to weave the flannel board where the learners trace their own mind.

3-6- Conclusion

The general analyses and interpretations of the teachers’ questionnaire and inspectors’ interview support some general conclusions and underscore a set of basic information needs. Beyond these analyses and interpretations, we could reveal some significant differences in the respondents’ positions as far as some situations are concerned; but which revealed in turn relevant to the topics undertaken in the research work at hand.

We could, also, through these analyses and interpretations gain important insights into what teaching professionals need, whether what it is they need to learn is useful for both their practices and their learners, and so on. We could therefore; find out that for professional development to happen there should be some set of principles which are as follows:

- This objective should be driven by analysis of the differences between goals and standards for students learning and students performance (Needs Analysis section);
- This objective should involve teaching professionals in the identification of needs, possibilities, and opportunities (Needs Analysis section);
- This objective should be primarily syllabus design-based and integral to the target learners teaching operations (the Teaching Process and Needs Analysis sections);
CHAPTER THREE  DATA ANALYSES AND INTERPRETATIONS

- This objective should provide learning opportunities that relate to individual needs organized around collaborative problem solving (Developing the Teaching Process and the Professional Teacher section);
- This objective should be continuous and ongoing, involving follow-up and support for further learning (Developing the Teaching Process and the Professional Teacher section);
- This objective should incorporate evaluation of multiple sources of information and reflection on how to deliver these information (Developing the Teaching Process and the Professional Teacher section);
- This objective should provide opportunities to engage in developing theoretical understanding of the knowledge and skills (Teaching EFL for Specific Purposes & Needs Analysis for Course/Syllabus design section); and
- This objective should be integrated with a comprehensive change process within the syllabus designed for the target learners (Teaching and learning English as a Foreign Language, Teaching EFL for Specific Purposes & Needs Analysis for Course/Syllabus design sections).

In sum, this chapter has identified that professional development and the adequate language and syllabus teaching and learning that engage professionals in coherent, sustained, reliable, reflective and valid professional learning, because, as demonstrated through the analyses and interpretations of the data gathered, using two various technical tools (an interview and a questionnaire) and the different sections which have constituted the body of these tools contents, we strongly believe, and maintain that the undertaken field cannot be developed unless there is a focus on individual, collegial, and organizational improvement based on promoting continuous inquiries into teaching practices and students’ or pupils’ learning.
CHAPTER FOUR  E-TEACHING PORTFOLIOS IMPLEMENTATION & RECOMMENDATIONS

Introduction……………………………………………………………………………………………

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4- 2- Directions to Teachers and Inspectors……………………………………………………

4- 2- 1- Steps for Compiling a Collaborative Electronic-Teaching Portfolio………………

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4-1- Introduction

We agree with the idea that the complex nature of teaching and learning as stated by Roisin Donnelly, and Marian Fitzmaurice, (2008: 115), means that resolution is not absolute and that solutions from one context may guide thinking in another as they are rarely universal. As a result, we all need to reflect on implications for our own practice. Furthermore, and in order to avoid any substantial contradiction in our practice, we, as teachers first, have to tune our professional reactions to what we actually say in class, what we believe as effective teaching and mainly how we have to act to render the profession plausible and profitable to all the concerned parts. This is what the research work at hand aims to achieve in order to create a more sustainable existing academic staff, academic support staff with responsibility for teaching in the target area and a reliable and valid constructive and appropriate syllabus that responds to the needs of the learners.

Through the battery of questions that constituted the different questionnaires devised to collect data about the diverse variables of the research topic constituents, and after the empirical analyses of the teachers and inspectors questionnaires as well as the possible interpretations we have provided to the results of the data, we have come to a conclusion that:

- An analysis of classroom situations, experiences in microteaching groups where the participants (teachers and inspectors) can discuss their own teaching and inspecting practices and those of others must be continuously omnipresent, because as stated by Hutchings, (1998: 18):

  ...activities that improve course content and teaching quality because exercises are profitable to teachers personally in terms of their own instructional development.

- Collaborative experimentation with instructional strategies, techniques and updated materials as far as the syllabus, the teaching methods and approaches, and the teacher professional development must be encouraged, implemented and regularly evaluated through an electronic-teaching portfolio. Hutchings, (1998: 18), stated that:
Steps toward richer, more authentic “situated” portrayals of what teachers know and can do, a significant advance on prevailing practice, which depends almost exclusively on students ratings...The aim of portfolios is not...to replace students voices but to supplement, complement, and round out the picture.

Moreover, the necessity to implement an electronic teaching portfolio is not merely limited to collect and insert documents into this folder but the necessity rests on the teacher’s philosophy and ability to understand, analyse, reflect and assess the work, as pointed by Zeichner and Wray, (2001: 614):

Portfolio encourages student teachers to think more deeply about their teaching and about subject matter content, to become more conscious of the theories and assumptions that guide their practices, and to develop desire to engage in collaborative dialogues about teaching.

4-2 Developing Electronic-Teaching Portfolio

As our participants are involved in undergraduate degree programme, focusing on the content use of portfolios for formative and reflective purposes, the aim of developing an electronic-teaching portfolio is aimed at new and existing academic staff including responsibility for teaching in the target area (Economy and Management stream) bearing in mind the diversity in the learners’ levels our participant teachers and inspectors teach and frame.

For these reasons, we have made it clear for the latter that they are going to develop this technical case that provides evidence, arguments and reflections on their ability to engage in assessing their practices and to critically analyze and use what they actually know about their learners to inform their teachings and their inspections. In this direction, Edgerton, Hutchings, and Quinlan, (1996: 50-51), said:
Teaching portfolios focus on teachers representing “a broad sampling” of the faculty members’ pedagogical work in a variety of different courses, over a number of years.

Furthermore, we have told our participants that the case has several related parts that will demonstrate their ability to learn from their experience, to understand and apply teaching standards, to plan, act, assess, and revise their teaching, and to evaluate the effects of the case on their competency as reflective practitioners blending their knowledge about teaching portfolios as being:

An narrative that tells a coherent story of your learning experiences in the program, and highlights thoughtful reflection on, and analysis of, these experiences. It is not simply an acquisition of pieces and products; it is an unfolding of your understandings about teaching and learning, and about your development as a professional.


Not only this, but we strongly believe that student learning is directly related to teacher knowledge and abilities (Painter, 2001: 2), and that teachers, like students, should be continual learners (Willis and Davies, 2002: 2).

Moreover, we also believe that the need to support and retain teachers is not only a critical situation because of some factors which sometimes are personal and some others are purely professional, but the need to find out a key solution to help improving the profession and the professional as well are equally expressed, as stated by Darling Hammond, (1996: 10):

Major changes in the productivity of ...schools rest on our ability to create and sustain a highly prepared teaching force for all of our children.

This is why, according to us, it is necessary to engage into implementing the new technique of electronic-teaching portfolios, because portfolio development encourages the
cyclical process of praxis: action – reflection – action – reflection and that these techniques have the distinct advantage of engaging the learner in reflection (Bowers, 2005: 48), and that reflection, according to Painter, (2001), is the key to portfolio- as well as to teaching success and development.

A key finding of this study is the evidence provided by an overwhelming majority of teachers and inspectors that, in developing the electronic-teaching portfolio, they grow in their ability to reflect on their teaching practices, which, as stated by Lyons, (1998), is strongly supported by theory and through research, noting that these techniques are becoming the most effective tools in improving the instruction of both new and seasoned teachers, (Zubizarreta, 1994: 29). All in all, we sought that the following points summarize our literature on portfolios in general.

Edgerton, Hutchings and Quinlan (1991) describe portfolios as follows:

1. Portfolios provide documented evidence of teaching that is connected to the specifics and contexts of what is being taught.
2. They go beyond exclusive reliance on student ratings because they include a range of evidence from a variety of sources such as syllabi, samples of student work, self-reflections, reports on classroom research, and faculty development efforts.
3. In the process of selecting and organizing their portfolio material, faculty think hard about their teaching, a practice which is likely to lead to improvement in practice.
4. In deciding what should go into a portfolio and how it should be evaluated, institutions necessarily must address the question of what is effective teaching and what standards should drive campus teaching practice?
5. Portfolios are a step toward a more public, professional view of teaching. They reflect teaching as a scholarly activity.

4- 2- Directions to Teachers and Inspectors.

On the first days of the current school year, September, 2009, we introduced the teachers and inspectors to the electronic-teaching portfolio project, sending them the necessary information about through grouped electronic messages. In these messages, we kindly asked our participants to focus on the syllabus design aspects as a first step taking
into account the existing one for which reinforcements and readjustments would be brought. Then, as a second step, they were also required to plan, elaborate and present a lesson for the second year Economy and Management learners whose language points, functions and input materials would be based on the new suggested syllabus. We have also focalized on the necessity to save every element they would write and suggest in an electronic folder.

As a matter of fact, we have, once again, gained insights into the new technique, pointing at the fact that electronic-teaching portfolios could be used for self-assessment or reflection on personal growth, that they could facilitate progress assessment within an educational program as they could enhance self-presentation to external sources as well.

This new technique actually provides opportunities for the participants to form a learning community and collaborate with peers to create a culture of connectedness and commitment to community. For this, the new suggested technique contents include core items as well as written tasks and reflective entries on teaching improvements. Therefore, the main objectives of the E-Teaching Portfolio are to write, reflect, and collect works to summarize the teachers’ and inspectors’ teaching approach to learning and teaching, and provide evidence of major teaching activities and accomplishments, highlighting thus, and demonstrating the participants’ knowledge and skills in teaching in secondary schools.

As a rule of thumb, any evidence in support of statements made in the report can go into the portfolio, as for instance highlighting collated data by putting it in the relevant section of the portfolio. Too, a chart listing colleagues’ responses to some aspects of one’s teaching performance can be used as a sample of aspect of teaching effectiveness.

Rightly at the beginning of the experiment, we explained to the participants under study that it would be necessary to include artefacts in the collaborative electronic teaching portfolio which would, in turn, prove their progress in designing an adequate syllabus for the target learners as well as elaborating and structuring a lesson sample in addition to the possible comments these participants may provide the reader with. The artefacts, we have maintained, would consist of directing attention towards two different elements considered as parts:

- Part one: all that concerns designing a syllabus to teach and frame “Economy and Management” English;
Part two: a lesson sample structure and elaboration taking a unit from the syllabus suggested.

To summarize these explanations and instructions, we have also supplied our participants with the table below:

**Table 38**: Required and Optional Content for the Collaborative Electronic-Teaching Portfolio, (adapted from English Language Centre City University of Hong Kong, 2009).

<table>
<thead>
<tr>
<th>Sections</th>
<th>Status</th>
<th>Material for inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Required</td>
<td>- Teaching philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Observation report</td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td>- A sample lesson plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sample materials</td>
</tr>
<tr>
<td>Areas of responsibility</td>
<td>Required</td>
<td>- Summary of team objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summary of team achievements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summary of your specific contribution</td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td>- Material produced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Anything else you consider relevant</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Required</td>
<td>- A development plan: your goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A statement of what you have done to achieve these goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A statement of how you have changed as result of your PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Your peer observation</td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td>- Any documentation which supports your professional development</td>
</tr>
<tr>
<td>Statistics</td>
<td>Required</td>
<td>- whether syllabus appropriate to learners’ needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- whether instructions were communicated clearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- whether lessons appeared well-prepared</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- whether class time has been organized effectively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- whether you were responsive to students’ needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- whether feedback has been constructive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Your overall teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How much active participation you encouraged</td>
</tr>
</tbody>
</table>
As the electronic-teaching portfolio is actually based on a rubric used to help review and evaluate, it must not only be selective and expressive but it must be creative to mirror the holder’s abilities and performances as well. Its importance and purpose rest on communicating important traits through its organization, creativity, completeness and clarity. Thanks to its transparency, it is supported by important conferences known as “Tutoring Sessions”.

Evidently, for completeness of any portfolio, these sessions must take rightly at the school opening season, because the aim of each conference held is to draw out information about what has been accomplished so far, the possible discussions and feedbacks the tutor or any peer can supply in order to frame the collegial work. We also have to note that every member of the group is warmly asked to take part in the conference by giving advice, directing, sharing opinions, and revising the whole work with the other contributors in order to:

- Analyze each member’s abilities to accomplish a work;
- Provide opportunities for greater depth of analysis, comparison, reflection, and assessment;
- Set a grounding to identify the difficulties or the instructional challenges or issues to accomplish the work;
- Set a collaborative agreement to support the work, and to provide necessary feedbacks. For instance, the Praise Question Polish (PQP) method which is most of the time based on the principles of positiveness, helpfulness and specificity, and which stands for:
  a- Praise: what do you like about this primary work?
  b- Question: what question do you have about this work?
  c- Polish: what specific improvements can we make?

4- 2- 1- Steps for Compiling a Collaborative Electronic-Teaching Portfolio

In addition to the afore-illustrative table about the many instructions and directions to build up a portfolio, we strongly believe that constructing these techniques should reflect the progress and improvements an individual teacher aims to accomplish and achieve as building up a portfolio must not be an aim in itself, but to measure and evaluate the teacher’s potential to a forward develop of the profession and the doer.
This is why, in inviting the participants to be fully involved in putting these techniques into practice, we first of all, have wanted to render the task somehow easy to understand, and agreeable to work on.

Therefore, we also believe that when creating and compiling a portfolio, whatever its nature and specification are, there are actually some steps to follow. According to Seldin, 1993, (cited in the Centre for Teaching Effectiveness, 1995: 2), suggests some steps to help the portfolio holders to compile and construct it, and which can be taken as advising guidelines. These are as follows:

- Clarify teaching responsibilities: we have to start with an understanding of the role the teachers’ and inspectors’ team are expected to play in the secondary school in respect to its various functions in order to determine the kinds of specifics which need to be documented;
- Select items for the portfolio: this step is based on the teaching responsibilities, selecting thus relevant information;
- Prepare statements on each item: in order to show the relation to the overall responsibilities and the way they mirror the participants’ status as teachers, the latter have to prepare statements on each item;
- Arrange the items in order: since the portfolio consists of compiling evidence in regard to syllabus design and professional development, the order, we believe, might be in terms of importance to the team’s responsibilities reflecting therefore, the purpose of the evaluation.

4- 2- 2- Kinds of Materials to Put into a Portfolio

4- 2- 2- 1- Common Suggested Materials

According to Edgerton, Hutchings, and Quinlan, (1991: 3-4), the usually included materials to construct a portfolio are as follows:

- Course planning and preparation represented by a syllabus, handouts, and notes;
- Actual teaching presentation represented by written comments from observers;
- Currency in the field: reflect by changes in the courses as new development in the field, currency in reading materials assigned, attendance at professional conferences that resulted in changes in content or methods of teaching.
4- 2- 2- Materials from the Team

In addition to the commonly included materials, and in order to compile a meaningful portfolio, the team under study can insert some other materials which they see necessary to assess their progress and improvements in the field of research. These are as follows:

- A statement of teaching philosophy reflecting the team’s view of the teacher’s role;
- Representative course syllabus detailing course content and assignments teaching methods, readings, homework, and evaluation activities;
- Description of steps taken to improve teaching through the improvement of courses and activities;
- Description of instructional innovations attempted;
- Description of non-traditional teaching settings (the use of Internet for instance);
- A team statement describing teaching goals for at least the next coming five years.

4- 3- Collaborative Electronic-Teaching Portfolio into Action

Reflection is essential to professional development in learning and teaching. It is in fact, a demanding and an important stage since it helps us correct the errors we make when teaching and learning, avoid the contradictions in our professional work, and most importantly reach an understanding of our professional work and therefore improve it, because, as Newman, (1998: 191), pointed it out:

(s)imply telling teachers about new curricular initiatives, asking them to take on new instructional methodology without helping them to understand the assumptions they are operating from, is a waste of time. People might take away “nifty tips”, but nothing really changes for students.

For this, and in order to construct a holistic electronic-teaching portfolio, rather than episodic in nature so that it reflects the overarching themes that are chosen for the work, we find that limiting the number of participants to form the collaborative portfolio group is really necessary. Therefore, the group is actually composed of ten (10) members, amongst whom there are four (04) inspectors, and six (06) teachers who are officially
appointed as responsible of the subject (Professeurs Responsables de Matières), and whose role is to frame teachers within the schools where the former teach. Their role consists of attending their colleagues’ classes, prepare and plan unified lessons, elaborate and assign tests and exams, and of course discuss and limit the scope of the official syllabus according to the fields of specialization: “Streams” as well.

Admittedly, the task has not been so easy to accomplish because the participants have not been familiarized enough, formed in and instructed for the idea of “Portfolio” implementation, and that self-reflection and self-evaluation can not come spontaneously since the technique has never been experimented before, in addition to the tremendous quantity of tasks they have to fulfil for the school year completion, especially if these teachers are in charge of structured examinations classes.

After much thinking and temptations to convince the participants about the many positive aspects and profiles of portfolio implementation, being a safe, instructional and advising technique to enhance growth, improvement and mainly how they will apply their knowledge of learning theories and teaching strategies by actually using a wider diversity of teaching strategies in their micro-teaching and in their classroom practice, we finally have succeeded to draw their attention toward accomplishing this task. We have also been able to make the participants decide to engage fully in the various activities the portfolio is actually constructed on, taking the opportunity that the general effect of the participants do extra hours at the department of English, where the researcher actually works. Thereafter, we have organized our work on the following basic rubric or principles:
Table 39: Collaborative E-Teaching Portfolio Work Organization and Planning
(See Appendix 21)

<table>
<thead>
<tr>
<th>Tutor Email</th>
<th>Participants Email</th>
<th>Tutoring sessions/Conferences: Topics</th>
<th>Consultation Day</th>
<th>Observations</th>
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<td><a href="mailto:bejaiaenglishclub@yahoo.fr">bejaiaenglishclub@yahoo.fr</a></td>
<td>1- Tutor and researcher intention to implement a CETP in collaboration with secondary schools teachers and inspectors.</td>
<td>September 15, 2009</td>
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<td>2- A general overview on the nature, purpose and characteristics of electronic teaching portfolios</td>
<td>October 13, 2009</td>
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<td>3- Clarifying and answering some of the participants' worries about the new techniques implementation</td>
<td>November 10, 2009</td>
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<td>4- Communicating the idea of designing a syllabus for the target population (2AS Economy and Management stream, giving some directions that consist of taking the current syllabus into consideration and trying to find out suggestions to adjust and reinforce it according to the stream learners' and level's needs)</td>
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Moreover, we have also set some criteria for a portfolio to be relevant, presentational and which are considered as being the core evaluation criteria and indicators through which our electronic teaching portfolio (CETP) will be assessed. These criteria are:

- Operational;
- Appearance;
- Broad selection of evidence from a variety of sources;
- Reflection;
- Completeness of documentation, and
- Clarity of organization.
COLLABORATIVE ELECTRONIC TEACHING PORTFOLIO
Collaborative Electronic -Teaching Portfolio.

Evidence One

1. TEACHING PHILOSOPHY AND GOALS.
2. TEACHING RESPONSIBILITIES:
   a- courses taught (the various courses taught throughout your teaching career till now), inspecting sessions according to each teacher (for inspectors)
   b- grading (the purposes of grading your learners/teachers),
   c- feedback (how? What all the matter is about),
   d- availability (how often you are available to frame your learners/your teachers)
3. TEACHING METHODS
   a- Class sessions/inspecting sessions (the different steps you adopt during class/inspecting sessions)
   b- Cooperative/collaborative learning (whether you encourage this strategy and technique)
   c- Homework (level of difficulties, types of activities,)
   d- Exams (guidelines to follow, whether only one standard model of exam,)
   e- Use(s) of technology (computers, head projectors,)
4. COURSE SYLLABUS AND INFORMATION
   a- Handing out the syllabus at first class meeting (i.e., at the beginning of school year)
   b- Use of World Wide Web to access to different information related to the syllabus
5. EVALUATION OF TEACHING/EVALUATION OF COURSE SYLLABUS
   a- Level of your learners/ teacher skills
   b- Evaluation of your learners’ results (term one)
   c- Extent you moved in the course syllabus (if you feel you are a bit late, please give reasons for that)
   d- General evaluation of the syllabus: length, depth, purpose, learners needs,
6. TEACHING IMPROVEMENT AND FUTURE PLANS
   a- Efforts done to improve your classes/teachers,
   b- Strategies adapted for the process of developing learners/teachers skills (environment, most important aspects of the course syllabus and course, your teaching skills, methods,)
   c- Your future plans as far as your craft is concerned.

Graph 25: Proportion of teachers before using the CETP (these are the future CETP team members)
Mohamed IATARIEN: Member of the CET Portfolio
IHADDAHEDEN SECONDARY SCHOOL BEJAIA ::

October, 2009

Teaching Philosophy & Goals
Teaching Methods and Initiatives
Evaluation of
Teaching/ Evaluation of
course syllabus

Courses/ Syllabus & Information
Technology
Assessment
Future Goals

Purposes of The CET Portfolio: TEACHING PHILOSOPHY AND GOALS

Our teaching improvements and success should be structured around the belief that the ultimate way to achieve preferred principles for good teaching, plans for actions and curricular projects is to engage simultaneously into active teaching and well-designed learning. We want therefore, to identify the many concepts and procedures that we are eager to master as well as to review our teaching practices and experiment with new ideas in order to derive long-term benefits through learning how to define teaching/ learning problems and constraints, how to find out the adequate strategies to solve these problems being fully involved in a creative thinking process. As a matter of fact, our primary goals are first, to have a positive effect on the learners’ immediate learning process needs as well as their future professional practice in addition to setting a consensus based on teachers’ self- encouragement to develop career-long habits of self-motivated learning.

Teaching Responsibilities

Brief Description

Throughout my teaching career, I have been the teaching instructor and lecturer for different types of unit courses with different streams and levels, using different types of English register.
For these unit courses, I have been responsible for six to seven weekly classes, the grading of all exams and papers as well as the general administrative tasks needed for the well-running of these courses.

As aforementioned, grading my learners has been a two-side task. It has helped the learners to localize areas of strength and weakness, guided and directed towards making efforts to evolve their learning skills, and mainly motivated when their marks are satisfactory. As far as I am concerned, I strongly believe that in grading, a phase that usually comes after testing and assessing, is a great opportunity to find out other strategies to render effective learning more accessible, gain course substance and material to reinforce my teaching, and most importantly mould the activities given as feedbacks and remedial works the way they enable my learners approach and achieve an effective and useful learning process.

One of the teaching/learning substance materials gained after continuous assessments and grading is setting appropriate feedbacks so as to improve the learning process, encourage learners’ autonomy and thus prepare good citizens aiming to meet their socio-professional needs. This is in one part, in the other part, I believe that grading mirrors my teaching inputs and strategies because it helps me think about and review my teaching practices. This is why I believe that for feedbacks to be fruitful, teachers have to organize and schedule tutoring sessions. This is in response to teachers’ availability which contributes a lot in discussing and clarifying learning situations in order to find out comprehensible solutions as well. However, as far as I am concerned, it seems nearly impossible to find out an appropriate moment to tutor my learners because of the important number of classes I have in charge, the working hours I have been assigned, and the different stream syllabi I have to cover. Furthermore, the learners’ timetable is very heavy therefore I have never dared force them to attend any conferencing sessions. Meanwhile, I can consider that interacting with my learners “between classes” is in fact being available, at least to discuss and clarify different lessons’ points, explain once more the exercises and activities given as a homework.
Teaching Methods and Initiatives

I really wonder why today teaching/learning process has adopted the competence-based approach (CBA) for students who learn English as a foreign language, and who have been in contact with this language as a “bloc” for nearly four years only. I do believe that this approach cannot be properly designed for this portion of learners because, according to my experience in teaching, the several learner generations I have been proudly responsible of, needed to reinforce their competences. I would rather base the teaching/learning process on an approach or a method that is eclectically directed towards evolving communication through its various forms. I have always believed that my learners express indirectly the need to have some refreshing and brainstorming sessions, and that our educational system proficiency assessments to implement a CB approach are not dealt with. As a matter of fact, during all my class sessions, I adopt the following steps:

- **Brainstorming through:** guided discussions about the past/present and future main events in different social, economic, educational, and political fields, and through jokes and anecdotes to break the ice,

- **Warm up to introduce the lesson’s theme, the main vocabulary items and language functions to be studied** (this step has always been followed by a written or an oral production in which cooperative learning is much encouraged),

- **Study skills phase through** speaking, listening, reading introducing the different activities related to this skill as skimming, and scanning, grammar, application activities, remedial works, homework (exercises, exposés, projects which are most of the time presented under workshops aspect, and testing).

- **When delivering lessons, applying rules and assigning activities,** I not only take into consideration the level of difficulty for which there has always been an adaptation, but I make use of some teaching aids and encourage my learners to use internet for the projects devised as well.
Course Syllabus and Information

Handing out the syllabus at first class meeting has always been the primary step to introduce my learners to the different themes, language points and functions they have to learn throughout the whole school or academic year. This activity, I strongly believe, enables the learners to get fully involved in the educational world of activities, productions, creativity, and mainly of autonomy. More than this, while shedding light on the syllabus to be covered, I induce my learners to use the World Wide Web to access to information and get familiarized with the host of topics to read and the new technical words related to in order to foster their comprehension skills, to pave the way and facilitate the different tasks devised for, and to learn how to tackle any research project. As far as I am concerned, using the WWW has become part of my routinely activities, and this enables me to enrich, adapt and provide more knowledge to my learners.

Evaluation of Teaching/ Evaluation of Course Syllabus

Because of some external and internal factors, each academic year witnesses different learner generation waves with different levels and skills. This year, proves once more the great impact of the aforementioned factors because the level of the learners is low; even if there are some learners who present a very meagre exception. Therefore, I think that evaluating one’s teaching on the basis of the learners’ level, the learners’ results is not really encouraging. Unless we take into consideration the multiple temptations to find out strategies, techniques and ways to enable the learners get into the centre of an effective learning, we can really evaluate positively the teaching process. I can almost say that the same reaction is reflected when speaking about course syllabus, because taking for instance the programme of the target stream, I find that most of the topics suggested do not thoroughly reflect its needs neither the learners’ ones. Consequently, gathering the various factors that contribute in the learners’ levels and results in addition to the myriad of work I have to do, extremely hinder the extent covered in the course syllabus. However, in order to avoid stressful learners and work around their needs and prepare them for the structured examinations, I come up with the following decisions:

- Adapt the syllabus and the courses to the level of the learners,
- Involve the learners as much as possible in the course preparations,
• Encourage peer and group works,
• Survey the learners’ weaknesses during the courses and schedule extra hours for remedy,
• Provide the learners with useful websites and an electronic mail box address to contact me whenever this is needed,
• Distribute varieties of activities for application (projects, games, drills),
• Establish an electronic communication between the classmates as blogs, and this initiative should be done rightly and exclusively in English (whatever this English looks like).

Concerning the syllabus general evaluation, I have always noticed that:
• Length and depth: quite correct but the amount of the language points and drills is considerable, very important and not at/within reach of these learners. This could have been devised to adult learners whose competences are above the average level.
• Purpose and Learners’ needs: only two themes, according to me, serve the purposeful needs of the target stream while the two others are really meant to serve literary and scientific streams. If I were a learner enrolled in this stream, I would express a certain kind of boredom, routine, because keeping in studying the same unit and topic for two or three months does not encourage creativity, enthusiasm and dynamism, nor does it motivate me. I think, and this is my belief, that there should be a win/win situation for all involved; teachers and learners.

Teaching Improvement and Future Plans

The effective teaching and the professional development are measured through the efforts done to improve both the teaching and the classes learning process. For this, my teaching philosophy has always been based on the principle of separating the “wheat from the chaff”, I mean separating the different levels my classes are formed with in order to build up homogeneous group works, and set a step by step an outline for gradual evolvement and successful teaching/learning practices. Moreover, the techniques and strategies adopted have helped both sides; my learners and myself to observe a great degree of development.
In a purely professional context, the major reason for reflection and self-analysis has been to identify, thanks to my colleagues too, strengths that can be amplified, and weaknesses to take into account and thus make profit of the opportunities for further growth. Therefore, the future plans I really want to achieve and attain are shared into two categories:

**Short-term goals:**
- Revising, reinforcing and adjusting the courses each session they are delivered,
- Introducing new teaching techniques that respond better to the immediate needs of the learners and correspond to the current teaching and learning environment,
- Applying a research plan which fosters both, the teacher’s and the learner’s dynamism and creativity,

**Long-term goals:**
- Examining thoroughly the syllabus in order to learn about the different themes, topics, and language points to be taught, the conditions under which to teach, and adapt them to new teaching/learning collaborative strategies,
- Refining innovative teaching techniques, methods and approaches,
- Developing an important instructional resources and plans for large educational projects as individual learning and teaching portfolios.
CHAPTER FOUR  E-PORTFOLIOS IMPLEMENTATION & RECOMMENDATIONS

Kamel BELGACEMI:: Member of the CET Portfolio
SIDI AICH SECONDARY SCHOOL BEJAIA ::

Teaching Philosophy & Goals
Teaching Methods and Initiatives
Teaching Responsibilities
Evaluation of
Courses/Syllabus & Information
Technology
Assessment
Improvement
Dissemination
Future Goals

Purposes of The CET Portfolio: Teaching philosophy and Goals

Among principal aims and objectives of teaching is that to have a positive effect on the learners’ learning process through all the steps of teaching as well as their future professional practice.

The success of learning and teaching processes depend mainly on the teacher, the materials including audio-visual aids, the quality of teaching and classroom activities. Thus the teaching process has a great influence on the learner’s motivation and acceptance to learn to sustain the pupils’ interest in learning.

Teaching is not only a profession; it is a moral responsibility and a humanistic activity, so a teacher is morally responsible on the success or failure of learning process. The teacher has to give the learners clear and detailed information about the aims of their learning and to relate the aims to their needs. Moreover, he must explain to them how this knowledge of English will be useful for them in their future career, for this the teacher has to follow a detailed plan prepared with objectives for each sequence or step.

The teacher’s roles vary according to the approach adopted. Nowadays, we teach with Competency-Based Approach (CBA), so teaching is a learner centered. This approach does not seek the teacher’s subservience; it demands the best of it according to the principles of the CBA. This approach is action oriented, such a characteristic of the approach requires(teachers in action) , in other words, teachers who will draw on their professional skills; skills in subject matter, in methodology, in decision making and in social skills of various sorts to enable the learners to be language achievers. Teacher’s responsibility focused on what, why and how he should teach, this implies, among other
things, planned ahead lessons, fixing objectives for each lesson, adjusting teaching strategies so as to cope with the unexpected, giving time to learners for reflection on what they are learning and checking that the objectives are reached at the end of each lesson, sequence or unit.

The teacher has to show genuine interest in his learners and their achievements because nothing is more disappointing for a learner than to feel ignored or neglected or carelessly evaluated. An encouraging observation on the part of the teacher motivates learners and makes them more interested in learning English. A variety of techniques and activities play a great role in making learning effective.

The teacher must regularly prepare his lessons and units (plans), then writes down the objectives that must be achieved at the end of each lesson or each unit without forgetting the time allotted to each unit so that to cover the whole program as mentioned in the yearly distribution. At the end of each unit, the teacher should test his learners to check what they have learned so far; in this testing the teacher can measure his learners’ performance. Once the assessment is done, the teacher can evaluate his teaching and also prepare a remedial work, if necessary to remedy to his learners’ weaknesses and foster other learners’ strengths.

A cooperative and cooperative learning should be encouraged because it is noticed that learners learn more in group works for instance peer-assessment helps learners to be reflective and cooperate together towards a common goal: improving the learning process.

In writing— as a process for instance, the teacher can instruct the learners to write the first draft individually. After that, they work in pairs or groups and assess each other’s performance in terms of criteria previously agreed on. Papers are then given back to their initial owners who will work on a second draft, taking into consideration their peers’ remarks and suggestions. In this way, a community of learners who collaboratively work together is created under the supervision of the teacher.

Students as well as teachers should understand that learning is integrally related to change (improvement) and that learning takes time, patience and resources that are why teachers in the beginning of the school year spend some time to explain the basics of change process when they give them the syllabus and the yearly distribution.

With CBA, I personally consider the phase of projects the most important in the process of learning; this project leads the learner to have a portfolio, which is a purposeful collection of his work(regular) assembled overtime as a record constituting evidence of his efforts, achievements and progress. Also portfolio assessment provides and promotes learner
critical thinking, it gives a holistic view, a general picture of the learners’ competences, awareness and involvement.

To conclude, we can say that learning process depends on teaching effectiveness; if a teacher is unable to transmit the message adequately, learners will acquire nothing. As Harry K. Wong said: (It is the teacher, what the teacher knows and can do—that is the most significant factor in student achievement). So to have effective classrooms, both teachers and learners should know what they are doing, why and how. Henry B. Adams said: (They know enough who know how to learn).
Mohamed OUAZENE:: Member of the CET Portfolio

SECONDARY SCHOOL INSPECTOR BEJAIA EAST ::

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<tr>
<th>Teaching Philosophy &amp; Goals</th>
<th>Teaching Methods and Improvement</th>
<th>Dissemination</th>
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<td>Courses/Syllabus &amp; Information</td>
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<td>Assessment</td>
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**Purposes of the CET Portfolio: Teaching Philosophy and Goals.**

**Brief Description**

My inspection sessions concern substitute, novice and senior teachers. A yearly distribution for these sessions is elaborated in accordance to a data collected beforehand about the professional career of each one of the colleague teacher. Thus, priority is allowed to those cases that have not been inspected for years. The task of inspection itself consists in observing both the teacher and the learners' performance in class. This is followed by a common debate for feedback where both areas of strengths and weaknesses are highlighted. The grading of the teacher (senior) serves an administrative and professional goal.

Along with the programme of inspections, another yearly planning for In-Service-Training-Session is also set up in accordance to the teachers’ needs and preoccupations. These are of two types: Training and Teacher-development. The themes retained for any of these sessions are those expressed by the teachers themselves and/or those sorted out by the inspector as a result of his visits in the various schools. Here are some samples: didactic files (unit plans, lesson plans, aids...), how to teach grammar/writing/ evaluation of learners' projects/assessment and testing/ how to deal with slow learners...

As far as the syllabus is concerned, the important thing about this year is that we, finally, have our Algerian English Framework. Thanks to this document, we now have a clear idea about the learner's entry and exit profiles. Therefore, it is up to the teacher to adapt the content of the textbooks accordingly (Selecting, Adapting, Rejecting and Supplementing). Other factors to take into consideration are the results obtained from Needs Analysis, learners' level and their learning styles.
The collaborative digitized teaching portfolio is a very nice opportunity for me. I have been very pleased when the tutor solicited me to be an active member, because my memory is not what it used to be; may be this is due to the routinely work I do. I know that I've tried some things in the classroom that have worked well -- or failed miserably -- and then forgotten what they were. I have been seeking a more systematic way to evaluate the things I do as a teacher -- this appears to be a reasonable approach. I also have questions about the effectiveness of my teaching that I am unable to answer; the main one being "Is my teaching still effective?" Creating and updating this portfolio incites my thinking about these questions and provides a framework in which to seek the answers.

My goal as a teacher is to give more information and provide more knowledge to my learners. I also try to convey the message that, although I take my teaching responsibilities seriously, and I'm not afraid to say "I don't know." This helps establish an atmosphere in which most learners are willing to explore ideas and ask questions without fear of ridicule or penalty. I also strive to be fair. When large numbers of students have difficulty with an exam question, I re-teach and re-test. Some may call this "pandering." However, if the aim of teaching is student learning, therefore, why must I penalise my learners for mistakes? Although I teach in a fairly easy-going manner, am always willing to give my learners another chance when they make mistakes.
Courses: I have been responsible for different types of courses, delivered to different streams and levels

Methods and Initiatives

I carry this philosophy into my teaching. It doesn't free me from the responsibility of doing the best job I can, but it gives me permission to try new things. What I learned when I teach is that if you tell students you're trying new things, explain why, ask for their patience and input, and follow up on their concerns ... the response is attractive. Discussions are more open, questions are more interesting. Because research shows that doing is the key to learning, I strive constantly to incorporate active learning techniques and reduce the amount of material presented in a lecture format. I use frequent in-class exercises -- both individual and group -- to keep classes moving and to give my learners the opportunity to try new things. I also try to develop projects that are as close as possible to "real life" situations, in order to better prepare them for life after school. I also have a facility for presenting material in a variety of ways, so that most students ultimately get the point.

Technology

Nearly all of my courses need extensive web sites resources; most require extensive use of computers, and I see that increasing with time. I'm a proponent of technology when it provides tools to answer questions, or new ways of making a point clear. It will not replace thinking and hard work of course; this is my personal belief.

Assessment

It is my philosophy: continuous assessments. These are to keep my learners always prepared, aware of the contents they learn and be able to solve problems by themselves: an effective strategy, according to me, to self-improve. Assessing materials vary in activities and forms, since I design quizzes, tests, projects, and what really attracts me is the new technique of portfolio implementation.

Future Goals
I have not put enough effort into measuring the effectiveness of my teaching. Instead, I have selected teaching techniques based on the experiences of others and research that demonstrates their effectiveness. I am planning to include:

- Tracking changes in my learners’ ability to interact more with each other,
- Encouraging them for more in-class and out-class communication and work,
- Helping them to create personal journals in order to foster creativity, imagination, and their writing skills,
- Varying activities and trying to practice on the field.
Mrs MAOUCHE Salima: The Tutor of the CET Portfolio
BEJAIA University ::

October, 2009

CHAPTER FOUR E-PORTFOLIOS IMPLEMENTATION & RECOMMENDATIONS

A Day At A Seminar

Date: January 17th, 2010, Secondary School Seminar
Setting: El Hammadia Secondary School

Objectives: Agenda
- Inventory (état des lieux),
- Evaluation of the first term
- Teaching/learning: what helped? What hindered?
- Coordination
- Curricula Progression
- Suggestions to make up the deficit
- Tools to help slow learners recover lost ground

Narration

Invited to the seminar under the supervision of the inspector, Mr OUAZENE, who is himself a member of the collaborative electronic teaching portfolio’s (CETP) team, I found no excuse but attend in order to get supplied with more data so as to see, plan, and measure the decisions we have to take and to prepare a rationale grounding for the project instructions and actions.

Once there, the first thing I observed was that the amphitheatre was almost empty. Astounded but not disappointed as I was told thereafter that only the subject responsible teachers were called for the occasion. Some twenty teachers coming from different secondary schools and from various regions of the main state were present; on their faces one could observe some expressions of “de-motivation, tiresome, and ever-repeated meetings’ aims.” The second thing I observed, however, was the working plan (see the table at the top of this page), written on the board, some papers on the inspector’s desk, and a head-projector, or a data-show. What was the relationship between the general objectives of the seminar and these messy materials? That was actually the question I asked myself about.
While one of the teachers was busy adjusting the material of projections, the inspector gave a general overview about the working plan. Omar, the teacher in charge of the material explained, then the mechanics, and the different processes through a very brief demonstration but which took quite a couple of minutes, focusing on the necessity of adding other tasks, integrating the learners in these tasks, mainly adjusting such materials, and motivating the learners’ interests. The target objective of such a demonstration was simply to encourage the teachers to use ICT materials; I therefore reacted at once suggesting that:

- There should be a lot of training sessions for teachers to be able to master the new pedagogical materials, and this should be done out of the teaching timing sessions,
- At least, teachers should ask for help from any material competent agent in order to gain time, efforts and keep the learners motivated,
- Mainly, the demonstration features, although very interesting, needed a whole seminar programming.

In some very timid attitudes and ways, the inspector delved then into the first part of the seminar plan: inventory. At that moment and in a very sudden manner, some reactions were heard from parts and others, claiming that the actual learners “reject learning!” “The lessons were numbered only to regularly check whether teachers were late in comparison with the yearly planning, and thus, if ever this was true, they have to schedule some catch-up sessions mainly during holidays.” According to the teachers’ reactions, the fact was because of some administrative obligations which underlied the importance of accomplishing the syllabus, rather saying, finishing the syllabus by the terms already decided so as to elaborate nationally unified structured examinations. However, the teachers added to those revolting situations that there were important factors that hindered such achievements, the overloaded classes for instance.

After a short break, the inspector suggested organizing some workshops, according to some unrelated reasons, and whose basic populations were Letters and Foreign Languages stream learners and the other would focus on the rest of the streams. What were the objectives? Why such a decision? Why at that moment, not before? I think answers for these questions will not be provided; only the inspector knows, and maybe he has reacted that way to calm down some revolting attitudes.

Nevertheless, the second part of the seminar was quite a messy program. The present audience showed a deep disappointment as it was expecting some new instructive,
constructive, and practical ideas, a truth I could have “behind the scenes”. In front of these disagreeable situations, there was of kind of “must speak, must do, and must fill in the blanks” solution based on irrelevant topics, if judged according to the plan traced:

- Giving the semantic meaning of evaluation, assessment, and testing,
- Providing different definitions,
- Introducing diagnostic tests,
- Speaking about teaching evaluation grids, and
- Emphasizing on coordination, and curricula progress.

Then, the attending teachers were asked to express themselves; then, I felt that this an “already said discussion” as some kept on rehearsing the same worries, the same ideas, and some others trying to find out whatever documents openly declared:

- We are tied to official texts, though,
- We are constantly reminded to finish the program,
- Teaching supportive texts, are too difficult for learners,

As to close the discussions which slowly started to degenerate, the inspector announced the end of the seminar, rather say the match. They all agreed, however to create a collective e-mail box to share and exchange ideas, to carry on discussions on the topics at hand; but after some months I was curious about the progress of the suggestion; I was surprisingly met with the following expression: “Everything fell apart!”

My Observations

- There was actually no specific points of interest since there was not any decision nor any concrete result,
- Time and money consuming, and mainly no needs satisfaction,
- No organization and most importantly no instructional and teaching program were worth to mention and notice,
- No motivation, nor creativity.

Overall, teachers, according to me, need to be motivated in the sense that at the end of each seminar, they should get out with new, interesting and above all relevant decisions to improve the teaching process, to encourage the teachers and satisfy the learners needs.
They could feel better if they concretised a certain extent of what they have already experimented as successful during their teaching, if they have been praised for the efforts they have made in class or out of the class, and if there were a certain kind of motivation based on the principle of “for a pedagogy of motivation” through which each participant, a full member in the teaching/learning process could feel the right way to satisfaction, improvement, and progress. I honestly believe that more actions than endless words are required right here.

For more illustration, would you please find in the appendices the photos of the seminar?

(See Appendix 22)
Table 40: English Language Yearly Planning Second Year Economy Management
Ministry of Education General Inspection Algiers 1 Academic Year 2009-2010

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<td><strong>December</strong></td>
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<td><strong>February</strong></td>
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</table>
### Why I Want to Learn English

1. There are three reasons why I want to learn English. 
2. One reason is that English has become an international language. 
3. It is now used by most international companies, including the company where I work, for business communication. 
4. Another reason why I want to learn English is so that I can travel to English-speaking countries. 
5. The United States, England, Australia and many other countries all use English as their primary language. 
6. Finally, I want to learn English because I plan to move to the U.S. in the future. 
7. I will become a manager for my company soon. 
8. For all these reasons, I am very excited about learning English.

General Comments

At first sight, the syllabus designed to second year Economy and Management learners does not appropriately reflect the basic groundings and criteria a syllabus should be. This is rather a yearly planning as indicated. However, we could, thanks to our efforts and the scholar manual, access the syllabus and the following observations taken as the basis of reflection are as follows:

**Table 41**: The First Positive and Negative Comments of the Current Syllabus Design.

<table>
<thead>
<tr>
<th>Positive Points</th>
<th>Negative Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Well-structured and presented</td>
<td>• The chronological order of the teaching/learning units; the learners devote a long time to find out the right unit to be dealt with,</td>
</tr>
<tr>
<td>• The suggested language and phonetic points, skills as well as activities are diverse and call on the learners’ competence,</td>
<td>• All the streams are versed and poured in the same syllabus presentation; the target streams should be presented apart to facilitate the checking,</td>
</tr>
<tr>
<td>• Colourful and attractive in its form,</td>
<td>• Some units devised for the target stream, do not reflect the needs of the stream, not its level of difficulty,</td>
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<tr>
<td>• Diversity in out of classroom’s activities</td>
<td>• There are too many language and grammatical points for a simple level,</td>
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<td></td>
<td>• Most of the activities suggested are “a must do”, there are no alternatives,</td>
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<tr>
<td></td>
<td>• Drills, especially these based on technical terms, graphs, and diagrams are not with reach of the learners’ level.</td>
</tr>
<tr>
<td>Types</td>
<td>Observations</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Structural</td>
<td>existing</td>
</tr>
<tr>
<td>Functional</td>
<td>Needs works</td>
</tr>
<tr>
<td>Skill-based</td>
<td>Partially dealt with; needs works</td>
</tr>
<tr>
<td>Situational</td>
<td>Needs work</td>
</tr>
<tr>
<td>Task-based</td>
<td>Needs works especially on the field</td>
</tr>
<tr>
<td>Content-based</td>
<td>Needs to be introduced and reflected on</td>
</tr>
</tbody>
</table>
In conclusion

- The grounding rationale for the syllabus had not been developed, otherwise, we could have seen the target stream needs and worries reflected through;
- The classification of the syllabus types which should determine the content language teaching according to the general objectives has not been purposefully completed;
- Assessing and evaluating resources need a tremendous work so as to adapt them to the learners’ levels of difficulties. We could observe that most of the activities’ sources are basically taken from the Internet and are not accordingly adapted;
- The current practitioners put the syllabus into practice without caring about adjusting and reinforcing it according to the resources constraints.

2nd year syllabus G.E. Stream.

Through this book the three competences described in the National curriculum are being developed by various tasks and activities. These competences are:

1-Interact orally in English.
2-Interpret oral and written messages.
3-Produce oral and written messages.

The course book is organized in 8 didactic units. Each unit deals with a specific topic suggested by the curriculum designers. As said earlier, in each unit, have many opportunities to develop the three competencies of interaction, interpretation and production, as a variety of tasks and activities have been devised so that to lead gradually to the building of the project.

Each unit contains three main rubrics. But before approaching each, the learner will consider (a time to think) section, which introduces the new vocabulary that will be used. Discovering language: It is the 1st rubric. It aims at engaging learners to do various reading tasks, all revolving around the main expository text. It includes:

A-Grammar desk: that the student can consult for help with the comprehension of the text.
B-Practice section which offers some activities designed to consolidate what has been learned so far in grammar, vocabulary and pronunciation. (Pair or individual work).
C-Say it aloud and clear section in which student develops his pronunciation skill.
D-Working with words section which focuses on vocabulary building, students are required to work with English dictionary to enlarge their lexical fund.

**Developing skills:** This rubric includes two main sections:

1- A listening and speaking section which deals with oral skills essentially. Many integrative tasks are prepared and devised to develop in the learners a number of abilities such as listening for details, for gist, paying attention to specific features in English pronunciation.

2- A reading and writing section which focuses on writing skills. In this section students are required to predict from looking at the pictures what would be the answers to the questions asked about the text, and prior to their reading that text, then check their answers after having read the text.

3- A Tip Box: is also provided for the students; they can “open” it to learn about text construction (topic sentences—supporting sentences…) through a gap-filling activity.

4- A write it out: It is a consolidation activity focusing on grammar at word, sentence and text levels. Most activities are meant to emphasize correctness and appropriacy in textual discourse (use of discourse markers/ connectors).

**Putting things together:** This rubric deals with the final task, the project. It will bring into relief all the resources developed by the learners, notably in terms of language, communication and methodology.

**Where do we go from here?**

This 4th rubric of the unit gives an opportunity to the students to practice self-assessment, and to decide on where they should intensify their leaning efforts to try to eliminate their linguistic weaknesses.

**Exploring matters further.**

It is the last rubric which includes three to five medium length texts depending on units. These will enable the students who read them to broaden their knowledge and skills in that they provide additional materiel related to each unit’s topic.

**What methodology is used?**

Following the principles and objectives defined by the A.N. curriculum and which rely on the competency-based approach, the methodology for the use of Getting Through in the classroom exhibits the following characteristics.
- The textbook encourages interaction and lays the stress on the learners’ practice of English (communicative).

- The textbook includes a large number of tasks and activities which aim to many objectives. (task-based).

- Getting Through encourages cooperative learning. It offers tasks and activities that encourage the learner to work with one or several partners.

- Getting Through encourages the learner reflection through individual works, and it integrates grammar learning through practice activities.

- Getting Through aims at promoting self-assessment through activities which encourage students to monitor and check their own progress.

Getting Through is based on the assumption that learning by developing one’s individual competences implies an interaction involving certain roles taken by the teacher and others taken by the learner. (The learner is at the centre of pedagogic frame, the teacher will be fully committed, and will provide the necessary guidance for the successful performance of the tasks and activities done by the learner.

*The teachers are prompted to use the textbook selectively.

*Teachers can also decide to change or ignore any material from the textbook that seems inappropriate to their classes, or unrelated to their students’ interests.

The units which are designed for (G.E stream) are:

Unit two: Make Peace  
Unit six: No Man is an Island  
Unit four: Budding Scientist.  
Unit eight: Business is Business

The number of the weeks in the school year is about 28; Four weeks are devoted to exams and tests, the twenty four remained weeks are for studying (lessons presentation).

The second year G.E classes have three hours of English a week, this means that the program must be covered in only 72 hours, from mid-September till mid-May, and if there is no problem within (strike, sick-leave … etc).

Each unit should be covered in six weeks that’s to say in 18 hours.

Critics:

First of all, the rubrics of the unit need more time so 18 hours are automatically insufficient to cover a unit if a teacher really applies the competency based approach.
In addition to the large number of the learners in the classroom (about 38 learners) which hinders both teaching and learning.

There are too many tasks and activities; this puts teachers in an obligation to select only some.

The topics of the units don’t help the learners of the G.E stream to enrich their background in the specialty except for the units 4(Budding Scientist) and 8(Business is Business).

However, A teacher has to create a S.M.A.R.T. Objectives(Specific,Measurable,Attainable,Realistic,Timely) because a specific objective has much a greater chance to be accomplished than a general objective.

A progress measured leads to the reaching of target dates, and experience the exhilaration of achievement that spurs the teacher to continued effort required to reach his objective.

A teacher can easily attain any objective he sets when he plans his steps wisely and establishes a time frame that allows him to carry out those steps.

A teacher can decide how high his objective should be this stimulates learner’s motivation.

NB: I am very sorry for not doing this early, this was due to some unexpected situations.

I don’t know exactly if I have done what I am required to do; if not please could you let me know.

Cordially Mr Belgassemi Kamel
My suggestions for 2\textsuperscript{nd} year Economy and Management:

I/ Functions and topics:

- **Describing**: Describing a company, a product or a job.
- **Comparing**: Comparing types of advertisements
- **Expressing reason and consequence**: evolution of a company (size, methods of working, number of workers…)
- **Questioning and reporting**: Getting information about a new product, asking formal and informal questions - telephone conversations - conducting interviews
- **Planning and predicting**: planning steps for improving a situation - a method - foreseeing possible economic changes
- **Instructing**: Instructing how to fill in a form, how to write a business letter, a letter of complaint or recommendation
- **Suggesting**: Suggesting methods of working, solutions…

The following topics could be dealt with:

- Advertising
- The Stock Exchange
- Globalization/ Market Economy
- Management
- Market research
- International economic organisations (IMF, GATT..)
- Banking…
- Trade and development

II/ Language items:

- Tenses
- Passive form
- Conditional
- Reported speech
- Modals
- Prepositions
- Comparatives and superlatives
- Connectors (expressing similarities and differences, contrast, cause and consequence
- Time markers
- Conjunctions
- Expressing ratios, rate, numbers
- Adjectives of colour, shape, size - compound adjectives
- Time markers: dates, age

III/ Phonetics:
- Phonetic symbols (vowels, diphthongs…)
- Word stress
- Final ‘s’ and ‘ed’
- Intonation
- Silent letters

From Mr Iatariene, February, 2010
**Table 43: The CETP suggested syllabus design**

The CET Portfolio Team Syllabus Design Editing.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>General Themes</th>
<th>Sub-themes &amp; Suggested topics</th>
<th>Discovering language &amp; Developing skills</th>
<th>Listening &amp; Speaking</th>
<th>Reading &amp; Writing</th>
<th>Portfolio</th>
<th>Simulation</th>
<th>Exposés</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The World of Business</td>
<td>- Marketing/Market Research and Markets - Advertisement - Accountancy - Management - Economy - Banks &amp; Banking Advertising: Types of Advertising, Media and Advertising Approaches, - Job Application</td>
<td>- Past &amp; Present tenses: simple, perfect &amp; continuous, - Semi-modal &quot;used to&quot; - Relative Pronouns, &quot;If conditional type one&quot;, - Must, should, ought to modals for obligation, Comparatives and superlatives</td>
<td>- Describing - Expressing Condition, - Making Suggestions, - Applying for a job, - Comparing</td>
<td>- Listen for general ideas, - Listen for specific information, - Talking about the main points comprised in the suggested topics</td>
<td>Reading for general ideas, - Reading for specific information, - Writing about the main points comprised in the suggested topics mainly letters/Building up a literature review of any topic…</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Ecological Economics</td>
<td>- International Trade Environment &amp; Environment</td>
<td>- The reported speech, &quot;If conditional type one &amp; two&quot; for prediction/may, might, can, could, - How to agree, half agree, disagree politely.</td>
<td>- Reporting, - Arguing, - Making Predictions, - Agreeing/Disagreeing</td>
<td>Listen for general ideas, - Listen for specific information, - Talking about the main points comprised in the</td>
<td>Reading for general ideas, - Reading for specific information, - Writing about the main points comprised in the</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Table 43: The CETP suggested syllabus design*
| 03 | Economic Development | -Organizing Trade, -Distribution, -Transport & Sale, -Concurrence and Consumption | -How to suggest, to advise using: suggest (verb), if (T2), should, must, you’d better do,… | -Making Suggestions, (consolidate) -Agreeing & Disagreeing (consolidate) | Listen for general ideas, -Listen for specific information, -Talking about the main points comprised in the suggested topics | Reading for general ideas, -Reading for specific information, -Writing about the main points comprised in the suggested topics | X | X | X |
| 04 | Economic Statistics | -International Labour Organization, -International Monetary Fund, -International Trade Statistics | -Past tenses: simple and perfect, The reported speech (consolidate) -How to quote within a paragraph, after a paragraph (form & content), -expressing interest with: would like, want, be interested in,…; -Formation of nouns, adjectives: nationalities, …, -Acronyms: ILO, UNO, … | -Narrating, -Reporting, -Quoting, -Making Claims, -Expressing Interest | Listen for general ideas, -Listen for specific information, -Talking about the main points comprised in the suggested topics | Reading for general ideas, -Reading for specific information, -Writing about the main points comprised in the suggested topics | X | X | X |
General Education Direction  
Lycée Route de Sétif  
Béjaia

Course: Unit One  
Theme: The World of Business  
Sub-themes and suggested Topics: Advertisement

Level: 2nd Year Stream: Economy and Management  
Lecturer: Mrs Hayet LEGHOUINI

Grammar:  
- Expressing ability, possibility, remote possibility  
- Expressing cause and effect  
- Countable/uncountable quantifiers  
- Prepositions

Pronunciation:  
- Stress on the 1st and 2nd syllable

Vocabulary:  
- Matching exercise, specific items from the text of reading (reading text).

I- Reading/Before reading  
- T: How can manufacturers/businessmen influence people to buy their products?  
- PP: by advertising  
- T: Is advertising always essential?  
- P1: Yes I think commercial advertising is essential for both business and consumers and stimulates innovation.  
- P2: No, I don’t think so. Advertising creates new and necessary needs and encourages children to buy junk food  
- P3: It can be beneficial because it sponsors social events like sports competitions and car races.

II- Reading: read the text and answer the questions

The text: ADVERTISING

Advertising is paid communication through a non-personal medium in which the sponsor is identified and the message is controlled. Variation include (this is not a typing mistake; it appears like this in the original text) publicity, public relations, product placement, sponsorship, underwriting, and sales promotion. Every major medium is used to deliver these messages: television, radio, movies, magazines, newspapers, the internet, and billboards. Advertisements can also be seen on the seats of grocery carts, on the walls of an airport walkway, and the sides of buses, or heard in telephone hold messages or in-store PA systems-nearly anywhere a visual or audible communication can be placed. Advertising clients are predominantly, but not exclusively, for-profit corporations seeking to increase demand for their products or services. Other organizations that frequently spend large sums of money on advertising include political campaigns, interest groups, religion-supporting organizations and the military of the United States. Other non-profit organizations are not typical advertising clients and rely upon free channels, such as public service announcements.
The advertising industry is large and growing in the United States alone in 2005, spending on advertising reached $144.32 billion, reported TNS Media Intelligence. That same year, according to a report titled global entertainment and media outlook: 2006-2010 issued by global accounting firm price Waterhouse Coopers, worldwide advertising spending was $385 billion. The accounting firms report projected that worldwide ad spending would exceed half-a-trillion dollars by 2010.

While advertising can be seen as necessary for economic growth, it is not without social costs. Unsolicited commercial email and other forms of spam; have become so prevalent as to have a major nuisance of users of these services, as well as being a financial burden on internet service providers. Advertising is increasingly invading public spaces, such as schools, which some critics argue is a form of child exploitation.

(The source and origin of the text have not been mentioned)

I- What are the modern medium used for advertising?
Answer: T.V, movies, internet, billboards, hold messages hear in phone, magazines, newspaper, on the walls of airport walkway.
II- What type of messages can advertisement convey? (a bit confusing)
Answer: they can convey messages in relation to public relations, product placement or sponsorship
III- Which organizations are ready to invest?
Answer: political organizations and the military of the US are ready to invest (large sum of money)
IV- Explain this statement: “advertising is a toxic by product”
Answer: advertising is invading public areas where everyone is caught or trapped and therefore forced to buy what we sometimes don’t really need. It is sometimes immoral it encourages materialism at the expense of human values.

Vocabulary:
Exercise one: Match each word with its synonym

| a- customers | 1 means |
| b- prevalent | 2 Looking for |
| c- medium | 3 development |
| d- seeking | 4 existing commonly |
| e- growth | 5 clients |

Answers: a-5, b-4, c-1, d-2, e-3
Exercise two: which nouns can derived from these words (the: “be” is not mentioned)

<table>
<thead>
<tr>
<th>words</th>
<th>nouns</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consume</td>
<td>Consuming</td>
<td>consumer, consumption</td>
</tr>
<tr>
<td>To advertise</td>
<td>Advertising</td>
<td>advertisement</td>
</tr>
<tr>
<td>To announce</td>
<td>Announcement</td>
<td></td>
</tr>
<tr>
<td>To organize</td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>To communicate</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>To promote</td>
<td>Promotion</td>
<td></td>
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<tr>
<td>To invade</td>
<td>invasion</td>
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</tr>
</tbody>
</table>

Exercise three: which adjectives or nouns do you associate with these companies and products? COCACOLA, FERRARI, SWATCH, and mobile phone

(Competition, good value, mass produced, reliable competition, fashionable, luxury, high quality prestige)

adjectives/nouns

Answers:
- Coca-Cola: competition, luxury
- Ferrari: good value, high quality prestige
- Swatch: prestige, reliable
- Mobile phone: mass production/ reliable competitive/ fashionable

Grammar: Explorer I

1- Expressing ability, possibility, remote possibility

Exercise one: complete with can, can’t, could, couldn’t + one of the verbs: eat, run, sleep, wait.
- When Tim was 16 he was a fast runner, he ……………100 metres in 11 seconds. (could run)
- Are in a hurry? No, I have got plenty of time. I ………. (can wait)
- I was feeling sick yesterday. I …………anything. (couldn’t eat)

Exercise two: complete with may, might, could
- I wonder why I did not receive a reply. Perhaps the boss did not read my C.V. That possible. He ………….not have read it (might)
- I wonder how the fire started. Do you think it was an accident? No the police say it ………….have been an accident (couldn’t)
- Katy didn’t answer the phone. She ………….have been asleep. (may)

REMINDER:
- Could has a similar meaning to may/might: expressing possibility
- Couldn’t is different from may not/might not; e.g. She was too far, so she couldn’t have seen you (it is not possible)/She might not have seen you (perhaps she saw you; perhaps not.)
Exercise three: rephrase and use a modal

- Perhaps the visitor knew more than he said
- The visitor…………………...(might have known)
- It would have been possible for the poor to resist the temptation
- The poor …………………..(may have)

Exercise: Explorer II: Countable, uncountable nouns/quantifiers.
Ex 1: complete the following blanks with appropriate nouns: money, advertisements, markets, knowledge, people

- They have so much…………….to throw around (money)
- There are too many……………today (advertisements)
- He’d have to pay a great deal more if advertising didn’t create many …………..(markets)
- A great deal of the ……………we have about household goods derive from the advertisements (knowledge)
- A lot of……………….read newspaper (people)

REMINDER: Use of quantifiers with count or uncount (it is written this way) nouns

- Count: lots(of), many, a lot of, (a) few, some
- Uncount: much, a lot of, a great deal, little, some

Ex 2: use a lot of, much, many, a great deal of

- He had taught so………. pupils that he had not……….courage left (many/much)
- He had……….experience but he didn’t get the right job (a lot of)
- There is discussion about the global warming (a great deal of)

Grammar: Explorer III Expressing cause and result.

Read the text then match sentences in column A with sentences in column B using suitable connector given

<table>
<thead>
<tr>
<th>A</th>
<th>CONNECTOR.</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertiser tend to think big</td>
<td>Because of</td>
<td>-the heavy advertising</td>
</tr>
<tr>
<td>Consumers’ goods are so cheap</td>
<td>As a result</td>
<td>-to the money spent on ads</td>
</tr>
<tr>
<td>We ay so little for our daily paper</td>
<td>This is due, that’s why</td>
<td>-advertising</td>
</tr>
<tr>
<td>People get informed</td>
<td>Consequently so</td>
<td>-they are always coming for criticism</td>
</tr>
<tr>
<td>Advertising helps the economy</td>
<td></td>
<td>-it is necessary for industrial firms to sell their products</td>
</tr>
</tbody>
</table>
Answers: 1-that’s why (d), 2-because of (a), 3-this is due to (b), 4-because of (c), 5-so (e)

Pronunciation: phonetics: put the stress on the following words:
- Tutor, country, surgeons, happy, export, arrive, appear, open, limit.
- Classify them
- Stress on the first syllable: 'open, 'limit, 'happy, 'country, 'surgeon
- Stress on the second syllable: ex’port, ap’pear, ar’rive

Reminder:
- A- single words: 2 syllable nouns
- 1/ stress on the first syllable e.g. table: Most two syllable nouns and adjectives are stressed on the first syllable
- 2/ stress on the second syllable: Most two syllable verbs are stressed on the 2nd syllable (exceptions: open, answer, limit, bother

Writing:
Subject (obviously, it should be topic one) one: with your partner, prepare a short dialogue asking for and giving opinion about advertising. Give arguments of (pros and cons)
E.g. A: In my opinion, advertising is more likely to harm consumers than serve them. What do you think of that?
B: I believe that advertising is essential for both business and consumers. Though advertisements manipulate consumers but it can stimulate(s) innovation and competition.

Subject two: You are answering an advert. A young couple with two children are looking for “au pair girl” (honestly, I don’t really see the meaning of this new job!!!!!!!!) Tell them about what you can do (housework/look after children/speak several languages/make cakes/tell stories…)
E.g.

February 2nd

Dear Sir,
I found you ad in the local newspaper and I’m interested by your job offer as an “au pair girl”
I’m eighteen years old, and I’m a student in computing. I have already worked as a baby sitter for a young couple. I’m quite competent at doing the housework. I can iron clothes and make cakes. I’m a quite calm person and I like children. I’m able to play with them many educational games and I can also read them stories so as they will acquire the skill of reading. I can also help them learn and prepare their homework.
The CET Portfolio Tutor Instructions and directions

Sample Course.
[Course Title]

[Year]
[Class location]
[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [options:]

I. Rationale:
Why does this course exist? How does it fit in with the rest of the field/area’s curriculum?

II. Course Aims and Objectives:
Aims
What are the general outcomes the course is designed to achieve? How will it contribute to them professionally?

Specific Learning Objectives:
By the end of this course, students will:

III. Format and Procedures:
How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

IV. My Assumptions
This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?
V. Course Requirements:
1. Class attendance and participation policy:

2. Course readings:
   (a) Required text:
   (b) Background readings, Download and bring handouts to class?

V. Grading Procedures: Grades for the different course / lesson skills will be based on:
1. 
2. 
3. Keep in mind, as you decide on the different assignments and tasks you give students. For example, if you have many home works and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students’ grades is based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

VI. Academic Integrity
For this course, collaboration is allowed in the following instances: list instances.

- The learners are encouraged to study together and to discuss information and concepts covered in lesson and the sections with other learners, under your guidance. You can give "consulting" help to or receive "consulting" help from such learners.
- However, this permissible cooperation should integrate almost all learners in possession of a copy of work done, in the form of an e mail, an e mail attachment file, or a diskette.
- During examinations however, the learners should rely on their own work. This is to encourage self-responsibility and creativity.
**Table 44:** Tentative Course Schedule [based on a graduate level course that meets twice a week for one hour]: *(May change to accommodate guest presenters).*

Here is an example on how to deal with this technique

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings to be discussed</th>
<th>One Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>(electronic journals)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>[Text], additional readings from course packet, or handouts.</th>
<th>Weekly electronic journals are a way to get learners’ reactions and questions on course readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-The world of Business:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Banks and Banking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td>Journal entry electronically submitted</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 4.5**: First Peer Observation of Classroom Instruction Guidelines

### PART ONE

**TEACHER:** Mrs LEGHOUINI  
**COURSE:** Advertising  
**FORM:** 2nd year Economy and Management  
**N° LEARNERS:** ?

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes of the Course</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>Reasons behind the instructional choices</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>Post Observation with another class session</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>Impressions after Observation</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>Teacher’s Style</td>
<td>Questioning / interacting</td>
</tr>
<tr>
<td>Learners’ Reaction</td>
<td>A bit amazed because the topic is new and the learners are not familiar with the host of technical vocabulary</td>
</tr>
</tbody>
</table>

Université Sétif2
## PART TWO

<table>
<thead>
<tr>
<th>Dimension References</th>
<th>Alternatives</th>
<th>Evaluation</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive dimension</td>
<td>-Organization of the learning setting, -Use questions, -Activities to stimulate learners, -Level of class</td>
<td>+ Average</td>
<td>However, could have simulated situations, or encouraged role play</td>
</tr>
<tr>
<td>2. Socio-political dimension</td>
<td>-teacher’s role in class -interaction, -use of authority -directions -commands -invitations -rewards -judgements &amp; threats</td>
<td>Moderator, facilitator + + +</td>
<td>Could have involved the learners more.</td>
</tr>
<tr>
<td>3. Classroom structure &amp; procedures dimension</td>
<td>-instructional methods and materials -their purposes -their effectiveness</td>
<td>Needs work Needs work</td>
<td>Could have used real materials as in “show and tell” activities</td>
</tr>
<tr>
<td>4. The curricular context dimension</td>
<td>-relationship between the class &amp; the course -relationship between the course and the syllabus</td>
<td>Very high level compared to the learners’ one compatible</td>
<td>Could have been adapted to the learners’ level</td>
</tr>
<tr>
<td>5. The effects of teaching dimension</td>
<td>How well the students are learning: through -questions -activities -assessment</td>
<td>+ + +</td>
<td>Why not inviting classmates to conduct interviews for instance?</td>
</tr>
<tr>
<td>6. The rhetorical dimension</td>
<td>-use of language -organization -functions</td>
<td>Quite difficult Needs work Some do not reflect the functions targeted by the reading text</td>
<td>Could have been adapted to the learners’ level</td>
</tr>
<tr>
<td>7. The physical/temporal dimension</td>
<td>-time of day -room size &amp; shape</td>
<td>Afternoon Small</td>
<td></td>
</tr>
</tbody>
</table>
Feedback

Mr ARACHE: Member of the CET Portfolio
SECONDARY SCHOOL INSPECTOR BEJAIA
March, 2010

First of all, I’d like to thank Mrs. Leghouini for her great efforts in preparing the lesson. It’s a pity I haven't got the book. Anyway, I would like to raise some points with her permission of course.

- At first sight, the teacher has made no reference to time. When preparing, any teacher is required to mention how much time s/he is supposed to cover each step of the target teaching point or sequence.

- Another point is that it is not clear to me whether the preparation includes the unit as a whole ("Unit 1" as she mentioned) or this is simply dealing with "Reading"). I personally noticed that her main focus was on "Reading". Teaching "Grammar" for instance should not consist in giving a series of activities to PP! It should be dealt with in context following a certain procedure. This is the same for teaching “pronunciation”. The challenge is in the procedure! Which technique is likely to suit my pupils? How should I tackle with this point to make it easy to be understood by my pupils? Well, the choice of the activities is of a great importance, too. Shall I give the same activities for all the pupils or vary them to cope with mixed ability classes? Are the activities motivating or challenging?

- When dealing with a matching activity, it is required to give one more word in one of the columns to make it valid. For instance in a matching-pair exercise, my pupils will make no effort to find the last matching pair once they have found the first ones.

- As she mentioned, there are 3 main stages teachers should follow when teaching "Reading"; these are: Pre-reading, During Reading and Post Reading (PDP). Here again I would like to give some precisions concerning the content of each stage.

  Purpose of Pre-reading: - Identifying the text format
  - Introducing key words and lexis through a situation
- Predicting the content of the passage through skimming, studying a chart, a picture or a title.

- Skimming and scanning

- Purpose of Reading (while reading/during reading)

- A variety of activities can be devised for text comprehension (Interpreting)
  
  - Wh QQ / - filling a table
  - T/ False - MCQ
  - Matching - transfer the text into a table, a chart, a map …

- Post-reading: - It integrates reading, writing, and speaking.

- Learners can apply the information in new situations.

- Learners can use the text to learn strategies used by the writer (text organization, paragraphing, cohesive devices, punctuation) for developing their writing skill.
Mr ABDELNETTAH & Mr IATARIENE

FEEDBACK

March, 2010

Members of the CET Portfolio
SECONDARY SCHOOL TEACHERS BEJAIA

In addition to the comments made and electronically sent by Mrs MAOUCHE, we would like to add the following ones to help the teacher review the lesson and therefore work in the direction that will meet the needs of her learners, and deliver the improved one:

- **Aim and Objectives**: these are actually not mentioned by the teacher. Truly, before presenting and elaborating any point in the lesson, it should be better if the teacher set goals, as these are key components which can guide the teacher as well as the learners and help both participants to measure the validity, the feasibility and the usefulness of the course.

- **The text**: we have been slightly amazed to see the text and reading it has attracted more our attention; which is why we say overtly that it is not within the reach of 2nd year learners. It should have been adapted to the learners’ level of difficulty.

- **Source of the text**: this is a very important detail if the teacher really wants her learners to do some research activities. However, this small but weighing information has not been mentioned.

- **Vocabulary**: as far as the activities are concerned, we would have liked that the teacher introduced the language points first, within a context of course, set time limit and aim for each activity.

**Recommendations**: as meagre as these can appear, we recommend our colleague to use visuals; data show and display some advertisements, as a warming up. This would have attracted and motivate more the learners, facilitate the text comprehension, and pave the way for more successful activity responses. We would also advise the teacher to check the spelling of the words she used in designing drills for her learners. Why not drafting and redrafting the work for more analysis and correctness before editing?
Tutor Feedback and Reactions

On Mrs LEGHOUINI lesson Sample

March, 2010

The following comments and recommendations are to guide the concerned teacher in order to reflect more on and adjust her lesson accordingly.

I would like to thank Mrs LEGHOUINI for the efforts made to elaborate and deliver the course; a situation which is, I believe, not easy to come up with ready made materials and skills neither with highly skilled learners to accomplish it. Nevertheless, for a successful course and a better assimilation, understanding, and learning, these are modestly my contribution in helping the colleague reflect, analyze and better her course.

1. The Preliminary phase: an important step through which both, the teacher and the learners are given the opportunities to express, introduce, comment and discuss the topic and the different features that constitute it. In this phase, the teacher has to introduce the core vocabulary items and functions the learners are not familiar with. There could be also productions either individually or collaboratively, in order to measure the degree of understanding, grasping and practice. Here, too, the teacher has to identify the main technical vocabulary, important for the comprehension of the reading text. Prepare a set of activities, mainly those which attract more your learners and are easy to master to give more confidence and proud.

2. Before the reading skill, it would be better if you share this into sub-skills: pre-reading for instance, and apply some activities as read the short passage and guess what is missing, all of which should be focalized around the text vocabulary (at least their equivalents), and the main functions you want your learners to know. There are plenty of activities to render the reading text comprehensible and understandable.

3. The reading comprehension phase: you ought to be sure and confident about the source and origin of the materials you use for any skill teaching; not all the texts written in English can be trusted. While providing texts as supports, supply your readers with the source, extra reading about the topic or the theme, why not? Reading Comprehension is teaching a principle skill, therefore, it should be done through: skimming, scanning, summarizing, and all the activities to foster it. Adapt
the text to the level of difficulty of your learners, to time allocated for the skill, and to the functions you want to teach, taking into consideration what actually appears in the text.

4. As far as the reading comprehension activities, varying them means killing routine and monotony; giving opportunities to learn indirectly or directly the different mechanisms of the language.

5. Teaching the language points (grammar) can also be an interactive function. The exercises given, I am afraid, reflect a very far traditional way of teaching/learning grammar. Teach some situational and practical grammar, and instead of providing your learners with series of drills, why not involve them in creating false situations to be corrected by their peers. Avoid supplying your learners with rules, let them discover exceptions by themselves. As for the functions, I would rather encourage teaching: comparing, likes and differences, predicting; and drop down cause and effect.

Well I hope these pieces of advice will bring you great opportunities to review the course and work in the direction that sounds better for you and your learners because a course is evaluated positive if it is presented more than twice. Please do take the observation grids into account; they will certainly be of great help.

All the best.
**Table 4.6: Written Comments Analysis Grid**

Teacher: Mrs LÉGHOUINI  
Course: Period: April, 2010  
N° Learners: 45

<table>
<thead>
<tr>
<th>Rating Course</th>
<th>Subject Matter</th>
<th>Organization &amp; Clarity</th>
<th>Interaction</th>
<th>Dynamism &amp; Enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Very good</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3: Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2: Need work &amp; Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 47: Teaching Observation Checklist

Directions to teachers:
You are kindly required to take the different alternatives which constitute the Teaching Observation Checklist into account with an eye to reflect on your teaching, to assess and evaluate it, and thus adjust the unwilling teaching attitudes, beliefs, and practices for more improvement and progress.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SELF-EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1. Mechanics</td>
<td></td>
</tr>
<tr>
<td>2. Opening</td>
<td>X</td>
</tr>
<tr>
<td>3. Structure and clarity</td>
<td>X</td>
</tr>
<tr>
<td>4. Pace</td>
<td>X</td>
</tr>
<tr>
<td>5. Class relationships</td>
<td></td>
</tr>
<tr>
<td>6. Quality and content discussion</td>
<td>X</td>
</tr>
<tr>
<td>7. Conclusion</td>
<td>X</td>
</tr>
<tr>
<td>8. Role of teacher</td>
<td>X</td>
</tr>
<tr>
<td>9. Controversial issues</td>
<td>X</td>
</tr>
<tr>
<td>10. Designing questions</td>
<td></td>
</tr>
<tr>
<td>11. Class atmosphere</td>
<td></td>
</tr>
<tr>
<td>12. Reception of answers</td>
<td>X</td>
</tr>
</tbody>
</table>
Table 48: The Collaborative Electronic-Teaching Portfolio Expected Outcomes.

Making sense of one’s experience and communicating it to others is a useful description of creating a narrative, especially when applied to building a portfolio.

Darling, 2001: 119-120

<table>
<thead>
<tr>
<th>Teacher development</th>
<th>Understanding of assessment roles</th>
<th>Understanding of backwards planning</th>
<th>Benefit of analysing one’s work</th>
<th>Teacher peer collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, especially when working collaboratively.</td>
<td>Thanks to colleagues’ feedbacks, tutoring sessions, an important improvement can be observed</td>
<td>Very beneficial as one cannot think about unless colleagues help.</td>
<td>Now we crucially and clearly understand the right meaning of collaboration; it is really a win-win strategy.</td>
<td></td>
</tr>
</tbody>
</table>
Table 49: General Evaluation Report

**CENTER: BEJAIA**
**COURSE: ECONOMY & MANAGEMENT ENGLISH**
**TOTAL ENROLLED: 07 + THE TUTOR**
**TOTAL SURVEYED AND EVALUATED: 07 Teachers (self-evaluation, and peer evaluation).**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS</td>
<td></td>
</tr>
<tr>
<td>1- Mrs Zahra FILALI</td>
<td></td>
</tr>
<tr>
<td>2-Mrs Hayet LEGHOUINI</td>
<td></td>
</tr>
<tr>
<td>3-Mr Mohamed IATARIENE</td>
<td></td>
</tr>
<tr>
<td>4-Mr Nacer ARAKHE</td>
<td></td>
</tr>
<tr>
<td>5-Mr Mohamed OUAZENE</td>
<td></td>
</tr>
<tr>
<td>6-Mr Kamel BELGACEMI</td>
<td></td>
</tr>
<tr>
<td>7-Mr Omar ABDELFETTAH</td>
<td></td>
</tr>
<tr>
<td>8- Mr Lounis SLIMANOU</td>
<td></td>
</tr>
<tr>
<td>9- Mr Lhacene DJERMOUNE</td>
<td></td>
</tr>
<tr>
<td>10- Mr Madjid ADDOUR</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>COURSE</td>
<td>X</td>
</tr>
<tr>
<td>-The course helped to achieve goals</td>
<td>X</td>
</tr>
<tr>
<td>-the difficulty appropriate to the level</td>
<td>X</td>
</tr>
<tr>
<td>-the course appropriate to the stream under study</td>
<td>X</td>
</tr>
<tr>
<td>-the course materials varied, and helpful</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td>Satisfactory but needs work</td>
</tr>
<tr>
<td>SYLLABUS DESIGN REINFORCEMENT</td>
<td>X</td>
</tr>
<tr>
<td>-The syllabus appropriate to the learners’ needs</td>
<td>X</td>
</tr>
<tr>
<td>-the syllabus relevant to the stream and the learners’ level</td>
<td>X</td>
</tr>
<tr>
<td>-the syllabus based on encouraging learners’ autonomy</td>
<td>X</td>
</tr>
<tr>
<td>-the syllabus adequate to meet the learners’ future studies and socio-economic needs</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td>Satisfactory; but needs constant innovations</td>
</tr>
<tr>
<td>FACILITY</td>
<td>X</td>
</tr>
<tr>
<td>-Both the syllabus &amp; the course provide opportunities to use electronic sources, and library materials,</td>
<td>X</td>
</tr>
<tr>
<td>-They provide opportunities for teachers to document their teaching practices, and the learners to integrate the field of choice</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td>On the right way</td>
</tr>
</tbody>
</table>
Table 50: Collaborative E-Teaching Portfolio Assessment Scale

You have successfully completed a collaborative electronic teaching portfolio which has mainly been based on different forms of comprehensive assessment of your teaching and the content to teach. Therefore, you are kindly required as a pre-final stage of portfolio implementation, to evaluate this portfolio and the efforts you have managed to do albeit the different constraints, in order to value:

- How this portfolio work has contributed to the aspects of your learning and beliefs about teaching;
- What new strategies in your teaching the portfolio has brought;
- Whether your conception about and on teaching and learning has changed to further your teaching improvement.

NAME: ___________________________ ACADEMIC YEAR: 2009/2010

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. become better observer of classroom events</td>
<td>X</td>
</tr>
<tr>
<td>2. Useful strategy in designing instructions</td>
<td>X</td>
</tr>
<tr>
<td>3. Improved ability to consider and meet learners’ needs when planning lessons</td>
<td>X</td>
</tr>
<tr>
<td>4. Reading peers’ comments via e-mail proved helpful</td>
<td>X</td>
</tr>
<tr>
<td>5. Discovering things about oneself as being a full contributor member of the portfolio</td>
<td>X</td>
</tr>
<tr>
<td>6. Learners’ outcomes are linked to the new suggested syllabus</td>
<td>X</td>
</tr>
<tr>
<td>7. Constructive feedback from peers via e-mail proved beneficial</td>
<td>X</td>
</tr>
<tr>
<td>8. Reinforcing and suggesting a new syllabus, helped discover new ways to approach learners</td>
<td>X</td>
</tr>
<tr>
<td>9. Better understanding of reflecting on practice through C. E. T. Portfolios</td>
<td>X</td>
</tr>
<tr>
<td>10. Contributing in this portfolio helped leading to improvements in future practice, and understanding challenges of the profession.</td>
<td>X</td>
</tr>
</tbody>
</table>
Table 51: C. E. T. P. Final Evaluation Criteria.

This is the general and final checklist for the criteria fields that will enable the tutor to determine and evaluate whether the portfolio into action can be declared as presentational or on the contrary needs more work and evidence. This checklist is constituted of a rubric which will help the tutor review and evaluate the team’s portfolio.

TUTOR: Mrs Maouche-Ketfi
PORTFOLIO TEAM: Teachers & inspectors (07)
ACADEMIC YEAR: 2009/2010

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INDICATORS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Presentational</td>
</tr>
<tr>
<td>Operational</td>
<td>-all links work</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-all programming is appropriate</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-e-e-teaching portfolio functions well.</td>
<td>X</td>
</tr>
<tr>
<td>Appearance</td>
<td>-appearance and navigation are clear and consistent</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-images are optimized for the web</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-texts are readable, and downloading accessible</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-e-e-teaching portfolio looks well.</td>
<td>X</td>
</tr>
<tr>
<td>Evidence</td>
<td>-organizational scheme connects all evidence into an integrated whole</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>(grouped e-mails)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-features the specific pieces of evidence</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-shows and relates knowledge and experience</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-includes resumes</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-academic, co-curricular and personal evidence are integrated.</td>
<td>X</td>
</tr>
<tr>
<td>Reflection</td>
<td>-audience and purpose of the portfolio is described</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-addresses career and own personal development</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-reflective comments about evidence are integrated</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-includes short-term goals (skills teachers need to improve), and long-</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>term goals (professional aims)</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-interpretation of teachers’ own achievement is expressed.</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>-team messages are integrated into the portfolio</td>
<td>X</td>
</tr>
</tbody>
</table>
Sample Course based on the new suggested syllabus.
Course Title: The World of Business and Ecological Economics.
Year: 2\textsuperscript{nd} Year E. M.
Class location: virtual
Class Meeting time(s): twice a week.

Instructor: The CETP Team [Office, e-mail, phone]
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [options:]

**Skill: Reading**

**Sub-skill:** Reading comprehension

**General objectives of the lesson:** by the end of this skill,

- Learners should be able to understand the world of business and ecological economics advantages and drawbacks through writing an advertising spot;
- Learners should also be able to create an energy saving light bulb of their own design (a project).

**Reading Phases:** skimming, scanning, intensive, and extensive reading

**Materials used:** a free text from “English for Commerce & Industry” by Claire Oldmeadow, 1992: 75-76

**Developed skills:** communication, interaction, analysis, designing, agreeing and disagreeing

This is a collegial lesson sample production.
CHAPTER FOUR  E-PORTFOLIOS IMPLEMENTATION & RECOMMENDATIONS

PRE-READING SKILL

Activity one: Look at the pictures below and discuss
Activity Two: Read the short passage then answer the questions asked.

The advertising of snack and so called "junk foods" to young people is being blamed for an obesity epidemic in the United States and elsewhere. Is advertising to blame? Are there other factors in obesity epidemic? How does advertising, for example, work to attract young people?

Reading Comprehension

ADVERTISING AND ECOLOGY

Look at the pictures below then express your ideas.
Read the advertising and do the activities set.

**The text:**

By using a standard light bulb, not only are you throwing money out of the window but you could also be causing needless damage to the environment. The electricity generated for domestic lighting alone accounts for the emission each year of about 7 million tones of “greenhouse gas”. Replacing our standard light bulbs as they break with energy-efficient bulbs might halve this figure.

Now is your opportunity to do something positive. Next time a bulb blows, replace it with a SUNBURST electronic bulb. For the same light output, it uses 80% less electricity. It also lasts about eight times longer- 8000 hours on average. SUNBURST energy-efficient bulbs are available with standard bayonet or screw caps, to fit your existing lamp holders. For every 20 W SUNBURST electronic bulb you fit, you will save something like £38.00 in electricity bills, during its 8000 hour life. Ten 20W electronic bulbs save £380.

- **Activity one:** Give a suitable title to the text.
- **Activity two:** determine the paragraph about:
  - **Ecology:** § ……
  - **Advertising:** §: ……
- **Activity three:** match each idea with its corresponding paragraph
Ideas | Corresponding paragraph
---|---
Energy-efficient bulbs’ description | .................
Energy-efficient bulbs save the environment | .................
Standard light bulbs are expensive and harmful to the environment | .................
Energy-efficient bulbs are a source for economizing money | .................

- **Activity four**: are the following statements “True”, or “False”. If “False, please correct

1. by using a standard light bulb, you are not throwing money out of the window
2. replacing broken standard bulbs with energy-efficient bulbs costs less
3. SUNBURST electronic bulbs generate the same light as the standard ones
4. special lamp holders must be bought to adjust SUNBURST energy-efficient bulbs

- **Activity five**: the text is (choose the right answer(s))
  - Descriptive: ...........
  - Narrative: ...........
  - Argumentative: ........
  - Expository: ........

- **Activity six**: answer the following questions:

1. Why might the new type of light bulb be described as “green”?
2. According to the text, how long does an average standard light bulb last?
3. Would you change your lamp holders if you decided to change from using ordinary light bulbs? Why or Why not?
4. Find in the text the sentence which shows that the client is also responsible of preserving the environment.
Activity seven: A/ match each word with its meaningful equivalent

B/ match each word with its opposite in meaning

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaningful equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>harm</td>
<td>Opportunity</td>
</tr>
<tr>
<td>chance</td>
<td>Fit</td>
</tr>
<tr>
<td>consider</td>
<td>Blows</td>
</tr>
<tr>
<td>suit</td>
<td>Accounts</td>
</tr>
<tr>
<td>Explodes/ breaks</td>
<td>Damage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words</th>
<th>Opposites in meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needless</td>
<td>More</td>
</tr>
<tr>
<td>Input</td>
<td>Available</td>
</tr>
<tr>
<td>Less</td>
<td>Useful</td>
</tr>
<tr>
<td>Rare</td>
<td>Output</td>
</tr>
</tbody>
</table>
Collegial Impressions about the C.E.T.P. Techniques in Evolving the Teaching Process.

We enjoyed being able to work together as this offered a more supportive and productive learning experience. Although we were all working in different places, we still managed to work as a team in completing the CETP from participating in activities that joined our thoughts to frequent conversations via e-mails about how we can modify the look of our teaching practices.

Transformations: Since we created this artifact, something has been developed - the Collegial Intelligence fusion because we believe that usually a team works together towards one common goal for the team. We are actually interested in finding ways to incorporate this intelligence into the project and using it in future classrooms. As we look back on it, we see some activities that could be developed further and some that we would change.

On the professional level of creating this portfolio, it has been very helpful to have other teachers around to give feedback. There are many teachers who are presented with different levels. This diversity gives us many perspectives from which to work and think. Sharing the same educational philosophy has helped us to instate a certain kind of fluent communication through the messages exchanged, taking into account the input of other members of the portfolio team. This has helped us to reflect on our role as educators. It has also taught us about working together; it is a new experience for us to work together as a team especially when using technology (Internet) in order to be in a constant contact, and thanks to the digital teaching portfolio the whole team has contributed to supply with different required evidences as it has served as the beginning of ongoing, teacher-directed professional development to be accomplished through maintaining, updating, and revising it. And, even though it has not been required, all of the teachers and inspectors have plans for updating the CET Portfolio after the end of the academic year and feel a great need to add current projects, starting next year to keep a dynamic and possibly interactive approach to the web site. Even if motivations have varied from teacher to teacher, they all have described the need to maintain portfolios for their own professional development.

Overall, we have to underlie that learning to create a digital teaching portfolio in the very beginning electronic format definitely helped us remember what it feels like to be a first time learner. Many times we found ourselves ready to
pull our hair out trying to find out possible solutions to the different problems we encounter when teaching; but now, thanks to this new and a “must adapt to” technique, we can always rely on our colleagues’ instant help, on our personal ability to think, analyse, reject, replace, draft and redraft!

This has been quite a sweet experience even if sometimes we encountered some difficulties as to regularly work on the project; but what is worth to mention is that after an important period of urging and seeing our learners writing, it seemed at first strange for us to produce anything, but sooner we regained confidence in doing so; we learn to write by writing, and to teach by practicing all the teaching skills, mechanisms and techniques.

**Graph 26**: Proportion of the CETP Teachers and Members (after using the CETP Technique)

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4-5 Criteria to Score and Evaluate the Collaborative Electronic-Teaching Portfolio
The collaborative digitalized-teaching portfolio in this experiment is used primarily and essentially as an alternative and constructive tool for reflection on practice. In addition to this, the formative aspects of these techniques are fostered and reinforced by providing the participants with diverse opportunities throughout the experiment to submit therefore different draft portfolio works and achievements to the tutor and to peers as well who composed the whole collaborative team workshop for comments, guidance, analysis, and feedback.

The participants are warmly required to complete the components outlined for assessing and evaluating the collaborative product, noting that the assessment criteria or the criteria to score and evaluate the collegial outcome are given to all the team members at the outset of the targeted production programme. Therefore, as part of the above mentioned portfolio process, the participants are kindly asked to think about their needs, goals, their learners’ needs, and to map future goals in the teaching/learning process.

On the fundamental bases, we believe that for any activity, work or project to be considered as reliable, acceptable, valid, and presentational, there must be a scale for evaluation shown as a rubric that helps the collaborators to review and score a long-term project. Consequently, and in front of the many criteria we have come across and which we have sought as corresponding to the scale we wanted to elaborate, we have taken into account all the conditions in order to surround the many and important objectives we wanted to develop and achieve. Nevertheless, we have also been able to elaborate a general scoring scale that could, according to us, include all the criteria which are as follows:

- Organization and planning: what constitutes the physical appearance of the portfolio;
- Standards of performance: what constitutes an outstanding and acceptable performance;
- Needed exemplars of performance provided by the participants and other sources;
- Scales used in rating entries and which should respond to the nature of performance elements existing to achieve the scale;
- The use of multiple evaluators, a necessary element;
The use of consensus processes in which ratings and rationales are shared to strengthen validity and reliability to the final scores and which provides a good development in evaluation and instruction;

Importance given to the template composed of:

a- The content which includes a statement of what the teachers do: (i.e. is there a description of the current syllabus/courses/methods and approaches used to teach?), what the teachers believe good teaching to be, and the way through which others have evidenced and commented on this teaching;

b- The process which represents consistency between practice and beliefs, and between experience and improvement;

c- The development embedded in the efforts the participants do to manage this consistency, evidence of innovation, and original practice to be accomplished.

Therefore, owe to our determination to render the scoring of the production at hand more plausible, more instructional, and more constructive, we have sought to elaborate a scoring and evaluation scale reflecting all the afore-mentioned criteria in a grid and which is illustrated as follows:
**COLLABORATIVE ELECTRONIC TEACHING PORTFOLIO FINAL EVALUATION CRITERIA.**

This is the general and final checklist for the criteria fields that will enable the tutor to determine and evaluate whether the portfolio into action can be scored as presentational or on the contrary it needs more work and evidence. This checklist is constituted of a rubric which will help the tutor review and evaluate the team’s portfolio.

**Table 52:** Collaborative Electronic-Teaching Portfolio Final Evaluation Criteria Sample.

<table>
<thead>
<tr>
<th>TUTOR: ___________________________</th>
<th>PORTFOLIO TEAM: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC YEAR: 2009/2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INDICATORS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational</td>
<td>- all links work</td>
<td>Presentational Need Work</td>
</tr>
<tr>
<td></td>
<td>- all programming is appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- c-e-teaching portfolio functions well.</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>- appearance and navigation are clear and consistent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- images are optimized for the web</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- texts are readable, and downloading accessible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- c-e-teaching portfolio looks well.</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>- organizational scheme connects all evidence into an integrated whole (grouped e-mails)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- features the specific pieces of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- shows and relates knowledge and experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- includes resumes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- academic, co-curricular and personal evidence are integrated.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>- audience and purpose of the portfolio is described</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- addresses career and own personal development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reflective comments about evidence are integrated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- includes short-term goals (skills teachers need to improve), and long-term goals(professional aims)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- interpretation of teachers’ own achievement is expressed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- team messages are integrated into the portfolio</td>
<td></td>
</tr>
</tbody>
</table>
4-6 Description of the Collaborative Electronic-Teaching Portfolio Experiment.

It is commonly perceived that creating and implementing pedagogical tools as electronic or digitalized portfolios are undoubtedly a task which requires involvement and reflection. They consist, in fact, on more factors to expose and display one’s skills and abilities, and to bring important visibility to the authors’ work. Their success also depends on the interaction between the authors and the tutor as well as on their peers. This interaction, as a matter of fact, is considered as one of the most interesting and important factors for improving skills and knowledge because the outcomes are related in one part, to the best performances of the digitalized portfolios’ authors and in he other, to the difficulties and challenges they show and which are disclosed, revealed and reviewed by the tutor who astutely can guide them in this learning process. Furthermore, these tools being a new formative and summative perspective in the pedagogical realm are intended to serve different learning paths, a model able to fit various needs suggesting technological and pedagogical devices so as to foster reflection and to promote formal as well as informal recording pedagogical activities.

In addition to their structure devised to fulfil the users’ needs, these techniques are perceived as extremely usable and motivating tools based on some principles of use such as:

- A descriptive use which stands for a documentary and representational tool of the progress of professional development;
- A reflective use which rests on self-reflection and reflection on others, and
- A constructive use meant for creative active learning and reflecting.

Moreover, in giving the know-how to use new educational resources, approaches and technical strategies, and in developing a shared understanding of what constitutes quality work and acquiring a common language for self-evaluation, we could successfully cover some of these digitized tools’ perceptions which are summarized in the diagram that follows:

Fundamentally, these new tools are highlighted here as being creative acts, forms of self-expression in the professional context of teaching, and techniques for guiding self-improvement as much as for evaluating performances. One aim of the collaborative digitalized teaching portfolio then, is to document one’s teaching. This simply means collecting and assembling various forms of relevant data and evidence through creating new tools for presentation and evaluation expecting therefore, to add and revise the electronic folder on a regular basis.

In order to achieve this, we have devised a certain pattern and plan to take into account as well as to follow so as to construct the faculty discussion on evaluating and promoting teaching, all of which rests on highlighting the outlines that are as follows:

- Providing a document which consists of required and optional content for the Collaborative Electronic Teaching Portfolio (C E T P) inclusion, taking into consideration the sections, status and the materials to include (see appendix 5);
- Providing a tutorial timetable setting out consultation time and day, conferencing topics and observations (see appendix 6);
• Presenting the current syllabus of the target stream subject taught to promote discussion, interpretation, revision, adjustments, and reinforcements (see appendix 18);

• Providing a guidelines document for peer observation of classroom instruction. This document is presented through two parts. Part one consists of providing instructions to peers for observations; whereas part two, this is constructed around different dimension references, their alternatives, evaluation and the possible comments (see appendix 7):

• Presenting a lesson sample (a course model) whose teaching points are based on the current syllabus which will be evaluated through a Written Comments Analysis Grid (see appendix 9);

• Providing a Teaching Observation Checklist for self-evaluation in order to promote teaching and the professional teacher (see appendix 10);

• Devising and providing a series of evaluation checklists (see appendix 11) in order to assess:
  a- The digitalized portfolio outcomes;
  b- Improvements and adjustments on the syllabus, the course sample and the teacher;
  c- The contribution of the digitalized portfolio to the aspects of the teacher’s learning and beliefs about teaching and the new strategies brought, and
  d- The collaborative digitized teaching portfolio.

All of which is meant to organize and discipline the tool at hand, basing on the following content:
Table 53: Form of the CETP Table of Content

<table>
<thead>
<tr>
<th>Collaborative Electronic-Teaching Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre: Béjaia</td>
</tr>
<tr>
<td>Secondary Schools Teachers and Inspectors</td>
</tr>
</tbody>
</table>

Table of Contents

- Statement of Teaching Philosophy: What do we do what we actually do?
- Statement of Teaching Responsibilities: This is what we actually do.
- Feedback/evidence from peers,
- Reflection on feedback including self-reflection,
- Samples of work or products of teaching: syllabus, course materials,
- Collaborative assessment,
- Team goals or objectives for the next several years,
- Evidence and discussion on professional development

- Appendices attached:
  a- The current syllabus
  b- The syllabus reviewed and reinforced
  c- A sample of the tutor’s comments on the work
  d- A sample of the peers’ comments on the work
  e- A sample of course based on the current syllabus
  f- A sample of group comments
  g- A sample of course based on the new suggested syllabus
  h- A course evaluation and summaries,
  i- A copy of classroom visitation by inspectors to evaluate a completed course
  j- A sample of evaluation checklists.

As mentioned in the above sub-title, the collaborative digitized teaching portfolio was a pilot experiment conducted with teachers and inspectors of the secondary schools, targeting a specified stream and a specified level of learners. It centred on a preparation based on drawing on personal and collaborative experiences gained in course teaching career in these schools. These new techniques not only implied a complete methodological process and turnaround in respect to models of analysis and assessment used in the teaching/learning functions as well as in designing a syllabus for the target stream and
level of the learners taken as an illustrative sample, but they also assumed the role of the teachers under study which was to:

- Collect data on their teaching activities,
- Demonstrate their professional development,
- Demonstrate their ability to create links between various forms of digitized evidence to be provided with opportunities of integrating in a positive, gradual and conscious way with a higher potential,
- Set a management system which would allow the participants to create and distribute educational documentation.

The new approach to develop the teaching/learning process and the reinforcement and adjustment of a syllabus related to the increasing needs, met a strategic ground as the relation between teaching and learning was established through a series of processes such as understanding, reasoning, doing, applying, discovering, experimenting, feeling, seeing, listening, explaining and deducing; bearing in mind the various functions mentioned in the new context such as:

- To profile the professional skills and competencies,
- To present the teacher as the manager of the learning activities,
- To use different techniques and teaching strategies in flexible manners,
- To present the teacher as a professional educator who requires training and refreshing courses for teaching,
- To design evaluation tools,
- To investigate the teacher’s own teaching practice,
- To participate actively in improving quality teaching,
- To design, develop and evaluate research projects and teaching innovations for educational knowledge, and
- To communicate and distribute knowledge.

4-7-Description and Interpretation of the Collaborative Electronic-Teaching Portfolio (CETP) Evidence

We strongly believe that the CETP is analogous to a scholarly project because it not only includes sections on goals through which intended participant builders’ learning outcomes are revealed, and methods based on teaching approaches used to achieve learners’ outcomes are reflected, but the results which stand for the evidence of both
students learning and teachers improving craft are demonstrated as well. As stated by Cerbin, (1993: 51):

Moreover, it is the relationship or congruence among these elements that makes for effectiveness. We expect a research project to shed light on the questions and issues used in carrying out the project to be congruent with outcomes sought. And the same can be said of teaching. By encompassing and connecting all three elements—planning, implementation, and results—the portfolio has the distinctive advantage of representing the intellectual integrity of teaching.

However, we also believe that for an effective and positively accomplished project, there must, as in any portfolio, contributor and builder knows, be a careful and thorough interpretation of portfolio evidence. This interpretation must be ideally and persuasively presented. Therefore, in the context of our digitized teaching portfolio, interpretation means:

1. Consolidating complex data from the different tabular forms of evaluation;

2. Showing connections between the multiple items related to the forms of evaluation;

3. Summarizing the examples included in the folder;

4. Highlighting significant trends and patterns;

5. Commenting on the meaning of sample pieces of work articulating key examples;

6. Clarifying the link between general claims and specific events and outcomes, and

7. Detailing elements of a teaching philosophy in practice.

**Evidence One:** (Appendix 5)

On the basis of the required and optional content for the CETP, the participants should be able to understand that according to the different sections and the status that describe them, they are kindly asked to provide the tools with necessary materials for inclusion. These materials can be considered as being purely informational or practical. They are as follows:
• **Section 1: Teaching:**
The different members of the team should make the readers or should we rather say the electronic users informed about the teaching philosophy or goals presented through a collegial production. This statement must be followed by an observation report that highlights the various objectives set, whether these are achieved or hindered because of some valid reasons. Like in elaborating a course plan, the general objective(s) and the materials used to deliver the lesson and thus achieve the target aims should be highlighted too.

• **Section 2: Areas of Responsibility:**
In order to make the team members known to the e-users and readers, the former are asked to shed light on their objectives as professionals, their successful achievements, and their specific contribution in evolving their craft, by stating the different materials they produced as relevant to their responsibility.

• **Section 3: Professional Development:**
One of the main objectives to construct and implement the CETP is to consider the professional development the team actually targets. Therefore, in order to successfully approach this aim, the team members have to support this session with a development plan to organize the various steps and activities they go through. This will, we strongly believe, allow the e-users and readers, mainly those who wish to access to, keeping in mind that the work as a whole should be cemented and illustrated with some statements taken as instructions related to what to do and how to do it. This session must be completed with peer observation to guide the work and enable the team further their efforts on the right way.

• **Section 4: Statistics:**
This session takes more a form and aspect of appreciations rather than numbers. These appreciations evaluate the appropriateness of the syllabus to the learners’ needs, the clarity of communicating instructions, adequacy and good preparation of the lessons, effectiveness in class-time preparation, teacher’s responses to the learners’ needs, teaching delivery, feedback usefulness, and the learners’ outcomes.
Evidence Two: The CETP Work Organization and Planning (Appendix 6)

We believe that the real secret of assembling a successful portfolio is to know whom to ask for what. From this belief, we sought very indispensible to provide our e-users and readers with information as far as the CETP work organization and planning are concerned. Knowing first, the different team’s electronic addresses as well as the tutor’s own is to set a certain kind of trust, validity, and encourage to a given extent the humanitarian approach the portfolio is likely to attain. The CETP planning and organisation further on providing information about the conferencing topics, the day of consultations and observations in order to enable the e-users and readers comprehend and see what the whole business is about.

Evidence Three: Peer Observation of Classroom Instruction Guidelines (Appendices 7&8)

The present evidence is shared into two parts. Part one consists of providing the e-users and readers with ample data embedded in instructions during a peer observation of classroom activities. The observers have to focalize on a host number of guidelines so as to permit to the teacher or class instructor to take the observations given into a thorough consideration. The observers have also to focus on certain points as the objectives of the course, the reasons why the instructor has selected the actual instructional choices, a comparison between two different results after having presented the same course to two different classes, taking into account that for the first class, the course stands for a post-observation phase in order to adjust and reinforce the second one with some constructive guidance. In addition to the above mentioned instructions, the observers have to consider too the teacher’s style in delivering the course, and the learners’ reactions in respect to the teacher and the course altogether.

Part two is however, presented through dimensions. The observers have to consider the cognitive, the socio-political, the classroom structure and the procedures, the curricular context, the effects of teaching, the rhetorical, the physical and temporal, and the physical comfort aspects dimensions. According to these dimensions, we have designed some alternatives which will deeply guide the observers to evaluate their peer and most importantly shed light on the class instructor’s weaknesses and strengths to enable him/her find out new strategies to improve his/her teaching craft and teaching contents.
**Evidence Four:** Written Comments Analysis Grid (Appendix 9)

The forth evidence consists of blending the class instructor's teaching function through written comments. This evidence is all about showing the teacher's ability to master the subject matter, organization, and clarity to deliver a course, to set an interactive ambiance, and to encourage enthusiasm and dynamism among the learners; some pre-requisites the teacher should be qualified with during the teaching process. Moreover, this evidence is devised to induce and foster the teacher to correct and adjust and reinforce some of the practices underlined in the comments done.

**Evidence Five:** Teaching Observation Checklist (Appendix 10)

Through this evidence, the teacher is kindly but most importantly required to self-evaluate his/her teaching practices in a honest way, in order to reflect on, an opportunity to learn and come to various techniques which will help to correct the unwilling teaching attitudes, beliefs and practices. Before self-evaluation phase, the practitioner has to take the instructions given into consideration to agree with the different variables or points that represent the core foundation of this step.

**Evidence Six:** The CETP Expected Outcomes (Appendix 11)

After framing the collaborative work of the team, the expected outcomes must correspond to the different points highlighted in the evaluation grid. This evidence stresses on the importance which sheds light on the fact, we have to remember, that not all teaching takes place in the classroom, and then different people mainly peers, can provide various kinds of information about one’s teaching. Therefore, according to the multiple contributing parts to enrich and evolve the teaching craft, the professional teacher and the substance material to deliver, our teachers should be able to see a certain extent of development, to understand the assessment roles, whether they are provided personally or by peers, to comprehend what backwards planning stands for, to weight the benefit of self-assessment and self-analysis, and of course to give importance to peer collaboration sense.

**Evidence Seven:** General Evaluation Report (Appendix 12)

This evidence is mainly based on self-evaluation and peer evaluation principles. It considers different criteria as the teachers who represent the most important characters involved in this technique. These are to be evaluated according to the improvements felt during the gradual steps undertaken. The section average will determine the effectiveness of implementing a collaborative technique and the various pieces of advice the tutor will
provide them with. As far as the other criteria are concerned, the CETP takes into account the course and its different objectives, the syllabus design reinforcement, and the facility with which every work has been achieved. The different section averages will reveal to a certain degree the validity and reliability of the tool and accordingly to know whether it will be worth generalizing it to further secondary schools English teaching craft.

**Evidence Eight:** The CETP Assessment Scale (Appendix 13)

This evidence represents an opportunity for teachers as full members of the CETP team to assess their overall contribution in building up the portfolio. It is also considered as a pre-final stage of portfolio implementation meant to evaluate the efforts done and the outcomes expected. Through this evidence, each member of the team is required to provide the readers and e-users with ample and guided information, this is according to the set of criteria devised with an eye to shed light on the ways the technique suggested has contributed to the aspects of learning and beliefs about one’s teaching, the new strategies it has brought to one’s teaching craft, and mainly the individual reaction towards the concept of implementing the new technique in furthering one’s own teaching and learning process.

**Evidence Nine:** The CETP Final Evaluation Criteria (Appendix 14)

We could have given the title of “Scoring the CETP”; but in order to guide the e-users and reader towards the many important points to rise while scoring a portfolio, we preferred to use the terms given in the title above.

The scoring grid is actually based on the criteria whose aspects are presented clearly as indicators, and then the way to score or evaluate the work achieved right here. We have previously mentioned that for a portfolio to be evaluated as presentational, we have to consider the criteria of being operational, clear, evident and reflective. According to these measurements, we have sought more important to show how this evaluation is taken as a contributing factor in improving and developing one’s teaching and learning.

**4-8- General Evaluation of the Experiment.**

For nearly nine (09) months experimenting on the new techniques embedded in the collaborative electronic teaching portfolio, cementing it thus, through conferencing sessions, we have been able to demonstrate that these new instructional tools implemented so as to value good teaching and improve the teaching/learning craft have proved not only efficient but very important too because owe to evidence, the materials supplied to build up
these pedagogical devices, we have managed to promote and document good teaching and its achievements.

These tools have made it possible for the different participants to progress gradually in their craft although the difficulties and challenges encountered in their daily work which generally consisted of preparing courses, delivering lessons, testing, correcting, and class managing. They therefore:

- Have gained a higher profile as far as their profession, the content to deliver in class, and their learners’ outcomes are concerned,
- Have gained abilities to revise, adjust and develop their teaching in the light of development awareness based on a lifelong pursuit,
- Have been able to discover new and important alternatives to document, value and assess their work as well as their learners’ productions,
- Have successfully managed to understand and put into practice the sense of reflection provided by the tool such as reflections on:
  a- Their teaching goals,
  b- The teacher-peers relationships and collaboration,
  c- Effectiveness of teaching strategies and techniques, and
  d- Alternative methods for teaching and assessing teaching.
- Have been given opportunities, thanks to the collaborative work and conferencing, to review and renew their teaching strategies acquiring gradually more self-confidence, self-analysis, self-responsibility, and widening their teaching knowledge,
- Have acquired the technical process for self-improvement as well as for evaluating performance,
- Have demonstrated potential achievements for the future structured around reflective and assessed practice and which might be shared or applied by others, and
- Above all, have mainly expanded their prospective view on planning and continuing potential for growth.

Moreover, our collegial experiment has been real boosting opportunities which enabled us to gain more experience in the field of teaching and learning in addition to increasing profound understanding of how to meet challenges and difficulties and how to come over such situations.
It was however, not easy to accomplish because of the many constraints we encountered along the experiment which turned around internet outputs and time shortage. Nevertheless, this did not discourage us as our enthusiasm and willingness to move forward were bigger and stronger in addition to the friendly atmosphere that reigned among us which played an immense role to maintain the active, dynamic and collaborative work objectives we were to achieve.

Therefore, after deciding on a work plan which consisted on discussing, developing and putting into action the different points marked as the CETP body contents, and after scheduling several tutoring sessions, and evaluating the inputs and outcomes of the tool, we strongly believe that the experiment has been fruitful and a successful crown. Thanks to this revolutionary tool, we have been able to conduct most of our plans, and to achieve the goals we forwardly set as far as designing a suitable syllabus that would respond to the target stream, learners and level needs as well as noticing a great and important improvement in teaching as a craft and in teachers as well as inspectors as professionals, since the latter have overtly revealed that the technique suggested has awakened in them a deep sense of competition for teaching betterment and mostly enabled them to discover new sources and alternatives to enhance and reinforce their practices.

Moreover, and having to assess and evaluate our experiment on this tool which includes self- and peer-evaluation, reflection, goal setting, and strategies of including and gathering information from different sources notably from colleagues, electronic sources and even from traditional information storage, which we converted into electronic sources, all of which have encouraged the team to move ahead because, according to us, effective and active teaching and teacher should be based on actions, movements, research and competition. The CETP team has also gained new notions and concepts as:

- Purpose and organization in planning, delivering and assessing teaching;
- The technique and strategy to capture the complexity of teaching highlighted in the syllabus, the course, the learner and the physical environment;
- Tactfulness to place responsibility for evaluation in the hand of skilled teachers;
- How to encourage improvement and reflection as well as to foster a culture of teaching; and
- Mainly how to organize and schedule time since this latter has presented another important challenge and constraint to overcome.
4-9- Recommendations

Calegari, Geisler, and Larkins, (1999:6), noted the utility of teacher reflection on teaching approaches, strategies and goals, and how these can be successfully achieved during the process of constructing a portfolio. Indeed, as far as our CETP process is concerned, because we clearly gained important insight into the fact that self-reflection has been central to the process of teaching improvement and that reflection on teaching strategy and on peer feedback has also been an essential part of our collaborative electronic teaching portfolio. We have also gained the concept that through reflection and comparison of self-reports and reports from other sources, personal growth, professional development and performance improvement have been greatly achieved. Therefore, the key message from this experimental study is that teacher feedback can be used and reflected upon in various ways. Because of this, our recommendations are presented to our e-users and readers through an organized plan, a quality we have been able to acquire during our CETP implementation. As a matter of fact, we would start as follows:

4-9-1- Recommendations and Guidelines to Designing Courses for Significant Learning

When teaching, we often engage in two closely related, complementary, but different tasks. We most of the time elaborate and devise the course by collecting information that will construct the course, and by making a good deal of decisions about the way the course will be taught. Then we engage in teacher-learner interactions and communications and this includes delivering the course, organizing discussions, correcting, and advising; a situation that requires a great competence in both, course/lesson design and teacher-learner interaction. Therefore, in order to render these two activities possible to achieve and take advantage of, a useful and systematic process for the purpose should be introduced. This will be based on introductory comments, worksheets or web-based pages (our case), and action questions and reflections. Therefore, we strongly recommend, on the foundation of these pieces of advice, to follow certain phases which are as follows:

1. Initial Design Phase: the teacher had better construct powerful primary components through:
   - Identifying important situational factors reflected through the number of learners, the kind of prior knowledge brought to the course, the specific context of the teaching/learning situation, the general context of the learning situation,
the nature of the subject, and the characteristics of the learners and of the teacher.

- Identifying important teaching and learning goals finding out the important things learners should learn and retain the kind of thinking and application abilities learners should develop, and how to keep learning after the course as summarized in the diagram below.

Diagram 9: Taxonomy of Significant Learning (Adapted from L. Dee Fink, 2003:9).

- Formulating adequate feedback and assessment procedures which stand for the ability to demonstrate that the learners have achieved the learning goals and their successful performance,
- Selecting effective and valid teaching/learning activities which integrates active learning into the course,
- Making sure the primary components are fully involved in the way that feedback and assessment should be consistent with learning activities and learning goals.
2. **Intermediate Design Phase**: the teacher should gather the components into a coherent whole by:

- Creating a thematic structure for the course,
- Selecting and creating an instructional strategy,
- Involving the course and the instructional strategy to draw an overall scheme of learning activities.

3. **Final Design Phase**: the teacher is also recommended to finish important remaining tasks by:

- Developing the grading system,
- Providing alternatives and solutions for possible problems,
- Drafting and redrafting, revising, then editing the course,
- Planning an evaluation of the course and of the teaching practice.

We also aim to reinforce these recommendations with some valuable points that greatly contribute in building up effective learning and teaching activities. These points are summarized, as the readers can notice in the following table we adapted from L. Dee Fink, (2003:18).

**Table 54: Learning Activities for Holistic Active Learning.**

(Adapted from L. D. Fink, 2003:18)

<table>
<thead>
<tr>
<th>Learning Activities for Holistic Active Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting information and ideas</td>
</tr>
<tr>
<td>Direct</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Indirect</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

|indirect kinds of experience online |

|
In addition to this, teachers must break away from the old paradigm of teaching and learning and adopt new techniques suitable to the new environment,

Allow more time necessary to develop a course, blending it with constant documents properly put into the adequate format,

Course integrity has to be a continuous overriding teacher’s concern at all time,

Involve and keep the teaching staff regularly informed about changes, reinforcements and adaptations brought to the course,

Compile a course portfolio. It should be a helpful technique to gather, develop, and organize course materials and thus help to prevent disagreeable situations, reflect on aspects of the course, and provide means for assessing the course by peers or even an academic administration,

Get started through:

1. Writing by elaborating a list of all learning objectives for the course,
2. Evaluating the course content in terms of the learning objectives by measuring whether it is relevant or related to the target aims,
3. Brainstorming about the types of learning activities to do and assign in order to achieve the learning objectives,
4. While designing the learning activities, think about the way the learners will be assessed,
5. Working closely with the teaching staff with an eye to find out available techniques and activities to accomplish the learning objectives, and
6. Including the use of internet-based instructions.

Overall, the successful evolvement of any learning course rests squarely on the shoulders of the teachers’ faculty because the trend in secondary schools education is to offer courses that prepare the learners to cope with the new brave world’s demands. Furthermore, well-structured courses reflect well-designed syllabi. This is why we have to complement these recommendations with other ones which directly target the second element: designing and reinforcing a syllabus. In order to achieve this, our recommendations are as follows:
4-9-2 Recommendations on Designing and Reinforcing a Syllabus

- Set a corpus-based study to identify the characteristics of “Economy and Management” English taught in the target secondary schools,
- Elaborate an additional survey of the discourse strategies and lexical items that characterize the target English and population,
- Agree on a systematic survey of the textbooks and other lesson materials in use in the target stream education and the development of adequate and appropriate materials to meet the needs of the target population,
- Develop a well-grounded rationale for the course syllabus, define and delimit syllabus course content,
- Structure the learners active involvement in learning,
- Identify and develop resources,
- Build up the syllabus course with a focus on the students learning,
- Set principles for designing a syllabus course that fosters critical thinking which is a learnable skill and by engaging peers,
- Set a motivational sustained inquiry as important points of entry into the subject through issues such as:
  - Problems, questions,
  - The challenge to think critically with support tailored to learners’ developmental needs,
  - Goals, methods,
  - Self- and peer evaluation.

Get informed about the components of a syllabus which most importantly gather:

1. Course information,
2. Instructor information,
3. Course description,
4. Course objectives,
5. Instructional approaches,
6. Course requirements and assignments,
7. Course policies (what is expected of the learners),
8. Grading and evaluation,
9. Texts, resources, readings and supplies,
10. Course calendar,
11. Study tips, and learning resources (internet, online quizzes),
12. Learners’ feedback on instruction.

- Integrate learners’ objectives into syllabus design to get a sense of depth of their thinking as well as topics perceived as important to them,
- Agree on the principles that constitute an appropriate, valid, reliable, and useful syllabus and which are embedded in:

1. Continuous and regular revision and reinforcement,
2. A focus for the class and a set of goals for learners throughout their study,
3. A guide and idea of what to learn and how to progress,
4. Research periods of the learners’ needs and experimentation,
5. Reinforcement activities to enable the learners use the language skills in a practical sense,
6. developing a teaching style comfortable for professionals, and
7. Transformative pedagogical approaches.

Teaching is usually seen as a technique and a presentational method, rather than as a kind of serious intellectual invention we associate with scholarly work as mentioned by Shulman and Hutchings, (1994). Yet a course and a syllabus can represent profound acts of scholarship.

Because of this, we believe that every course we teach is a lens into our fields and our personal conceptions of the subjects we deliver in order to make them highly valuable pieces of evidence in the evaluation of faculty performance, and faculty learning. From this, we have to review and reflect on the syllabus at hand to develop a good critical and constructive sense of effective teachers and appropriate courses. This review and this reflection are based on recommended guidelines and which are as follows:

1. To diagram the course,
2. To set the beginning,
3. To set the duration,
4. To set the ending,
5. To set innovation and motivation, and
6. To organize the course.

In addition to these points, we also recommend syllabus designers and practitioners to:

1. Decide on a mix of strategies to shape basic skills and procedures, present information, guide as inquiry, monitor individual and group activities, and support and challenge critical reflection,
2. Set examples of general instructional goals as training, coaching, lecturing, and explaining, inquiry and discovery, fieldwork and community-based work, and
3. Consider experiential opportunities and reflection portfolios.

We finally recommend teachers to take into account the following ideas and principles:

1. Decide what you need to teach through finding a good needs assessment instrument or creating one’s own from various examples,
2. Involve the learners in the planning of the course in order to create a nice learner-centred atmosphere,
3. Incorporate your professional knowledge,
4. Take into account the learners’ level to determine what they really need to learn,
5. Decide on how to organize the syllabus giving priority to topic or areas of study and being mindful of topics,
6. Make use of a wide variety of resources and activities being also mindful of the four skills,
7. Include your expectations,
8. Provide your learners with helpful information as a copy of the syllabus on which additional information about you as your office box number for instance,
9. Provide your learners with valuable resources and texts (websites, books titles); generally these appear on the syllabus.

4-9-3- Guide lines and Recommendations for Professional Development

In order to enhance the status and quality of the teaching profession, to further strengthening learning communities, to carry on developing professionals, the curriculum and related systems of assessments, teachers must be prepared to engage into an ongoing developmental process which aims at improving the quality and standard of teaching and
learning as well as professional standards which describe the skills, knowledge and values for effective teaching and reflect the teachers' expertise and professional aspirations and achievements based on professional knowledge, professional practice, professional values, professional relationships, and professional engagement; all of which are based on foundational elements and dimensions of effective teaching.

For this, we recommend that:

1. Teachers should work productively with colleagues and other professionals to enhance the learning of their students,
2. Teachers need to set a relationship that is underpinned by trust, respect and confidence,
3. Teachers must continually analyse, evaluate and enhance their professional practice,
4. Teachers are recommended to possess a repertoire of inquiry techniques and teaching strategies using a range of tools, activities and resources to engage their learners in effective learning,
5. Teachers had better select and organize the content in logical and structured ways to meet learning goals,
6. It is necessary for teachers to create safe and supportive learning environments and integrate information and communication technologies to enhance learning,
7. Teachers’ values have to be based on the principles of flexibility, commonality of language, credibility, simplicity and transparency, and structured around innovative learning experiences,
8. It is better for teachers to fully contribute to professional teams and commit to professional practice.

As part of professional development, we also recommend to incorporate technology into the teacher education curriculum in order to foster a general interaction of education and technology, and set a structure and content of pre- and in-service teacher education, content and structure of teaching materials, and structure and atmosphere of school communities.
Moreover, we recommend that teachers to build up a teaching portfolio because it has been proved and demonstrated that it is a technique, presented as traditional or as a new electronic document that records the teachers’ achievements, which allows reflection on their teaching and supports applications for tenure and promotion.

Additionally, this technique enables teachers to communicate important traits through its organization, creativity, thoroughness and neatness. Being a living document whose main characteristics are flexibility and availability, it enables the teachers to evaluate their teaching, reflect and act on the results and therefore develop different approaches to teaching.

Furthermore, through teaching portfolios, and more exactly collaborative electronic teaching portfolios—because of the great advances in technology in the field of education—teachers can state personal objectives that they can share and discuss via electronic messages, blogs, or forums with their colleagues or peers to agree as well on working plans to foster their craft because, we would rather say that these new revolutionary techniques are active acts highlighted as forms of self-expression in the professional context of teaching. Therefore, teachers can:

- Work with faculty as peers, relating to various teacher audiences, and understanding the challenges of teaching English to specialized fields and streams,
- Have a talent for tutoring and a clear grasp of the most appropriate practices in secondary school level teaching and learning,
- Promote a pedagogical strategy that aims at raising the visibility of key English for specific purposes concepts, and a more active learning environments,
- Acquire techniques to teach target English, stream and class size, and sensitivity to possible problems developing thus an ability to criticize ones own teaching and solve problems,
- Identify and deal with multiple kinds of problems,
- Take every opportunity to gain professional development and be able to show evidence of the new ideas introduced into classes,
- Work willingly and collaboratively with other teachers, share and be open to new ideas, aware of the skills of other teachers and able to ask for advice and help when needed, articulate a consensus on a set of goals that all teachers might share in common.
Finally, being a formative and an informative technique, teachers are thus advised to review and revise it on a regular basis and blend it with clear expectations and frameworks in the form of evidences in order to promote reflective practice. In front of these invaluable characteristics the CET Portfolio offers, we cannot but strongly recommend teachers to use this technique to take the frameworks accomplished by the team under study as models or samples to engage into self-reflective, self-evaluating and competitive process to develop their teaching practices, and thus meet self-needs and their learners’ ones, but most importantly find out answers to their worries and questions. In order to enable our readers comprehend the key components of a teaching portfolio and follow the instructions of implementing it, we added the following clarifying tables adapted from Murdock University, (2004):

**Table 55: Teaching Responsibilities**

<table>
<thead>
<tr>
<th>Items of evidence</th>
<th>Description of items of evidence</th>
<th>Validity of items of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List of subjects taught and supervised</td>
<td>List of unit/course titles &amp; codes, year, point’s value, enrolments, hours, level of responsibility and a brief description of the way each unit/course was taught. Number of honours and postgraduate students supervised. Research group activities directed. Schedule of times you are available to students outside class.</td>
<td>All of these items establish the context in which teaching occurs. They reflect workload and professional issues, not necessarily merit. Statements should be brief and focus on current and recent teaching. Earlier teaching can be listed summarily. This information provides context and background for judgements of other information and is valid where</td>
</tr>
<tr>
<td>2. List of concurrent related duties</td>
<td>Concurrent teaching related duties and responsibilities e.g. unit/course co-ordination.</td>
<td>It reflects your normal duties. Reliability can be enhanced by referring to official School records.</td>
</tr>
<tr>
<td>3. Statement of School/Departmental expectations and resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 5.6: Teaching that promotes effective learning

<table>
<thead>
<tr>
<th>Items of evidence</th>
<th>Description of items of evidence</th>
<th>Validity of items of evidence</th>
<th>Criteria for assessing items of evidence</th>
</tr>
</thead>
</table>
| 1. Statement of teaching philosophy, aims and methods | Summary of your own practices, approaches and attitudes to teaching and student learning. Description of the way you monitor or evaluate your classes and teaching. How you identify student difficulties and encourage participation in unit/courses or programmes. Description of student assessment methods and rationales, and feedback to students. Methods in supervising graduate students. Summary of main strengths as a teacher, teaching aims and future goals. | These items provide a basis for judgements of other information presented. This is an opportunity to direct attention to the areas you consider most important in your teaching. The reliability of your statements should be confirmed by relating them to other evidence provided. Particular merit can be established if data is provided to demonstrate superiority of practices. | Effective teachers ...  
1. Provide a clear and empathic learning environment  
2. Promote active student involvement  
3. Cater for student learning differences  
4. Assist students to identify the outcomes of their learning |

| 2. Description of teaching strategies | Description or demonstration of how your teaching strategies have improved or assisted the learning of your students                                                                                                                                                                  | Information about any of these activities substantiates your professionalism as a teacher. Particular merit may need to be demonstrated e.g. by special recognition, reviews, awards, comparisons with others or demonstrated leadership. Particular merit is also reflected by materials or methods which have | To do this they  
1.1 Use their discipline knowledge base effectively to develop student understanding of concepts  
1.2 Justify their teaching goals for each teaching episode  
1.3 Develop a plan of action for each teaching episode |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Examples of teaching innovations</td>
<td>Examples of innovations designed or adopted and their effectiveness. This might include work carried out as part of a teaching development grant or a video of your teaching.</td>
</tr>
<tr>
<td>4. Descriptions of use of technology</td>
<td>Description of how audiovisual or computer-based materials were used in teaching.</td>
</tr>
<tr>
<td>5. Representative unit/course syllabi</td>
<td>Details of unit/course content, objectives, teaching methods, reading lists, homework assignments, student assessment procedures, reflective statements as to the unit/course construction.</td>
</tr>
<tr>
<td>6. Unit/course and instructional materials</td>
<td>List and examples of quality unit/course materials, manuals, outlines, new</td>
</tr>
</tbody>
</table>

1. Communicate effectively with their students
1.5 Demonstrate enthusiasm for the discipline/subject area
3.1 Identify students' varying backgrounds, abilities, experiences and approaches to learning
3.2 Cater for differences in learning styles
3.3 Diagnose and help correct students’ misconceptions about the subject area or content
4.1 Identify the intended outcomes/learning objectives of each
<table>
<thead>
<tr>
<th>Teaching episode</th>
<th>4.2 Design assessment tasks appropriate to deep learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.3 Provide appropriate and timely feedback to students on what has been learnt</td>
</tr>
<tr>
<td></td>
<td>4.4 Administer assessment fairly and report results as required</td>
</tr>
<tr>
<td>7. Informal student feedback</td>
<td>Unsolicited comments, including letters received and articles in student newspapers.</td>
</tr>
<tr>
<td></td>
<td>Informal student feedback may be unrepresentative of the opinions of all students taught, and can only be used for illustrative purposes.</td>
</tr>
<tr>
<td>8 Teaching awards</td>
<td>Awards for teaching excellence presented by student bodies or academic peers.</td>
</tr>
<tr>
<td></td>
<td>These reflect merit, especially if they are officially recognised or have been appropriately refereed.</td>
</tr>
<tr>
<td>9. Materials indicating student outcomes</td>
<td>What your students have learned and achieved. Student or class grades improvement on teacher-made or standardised tests. Exemplary student work: essays, creative work, reports, lab workbooks, publications, presentations on unit/course-related work, advanced study, and your influence on students’ career choices.</td>
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<tr>
<td></td>
<td>Student scores need to have comparable data (e.g. previous unit/course pass rates, norms, unit/course pre-test/post-test). Exemplary student work presented must be as direct result your teaching methods and encouragement, and indicate development of technical or specialised skills.</td>
</tr>
</tbody>
</table>
Table 57: Use of feedback, reflection and professional development to improve teaching and learning

<table>
<thead>
<tr>
<th>Items of evidence</th>
<th>Description of items of evidence</th>
<th>Validity of items of evidence</th>
<th>Criteria for assessing items of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of steps taken to evaluate and improve your teaching.</td>
<td>Changes might be as a result of others’ evaluation or self-evaluation; time spent reading journals on improving teaching, reviewing new teaching materials or exchanging course materials with colleagues.</td>
<td>These items provide a basis for judgements of other information presented. This is an opportunity to direct attention to the areas you consider most important in your teaching. The reliability of your statements should be confirmed by relating them to other evidence provided. Particular merit can be established if data is provided to demonstrate superiority of practices.</td>
<td>Effective teachers ...</td>
</tr>
<tr>
<td>2. Professional development</td>
<td>Participation in seminars, workshops, or formal study of Education, or use of learning/teaching support services, leading to improvement of your teaching</td>
<td>Information about any of these activities, and their effect on your teaching, substantiates your professionalism as a teacher.</td>
<td>To do this they</td>
</tr>
<tr>
<td>3. Formal student feedback</td>
<td>The use, to improve your teaching and students’ learning, of student, unit/course and teaching feedback. Statements that such data has been collected and a short summary of the results. Also provide summaries from structured individual or group interviews and from student committees. Include here any formal feedback from alumni.</td>
<td>Formal student feedback refers to properly designed, administered and interpreted student surveys. These provide reliable and valid information for establishing merit.</td>
<td>6.1 Document information on professional practice in teaching</td>
</tr>
</tbody>
</table>

5. Engage in self-development

6. Develop their teaching practice to improve quality in outcomes
<table>
<thead>
<tr>
<th>4. Formal Peer feedback</th>
<th>The use, to improve your teaching and students’ learning, of feedback from colleagues (team-teachers, subsequent unit/course teachers, peers, Head of the school) regarding aspects of your teaching that are generally not evaluated by students (e.g. unit/course development, content and administration, teaching materials, student assessment, text selection, reading lists, student support practices) and out-of-class activities such as instructional curricular development and teaching research.</th>
<th>The reliability of formal peer feedback is enhanced by providing two or more evaluations over an extended period, by different colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Class room observations</td>
<td>The use, to improve your teaching and students’ learning, of reports from colleagues or independent observers who have viewed you in the classroom.</td>
<td>Can be included as illustrative evidence that you are actively interested in developing and improving your teaching.</td>
</tr>
</tbody>
</table>
Table 58: Research or leadership in teaching and learning.

<table>
<thead>
<tr>
<th>Items of evidence</th>
<th>Description of items of evidence</th>
<th>Validity of items of evidence</th>
<th>Criteria for assessing items of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit/course or School/curriculum development</td>
<td>Revising, setting up or running a unit/course, programme or internship. Contribution to the improvement of teaching in your School.</td>
<td>Information about any of these activities substantiates your professionalism as a teacher. Particular merit may need to be demonstrated e.g. by special recognition, reviews, awards, comparisons with others or demonstrated leadership. Particular merit is also reflected by materials or methods which have been published, or which have been acknowledged by others and which subsequently have been used elsewhere.</td>
<td>Effective teacher leaders ... 7. Provide leadership in the professional development of academic colleagues 8. Assume a leadership role in course/unit development 9. Promote quality in teaching and learning within and beyond the secondary school.</td>
</tr>
<tr>
<td>2. Teaching research</td>
<td>Pursuing research that contributes directly to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching publications</td>
<td>Contributing to a professional journal on teaching in general, or in a specific discipline.</td>
<td></td>
<td>7.1 Facilitate the provision of support structures for academics 7.2 Facilitate the professional development of colleagues 7.3 Initiate, develop and evaluate projects designed to enhance</td>
</tr>
</tbody>
</table>

Université Sétif 2
<table>
<thead>
<tr>
<th>4. Teaching associations</th>
<th>Participating in conferences, seminars, workshops and professional meetings focusing on teaching and learning (e.g. Teaching Learning Forum, activities)</th>
<th>the quality of learning and teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8.1 Demonstrate knowledge of external/internal strategic initiatives which impact on course/unit development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.2 Provide leadership in the development of courses or units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.3 Evaluate the effectiveness of courses/units for which they have leadership responsibility</td>
</tr>
<tr>
<td>5. Teaching consultances</td>
<td>Teaching consultancies in outside institutions and agencies or requests for demonstrations of effective teaching methods.</td>
<td>9.1 Assist the school to plan for quality teaching and learning outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.2 Provide leadership in the implementation of strategic initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.3 Conduct and publish research into teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.4 Contribute to development of teaching and learning in the discipline locally, and nationally.</td>
</tr>
<tr>
<td>6. Assistance to colleagues</td>
<td>Evidence of help given to colleagues on unit/course development or teaching improvement (e.g. contributing to departmental seminars or workshops, acting as a mentor, letters)</td>
<td>Information establishing that any of the rest of these activities is undertaken substantiates your professionalism as a teacher. Reliability is enhanced by retaining appropriate</td>
</tr>
</tbody>
</table>
of acknowledgment or thanks). Professional exchanges with colleagues inside or outside the institution. This might focus on unit/course materials or methods of teaching particular topics.

7. Request for advice

Requests for or acknowledgment of advice given to committees on teaching or similar bodies.

8. Invitations to teach present or publish.

Invitations to present at conferences on topics about teaching. Invitations to contribute to the literature on teaching/to demonstrate effective teaching methods.

documentation.
4- 10- Conclusion

In conducting this experiment, we purposefully directed it to lead future and in-service teachers through the powerful and rigorous action of documenting the quality of good teaching, consistent syllabus and successful learning. All of which should be based on sound planning and preparation, good classroom management, attention to quality instruction, and continuous professional growth.

While conducting this experiment, we strongly believed that the development of independent and critical thinking skills have always been the most significant and important goal for teachers who target a lifelong self-education, and thus craft improvement. Indeed, implementing a CET Portfolio, a practical experiment which has proved successful, is a technique and a tool that should complement and enable independent and peer thinking and critical sense as well. Therefore, using this technological technique has provided the teachers under study as well as the syllabus and course as materials to evolve with tools and opportunities to learn more, to acquire faculty necessary for developing their teaching profession, reinforcing the teaching staff and adjusting the teaching materials needed to respond to their learners’ needs.

Overall, we are quite confident about this tool which has proven to be very effective to get teachers interacts from different places, think critically, self-evaluate their own teaching practices, and mostly accept peer evaluation and assessment for more valuable and effective teaching craft. To validate this thoughts and position, we sought necessary to close this chapter with the following quotation.

**(U)sing teachers in a peer supervision role is linked to their personal growth, their sense of collegiality, and improved instructional practices- all of which contribute to higher morale, greater job satisfaction, improved school climate, and ultimately higher student achievement.**

• Summary of the thesis

• Summary of the research methodology and research design

• Constraints encountered during research undertaking

• Summary of the findings

• Implications of the findings

• Summary of the research statements and their validity

• Validity and Reliability of the Research Questions
The work at hand has referenced many academic sources as it stands as a calling for a renaissance of the teaching profession, providing thus the means for igniting and actualizing this revitalization through pedagogical techniques which hopefully will illuminate a straightforward framework for stressing on and nurturing the existing skills inherent in every teacher and encourage faculty ability to reflect on and adjust the teaching content and materials so as to meet the target learners’ needs. It is indeed, through an assembling of efforts that we objectively have targeted to reinstate and retrieve the righteous and soundest values of the teaching craft, the faculty teachers and well-structured learners. As stated by Stephen P. Gordon, (cited in Joseph Blase, (1998:191),

...A treasure trove of knowledge about instructional leadership. Rich descriptions, bring to life such concepts as inquiry, collaboration, empowerment, and learning community....to encounter the spirit of schools where these ideas have become a reality.

Therefore, throughout the present research thesis, it has been emphasized that because the teaching craft and the type of English language to teach the learners selected as a corpus, have raised central questions to which we have had to shed light on and treat with a lot of accuracy, inquisitiveness, and reflection in order to suggest appropriate techniques, an issue necessitating much arguments from researchers and practitioners.

In this thesis, two broad areas for research have been proposed. The suggestion of a more adjusted and reflected course/syllabus design to meet the needs of the second year secondary schools learners oriented toward studying “Economy and Management”, and basic strategies in order to develop the teaching craft and faculty teachers, all of which have resumed our thesis statements embedded in the implementation of a collaborative electronic teaching portfolio (CETP), and this obviously remain a matter for research and debate.

The Thesis has presented two main parts. The theoretical part has focused on providing and supplying our readers with comprehensive studies on the main topics that constituted the body of the research work and which covered the teaching process, EFL and ESP teaching/learning process, needs analysis, teaching development, and teaching
portfolios principles involved in the very technological appearance to highlight the possible insights into the possible uses of self-reflection and self-evaluation as an alternative and a device for teachers in order to effectively plan classroom content in teaching the language and thus, self-develop.

Also, it is through this part, based on action research, that we have been able to demonstrate the possibility to achieve our objectives in a truly integrated way. As, we strongly agree with Calegari, Geister and Larkins, (1999:6), who have noted the utility of teacher reflection on teaching approaches, strategies and goals and how these have been successful during the process of constructing a portfolio, CET Portfolio in our case, because self-reflection is central to the process of teaching improvement and that reflection on teaching strategies and on peer feedback are an essential part of any meaningful teaching portfolios.

Furthermore, through reflection and comparison of self-reports and reports from other sources, personal growth, professional development and performance improvement can be achieved.

In the second practical part, however, we have worked around the invaluable culmination of the research data to analyze areas of worries, interpret the needs so as to arm our teachers with specific proven tactics and techniques and to make a profoundly positive and sustainable impact on the schools where they actually work, the learners they instruct, and the teaching communities at large. We really believe that efficient teaching is an essential pre-requisite for success in today’s world, and creating an awareness of teaching flexibility and developing strategies for this are therefore, among the most useful contributions we make to our learners.

Furthermore, as clearly stated by Dixon, (1986), different purposes require adequate comprehension and retention levels, and therefore, the use of different teaching strategies and techniques which will steer teachers towards efficient independent teaching by rendering them concentrate their efforts for a specific purpose; bearing in mind that teaching flexibility involves adjusting these techniques to purpose and requires a great deal of practice, reflection, and assessment.

To fully discuss the research work theme and provide a comprehensive and straightforward coverage, we intentionally adopted a hybrid research methodology based on a qualitative and a quantitative profile to correlate with the empirical inquiries, the data-
based analysis, and the research design tools we administered (a teachers questionnaire, and an interview for the inspectors) to vehicle the investigations.

We have also given particular considerations to the difficulties and incidents that have emerged while sending the electronic data tool (the questionnaire), while receiving back the questionnaire responses; as we have had to send “Reminders” to our participants more than twice, and of course, during the implementation of the innovative method and technique experimentation. For instance, timing, the high level of the tool, the participants’ availability, and finally the Internet log-in, to mention only these, have been areas of trouble for us.

Therefore, and according to the investigations and the findings, we reached the conclusion that the various inquiries and research undertakings have demonstrated and proven that there have been increasing interests in the implementation of the new techniques and measurements, and which have progressively become very popular and widely used, most importantly in foreign language teaching and learning processes, and especially when reinforced by the collaborative profile.

These findings are to cement and blend the current processes and thus pave the way to innovative and creative practices. In response, then, to the questions posed and which, we strongly believe, have provided us with significant opportunities to demonstrate and prove the validity, reliability, and feasibility of the technical and technological tools suggested in order to develop and evolve the teaching process, the individual teacher, and the appropriate related course/syllabus design, we are very confident about these new techniques and educational device, especially if taken as constituents of a continuous teaching development project, because they have widely contributed in enriching the target learners’ syllabus through different electronic discussions, electronic analyses, and electronic tutoring sessions, and measuring the development extent the target population teachers has witnessed through on web-based evidence and discussions.

This has evidently been illustrated in the CETP evaluation, a technique we strongly consider as a revolutionary continuing development methodology which is essential to explore because it has the potential to support the variable learning and teaching styles, and which, in the era of knowledge economy, where most of the future teaching perspectives are not yet defined, is an opportunity for teachers to plan ahead, to self reflect and assess, and because this methodology basis is a constructivist model of learning and which further
develops teachers’ reflective practice, goal setting and a self-evaluation. Lorrenzo and Ittelson, (2005:3), put it:

...personalized web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods

Moreover, the findings indicate that the target population teachers, through its involvement and engagement in the technique, has been able to bridge the gap between language content expertise, and areas of development and progress, being stimulated towards sustaining teaching interests and strengthening their knowledge and professional skills in relation to the dynamism of the teaching environment.

The findings have also suggested that the CETP techniques benefit learning and teaching on the same scale, more effectively when considered as part of a joined-up teaching and learning approach; rather than discrete entity. The approach, therefore, should include online repositories, planning and communication tools, and chances for teachers to draw out and present the techniques at particular times and for particular aims; there is then, likely to be substantial impact on both, teaching and learning processes, and teaching inputs and learning outcomes.

This is why, we believe that, it would be fair to expect the participant instructors to keep up with firstly, the rapid changes in the teaching process and the learners’ needs expressions, and secondly, by supplying this technique with adequate and useful evidences.

In addition to this, the current study aimed at showing that the CETP, as an alternative for self-reflection and self-improvement, and for teaching content-based-development and reinforcement, can provide both teachers and learners with an important comprehension of the individual’s learning because when engaged in the process of self-reflection, analysis and responsibility, the practitioners develop many skills that will support their life-long teaching as well as building up a repository that reflects their personal history; an activity with the potential to be motivated, and confidence and self-esteem improvement; particularly in the areas that suit their purposes and meet their needs and the needs of their learners.
Furthermore, the CETP systems have also the potential to support high-stakes assessment as well as creativity and self-expression, depending on the requirements of teachers and institutions at particular periods. This alternative has enabled our participants to become more aware of the various processes undertaken and this awareness has enabled them to make more informed choices, because they have also acquired a certain philosophy that knowledge and professional progress are gained through the approach of self-involvement, self-determination and self-reflection. As stated by Stefani et al, (2007: 61),

*Reflection is an essential feature of a deep approach to learning.*
*Structuring the practice of reflection transforms it into learning experience.*

Based on these thoughts and reactions, and as far as our knowledge goes, we hypothesized that we could help and direct secondary schools teachers, as professionals involved in this study, to promote and improve their teaching craft and reinforce and adjust an appropriate course/syllabus for the learners of the target stream to meet their immediate and future needs if we introduced and implement the strategy of reflection, thinking on, and evaluating their teaching practices and teaching materials through the collaborative digitized teaching portfolio project, framed by a tutor who might play a purposeful and fixed role in including these strategies as basic and core foundations in the realm of teaching the language, considering the new aspect the techniques have taken because, according to us, participant audiences needed help to prepare themselves to receive and assess materials presented in a range of multimedia formats as e-mails, e-forums, and e-blogs, using synchronous and asynchronous communication styles.

When analyzing and interpreting the population sample’s needs, and after the findings of the research have emerged, we noticed that firstly, while implementing the techniques, a similar action was taking place in parallel, for more experimentation we have been practicing, with other teachers, in another location; but whose tutor is actually one of the CETP members: an inspector; an encouraging perspective and initiative, indeed. Secondly, most of the participants (teachers and inspectors) have overtly expressed their desire to deepen and strengthen their knowledge about the instructional device, and their wish to document and reference it even after the present study experimentation is over.
However, we have also met some pessimism mainly in relation to reinforcing and adjusting the syllabus according to the learners’ actual stream needs. Some hesitations have also been felt to get some of the participants to engage in the process because, according to the reasons given, the project required and necessitated many efforts and up-to-date information in the field. In addition, hopefully this has not been the case for all the members, one of them has freely expressed the fact that his memory is not what it used to be, therefore, being able to undertake this project needs a complete re-education, and a lot of motivation and concentration, as, according to him, he has been quite aware that he has already tried some techniques and new things in the classroom that have worked well-or failed miserably- and then has forgotten what these were. Furthermore, he added, routine and an important range of other socio-economic factors have contributed to slow dynamism he used to have to measure the effectiveness of his teaching.

So much so, we however, managed to make all the participants regain confidence and self-esteem because we successfully convinced them that portfolios, whatever their nature and form are, especially the genre we implemented in particular, are actually tools that enable individual practitioners to seek some more systematic and within reach ways to track and evaluate the multiple activities they have devised, and most importantly be full dynamic members of the project; a temptation that sounds a more reasonable approach, as creating and updating this document incites thinking about the actual situations, and provides a framework in which to look for the appropriate answers.

In addition to this, the CET Portfolio is an efficient way to measure and predict teaching to effectiveness, and to document better teaching proficiency, evaluate continually one’s teaching, and gain more experience in the classroom, improve the delivery of the syllabus, transform course content, and develop new teaching methods and strategies. According to Hannelor B. Rodriguez, Farrar, (2006: 13):

*Use your teaching portfolio as a method to improve your skills, hone your ideas, and develop new strategies and techniques...taking on new challenges rather than putting off. You will also change and improve your teaching.*
Furthermore, if well-implemented, neat and organized, we added, our CET Portfolio encourages reflective practice, peer and self-evaluation and assessment. It also provides an ongoing basis for teachers planning and goal setting, promotes self-development, encourages professional progress and dialogue, cater to a wide range of teaching styles, and provides a framework for formative and summative assessment showing pride and confidence in the project.

Overall, we can say that the technique to develop teaching EFL for Specific Purposes, taking teachers of the secondary schools as a population sample and the target stream and level of learners as a ground for experimentation, has helped address all the gaps and weaknesses in application and theory teaching. Although the study has been restricted and limited to only some regions of the aforementioned main state, this is because, we strongly believe that before over-generalizing a technique (similar to generalizing a vaccine), we have to prove its efficiency, validity, and reliability, and above all, be sure whether the problematic situations are similar too, we could reach the implication that changes have actually occurred and that if reflection, thinking and evaluation are implemented regularly, we can thus see in this technique a gear that keeps the course/syllabus relevant to the needs expressed and that professional progress can take place in a very comprehensive and feasible way; all of which have to monitor the content of the tools that is being used systematically through accuracy, neatness, appropriateness, and of course, up-dating.

Finally, we hopefully believe that this thesis and thesis statements (hypotheses) have provided valuable insights into the effectiveness of the CET Portfolio as an innovative technique to develop teaching and content teaching.

It remains now to demonstrate how these practitioners can promote and develop this technique using other web-based instruments since time is now for technology-based instructions and teachings, because we seriously think about Abraham Maslow’s quotation, (1943), “If the only tool you have is a hammer, you tend to see every problem as a nail.”

May be these are good research questions we will leave to future researchers to, perhaps, document, analyze, and debate. In the end, and as the final chord of a song which may make us feel that the piece is complete and well done, we strongly believe that a truly
devoted and dynamic teacher is always open to new possibilities to promote the teaching craft and meet the learners’ specific needs. And, in doing so, she/he is then, a synthesizer of experience and knowledge.

*It has always seemed hopeful that people passing the same spot of earth, on the same day, at the same time in their lives, could have utterly divergent experiences. Other people have gone where I have gone, and met some of the magic beings I know, but it was not in their destinies to experience what I did. There are layers of realities before us, around us, and we stay in a layer, no matter how far we travel until the spirit admires our courage and grace and allows us to sprout into another zone of experience.*

We manifested the value and the empirical profile of the current work through some research questions which, we believe, have helped us to evaluate the main points that have constituted the different topics tackled, consider the results and thus, have guided us to the general implications targeted. They have also helped us to understand more the materials used for the purpose and therefore, their contribution generated throughout the research experiment. Consequently, in order for us to highlight the validity and reliability of the research questions, it is then, necessary to provide our readers with the following responses.

**Question 1**: Which English are we teaching in secondary schools for “Economy and Management” stream, second year learners?

According to the data gathered, to personal experiences in teaching this target population and profile, and to the current syllabus, the findings have shown a mixture of English types (EFL and ESP at the same time). Therefore, the answers have led us to recognize that as far as the language points designed in the syllabus, the English taught and learned is actually General English. However, we cannot generalize the case as far as the content, because some themes suggested, always according to the current syllabus, refer to the learners’ specialization and some others deal with quite different purposes. This is why, while suggesting including ESP in EFL teaching and learning process and in judging the necessity to re-adjust and reinforce the target course/syllabus, we aimed at meeting the learners’ needs and responding to the teachers’ worries.

**Question 2**: How should ESP be included in EFL teaching and learning process in secondary schools?

Taking into consideration the information collected and the findings achieved as well as the learners’ needs and the teachers’ beliefs, we systematically found out that both English profiles remain somehow fields of specialization; they are complementary and inseparable. Therefore, we could include ESP in EFL teaching and learning process through themes and different activities and drills. This has made us believe that the learners should not only show some competencies in the field, but in the language as well. This is why, we also believe, the inclusion requires special eclectic approaches, teaching and learning techniques, and mainly appropriate and meaningful teaching and learning materials too.
• **Question 3:** How is web-based tasks teaching and learning process helping the way to design ESP/EFL course/syllabus?

Throughout the research findings and the research experiment, we have been able to conclude that computer-mediated communication and the use of Internet for direct and indirect (synchronous/asynchronous) communications, and learning and teaching fit well this inquiry as it responds first to the learner-centred pedagogy based on the principles of constructivism and cognitivism, as underlied by Frizler, 1995; Warschauer and Healey, 1998; Warschauer and Meskill, 2000, who emphasize that this pedagogy is suitable for ESP courses and place a special focus on the promotion and autonomy.

Furthermore, the participant teachers and inspectors who used the Internet during our experiment got fully immersed in the subject matter by focusing on content and form of the course/syllabus, which would meet the target needs and by elaborating various tasks for performance related to the discipline. Kimball, (1998: 412), points out that:

> Internet generated materials can be flexibly arrayed to engage students with topics and cognitive tasks relevant to students’ professional futures.

• **Question 4:** How can the web-based teaching portfolios bridge the gap between parties typically not communicating with one another?

When selecting the population sample, we purposefully have targeted this concept: “communication and bridging the gap”. We forwardly based this on the fact that apart from some rarely held seminars whose topics are “workshops”, the faculty teachers seldom set the communicative principle and this, we strongly believe, affects negatively both, the teaching and the learning practices.

Therefore, in designing and suggesting these techniques, we provide a crucial concept to increasing the efficiency of the teaching process, the teaching content, and improving the learning strategies and competencies. This online sourcing and online processing bridge proves efficient, since it not only fosters the self-directed approach through which the faculty can manage its own learning but it also provides a direct use of available sources embedded in hyperlinks to wealthy online information as well. More, the bridge sets a direct connection with community peers performed through direct responses and interactions, as well as encourages discussions and group work both synchronous and
asynchronous through electronic logs, electronic forums, web-sites, and electronic mails, having as a master trump or asset flexibility of time and space, and this will certainly promote the teaching craft and develop the professional teachers.

**Question 5:** Do the web-based teaching portfolios prove effective tools with which to solicit participation of faculty and staff?

Yes! This can mean web-based teaching portfolios, research portfolios or some combination of the two, especially used in tenure and promotion. According to us, when committed to improving one’s teaching on an ongoing basis and obviously constantly seeking to try new things, or to progress in fields of interest using additional technology as the digitized portfolios, one may feel the satisfaction of:

- Participating in workshops for professional development,
- Attending online teaching and learning conferences,
- Encouraging membership in teaching associations,
- Editing publications related to teaching,
- Participating in teaching practices,
- Allowing faculty and staff to observe progress over time,
- Launching projects that involve collaboration, and
- Understanding and judging the teaching process with peers.

This is to underline that many teaching and learning activities do not only take place in classrooms, or schools; but can take place in other settings to supply the teaching and learning practices with important supports. Therefore, through these techniques in which committee service composed of the teaching community or staff as whole, can contribute to strengthening the profession.

**Question 6:** In which way do the digitized teaching portfolios create cohesive understanding and encourage participation amongst all participants in the professional development process?

Throughout the review of literature and the conducted investigations, we have been able to note down that different professional and academic settings are actually and increasingly
using these techniques to serve various and important purposes. These are accordingly methods to capture development ideas and learning, a forum to interact within professional teaching communities including demonstrations, reflections, reactions, resources, and accomplishments that represent an individual, a group, a community, or an institution. As a matter of fact, creating cohesive understanding and encouraging participation amongst all participants in the target project can be achieved through a host of innovative, constructive and meaningful techniques, requiring only some free expressive styles and a certain kind of imagination. The following techniques which are included as part of the suggested digitized teaching portfolio are as follows:

- Creating a community based on peers participation to explore and share ideas, to shape understanding, to set meaningful interactions, and make interpersonal interactions as well,

- Choosing a metaphor that reflects the teaching community context, by selecting an overarching question to capture and describe the influence of technology-based on teaching and learning, drawing on its contexts and experiences. An open space technique to talk about the process of teaching and learning (see appendix: A day in a Seminar),

- Describing the teaching process as a journey, crossing bridges, riding on highways and smaller roads, suggesting the fast pace of the journey and circulation of information intended to act as forward organizers to help peers to understand the progress in teaching in a coherent way,

- Describing and discussing growth and transformation through continual becoming and explored ideas of radical transformation. For instance, the case here is about our techniques transformation: 1- teaching portfolios (in our mind), 2- electronic teaching portfolio (the idea to delve into the research), 3- the collaborative electronic teaching portfolio (the final version, because of the new elements we judged important to include). Another instance which calls on some teachers’ imagination: a caterpillar, a butterfly, a bird, a plane, then, a shuttle.

- Agreeing on a set of tools because, contrarily to the teaching methods, there is always a best tool to get the teaching practice done; and as teachers, we must access to a variety of tools as we believe that good teachers recognize when a tool is good enough to accomplish the craft well. Also, they mainly do not always rely upon the
flashiest, and the most impressive tool available. They are simply not afraid of technology nor of including it as part of the teaching process material,

- Using metaphors and hypertexts combined, because hyper-textuality is one tool that technology provides to illustrate deeper thinking through making explicit connections between ideas.

Overall, the implementation of technology-based teaching portfolios operates not only as a catalyst for change; but may also be used to encourage change. These tools, to put in a nutshell, have, according to our experiment results, the potential to impact multiple variables mainly those concerning self-reflection, self-assessment, and self-development. Also, with this goal firmly in mind, we strive to encourage and make of these techniques part of our craft in order to provide quality teaching and responding to our learners’ needs. Finally, whoever takes the following poetical verses into account, he/she may certainly achieve his/her teaching practices successfully, motivates personal commitments and challenges difficulties and obstacles.

\begin{quote}
\textit{Death is what you cannot undo,}
\textit{Tears do not water land,}
\textit{Fear builds a place of ruin.}
\end{quote}

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VII- DICTIONARIES & ENCYCLOPEDIA


APPENDICES

APPENDIX 1: Diagram 1: The Human Three Brains Presentation.
APPENDIX 2: Diagram 2: Teachers and Learners as a Receptacle Phenomenon.
APPENDIX 3: Diagram 3: The Input Direct Access to the Teachers/ Learners’ Brain.
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APPENDIX 22: A Day in a Seminar (Photos)
Diagram 1: The Human Three Brains Presentation

Adapted from RAIN BOW SKILL (May, 2008): http://www.cerebricon.com
Diagram 2: Teachers and Learners as a Receptacle Phenomenon

A- Teachers

B- Learners

Adapted from: http://www.cerebricon.com/img/content.jpg (May, 2008)
Diagram 3: The Input Direct Access to the Teachers/ Learners’ Brain.

Adapted from: Carlyn Iverson (2007):
http://content.answcdn.com/main/content/img/ahd4/A4brain.jpg
**Diagram 4**: The Input Indirect Access to Teachers/Learners’ Brain

### APPENDIX 5

Required and Optional Content for the Collaborative Electronic-Teaching Portfolio

<table>
<thead>
<tr>
<th>Sections</th>
<th>Status</th>
<th>Material for inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>Required</td>
<td>-Teaching philosophy</td>
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<tr>
<td></td>
<td></td>
<td>-Observation report</td>
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<tr>
<td></td>
<td>Optional</td>
<td>-A sample lesson plan</td>
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<tr>
<td></td>
<td></td>
<td>-Sample materials</td>
</tr>
<tr>
<td><strong>Areas of responsibility</strong></td>
<td>Required</td>
<td>-Summary of team objectives</td>
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<tr>
<td></td>
<td></td>
<td>-Summary of team achievements</td>
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<tr>
<td></td>
<td></td>
<td>-Summary of your specific contribution</td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td>-Material produced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Anything else you consider relevant</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Required</td>
<td>-A development plan: your goals</td>
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<td></td>
<td></td>
<td>-A statement of what you have done to achieve these goals</td>
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<td></td>
<td></td>
<td>-A statement of how you have changed as result of your PD</td>
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<td></td>
<td></td>
<td>-Your peer observation</td>
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<tr>
<td></td>
<td>Optional</td>
<td>-Any documentation which supports your professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development</td>
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<tr>
<td><strong>Statistics</strong></td>
<td>Required</td>
<td>-whether syllabus appropriate to learners’ needs</td>
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<tr>
<td></td>
<td></td>
<td>-whether instructions were communicated clearly</td>
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<td></td>
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<td>-whether lessons appeared well-prepared</td>
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<td></td>
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<td>-whether class time has been organized effectively</td>
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<td>-whether you were responsive to students’ needs</td>
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<td>-whether feedback has been constructive</td>
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<td>-Your overall teaching</td>
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<td></td>
<td></td>
<td>- How much active participation you encouraged</td>
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</table>
APPENDIX 6

Collaborative E-Teaching Portfolio Work Organization and Planning

<table>
<thead>
<tr>
<th>Tutor Electronic mail</th>
<th>Participants Electronic mails</th>
<th>Tutoring sessions/Conferences: Topics</th>
<th>Consultation Day: Tuesday</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-</td>
<td>September 15, 2009</td>
<td></td>
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<td></td>
<td></td>
<td>2-</td>
<td>October 13, 2009</td>
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<td>November 10, 2009</td>
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</table>
Peer Observation of Classroom Instruction Guidelines

**PART ONE**

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes of the Course</td>
<td></td>
</tr>
<tr>
<td>Reasons behind the instructional choices</td>
<td></td>
</tr>
<tr>
<td>Post Observation with another class session</td>
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<tr>
<td>Impressions after Observation</td>
<td></td>
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<tr>
<td>Teacher’s Style</td>
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<tr>
<td>Learners’ Reaction</td>
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</tbody>
</table>
## PART TWO

<table>
<thead>
<tr>
<th>Dimension References</th>
<th>Alternatives</th>
<th>Evaluation</th>
<th>Observations</th>
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</thead>
<tbody>
<tr>
<td>1. Cognitive dimension</td>
<td>-Organization of the learning setting, -Use questions, -Activities to stimulate learners, -Level of class</td>
<td></td>
<td></td>
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<tr>
<td>2. Socio-political dimension</td>
<td>-Teacher’s role in class -Interaction, -Use of authority -Directions -Commands -Invitations -Rewards -Judgements &amp; threats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom structure &amp; procedures dimension</td>
<td>-Instructional methods and materials -Their purposes -Their effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The curricular context dimension</td>
<td>-Relationship between the class &amp; the course -Relationship between the course and the syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The effects of teaching dimension</td>
<td>How well the students are learning: through -Questions -Activities -Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The rhetorical dimension</td>
<td>-Use of language -Organization -Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The physical/temporal dimension</td>
<td>-Time of day -Room size &amp; shape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Physical comfort aspects dimension</td>
<td>-Seating -Visibility -Acoustics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# WRITTEN COMMENTS ANALYSIS GRID

**Teacher:**

**Period:**

**Course:**

**N\(^{o}\) Learners:**

<table>
<thead>
<tr>
<th>Rating Course</th>
<th>Subject Matter</th>
<th>Organization &amp; Clarity</th>
<th>Interaction</th>
<th>Dynamism &amp; Enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Very good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Need work &amp; Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The comments should be based on:

Subject matter:
1. how much the teacher is knowledgeable,
2. Appropriate time allocation for presenting the course and the material(s),
3. Appropriateness and adequacy of the materials (quantity, variety, difficulty),
4. Testing profile (s),
5. Emphasis on key points of the course/,
6. Whether the course is interesting/ needs prerequisites.

Organisation and clarity
1. Outlines (adequate to the course) /Plan of the course,
2. Teaching method, strategies,
3. Initiatives in presenting and planning the course (typing the outlines for instance),
4. The way to present the material(s),
5. Course delivering speed.

Interaction
1. Teacher’s behaviour and attitudes to deliver the course (anxious, scared, stage fright,),
2. Time to react to learners’ answer or questions,
3. Opportunities given to learners to participate and communicate,
4. Teacher’s behaviour according to learners’ questions,

Dynamism and Enthusiasm
1. Personal initiatives,
2. Recommend this instructor’s teaching strategies to others,
3. Teacher’s reaction to learners who arrive late,
4. Instructor effectiveness in the real of teaching.
TEACHING OBSERVATION CHECKLIST

Directions to teachers:
You are kindly required to take the different alternatives which constitute the Teaching Observation Checklist into account with an eye to reflect on your teaching, to assess and evaluate it, and thus adjust the unwilling teaching attitudes, beliefs, and practices for more improvement and progress.

1. Mechanics: when to start the course involving a large portion of the class, applications for problem solving, making distinctions between facts, opinions, data, and interpretation, and focalizing on ways to solve the problems rather than providing solutions.

2. Opening: focus on learners’ attention, questions, stating goals/objectives for class sessions.

3. Structure and clarity: indication of transition

4. Pace: variation.

5. Class relationships: motivational cues, presentation, questioning, discussion, opportunities for participation, comments, note taking.

6. Quality and content discussion (of the course or the syllabus).

7. Conclusion: contribution of various members

8. Role of teacher.


10. Designing questions: variety of questions.

11. Class atmosphere.

12. Reception of answers: following up, acknowledging, accepting, praising answers, self-evaluation.
<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>SELF-EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1. Mechanics</td>
<td></td>
</tr>
<tr>
<td>2. Opening</td>
<td></td>
</tr>
<tr>
<td>3. Structure and clarity</td>
<td></td>
</tr>
<tr>
<td>4. Pace</td>
<td></td>
</tr>
<tr>
<td>5. Class relationships</td>
<td></td>
</tr>
<tr>
<td>6. Quality and content discussion</td>
<td></td>
</tr>
<tr>
<td>7. Conclusion</td>
<td></td>
</tr>
<tr>
<td>8. Role of teacher</td>
<td></td>
</tr>
<tr>
<td>9. Controversial issues</td>
<td></td>
</tr>
<tr>
<td>10. Designing questions</td>
<td></td>
</tr>
<tr>
<td>11. Class atmosphere</td>
<td></td>
</tr>
<tr>
<td>12. Reception of answers</td>
<td></td>
</tr>
</tbody>
</table>
THE COLLABORATIVE ELECTRONIC-TEACHING PORTFOLIO EXPECTED OUTCOMES

*Making sense of one’s experience and communicating it to others is a useful description of creating a narrative, especially when applied to building a portfolio.*

Darling, 2001: 119-120

<table>
<thead>
<tr>
<th>Teacher development</th>
<th>Understanding of assessment roles</th>
<th>Understanding of backwards planning</th>
<th>Benefit of analysing one’s work</th>
<th>Teacher peer collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENERAL EVALUATION REPORT
CENTER: BEJAIA
COURSE: ECONOMY & MANAGEMENT ENGLISH
TOTAL ENROLLED: 10 + THE TUTOR
TOTAL SURVEYED AND EVALUATED: 06 Teachers (self-evaluation, and peer evaluation).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td></td>
</tr>
<tr>
<td>-The course helped to achieve goals</td>
<td></td>
</tr>
<tr>
<td>-The difficulty appropriate to the level</td>
<td></td>
</tr>
<tr>
<td>-The course appropriate to the stream under study</td>
<td></td>
</tr>
<tr>
<td>-The course materials varied, and helpful</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td></td>
</tr>
<tr>
<td>SYLLABUS DESIGN REINFORCEMENT</td>
<td></td>
</tr>
<tr>
<td>-The syllabus appropriate to the learners’ needs</td>
<td></td>
</tr>
<tr>
<td>-The syllabus relevant to the stream and the learners’ level</td>
<td></td>
</tr>
<tr>
<td>-The syllabus based on encouraging learners’ autonomy</td>
<td></td>
</tr>
<tr>
<td>-The syllabus adequate to meet the learners’ future studies and socio-economic needs</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td></td>
</tr>
<tr>
<td>FACILITY</td>
<td></td>
</tr>
<tr>
<td>-Both the syllabus &amp; the course provide opportunities to use electronic sources, and library materials,</td>
<td></td>
</tr>
<tr>
<td>-They provide opportunities for teachers to document their teaching practices, and the learners to integrate the field of choice</td>
<td></td>
</tr>
<tr>
<td>Section Average</td>
<td></td>
</tr>
</tbody>
</table>
COLLABORATIVE E-TEACHING PORTFOLIO ASSESSMENT SCALE

You have successfully completed a collaborative electronic teaching portfolio which has mainly been based on different forms of comprehensive assessment of your teaching and the content to teach. Therefore, you are kindly required as a pre-final stage of portfolio implementation, to evaluate this portfolio and the efforts you have managed to do albeit the different constraints, in order to value:

- How this portfolio work has contributed to the aspects of your learning and beliefs about teaching;
- What new strategies in your teaching the portfolio has brought;
- Whether your conception about and on teaching and learning has changed to further your teaching improvement.

NAME:_______________________________ ACADEMIC YEAR: 2009/2010

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assessment Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. become better observer of classroom events</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Useful strategy in designing instructions</td>
<td>Somehow</td>
</tr>
<tr>
<td>3. Improved ability to consider and meet learners’ needs when planning lessons</td>
<td>No</td>
</tr>
<tr>
<td>4. Reading peers’ comments via e-mail proved helpful</td>
<td>Do not know</td>
</tr>
<tr>
<td>5. Discovering things about oneself as being a full contributor member of the portfolio</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Learners’ outcomes are linked to the new suggested syllabus</td>
<td></td>
</tr>
<tr>
<td>7. Constructive feedback from peers via e-mail proved beneficial</td>
<td></td>
</tr>
<tr>
<td>8. Reinforcing and suggesting a new syllabus, helped discover new ways to approach learners</td>
<td></td>
</tr>
<tr>
<td>9. Better understanding of reflecting on practice through C. E. T. Portfolios</td>
<td></td>
</tr>
<tr>
<td>10. Contributing in this portfolio helped leading to improvements in future practice, and understanding challenges of the profession.</td>
<td></td>
</tr>
</tbody>
</table>
COLLABORATIVE ELECTRONIC TEACHING PORTFOLIO FINAL EVALUATION

CRITERIA

This is the general and final checklist for the criteria fields that will enable the tutor to determine and evaluate whether the portfolio into action can be declared as presentational or on the contrary needs more work and evidence. This checklist is constituted of a rubric which will help the tutor review and evaluate the team’s portfolio.

TUTOR: ___________________________ PORTFOLIO TEAM: ___________________________
ACADEMIC YEAR: 2009/2010

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INDICATORS</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| Operational| - all links work  
- all programming is appropriate  
- e-e-teaching portfolio functions well.                                                                                                          |            |
| Appearance | - appearance and navigation are clear and consistent  
- images are optimized for the web  
- texts are readable, and downloading accessible  
- e-e-teaching portfolio looks well.                                                                                                              |            |
| Evidence   | - organizational scheme connects all evidence into an integrated whole (grouped e-mails)  
- features the specific pieces of evidence  
- shows and relates knowledge and experience  
-- includes resumes  
- academic, co-curricular and personal evidence are integrated.                                                                                     |            |
| Reflection | - audience and purpose of the portfolio is described  
- addresses career and own personal development  
- reflective comments about evidence are integrated  
- includes short-term goals (skills teachers need to improve), and long-term goals (professional aims)  
- interpretation of teachers’ own achievement is expressed.  
- team messages are integrated into the portfolio                                                                                                      |            |
APPENDIX 15

The CET Portfolio Tutor Instructions and Directions

Sample Course:
[Course Title]

[Interesting quote, motivating information].

[Year]
[Class location]
[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [options:]

I. Rationale:
Why does this course exist? How does it fit in with the rest of the field/area’s curriculum?

II. Course Aims and Objectives:
Aims
What are the general outcomes the course is designed to achieve? How will it contribute to them professionally?

Specific Learning Objectives:
By the end of this course, students will:

III. Format and Procedures:
How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

IV. My Assumptions
This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to
effectively learn the content held by the instructor would it be helpful for the students to know up front?

V. Course Requirements:
1. Class attendance and participation policy:
2. Course readings:
   (a) Required text:
   (b) Background readings, Download and bring handouts to class?

V. Grading Procedures: Grades for the different course / lesson skills will be based on:
1.
2.
3.
Keep in mind, as you decide the weighting for the different assignments and tasks you give students. For example, if you have many home works and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students’ grades is based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

VI. Academic Integrity
For this course, collaboration is allowed in the following instances: list instances.]
- The learners are encouraged to study together and to discuss information and concepts covered in lesson and the sections with other learners, under your guidance. You can give "consulting" help to or receive "consulting" help from such learners.
- However, this permissible cooperation should integrate almost all learners in possession of a copy of work done, in the form of an e mail, an e mail attachment file, or a diskette.
- During examinations however, the learners should rely on their own work. This is to encourage self-responsibility and creativity.
VII. Tentative Course Schedule [based on a graduate level course that meets twice a week for one hour]: *(May change to accommodate guest presenters).*

**Here is an example on how to deal with this technique**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings to be discussed</th>
<th>One Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (electronic journals)</td>
<td>[Text], additional readings from course packet, or handouts.</td>
<td>Weekly electronic journals are a way to get learners’ reactions and questions on course readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-The world of Business:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Banks and Banking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-The world of Business:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Banks and Banking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-The world of Business:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Advertisement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Banks and Banking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Journal entry electronically submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>
This questionnaire is part of a research work designed to gather data about the teaching/learning process of EFL (English as a Foreign Language), the teaching/learning process of ESP (English for Specific Purposes) which will be combined to determine the nature of English we actually teach at the secondary schools located in the main state of Béjaia. This will, by the end of the work, result to a new approach based on teaching and learning English as a Foreign Language for Specific purposes since the study will be to focalise on learners enrolled in “Economy and Management” stream. We also aim at finding out adequate techniques to develop and foster the teaching process in these schools.

I will be very grateful indeed, if you devote some of your very precious time to answer this questionnaire. Please put a cross by the chosen answer(s) and respond fully whenever you are required to do so.

Be sure that all your answers will be treated in a thorough confidential way.

May I thank you in advance for the time you spend to answer, for your cooperation, and collaboration.

SECTION ONE: General Questions

1. How long have you been teaching EFL?
   …………………………………………………………………………………………………………………………………………………………………

2. How long have you been teaching 2nd year “Economy and Management” (E.M.) learners?
   …………………………………………………………………………………………………………………………………………………………………

3. How did you start your EFL teaching career?
   a- Very timidly □
   b- Very anxiously □
   c- Confidently and proudly □
4. How do you find teaching the 2nd year E.M. learners?
   a- Easy ☐
   b- Difficult ☐
   c- Very difficult ☐

5. What makes the teach ability of the target E.M level and stream the sort? (According to the answer you provided to Q4.)

Table: Reasons showing the teach ability of the stream and level under study:

<table>
<thead>
<tr>
<th>EASY</th>
<th>DIFFICULT</th>
<th>VERY DIFFICULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>-All the learners share the same socio-cultural principles. (………)</td>
<td>-The learners’ socio-cultural principles, age, cognitive knowledge of the target language are quite different. (….)</td>
<td>- Each learner presents a special case of study, regarding the needs and level. (…)</td>
</tr>
<tr>
<td>-They are approximately all of the same age. (……)</td>
<td>- The teaching materials are available but they are either restricted to some themes or scarce, and the teacher has to support his/her teaching with additional materials. (….)</td>
<td>- The English taught is not structurally clear (General English or ESP). (…)</td>
</tr>
<tr>
<td>- All of them express the same needs. (…..)</td>
<td>- The course does not suit much the needs of the learners (present and future needs). (…..)</td>
<td>- Teachers in charge of this level and stream are not actually framed, trained and prepared for this purpose. (…..)</td>
</tr>
<tr>
<td>- Their cognitive knowledge of the target language is reliable. (…..)</td>
<td>-The activities and tasks are most of the time of routine; but sometimes they beyond the learners’ proficiency level. (…..)</td>
<td>- The level of difficulty in regard to the texts, long term and short term activities and tasks is higher compared to the learners’ level. (…..)</td>
</tr>
<tr>
<td>- The teaching materials (textbooks, syllabus, different aids) are available, well-structured and designed for the level and stream. (…..)</td>
<td></td>
<td>- The teaching and learning materials remain to some extent traditional, and are most of the time very difficult to reach. (….)</td>
</tr>
</tbody>
</table>
6. What makes according to you, a good and an advanced skills teacher?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

SECTION TWO: Teaching and Learning English as a Foreign Language

7. How do you see the teaching/learning process of EFL in recent years (with justifications, if possible)? As:
   a-a process used to deal with traditionally
   b-a process that should respond to actual world and learners’ needs
   c-a process that reflects both creative and artistic approaches

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

8. Are the basic foundations for teaching restricted to:
   a- Motivational strategies for learning and teaching?
   b- Arousing the learners’ curiosity?
   c- Adapting the teaching process to the learners’ needs?
   d- Instating a flexible form of evaluation?
   e- Encouraging cooperative learning groups?
   f- All together?

9. To fully present the teaching/learning process, why do you think that focusing on the social context is important?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

10. What issues of the teaching process do you consider more important?
    Please classify them from 1 to 4.
    a- Teaching methods and strategies
    b- Understanding the learners’ needs in language acquisition
c- Focusing on given classroom receptive and productive activities  
d- Providing enough training to learners by involving them in classroom activities  

11. How often do you use the pre-task, task cycle (task planning and report) and language focus (analysis and practice) when you have to deliver and adjust your teaching according to your learners’ needs:  
   a- Always  
   b- From time to time  
   c- Never  

12. How do you manage to render in-classroom-and-out-classroom activities more creative and communicative?  
   ……………………………………………………………………………………………  
   ……………………………………………………………………………………………  

SECTION THREE: Teaching EFL For Specific Purposes  

13. Which English are you teaching your 2 AS Economy and Management classes?  
   a- English as a Foreign Language (EFL): ………,  
   b- English for Specific Purposes (ESP): ………  
   d- A mixture of both specifications: ………….  

14. If ever your response is “C”, would you include both types through?  
   a- Themes and topics  
   b- Through different classroom and homework activities  
   c- Through the different skills including grammar and vocabulary  
   e- All of together  

15. What might the implications be in teaching specified purposeful English for your 2nd Year E.M. learners? ………………………………………………………………………  
   ……………………………………………………………………………………………  
   ……………………………………………………………………………………………
16. According to the different supports you provided in the previous question, do you really think that we can speak about any ESP concept in secondary schools?

☐ Yes
☐ No

17. If yes, to which extent do you share the following ideas?

a- practical teacher education programs as: knowledge, skills, classroom management, and opportunities to use English. .......... %

b- Focus on ESP, vocational language in addition to the traditional development approach: ........ %

c- Teaching English should be strongly related to students’ future career and useful to change EFL teachers’ beliefs: ........ %

f- EFL teachers should better establish their own professional development to meet the needs of the new learner generations’ needs: ....... %

Section Four: Learners’ Needs Analysis for Course / Syllabus design

18. Do you think that analysing the needs of the learners in designing a course/syllabus an important condition?

☐ Yes
☐ No

19. Is a communicative course/syllabus design feasible?

☐ Yes
☐ No

20. If yes, please justify your answer?

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
21. While designing course/syllabus, do you focus more on?
   a- Themes □
   b- Language points (grammar) □
   c- Vocabulary □
   d- Pronunciation and phonology □
   e- All together □

22. To design a course/syllabus, do you use
   a- Textbooks as the only supporting materials to design course?
   b- Other supporting materials as texts from other books, internet?
   c- Both of them?
   d- Colleagues provide you with extra materials?
   e- All of them?

23. Have you already been solicited to design any course/syllabus that suits better the needs of your learners?
   □ Yes
   □ No

24. If yes, which needs have you come across? What language points and contents have you designed? Please would you illustrate with examples?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................

SECTION FIVE: Developing the Teaching Process and the Professional Teacher.

25. How would you qualify the different changing methods and approaches in the teaching process?
   ......................................................................................................................................................
   ......................................................................................................................................................
   ......................................................................................................................................................
26. What positive development have you noticed over the recent past in EFL Teachings and Theories?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

27. Do you think that these changes encourage more the communicative profile of the teaching/learning process as well as teacher’s development?
☐ Yes
☐ No

28. If yes, please justify your position.
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

29. How would the source disciplines as psychology, sociology, psycholinguistics and linguistics contribute to the FL teaching process?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

30. What are, according to you, authentic materials in FL teaching?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

31. How do these materials contribute in developing the teaching process?
……………………………………………………………………………………………
……………………………………………………………………………………………
32. Have you already experienced any authentic materials in your teaching career?
   ☐ Yes  ☐ No

33. If yes, would you please identify the positive and negative aspects you have come across?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

34. Have these materials brought any changes in your students’ learning achievements?
   ☐ Yes  ☐ No

35. What new teaching and learning tendencies have you already chosen in order to develop your teaching profession and your students’ learning process?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

36. Can continuing professional development help meet professional standards for teachers?
   ☐ Yes  ☐ No

37. If yes, is this achieved through?
   a- Having permanent training sessions that form teachers’ education
   b- Attending conferences, seminars and other colleagues’ classes whenever this is possible
   c- Finding new strategies and techniques in order to develop both your teaching profession and your learners’ language acquisition
   e- All of them

38. Which techniques have you already worked with to develop your teaching process and induce your learners toward successful learning?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
39. Have these techniques helped you
   a- More effectively reflect on your teaching experiences and construct faculty reflection?
   b- Be more responsible of your teaching profession?
   c- Evaluate your teaching process and adjust it according to the actual situational needs?
   d- Construct a staff of collaboration and cooperation around your teaching profession environment?
   e- Provide a host of opportunities to be assessed and corrected by your peers?
   f- Get a closer and stronger relationship with your learners?
   f- All of them?

40. Which conditions are often set to apply these techniques in your teaching process?
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………

41. Would you evaluate the techniques, bearing in mind all the factors that contribute in their application? As:
   a- positive because they have developed a sense of analysis, criticism, and reflection, and a deep sense of autonomy;
   b- positive because they have revealed more collaborative and communicative;
   c- Negative because of many contributing factors as: time, space, materials, and the learners’ and teachers’ predisposition to the new techniques.

SECTION SIX: FURTHER SUGGESTIONS

42. Please add any suggestions that might help us widen our horizon as far as the EFL teaching process, Teaching EFL for Specific Purposes, and New Teaching Techniques in order to develop the teacher and the teaching profession.
Thank you in advance.
   ………………………………………………………………………………………………………………………………………………………………………
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APPENDIX 17

Inspectors Interview.

Researcher: Mrs Salima MAOUCHE-KETFI
salima_maouche@yahoo.fr

Interviewees: Secondary School Inspectors

INTRODUCTION:
This interview is part of a research project devised to collect data about the different worries the practitioners, mainly inspectors who are directly in contact with both teachers and the related authorities of education, encounter within the teaching/learning process of EFL (English as a Foreign Language), the teaching/learning process of ESP (English for Specific Purposes) as far as the stream of “Economy and Management”, and learners of Second Year (lycée) in Béjaia, and the great debate around improving the teacher and the teaching craft are concerned, two main questions that would help us find out reliable solutions. This will, by the end of the work, result to a new approach meant to state which English should be taught to the target level and learner’s population, what to teach, and how to develop the instructor through introducing adequate techniques and strategies.

I will be very grateful indeed, if you consent for a meeting to answer various questions which constitute the interview at hand. You may also use my e-mail box to give extra information when needed, or if you feel any. Be sure that all your answers will be treated in complete confidential and anonymous way.

May I thank you in advance for your cooperation and collaboration?
Section One: General Questions

1. When did you start your inspectorate career? ........................................

2. How did you start this career?
   - Very timidly...........
   - Very anxiously........
   - Confidently and proudly........

3. How do you find this new task after moving from teaching to inspecting?
   - Easy............
   - Difficult.........
   - Very difficult........

4. What makes a good and an advanced skills teacher in your opinion as inspectors?

Section Two: Teaching and learning English as a Foreign Language

5. How do you see the teaching/learning process of EFL in recent years?

6. According to your experiences in the teaching field, what can the basic foundations for teaching be?

7. To fully present the teaching/learning process, do you have to focus on the social context? Why?

8. As practitioners, how often do you use the pre-task, task cycle (task planning and report) and language focus (analysis and practice) when you have to frame teachers? What do you use these for?

9. What do you think, as inspectors, about teaching the macro-language skills?

Section Three: Teaching EFL for Specific Purposes

10. The target stream and learners are supposed to be taught the English that meets their needs. What are your overall reactions about the matter?

Section Four: Learners Needs Analysis for Course/Syllabus Design

11. What major and important principles do you consider in learners’ needs analysis for course/syllabus design?
Section Five: Developing the Teaching Process and the Professional Teacher

12. What do you think of the different changes introduced in the teaching/learning process? How do these changes affect the teacher development?

13. Can continuing professional development help meet professional standards for teachers? How can this be achieved?

Section Six: Further Suggestions and Recommendations

14. What other suggestions can you add to help us set a solid grounding to teaching EFL for Specific Purposes and developing the teacher as a professional?
<table>
<thead>
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<th>Months</th>
<th>Weeks</th>
<th>Topics</th>
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<td>Second Winter Holidays</td>
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</tbody>
</table>
Hello! This is the 2nd attempt!!

These are some samples of teachers' observation sheets. As we agreed, I did the job for you by erasing the names for evident reasons. I'd like, if possible, to have some feedback concerning these samples. Needless to say that I'm ready to answer to any of your requirements.

Bye for now!

Re: Fw : portfolio into action
Among principal aims and objectives of teaching is that to have a positive effect on the learner.

Hi, madam. Thank you.

2010/2/8 salima maouche <salima_maouche@yahoo.fr>
Hello Kamel,
Happy to hear from you. Thanks for sending back the file but actually there has not been any work done. May be you've sent another file instead of the appropriate one. Please check again and let me know.
Wishing you all the best.
Cordially.

De: kamel belgassemi <kambel06@gmail.com>
Objet: Re: Fw : portfolio into action
À: "salima maouche" <salima_maouche@yahoo.fr>
Date: Lundi 8 Février 2010, 9h24

Hello. Here is some comments, tomorrow I'll add a conclusion. best regards.

2010/2/1 salima maouche <salima_maouche@yahoo.fr>
Hi dear colleagues,

Well, the work consists of writing some short paragraphs about the different guidelines provided previously in order to give our portfolio a collaborative identity and profile. Each subtitle, is therefore to be developed so as to have a personal production about what you do or each member of the team does during his/her teaching process. To simplify the task, you are kindly asked to answer the different points using your own sentences (a kind of guided composition). Just follow the instructions given to do it, moving gradually from one idea into another as it is clearly shown. Please do write as spontaneously as possible as I am actually not looking for a very high level of writing skills. Moreover, I want you to use the same email box, the one I sent just yesterday because not all the members wish to use their personal box, it is quite understandable. When wishing to get in contact with me, please use my own box "salima_maouche@yahoo.fr". All the best.

--- En date de Lun 1.2.10, kamel belgassemi <kambel06@gmail.com> a écrit :

De: kamel belgassemi <kambel06@gmail.com>
Objet: Re: Fw : portfolio into action
À: "salima maouche" <salima_maouche@yahoo.fr>
Date: Lundi 1 Février 2010, 9h01

Hi madam.

Sorry, could you explain me exactly what should we do to send it soon.
Best regards.

2010/1/31 salima maouche <salima_maouche@yahoo.fr>
Hello again,
From now on, we will be in touch with each other through one sole email box. This is done with an eye to avoid any reticence from you and to enable you feel at ease when we come to send or receive messages. Thereby, the common box will be:
bejaiaenglishclub@yahoo.fr
password: b1e2c3
Thanks a lot for your understanding and faithful collaboration.
All the best.

--- En date de : Sam 30.1.10, salima maouche <salima_maouche@yahoo.fr> a écrit :

De: salima maouche <salima_maouche@yahoo.fr>
Objet: portfolio into action
À: iamalek@hotmail.com, hylda@teacher.com, omar.61@live.com, kambel06@gmail.com, slimanoulr2008@yahoo.fr, addourm@yahoo.fr, medwazene@hotmail.fr, f_leghouini@hotmail.com
Date: Samedi 30 Janvier 2010, 13h20

Hello dear colleagues,
Please do find attached to this message the work I asked you to kindly fulfil. The first point has already been done however, if you want to change, delete or add any of your precious ideas, feel free to do so.
What I am actually asking you to do is to write some short §s about the different points used here as guidelines, and send your production as soon as possible.
I thank you awfully for your collaboration.
All the best.
Ajouter un drapeau à ce mail

**Hello!**

Mercredi 6 janvier 2010 19h59
De:
"ahmed ouazene" <medwazene@hotmail.fr>
Ajouter l'expéditeur dans les contacts
À:
salima_maouche@yahoo.fr
Hello Mrs. Maouche,
I'm really sorry for not being able to attend the meeting you scheduled for yesterday. I was on a professional mission for the ONEC during the three last days. Any way, I'm sure you already guessed the reason why I was not there.
Best regards,
Mr. OUAZENE
E-MESSAGES SENT

lesson feedback

Dimanche 4 avril 2010 16h32
De:
"salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À:
f_leghouini@hotmail.com
Mail avec pièce jointe
5 fichier(s) (246 ko) | Télécharger tout

- feedback.doc
- First Peer Observation of Classroom Instruction Guidelines.doc
- Madame leghouini.doc
- Madame%20leghouini[1].doc
- SyllabusTemplate.doc

As promised these are the various observations and feedbacks me, your peers have contributed with to enable you review and readjust the lesson according to your learners' needs. Enjoy yourself!
Cordially.

Lesson sample synthesis, criticism, and evaluation
Hi there,
Please do open the collective ebox to read the instructions given. Mrs Leghouini is asked to reflect on her work and evaluate it providing thus adjustments that she sends to the tutor. The other members however are kindly asked to follow the directions given. All the best,
Remain bless!

**lesson sample**

Dear all,
Here I am again asking you to work on the second part of the CETPrftolio. I previously asked you to kindly view the 2nd year EM stream syllabus and reflect on the possible points to correct, to reinforce and cement with adequate and appropriate constructive arguments. Now, I simply join to this message the work done by Mrs LEGHOUINI. Please do read everything attentively then, commence the work as indicated on the last page of the attached document.
Wishing you all the best, remain bless, 
Cordially.

Fw :

Dimanche 7 mars 2010 17h11
De: 
"salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À: 
matariene@yahoo.fr
Mail avec pièce jointe
1 fichier (89 ko)

- Collaborative Electronic.doc

--- En date de : Jeu 4.3.10, salima maouche <salima_maouche@yahoo.fr> a écrit :

De: salima maouche <salima_maouche@yahoo.fr>
Objet: 
À: bejaiaenglishclub@yahoo.fr
Date: Jeudi 4 mars 2010, 19h35

Dear all,
Here is the sample as promised. What you need actually is to relate some of your teaching experience and perspectives following the guidelines provided. Until we meet on next Tuesday at 14 (inchallah), I wish you all the best.
Remain bless!

[ Aucun objet ]

Jeudi 4 mars 2010 19h35
De: 
"salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À: 
bejaiaenglishclub@yahoo.fr
Mail avec pièce jointe
1 fichier (89 ko)
Dear all,
Here is the sample as promised. What you need actually is to relate some of your teaching experience and perspectives following the guidelines provided. Until we meet on next Tuesday at 14 (inchallah), I wish you all the best.
Remain bless!

Ajouter un drapeau à ce mail

[ Aucun objet ]

Mercredi 3 mars 2010 19h19
De: "salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À: bejaiaenglishclub@yahoo.fr
Hi dear colleagues,
This is to let you know that I'm planning to meeting you on next Tuesday (inchallah) to discuss and clarify the points that remain for most of the team members blurred. I also intend (inchallah) to provide you with a sample of the work I previously asked you to accomplish to start with the portfolio. Being fully confident in you,
Remain bless.

Boîte de réception

Affichage :

- Tous les mails
- De mes contacts
- De mes connexion
- Non lu(s)
- Avec drapeau

1-14 messages sur 14 | Aller aux Premiers mails | Aller aux mails Précédents | Aller aux mailsSuivants | Aller aux Derniers mails
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<td>Lun 1 février 10</td>
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[ Aucun objet ]

Dimanche 21 février 2010 17h34
De: Cet expéditeur a été certifié DomainKeys.
"salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À: bejaiaenglishclub@yahoo.fr
Mail avec pièce jointe
1 fichier (679 ko)

• img016.jpg

Ajouter un drapeau à ce mail

Fw : portfolio into action

Lundi 1 février 2010 15h54
De: Cet expéditeur a été certifié DomainKeys.
"salima maouche" <salima_maouche@yahoo.fr>

Ajouter l'expéditeur dans les contacts
À:
bejaiaenglishclub@yahoo.fr
Mail avec pièce jointe
1 fichier (27 ko)

- Collaborative Electronic.doc

--- En date de: Sam 30.1.10, salima maouche <salima_maouche@yahoo.fr> a écrit :

De: salima maouche <salima_maouche@yahoo.fr>
Objet: portfolio into action
À: iamalek@hotmail.com, hylda@teacher.com, omar.61@live.com,
kambel06@gmail.com, slimanoulr2008@yahoo.fr, addourm@yahoo.fr,
medwazene@hotmail.fr, f_leghouini@hotmail.com
Date: Samedi 30 Janvier 2010, 13h20

Hello dear colleagues,
Please do find attached to this message the work I asked you to kindly fulfil. The first point has already been done however, if you want to change, delete or add any of your precious ideas, feel free to do so.
What I am actually asking you to do is to write some short §s about the different points used here as guidelines, and send your production as soon as possible.
I thank you awfully for your collaboration.
All the best.

Ajouter un drapeau à ce mail

Re : 

Mercredi 24 février 2010 20h20
De:
"salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À:
"Titi Rasmus" <bejaiaenglishclub@yahoo.fr>
Dear colleague,
Thanks a lot for the documents. As soon as possible I'll send you my personal point of view about. Please, keep in contact.
Remain bless.

--- En date de: Mer 24.2.10, Titi Rasmus <bejaiaenglishclub@yahoo.fr> a écrit :
De: Titi Rasmus <bejaiaenglishclub@yahoo.fr>
Objet: Re :
À: salima_maouche@yahoo.fr
Date: Mercredi 24 février 2010, 1h48

--- En date de : Dim 21.2.10, salima maouche <salima_maouche@yahoo.fr> a écrit :

De: salima maouche <salima_maouche@yahoo.fr>
Objet: 
À: bejaiaenglishclub@yahoo.fr
Date: Dimanche 21 février 2010, 17h34
Hello! I've been trying to send you the docs, but in vain! well, this is the 3rd attempt! i hope it will be ok this time.
N.Arache
addourm@yahoo.fr

Re : questionnaire.

Ven 20 nov 094 ko

- hylda@teacher.com

Re : questionnaire

Ven 20 nov 094 ko

- iamalek@hotmail.com

Re : questionnaire

Ven 20 nov 094 ko

- kambel06@gmail.com

Fw : Re : questionnaire

Ven 20 nov 095 ko

- Vous avez fait suivre ce message
salima maouche

Re : questionnaire

Ven 20 nov 094 ko

- Ahmed Fehat

Re :

Ven 20 nov 095 ko
lounis Slim

Re : questionnaire

Ven 20 nov 0911 ko

horwitz@mail.utexas.edu

Re : [autol] RE: Continuing Professional Developm

Re : questionnaire

Vendredi 20 novembre 2009 12h38
De: "salima maouche" <salima_maouche@yahoo.fr>
Ajouter l'expéditeur dans les contacts
À: iamalek@hotmail.com
Hello Malek,
I hope you're doing well. Well this is to remind you that you're kindly required to send the questionnaire answers as soon as possible as I'm a bit late & I have to undertake the analysis. Also, I wanted you, if this is not to much of a burden, think about a pre-syllabus design for the target population, in order to put the "evaluation checklists I have designed for into action. You will certainly understand what the whole matter is about. Thank you awfully.
All the best.
--- En date de : Lun 5.10.09, salima maouche <salima_maouche@yahoo.fr> a écrit :
De: salima maouche <salima_maouche@yahoo.fr>
Objet: questionnaire
À: iamalek@hotmail.com
Date: Lundi 5 Octobre 2009, 9h00

Hello there,
you will find attached to this message the questionnaire. I thank you in advance for your kindness. Also will you please send it to other colleagues who will in turn send it back to me via e-mail? Thanks a lot and best regards.
APPENDIX 21

Collaborative E-Teaching Portfolio Work Organization and Planning.

Bloc-notes

Dossiers
- Tous
- Non classé
- collaborative electronic teaching portfolio
- conferencing sessions

Recherche de notes:

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1 - 1 sur 1 Premier | Précédent | Suivant | Dernier
Supprimer

Tâches

Note

Dossier

Dernière modification

collaborative E-Teaching Portfolio Work Organization and Planning

10.5.10 19h 44

Cocher tout - Décrocher tout

1 - 1 sur 1 Premier | Précédent | Suivant | Dernier
Supprimer
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<th>Tutor &amp; Email</th>
<th>Participants &amp; Email</th>
<th>Tutoring sessions/Conferences: Topics</th>
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<td><a href="mailto:bejaiaenglishclub@yahoo.fr">bejaiaenglishclub@yahoo.fr</a></td>
<td>1- Tutor and researcher intention to implement a CETP in collaboration with secondary schools teachers and inspectors.</td>
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<td></td>
<td>2- A general overview on the nature, purpose and characteristics of electronic teaching portfolios</td>
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<td>3- Clarifying and answering some of the participants' worries about the new techniques implementation</td>
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<td>4- Communicating the idea of designing a syllabus for the target population (2AS Economy and Management stream, giving some directions that consist of taking the current syllabus into consideration and trying to find out suggestions to adjust and reinforce it according to the stream learners' and level's needs</td>
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<td>5- Putting the CETP into action highlighting the main points to consider, providing the participants with the different evaluation, comments and assessment checklists.</td>
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<td>6- Additional information and explanations which concern the different evidence tasks to be completed by the team</td>
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<td>Consultation Day: <strong>Tuesday</strong></td>
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members; mainly those that are related to giving the CETP identity.

<table>
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<tr>
<th>7- On the request of some members of the CETP team, this tutoring session is meant to:</th>
<th>March, 9th, 2010</th>
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<tbody>
<tr>
<td>- clarify and explain the main points that construct the CETP's introductory page,</td>
<td></td>
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<tr>
<td>- set a plan for the analysis of the current syllabus and work around reinforcing, adjusting and proposing new thematic and linguistic items.</td>
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</tbody>
</table>

| 8- Group discussions about the current syllabus: lacunae, points to keep and other to delete, proposing new themes and topics. We also asked the different members to think about any supplying and meaningful ideas to reinforce the work on the board. | March, 23rd, 2010 |

<table>
<thead>
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<th>9 The objectives of this tutoring session are about:</th>
<th>April 6th, 2010</th>
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<tr>
<td>- gathering the different ideas and works, discuss about each added element</td>
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<tr>
<td>- proofread the content</td>
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<tr>
<td>- revise it, add other points on the basis of designing syllabus prospects and criteria</td>
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<tr>
<td>- edit the final work</td>
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</tbody>
</table>

| 10- Taking the lesson sample provided by Mrs LEGHOINI, we all commented the form and the content of the lesson, giving pieces of advice in addition to the ones sent through e-messages, this is to enable our colleague review and reform the lesson according to the different steps and instructions already provided. | April 23rd, 2010 |
A Day at a Seminar (Photos)
ملخص

تزيد أهمية التعلم عن طريق حافظات التربوية أكثر فأكثر على مستوى مختلف المراحل التربوية. حاليا تستخدم هذه الحافظات كوسائل تدريسية وتكنولوجية، رغم أن العديد من الأكاديميين عادة يعتبرونها غير مألوفة. زيادة على ذلك، أمام التقدم والتوسع السريع في مجال التكنولوجيا في مجال التعليم، خاصة بعد دمج مفاهيم وأسس التعليم الإلكتروني، هناك توجه كبير نحو وضع عالم الويب في مجال التطبيق، ومن ثم إدراج حافظات التربوية الإلكترونية.

في الحقيقة، هذه الأطروحة تكشف وتحلل عمليات ودور خدمات وتطبيقات تعلم عن طريق حافظات التربوية الإلكترونية في تطور عملية التعليم وتنمية وتحديث محتوى التعليم من خلال وضع برنامج يلقي الضوء على حلول وسائل متعلقة بصنف الإنجليزية لتعزيز المتعلمين حسب المستوى والفرع المأخوذ، وكذلك لإيجاد الطرق والتقنيات الملائمة لتطوير وتحسين المهارات في التعليم للمتعلمين كمنهجين فعالين، كذلك، تحديد طبيعة اللغة الإنجليزية كلغة أجنبية تلزم المتعلم المأخوذين كأشياء مطلوبة وساحة أو عطاء الفرص للمتعلم، لآينا نعتقد أن هذه الوسائل عبارة عن مجموعة من الدلائل الإلكترونية وتعزز فكرة التعلم مدى الحياة والقدرات أفضل من التقييم العادي. كما أن القطرنك المكتسبة تساعد في اكتساب روح المسؤولية والاعتماد على النفس في تطور العملية التعليمية بما أنها وسائل تعلم فعالة.

أخيرا هذه الوسائل موجهة لتزويد هيئة التدريس والتعلم بطرق تقييمي وتطوريكية، بالإضافة إلى ذلك، تطور قدرات المتعلم، ينتج عن التفاعل بين المتعلمين ومعهد التدريس. هذه الحقيقة توضح مدى أهمية إمداد بعض التراكيب في وسائل تعليمية وبائية من أجل النموذج بقدرات التفكير في قدرات الأساتذة من خلال نشاطات ذات أهداف خاصة في المحاولة للحصول على حقائق لبعض النقاط، لآينا نعتقد أن هذا الوسائل عبارة عن مجموعة من الدلائل الإلكترونية، وقد تدعم فكرة التعلم مدى الحياة والقدرات، أفضل من التقييم العادي، كما أن القترنات المكتسبة تساعد في اكتساب روح المسؤولية والاعتماد على النفس في تطور العملية التعليمية.

على جانبه، نحن كجامعة ما بن المتعلم وهم متخصصون، نحن نشجع هذه الوسائل ك sondات للتعليم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم والتعلم لأن هذا الأخير هو في الحقيقة مهد للأساتذة لوضع خطة لبرنامج دروس اللغة الإنجليزية والفرع في التعلم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم، ولنا أن نأخذ هذه الوسائل كتقنيات نهائية لتنمية وتحديث برامج التعليم.

ومن ناحية أخرى، هذه الدلائل تعتبر ناتجة من تحمس التعلم، واعتماد الإطار الجديد للتعليم،眼部 لتحديد الاحتياجات والمجالات للتعليم، وتطبيقها، وننصح بأن تفهم هذا العمل التجريبي لتحديد الاحتياجات المحددة سابقا لتحديد برامج مماثل لدمج قدراتهم في مهارات اللغة الإنجليزية، وكذلك تمكن الأساتذة من تحسين قدرات وطرق التدريس وإماكدة توافق من الخدمات وتقسيم اللغات الإنجليزية كلغة أجنبية، والتي تقدم كذلك اهدافا خاصا هذا، واعتمادا على النتائج المحصل عليها، يمكن لهذه الوسائل البيئية أن تصبح نهائية في حنة ذاتها، ومن الممكن لها أن توسع القدرات التطورية بشكل فعال ونوجم عند ممارسة التعليم بصفة عامة.

الكلمات المفتاح:
- التعليم عبر الحافظات التربوية الإلكترونية
- التحسينات في التعليم
- مخطط البرنامج
- تعلم الإنجليزية كلغة أجنبية لأهداف خاصة
Résumé
L'enseignement à travers les Portfolios devient de plus en plus important dans l'éducation considérant les différents niveaux. Ils sont de nos jours utilisés comme des évaluations tant liées au développement/formatrices que sommatives; bien que beaucoup d'universitaires les trouvent génériquement presque peu familiers. De plus, devant l'expansion rapide et l'avance dans le domaine de la technologie dans l'enseignement (éducation), et principalement l'introduction de l'apprentissage en ligne sous l'aspect des plates-formes et des concepts électroniques, il y a cependant, une grande tendance de mettre le World Wide Web (www) dans la pratique et ainsi, mettre en œuvre des portfolios électroniques. En fait, cette thèse explore et examine principalement et conceptuellement l'expérience et le rôle du processus des portfolios électroniques de l'enseignement et des pratiques en développement du processus d'enseignement, le renforcement et le réajustement du contenu enseignant par le design ou la conception de programme pour éclairer et fournir des alternatives clés et des solutions aux questions liées au type d'anglais à enseigner au niveau des apprenants et la filière prise comme un échantillon d'étude, aussi bien que découvrir des voies appropriées et des techniques pour développer et améliorer le métier de l'enseignant et les professeurs des collèges d'enseignement général (Lycées) comme des professionnels efficaces. De plus, le problème de déterminer la nature de l'anglais comme langue étrangère à enseigner aux apprenants pris comme notre population cible et la question d'offrir des occasions aux professeurs et le processus d'enseignement pour s'améliorer, appuient la thèse sur laquelle cette recherche est en réalité entreprise. Donc, la thèse présente un certain modèle empirique des portfolios électroniques de l'enseignement dans une tentative de donner une signification fort importante à certains faits, parce que nous croyons que ces outils sont des collections d'évidence électronique qui capturent l'idée d'étude progressive soutenant la documentation des compétences qui se présente ainsi meilleure que les évaluations normales. En outre, les compétences acquises aident la nouvelle auto-responsabilité et des progrès personnels dans la carrière du processus d'enseignement puisqu'ils sont des outils puissants d’un apprentissage et d’une réflexion basique. En résumé, ces outils sont aussi dirigés afin de fournir à l'enseignement et à la communauté étudiantine un développement et un mode formateur pour satisfaire les buts tracés. En plus de cela, le développement de la pratique des professeurs est une multiplicité d'interactions obtenue par médiation entre les apprenants et le personnel enseignant. Ce fait est à la base de l'importance à mettre quelques structures incorporées dans des outils d'instruction et constructifs pour développer la capacité de réflexion qui se reflète explicitement sur la pratique des professeurs par des activités résolues dans des
environnements d’apprentissage authentiques. Non seulement nous cherchons des techniques valables et fiables pour assurer le progrès, mais nous prenons aussi ces outils comme des techniques suprêmes pour renforcer et adapter le programme d’enseignement et d’apprentissage car ce dernier est en réalité un guide pour les professeurs dans la planification des programmes des cours d’anglais et des plans de travail pour respecter, satisfaire et améliorer les intérêts, les vœux et les capacités des apprenants. Sur la base de la méthodologie de recherche, nous avons jugé nécessaire de travailler sur des méthodes hybrides (qualitative et quantitative) et une conception de recherche en utilisant des questionnaires et des entretiens, pour conduire notre travail investigateur et relater que la cible ou l’objectif doit concevoir un programme adéquat pour entièrement impliquer les apprenants dans le contenu du programme d’anglais et améliorer leurs capacités dans des compétences de langue anglaise et aussi pour permettre aux professeurs de promouvoir leur enseignement de pratiques et des méthodes fondées sur la communication mutuelle en anglais comme langue étrangère qui sert aussi des buts spécifiques. Ceux-ci, selon les résultats obtenus soulèvent la question de la mesure à laquelle ces instruments pédagogiques peuvent devenir une fin en soi et peuvent activement et positivement élargir le potentiel progressif.

**Mots Clés :**
- Portfolios Électroniques dans l’Enseignement,
- Améliorations de l’Enseignement,
- Conception de Programme,
- Enseignement de l’Anglais sur des Objectifs Spécifiques (EFL).
تداعب أهمية التعليم عن طريق حافظات التربوية أكثر فأكثر على مستوى مختلف المراحل التربوية حالياً. تستعمل هذه الحافظات كوسائلاً تقيم تطويرية وتكونية، رغم أن العديد من الأكاديميين عادة يعتبرونها غير مألوفة. زيادة على ذلك، وأمام التقدم والتوسع السريعين في حل التكنولوجيا في مجال التعليم، خاصة بعد دمج مفاهيم وآس التعليم الإلكتروني، هناك توجه كبير نحو وضع عالم الويب في مجال التعليم والتطبيق، ومن ثم إدراج حافظات التربوية الإلكترونية.

في الحقيقة، هذه الأطروحة تكشف وتحلل التجربة ودور عمليات وتطبيق التعليم عن طريق حافظات التربوية الإلكترونية في تطوير عملية التعليم ودعم وتحديث محتوى التعليم من خلال وضع برامج يسلط الضوء على مراحل وحلول لاستخدام متعلقة بصنف الإنجليزية للتدريس المتملئ حسب المستوى والفرع المأخوذ كعينة، وكذلك لإيجاد الطرق والتقنيات الملموبة لتربوية وتحسين المهارات في التعليم، والمتعلمين في التعليم الثانوي. كمنهجين فعالين، كنشكيلة تحدث طبيعة اللغة الإنجليزية كلهجة أجنبية لتعليم المتعلمين المأخوذين كعينة، ومسألة أعطاء الفرص للمتعلمين وعملية التعليم لتطويرها. يعترض المطلوب في هذه الظروف، ومنه، هذه الأطروحة تحيل على أهمية تربية لحافظات التربوية الإلكترونية في محاولة لإعطاء معنى حقاً لبعض من النقاط، لأننا نعتقد أن هذه الوسائل عبارة عن مجموعة من الدلائل التربوية بالإضافة إلى إفكار تعلمها وفاعلية التعليم.

أخيراً هذه الوسائل موجهة كذلك لتزويذ هيئة التدريس والتعلم بطرق تطويرية وتكوينية للوصول إلى الأهداف الموجودة، بالإضافة إلى ذلك، تطور قدرات المتعلمين هو نتاج من التفاعل ما بين المتعلمين و هيئة التدريس. هذه الحقيقة توضح مدى أهمية إダメج بعض التركيبات في وسائل تعليمية وبنائية من أجل التسويق بقدرات التفكير في أهداف المعلمة بين من خلال نشاطات ذات أهداف خاصة في المحتويات التربوية والتعليمي في الحقيقة، لذا مهتمين بالبحث فقط عن تقنيات فعالة وموثوقة لتطوير التعليم، ولكننا نأخذ هذه الوسائل كتقنيات نهائية لتعديل وتطوير برامج التدريس والتعليم لأن هذا الأخير هو في الحقيقة مرشد للأساسة لوضع مخطط لبرنامج دروس اللغة الإنجليزية وخططات عمل لتبليذ اهتمامات، رغبات وقدرات المتعلمين اعتماداً على منهجية البحث مستعينين استبانات ومقابلات، وهنا بتوجه هذا العمل التجريبي تحديد الاحتياجات المحددة سابقاً لفحص قدراتهم في مهارات اللغة الإنجليزية، وكذلك تمكن الأساسة من تحسين قدرات وطرق التدريس و إقامة تواصل متعدد للرفيق من كلا الاقترانين في اللغة الإنجليزية كلهجة أجنبية و الذي يخدم كذلك أهداف خاصة. هذه الأخيرة، واعتماداً على النتائج المستكمل عليها، نرفع قضية إلى أي مدى يمكن لهذه الوسائل البيديولوجية أن تصبح نهاية في حد ذاتها و هل يمكن لها أن تهتم بالقدرات التطورية بشكل فعال وموثوق؟

كلمات المفتاح
- التعليم لحافظات التربوية الإلكترونية.
- التحسينات في التعليم.
- مرحلة النتائج.
- تعليم اللغة الإنجليزية كلهجة أجنبية لأهداف خاصة.