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***THE LINGUISTIC COMPETENCE OF THIRD-YEAR PUPILS IN
ENGLISH BETWEEN SUCCESS AND FAILURE IN THE ALGERIAN
SECONDARY SCHOOL
A CASE STUDY OF THIRD-YEAR CLASSES AT MOHAMED BOUDIAF
SECONDARY SCHOOL IN SIDI LAHCEN/SIDI-BEL-ABBES***

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DEDICATIONS

Thanks to the most graceful and compassionate, the Almighty (Allah) who provided me with strength and patience to pass through the exciting process of this research. I dedicate this thesis and everything I do to my mother for all the sacrifices she makes each day and of being a source of encouragement, inspiration and help to me throughout my life, to all the members of my family, a special feeling of gratitude for their support.

This research is dedicated to the soul of my father

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ABSTRACT

The current study investigates the changes and attitudes in the Algerian education that are due to a set of reformed programs and the introduction of competency-based approach which had been implemented few years ago in the secondary school and had a great impact on pupils' linguistic achievements. This research is intended to shed light on the changes that occurred in the Algerian education system and their influence on pupils' competence in English. This is a continuous, experimental research conducted at Mohamed Boudiaf school in Sidi Lahcen (wilaya of Sidi-Bel-Abbes) since 2012. The researcher will focus on the main reasons behind the major weaknesses in that language and the main causes which may be at the origin of pupils' deficiencies. The other motivating aim of this study is to explore pupils' performances that may be considerably affected, as well as to point out the strategies, approaches and methods used by the teacher in order to increase pupils' linguistic ability in class and the effectiveness of those means in learning this foreign language.

Keywords :Linguistic achievements, competence, deficiencies performances, curriculum.

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LISTE OF ABBREVIATIONS

Abbreviations	Meaning
AF	Fundamental Year.
BAC	British American Commonwealth.
BEM	(Middle Teaching Certificate).
BEF	(Basic Teaching Certificate).
CBA	Competency Based Approach.
CC	Communicative Competence.
EL	English Language.
FL	Foreign Language.
ELT	English Language Teaching.
LP	Language Planning.
ICT	Information Communication Technologies.
LC	Linguistic Competence.
L1	First Language.
L2	Second Language.
LMD	License- Master- Doctorate.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
NCESR	National Commission of Education System Reforms.(regulation and organization of the educational system)

Abbreviations for the main streams in Education

Abbreviations	Meaning
CE	Civic Engineering.
EGM	Engineering Management.
HMS	Human sciences.
Ph L	Philosophy and Literature.
TM	Technical Math.
EXP SN	Experimental Sciences.

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

My personal experience with third-year pupils at the secondary school is the main reason behind my choice of this topic. Pupils at Mohamed Boudiaf secondary school in the area of Sidi Lahcen, Sidi-Bel-Abbes faced many obstacles in learning English, so; my motivation was stimulated and decided to search for possible reasons that can be at the origin of their weaknesses.

As far as the educational process is concerned, several changes have occurred in the system, under these circumstances pupils have been considered as a laboratory where experiments were tested to see their efficiency. Introducing the second Language in the first-year of their entrance to school aimed at promoting pupils' interest and desire for English; however, this situation might be confusing because the reforms could fail at any time. Language planning in Algeria coincided with the adaptation of different education systems that led to an impact on both pupils' evaluation in English and their level. The aim through introducing reforms in secondary education is not reached yet.

With regard to the performance of the reforms, major efforts have been done in trying to evaluate education and language in Algeria and improve the learning quality. Furthermore the researcher aims from this investigation to look at various factors that could lead to its success or failure. Language planning is becoming more and more essential in an increasingly multilingual society.

A coherent and informed legislative response to the social and political questions raised by the changing composition of the population is needed so that legislators and educators can make informed choices about language policy in areas as an illustration educational policy and access to basic services. That is why the Algerian educational system has gone through different curriculum issues, Algeria has been faced with significant changes in the educational field. Eventually, during the fundamental system, English was introduced in the second grade or eighth year which has led to pupils' disturbance. This step was an experience of Canadian people who wanted to

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introduce it in the Algerian education but it did not succeed, it lasted for a short time. English as a schooled subject witnessed changes that led to some negative consequences. The fundamental system failure was due to many reasons as a consequence, Algeria found itself in front of a critical situation which called for an urgent recall to the first system. Important changes occurred such as the period of learning, programs, text books and materials. Education faced real and significant changes.

The successive Governments have tried for several times to introduce some new aspects conducive to both the promotion of English as a Foreign Language and the improvement of English Language Teaching. The experience of Algeria with different systems and the introduction of new syllabuses and reforms had an impact on learners' achievement in English as a Foreign Language. Pupils' level in English could be traced back to many factors. The recent reforms in 2003 put the focus on the early teaching of the foreign Languages. So, the teaching of

English began at pupils' entrance to Middle school. Nevertheless, this Language taught and learnt as a foreign Language is still facing obstacles and its issue is still unresolved. The following research questions were set to conduct the current study.

The research question in this thesis is if third-year pupils succeed or fail to Language planning and Language in education in particular is a subject of great importance that concerns all the countries of the world. Therefore the Language chosen to function as a medium of instruction will be free from any deficiency. Moreover, it may be able to serve the local as well as the international and various needs of the nation. Language planning in the Algerian education deals with the sociolinguistics profile of Algeria because it greatly highlights the situation in the country, as well as the role and status

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of different languages, with special emphasis on the official and educational position of English in Algeria.

During the last decades, there has been neither Language policy evaluation nor comprehensive research projects that could contribute to future Language planning or reveal serious underlying reasons for the failure or success of education policy. This process is normally thought in terms of Language scale usually national planning, often undertaken by governments and meant influence, if not change ways of speaking or literacy practices with a society.

Language policy has been dominating current work in the education field. Over the past, this process has taken on a more critical edge and its ecological context has been given greater emphasis, leading to an increasing acceptance that Language planning can occur at different levels. It is based on a methodological reflection that defines the concepts and masters the coherence of the process. Subsequently, it determines educational projects decisions and choices. As a case in point, the present research work seeks to find out the problems that lie beyond pupils' level in English reach linguistic competency in English and if they have achieved predetermine goals with the different reforms in the educational system. In other words to what extent can the reformed system contribute positively or negatively to improve learners' linguistic competence in foreign languages mainly the English language? The research question was sub-divided in three questions below:

1. What are the crucial characteristics that may help learners of English to be competent communicators, manage with the four skills without any deficiency?
2. Which strategies of linguistic competence do the teachers use for teaching English as a foreign language in the secondary school?

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3. Do third-year pupils' achievements in exams reflect the estimated linguistic competency in English. If the reforms did much to improve pupils' competency during the learning and teaching process?

Out of these questions sprung the following hypotheses:

- a. The introduction of English in the first-year may develop pupils' proficiency in English.
- b. The implementation of well-managed reforms in English can solve problems faced by third-year pupils.
- c. Third-year pupil's scores in exams still reflect an insufficient linguistic competence.

The participants in this study are third-year pupils belonging to scientific and literary streams in Mohamed Boudiaf secondary school in Sidi Lahcen, Sidi Bel Abbés. To make the results more reliable questionnaires, observation and model of Baccalaureate exams are all used to collect data. Thus a description of what actually occurs in the secondary school mentioned above was possible through observation of their results in exams during the academic years from 2013 to 2016. Difficulties were analyzed through a questionnaire for both pupils and teachers. The various objectives they wanted to reach when teaching with new reforms such as improving pupils' abilities in English and increasing their communicative competence.

Data collection results were analyzed and interpreted in order to test the hypotheses motivating the present research which are questionnaires since they were touched by changes and successive reforms in English to know their attitudes about that subject and test their consideration for English as a second Language. The second questionnaire was directed to teachers

who dealt with third-year classes and to the teachers who witnessed change in the educational system. An observation that concerns syllabus and samples of the Baccalaureate exams of different academic years were set in this dissertation to show the impact of the changes on pupils in English. To

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emphasize on that point, an analysis of final results is being a part of the current investigation.

Dealing with Foreign Language in education has existed for centuries. The Twenty first century entrance into the new millennium has brought renewed interests and contestation around the educational alternative, global and political interdependence are more than ever acknowledged realities of today's world and all of them put a strong pressure on the Algerian education. Now as throughout history, the implementation of foreign languages offers the best possibilities for preparing coming generations to participate in more and just democratic societies in our global intercultural world. However, it is not problematically achieved, there are many other unanswered questions. Language planning may affect all areas of language use but typically concentrates on the more observable aspects because language planning typically responds to problems that are sociopolitical in nature, sociologists or political scientists may first identify and assess the need for some sort of action. Educators incorporate language planning legislation into action and develop programs to fulfill pupils' needs .This research is constituted of four major important chapters.

The first chapter is devoted to talk about education background in Algeria and the position of English as a foreign language. Curriculum including syllabuses, textbooks that have been implemented in teaching languages such as the Competency Based-Approach.(Henceforth, CBA).

In chapter two, the researcher presents an introduction to describe the steps of the techniques used in teaching English, starting with the review of some definitions given about linguistic competence with reference to previous investigations. The discussion of the importance and objectives of qualitative research methods the researcher has undergone. The researcher will end up with some clarifications about what is curriculum as well as including the various systems that have been implemented in teaching languages approach.

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Chapter three presents the analysis of data collected from questionnaires and then discusses the results is considered as an analytical part since it is interested in testing the data, it is merely an answer to the research questions and suggesting hypotheses which were given in chapter one. It is also devoted to Competency Based Approach which took place in the educational system in the Algerian secondary school .There is an introduction to an approach that is a new international educational system applied and implemented in some of the Algerian secondary schools. The aim of this chapter is to help pupils and teachers alike understand what is Competency-Based-Approach that may highlight the effectiveness of Internet Computer Technology in higher education and its impact on pupils' linguistic abilities.

Chapter Four is devoted to discuss the feedback of the participants after interpreting the answers of both pupils and teachers, in the last section the researcher will talk about recommendations and suggestions.

In writing the bibliography, the researcher has adopted the APA system which is one of many referencing styles used in academic writing. It stands for American Psychological Association. It outlines the style in the Publication manual of the American Psychological Association APA (6th ed.).

As a final point in the general conclusion, the researcher tries to summarize all that have been preceded and said before to suggest some solutions or hypotheses to avoid failure in education and give much importance and attention, Internet Communication Technology, Competency Based Approach and Curriculum Development to make secondary education successful and effective in the teaching of the English language. The issue of the English language in the current educational

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system has been the subject of a considerable debate in Algeria because the educational reforms that aim at reforming and introducing English are not simply an educational issue. These are expressions of political ideology political change and initiatives. English as the second mandatory foreign language was introduced in the first year of pupils' intermediate education. In order to explore alternatively the educational system, Algeria implemented a policy of reforms which aimed at getting rid of the old educational structures.

Language use in the school is a topical issue that is why a specific institute or agency has to be created to serve as a vehicle to drive the corpus and status language plans into existence through planning for English in the Algerian school for both intermediate and secondary education.

The most important notes of this research is to shed light on the English language position in Algeria especially in the secondary school from an educational and linguistic angles. The new status assigned to English in the light of the relentless globalization process had an impact on pupils' achievements in English. The researcher focuses on describing briefly the educational system in Algeria. Through the current investigation, it is pointed at the position of the foreign language and its importance in the current linguistic market .

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1.1 Introduction

During the last decades, English language teaching and learning has increasingly gained a relevant portion in the educational systems all over the world. The met challenge, however, arises from the question how to teach the foreign language. An unavoidable serious step, mainly considering the claims stressing the tie relation connecting both the foreign language and its culture. Experiences of educational reform almost all over the world have shown that curriculum is at the same time a policy and a technical issue, a process and a product involving a wide range of institutions such as innovations in education and many other aspects of life endeavor.

The learner has firstly to know about culture. Once dealing with real classroom situation, the concern is no more to tackle the issue of culture teaching and learning importance which becomes an evidence and evaluate the variant aspects that may be generated from its inclusion, but rather to concentrate much efforts about its introduction, mainly in regard to the required tool to transfer the cultural information which is the foreign language. Not adequately mastered yet, the language would represent a new impediment to the learner, who will not face only a set of information he is not familiar with, but has to process them using a language he/she handles to a very limited extent, learners seem meeting difficulties to use their English language proficiency the unique mediator between them and the cultural information. Moreover, the interest was firstly to shed the light on the historical background of communicative competence in the foreign language classroom, and then to denote its aim and importance in the improvement and development of learners' language proficiency. Secondly, to highlight basic requirements as far as problems mainly related to foreign learners, English language proficiency in general with reference to the Algerian context. Some special emphasis have been placed in the use of comprehensive and continuous assessment in schools Language policy represents the exercise of political power which may be successful or not in achieving its aim, it is normally divided in three fields: status, corpus and

acquisition planning. The researcher has tried to shed the light on the historical background of the education system in Algeria, then mentions the factors which may affect pupils' English achievement at the secondary level across the country and beyond. Several educational investigations on this topic were conducted in developing as well as developed countries.

In developing countries some researchers in that field showed that school factors were important for pupils' competence in English. There is no specific study on the issue. Therefore, further investigation is needed to determine which factors influence pupils' linguistic achievement in English at the secondary level of Sidi Lahcen, Sidi-Bel-Abbes.

English has been used for years and for different purposes, i.e. being a medium of instruction in the higher educational institutions, a mode of communication beyond the country, gradually the latter is becoming part of the socio-cultural system. As the use of English is increasing day-by-day in different forms, there is significant evidence of its use.

1.2 Objectives of the Algerian Education System

In the present time English becomes a window to the rapid progress in all spheres of life. In this way, English is the only language, which prevents people's isolation from the world. In the absence of English the persons of one state will not be able to communicate with people. Now they are very much aware about the importance of English language. Education offers a challenging, rewarding and constantly changing career for learners.

The secondary school contributes to make society and vice versa. Public surveys rank teaching as the top profession in terms of ethics and honesty. So, Pupils will learn how to manage their future .They will give ideas on how to make teaching methods interesting, Bakouche asserted

The role of education is to ensure the passage, or take a pure term more in vogue, the necessary mediation between knowledge and the knowledge that the educator has had to explain to the purposes, the same emotions and significations when it is art, and literature. On the other hand, it must instill the knowledge and skills component to critical thinking, rationality of the scientific spirit of self care and knowledge, attitudes and behavior of rich spiritual experience, art music, Travel for strand..

(Bakouche, 2009, p.36)

In addition to what is mentioned previously, comfortable learning environment gives ideas on how to give positive feedback to motivate and help pupils develop abilities. This course will give an insight into the type of pupils if he wishes teaching in the secondary education, and why not, this can be an inspiring starting point for further studies in the field. So, wherever teachers will be working, they will show them how to manage different levels and how to adapt teaching skills to suit beginners, intermediate or advanced level, they will also show them how to communicate successfully using practical and necessary tips on how to keep pupils motivated so as to get the best from them. Another important part is learning to work collaboratively, reflect, give opinion, listen, accept and refuse the others' points of views. It also helps the pupils to do research and rely on their own capacities to improve once they complete the course successfully, they will have a wealth of reference materials and ideas to start the process.

1.2.1 The Importance of English in the Algerian Education

English has been the language universally used for communication inside and outside Algeria. Nowadays, few people may live without being concerned with commercial, industrial, medical, scientific, business or technical matters. Equally important, The Algerian government is aware of that fundamental need for English. That is why the shift from French to English as a subject can easily be noticed in the educational curricular.

Though helping secondary school pupils to set realistic and achieve goals is very important especially when the matter is facing an official examination at the end of the year. Consequently setting long-terms goals will help pupils to have a clear picture achieving their purpose in English. They will make great progress and upgrade the level of study. The focus will be on English as a language of instruction and how it works in schools. English occupies a great place of pride in the current linguistic market thanks to the efforts done primarily by language policy makers who are considered as experienced educationalists.

In the present context of globalization, Algerians are aware of the importance of English as a language of wider communities. It is worth thinking of the new place of the international language in the economic domain as well as education. Pupils in the secondary school feel the need and express themselves more freely in English than in French. English is perceived as a neutral without historical connotation. Moreover, English is a key which opens many doors and offers actual opportunities for social mobility.

Studies have shown that learning a second language for academic use can take from five to nine years. Education plays an important role in the development of human life. By education an individual can develop his/her abilities. Without education skills cannot be developed. study of the foreign language opens all kinds of doors into our personalities and backgrounds. When describing English Cook stated

It is an essential medium for the gaining of knowledge. Language planning is a component that determines how language is going to be acquired and maintained by people. Including the issues related to language and education such as school programs and teaching materials that can be used for language acquisition through content instruction. It is an essential medium for the gaining of knowledge. Language planning is a component that determines how language is going to be acquired and maintained by people. Including the issues related to language and education such as school programs and teaching materials that can be used for language acquisition through content instruction.

(Cook,1994, p.62)

European culture and the English language dominated the Algerian schools during decades. The implementation of English in the educational domain gives this foreign language an important status. Pupils come in contact with it from the first-year in middle school and it was introduced even in the primary level in 1994 as an experiment. Research indicates that learning an additional language takes time to develop language fluency necessary for developing cognitive conceptual knowledge.

To understand and appreciate pupils' use of language is a major step along the road to understand them as people. Holmes explained

The evaluation of Language to illuminate the process that could lead to language planning or reveal underlying causes for the failure or success of language policy in Algeria. What to teach? What do pupils want to learn the English language for? What do they want to be able to do with this language? The content and structure of the syllabus are related to the objectives of the learner society. How teachers who are supposed to be guiders and prompters in the class teach English?

(Holmes,1992, p148)

Any particular solution to the problem of what to teach in secondary school if it is embodied in a set of teaching materials, it will probably carry an implicit solution of the question of how the foreign language is taught. Language is at the heart of human life without it many of our most important activities are unconceivable that is why helping pupils to set realistic and achieve goals is a very important job for teachers of English in the Algerian secondary education. Most of pupils do not have clear goals in dealing with a foreign language. They study it just because they have to but seldom set clear goals during the course. Another obstacle is that pupils in the secondary school cannot cope with the new projects. Indeed, the Algerian National Charter (1976) considered English with other foreign Languages as a “means” to facilitate a constant communication with the world to have access to modern sciences and technologies and encourage creativity in its universal dimensions. Generally At the age of 12, the Algerian pupils start getting in touch with English. The latter is implemented in the first-year of the Middle school and its teaching is carried out in the first-year of the secondary school.

English curriculum and materials of Algerian secondary schools are enrolled by the National Ministry of Education. Text books are designed and written in accordance with a syllabus approved by the Ministry of education and teachers have to follow them strictly. *(The English language has firmly established its position and role as the international language of the present time. Therefore in these schools, language teaching materials and methodology tend to be identified throughout the country"* (Holmes (1992) This can be done through classroom instructional strategies based on sound, science and research knowing when to use them and with whom is more of an art.

The way to ensuring the quality of teaching that balance the necessity of research seeks great efforts, a vital need is demanded to understand the strengths and weaknesses of individual pupils. For classroom to be truly effective, educators did some efforts to examine every component of the process with equal resolve filed with rubrics, charts, diagrams, etc. Apart from other disciplines, the study of the English language contributes to the cultural progress of children, their personalities because the functional knowledge of this language provides an efficient means for the opening on the world. The general objectives of teaching the English language during the fundamental system had two poles that lead to a discovery of horizons which permits both scientific and cultural research.

1.2.2 Classification of English and its Importance in Algeria

The position of English in Algeria is nearly the same as that of the other countries of the world where English is regarded as a foreign language. However, things are rather different with the French language which has been left over from a period of colonial rule. Yet, two conflicting views arise when touching the issue related to the status of French as a first language. Arabic is the national and official language of the democratic and popular republic of Algeria and French is a foreign language of the

democratic and popular republic of Algeria. English is being the second one a logical outcome of status planning as Benson pointed out "*Nothing benefits a country more than to treasure the languages and cultures of its various peoples because in doing so, it fosters inter group understanding and realizes greater dividends in the form of originality creativity and universality*" (Benson, 2001, p.165). This classification of French and English in terms of first and second language respectively is an educational one, i.e. how these two languages are ranked in the education system and school curriculum.

Classical Arabic is the official language in Algeria and English is taught as a foreign language. Officially, it is considered to have equal status with the other foreign languages, namely Spanish and German. It is included in the school curriculum as a compulsory subject. It takes the lead in the fields of scientific and technological research in Algeria. In Algeria the French language has its fair share as the language of access to science, technology and international business. However, the 2004 reform of the educational system reinstated French as the foreign language to be taught as a compulsory subject from the second year of the primary education cycle. Learning English in Algeria involves being with a considerable ability to use the linguistic resources provided by the language. There is no doubt that an adequate and good command of a language of wider communication, not least English is necessary to facilitate international communication. Yet far beyond the linguistic knowledge, there are other major assets. What comes to mind for many people when they encounter the phrase learning a foreign language is the experience they had at school especially when pupils were engaged in the study of one or more foreign languages.

Furthermore, bilingual education has been a reality in many parts of the world for years. According to Cook

There are several methods for bilingual education programs. English as a second language for most people of the world has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy. In short, not only does second language have a place in school, they also affect many other aspects of people's lives. In the interdependent worlds of today, second language acquisition and use are ubiquitous. The study of English is fascinating in its own right. It is a true conundrum.

(Cook, 1965, p 45)

People have been interested in learning a foreign language since antiquity but in modern times much of the research emphasis was in fact placed on language teaching methods. Ambitious studies focused upon the most efficient way to teach a particular skill to sequence structures in a syllabus. The assumption seemed to be that if language was made more efficient, then learning naturally would be more effective.

1.2.3 Aims Beyond Learning English in Algeria

English has travelled to many parts of the world and has been used to serve various purposes. This phenomenon has created a positive interaction as well as tensions between global and local forces. The role that English has played in the lives of individuals as well as communities is great. The language needs continue to expand several established arguments and positions regarding policies, politics, pedagogies and practices of English as an international language. Today, English is one of the major languages in the world. It requires an effort of the imagination to realize that this is a relatively recent thing-that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

Because of its status English is being a global Lingua Franca in the Algerian education, English is taught from the first year of the middle school. However, only a tiny number of Algerians speak English, in accordance with younger people who speak the English language fall into one of three groups: Those who have learned it as a second language in a society, that is mainly bilingual and those who are forced to use it for practical, administrative, professional or educational. Incredibly, 75% of the world's mail and 60% of the world's telephone calls are in English.

Geographically, English is the most widespread language on earth. The aim of teaching the foreign language is to increase ease of contact with foreign language speakers inside and/or outside the country. Crystal wrote "*Algeria, just like other countries of the globe which have realized the utility and universality of English has imposed it as an important component of the curriculum at nearly all levels of the state educational system*".

(Crystal,1988,p.125)

Indeed the Algerian National charter (1976) emphasized on English with other foreign languages as a means to facilitate a constant communication with the world to have access to modern sciences and technologies and encourage creativity in its universal dimensions.

1- Algerian National charter (1976) a reconsideration of English

The researcher has seen how this anticipation operates for the individual, i.e. a person prepares himself for certain communication proficiency to interact with native speakers once abroad. For, it is undoubtedly known that wherever one goes, using English, his / her messages get across.

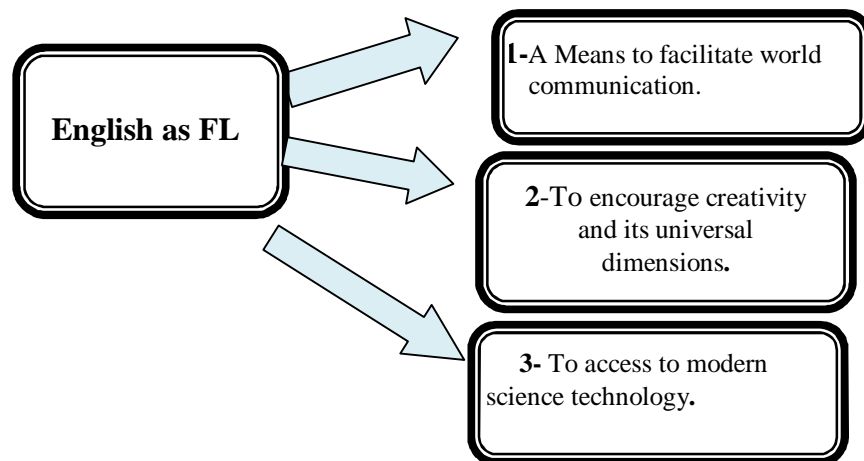


Figure 1.1: Objectives of The Algerian National Charter 1976

A referendum on a National Charter held in Algeria on 27 June 1976

These people are surely conscious about the fact the English language has imposed itself as the most widely spread means of communication and most importantly the language of the entire world. However, foreign language teaching needs to cater for wider social interests too. Increasingly, the expansion of overseas trade is provided by the necessary conditions of FLT in Algeria. It is a justification indeed.

This provision of an adequate number of foreign language speakers constitutes a must for a country's economy that puts forward other individual dimensions, beyond the ones already mentioned, in what follows: the learning of foreign language contributes to the education of individual by giving him access to the culture of a group of people with whom he does not have daily contact.

The recent economic and business contacts between different nations of the world call for such a provision of foreign language policies to facilitate the process of exchange.

Aims Beyond Learning English in Algeria
<p>1-Promotion of a set of goals, values and interests.</p> <p>2-Plans and revise the forms and content of curricula, textbooks and reform the teaching methods.</p> <p>3-Facilitating the process of exchange.</p> <p>4- Intercultural dialogue.</p> <p>5- A contribution to the education of individual through access to the culture of a group of people.</p> <p>6-Provide scientific and technical documentation.</p> <p>7-Ensuring the learners' competencies.</p>

Table 1.1: Aims Beyond Learning English in Algeria
. "Languages of Algeria". Ethnologue: Languages of the World (sixteenth edition). SIL International.

1.2.3.1 The Reform an Educational Welcomed Initiative

School reforms in recent years in Algeria have been characterized by a pervasive interest because reforms promote a set of goals, values and interests With regard to foreign languages in this country, it plans to revise the form and content of curricula, textbooks and reform the teaching methods. Schools are necessary in any language planning. Facilitating the access to information scientific and technical documentation are published in this language, the last objective and not the least allow the pupils who wish it to intercultural dialogue advancing the introduction of English in

intermediate education or even primary education. The regulation of the Algerian education system flows appeared necessary due to a number of reform. First, the reform has brought, among others, the restructuring of compulsory education in two cycles, the generalization of one year pre-school education and the improvement of quality particularly through massive pre-and in-service teacher training programs. Legitimate in regard to the historical background of the French language compared to English in the country. However, this confinement and restriction in use, only in the classroom is systematically reflected on the kind of the Algerian learners' language proficiency that may vary between average and poor. Taking into account that statistically is about 524 hours counting 3 hours a week for a period of five years (two years in the middle school and three years in the secondary school) remains insufficient to master a foreign language and meet learners. At the primary and secondary level, pupils are not faced with the communicative knowledge of the English language but the knowledge of how the syntax and lexical rules of English operate that is why, an immediate reconsideration and urgent changes must occur on both languages. Hayane *emphasized*

The new reform is centered on the pupil and based on his active participation in the leaning process. The pupil's gradual autonomy is one of the main objectives. As language is used and learnt is used to establish and maintain personal relationships with other people, it should be used and learnt in social context.

(Hayane, 1989, p.27)

With the increase in the number of graduates admitted each year, higher education faced the near doubling of its enrolments within five years. Secondary education called for qualitative and quantitative improvements through the regulation of flows in conjunction with the measures taken at different level

post-compulsory education level. (Kaci,2003) said that a reform is a necessity rather than a choice. In this context of structural reform and enrolment growth, as well as taking account of the number of teachers, an integrated and rigorous planning is needed to ensure the control of pupils and teachers' flows to forecast infrastructural requirements and to estimate necessary funding. Given the above considerations, the development of a simulation model was adopted as a key component of form.

The UNESCO supported the planning directorates of the three Ministries of Education in their efforts to regulate the flow of the Algerian education system by modeling the flow of the education system. But as powerful as it is, the reliability of a simulation model, as a tool for decision making depends on the availability of reliable data on which forecasts are made. In the case of Algeria, three types of shortcomings are observed: reliability of demographic data, lack of data on costs and financing, and a lack of prospective data on manpower needs at different levels and types of qualifications. It therefore becomes necessary to address these deficiencies such as: the school population, the analysis of educational costs and financing and the audit of information and guidance systems.

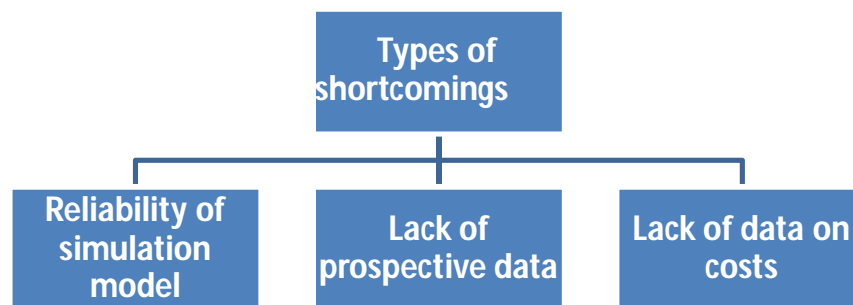


Figure 1.2 : Types of Educational Shortcomings in Algeria

The specific characteristics of the Algerian education system is the preparation of the long-term reform plan, its implementation and monitoring as already confirmed by UNESCO. The implementation of the simulation model for the regulation of educational flows faced a number of difficulties, including lack of coordination between the three ministries of education, a tool for regulation cannot be designed without close and regular consultations of the officials and experts of government departments concerned. Despite this obvious need, the three ministries' officials tend to work in isolation.

1.2.3.2 The Concept of the Educational Reformed Programs

The educational program remains a basic point to evaluate third year pupils in exam classes that is why it represents a sequence of a set of educational organized activities for a pre-determined and accomplished objectives. For example, a prepared advanced study and a range of occupations that are an increase of knowledge and understanding that means the presence of learning experiences that are more structured and that ends with a formal and certified award or recognized through a different form. Usually educational programs, while containing courses and other learning experiences are not merely the sum of their components because they are supposed to be organized although it is reasonable to assume that educational activities will result in an increase of skills and competences for an individual so that the pathway of an individual through the education system can be understood as an ordered increase in the educational attainment.

The underlying educational programs can often be ordered only to a limited extent individuals can arrange their educational pathways in many ways. To respond to this, the education systems provide multiple branching paths, alternative program sequences, and 'second chance' provisions. According to Ellis and McCartney "*Other changes are those introduced by education policy makers whose aim is to make educational intervention more effective or the curriculum more in time with the economic needs of the country*" (Ellis and McCartney, 2011, p.45).

There is also an increase in horizontal movements through education systems in which a participant can broaden his or her education with only a partial increase in the level of education. It thus becomes increasingly difficult to attribute the program itself to a particular level of education.

A taxonomy which is program based necessarily loses partly the information on the pathway of the participants through the education system. At the secondary school, a hierarchy of educational programs face third-year pupils. The focus of the reforms is on pupils' active participation in the learning process for that his autonomy is a main objective in establishing and maintaining the relationship with others. Since language is used to establish and preserve relations it should be learnt in a social context thus dealing with a variety of language is appropriate according to situations and people. The reform is put to provide opportunities through a set of activities. So the introduction of a new language and topics to be covered during the academic years is necessary.

It is designed to look attractive and stimulate the pupils interests and enjoyment. It is also based on the building up of competencies. Moreover, it provides socialization through group work and situations in which the pupil's imagination can find a variety of topics and settings in which he/she can play different roles.

1.2.3.3 Policy Implementation and Language Improvement

Language Panning is a long term process that is often linked to government planning, but is also used by a variety of non-governmental organizations. The goals of language planning may differ depending on the nation or organization but generally includes making planning decisions and possibly changes for the benefit of communication. According to Crystal

The study of language opens all kinds of doors into our personalities and backgrounds and into the lives of those we interact. To understand and appreciate pupils' use of language is a major step along the roads to understand them as people; some good might come out of the enterprise, in the form of greater linguistic and therefore social tolerance.

(Crystal, 1984, p.89)

Educators will also learn about pedagogical documents including class and personal log books, yearly planning as well as lesson planning. Planning or improving effective communication can also lead to other social changes such as language shift or assimilation, thereby providing another motivation to plan the structure, function and acquisition of languages. In addition to Policy decision and policy implementation, there is another important component of planning which is evaluation. Thus the success or failure of the plan is difficult to assess without it. Status planning modifies the status and hence the prestige of languages within society often by modifying the way, the

language codes, individuals use are perceived. Corpus Planning is meant to complete a level of form Acquisition planning that affects the acquisition or maintenance of second or foreign language. Analyzing language planning means teaching eight components. Planning for English as a foreign language did not succeed to reach the real objective that is development of abilities of communication and cultural excess with extension.

1.2.3.4 Language Policy in Favor of Linguistic Needs

Many countries have a language policy that is designed to favor or discourage the use of a particular language or a set of languages. Although nations historically have used language policy decisions to determine how languages are used, cultivate language skills needed to meet national priorities by establishing the rights of individuals or groups to use and maintain the variety of languages. The preservation of cultural and linguistic needs identified diversity in today's world is a major concern to many scientists, artists, writers, politicians, leaders of linguistic communities, and defenders of linguistic human rights. More than half of the 6000 languages currently spoken in the world are estimated to be in danger of disappearing during the 21st century Widdowson asserted

language certainly figures centrally in our lives, we discover our identity as individuals and social beings when we acquire it during childhood. It serves as a means of cognition and communication, it enables us to think for ourselves and to cooperate with other people in our community. It provides for present needs and future plans, and at the same time carries with it things past.

(Widdowson,1996, p.3)

Many factors affect the existence and usage of any given human language, including the size of the native speaking population, its use in formal communication, and the geographical dispersion and the socio-economic weight of its speakers. National language policies can either mitigate or exacerbate the effects of some of these factors. Dissatisfaction with education policies and practices in the Algerian educational system have time and gain led to initiatives to adjust these practices and systems in order to meet the needs of pupils all the time. However, not all of these turned out to be to their advantage which give rise to revised educational initiatives. Language policy has played a paramount role in language use in Algeria. A series of national policies and governmental decisions that delineate the use of the current reform of the educational system.

1.3 Pupils' Ability verses English Performance

Each individual pupil in the Algerian secondary school has some degree of linguistic knowledge and ability in English. In addition to this, individual pupils learn at different speeds and in different ways. These two facts taken together explain why so many classes can rightly be described as mixed ability though this is more extreme in some cases than the others. The fact of mixed ability throws up a problem for the study of language forms since it will frequently be impossible to know whether such forms really are new or not for the individual pupils in a class.

The situation will be different, if most of them have experienced the language before if for the reasons stated above teachers cannot be sure whether or not third-year pupils know the language teachers are about to ask them to study if they do not teachers risk to teach them things they already known or assuming knowledge. This case is pointed out by Illish "*Learning is the human activity which least needs manipulation by others Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.*" (Illish,1972, p.69) what has been said before is an illustration to a situation. Pupils at the secondary school especially those in third-year perform tasks and see how well they use the language forms in question before deciding whether teachers need to introduce those forms as if they were new. This may be a result of instruction. A less collaborate technique is to elicit the new language forms they wish them to study. If they find that pupils can produce them satisfactory they will not want to demonstrate or explain them all over again and accurate production will be a waste of time. On the contrary, If elicitation is unsuccessful, they will have good grounds for treating the language forms as new and proceeding accordingly.

1.3.1 The Impact of the Reforms on Pupils' Linguistic Ability

Two language users may have the same 'program' for carrying out specific tasks of production and recognition, but differ in their ability to apply it because of exogenous differences (such as short-term memory capacity). The two are accordingly equally language-competent but not necessarily equally adept at making use of their competence. The linguistic competence of pupils can accordingly be identified with that individual's internalized 'program' for production and recognition. While many linguists would identify the study of this program with the study of performance rather than competence,

it can be clear that this identification may be mistaken since they have deliberately abstracted away from any consideration of what happens when a language user actually attempts to put the program into use. A major goal of the psychology of language is to construct a viable hypothesis as to the structure of this program.

1.3.2 Performance of New Mental Constructions for Pupils Competence

This research about linguistic competence is necessary because it is an elemental component of pupils' basic competences. Therefore, it is necessary to contribute with a qualitative-descriptive research in order to make known accurate information for English teachers of high school education. Moreover, the present research let the researcher has an overview and critical analysis to the new educational reform. It is important to know clearly what the researcher want to obtain by doing this dissertation about linguistic competence. The purpose of this research is defined by objectives. Benson stated

The role of education is to ensure the passage, or take a pure term more in vogue, the necessary mediation between knowledge and the knowledge that the educator has had to explain to the purposes, the same emotions and significations when it is art, and literature. On the other hand, it must instill the knowledge and skills component to critical thinking, rationality of the scientific spirit of self care and knowledge, attitudes and behavior of rich spiritual experience, art music and travel for strand

(Benson, 2001, p.165)

These are the objectives: to identify strategies used to teach English in high school. The identification of the activities that the teachers organize to apply the different linguistic basic competencies in order to teach English. In addition to know about the strategies and techniques which are favorite to teachers. The way teachers measure their efficiency. This study may be absolutely relevant since it provides information about how to use the strategies of the linguistic competence in the secondary education.

Hence, the information and outcomes of this research will be useful for the whole community of teachers. Moreover, it is necessary to mention that other educational reforms need to be studied locally in order to improve the use of linguistic strategies to teach English in the Algerian education.

The scope of this study also includes the whole community of high school teachers who teach a foreign language because this study focuses on the use of linguistic strategies to teach English. The most effective sequences in which to present material, and the nature and pacing of rewards and punishments.

Good methods for structuring knowledge can result in simplifying, generating new propositions, and increasing the manipulation of information to control and manage working. The comparison can be drawn for many authors who dealt with the concept of competence. It is almost being used in the centuries, but in this case when the teachers use this concept in the school they can do a better evaluation on the pupil.

The concept of competences can be defined as a set of knowledge that allow pupils to develop skills. Littelwood asserted "*there is no doubt that pupils need to be motivated to use language accurately, appropriately and coherently. In all these respects, the how and when of error correction will be a major issue for future investigation*".

(Littelwood,1981, p.12)

Planning strategically leads to significant achievements in education by the benefits that this involves as: foundation, direction, evaluation and other. Under this premise, activities are developed in the manual, trying to rebuild favorably the following causes that have hindered meaningful learning of the English language at this level. Integral Reform High School Education is a review of the academic curriculum handled by the various institutions providing high school. The competences are defined as a set of knowledge, skills and attitudes that are necessary for the performance and the personal development and that may be developed through the curriculum.

Cooperative work substantially supported its development with the specificity of accomplishing first tasks individually after favoring integrative to the organization of study-time (compensation or support) impacting the final products , role-playing, reading) on the early teaching of foreign languages, mainly French and English succeeded the controversial arabization policy.

Missionary policies have had a major impact on the language situation in Algeria and provide de facto language planning. A study will be done on the success of such reforms and their reliability that would investigate the use of English in the first-year of pupils' entrance to secondary schools.

1.3.3 The Pedagogical Principles for the Improvement of Pupils' Competency

The New curriculum is the last of a series of three course-books designed for the teaching of English to secondary school pupils. As one would expect, the educational procedures followed in this respect are similar to those adopted for the making of the first two books. They comply with the recommendations issued in the official syllabus set down by the Ministry of National Education (2006). Its main principles rest on communicative language teaching which engages pupils in real and meaningful interaction. By real, it is meant that the learners are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy. In this curriculum language learning is viewed as a developmental process through which the learners make errors as a natural part of that process, and self-correction. It also regards the mastery of grammar as the cornerstone of a good command of English. This is the reason why responsible have deliberately foregrounded it in this book, it has not made of it an end in itself, but a means to an end particularly through a constant 'transliterating' of grammar rules into language functions, thus ensuring the learners' competencies.

This being said by Canale and Swain “*Psychologists have shown that the earlier the learning of a language begins the more easily and lastingly it is acquired*”

(Canale and Swain 1984, p.60)

The curriculum provides a large number of effective learning tasks through which third-year pupils are brought to notice, reflect and analyse how English is used. On one hand, The tasks devised are supposed to provide ample opportunities for them to interact in the classroom and negotiate meaning. Most of these tasks involve the use of ‘discovery learning’ (inductive learning) and are intended to enhance individual learning as well as learning with peers.

These tasks are divided in such a way as to encourage pupils to use more complex utterances, more fluently and more accurately than in previous years of education. The cumulative effect of the diversity of tasks will enable them to gradually automate their knowledge and recall the language acquired with greater control and ease during production. It is naturally up to the teacher to opt for the most appropriate tasks, in accordance with the needs of the classroom(s), i.e. the emphasis will be more on vocabulary building and on grammatical structures or on reading and writing skills.

In this pursuit, there will be necessary returns to previously studied aspects of language, to skills and strategies approached during the first and second years. Teachers will expect their pupils to revise, practise and consolidate their knowledge in so doing.

On the other hand, the present course book with its six thematically based units will be geared to raising more awareness of the complexities of the English language in terms of lexis and discourse. Thus the texts selected present language in different types and styles: radio interviews dialogues, news reports, encyclopaedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc.. thus, the pupils will be prepared to interact with various language situations they will encounter in real life.

1.3.4 Learning Activity in the Secondary School

Learning is the human activity which least demands manipulation by others. In fact, most learning is not the result of progressive instruction. It is rather the result of unhampered participation in a meaningful setting. Pupils need to learn a new language based on learning theory through traditional techniques normally associated with language teaching drills, controlled practice of specific language items and repetition, etc. actually have many beneficial effect Indeed. If the language teacher's management activities in the secondary level are directed exclusively at involving the learner's in solving communication problems in the target language, then language learning will take care of itself as O'grady confirmed

The scope and diversity of human thoughts and experience place great demands on language because communication is not restricted to a fixed set of topics, language must do something more than provide a package of ready messages. It must enable us to produce and understand new words, phrases, and sentences as the need arises. In short, human language must be creative-allowing novelty and innovation in response to new thoughts, experiences and situations.

(O'grady et al.,1987,p.25)

Teachers can also remember that pupils who are not used to speaking or writing spontaneously need to be helped to cultivate such habits. They cannot expect instant fluency and creativity, instead they may build up pupils' confidence bit by bit, giving them restricted tasks first before prompting them to be more and more spontaneous. Finally, teachers need to assess the problems caused by the language need, and the difficulties which the topic or the genre might create. Teachers' ability to manipulate the educational environment to support teaching and learning requires a working knowledge as already mentioned by Alexander

There are number of reasons why pupils at the secondary school find language production difficult especially with tasks at the communicative end of the communication continuum. However there are a number of ways in which teachers can help pupils get as much as possible. In the first place, this means teachers need to match the tasks they ask pupils to perform with their language level. This also means ensuring that they have the minimum language they would need to perform such a task. Secondly, they need to ensure that there is a purpose to the task, that pupils are aware of this "When we succeed in teaching cultural content with the Language, the student not only acquires that knowledge but increases his own culture as well.

Alexander(1967.P,7)

A huge effort of behavior relationships in the classroom is demanded by teachers. Unfortunately, the knowledge that some teachers may have is mostly based on the secondary school literature that tends to focus on the unidirectional impact of facilities on teaching and learning, such as the influence of various conditions

including light, noise, size, density and arrangement on different subjects, behavior, attitudes and academic outcomes. One exception is school climate theory where the educational milieu is seen as one subsystem of an ecological interplay that includes the social environment, the order lines of the classroom, and teacher expectations about pupils outcomes.

1.4 Organisation of the Course Book

As the preparation for the final exam is concerned for third-year classes, the programme progressively develops in pupils the three competencies of interaction, interpretation and production that cover all areas of language (syntax, morphology, vocabulary, pronunciation, spelling) through six graded units. In addition, the graded tasks are of the type to be found in the English paper of the Baccalaureate examination, and thus provide them with a gradual familiarisation with the necessary requirements for English. The different task types will be dealt with subsequently. Each file in New curriculum includes the presentation and practice of grammar, vocabulary and pronunciation/spelling with the four skills. This practice is related to the theme discussed, each unit is followed by an evaluation grid to check on the learner's progress. It reviews pupils' knowledge of the language items presented in the file and tests their ability to use the skills and strategies through reading passages and texts that appear at the end of the course book. At the end of New Prospects, they have included the following items: Listening scripts. The listening scripts for all listening tasks in the file can be used by the pupils in class to correct their own work.

The Grammar reference is a rubric to which pupils are referred throughout the book. They can use it for revision and for checking when they are not clear on a grammar point. Checking grammar for themselves will foster autonomy and will make it easier for them to keep on learning after classes. Generally this section aims at making learners maximise their language learning experience as Pieper quoted *"It is necessary to assess textual demands. An awareness for these can guide curriculum decisions on text choice. Also, their analysis in view of learning should be part of planning procedures of teachers."* (Pieper, 2011, p.18) Working through the texts and the activities that follow will help pupils to consolidate the language and skills presented in the course book. The resources portfolio contains a number of texts which correspond thematically to the texts in the units and present topic-related reading tasks for both skimming and scanning purposes. The portfolio can be used in class as a means to providing immediate follow-up work for language practice, skills and strategies.

1.4.1 The Description of the Third-Year Course Book

A tool that is frequently used by-third year pupils is a textbook entitled 'New prospects' is a book that is designed for English use at the secondary level. Its primary focus is teaching the second language to all streams with competency based-approach. During the process of learning, Third-year pupils study various functions which are: asking questions, expressing possibilities, making predictions, advising and reporting. Through these important activities mentioned in new prospects, third year learners can use the four skills, they can collaborate and make researches individually or in groups.

The textbook that is used by pupils contains six files that present six themes mentioned in the syllabus with a variety of language functions such as grammatical structures and a set of different components of the language using strategies to make it effective. At the secondary school, teachers are expected to cover four files during the academic year. The listening script follows each of them, a grammar reference and a resource portfolio are mentioned in that document. Language outcomes is taking the first part because It carries two important parts: "listen and consider" and 'read and consider'. This sequence aims at detecting the language dimensions by studying grammar structures, pronunciation, vocabulary and spelling. Third-year Pupils get accustomed to linguistic tools of the unit. The rubric which is entitled 'think, pair and share' invites the learners to communication.

Skills and strategies are more concerned with the discourse. There is also a shift towards an another sequence which is 'reading and writing' that exposes them to an expanded practice of the listening and speaking, reading and writing. So pupils respond to different situations and find solutions without the teacher intervention. When using the websites given to them in each unit, they start doing their projects, the progress of this strategic step is seen as brainstorming and facts finding, writing and assessing.

The textbook new prospects provides third-year pupils with a learning of grammar in an oral and written form. During the writing, pupils certainly make use of the four skills, they grasp the information since they are exposed to a set of words that are tightly related to the file and learn word formation pronunciation, stress and intonation. At the end of the file, the project leads the pupils either to work individually or in a group, this will automatically encourage them to cope with the realities as they exist inside and outside their classrooms consequently they will become autonomous learners through collaboration and skills building. Through the textbook, CBA prepares third-year pupils for the BAC examination. The-third year secondary school textbook is constituted of six important Files.

Ancient civilizations is a file that deals with the very old civilizations. The first exposes the history of civilization through time. From their beginning until the end. File two: is about Ethics in Business, this one is about bribery, embezzlement and other misbehaviors. File three main concern with education. File four concerns education Advertising, consumers and safety: File 3: Astronomy and the solar system that speaks about the different planets. File 4: is typically about emotions, feelings, humor and related topics.

These files have their main objectives, the strategies used to reach these objectives with the proposed projects. The first file is entitled 'Exploring the Past' that deals with ancient civilizations. In this phase, Pupils are initiated to past exploration through texts, pictures and maps, they are also introduced to ancient Greek, Sumerian, Egyptian, Indus Valley and Chinese Civilizations and where they flourished. As an illustration a collection of texts are designed to improve pupils information and culture such as: 'Algeria at the Crossroads of Civilizations', 'Ancient Egyptian Civilization'. Pupils are taught about, African, Arab, Maghreb or Algerian civilizations in addition to western civilization which started from the antiquity, The Middle Ages, The Renaissance, the Enlightenment, and the Industrial Revolution, in the nineteenth and twentieth.

Accordingly, Pupils are asked to make projects during this file. The goal of that is to be capable of making comparisons between things, events and other situations, they should be able to narrate, inform and express concession. Through the file "ill Gotten Gains" never Prosper, pupils will discuss Ethics in business when dealing with texts and activities, they will distinguish between right and wrong practices and how to be against them. When preparing the project, pupils are asked to chose a profession and write a charter for ethics related to ethics. The main objective should be expressing obligation, result, wishes and opinions. The third file for third-year pupils is called "Schools: Different and Alike" this file is about education, pupils are asked about their wishes when taking the BAC. There is also an introduction to American and British lives. Pupils will design an educational prospectus or a home page for

their secondary school by doing a description of a process expressing purpose and result as well as asking for and giving advice.

The fourth file is about safety first. It concerns advertising and consumption. The way advertising affects consumers and their safety. Pupils know about the labels on the packages of food before buying them, know about ingredients, even about the expiry date. Pupils are also asked to consume organic food rather than genetically modified food in addition they will be able to distinguish between them. Through the selected texts, pupils are given clear explanations about how to have an equilibrate energy balance, the target vocabulary used in this file is about: advertisement, products, food and consumers. This vocabulary is wished to be used in the final project which is about making a survey on the impact of advertising. The main objectives are that at the end of this file, pupils will be able to: describe, express probability and possibility express quantity.

The fifth file is entitled "It's a Giant Leap for Mankind" which is typically about astronomy and the solar system as well as satellites, telescopes, planets information and man explorations of the Moon. The selected texts and passages are mainly about planets, solar system, and comets' collisions. Pupils will be able to make differences between natural and artificial satellites and the roles of these devices in TV, radio and broadcasting communication.

In this file, the focus is on special vocabulary such as: Astronomy, planets, solar system galaxy, satellites, Moon, Mars and Jupiter. As far as the file is concerned pupils are introduced with famous scientists and discoverers in astronomy field such as: Galileo Galilee, Copernicus, Al Battani, Claudius Ptolemy and other famous astronomers.

At the end and as project pupils are asked to design an astronomy booklet including items such as: Compare and contrast, make hypotheses, make suppositions, ask questions and read figures. The sixth and last file in the textbook that concerns third-year pupils is called " We are a Family." Its topics are concerned with feelings and emotions and their impact on people's health. Pupils know all sorts of feelings such as: anger, happiness, anxiety and fear, love

and hate. At the end of this unit pupils should be able to express feelings of all genre. The project will be the final step as the case for the previous files. Pupils need time to prepare it.

This project has many advantages, it will create pupils' collaboration, they will chose the topics freely and take their decisions without any constraints. The consequence will be autonomous learners thanks to competency-based-approach.

The presentation of the project will depend on the teacher's strategies either written in a form of report or oral to evaluate pupils and measure their abilities is a fundamental part of the pedagogical goals. The realizations of the project by using different tools that reflect the positive aspect of the competency based approach.

1.4.2 The Sequence Description

Language outcomes begins with a rubric that is entitled "Listen and consider", it does not involve tasks but it is a preview of the language objectives to be achieved by the end of the sequence. Thus grammatical structures, vocabulary items, idioms and features of pronunciation such as word and sentence stress, are meant to be understood and used by pupils, and also being assessed in the assessment section of Part two at the end of the file.

This first sequence deals with listening comprehension. The most important purpose is to lead the pupils to listen with a high attention to an oral message/text, paying particular attention mate to features of language use described in the Language outcome preview. It will also make them respond to the message orally or in writing. This type of focused listening (followed by a response) is meant to help the pupil develop an ability to listen for a purpose (understanding the gist of the text or the details). It is also to help him respond to an aural message orally or in writing with accuracy and appropriateness (for

example, answering comprehension questions, re-ordering sentences, etc). This listening task is realised in a two-step procedure: "Getting started" and "Let's hear it". The pupil will at this stage will look at the thematic pictures discuss the topic with peers and answer the related comprehension questions.

This activity is meant to access and activate her/his background knowledge of the topic and prepare her/him for the next listening phase, "Let's hear it", for which a number of exercises/tasks (Listen + re-order, listen + answer questions, etc.) are provided. E.g. Listen + re-order: the teacher reads the text while the pupils try to remember and re-order jumbled-up sentences. Listen and answer questions (orally or in writing). The pupils listen again to the whole text as it is read by the teacher and answer comprehension questions. 'Around the text' is a rubric which exploits the same text for language work and focuses on its grammatical and lexical content. Here the pupils are requested to look at language by focusing on specific features of grammar, vocabulary, pronunciation and spelling.

A variety of tasks have been provided in this connection. These tasks are typically intended for matching statements, identifying the functions of words, reflecting on word order and morphology, using content and function words correctly filling gaps with appropriate items. Pupils' Pronunciation and spelling is a rubric which is devised to increase the pupils' understanding of the sound-spelling relationships that characterise English.

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

Communication in a foreign language relies crucially on good listening abilities of the pupils because discriminating between sounds in various utterances. It is the ultimate stage of competence before performance. Therefore tasks such as 'listen for stress' and 'listen for syllable division' are provided to this end. In the last rubric, "Think, pair, share", pupils will work individually, then in pairs, and lastly with other peers in a group. The think, pair, share tasks call for an interaction with other pupils and their teacher, and each pupil will produce a piece of writing: a dialogue, a short article, a description, a narration, a poem, etc. This will be presented orally to the class. Sequence two of the unit is 'Read and consider'. This sequence includes six rubrics, just like the previous one. Particular attention is paid to the development of the reading skill, one of the most demanding achievements not only for this final year of English study at school but also for future studies at university. To this effect, a large number of additional material for extensive reading is included in the resources portfolio. The Language outcomes just as in section 1, this rubric contains no tasks but reminds the pupils of the linguistic objectives to be achieved by the end of the section. These language outcomes can also be assessed in the assessment rubric at the end of the unit.

The second rubric, "Getting started", invites pupils to a brainstorming session during which the topic under focus is debated; by the same token the pupils background knowledge is activated when some aspects of language are previewed (vocabulary, language structures, etc). Through this pre-reading activity, the pupils will build schematic knowledge necessary to understand the text. The third rubric, Taking a closer look, involves reading the text silently and individually and answering comprehension questions.

They may be referential or inferential questions, or they may open up a discussion on comparing native situations with non-native ones. This rubric involves not only looking at its content, but also at its form. Two types of exploring activities are provided stemming from the text studied in the Around the text rubric: Grammar explorer and Vocabulary explorer. Grammar explorer comprises up to three levels of activities (I, II, III) of graded difficulty, and its main purpose is to study the grammar of the text: the pupils will be involved in awareness-raising activities related to tenses, prepositional verbs, etc. Pupils will also be given an opportunity to produce messages in correct English. These accuracy-based activities end with a production task which is also meant to focus the learner's attention on grammatical correctness.

Vocabulary explorer (I, II, III,.) is a rubric that caters for the pupil's vocabulary building skills and deals with word formation, the practice of idiomatic formula, etc..The fourth rubric is about Pronunciation and spelling, it also deals with language-related tasks, specifically pointing to the phoneme-grapheme correspondence in English that is why The pupil's attention is drawn here to the discrepancies existing between the pronunciation system and the spelling system in English. The pupils are invited to note down these while the teacher is reading the text aloud. The fifth rubric, "Think, pair, share" focuses on individual work, pair work and group work, and generates interaction between group members. So, The teacher will act as a facilitator and guide intervening in the class when necessary. "Take a break" brings to an end the Read-and-consider sequence. It brings a lighter note to the activities carried out up to this point by introducing light jokes, proverbs, songs, etc.

An intercultural dimension is added to this rubric, as a means to pointing to other people's experiences in their own milieus. This is a moment for pupils to relax before moving on to the next sequence. Research and report deals mainly with pupils outcomes i.e., behavioural outcomes. The tasks are assigned to pupils to work on (individually, in pairs, or in groups) outside the classroom, either for feedback to a subsequent lesson or lead-in to a classroom activity.

Furthermore a number of written and oral tasks are suggested: newspaper articles, short stories, poems, speeches, public statements on a specific topic, etc. Just like 'Think, pair, share', the Research and report section encourages interaction and negotiation of meaning, and it is a good preparation for the final major task, i.e. the project. Sequence Three "Pupil's Listening and speaking" includes four main rubrics. The first one Skills and strategies outcomes is a preview of the communicative objectives to be achieved by the third year pupil. In this rubric, a number of receptive strategies are activated. They should be the focus of his attention throughout the second sequence indeed, now they are moving from language-based study to discourse-oriented learning and the pupil is accordingly requested to move from language analysis to discourse analysis.

In this sequence, the aim is to 'unlock', or 'unpack' texts to look into relations of cohesion and coherence, at lexical chains, etc. It is the examination of the logical relations between sentences in a text that will make them discover the connotative import of discourse (E.g. mood, tone) and trace "underside meanings". The phase entitled "Before listening" is a rubric that prepares the pupils for the understanding of an oral text through pre-listening activities, and thus allow her/him to predict content through a set of questions. These activities prepare for-note taking as well. As you listen is a rubric which includes activities requesting learners to listen for gist, for detail, and to check their expectation and inferences, confirm them or reject them."After listening" is a post-listening stage which involves activities of a more intensive nature.

Unlike pre-listening activities which focus on top-down thinking through prediction of content (from a picture, for example), post-listening activities deal with bottom-up listening and help them to give shape and significance to the texts.

Thus, they can construct a plan from notes and summarize the content. After listening activities, other skills such as speaking, reading and writing can be practised. Saying it in writing is the natural follow-up of the previous, receptive stage, as it allows learners to build confidence through the production of material related to the listening content. This rubric prepares third year-pupils for the next section "Reading and Writing", a stage that follows logically from this one.

The Reading and writing sequences start with Skills and strategies outcomes, a rubric which defines the objectives to be achieved by the pupils (linguistic, communicative, cognitive), the levels of reception and production of a message expected from that course.

The table presents some of the strategies used by pupils in oral and written texts.

Strategies for Pupils' Interaction in Oral and Written Text	
1	Plans
2	Uses resources- Skims and scans.
3	Uses prior language.
4	Makes inferences and predictions.
5	Uses appropriate strategies.
6	Pays attention.
7	Asks for help.
8	Asks for clarification.
9	Accepts not understanding everything.
10	Responds appropriately (non-verbally, answers questions, participates actively).
11	Identifies and describes key elements (person, character, animal, object, place, setting).
12	
13	Demonstrates understanding by doing the task.
14	Self-evaluate.
15	Works cooperatively (when applicable).
16	Produces a personalized product that follows the instructions for carrying out the task.

Table 1.2: Pupils' Interaction and Investment for Oral and Written Texts

The opportunities that come from the following rubrics "Before reading", "As you Read", and "After reading" is obviously a focus on the pupil's use of their skimming and scanning skills to make sense of authentic and semi-authentic materials. The pupils will first activate their pre-existing knowledge to make predictions about the topic. In many cases, they will also be required to identify the structure of the text, to infer meaning and to pinpoint inferences

from context and follow up abstract ideas. The writing development is the last of skills in a rubric where pupils will have opportunity to express opinions, give reasons, present arguments. They will have now sufficient vocabulary and grammatical command as well as the required skills and strategies to do the writing tasks.

In this stage, the pupils will demonstrate their sense of organisation, cohesion and coherence, and will draw on appropriate registers to communicate their main message. The writing activities that we have suggested reflect real-life tasks, such as writing simple reports, brief articles, formal and informal letters, etc. The focus is also on the ultimate learning-and-doing outcome, namely the project.

The project a part of pupils' learning as said in the foreword to the pupils' Book, 'the project designing procedure runs in parallel with the unfolding of the file'. It is the visible and assessable manifestation of the pupils' competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the file.

The project is signalled seven times in the unit, at the top of the first page, five times throughout the whole courses (Brainstorming - Fact finding – Organising - Writing up – Assessing) and a seventh time – in a more detailed way, towards the end of the file. These are flash-points, so to speak, designed to chart the pupil's progress in giving shape and consistency to their project.

This charting will take the form of monitoring sessions (twenty minutes at the end of a class meeting) during which the pupils will discuss and sort out the ways and means that apply to their project. The follow-up between two sessions is assumed to be done by the pupils, as a group, outside the classroom.

1.4.3 Pupils' Cognitive and Conceptual Understanding of the Language

Linguistic competence is very important. Though its importance, it cannot lead to fluency required when the whole concern is to convey and receive messages. Language proficiency and linguistic competence both deal with learners' ability to produce and understand the language. Changes in the attitudes of third-year pupils and teachers are considerable towards the current system. They have already been familiar with the competency based approach in undertaking all kind of methods, new tasks, techniques and given to be applied. The development of pupil's conceptual understanding and cognitive skills is a main objective of all education. Indeed, this is more important than the acquisition of information.

Such conceptual understanding is arrived at not through blind learning but through a process of exploration which leads to genuine understanding of the different points in a course. Alexander said "*When we succeed in teaching cultural content with the Language, the student not only acquires that knowledge but increases his own culture as well.*" (Alexander, 1967p.7). One issue that has preoccupied educators at the secondary level and in many disciplines is the pupils' response to their learning experiences and how this makes them feel about themselves.

The learner's state of mind, his or her personal response to the activity of learning, is central to success or failure in language learning and has greatly influenced teaching methods. Pupils are encouraged to reflect on how learning happens and their creativity is fostered. This piece of research synthesizes research on standards-based reforms and accountability, with paying attention to purposes, models, and methods of inquiry.

Starting with the premise that the reforms in the secondary school were meant to be systemic, the research examines the extent to which studies were guided by designs that explicitly or implicitly acknowledge a system, and

evaluates the utility of the designs in generating information to support large scale systemic changes in education. Efforts on reforms have been largely non-systemic in design and have thereby failed to adequately help individuals, schools systems, and state wide systems to develop in directions that are consistent with the mission of the reform movement concerning the English language.

1.5 The Purpose beyond Raising Pupils' Competence in the Secondary School

Pupil's environmental competence may be achieved through their ability to understand and effectively use instructional space for a pedagogical advantage continues to receive limited attention in education. This suggests avenues for raising competence of educators within the context of educational reforms advocating for collaborative, learner-centered environments. Pupils' linguistic competence refers to the ability to meet desired goals.

The question of how, and to what degree, teachers of English at the secondary school understand and effectively use instructional space to their pedagogy. The main objective of the study reported here was to raise the competence of third-year learners. A second objective was to determine, if possible, the degree to which those increased competencies influence the classroom practice.

The degree to which educators are able to manipulate the school environment for their purposes varies considerably, educators may lack a common language for expressing their experience of the school and for articulating their educational concerns with reference to the activities of teaching and learning. Ur asserted "*Education is a process of learning that develops oral cultural, social and intellectual aspects of the whole Person as an individual member of the society. It is about more varied and general learning leads to the development of all aspects of the individual*"(Ur,1996, p.75). Pupils' degree of

awareness and the ability to access knowledge is linked with environmental competence.

The person's direct experience has demonstrated that a common set of attributes of place experience, such as comfort, crowdedness and adaptability have emerged in the literature across a broad range of place types. In school environments these attributes can comprise the habitability of a place and have the potential of creating a common language that teachers can use to articulate their educational concerns with explicit reference to the purposes and activities of teaching and learning in the secondary school.

1.6 Conclusion

In order to implement a change in a foreign language successfully as the case for English in a third year class, it is essential to understand that it is not like most of the other subjects specified in the curriculum. For instance, unlike them, English is not a content-based subject but a skill-based subject. It is not about any particular topic but it is about practicing something on four skills. The curriculum suggested an evaluation system that would assess third-year pupils progress in this subject gradually by means of continuous and effective assessment, and attainment by means of an end term examination with their ability to use English in communication. The general-education boards and the schools affiliated under these boards adopted an examination format. However, examination questions were mostly set from the set textbooks. So, pupils always had a chance to memorize the answers of the questions. These examinations failed to evaluate pupils' ability or achievement to use English in communication.

The programme in the secondary school has been thought out in such a way as to instil in learner's ease and confidence in their communicative use of English. The units of this course book offer a variety of activities reflecting real-life situations and prompting the pupils to practise English in creative ways. Their consolidation of skills, whether oral or written is to be realised through a number of activities stemming from the competency based approach.

The objectives of such activities are clearly identified and explained at each stage of learning/teaching. The tasks in question have cognitive aspects elaborated in accordance with the educational objectives. The surface levels involve knowledge, comprehension and application while the deeper levels of cognitive processing appeal to analysis, synthesis and evaluation.

Every unit in the syllabus contains a number of tasks which have been designed to provide subject-matter knowledge, lower and high order thinking skills, reading strategies and compositional skills. These will enable the pupils in third-year for nearly all streams to achieve proficiency in the three competencies, namely interaction comprehension interpretation and production. The next chapter will give an overview of the literature review of the different obstacles that face third year pupils linguistically.

Notes to Chapter One

- 1) The first chapter in this research is a view on language planning in Algeria that implies choosing an effective alternative and it is still a continuous process. For any language planning to be up to date it has to change with the time, otherwise the language for which the plan has been set out would be lost. Education has a part to play in the development of the educational system in particular and the society in general.

- 2) Language planning in the Algerian education looks into the past, present and future. It demands a coordinated effort and those who are expected to implement the plan have to work together to get best results.

- 3) There is also a reference to the background of the Algerian education system, the position of English in Algeria and its importance in education.

CHAPTER TWO

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2.1 Introduction

The present research investigates the different strategies that may develop pupils linguistic competence and that can be used in English at the secondary school with third year level. These strategies are used during the learning process in general as well as for the acquisition of specific areas of the foreign language. It points at the pupils previous learning experience in English at the same time their beliefs about the foreign language itself and the leaning process in general. Furthermore, to determine the extent of efficiency and a result of previous teaching ,this study investigates the learners use of strategies during English sessions . It tries to establish whether they are inherent to the learning process itself or are the result of previous learning experiences. At the same time, the researcher will look at the potential applications in the classroom learning tasks which may allow to observe how learners deal with the various aspects of the language learning process .The second chapter gives a very brief description of the language situation in Algeria and explains the role that the English language plays in the educational system.

The findings collected in this thesis suggest that learning strategies are inherent to the learning process itself and are used by all learners for achieving good grades in foreign language, moreover, they show that some strategies tend to occur more often with the learning of a particular area of the language. The researcher will discuss the important implications these findings have for the classroom teacher. This is why the study is concerned by making various suggestions for the incorporation of these findings in foreign language classroom which will help le.ss able pupils to perform

CHAPTER TWO PUPILS' LINGUISTIC COMPETENCE IN FRONT OF DIFFERENT OBSTACLES : A LITERATURE REVIEW

The communicative approach in language teaching is based on a theory of language communication. The objective of language teaching is to develop what the linguist Hymes (1971) calls learners communicative competence. The practices of the secondary school teachers in the classroom have shown that they focus on form and use traditional methods, eg the Grammar Translation Method (GTM), the Audio Lingual Method (ALM) and other techniques. However, those studies did not examine teachers' practices, teachers knowledge and the curriculum, including textbooks/materials, assessment and towards the fulfillment of curriculum goals, i.e. to develop learners communicative and linguistic competence in using English fluently and accurately.

2.2 The Background of Communicative Competence

English language teaching (ELT) is a field undoubtedly closely related to linguistics, pragmatics, phonetics and pedagogy. It is therefore virtually impossible not to encounter, struggle with and attempt to tackle the issues connected to these fields. In this thesis, the researcher mainly focuses on the occurrence and circumstances of communication Language. It is a general phenomenon that second language learners demonstrate substantial discrepancy between their linguistic and communicative competence.

This study examines the situations in which pupils have difficulty in practicing their theoretical knowledge about the language in authentic and absolute communicative situations in order to overcome obstacles. In spite of the abundance of research on the development of certain facets of communicative competence, such as pragmatic, socio-cultural or strategic competence, studies exploring discourse competence to ELT development in both English as a second (ESL) and foreign language (EFL) classrooms) is still unreached, as already tackled by (Kathpalia and Carmel, 2011).

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Additionally, hardly any research projects have been undertaken to perform a comprehensive examination of communicative competence in the foreign language classroom),(Nazari,2007) likewise, the investigation of teachers' perception on this issue has also been a neglected research area. Therefore, the need to add new dimensions to previously conducted research is substantial. The scope of this research project is the investigation of the way communicative competence is conceptualized in the teaching and learning process in the secondary school.

As it was mentioned above, the term communicative competence was suggested by the American socio-linguist (Hymes in 1971)The linguist first aimed at extending a major contemporary linguist's, Chomsky's (1965) in his definition of the term competence.

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He stated that learning a language should entail more than the simple memorization and application of grammatical rule.

Linguists	Form	Function
Noam Chomsky	Competence	Performance
Dell Hymes ³	Linguistic Competence	Communicative Competence
James Cummins ⁴	Cognitive / Academic Language Proficiency CALP	Basic Interpersonal Communicative Skills BISC
Michael Canale Merril Swan	grammatical discourse competence	Sociolinguistic Strategic Competence
Lyle Bachman	Organizational Competence	Pragmatic Competence

Table 2.1: Categorization of language competences according to Chomsky, Hymes, Cummins, Canale and Swain, Bachman

Performance was superficial; it cannot be applied to properly describe linguistic behavior. According to Chomsky, linguistic theory is concerned primarily with an ideal speaker. As communicative competence is a multifaceted construct, not surprisingly, it has already been described by researchers in several ways, everyone putting the emphasis on a different aspect .The

3-In the categorization of language competences Hymes distinguishes between linguistic and communicative competence. He recognizes the knowledge “about the language” and the ability to use the TL in communication .As the terms linguistic vs. communicative competence seem the most accessible and lucid, I will use them as the key distinction between one’s grammatical knowledge and the ability to communicate in TL.

4-Cummins J. deals with pupils for whom English is a second language and the discrepancies between their conversational fluency and academic proficiency. He does not address the issue of adult learners and their second language acquisition. The distinction between form and function is therefore not exhaustive and does not entirely fit the boundaries of form and function in adult SLA. I mention him in the table as an example from a related field.

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problem with previous models of communicative competence was their essentially theoretical nature which made it more difficult, if not impossible, to be taken as the basis of a communicative language teaching syllabus.

2.3 The Communicative Purposes of the Language

There are different assumptions made by linguists in regards of the nature of verbal communication which helps to further explain the meaning of acquiring a second language communicative competence by pupils. The assumptions include that communication is meaning-based, conventional and interactional. Under the meaning-based aspect of communication, most of the examples given are based on pupils that learn English as their second language. It helps a lot in regards of determining the true meaning of acquiring a second language communicative competency.

This assumption differentiate English users based on two different needs. The basic survival need and the survival level need. The basic survival need refers to, learners who have active vocabulary of perhaps two hundred words, minimal knowledge of the syntax of English but in a situation where English is required for simple and basic communicative purpose. The survival level need implies more than construction of propositions. At this level, learners are usually identified as adult speakers. They use propositions in utterances in a variety of ways such as to ask a question about a proposition, to affirm a proposition, deny or negate a proposition or express an attitude towards it.

CHAPTER TWO PUPILS' LINGUISTIC COMPETENCE IN FRONT OF DIFFERENT OBSTACLES : A LITERATURE REVIEW

Speakers' immediate need is to work out a way of performing such operations as stating, affirming, denying or questioning propositions as economically as possible. Here speakers have needs similar to pupils who are learning their mother tongue as complex utterances are expressed within the limited grammatical system known to the speaker. Higgins and Wolff emphasized

Undoubtedly grammatical knowledge must count as an integral part of linguistic knowledge, because competent language users largely agree in their judgments of grammaticality. But to qualify as a competent speaker-listener a person must not only know that his language provides such-and-such grammatical resources; he must also know how to deploy these resources. Certainly, the immediate need refers to a core basic “referents” or things in the real world such as name of things, states, events and attributes using known words. Basic survival requires learner to be able to link words together to make predications, that is to express propositions. At this level, learning a language is seen as learning how to create propositions.

(Higgins and Wolff, 1981, p2297)

The skills that learners and speakers of a second language use to express their needs as well to be able to produce accurate utterances and acquire the ability to restructure their existing vocabularies to meet the demand of contextual suitability, is a part of the components of acquiring a second language competency. However, the way they express the need is rather more advance and complex compared to pupils expression or utterances. By making comparison of both levels, it can be concluded that being able to make propositions alone does not make a second language learner communicatively competent said "*a teacher who proposes to teach something to a student should have a clear grasp of what is to be*

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taught in a particular class but also a view of how that part of the subject relates to the whole subject area" (Brown, 1994, p:12).

The next assumption is on the conventional aspect of communication. Under this assumptions, the goals of English language learners change through the acquisition process. As language acquisition proceeds, the learner revises his or her ideas about how propositions are expressed in English. Learning syntax becomes more complex as his or her knowledge of negation, the auxiliary system, questions, word order, embedding, conjoining and so on expands. At this stage, learners are believed to have gained the grammatical competence.

Propositions or utterances made by learners are differentiated into two kinds. The first is a 'conventional' way of making propositions and utterances which is in close context to daily usage and the second is novel utterances.

The second is exposing unconventional utterance as it is used by native speakers of the language and in close context to real life conversation. The latter is an example of a novel utterance. It holds no status as a potential utterance within discourse. As Brown pointed out *"In short, communicative teaching methods leave the learner to contribute his own personality to the learning process. They also provide the teacher with scope to step out of his didactic role in order to be a human among humans".(Brown, 2000, p:23)*

This assumption addresses that once learners in third-year class have progressed to the stage where they are beginning to generate novel utterances, they find that many of their utterances fail to

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conform to pattern of conventional usage, although they are undoubtedly English sentences.

This proves that, only a fraction of sentences that could be generated by grammatical competence are actually ever used in communication. This is because the process largely consists of the use of language in a more conventional ways. In reference to defining the meaning of acquiring communicative competency, producing grammatically correct sentences is of ultimate importance since it hinders misunderstanding and increase the intelligibility. The fact that language is conventional has important implications for language teaching as it suggests that language acquisition is better compared to the process of language learning as already stated by Cumins, 2008. However, it is also important for learners of English to practise communicating, verbalizing or delivering their thoughts using sentences which are in close context to the purposes of the communication that takes place so that the intended meanings become clearer and more authentic. The next assumption is on the interactional aspect of communication. Under this assumption language is used to keep open the channels of communication between learners and to establish a suitable rapport. To raise a safe topic is a typical strategy for them in starting a small talk. Topics are carefully chosen so that there is a strong likelihood of mutual agreement. A safe topic is most of the time defined as much of what passes for communication with the purposes of sociability.

Examples of safe topics are topics for virtually everyone such as the weather, the beauty of scenery opinions on the public transportation and more. Basically, there are three main mechanisms speakers' repertoire of verbal and visual gestures refer to the signals send and receive by speakers which signal interest in what his or her

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conversational partner is saying. This includes the use of colloquial utterances to show agreement as well as disagreement.

The importance of colloquial language in terms of addressing appropriate context according to the appropriate social class has been highlighted by Janet Holmes.

There are other strategies besides topic manipulation which have been used in order to capture people most relaxed or vernacular speech style. The second mechanism is the speakers stock of canned topics and formulaic utterances. These are produced at relevant points in discourse, such as the small talk that is required to make brief encounters with acquaintances. This is the ability to connect topics which is in the similar context with what has been said at the initial stage of the conversation with the purpose of its extension as long as possible. The third mechanism is the awareness of taking turns in a conversation. This refers to the awareness of when to talk and when not to talk, that is, appropriate use of turn-taking conventions. It is difficult to learn because it involves understanding not just the language but also the social and cultural values of the community.

Holmes, 1992, p:148)

In fact, it involves a great deal more than superficial politeness routines that parents explicitly teach their children. The important competencies that have already been described by linguists as:

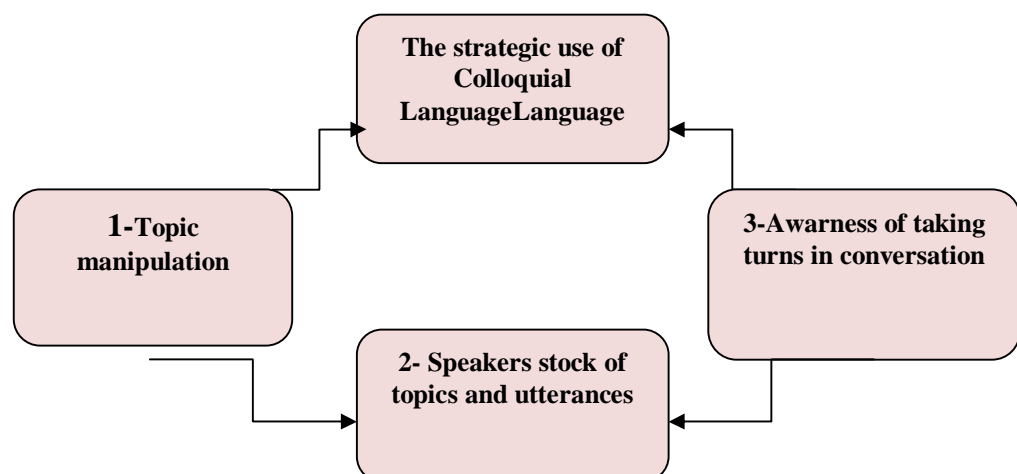


Figure 2.1:The Colloquial Language and the importance of its contextual use

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- Communicative competence: is considered as the ability of how to work with a language and understand it in many aspects. There are three main areas of communicative competence.
- Discourse competency is how to get the ideas and understand them by patterns of organization by cohesive and transitional devices.
- Strategic competency focuses on using techniques to get conversational fluency and the effectiveness of communication.
- Sociolinguistic competency is to have awareness of cultural backgrounds and expressions that focuses on the social rules of languages.

Grammatical rules of competency is how to understand and use the grammatical rules and vocabulary of the language but are asked to use some of them in a classroom. Through studies of socio-cultural, functional and structural aspects that can be applied in the communicative competence and teaching as a curriculum by letting the pupils get cognitive skills. The communicative competence is an excellent process to improve the importance and manage of the languages.

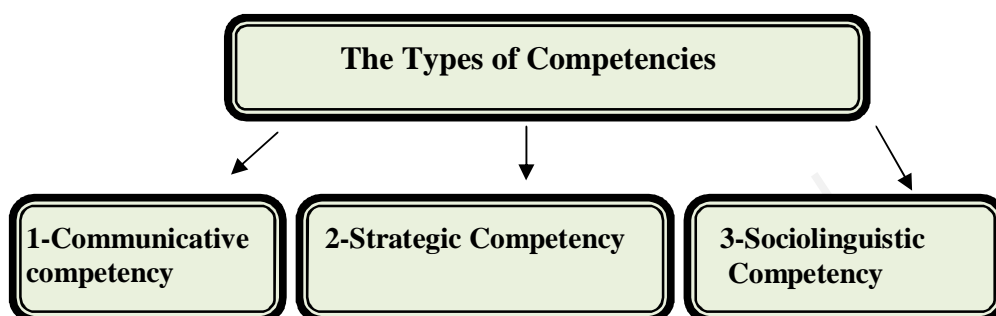


Figure 2.2: The Main Types Of Competencies

2.4 Language Assumptions and Mechanism

Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language. It differs from linguistic performance which is the way a language system is used in communication. Noam Chomsky introduced this concept in his elaboration of generative grammar where it has been widely adopted and competence is the only level of language that is studied.

According to Chomsky, competence is the ideal language system that makes speakers able to produce and understand an infinite number of sentences in their language and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected grammatically irrelevant conditions such as errors in Chomsky's view. Competence can be studied independently of language use which falls under performance for example through introspection and grammatically judgments by native speakers. Many other linguists, functionalists, cognitive linguists, psycholinguists, sociolinguists and others have rejected this distinction criticizing it as the concept that considers empirical work irrelevant and left out many important aspects of language use.

linguistic competence is also defined as the capacity of an organization and its personnel to communicate effectively and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who are not literate or have low literacy skills and individuals with disability.

It also includes policies, structures, practices procedures and deliberate resources to support this capacity, making progress requires making change in people's values attitudes or habits of

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behaviors. The implications of cultural and linguistic competence, creating training content, approaches and materials that are set for diverse audiences.

The assumption takes into account the credibility as well as the ability of a learner or speaker to speak freely regardless of who the receivers or hearers are. The selection of suitable topics in initiating a conversation, the ability to hold a conversation and to show respect towards the other speaker without stereotyping and not neglecting the affectionate factors such as politeness is also a key element in acquiring a second language competency. Dweck claimed " language is a tool for human beings to express themselves as social creatures and the language used in that particular context is important in terms of linguistic interaction that takes place."

Acquiring a second language communicative competency requires learners to master the basic needs of communication which are the ability to transmit and interpret received information accurately with correct grammatical application that reflects the real contextual meaning as well as able to compensate unknown or difficult words into typical, understandable language. Other than that, learners need to be able to acquire the ability to restructure their existing vocabularies to meet the demand of contextual suitability. Furthermore, it is important for learners to practice to communicate using sentences which are in close context to the purposes of the communication that takes place so that the intended meanings become clearer and more authentic.

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Throughout the dissertation, most of the explanations made were regulated around only two points. First, is in defining the meaning of communicative competence. Second is elaborating the meaning of acquiring second language communicative competence from the perspective of only verbal communication. The process of communication is not restricted to only one channel which is speaking. It can also be through other means of sending and receiving messages such as writing, listening and reading. This is considered as a delimitation encountered in accomplishing the task. The situation of integration will mobilize a number of resources and will help pupils assess what they have acquired so far.

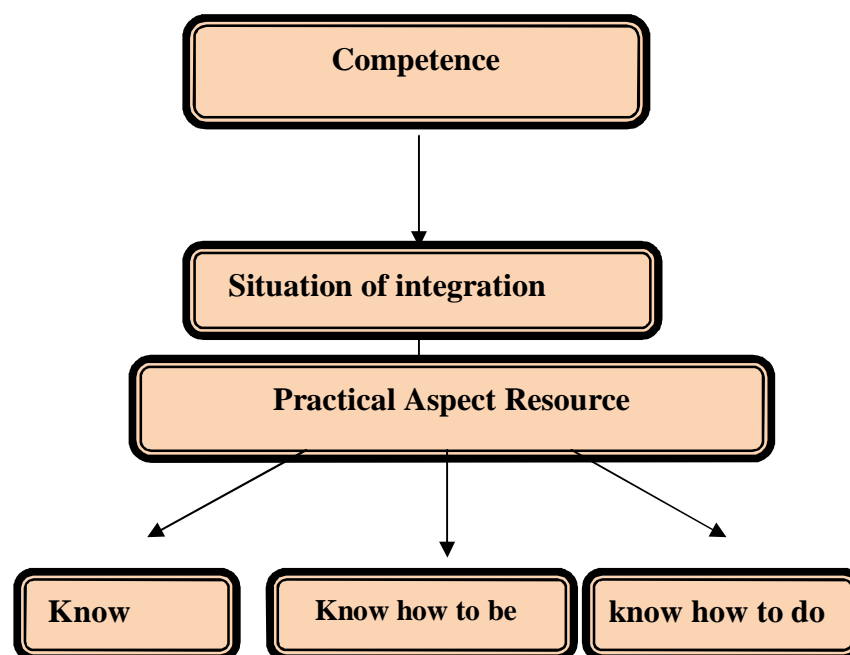


Figure2.3:The Situation of Integration in Raising Pupils' Competence

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Competence is a set of knowledge, capacities that are mobilized to find solutions to different problem situations. To know how they are organized, coordinated with the other resources, how to deal with these situations. Integration is a process for the learner, it concerns articulating separated elements to use these situations. The teacher prepares the situation and presents it at the end of the teaching in this context Chomsky explained " *As far as we know, possession of human language is associated with a specific type of mental organization, not simply a higher degree of intelligence.*" (Chomsky, 1968, p.10). It is an exploration or a reinvestment since it leads to a new learning and gives birth to new knowledge and fixed concepts . It is used for the purpose of optimizing the quality of learning and other assets. Integrating or reinvesting in a situation means that the learner represents a certain degree of performance in front of a complex situation where organization of thoughts is demanded as already explained by Chomsky. It is solved individually by the learner. To know how and know how to be or which competence he can set will teach him how to evaluate, regulate and remedy when it is possible.

2.5 Competency-Based-Approach a part of the Current Reforms

The concept of competency based approach (CBA) in the education system is an evolution idea, an old one. It was first introduced in USA in the late 1960's and evolved through applications to other professional education programs in the 1970's. However the principles and intentions of competency based approach witnessed a little change. Education has remained essentially unchanged since the 1960's.

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The main focus was on outcomes, a greater work relevance and outcomes as observable competences. Assessments as judgments of competence and improved skill recognition. A competency is the ability of the pupil and knowledge into action outcomes as observable workplace performances. The CBA focuses on acquiring life coping skills while developing the language to perform these skills. It is based on theories of adult learning to take place.

The approach has been developed and applied in United States of America to help immigrants and refugees learn English and life skills at the same time. The pupil's dominance of competency based approach is based on its activities and interaction. According to CBA, to learn is to understand one's knowledge and acquire new knowledge. The competency plays an active role as it certainly develops, a sense of initiative and responsibility for the pupil.

The implementation of the competency based approach in the Algerian educational system in Algeria and the EFL classroom in particular has by cause and effect given rise to a radical change in the national curriculum guidelines, elaboration of new textbooks. Spotlight for the first year classes, series for 2nd and 3rd AM and on the 4AM. It is useful to recall in this very scientific context that the CBA is part of the educational level of integration. This level is itself part of the multidimensional globalization process. The Baccalaureate is an official national end of year exam for pupils of the secondary school.

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It is very important and decisive examination with a reference to the average of the marks obtained in the different subject matters, with a coefficient of 2 or 3 and that of the year school added to the annual average at least get 10/20 this will help pupils to pass to the secondary education level or to the 1AS. The situation of integration is a process that suits each pupil. It consists in mobilizing and articulating various elements learned separately, a situation is prepared by the teacher and presented at teaching ends. It is conceived according to the knowledge acquired by each pupil. It is more than an exploration that consists of fixing contexts. It allows the learner to reflect, analyze and establish the link between new learning and other assets. This approach calls more upon a high level of general culture and control of the language than the traditional approach, which will not fail to support the children resulting from the easy families and/or the urban zones. To be really useful, the evaluation cannot be satisfied with a quantifying mark. It indicates first of all the progression in the pupil and his way of learning called formative evaluation, then it must measure the assets of the pupil at times given that is attesting evaluation. This is the only way for the teacher to be able to have reliable data on the forces and the weaknesses of his pupil. The approach in the qualifications of the educational operation throws to modification of the concepts the cognitive qualifications and the technicality for educated people.

The Algerian informer suffers from difficulties in application in this education. Algerian forms of the evaluation circulating in the teacher formational characteristics of the evaluation reconciled the strategic qualifications of the evaluation.

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Their role may be so crucial that education systems gain both in effectiveness and equity. Many research outcomes have shown that it is important to stress first and foremost complex post. It is a matter of complex situations (integrative pedagogy) in which the pupil is invited to use the knowledge, the skills that have already been acquired are not ends in themselves but resources that the pupils employ to confront the complexity of their environment. It shows to what extent using the problem-solving approach to inculcate knowledge and know-how, in other words using complex situations for prior learning presents less suitable innovation. The presented table shows results of a class of 37 during the academic year 2013 till 2014.

Marks	00-05.99	6-7.99	8 -9.99	10-11.99	12-13.99	14-16
First Term	05	05	10	11	04	02
Second Term	07	10	08	08	03	01
Third Term	07	10	07	06	04	03

Table 2.2 :The Results of a Class of 37 Pupils during the Academic Year 2013-2014 Mohamed Boudiaf secondary school in Sidi Lahcen . Baccalaureate statistics
School Archives

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Therefore the contents which are presented and recycled through the three semesters must be the subject of selection for the enumerated objectives. There are objectives to reach in terms of knowledge and others in terms of know-how. The topics and the types of texts are cut through the cycle, certain contents are presented in an isolated do not meet aims of communication, inadequacy between certain contents and the cognitive level of learning especially in first-year redundancy of the linguistic contents through the cycle.

The teachers must be trained suitably with a reading and analyzes programs at ends of use, they must be formed on must be formed to choose the types of activities which will engage learning them in trainings from communication and not with the linear installation from linguistic contents, they must be formed on the use of the textbooks in an approach by competences and not by the contents, the reduction must also influence the evaluation, the teachers will have to determine the objectives of realizable evaluation compared to the existing format.

Curriculum issues, either in an explicit or an implicit manner is linked to current thinking and action on educational concerns and reforms around the world. Experiences of educational reform in Algeria almost have shown that curriculum is at the same time a policy and an educational issue, a process and a product installing a wide range of institutions.

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Innovation in the Algerian education and many other aspects reported under this category are in the area curriculum and program development, volume of hours addressed to third year pupils (see table 2.3 below), new approaches to teaching and learning, often combined with the introduction of new educational technologies, and quality assurance. The following table the volume of hours planned for third-year classes at Mohamed Boudiaf secondary school in Sidi Lahcen. Sidi Bel Abbes.

Streams	Volume of Hours	
	Weekly	Yearly
1. Letters and Philosophy	4 h	108 h
2. Exp. Sc./Math/TM/ME	3 h	81 h

Table 2.3: Volume of hours planned for third year pupils for all streams

Source: School Academic Year Time Table Planning At Mohamed Boudiaf School in Sidi Lahcen.SBA

The need for change and innovation had always been prevalent in the educational systems of developing countries. The additional one year to the intermediate education, an innovation and a reform in education. These changes require teachers to question their traditional subject practices and classroom routines. Pedagogical assumptions of their practices because of the need for school to meet the planned requirements. The school syllabuses are subject to change favor cognitive development above other domains of education. For the past several years there has been much debate

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over how to improve pupils' English proficiency in schools mainly secondary schools. Some attribute the pupils' proficiency to the fact that school educationalists put too much emphasis on tests education on grammar which needs to be rectified immediately. Others point out that education as a whole must be improved. It is essential for school teachers to make pupils aware for the necessity of learning English for just they need to memorize difficult verbs.

The necessity of English grammar like the subjunctive mood is absolutely fundamental for school teachers with presentation skills which are the most effective ways of improving learner's proficiency by exposing them to the test oriented education. Their mind set change completely by exposing them to all situations how to express themselves in English .The necessity of grammar and vocabulary is unavoidable. These pupils have to be better equipped with presentation skills courses that include teaching language learning that pupils can learn to become independent and autonomous. The step can include learning strategies and meta-linguistic. In this regards Kramersch stated that "Constructing a speech event means not only having a choice of grammatical and lexical features, but deciding which to choose from, depending on one's assessment of the whole situation of communication, and expectations raised in the speaker and the listener by that situation".

Challenges for quality assurance in communicative competencies. Linguistic terminologies is constructed through interaction trends. Foreign languages, linguistic policies language roles, language interference, motivation, cognitive skills instructional systems traditional modes of instruction, evaluation system, suggested methods to improve communicative competencies and

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skills amongst learners, cooperative learning: advantages involve the move from a competitive classroom environment to a cooperative one by encouraging third-year pupils to take a mutual and active role in the acquisition of knowledge and language skill, thus empowering minority pupils through a reciprocal interaction model of learning. During the English session group work increases the quantity of their talk, the opportunity to practice language thus decreasing the predominant teacher talk may increase their participation and the cultivation of critical thinking. The holistic approach to learning and teaching acknowledges the importance of both teachers and learners fulfilling their respective roles in the educational process. Research and knowledge management in particular with its ability to challenge prevailing skills and technologies require restructuring and rethinking the relationship that exist between communicative competencies and knowledge acquisition. It Provides room for language competencies across the curriculum, through considering ways of correcting linguistic incompetence during discourse and interaction, by encouraging individual language assessment and consciousness as a necessary tool to language proficiency. Adopting audio-lingual technologies can facilitate interaction through various cooperate learning tasks. Language teachers need to use a variety of language technologies in delivery, quality assessment and evaluation of the courses. Educators need to understand linguistic factors that inhibit problem solving among learners so, they need to create novel and creative ways of knowledge and information presentation. Enhancing linguistic abilities of individual learners be part and means of achieving quality results in education at institutions of higher learning in addition to incorporate aspect of language acquisition.

2.6 English Teaching Effect on Learners' Proficiency

Unlike French which is considered as a first foreign language, English has the status of a second foreign language. English is latterly introduced to the Algerian learners during their schooling in the 8th A. F(Année Fundamentale /Fundamental schooling) in the middle school compared to French which is inserted in the 4th A.F in the primary school (in the second-year after the reform). Being not only the language of music, literature, politics, technology and sciences, the English language imposes itself in every single field of human beings' daily life which has an indisputable status especially with globalization as the first language all over the world a great interest and a large awareness' wave of its importance are increasingly raising day after day in different parts of the world mainly in the developing countries, the case of Algeria. Yet, the English language found its way to the Algerian people in the early 60's and 70's mainly in respect to the economic tendency of the country despite its importance, the English language remained and still is in a perpetual competition with the French language .

The latter is restricted to the classroom use only as a school subject. Language proficiency may vary between average and poor due to the restriction in use only in the classroom. Exposure to English remains insufficient to master a foreign language and meet learners' needs statistically is about 524 hours counting 3 hours a week for a period of 5 years (2 years in the middle school and 3 years in the secondary school). Though its rank as a foreign language, the French language is part of the Algerian learners' daily

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life since the latter use it in their ordinary speech and it is present in their direct environment in media like newspapers or on TV, and even in the official speeches of the Algerian officials. So far as teaching English aims at encouraging pupils to develop lifelong learning skills such skills crucially include the ability to deal with the unexpected learning situations, to make informed choices, to develop sharp observational skills, and to construct useful techniques while guided internal values, convictions and reasons. Learning in making changes to the working of pupils minds to reflect the learning is not only a mental, but also a social process.

2.2 The Use of the Mother Tongue

In a language classroom, many teachers may use the pupils' mother tongue in this aspect of their work in the interests of organizing the lessons clearly and efficiently. However, it is a means sacrificing valuable opportunities for well motivated foreign language use. In addition, it tends to devalue the foreign language as a vehicle for communication. Pupils see it as allocated to communicatively inessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Many pupils are likely to remain unconvinced by teachers' attempts of satisfying their communicative needs. It is therefore important to provide learners as soon as possible with the language needed routine classroom affairs in order to establish the foreign language as the medium for organizing learning activities to improve quality of learning.

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The classroom is most of the time called an artificial environment for using a foreign language. It is a real social context in its own right, where pupils and teachers enter into equally real social relationship with each other. It is true that language teaching aims to equip them with different contexts which means that the usefulness of language learning does not depend only on what specific pieces of language the learner encounters. Once language structures and communicative situations have been mastered and well determined they can be used creatively. Language proficiency must be conceptualized within a developmental context as a function of the interactions that pupils experience in their languages.

2.2.1 Attitudes to Mother Tongue Use in the Classroom

The idea that all use of the mother tongue in the language classroom with third-year pupils must be avoided, it stems from the advent of the direct method at the beginning of the twentieth century. More recently, however, attitudes to the use of the pupil's mother tongue have undergone a significant change. It cannot be denied that pupils will use their first language in the classroom, whatever teachers will say or do, the question is whether they try and stop it. There is no evidence that this would improve learning efficiency according to some linguists.

Two issues seem to arise in the present situation. In the first place since pupils are likely to use their L1 there is a little point in trying to stamp it out completely. Such an approach will not work and may only discourage the pupils who feel the need for it in some stages. However a lot will depend on when pupils will use their L1.

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If they are working in pairs studying reading texts; for example, the use of their L1 may be quite acceptable since they are using it to further their understanding of English. If on the other hand they are doing an oral fluency activity, the teachers will try and insist on the use of English in language study and oral production activities, though teachers will continue to use it as often as possible. As for teachers, they are a principal source of comprehensible input. Teacher-talking time (TTT) has an important part to play in language acquisition, makes sense for them to speak English as much as possible in the class, especially since, pupils will not see the need to speak too much English either. However, there are times, especially at lower levels, where the use of L1 may help both teacher and pupils.

An explanation for the discussion of methodology or the giving of announcements which would be impossibly difficult in English. There are number of actions which teachers can take to promote the use of English and explain clearly what is expected from those pupils. Indeed, Belyayev pointed *“It has been established that when two foreign languages are studied simultaneously they hinder each other, which also has an effect on the reasoning process.”* (Belyayev,1963,p.74) These learners need to know when mother tongue use is permissible and when it is not a part of the agreed code of conduct with a class will be just this understanding of when it is more or less active and when it is seriously counter-productive. Pupils need to be aware of when English is absolutely essential. If teachers create an English environment, making English the classroom language as well as the language to be learned. The art of persuading pupils to have a go in English depends on

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the guideline that were set, the agreement teachers made with them and the friendly encouragement and persuasion they use while activities are taking place, this together with other measures that have been suggested, generally ensures that most pupils are speaking English most of the time.

2.2.2 Switching to Mother Tongue in the Algerian Classroom

It is worth pointing out that the amount of L1 use by particular pupils in secondary school and mainly with third-year pupils may well have a lot to do with differing learner styles and abilities. Some people use mostly English from the very beginning whereas others seem to use their L1 more frequently. The choice of task has made the use of L1 almost inevitable: pupils can hardly be balanced for that. Another reason why pupils at the secondary school in a session of English use their own language in the classroom is because it is an entirely natural behavior.

When pupils learn a foreign language they use translation almost without thinking about it or its consequences. The fact of switching between L1 and L2 naturally develops mental and misguided behavior. Pupils use their L1 when performing pedagogical tasks, especially when one pupil is explaining something to another. This is a habit that in most case will occur without encouragement from the teacher. Another cause of mother tongue can be teachers themselves. If they, frequently use the pupils' language, then the pupils will feel comfortable doing it too. Teachers need therefore to be aware of the kind of example they themselves are providing. One thing that can drive teachers anxious is when their pupils are apparently unwilling to use English in the classroom especially during communicative activities.

2.2.3 Project Work through Competency Based Approach

Competency based language teaching skills allow pupils to assess ability; it focuses on language learning which is considered as an active participation of the pupil and a creative use of knowledge and thought during pupils' interaction with each other. Globally speaking, CBLT is an approach that teaches the basic skills they need, it is about pupils outcomes that prepare the pupils to deal with everyday life. As far as the project work is concerned, it aims at integrating the learners in the writing phase. It is recognized as the pupils'centered activity. The project goes hand in hand with the unit procedure, it is the access of this learner manifestation. The teacher signals seven times the project during the unit. So, Pupils make use of the strategies and skills they have acquired through the unit. The project work can be considered as a way of approaching learning that fits all the abilities.

The achievement of an end product is a crucial step in the whole process of learning L2. "The CBLT is an approach in which the indirect teaching is reflected, the evaluation focuses upon the process as well as the product of the pupils". (Moss Donna and Van Duzen Carol,1989) The pupils' brainstorm, find facts, organize, write up and negotiate with their partners of the same class because the teacher monitors them by giving them pieces of advice, he/she moves from one group to another. During the application of the competency based language teaching pupils work together and invest their school acquisitions to achieve a common end product. The project work often results in a reliable incorporation of varied skills that lead the pupils to process with information and knowledge.

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Most of the time the project work seeks to introduce social skills, it increases motivation as a consequence pupils will gain more confidence, esteem and autonomy. Generally, teachers use important stages to have good work project. The following table shows the different themes of the projects.

Theme	Ancient Civilisations
Project Outcomes	<p>Pupils will :</p> <ul style="list-style-type: none"> -draw the wheel of civilization -make a timeline from the most ancient civilizations (Chinese, Sumerians, Aztecs, Egyptians, etc)to the most modern ones
Learners' Outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -discuss the lives of people in ancient times -explore the rise and fall of civilizations.
Skills and Strategy Outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -report on what was read/ observed -show/use a sequence of events -make hypotheses -represent findings on a chart -use illustrations to tell stories -recognize cultural similarities and differences
Intercultural Outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -bring awareness that each civilization has contributed to the progress of mankind. -develop positive attitudes

Table 2.4: PROJECT N/1: Exploring the Rise and Collapse of Civilization
Source: Curriculum of English for Third year Secondary School. All streams 2007

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After agreement on the topic and its aims by teachers and learners, they collect data they get involved in that relying on different sources from the internet, newspapers, encyclopedias, questionnaires and interviews. Pupils can look for other resources. One of their plans is to look for a manner to set an end for the project.

2.3 Communicative Competence and Performance

The capacity of persons to select and recognize the language variety appropriate to the occasion is known as their communicative competence. Chomsky's notion of linguistic competence assesses a person's linguistic knowledge about words, pronunciation grammar, syntax.etc. Canale and Swain maintained "there are rules of use that would be useless without rules of Grammar the study of Grammatical competence is as essential as the study of sociolinguistic competence" (Canale and Swain,1980).

Speakers select options from available linguistic repertoires to fulfill various communicative needs e.g. addressing a formal gathering, handling examinations, dialogues, speech, report writing and academic argument. In general communicative competence includes the following aspects. It is assumed that learners enter university with a capacity of language needed for learning; however, this is not the case.

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Problems in understanding language will affect almost every aspect of schooling: following directions understanding instructions, reading, comprehension, interpretation of questions relating and discussions. By way of illustration most learners have difficulties in expressing thought on paper due to language limitations, in fact expressive problems can make them unwilling to participate in class.

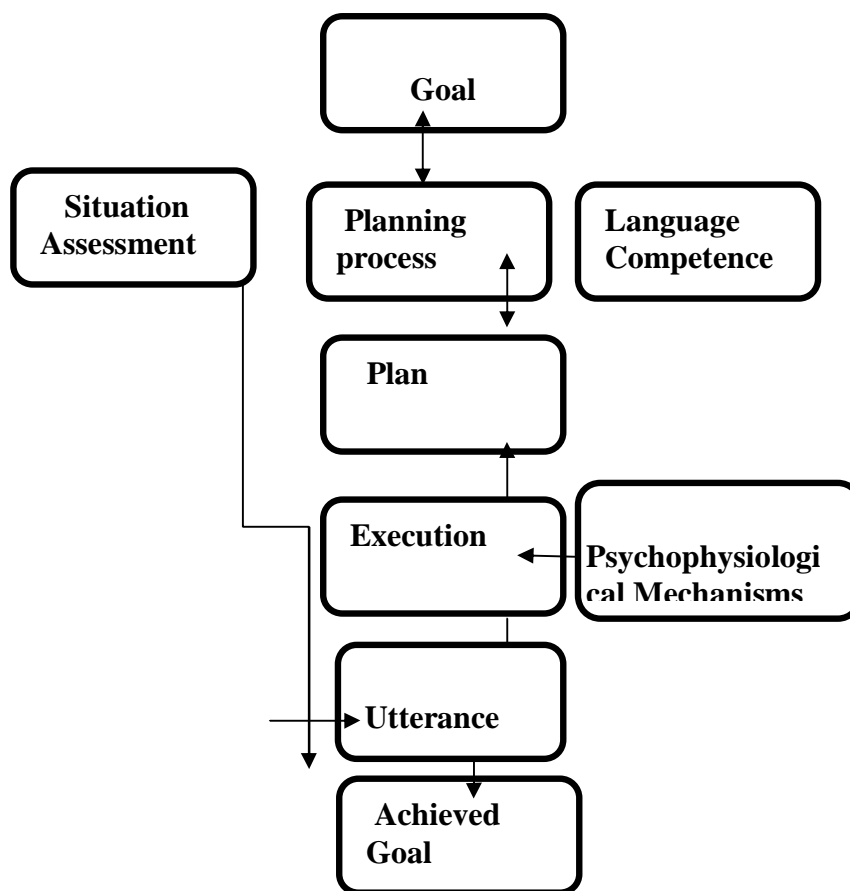


Figure 2.2: Bachman's (1990 Model of language use complemented with the "achieved goal" step

Fundamental considerations in language testing and teaching,
Oxford University Press

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Relationship between knowledge management and communicative competence, linguistic knowledge guides knowledge actions; knowledge action changes linguistic knowledge. Linguistic knowledge illuminate the shape of academic knowledge and discourse. Communicative abilities can enable learners appreciate and implement the different perspectives of information manipulation and organization. Above all, communicative deficiency affects both pupils' performance, information acquisition, information relations and presentation.

2.3.1 Enhancing Learning Communicative Competence in English

Nowadays, with a high speed development of technology, knowing a foreign language has become more significant in an environment where information plays a decisive role. With English becoming the most common used language, learning vocabulary is turning out to be the basic step beyond all doubt. However, pupils do not know much about vocabulary learning strategies. Therefore to learn vocabulary in an efficient way, many studies are committed to come up with a result. Teachers and administrators face unprecedented levels of overcrowding with as many as three pupils per desk in some classes other schools have drawn classes down to half-time to compensate for the lack of space i.e. overcrowding .

Further reforms in 1976 extended the period of compulsory education from six years to 10 years while also guaranteeing that education at every level is provided free to all free instruction, the reforms of 1976 mandated that education be the exclusive domain of the state. Reacting to a need to reduce the burden on the state the

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government passed an executive decree in 2004 that amended the 1976 reforms and explicitly allowed for the establishment of private institutions of education under well-defined regulations. Private education in Algeria still remains however very much a nascent industry.

The Ministry of National Education is responsible for the supervision of basic and secondary Education. There is also no shame if weaknesses are discovered; it is a sign of strength to admit that three or four years of school reforms have not achieved the assigned objectives. In this situation, one has to consider critics and reports to learn how to implement the contribution of the experts in the field in collaboration; these experts will revise and update the teaching-learning material. Any problem in the school reform needs to be remedied starting at the very beginning, particularly when it relates the future of a nation. It is imperative for a nation, trying to implement a school reform, to learn from these significant lessons in order to pave the way for the new generation to reach the dream of a better future and contribute to modern civilization. As to the most recent developments in Language-in-education planning they correspond to President Bouteflika's era. In September 2003 his Government started to implement some of the recommendations made by the National Commission for the reform of the educational system (CNRSE)⁵ the fundamental schooling system considered 'as a failure' by the Minister of education is replaced by the old structure: the middle school which lasts with four years instead of three. After graduating from middle school pupils have a choice

5 - CNRS :National Commission for the reform of the educational system. In September 2003 Bouteflika's Government started to implement some of the recommendations made by the National Commission for the reform of the educational system .

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between two common cores: sciences and letters. Starting from September 2003, the teaching of English begins a year earlier in the 1st grade of middle school on the basis of three hours a week. As of the 2003 to 2004 school-year. The new reform is centered on the pupil and based on his active participation in the learning process.

The pupil's gradual autonomy is one of the main objectives. As language is used and learnt, it is used to establish and maintain personal relationships with other people, it should be used and learnt in social context. The reforms provide opportunities through activities. It introduces a new language and topics to be covered during the academic year. It is designed to look attractive and stimulate the pupil's interest and enjoyment. It is based on the building up³ of the main stimulated competencies.

The communicative nature of language has some implications on teaching and learning. It has been designed to provide socialization through group work and to provide situations in which the pupil's imagination can find a variety of topics and settings in which he or she can play different roles. The reform planned for 2004 signals a return to the previous system: primary education intermediate education (four years).

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2.3.2 Pupils' Experience with Learning Vocabulary and its Importance

In order to find the best practice in terms of enhancing vocabulary learning in third year level, the first step is to discover the most common projects given to them during the academic year:

Themes	Proposed Projects
1. Ancient Civilisations	<ul style="list-style-type: none">- Rise and collapse of civilizations- Making the profile of an ancient civilization
2. Ethics in Business	<ul style="list-style-type: none">- Awareness of and ability to deal with ethics in business- Writing a charter of ethics
3. Education in the World	<ul style="list-style-type: none">- Understanding of educational systems in the world- Designing an educational prospectus
4. Advertising, Consumers and Safety	<ul style="list-style-type: none">- Understanding the issues of consumption and safety in a modern society.- Making a survey on the impact of advertising.
5. Astronomy and the Solar System	<ul style="list-style-type: none">- Exploring the solar system and learning about astronomy- Designing an astronomy booklet
6. Feelings and Emotions	<ul style="list-style-type: none">- Exploring the realms of feelings, emotions and humour- Writing a booklet of tips for coping with strong emotions

Table 2.5: Proposed Themes for Projects' Assessment
Third-Year Syllabus(2007) (Source : X.Rogiers 2003)

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The difficulty experienced by pupils is significant. They should know a huge number of vocabularies. In Longman dictionary (2002) vocabulary is defined as a set of lexemes including single words, compound words and idioms this source can enrich learners. The projects addressed to third-year pupils contribute to enrich their linguistic luggage. The following table shows the proposed themes for and the output for each project. Pupils in the subject of English repeat new words, this constant repetition could improve long-term memory. Thousands of words will be repeated throughout the learning process, Moreover, guessing is not a mainstream learning method.

Using a dictionary is a basic method, pupils could use dictionary to check the meaning of new word but it is not good for long-term memory Oxford explained Pedagogically, the main lessons of research are: that integration of VLS vocabulary learning strategies into instruction appears to be more effective than non-integration that significantly better vocabulary performance is possible with VLS instruction and that combination of meta-cognitive and specifically seems to work better than either in isolation. In short, VLS instruction can be integrated throughout a course as a crucial pedagogical component in course materials which are sensitive to the learners' need (Oxford, 2011, p. 256).

Teachers of English as a Second Language know very well how important vocabulary is. They know pupils must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and pupils agree but for many years teachers did not pay much attention on vocabulary learning

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strategies, which means pupils received less help from teachers of learning vocabulary. As grammar and pronunciation were emphasized in many journal articles, teachers were also told that they should teach vocabulary until learners could have a flexible use of grammar and pronunciation. For this reason, during these years, an increasing number of people realize that even though it is important to know how a word works together with others in a sentence, the choice of word meaning is still occupying an important position. Lexical problems frequently interfere with communication. Most of time it breaks down when people do not use the right words. Patrick and Swain stressed in his work

No matter how well the pupils learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. Learners tend to remember a word they meet every day rather than some words they just meet once. Therefore, learners have a deep-rooted idea: if they want to remember a new word, they should repeat this word again, again and again. Of course this belief is wrong.

(Patrick and Swain 1990,p.113)

Teachers know if learners do not know enough words, it would be difficult to express their ideas and to communicate with each other. Cook, (2008) showed an example in his book entitled an introduction to language learning acquisition, A swear word said accidentally when the teacher drops the tape recorder is likely to be

remembered by the pupils forever, even if it is never repeated. So there are many other effective learning factors. Moreover, many teachers realize that teaching vocabulary is not only to translate or explain its meaning but also teach learners strategies to remember and use it. Hence, finding an efficient way of learning vocabulary has been widely discussed today.

2.3.3 Language Proficiency and Linguistic Competence

In education and mainly in the field of foreign language learning, language proficiency and linguistic competence are extensively used but as two different terms. However and when scrutinizing both terms definitions, it is clearly noticeable that both deal with learners ability to produce and understand the Language. Proficiency is generally defined as learners 'mastery of language needed to meet their basic communicative tasks or academic goals. Brumfit (1979) and in respect to teachers and learners objectives identified two aspects of language proficiency which are accuracy and fluency. According to him accuracy is required when the teacher and learners are chiefly concerned with getting the language right that is to get learners say the sounds right to use the words to express the meanings or to construct their sentences in a way that sounds acceptable courses that call for accuracy. Competences are the teaching of pronunciation, vocabulary and grammar. Fluency on the other hand is interested in the communication of meanings as defined by the same author Linguistic competence which is also referred to as a person's knowledge of grammar, lexis and sound patterns is useful when teachers are interested by accuracy.

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Though its importance, linguistic competence alone cannot lead to fluency required when the concern is to convey and receive messages linguistic competence is very important but on its own it is not enough to make the learner a fluent speaker and writer or a competent listener and reader according to Lyons *"linguistic competence and performance is the knowledge of particular languages, by virtue of which knowledge those who have it are able to produce and understand utterances in those languages"* (Lyons,1996, p.11) From this perspective and linked to the current study, pupils in third year classes may possess an important linguistic competence that they struggled hard to obtain; however, they are not fluent when it comes to make use of it in real communicative situations like to absorb and in order to explain linguistic competence's deficiency when it concerns fluency, linked it to performance and suggests the relationship between linguistic competence and performance is most usefully perceived as one of continuous, mutual modification of one by other on his turn and by defining linguistic competence related performance to learners familiarity with activities that require the transmission of meanings. The knowledge which enables a speaker to use language is treated as only minimally dependent on the initial system, and as maximally dependent on experience, including practice in receptive and productive linguistic performance.

2.3.3.1 Textbooks and their Impact on Teaching

In this part of the research, the focus is on the importance of the textbook for third-year pupils which is official and meant to bring support and help to teachers during the session. The prescribed textbook provides adequate guidance for teachers.

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On one hand, it regulates the syllabus. On the other hand, pupils use the textbook to cover new material, review and monitor progress with some degree of autonomy. Third-year textbook is not to be followed systematically because teachers have to work according to the syllabus using both the textbook and supplementary materials as the need arises. The former Benbouzid claimed "*Teaching English in Algeria has improved somewhat but it still requires effort especially a serious preparation of textbooks and helping teachers indifferent aspects.*" (Benbouzid , 2006,p.100).The objectives assigned may push the teacher to select according to the underlined aims of the lessons which demand the use of the varied forms of the language in order to realise the project. Most of the time, teachers at the secondary school tend to take different initiatives. So they act by taking into consideration their pupils needs.

The tasks suggested in the textbook may or may not be relevant or interesting that is why they substitute or tail teaching materials that will motivate their pupils. New Prospects is a tool used not only to acquire the English language but develops skills and different strategies. It does not only foster pupils' interest, it will and embrace the aftermath phase of their schooling but it also caters them with a constant, conscious development of their cognition, facilitating thus the learning process for teachers and pupils alike. Six thematic units are designed for each stream, pupils are supposed to undergo different real-life experiences.

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In each unit, the pupil explore vocabulary, grammar and the language forms consequently, in each of them they reflect the linguistic features. The following table presents the different themes proposed for third-year pupils.

→ Themes	Maths/Tech-Maths/Sc Exp Sc /Eco Manag	Litt and Philo./Foreign languages
1. Ancient Civilizations		+
2. Ethics in Business	+	+
3. Education in the World		+
4. Advertising, Consumers and Safety	+	
5. Astronomy and the Solar System	+	
6. Feelings and Emotions	+	+

:

Selected Themes for 3rd- year Pupils

New prospects 3rd year Secondary School Textbook (2007)

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The selected course books were evaluated in three stages. The first step in the analysis concentrated on an explanation of the aims and scope of the EFL course books, based on the introductory sections of the corresponding teacher's books. The purpose of this step was to get a general picture of the content and structure of their structures, as well as the stated aims formulated by their writers. The next step in the analysis, following Richard's (2005) framework, intended to determine the proportion of the three kinds of language practice found in most EFL course books, namely mechanical practice, meaningful practice and communicative practice. The three types of practice are as follows

- Mechanical practice: controlled activities that involve repetition and substitution drills, usually designed to practice the use of a particular grammar item.
- Meaningful practice: activities in which language is still controlled and students are required to make meaningful choices when using the language.
- Communicative practice: activities in which language is not predictable language use is more spontaneous, taking place within a real communicative context. The final step of the analysis endeavored to determine the proportion of the attention the components of communicative competence receive in the three course book series. With regard to each individual task, many activities had the potential to develop communicative competence, but only if used appropriately by the teacher. Therefore, the components to be developed were listed in two categories, i.e. 'definitely' and 'potentially developing communicative competence'.

2. 3.3.2 Acquiring English through Mistakes

One of the things that puzzles many teachers at the secondary school is why pupils in third-year level go on making the same mistakes even when such mistakes have been repeatedly pointed out to them. Yet not all mistakes are the same; sometimes they seem to be deeply ingrained, yet at other times pupils correct themselves with apparent ease. It is now widely accepted that there are two distinct causes for the errors which most if not all pupils make at various stages. One of the causes is the L1 interference. Pupils who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other, there are often confusions which provoke errors in learners of English. Errors are part of the pupil's interlanguage, that is the version of the language which a learner has at any one stage of development and which is continually shaped as he or she aims towards full mastery .

When responding to errors teachers are asked to provide feedback, helping that reshaping process rather than telling pupils off because they are wrong. A distinction is often made between accuracy and fluency. Teachers at that level need to decide whether a particular activity in the classroom is designed to expect the pupils' complete accuracy as in the study of a piece of grammar, a pronunciation exercise or some vocabulary work for example. They need to make a clear difference between non-communicative and communicative activities. Whereas the former are generally intended to ensure correctness, the latter are designed to improve language fluency.

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Pupils have a lot to gain from coming up against communication problems provided that they have some of the words and phrases necessary to help them to negotiate out their communicative impasses, they will know a lot of from so doing. When teachers intervene, not only to correct but also to supply alternative modes of expression to help pupils, they remove that need to negotiate meaning and thus they may deny pupils a learning opportunity. In such situations, teacher intervention may sometimes be necessary, but it is nevertheless unfortunate. Nothing in language teaching is quite simple, of course. There are times during communicative activities when teachers may want to offer correction or suggest alternatives because the pupils communication is at risk, or because this might be just the right moment to draw the pupils' attention to a problem. Furthermore, intensive correction can be just as unpleasant during accuracy work too. It often depends on how it is done just as importantly; therefore, correction is a highly personal business and draws more than many other classroom interactions on the relation between teacher and pupils.

2.4 Conclusion

The interest in this part of the research is firstly to shed light on the importance of communicative competence in the foreign language classroom and then to denote its aim and importance in the improvement and development of learners' language proficiency to highlight basic requirements as far as problems mainly related to the secondary school dealing with third-year pupils and language proficiency in general with reference to the Algerian context. Producing

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permanent change in learning engagement as well as showing the role of learning English is the main goal of teaching that foreign language in Algeria to develop the intellectual cultural power of pupils especially for those who enter exams at the end of the third year. Foreign language teaching is concerned with the reality of communication as it takes place outside and inside the classroom. The majority of pupils in English sessions claim that their classes are not well organized, starting from time management, no agenda of daily life exercises and no assessment of pupils' level. As a consequence, they feel that they are not well skilled to continue their achievement. Some possible constraints are certainly generated from reforming the educational system and which can be alleviated with an ongoing assessment and involvement of the educational community. It is also interesting that the pupils are awaiting the failure in a talent manner they may know failure but keep in mind that success can't come without failure and loss of enthusiasm. The reasons of failure are the easiest possible discovery toward success. Therefore they take a series of steps to accomplish particular work and this step is investigated in the third chapter of this dissertation.

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Notes to Chapter Two

1-The most important notes of this chapter is to shed some light on the English language position in Algeria especially in the secondary school from an educational and linguistic angles. The new status assigned to English in the light of the relentless globalization process had an impact on pupils achievements in English.

2-The researcher focuses on describing briefly the educational system in Algeria. The researcher speaks also about the position of The foreign language and the importance in the current linguistic market. She also mentions the introduction of different reforms in the Algerian education system. The secondary school has faced the introduction of English in the first year of pupils entrance to the secondary school.

3-Being in contact with this foreign language did not solve the problem because pupils proficiency is still unrealized and they face obstacles once they had finished inter intermediate education and move to the secondary school. English being the second and logical outcome of status planning is studied as a second language.

CHAPTER THREE

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3.1 Introduction

The important objective of the present study is to bring to light some of the reflections of Algerian pupils on the importance of learning the English language in the present time within a globalised world. The present research looks for the reasons that can be at the origin of third- year pupils' linguistic failure at the secondary school by detecting the important points that contribute to the non achievement of linguistic competence in English and the impact of the different changes brought to education. It makes use of some interview data collected from the selected sample.

The study tries to explore the causes of pupils' linguistic competence in English. As today's teenagers are much more closed to the exploitation of the Internet, the analysis of the study has arrived to demonstrate their reflections on and their awareness of the significance of using this foreign language. The study concludes by suggesting that such perceptions and concerns might be a source of strength to the implementation of new programs or at least new techniques to teaching English rather than having negative attitudes towards the spread of this language. The study is concerned also with a sample of 100 learners who are aged between 16 and 18 learning a set of branches (science/mathematics/letters/management streams), five teachers are included as a sample since they are also important as their pupils in the learning process. Most of the teachers are aged between 28 and 45. The study focuses on the main reasons beyond pupils' linguistic achievement that has already been affected by the changes that occurred in education and the introduction of several changes at the secondary school at all levels.

3. 2 Description of The Pupils' Questionnaire

Since this structured questionnaire is addressed to third-year classes where all pupils have studied English from the first year. It contains closed and open ended questions to allow the pupil's to express themselves freely. That subject has 3 as coefficient and high courses attendance of three hours a week, in addition to extra hours as consolidation.

The questionnaire is about three important aims: First to evaluate third year pupils' level, their performance in this subject in the present educational system and find the causes that may be at the origin of pupils' weakness, third the impact of reforms and the introduction of CBA(competency-based-approach and the situation of integration).These pupils are chosen because they represent classes that deal with a final exam in the end of the year.

English as a subject for third-year pupils has 3 as a coefficient and high courses attendance for four hours a week in addition to extra hours as consolidation. The pupils' level is not really good in English especially pupils who dealt with that foreign language from the first year of their entrance to middle school. The insufficient results in tests and exams through the period of studies which is long and of great importance showed that pupils are still weak in English. The researcher may rely on the data got from the questions to find possible solutions and suggestions to overcome these weakness. The questionnaire was written in English but presented to pupils in Arabic in order to understand the questions and express themselves freely. They were able to answer using Arabic or French. However, the majority replied in Arabic. Here is a set of questions asked to third-year pupils:

Question One: Do you assimilate English when it is programmed in the last hours of the day?

The question that is addressed to pupils about their assimilation of English when the hours are programmed in the last hours of the day. **(55.86)** of the respondents gave a positive answer, their attitude towards studying English in the last hour did not constitute any problem to assimilate the lesson. Whereas **(44.14%)** showed a negative answer stating that planning lectures in the last hours of the day creates obstacles for brainstorming and concentration because they said that most of them are tired.

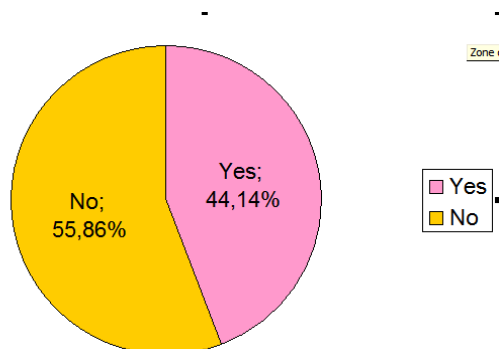


Figure 3.1:The Impact Of the Timing of the English Session and its Impact on Pupils

(44.14%) of the respondents showed a positive reaction concerning the timing of the English session. ■

(55.86) of the respondents a negative reaction towards the timing of the English session. ■

Question Two: How do you find your results during the academic year? Are satisfied enough?

When being asked if pupils reached good grades and if the results satisfied them, (25.59%) of them were satisfied with their results but (43.12%) did not show any satisfaction at all (31.29%) of the pupils said "somehow".

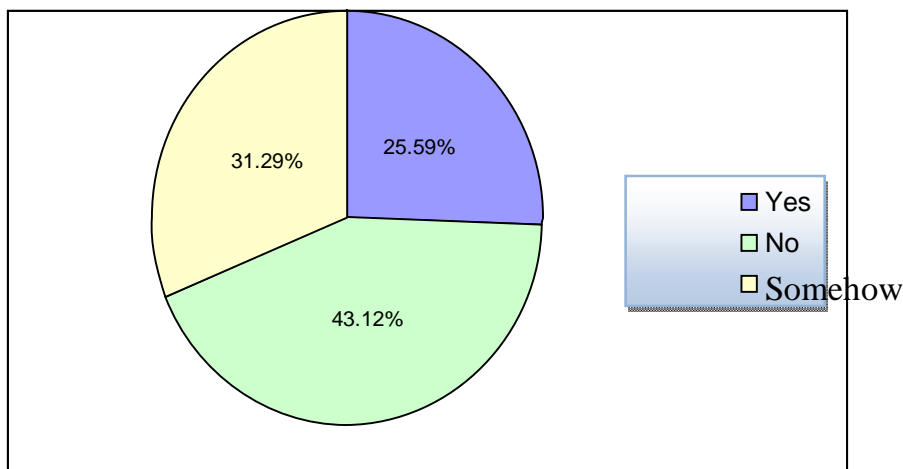
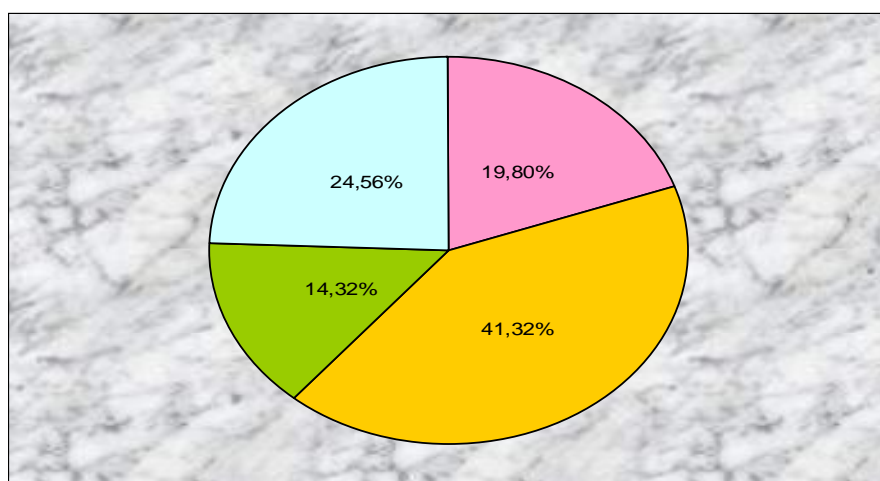


Figure 3.2: Pupils' Attitude about their Results During the Academic Year

The researcher, first displayed the whole results of 3rd year pupils in the secondary schools of Sidi Lahcen to have an idea about the pupils' level in English. What is to be mentioned is that the Baccalaureate results represent the pupils' work during the academic year (2013-2014 and 2015-2016). These grades represent the school-year that have witnessed the introduction of changes. The results may not be sufficient to evaluate pupils because of many reasons.

The introduction of changes in English led to obstacles, the teaching hour designed for the English subject is characterized by full programs. Even if there were good results of pupils' success in English, the level is still weak for most of those who pass the Baccalaureate exam and the expected competency is unachieved for nearly all the streams. This may be due to many reasons such as unmotivated pupils for learning English. The inadequacy of programs and their length that constitute a real problem for third-year-learners. The anxiety which is a psychological state that faces pupils at the Baccalaureate, fear of what may come after examinations. Samples of Baccalaureate exams of 2013 until 2016 and corrections are brought as an illustrations (in appendix4).







The percentage of success for 3SN (Scientific) (24.56 %) 
3HS (Human Sciences) (19.80 %) 
3TM (Technical Maths) (41.32%) 
3GE (Engineering Manag) (14.32 %) 

Figure 3.3:The Results of the BAC 2014-2015 at Mohamed Boudiaf School in Sidi Lahcen, Sidi-Bel-Abbes

Question Three: According to what you have learnt how, do you find the topics of the course-book?

The course-book 'New Prospects' is directed to pupils of all streams. It consists only of those who study languages since English is a fundamental subject for them and they use the course-book more than the other learners that is why, they have a large view on it. The researcher's aim from this question is to know how pupils find topics of the third -year course book of English. (23.22%) of the respondents show a good impression on the tool itself, (15.63%) say that topics are very good. However, (06.63%) expressed their satisfaction saying that the topics are excellent. (39.81%) of the questioned pupils are unsatisfied because the topics are weak. (14.71%) so they described the topics as being very weak explaining that there is too much focus on the grammatical structures and not all the skills are covered well that is why they feel confused.

Textbooks are weak in writing exercises. The majority of learners say that they meet many new items in each text ; i.e. texts are not varied in terms of topics only but also in terms of vocabulary and learners are expected to learn a number of words in each time they deal with a new text. Unfortunately these are in not in every classroom . To make the use of the course book logical, a careful attention is needed. There are some problems that teachers can have with course books which are not suitable and interesting for pupils. One can remark that every chapter follows the same pattern.

6-Text book entitled "New Prospects" is designed for third-year pupils(all streams). S.A.ARAB; B. Riche (2007).

There is too much focus on grammar which is explored at different stages. Grammatical structures which are not covered in each unit and that is too confusing. Adding, axing (cutting things out and adapting can be done during the course by many teachers who deal with third-year classes. Many courses are weak on writing exercises.

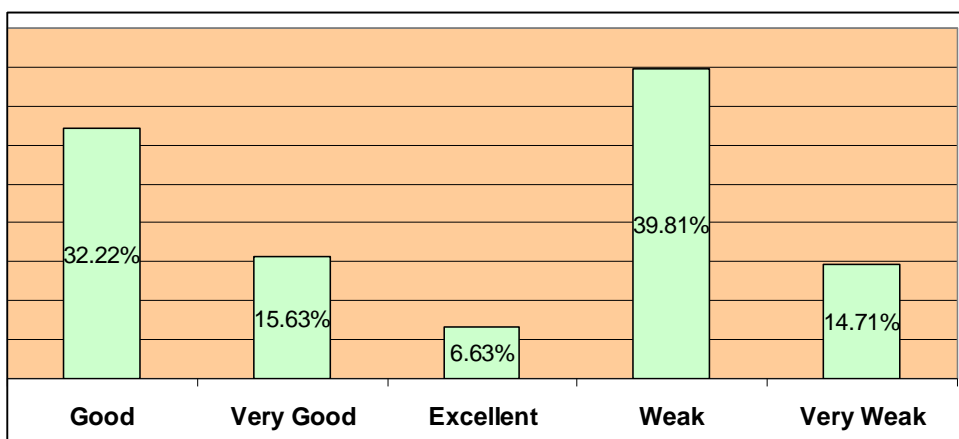


Figure 3.4: Pupils' Reaction about the Topics of third-year Course Book

The question that is addressed to third-year pupils was if the syllabus is answering their needs especially the difficulties they face in vocabulary and grammar explorers expected in the syllabus. Some reply saying that learning activities are not really varied and experiments suggested for third-year classes.

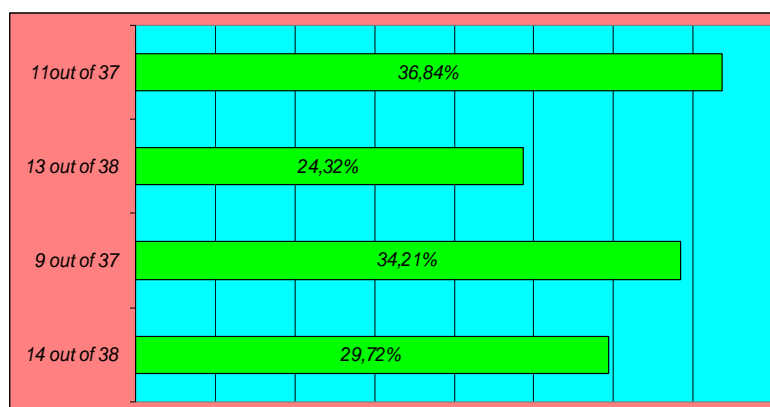


Figure 3.5: Pupils' Impression on the Third-Year Syllabu

Question Four: Do ICT's contribute to enhance your linguistic competence?

Using ICT's in my classroom help pupils a lot in terms of illustration as well as timing. Its use is really very beneficial. First, it helps them engage in various activities and prepare them for the world of work. In addition to that, it gives the teacher the opportunity to inject them with the love of research and creativity. Moreover, it saves time and chases away that burden on teachers such as using chalk, drawing pictures etc. Finally, it makes them in connection with the world of technology such as being good at the use of the computer and surfing through the internet.

Question Five: What is your suggestion for the coefficient of the English subject ?

The question that is addressed to pupils is about their reaction towards the coefficient of English. If it can be more than 3 or less. Different answers are given on that question because most of them consider the importance of the subject through the high coefficient. The same question is given to teachers of third year-level.

In response to this question addressed to teachers about the coefficient of English, (18.96%) of them suggest one coefficient for the subject. (14.69%) see that two as a coefficient is enough. They are also not satisfied about the coefficient of English as a discipline and their wish that the educational responsible such as ministers and educators will make more than three and (47.89%) suggest three for English.

The other percentage is (10.90%), these teachers see that a coefficient of four will push pupils to invest more in that subject and do their best to be competent speakers. Finally, the percentage of (08.05%) see that the discipline deserves more than 4.

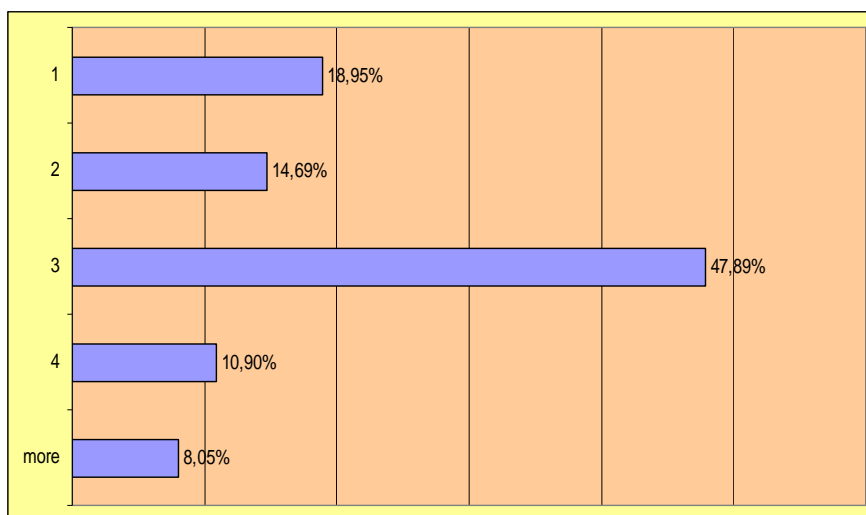


Figure 3.6 Pupils' Suggestions about the Coefficient of English

Question Six: Do you think that the reading texts develop your linguistic abilities?

Most of learners (52%) said that their purpose from reading is to enrich their general knowledge, while (20%) stated that their objective from reading is to enlarge their vocabulary knowledge, the same percentage is the answer of reading for the sake of answering needs related to their studies, while only (28%) claimed that they read for pleasure. For the purpose of knowing the kinds of materials that learners' best prefer this question was asked. Reading materials play an important role in a successful reading comprehension process. Selecting a proper text is important both for learners and teachers. There must be an appropriate, selected teaching material that depends mainly on the learner's cognitive level. In fact, learners themselves should select

materials that go with their interests; i.e. it is better to let the learners select what kind of texts they prefer to read and which topics interest them. Above all, selecting texts carefully creates a kind of motivation and participation in the classroom, and it is helpful for both the teacher and the learner. Text selection takes into account several factors that can lead to the successfulness use of texts; among them the use of authentic materials since the reader can react whenever s/he reads texts.

Question Seven: What will you do if you do not understand when reading?

(32%) of the informants state that when they read and do not understand, they try to translate to their mother tongue which is Arabic, while (32%) answered that they carry on reading without understanding, and (24%) of the participants said that they use the dictionary. Only (12%) of them stop reading when they do not understand the reading materials at hand.

Learners face some difficulties when they read. In fact, they suffer mainly from understanding vocabulary. This problem may fall into multiple categories among them, learners may have difficulties for example with words that have similar lexical forms. Comprehension words seem to be phonetically the same (in terms of sounds) as in "boss "and "bus"; also in "cut" and "cat", other words seem to be similar at the level of morphology like the words receptive and deceptive. The reader can come across one of this kind of words and even if he has learnt both of them, he might mix between the meanings of pairs of words because they seem to be the same. Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word; i.e. words that have more than one meaning.

As the word "right" which means "exactly", "legal" claim to get something and a direction side which is the opposite of left. Another example is the word "present" that can mean a "gift" and "the act of existing". The problem with such category is that the learner knows only one meaning that can lead him to a wrong understanding of the whole sentence. One important category is represented; the idioms and proverbs which seem to be distinct from the learner's culture so that, he is going to translate a given proverb word by word, thus, he cannot obtain the real meaning but just the literary one. For example the proverb: "He kicked the bucket" which means "he died", the problem is that the learner will translate each word alone he will not obtain the meaning of the proverb. Furthermore, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading.

When the learner has a large vocabulary, he will not face problems comprehension in understanding the whole text, and this comes from habitual reading; i.e. whenever the learner reads a lot he will acquire new vocabulary, and then improve his vocabulary knowledge which makes the reading task much easier for him.

Question eight: What is your position towards the academic planning of English?

When being faced with this question, the researcher got different answers (32.22%) of the respondents said that they would like to learn English only for one year. In fact, they did not give any reason. (43.21%) of the pupils wished to deal with the English subject for two years, they said that it could be enough to reach their objectives for the Baccalaureate examination. (15.16%) were for the planning of three years because they considered the subject very hard and needed that

length of years (**9,47%**) of them answered by giving too much interest to English as a subject that deserves attention and care and four years are adequate for them.

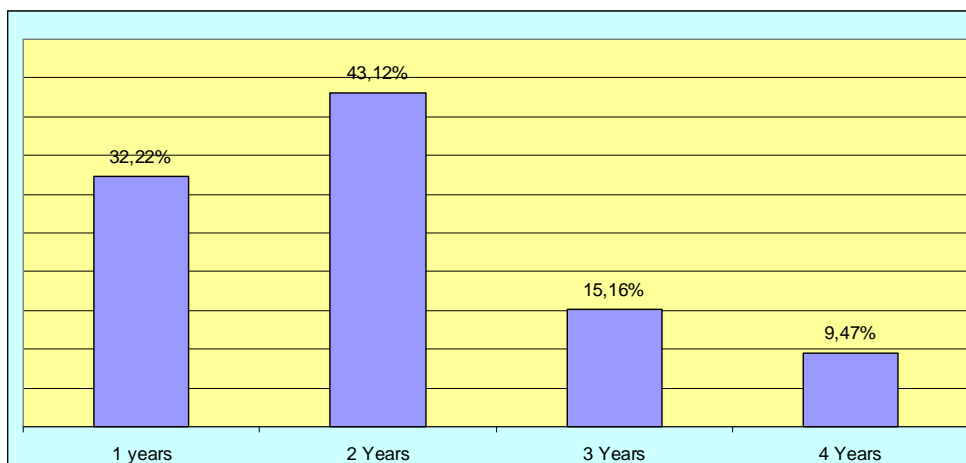


Figure 3.7: Pupils' Position about the Academic Planning of English

Question nine: What is your reaction towards the program of third -year?

When being asked about how much satisfaction is shown to the program of English in their third-year, (**42.18%**) of the respondents were not satisfied by expressing a negative reaction towards the program. (**30.81%**) of the respondents were positive about the program and express it by saying "yes" (**27.01%**) of them answer somehow.

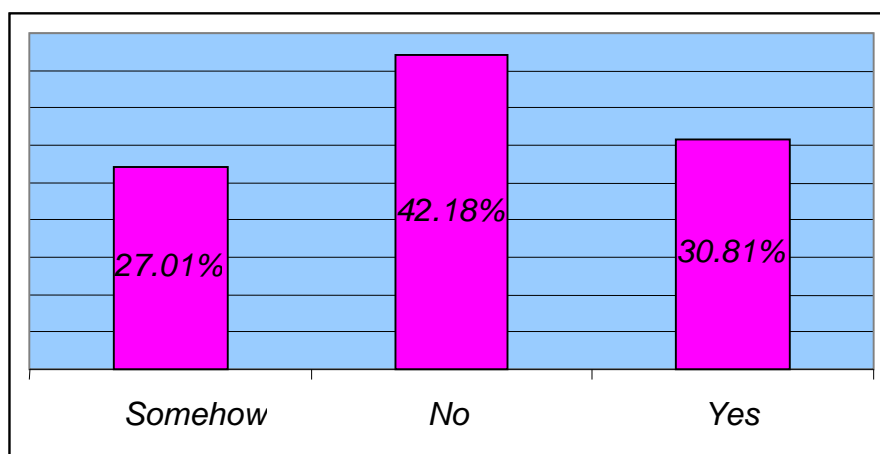


Figure 3.8: The Attitudes of Pupils towards the Program of English

3.3 Description of Teachers' Questionnaire

It is essential to assume that data consists of a collection of facts so that the researcher can draw reliable conclusions. Moreover there are certain scientific methods of investigation revealing questionnaire, interview and observation. Those norms are different and enjoyable aspects to explore action research that involve the learning practice context and concern professional progress depending on the scientific method of study, the problem has to be solved academically. Many responses were gathered from EFL teachers teaching in the secondary school of Mohamed Boudiaf in Sidi Lahcen, Sidi-Bel-Abbes. They provide the researcher about ways of dealing with failure and success of pupils' competence.

Question One: What are The Psychological Components that Contribute to the Improvement of Pupils' Linguistic Ability?

As an EFL teachers, we have had the experience with-third year pupils of all streams and observed their learning processes, assessed their abilities, evaluated their short-term and long-term progress, and researched a wide range of teaching materials and use them in practice. After several years of teaching we have reached the conclusion that communicative competence has been and is being underestimated and not catered to sufficiently in ELT. Apart from the fact that students demonstrate inadequate speaking skills compared to other language skills, another drawback comprises their incapability to handle ordinary, yet ever present misapprehension. There are important psychological components that lead to pupils' improvement of the linguistic ability during their learning.

The first one is motivation which is a desire or willingness to learn English by keeping enthusiasm in addition to maintaining interest. Possession of means or skills will be a result of motivated acquisition of L2. This factor will give rise to proficiency will ask for self-identity. Pupils' aptitude and the way they are oriented will favor their motivation. Third-year pupils often face that feeling of inaptitude once they reach failure the consequence is a loss of interest and self-confidence to even utter a word in English. The following figure shows the important psychological components that contribute to improve pupils' linguistic Abilities.

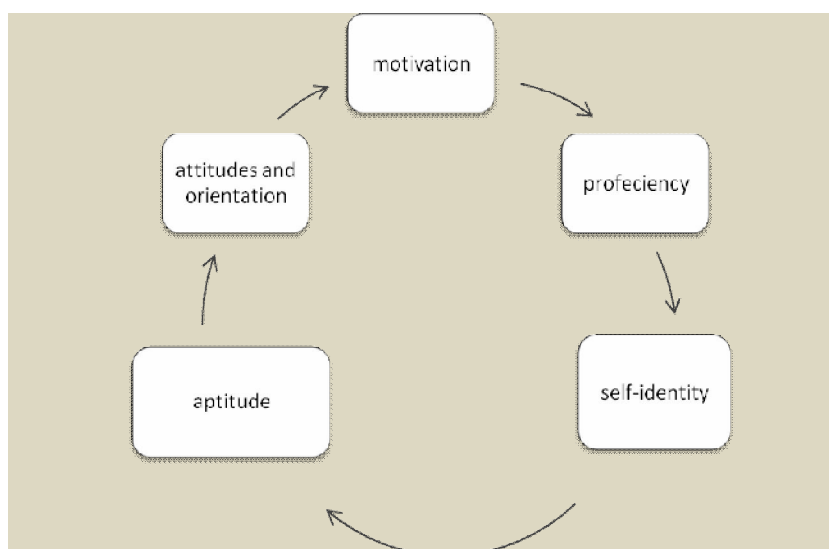


Figure 3.9: The Psychological Components that contribute to improve Pupils' Linguistic Abilities

An Introduction to Psycholinguistics. Longman.1993

The factors that contribute enormously in the improvement of pupil's linguistic ability and increase their aptitude in the learning process are of great importance. These factors are: motivation, aptitudes and orientation. If the pupils are not motivated enough and not well oriented, they will be disturbed psychologically.

Proficiency, self-identity and aptitude are of great importance for pupils to best achieve competency in English. The learning of foreign languages for third-year pupils cannot reach the highest grade until the objectives are totally achieved. The delivery of instruction engenders the production of learning. During the process, the transfer of knowledge and information lead widely to eliciting discovery and construction of knowledge. Access of pupils can engender achievement of success for the pupils. Moreover the teaching productivity is an open access towards learning productivity. Brown referred to that saying

You can perform a great service to learners and to the overall learning process by first considering carefully what the intrinsic motives of your students are and then by designing class-room tasks that feed into these intrinsic drives. Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner: the learner performs the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher.

(Brown, 1994, p.20)

Pupils' linguistic ability is concerned with the linguistic aspects which are phonological that means the ability to recognize and produce the distinctive meaningful sounds of a language .

Question Two: According to you what strategies can teachers follow to Raise pupils' ability and efficiency of programs?

The investment of effort and care is one of the degree of progress engendered by pupils previous performance. All these need to be recognized by the teacher as 'success' for which third-year pupils can and will take credit. The teacher's most important function here is simple to make sure his learners are aware of their own success especially when being confronted with exams at the end of each year. The message can be conveyed by a nod, a tick even significant lack of response but a sense of pride and satisfaction. According to Mackey

What happens to language classroom is intimately linked to social and political forces, and practitioners must understand those links if they are to be fully affective in their work. 'These dynamics power and domination are fully evident, for example in the pedagogical decisions that educators made regarding curriculum development, content materials, classroom processes and language use.

(Mackey, 2008, p.80)

Most of them may lose confidence in their ability to recognize success on their own and see lack of teacher approval as casting doubt in it, or even as disapproval. Fortunately no chosen alternative will be successful unless it is accepted by the population the planning is done for.

Question Three: What is your impression on the syllabus addressed to third-year Pupils?

One of the teachers' preferences is to follow texts with an explanation of new words because this procedure according to them saves much time and energy.

Pupils will try to ask their teachers about other things such as structure and grammar instead of the meanings of words. The majority of teachers' reactions is not favorable because they think that these textbooks are unable to meet the learners' interests and the teachers' expectations, they observe that learners are not interested in these texts. Other Teachers argue that the course book texts do not meet the teachers' expectation and the learners' interests, these texts vary in terms of topics and vocabulary, they refer to a number of reasons. Some of them argue that texts are boring, complicated, and full of difficult words and do not suit the learners' level.

Other teachers criticize the length of texts which are too long. The topics that are introduced in the course-book are another point which is dealt with by teachers who think that learners are neither familiar with most topics nor are they interested in them. According to them. The focus is on two main points which are the size and the topics of texts. Most of the teachers prefer short texts instead of long texts because pupils' attention can be destructed.

Learners are not interested in most topics and that these topics do not fit actual situations that exist in Algeria which are preferable by learners in addition to topics about sport, culture and society. Teachers also agree that texts are boring and too complicated. The course-book texts are not suitable for the learners' level. Many new items are introduced in each text. Learners do not make correct inferences of the new words. They suggest texts about sports, culture and actual situations are more attractive. Some difficulties are faced in the process .

Question Four: How can you measure the learners' individual and global competency?

During these fundamental phases of learning, the pupil in third-year level discovers a set of phonological, grammatical and lexical aspects that he develops with the help of the teacher. The grammatical aptitude to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication and the lexical aspect is related to the ability to recognize and use words in a language. Linguistic competence is related to three major aspects which are phonological based on phonetics and phonology, the second aspect is grammar all and concerns that is related to language outcomes.

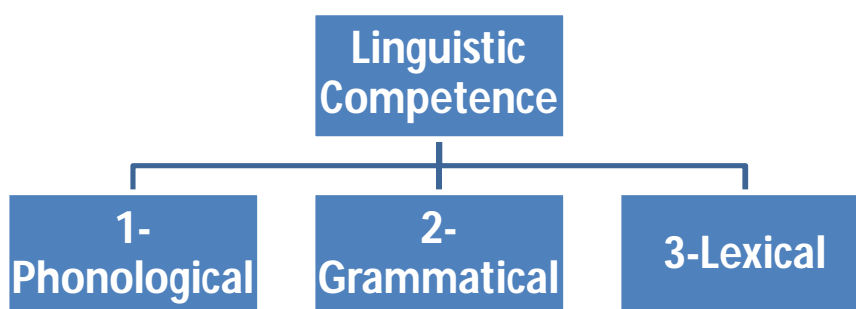


Figure 3.10:The Fundamental Aspects of Linguistic Competence

The third aspect is lexical that is vocabulary exploration. As the case for vocabulary explorers that take a large part in the textbook "New prospects" addressed to third-year level. Communicative skills are best practiced in role plays, group discussions, presentations, and real world scenarios. It is maintained that linguistic proficiency does not inevitably lead to communicative competence. The latter must be taught and practiced as an integral and indispensable part of a language.

Some Educationalists suggest possible approaches to teaching, practicing and achieving production of communication. Evaluation tries to inform a learner how he has mastered prerequisites of curricula, i.e. to give him information about what he knows and where he still makes errors. It also helps him what he can improve or where his behavior was unsuitable. It informs a learner about his further work and how to eliminate drawbacks. To perform his further work well, the evaluation should motivate or encourage him to extend his knowledge which he still has. Evaluation shows his good results, appreciates his effort and builds his self-confidence. It should not reflect pedagogical pessimism and 'to discourage' a learner from his further work.

Evaluation should reflect pedagogical optimism which means trust in the pupil's fortitude and ability. Evaluation is important for a teacher because it gives important feedback about the effectiveness of selected methods. It should help him to get more information about the learner or provide him a detailed analysis of the learner's drawbacks and thus encourage a teacher to the analysis of his own work. The teacher should be able to use the other methods and search for different approaches to motivate learners.

Question Five: What are objectives of learning a foreign language in the current system?

The learning of foreign languages for third-year pupils cannot reach the highest grade until the objectives are totally achieved. The delivery of instruction engenders the production of learning. During the process, the transfer of knowledge and information lead widely to eliciting discovery and construction of knowledge.

This table presents the main objectives of learning a foreign language in Algeria. It sets the aimed instructions to be achieved by pupils.

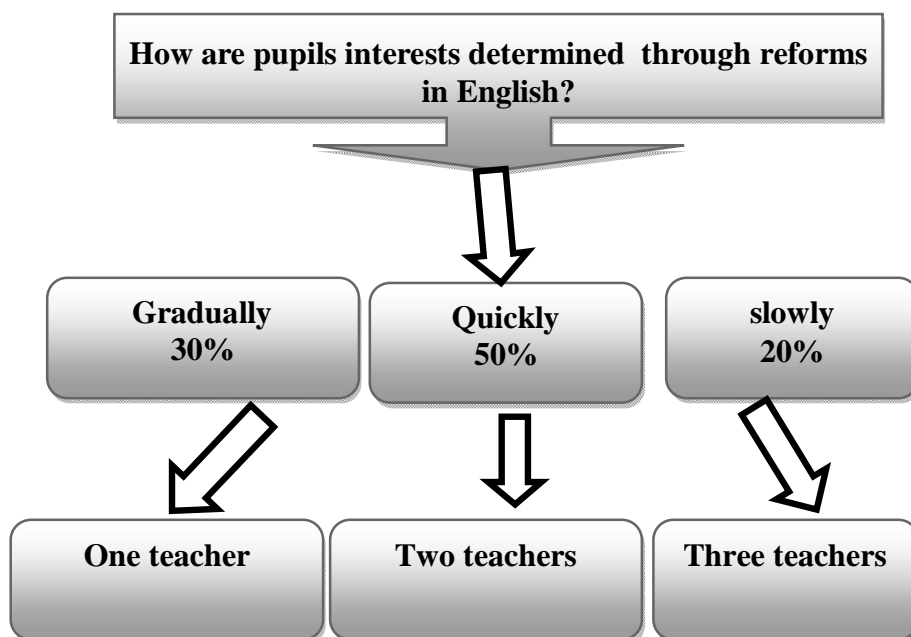
The main Objectives of Learning a Foreign Language in Algeria	
-From delivery of instruction	→To producing learning
-From transfer of knowledge	→To eliciting discovery and construction of knowledge
-From quality of instruction	→To improving quality of learning
-From achieving access for pupils	→To achieving success for pupils
-From teaching productivity	→To learning productivity

Table 3.1: Objectives Of Learning a Foreign Language in the Current Educational System

Access of pupils can engender achievement of success for the pupils. Moreover the teaching productivity is an open access towards learning productivity. Pupils' linguistic ability is concerned with the linguistic aspects which are phonological that means the ability to recognize and produce the distinctive meaningful sounds of a language. The grammatical aptitude to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication and the lexical aspect is related to the ability to recognize and use words in a language.

Question Six: Do your pupils work hard for good learning performance?

Third-year pupils who pass the baccalaureate exam at the end of the year achieve differently learning performance in the current system at Mohamed Boudiaf secondary school in Sidi Lahcen Sidi-Bel-Abbes, two teachers argue that **50%** of the pupils get higher marks by working hard, thanks to their intelligence also by keeping their eyes on the goal and they determine their interests quickly. However one teacher states that **30%** of their pupils take time to learn and their learning performance comes gradually. Whereas three out of five respondents recognize freely that **20%** of their pupils learn slowly may be by chance without expecting good results. In the other words, they can succeed whether they are trying to work hard or not, sometimes, they obtain the average without making excessive efforts.

**Figure3.11:** Teachers' Views about Pupils' Learning Performance

Question Seven: How are the interests of your pupils best determined?

Other teachers insist on the role of projects that expose their pupils to a set of language outcomes and may contribute to their learning performance. Here is a sample of the main points of a final project dealt with in a scientific level since astronomy is the third file addressed to third-year pupils. The final Project is given to third-year pupils, it deals with the file astronomy:

Produce identity cards (ID) of various planets. Choose two or three planets (Name them) Complete a grid with the following information. date of discovery? - who discovered it? - mass? - diameter? - rotational period round the sun?- orbital velocity?-atmospheric composition? (gases?) - number of moons / satellites ?.Third-year pupils are asked to make a research on that topic following the previous questions.

Question eight: Can failure change pupils' competence and improve the level?

This question is answered by the entire population deciding to ensure that the teaching of English has the right to be valued. This idea is toward the role of administrators which are able to evaluate teacher's performance as good reflection result to their learners and school in general.

Question nine: Do you suggest that educational competencies are fundamental and obligatory to your successful performance?

Teachers consider that the learners are equipped with important qualities to realize their dream and lead them to design their improvement successfully and become educationally competent.

Question Ten: Does the ICT respond to the teacher's need as well as enhance pupils' linguistic competence and develop proficiency in English?

The following question which is replied intelligently by the majority of teachers dealing with failure impact in the learning process. As a consequence, (40.29%) of teachers see that it is a challenge for another opportunity to get good marks in comparison with the lower mark.

Whereas (59.71%) claim that it sometimes reflects and improves their ability because it is not totally accepted by them but no teachers refuses the positive side of failure beyond the development of learning progress.

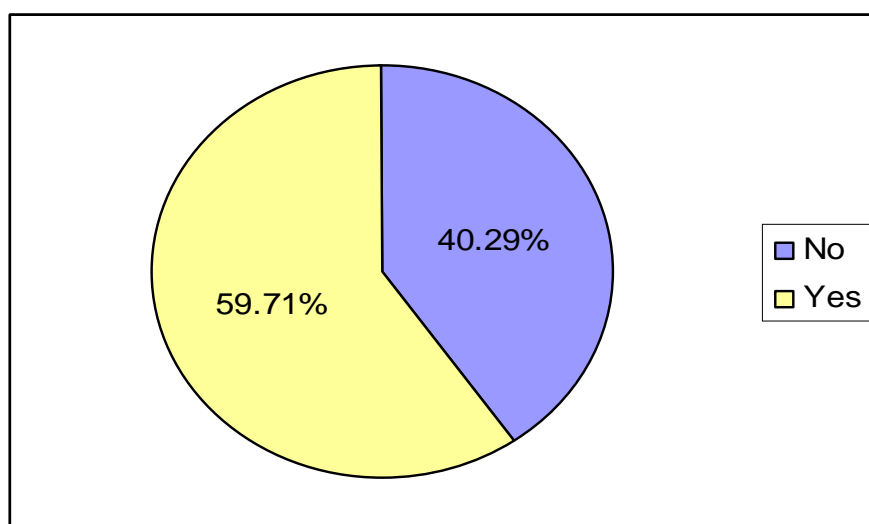


Figure 3.12:The Role of ICT's For the Improvement of Pupils' Linguistic Competence

What is understood by the difficulty of English efficiency is related to pupils' difficulties in communicative competence and self-confidence. Consequently, to encounter these kinds of problems of communicative competence, Ministry and educational experts run to find solutions to these problem abroad that gives the learners a good knowledge and culture as well as make them confident.

As a main part of this work, the light is also shed on another part of reform which is called ICT (information, communication and technology). It also plays a major role in understanding the changes brought to the teaching and learning of English language. learning and teaching an international language must focus on an entirely different set of assumptions than any other second and foreign language.

Following the recommendations of the National Committee of the education reform, a reform plan was adopted by the Cabinet in April 30, 2002 and the Ministry of Higher Education and Scientific Research has adopted a ten-year strategy to develop the sector for the period 2004-2013, one of whose main themes is "The development and implementation of an overall and deep reform of higher education".

The first step is the establishment of a new architectural education including an updating and upgrading of various educational programs, and a reorganization of the educational management. Thus, the choice goes towards the new "BMD: Bachelor-Master-Doctorate " system, or LMD (License, Master and Doctorate) as it is known, to meet the expectations of society and also to be in concordance with the new guidelines and global trends in higher education. Here is an impact of ICT use on pupils' improvement as far as their academic are concerned. What is remarked is that there is a shift from bad to average as the results show in the following table:

Marks /20	00-05.99	6-7.99	8-9.99	10-11.99	12-13.99	14-16
First Term	04	09	10	07	06	01
Second Term	10	10	07	08	00	02
Third Term	05	10	06	12	03	01

Table 3.2: Pupils' Grades During the Academic Year 2014-2015

Pupils' efforts are clearly seen in the different shift of grades. That indicates the positive consequences of this tool in language classroom. Besides evaluation of learner's language competences, there are many other aspects being evaluated in lessons ,e.g. teaching methods, materials, kind and quality of discourse, or relationship between the teacher and learner. Evaluation not only motivates a learner but it also gives important information to parents about their children. Doff (1988:129) can see the value of evaluation in testing because tests tell the teacher what students can or cannot do and therefore how successful teachers have been. Tests show what areas need to be taught in the future.

Tests also tell the learners how well they are performing and where they have some drawbacks. Regular tests also encourage them to take their learning seriously. Pupils' attention is attached to the tool that motivate his learning of English. To understand and recognize that the introduction of English language into the Algerian educational system lead us to have part in the globalization, our government made huge effort to change the policies that have been being followed later.

A similar question is addressed by reviewing the functions of English as a foreign language in development. It identifies four areas where English has often been given a role to play for international mobility, employability, unlocking development opportunities and accessing information and for employability as an impartial language. Thus, The technology's use is good and of a great interest to enhance learning and teaching in the classroom.

3.4 The Implementation of ICT

In this research, light is shed on the use of ICT's and its impact on the secondary education. Its integration can provide pupils with varied information in learning E L. This important means may become an effective medium that can develop the English language as well as help them to interact through the four skills to enhance the teaching and learning of English in a perfect way. Actually, the rapid developments and the frequent use of ICT'S in the Algerian society is not only a result of a quick computing discourse that has generated linguistic convergence. Furthermore, it is considered as a focus on its use in schools. This becomes a necessary means to reinforce and ensure the effectiveness of systems implementation in higher education especially in secondary schools, they become a support for learning and teaching any discipline and mainly languages. It widely contributes to the growth and development of learning and teaching in the 21st century. To make this theory coincide with EFL classes, a consideration is given to the use and the integration of ICT's impact in the educational system.

The latter indeed may provide pupils with much information in learning English. The quality of English foreign language teachers and pupils is made better and more attractive when learning under this new experience. Some of the teachers approve that the use of modern technology becomes an effective medium to better and develop the English language. As well its help in the use of interactive lessons through the four skills to enhance the teaching and learning of English perfectly, but some teacher disagree on this point saying that pupils become so boring when using ICT's.

Nowadays, the rapid developments and the frequent use of ICT's in the Algerian society is not only an impact on a quick computing discourse that has generated linguistic convergence it is also the focus on its use in schools and universities.

Years	Academic Year Percentage	Percentage of the Baccalaureate
2013	05.95%	10.31%
2014	15.74%	13.64%
2015	40.98%	11.27%
2016	21.64%	29.78%

Table 3.3: Bacalaureate Percentage in English for Literary and Philosophy Streams From 2013 to 2016 at Mohamed Boudiaf School in Sidi Lahcen

The latter now requires much availability of computers provided with the internet because they become a fundamental support for learning and teaching any discipline and mainly languages. Thus its introduction in both education and higher education must be improved to reinforce and ensure the effectiveness of systems implementation such as LMD in higher education. The latter contributes to the growth and development of learning and teaching in the 21st century that is why the effectiveness of ICT is highlighted and seeks to explore how it will impact on the way courses will be given to third year pupils who attend official exams at the end of the academic year.

3.5 The Textbook Use

The third-year textbook is officially prescribed. It is meant to help teachers regulate and time the syllabus. It also provides adequate guidance for teachers. On the other hand, learners use the textbook to cover new material, review and monitor progress with some degree of autonomy. However, a textbook is not to be followed systematically. Teachers have to work according to the syllabus using both the textbook and supplementary materials as the need arises. It could also be used selectively according to the objectives assigned and the language forms needed for the realisation of the project. As every learner has his own learning needs, no textbook can meet pupils' needs satisfactorily. And, if an input or task suggested in the textbook is not relevant or interesting, teachers can be encouraged to take initiatives. They may substitute, add or tailor challenging and original teaching materials to the needs, interests and motivations of their pupils.

3. 5.1 Form and Function of Linguistic Competence in Teaching

Communicative competence constitutes a key part of Communicative Language Teaching (CLT). It goes far beyond the linguistic competences and involves using language as a tool to achieve a prominent goal via verbal processing. CLT perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication (Harmer 2001). Since the emergence of this approach more emphasis has been put on the ability of second language learners to effectively communicate in TL (Brown 2000, p13-14). Less attention is paid to precise wording, flawless grammatical structures, correct pronunciation and familiarity with irregular forms.

7- ICT: Internet computer Technology concerned with the use of visual aids and other sophisticated means such as computers and internet..

In practice, this means teaching the TL not as a set of grammatical rules and an infinite inventory of vocabulary but as a communication tool taking into account context and pragmatic comprehension and its effect.

Term	Definition
Acceptability	The receiver's attitude that a text has some use or relevance for the receiver.
Actualization	The procedure of choosing available options from a virtual system of linguistic knowledge and utilizing them in a particular structure.
Cohesion	Mutual connection of surface text components within a sequence.
Coherence	mutual accessibility and relevance of configuration of concepts and relations which underlie the surface text.
Continuity of sense	Concord among the knowledge activated by the expressions of a text.
Frame	Global pattern which contains knowledge about some central concept.
Plan Recovery	Process of extracting plans which the text producer appears to be pursuing.
Script	Stabilized plan called up frequently to specify the roles of participants and their expected actions.
T a Spreading Activation	The principle of activating closely associated items when some item of knowledge is activated.
b l Determination	The stage at which the comprehension and integration of a text is deemed satisfactory.

e 3.4: Terminology taken from Baugrande, Robert Alain and Wolfgang Dressler 1981

3. 5.2 The Consequences of Globalization on the Learning Process

In the shade of Globalization, the English language has reached an indisputable status as the first language all over the world. English has firmly established itself as an international language of the present time. Being not only the language of music, literature, politics, technology and /or sciences, the English language imposes itself in every single field of human beings' daily life. As a result, it becomes a hard task nowadays, for someone who does not know English to read an instruction. If illiteracy's definition was restricted in the few past decades to those who do not know how to write and read, it refers today and with no exaggeration to the person who does not master English at least to know about its basic rules, adding to the computing sciences which is not our concern. Subsequently, a great interest and a large awareness' wave of its importance are increasingly raising day after day in different parts of the world mainly in the developing countries, the case of Algeria. Where and even though the existing linguistic confusion specifying the Algerian society, regarding the many unsettled questions concerning the real native language of the country either Arabic or Tamazight, in addition to the real status of the French language in the Algerians daily speeches.

Yet, the English language found its way to the Algerian people in the early 60's and 70's mainly in respect to the economic tendency of the country as stated. Nevertheless and despite its importance, the English language remained and still in a perpetual competition with the French language. Whereas French is considered as a first foreign

language, English has the status of a second foreign language. It is recently introduced to the Algerian learners during their schooling in the 8th A. F which is known as (Fundamental schooling) in the middle school comparing to French which is inserted in the 4th A.F in the primary school (in the second- year after the reform. Though its rank as a foreign language, the French language is part of the Algerian learners' daily life since they use it in their ordinary speech and it is present in their direct environment in media like newspapers or on TV, and even in the official speeches of the Algerian official. Whereas, English is restricted to the classroom use only as a school subject. Considering that these differences between the two languages are quite legitimate in regard to the historical background of the French language comparing to English in the country. However, this confinement and restriction in use, only in the classroom is systematically reflected on the kind of the Algerian learners' language proficiency that may vary between average and poor.

Taking into account that statistically, classroom exposure to English is about 524 hours counting 3 hours a week for a period of 5 years (2 years in the middle school and 3 years in the secondary school), remains insufficient to master a foreign language and meet learners' expectations. Educationalists carry on stressing the fact that what is taught to primary and secondary level is not a communicative knowledge of the English language use, but it concerns knowledge of how the syntax and lexical rules of English operate.

Hence, students arriving at the University lack many aspects of the language that negatively effects their performances like the communicative competence which is required in the utilitarian

purposes, to travel abroad to find a job or simply to study which is the concern of the actual research as already stated by Brumfit

"The problem is that students and especially students in developing countries , who have received several years of formal English teaching frequently remain deficient in the ability to actually use the language ,to understand its use , in normal communication , whether in the spoken or the written mode. (Brumfit (1979,p.116)

That is why, an immediate reconsideration and urgent changes must occur on both English language status and the way it is regarded by the Algerian people as being restricted to an international language which considerably affects their proficiency because English is often used as an international language rather than as a means of communication.

3.5.3 Communicative Competency and Knowledge Management

Broadly speaking, language is the key to cognitive development, a crucial means of gaining access to knowledge and skills that can promote or impede 3rd-year pupils' academic success. Communicative competence refers to the capacity of persons to select, recognize and organize the language variety appropriate to the occasion, situation and subject matter at hand. Nunan suggested

Evaluation is something broader in concept than assessment. He clearly distinguishes evaluation and assessment. "Assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language. Evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data.

(Nunan,1992, p.185)

The overall use and success of knowledge management and ability. Thus, Competency assists pupils to construct and integrate acquired information to own understanding. Furthermore, the core responsibility of the learning institution is to identify skills and knowledge competencies in all areas, encouraging education reforms through core knowledge preschool by building a strong oral language and early development, results in future academic success in school.

Linguistic curriculum developers need to restructure and repackage the courses to bear a component that links language as a means of conveying information, ideas, attitudes, experiences and knowledge in related subjects; e.g. Geography, History, Biology, Maths, etc.

Current constructivists models of education acknowledge that learning involves more than the acquisition of knowledge, facts and technical skills. Third-year pupils need to use information to construct own understanding. In what follows, Wolter's eight strategies for motivation and evolution will be dealt with. Although worldwide the English language takes the lead in the field of scientific and international business, Wolter's eight strategies for motivation and evolution will be dealt with. Pupils need the achievement of knowledge to perform any task By fostering confidence in the target language learners participate in meaningful tasks.

Strategy	Nature or Aim
Self-Cons equating	-Providing oneself a reward on praise for good progress or achievement ,or threatening To remove from oneself a desired activity for not doing well or reaching the goal.
Using goal-oriented	-Reaching the goal
Self-Talk	-Using positive self-talk about reasons for achieving the goals.
Enhancing Interest	-Making learning a game ,adding creative drawings, etc ,to make the learning process less boring or repetitive.
Controlling Attributions	-Purposefully selecting causal attributions to maintain or increase motivations avoiding blaming academic setbacks or uncontrollable internal factors(ability) because this leads to helplessness, instead purposefully using attributions that reflect controllable internal reflect controllable internal factors (effort-strategy, use).
Managing Efficacy	-Three ways -setting proximal goals -using defensive pessimism, highlighting one's unpreparedness, lack of ability, etc. -To convince oneself that it is impossible to do well, and this can sometimes spur motivation to work harder using efficacy self-talk about.
Regulating Emotions	-Controlling excitement - using inner speech to control anxiety

Table3.5:Wolters' eight strategies for motivation and evolution

Making Projects Work: Effective Stakeholder and Communication Management:

Teaching emphasis is on pupils' fluency than accuracy. Facilitating the learning process through correcting mistakes is necessary because at this stage the teacher may use the mother tongue to make pupils understand. The goal of the communicative competence is to designate social, cultural and psychological rules.

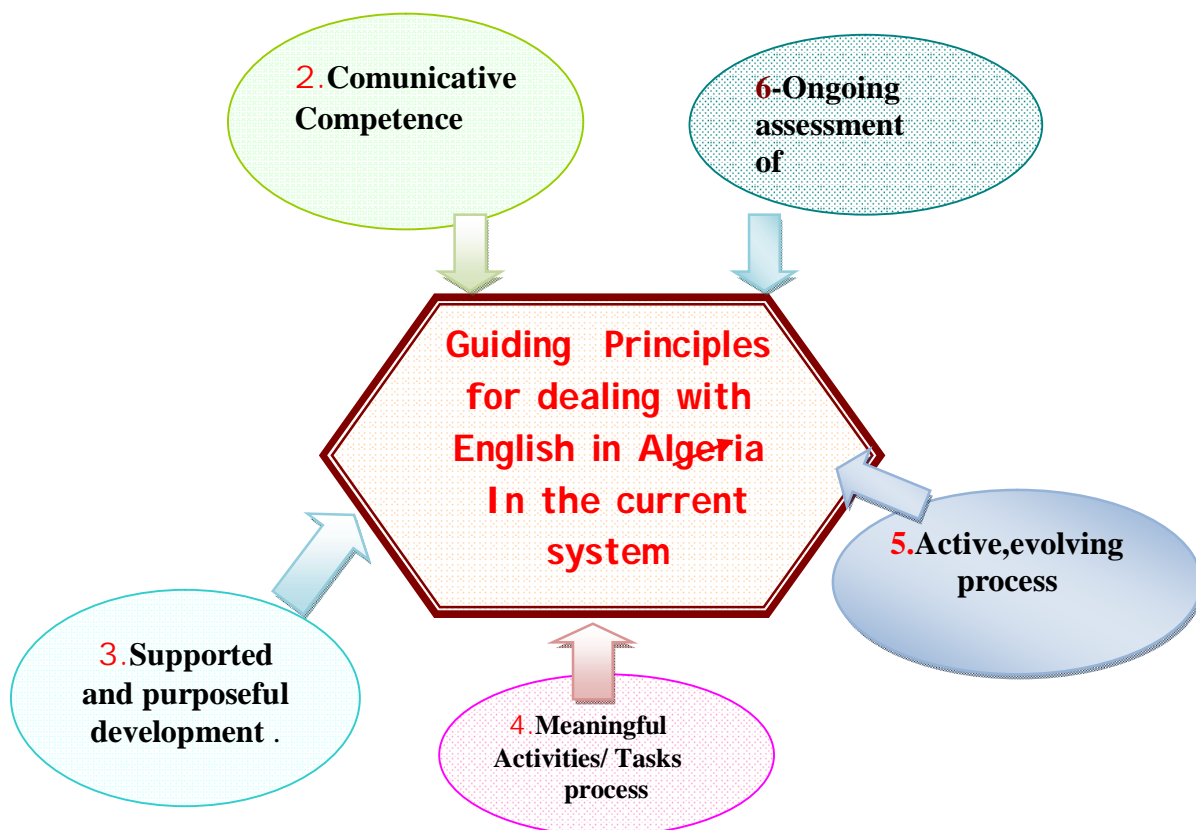


Figure3.13: Guiding principles for dealing with English in the current system in Algeria

It brings a help to pupils to master rules which are essential for success achievement in English Pupils in third-year classes acquire certain capacities in any given situation that means competency. When dealing with this approach, the pupils are encouraged to depend on themselves, they become more responsible for their learning because the process of constructing knowledge is too difficult and demanding thus they need support and guidance from their teacher. One of his important roles is to motivate and make pupils interact in an atmosphere of English class.

3.5.3.1 Success and its Rewards in English

This is perhaps the single most important feature in raising learning ability and interest for English in the secondary school especially for third year-pupils in the actual education system. It is important to note that success in the context is not necessarily the same as getting the answers right. Though sometimes it may be further criteria may be the sheer amount of language produced or understood that pupils of 3rd-year will face in their examination papers.

Years	Academic year Percentage	Percentage of the Baccalaureate Results
2013	63.07%	45.71%
2014	05.54%	49.35%
2015	80.37%	56.45%
2016	35.59%	66.15%

Table:3.6: Percentage of 3rd-year Pupils' Results in English
Experimental Sciences From 2013 to 2016
Mohamed Boudiaf School Archives

3.5.3.2 Failure in English and its Results

Failure is not just a matter of wrong answers, third-year pupils may be aware that they are failing if they have done significantly less than they can have, if they are making unsatisfactory progress, or not taking care.

Failure in any sense is generally regarded as something to be avoided, just as success is something to be sought. But this should not be taken too far. For one thing; success loses its sweetness if it is too easily attained and if there is no real possibility or experience of failure as Belyayev drew attention saying that it has been established that when two foreign languages are studied simultaneously they hinder each other which also has a and effect on the reasoning process (Belyayev1963:74). For another reason it is inevitable that there will be occasional failures in any normal learning experience at the secondary school so good learners recognize this, look for different ways to exploit them in order to succeed next time. As with success, it is in principle part of the teacher's job to make pupils know when they are failing.

Constant awareness of short comings may lower learner's ability, interest and demoralize them, particularly those whose self-image and confidence are shaky to start with. These may be cases where you may prefer to ignore or play down a failure; and success can be made more likely by judicious selection of programs and an adequate educative system in a whole, and by setting the (minimum) standard at a clearly achievable level in English. The following table shows third year pupils results during the three terms in English.

The results presented in the table are not really satisfying. The deficiency may be due to a numerous reasons such as the un available instructional materials that serve the teaching of English. Among the weaknesses in English instruction in Algeria is the lack of books and teaching materials at all levels.

The lack of substantial teacher training for the secondary level is a second significant weakness. Barriers to solving these problems are found in currency inflexibility. In addition to that the fact of dealing with many subjects in one time lead to a certain failure.

Marks	00-05.99	6-7.99	8-9.99	10-11.99	12-13.99	14-16
First Term	08	12	06	05	03	03
Second Term	07	14	09	06	01	00
Third Term	09	11	08	04	03	02

Table 3.7:The Results of a Class of 37 Pupils during Year

3.6 Pupils' Brainstorming and Facts Findings

From the first session with the teacher acting as facilitator. The prominent aim is to get the pupils to envisage and agree on the tasks involved, the possible sources of information and the format and content of the end product. Most of the activities at this stage take place outside the classroom. The pupils enquire about where and how they will get the information they need (the Internet, a survey, an interview?.) and about the equipment they may want to use (cassette recorder, picture camera, drawings?.) as well as the places (a museum, a business company?.) This is where the feedback of the pupils in English is made use of in a rational and efficient way. The class is divided into groups (5 pupils per group to the maximum).

Teachers get each group to appoint a spokesperson who will make the final report to the class at the end of the project. All groups can agree on the tasks assigned to each of them. Otherwise leave it for each group to decide who does what and in what sequence. According to Heaton

Feedback from formative assessment must be communicated to the student as soon as possible. Students react more positively to formative assessment if the results are analyzed by the teacher and the teaching style or class content is altered if need be. This is called the washback effect.”

(Heaton, 1990, p. 16)

All the ensuing work will be done outside the class, or even outside the school. This activity will preferably take place between school hours provided each group manages to find a time and a place of its own. Otherwise, devote a whole class meeting to this session – time permitting with each group working separately. This will involve writing in correct English but also editing what colours to use, how much space will be devoted to illustrations, how much to text and negotiating with possible opinion clashes.

The teacher's role at this stage is one of soft monitoring. Move from one group to another, giving advice whenever necessary. At this stage the work of each group is assessed by a board of assessors one from each group chaired by the teacher or by a pupil elected by his peers. Make it informal however. The session starts with the spokesperson of each group reporting to the class about the work done and presenting the ‘product’ realised for appreciation. The same operation is repeated for each group. The board of assessors will eventually award the first Prize. In that case, It is up to the teacher facing a class of third-year pupils to adapt the pedagogical route which he thinks to be the most suitable for the class. Thus, it may be of interest for pupils to note that they have proposed alternative projects designed for pupils who want to work on their own, as well as pertinent and helpful websites.

3.6.1 The Principle Reasons Beyond Pupils' Failure in English

Language remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Indisputably, English is the vehicle for most international communication. Success or failure can characterize that language, it is not just a matter of wrong answers facing third year that is why they should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory progress during the academic year or official exams or not taking care at all. Failure in any sense is generally regarded as something to be avoided, just as success is something to be sought, but this cannot be taken too far for one thing; success loses its image if it is too easily attained and if there is no real possibility or experience of failure.

It is inevitable that there will be occasional failures in any normal learning experience in a third year class, and there is nothing to be ashamed of, good learners recognize this take setbacks in their stride, and look for ways to exploit them in order to succeed next time.

Continuous assessment means that the work done during the term is marked and the marks are carefully recorded. These marks are then accumulated and make up all, or some, of the final mark. It is possible, for instance, using a method of continuous assessment, to give a final mark at the end of a year which is made up of 50 % from term work and 50 % from the end-of-year examination.

(Sesnan,1997, p.188)

As with success, it is in principle part of the teacher's job to make pupils of when they are failing however there is certainly a danger that constant awareness of short comings may lower pupils' ability, interest and demoralize them, particularly those whose self-image and confidence are shaky to start with. These may be cases where they may prefer to ignore or play down a failure; and success can be made more likely by judicious selection of programs and an adequate educative system in a whole and by setting the (minimum) standard at a clearly achievable level in English. English instruction and usage in Algeria is faced with a lack of books and teaching materials at all levels. Barriers to solving these problems are found in currency inflexibility. In addition to that the fact of dealing with many subjects in one time lead to a certain failure, in this context (Meharzi, 2005:12) explained:

[...L'esprit de celui qui a mélangé les sujets est incapable de savoir quoique ce soit. Il ne faut pas prolonger sur une longue période d multiplication de séances a de grands intervalles complique les choses dans l'esprit de l'élève et l'amène a l'oubli car il perd de vue les liens entre les différentes questions..]

[...The spirit of someone who has acquired successive and mixed subjects is incapable to know anything. It should be good to continue studying a subject or a book. The multiplication of large meetings in class complicate things in his spirit and lead him to lose sight between the different questions...]

[My own translation]

According to sociolinguists, the secondary school is a wide institution characterized by a disciplinary of technology, its aim is to create a docile body that may be subjected, used, transformed and improved . In western nations the aims of schooling are usually

expressed in terms of creating productive learning. So far as learning to learn is the concern of education. The aim is to encourage pupils to develop lifelong learning skills such skills make informed choices, to develop sharp observational skills in English and to construct useful knowledge in one's interactions with the world, making useful changes to the working of our minds to reflect the learning is not only a mental but also a social process, it may be added (improving dealing with the world where we live. As already referred to by many linguists , linguistic competence is not an evaluative term rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings.

3.6.2 Observation on the Syllabus

Syllabuses are strong educational tools that were and still be touched by reforms that is why during the class observation, some questions were asked by the researcher on the pupil's textbook from an educational approach (content, illustrations, etc.)The textbook is the tool used to learn and practice English in the class. During their academic year, Pupils use different textbooks which are insufficient. However, The textbook can not satisfy their needs in this subject. The level of content does not correspond to what they learn. It is not a sufficient objective in case of accuracy consistency and variety, not very enriched in relation to the content summarized in the curriculum.

It does not stimulate and develop positive social and moral attitudes. Progression in learning and concepts transmitted by content are still complex and more advanced. It does not offer particular applications. (more details are mentioned in Appendix n° 4). Moreover

assimilation is not assured because pupils are presented with a lot of structures. Most of the time, vocabulary does not correspond to pupils' level and previous knowledge. The activities called for the intervention of the teacher are not carried out without the teacher's help. The method applied in the textbook does not correspond to a pedagogical concept recommended by the educational responsible

Task Type	Task Format
1 -Multiple choice cloze	a -Pupils must choose which word from four answers completes each of the gaps in a text.
2 -Open cloze	b -Pupils complete a text with eight gaps using only one word in each gap.
3 -Word formation	c -Pupils need to use the right form of a given word to fill each of the eight gaps in a text.
4 -key word transformations	d -Pupils complete a sentence with a given word, so that it means the same as the first sentence.
5 -Multiple choice text	e -Pupils must read a text and answer the questions by finding the relevant information in the text.

Table 3.8: Reading Tasks For the Pupils' linguistic Improvement

Varied topics, familiar environment, evocative illustrations are not really taken into account. Variety of activities is really important for pupils. On one hand The concept of the file is full of grammatical and successive structures that lead pupils to get bored. On the other hand, the exercises are not formulated concisely and clearly. *"Many countries have found that simply increasing access to people from all social backgrounds, without Sufficient adopting the curriculum or teaching styles has led to high failure rate i.e. too much focus on access and not enough quality.* (OECD,1996, p.24) . The introduction of the reforms did not succeed to establish the objectives of the book, detailed contexts are and accuracy are lacking. Sometimes illustrations contained in the book are unfamiliar to pupils outside environment.

3.7 Conclusion

The pupils' academic achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of achievement of learners. These variables are inside and outside the school that affect pupils' academic achievement. These factors are related to many reasons. The academic achievement of pupils heavily depends upon many components involvement in their academic activities to attain the higher level of quality in academic success. Teaching English in Algeria actually faces many problems. The inadequate ministerial programs and the lack of training and scholarship for teachers are the obstacles that both teachers and pupils meet in education.

If decision-makers and responsible want to go forward and improve English teaching. The situation lies in providing the pupils with a motivation to use language accurately, coherently and appropriately by writing for and speaking to real audiences. What is suggested is that feedback to learners has to be consistent and that can come from peer as well as teachers and that pupils must be led to understand that in language use there is a stage of revision and editing which is the appropriate time for error correction.

This is obviously an area of investigation. Various techniques may be of a great help and contribute appropriately to pupil's linguistic achievement through managing a plan. However teachers have to be aware of their pupils level and may follow different strategies to solve problems related to the learning of the foreign language because there are factors which can intervene in learning English effectively such as: age, aptitude, motivation, the learning situation, the social context and the learning process consequently pupils are imposed to undertake research in overcoming the techniques and strategies to solve educational problems. The education authorities need to review the programs and to acquaint the teachers with the new teaching methods of English as a second language. As a continuous step, the researcher puts an emphasis on suggestions and recommendations in chapter four that is an essential completion to chapter three.

Notes to Chapter Three

Chapter three is extended to data analysis found through pupils and teachers. Questionnaires followed by interpretation of the respondents answers to know how much interest is given to English as a subject.

1- Pupils at Mohamed Boudiaf secondary school still are facing obstacles in English because their results are not really good this is due to imported reforms that are incompatible with their realities. They are like sheer consumers.

2-Although They dealt with this language for a long period of time they did not attain proficiency. According to their answers and their teachers responses, still much to be done.

3-The premise upon which this is based is that success in any educational system is concerned with an efficient planning and a good policy.

CHAPTER FOUR

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4.1 Introduction

This dissertation has been concerned with finding out some possible solutions to develop pupils' proficiency in English. Planning for an adequate strategy that may help pupils to progress because it is not a matter of three years in the secondary school. Recommendations and suggestions outlined in this chapter may be helpful for those who hope to make their pupils both competent in using English. Policy decision-makers must strengthen their time of working together.

There is a great need to see that the policy makers who are generally politicians make full use of their professional expertise as their technical advisors before policy decisions are reached. Planning for good language teaching and giving the opportunity to teachers and pupils for a deep planning, seeking for better understandings in the language classroom. Considering first the persistence over recent decades of the teaching situation.

The most significant comes from 1980's academic classroom research, which casts doubt on the practical value of based teaching to the presented classroom. Language learning in third-year classes as inherently idiosyncratic and unpredictable also offers a relatively optimistic view of what third-year pupils may get from lessons via the myriad learning opportunities that arise.

The notion of the learning opportunity is then presented in it is very considerable complexity, not to justify further academic research but instead to justify thinking of what planning might contribute to practitioners' own teaching and learning lives via planning for understanding.

The mismatch between the pedagogical intentions and plans of the Algerian educational institution, curriculum, teacher, and textbook, and the outcomes as realized through the skills and knowledge that pupils take away from instructional encounters. Although there will never be a one-to-one relationship between teaching and learning, there are ways in which teachers and learners and teaching and learning can be brought closer together.

4. 1 Relevant Experience for Language Learning

Valuing the diverse resources brought to third-year classroom and being sensitive to their unique needs can serve to build an instructional environment that can benefit all pupils. Current education research and reform focus on increasing pupils' participation in instruction and on basing instruction on the real-life needs of pupils. An active learning instructional model for pupils includes elements that address the special language-related needs and cultural differences of pupils who are learning English. The concept of learning can never be indivisible from teaching or searching. Efficient teaching would certainly take place when the teacher knows what is meant by learning. It is only then can she/he understand the nature of output expected to be achieved by third pupils. If for example learning, in a given context, aims at preparing them to pass a large scale exam such as BAC or BEM.

The teacher is bound to adopt an approach which copes with this goal and responds to the relevant learning process. If learning aims at preparing them for the present and future life, then a different approach to teaching is to be taken. Learners' expectations do dictate the approach to teaching, a teacher has to take whenever planning her/his lessons whether his focus will be on the increase in knowledge

problem solving tasks or skills acquisitions. Most Algerian teachers still believe that learning occurs through what is termed "frontal teaching" or "chalk and talk". As "innovation" they have shifted to the "whiteboard and marker" to make their learners and themselves too believe that they have integrated the 21st century education. This way of dealing with learning has not been successful for all of our students as is evidenced by the considerable dropout rate in our schools. Hence, new theories, including multiple Intelligences theory can never be correctly applied in the field if the meaning of learning is not clear for both the teacher and the learner. For this purpose, it is crucial to deal with and clarify the concept of learning, with a strong urge to make it the front cover page of any teaching operation. There are five key instructional elements to an active learning for secondary school pupils. Learning is also made more meaningful when it is contextualized within a broader topic. Mathematics, social studies and science can all become interrelated through their common reference to the same theme or topic of interest.

In this way different perspectives on the topic are developed through linkages across different types of learning activities in English. Content is more meaningful for pupils when it relates to their background and experience. Furthermore, new knowledge is best learned and retained when it can be linked to existing funds of knowledge that is why content should be introduced through its relationship to an already understood concept. It is important that the learning experience regularly draws links between home, the community and the classroom because this serves to contextualize and make content meaningful for pupils. An active learning instructional approach ultimately seeks to develop in pupils of secondary school a view of themselves as learners in all aspects of their lives, not only in the classroom.

4.3 Pupils' Responsibility for Self-Learning

In an active educational participation, pupils in secondary school assist the teacher in defining the goals of instruction and identifying specific content to be examined or questions to be addressed. They also play active roles in developing the knowledge that is to be learned, pupils observe and report on what they have observed, look for needed information and assist each other in interpreting and summarizing formation. Their participation can be at a level that is less demanding linguistically, but mostly, still requires higher order thinking skills and try to deal with the unexpected situations, to allow them to demonstrate or provide information in non linguistic ways.

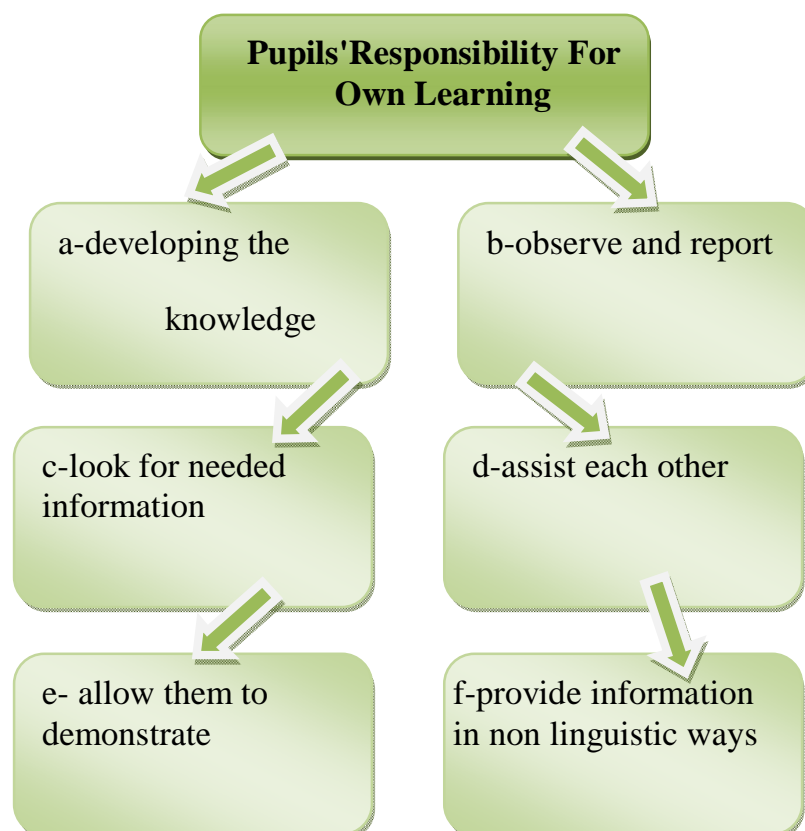


Figure 4.1: Pupils' Responsibility For Own Learning

In all cases their active participation involves some shifting of roles and responsibilities; teachers become less directive and more facilitative, they assume increasing responsibility. Holmes stated

“Language is a skill. We are not teaching about the language. We are teaching the pupils to use the language and develop the language. Learning a language is like to drive a car or playing a piano. If the pupils practice the different language skills enough, they will acquire correct language habits”.

Holmes(1992,p.148)

They need to participate as much as other pupils. example, using limited written text, however, pupils with very little oral or written proficiency in English can create a pictorial record of what was observed in a science noting important differences from one event to the next. Mackey said

Classroom themselves may be seen as self-contained, autonomous systems, isolated from external political concerns. The actual teaching that goes on behind closed doors is often conceived of as a neutral transfer of skills, knowledge or competencies to be left in the hands of trained professionals whose job is to implement the latest methods and techniques.

(Mackey, S.L,1995,p.25)

4.3.1The Role of the Secondary School Educator

Schools are one of the first places where pupils' behavior and future educational success are shaped. Teachers are responsible of either positive or negative behavior towards pupils. The reason why the first years of school are so critical is because they learn the base of their educational life. The researcher believes that teachers must love their

career in order for them to pass enthusiasm, to assist, and provide a warm environment to their pupils. They are considered as the second mothers for them because pupils spend nearly all the day with them. Teachers have the responsibility to know his/her pupils in the classroom. Each day, the teachers show one of their attitudes that the pupils are unaware. Also, they do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The School is a place where one goes to learn. Pupils may learn faster when they feel attracted to an exciting lesson. Teachers must not forget that pupils get bored fast that is why creative lessons must be planned ahead. As the Algerian President Bouteflika (2000) drew attention saying

..Tout l'édifice que vous allez bâtir repose, on le soulignera jamais assez, sur l'enseignement, le maître, il faut appeler les choses par leur nom. L'enseignement occupe une place centrale dans le système éducatif. Il y joue un rôle majeure, irremplaçable. La qualité de l'enseignement dispense et le niveau de la formation dépendent avant tout de la compétence des enseignants de leurs responsabilités ainsi de leurs qualités humaines et pédagogiques

[..All the building that you will build relies, one will never underline it enough, on teaching, the Master, it is necessary to call the things by their name. Teaching occupies a central place in the education system. It plays an irreplaceable major part. The quality of teaching exempts and the training level depend above all on competence on the teachers on their responsibilities thus for their human and teaching qualities..]

(My personal translation)

The researcher believes that a teacher is someone who becomes more experienced through many years of training and experiences in the field. It is urgent for everyone who is a teacher or is planning to become one to get prepared for that task. Once being prepared, they will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control it. There are all types of teachers some are better than others. Through their life they had some professors who were well prepared and some who were not. They had some teachers who just came into the class and started teaching. They did not get involved with pupils. They rarely talked to them. Those teachers did not show any concern about what the pupils were feeling. One way for a teacher to get pupils involve in the classroom is to ask the questions. They believe the way pupils act depends on the teacher's attitude. It is very important that teachers encourage them because they will benefit from it.

A teacher carries a big responsibility in the classroom. Teachers are responsible for the social behavior in the classroom. The teacher must create a warm and protective educative environment but at the same time professional. If his learners feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each pupil. The teacher is also someone who guides pupils rather than someone who is a totalitarian in the classroom. He needs to show respect toward his pupils. One of the keys that is useful for teachers is to understand and accept the way his pupils are acting that way. Therefore, teachers need to create a curriculum that guides pupils to a path of success. Consequently, they need to receive guiding depending on their pupils' need. Sometimes, the teacher's caring attitudes could have a long positive or negative influence on pupils' self-esteem could be lift up because it could create ambitions in their

minds for future academic success. An educator must be an open mind person that must respect the pupils diversity and give love and caring attitudes toward them. It is crucial to make them believe in themselves. One of the roles that a teacher carries is to encourage them in the issues that bother them about school in their personal life. Oxford stated

when learners invest in learning a new language, they do so with the understanding that they will acquire a wider range of symbolic and material resources which will enhance their cultural capital, their conception of themselves ,and their desires for the future. A person's investment in a language may be mediated by other investments that conflict with the desire to speak such as fear of being marginalized...or resistance when one's professional status or cultural background is not valued or when access to desired symbolic and material resources is denied....

(Oxford, 2011, p.95)

Psychologically, they could be affected if they have problems with their teachers. One of the results could be that pupils will avoid going to school. The behavior of pupils demonstrates that something is not going right. Therefore, it is one of the teacher's responsibility to find out what is going on with the pupils in the classroom. They may feel that teachers can help them but sometimes they are afraid to ask. The pupils prefer to talk to their friends about their problems and sometimes teachers are the last person to find out about the problem.

4.3.2 Monitoring and Assessing Pupils' Performance

Assessment of performance can come from the teacher or from the pupils themselves. When the class is split into groups, each group is assessed by a board of assessors or a pupils elected by his peers. The session starts with the spokesperson of each group .The Assessment of pupils can be explicit when they say that was really good, or implicit when, during a language drill for example, teachers pass on the next pupils without making any comment or correction because the assessment teachers give is either largely positive or somewhat negative, pupils are likely to receive it in terms praise or criticism.

Indeed, one of teachers' roles is to encourage pupils continuously by praising them for work that is well done just as it is one of teacher's duties to say when things have not been successful yet the value of this praise and blame is not quite as clear-cut as such a bald statement may imply. While it is true that pupils respond well to praise, over-complimenting them on their work particularly where their own self-evaluation tells them they have not done well is likely to prove counter-productive to be effective, praise has to be combined, in the pupils' eyes with the teacher's genuine interest in their work. It is sometimes tempting to concentrate all teachers' feedback on the language which pupils use such as incorrect verb tenses pronunciation, or spelling for example and to ignore the content of what they are saying or writing yet especially when teachers involve their pupils in language production activities as (Labcisse, 2004, p.10) mentioned that the teacher's role is to evaluate and correct learner's performance that the learners will find it hard to meet the standards Knowledge is the ability to organize though, interpret and acts on facts. Commenting on pupils' performance happens at various stages both in and outside the class.

When pupils are graded on their work, they are always keen of 7/10 or may be less than that for a piece of writing this indicates that pupils have done well. At the end of the term or year, some teachers write reports on their pupils' performance either for the pupil or the school, such reports can give a clear indication of how well the pupil has done in the recent past and a reasonable assessment of their future prospects that is why it is important for teachers to achieve a judicious balance between positive and negative feedback. Like all feedback pupils have a right to know not only what their weaknesses may be, but also what strengths they have been able to demonstrate. Although, teachers are ideally placed to provide accurate assessments of third- year pupils when assessing performance, they can also be extremely effective at monitoring and judging their own language production.

They frequently have a very clear idea of how well they are doing or have done and if teachers help them to develop this awareness. They may greatly enhance learning in language classroom. Pupils' self assessment is bound up with the whole matter of language of learner's autonomy since teachers can encourage them to reflect upon their own learning through learner training. Involving pupils in assessment of themselves and their peers.

4.3.3 Managing Learning English through Evaluation

The strategies that teachers use to teach English in high school as the activities that the teachers organize to apply the different linguistic basic competencies in order to teach English. Strategies and techniques are the favorite ones of teachers to teach English. For that sake teachers measure the efficiency of their efficient strategies and techniques. This study is absolutely relevant because it provides information about how to use the strategies of the linguistic competence. Hence, the information and outcomes of this research will be useful for the whole community of teachers. Moreover, it is necessary to mention that other educational reforms need to be studied locally in order to improve the use linguistic strategies to teach English in the educational system.

The scope of this study includes the whole community of high school teachers who teach a foreign language predisposition towards learning, the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, the most effective sequences in which to present material, and the nature and pacing for rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information to control and manage working teams. Moreover, the most important are the strategies to complete a task of this dimensions.

The concept of competences is being used in the centuries, but in this case when the teachers use this concept in the school they can do a better evaluation on his pupils because the concept of competences can be defined as a set of knowledge that allow pupils to develop skills and linguistic strategies.

4.3.3.1 Measuring Language Improvement in the School

The measure of English Language improvement gains in the context of dealing with new reforms is a complex matter especially when the matter is about third classroom which involves two potentially separate statements if pupils become more proficient Language users and if the learners become more effective language learners.

Proficiency gains can be measured using standard testing instruments. As it is said by Mackey

"Does it matter what goes with what and what comes before what? If a language is a system and not a list of words or a collection of clichés, it matters a great deal. It means that we cannot start anywhere or with anything: for in a system one thing fits into another, one thing goes with another and one thing depends upon another"

(Mackey,2008,p.210).

These may not capture the kinds of improvements that are to be expected from the learners with the implementation of new programs, where gains in proficiency may not be immediately apparent, gains in the learning ability towards English.

4.3.3.2 Opportunities for English Language Use

Language is really central to learning for all pupils through experience in trying to express ideas, formulate questions, and explain solutions, pupils use of language supports their development of higher order thinking skills. The following points are important ways to pupils. Methods can be evaluated without some idea of how third-year pupils learn. Exactly how they learn their own or a second language is still not completely certain, but in general terms what is involved in the process of Foreign language learning to acquiring rules. It could be said then that pupils have not learnt a small sample of English. But this in itself would be of little use to them; for that to speak English may need to make anyone of hundreds of questions.

Learning different programs with different systems enable them to give a few fixed responses, but it is not likely to prepare them for this great variety of language that they need to understand and use. Pupils might learn a poem or a set of instructions; it is not a body of

knowledge but a set of skills, so learning a language must mean learning to use those skills. Another view of how language is learnt is to see it as developing a set of habits which we learn by imitation and which gradually become automatic; in this view, language is seen as similar to more mechanical activities such as eating or swimming. The ultimate aim of all English teaching in secondary school or other education institution for pupils to know English or at least know English for whatever purpose they have in learning Language that need to be learnt however they need to

produce basic structures correctly but this does not bring quite amount to knowing English, for language is not merely an abstract system which is used for making correct sentences; it is a way of communicating with other people therefore it means knowing how to communicate in English. This involves not only producing language correctly but using language for Particular purposes.

4.3.3.3 Meaningful and Challenging Programs

Now many teachers at the secondary school plan for instruction of English proficient pupils as they structure their-third year classroom activities. With this type of diversity in the class, some shifts in approach are needed. However, the types of adaptations that can be helpful to pupils are also those that recent research and reform efforts indicate are effective for them. For example, many descriptions of instructional innovation focus on increasing pupils' participation in ways that result in asking questions and constructing knowledge, through a process of discovery to arrive at new information that is meaningful and that expands their knowledge. An important goal is to create or increase the level of instruction, i.e. instruction that results in learning that is relevant and meaningful beyond success in the classroom.

4.4 Combining Teachers Expertise

A significant body of recent research has focused on the value of teachers combining their professional expertise and sharing their experiences with one another. Teachers in the secondary school can offer important support to each other by serving as sounding boards for successes and failures, as additional sources of suggestions for resolving problem situations, and as resources to each other in sharing ideas, materials, and successful practices. Also, the more teachers who work with both of the systems in education share information, the more consistent and effective their pupils overall instructional experience will be. Teachers can take steps to collaborate and confer with bilingual specialists in the school; collaborate with other content area teachers who work with the different 3rd- year

classes and programs to share resources, ideas, and information about pupils' work; share ideas and experiences with teachers who are interested in trying out more active instructional activities with their pupils, whether ELL or English proficient; and involve the principal. By explaining how they are implementing an active instructional model in the third year classes, and explain the benefits for all learners.

The support may come from tangible ways, assistance scheduling joint and planning periods for collaborating teachers. Schools teachers communicate implicit as explicit messages to pupils. Schools are a human invention. These institutions have a history, change from either in reaction to social forces or because of the conscious attempt to change them. It is important to recognize that they were not always structured the way they are today. The future structure of education may depend on upon educators who have become fully aware of both the positive and negative aspects of their current structure.

4.4.1 An Additional Support for Understanding English

Pupils at the secondary school will need additional support to assist them in understanding the instruction provided in English. This support will be helpful, however, to all pupils in the class. The teacher may provide nonlinguistic examples that help to explain or clarify the content that is presented. Some suggestions like to bring in objects, photographs, or other materials as examples, use visual organizers and graphics to organize, illustrate, and point out key points, use demonstrations or role playing to illustrate a concept, provide notes to pupils for their later review of what was presented and allow time for them to discuss what they learn and generate questions in areas that require clarification have others try to answer the questions that arise. It will be important for the teacher to monitor their work closely to be able to provide assistance when needed and not to rely exclusively on oral responses or spoken language when assessing pupils.

4.4.2 Make the English Language an Academic Concern

English knowledgeable content is meaningful for pupils when it relates to their background and experience with English. Furthermore, new knowledge is best learned and retained when it can be linked to existing funds of knowledge, so new content can be introduced through its relationship to an already understood concept. For example, a discussion of food cycles can begin with a discussion of foods commonly found in pupils' homes and communities. It is important that the learning experience regularly draws links between home, the community, and the classroom because this serves to contextualize and make content meaningful for them.

An active learning of English is an instructional approach that seeks to develop in pupils' view of themselves as learners in all aspects of their lives, not only in the classroom. They will see opportunities and resources for learning outside of the classroom as well. Whenever possible, the resources of the home and community may be used. An environment in which pupils feel comfortable and accepted is also one where all pupils feel that their participation is valued and that it is likely to lead to success. Positive, high expectations for performance are important for ELT within any classroom. They, as much as English proficient pupils, need to develop content knowledge and the higher order thinking skills that will be required from them as they progress into further training or employment. There must be opportunities provided for English language teaching pupils work with challenging tasks. They will be included, for example, in cooperative working groups and given responsibilities.

4.4.3 Teaching and Testing

There are kinds of tasks that may increase pupils' expectations in language classroom that help them to provoke examinations of the listening and reading passages. These tasks lead them to perform a greater understanding through constructing texts so they look up for information in the internet, when they are

exposed to a listening tape or they may read different puzzles to improve their reading and listening phases. By asking questions, third-year pupils' performance can be well assessed. Sometimes pupils can perform tests for the purpose to explore their strengths and weaknesses. Another essential contribution of the teacher is the comprehension item that can result from discussion between pupils and teachers. When asking pupils to read and listen, the objective of the teacher is to make the task difficult but achievable.

Sometimes third-year pupils expect less from reading and listening passages, they cannot understand the text so they predict that that the experience will be de-motivating full of frustration. Eurydice (2005) states that the concept of failure may take different forms, it is up to the teacher to behave according to the pupil's expectations. The procedure will be boring and it is the role of the teacher to persuade them to change their negative expectations and be optimistic. So by giving pupils an achievable purpose of the process and providing them with challenging texts that can help them to read or listen in a successful manner. They feel engaged with ideal conditions, the purpose will be reached because pupils can approach the text if they understand the purpose.

4.5 Pair work and Group Work Benefits on Pupils Abilities

The ultimate objective of the research is to identify third-year pupils achievement in English between failure and success and find out the possible issues related to the development of English in secondary schools to find out the teachers' demand to the government for improving the pupils' English achievement at the secondary level. The knowledge of English is more critical as well as important in the context of globalization, especially in the digital information technology. This research is aimed at making contributions towards the quality improvements of English in secondary school by clarifying the factors that may influence pupils' results; so the study attempts to suggest a way of how to improve them and implement effective policy input in English for third-year level. The main results of this study can be used for a variety of purposes. Principally, it will help teacher-trainers, educational administrators,

policy makers, researchers and teachers to identify the factors likely to increase pupils' English achievement. Here, this study will try to point out some areas where steps may be taken to promote English teaching and learning conditions, it is generally agreed that the standard of competency of secondary school learners in English is not satisfactory when considering the time they expand in learning. Pair work often rises the amount of speaking of third-year pupils. Once in the class, this activity permits to them to improve without the teacher's guidance and his independence is promoted because it makes the teacher work with one or two pairs and the others can continue working. Through pair work, the old maxim in that two heads are better than one can be recognized.

Pupils' corporation can help the classroom become a relaxed and a friendly place. So responsibility is shared especially when taking decisions on the answers to questions for example about a reading text. However, pair work can engender some of disadvantages because it is very noisy and some teachers and pupils dislike this which leads to a loss of control in the classroom. Sometimes pupils can veer away from the point of an activity.

A talk in first language let teachers to worry. Once the pupils have completed the given tasks, the teacher can lead them to a feedback session so as to check if they have succeeded to do it. Letting them compare the answers in pairs or from the class by sharing their responsibility for the answers. When asking pupils to say where in the text they found the information, a detailed study of the text is provoked that will help them if they come to a similar reading passage next time. It also shows the comprehension problems when they give wrong answers.

When organizing feedback after reading, it is necessary to be supportive to detect any negative feeling about the process especially if the teacher's wish is to sustain his pupils' motivation. The teacher can prompt them to focus on language features in the text. So directing, clarifying ambiguities and make them aware of text structures is one of his roles. At the same time, the teacher can get pupils work together in order to look for word meanings. Pupils may be allowed to choose their own reading texts and their own interests.

Once pupils share the information with their colleagues they will feel that the group will progress thanks to their contributions. Teachers can stay from their original plan, it is inevitable when they teach vocabulary or grammar since it has come up as an opportunity. There are reasons that can push them to stop what they were doing before and spend a while on a pronunciation issue.

This may be a great help for pupils. Fluency obstacles will be tackled by these kind of tasks. Sometimes being under time-table pressure and syllabus will not let the teacher these tasks of pronunciation. Word sounds and spelling may create difficulties and may disconnect pupils from fluency between sounds and spelling.

They can come to a group decision after discussing and preparing a whole work. A small number of pupils can be of great involvement and participation than larger

Cognitive Strategies	Affective Strategies	Socio-Cultural Interactive Strategies
<ul style="list-style-type: none"> -Help the learner consult, transform and apply L2 knowledge. -Using the senses to understand and remember. -Activating knowledge -Reasoning -Conceptualizing with details (including ,comparing ,analyzing etc) -Conceptualizing broadly Including, synthesizing ,summarizing etc) -Going beyond the immediate data (including, guessing, predicting etc) 	<ul style="list-style-type: none"> -Help the learner creates positive emotions and attitudes and stay motivated. -Activating supportive emotions, beliefs and attitudes) -Generating and maintaining motivation. 	<ul style="list-style-type: none"> -Help the learner interact to learn and communicate (despite knowledge gaps) and deal well with culture. -Interacting to learn and communicate. -Overcoming knowledge gap in communicating. -Dealing with sociocultural contexts and identities.

Table 4.1: Metastrategies for General Management and Control of Learning
New Perspectives on the Development of Communicative and Related Competence

Group work can prevent some pupils from individual talking unlike pair work. The pupils are exposed to different opinions, personal relations and contributions than in pair work. Negotiation, cooperation and broader skills are encouraged in group work than pair work which is more private than group work. Pupils then can evaluate each other's performance positively and negatively. Learner's autonomy is promoted because pupils can make their own decisions.

Some pupils can choose their level of participation than in a whole class or pair- work situations. When the class is split into small entities, work is done comfortably. Much debates are around whether pupils should be put in group work according to their ability. It can be a mixture of weak and strong learners. The knowledgeable colleagues can be gathered, grouped and helped by the less fluent. It is a process of helping pupils to understand the language. The weakest pupils get a benefit from the others. observing the learners in oral activities by giving them group work and individual feedback. Through observing, teachers behave carefully and not hung on every word. Being too close, giving feedback and organizing pupils. To make pupils aware of the language as an alternative is the teacher's main task. The teacher make them aware but does not expect them to produce it immediately. The knowledge that is gained will help pupils to produce the language accurately and fluently.

4.5.1. The Dictionary Use and Personal Learning Dependence

With increasing interest in effective learning strategies and learner independence, the dictionary has come into focus as an important classroom and personal resource in an English session. There is no doubt that the most convenient way of knowing a new word's meaning

is to look it up in a dictionary. When L2 learners meet a new word, a sample way of getting its meaning is translate it into L1. Therefore, translation dictionary comes in hand. This method has its own advantages, such as fast and convenient. The majority of English learners know a principle of learning English is thinking in English. If they translate a word into L1, they may not know the exact meaning of this word in native speaker's mind. Some explanations of different types of dictionaries were provided to use.

For translation dictionary, if pupils believe that the words for the two languages are effectively kept in one joint store, they would like to choose translation dictionary. If pupils believe that the word-stores of the two languages must be kept distinct in the mind, they will prefer monolingual L2 dictionaries. It is easy to see that the learning of word meanings requires more than the use of a dictionary, and vocabulary acquisition is a complex process. Another disadvantage of using dictionary to remember a new word permanently. People just need to know the meaning of a word when using dictionary. Therefore the use of dictionaries in language teaching has always been controversial to some extent.

4.5.2 Fruitful Contribution of Visual Aids

Nowadays, there is a heated discussion in the academic circles that is how to efficiently remember English words. Through a variety of experiments and practice using visual aids in an English session has become the method which is mentioned most frequently. Visual aids are available in many forms. Another kind of visual aids is thinking about a picture of words.

Teachers can let their pupils do some brainstorm, think about everything of the new words in their mind. To put it in another way, this method is to exploit the different memory systems in their minds for linking new information to the teacher that he can explain a word's meaning or ask their pupils to confirm by looking up in their dictionaries. In addition to the previous strategy, watching English movies is also a simple way to get in touch with native speakers life. It has been found that viewing feature films exposed them not only to a wide range of native speakers, each with their own slang, accents and dialects but also to a wealth of contextualized vocabulary expressions and authentic cross-cultural information. Teachers can tell pupils to take notes when they watch a movie. They will write down the words they do not know or they are interested in, also do not just focus on the meaning and pronunciation of each word but how to use it. Using visual aids is more vivid than looking up in a dictionary. It adds interest and releases pupils from a long list vocabulary learning. In addition, using visual aids improves learners' understanding and increases retention.

4.5.3 Game-based Learning for the Improvement of Pupils' Attention

Pupils' attention may be caught by playing games in class that often show a significant improvement in the pupils' results. Its aim is to get them to learn about a certain subject or to acquire certain skills by means of playing. In order to succeed, among all the learning strategies, the most popular one is undoubtedly game-based learning. It can be treated as a welcome break from the usual routine of the language class. Educational games must reach the purpose of education and entertainment. Many types of game can be played during the session of English such as crossword puzzles and so on.

According to the information, pupils can fill in the corresponding across and down. In the course of the game, they not only know the meaning of each word but also have a deep impression on those words. The main advantage of game-based learning can arouse pupils interests in vocabulary learning. These games are recreational environments that try to increase learner motivation by embedding pedagogical activities in highly enjoyable interactions in English. If these pupils are not facing textbooks and learning principles, the games that interest them, then the learning efficiency will be dramatically enhanced. On the other hand, pupils can also play such simple games in their extracurricular time. This method will probably inspire them to maximize learning initiative and then make learning no longer become boring especially when it happens in the last hours of the day.

Even though game-based learning has some benefits and also appears to be engaging to pupils, there are still some dissenting views. The games may be more distracting than a typical learning tool and that the goals of the games do not necessarily always align with the learning goals of the classroom. When using this form of instructional tool, teachers must also take into consideration how the game's features might affect the pupils' cognitively and physiologically. Teachers must determine whether the content of the game is appropriate for the standards-based accountability movement. Moreover game-based learning takes most of the time in class. If teachers use most of class time to play games with learners, they may learn very little indeed. Therefore, teachers want to maximize the use of class time to teaching pupils more knowledge. On the contrary, pupils want more fun

4.5.3.1 Based Academic Learning

The question of educational contents corresponding to tomorrow's demands has become a vital issue in educational reforms all over the world. It is also the case of the Algerian educational system which adopts the competency-based approach henceforth, CBA as part of the reform. This paper first takes an in-depth look at this approach including the analysis of such concepts as 'competence' and 'competency' and then goes on to critically discuss the reasons why it has been implemented in the Algerian educational curriculum. There is a change in most of the educational systems in the world in terms of the implementation of new curricula and a new approach based on competencies.

This is the case of Algeria in which the competency-based approach was introduced in 2002 as a result of the educational reform in the primary, middle and secondary school; new books were published for this aim for all the levels. CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks. But this objective will be attained hardly if the teacher, who is an important partner in the educational system, has been neglected before implementing this new approach. In spite of the government's plan for teacher development in the language, a large number of teachers are just using new books and ignore all about CBA and the objectives of using such an approach.

It is easy to overlook the fact that academic language can still be challenging and adversely affect the pupil's academic performance even though the teacher is fluent in everyday conversations. In fact, a pupil who converses in another language on the playground is likely to require more than three years to acquire the level of proficiency needed

for successful academic learning of English. It is urgent for everyone who is a teacher or is planning to become one to get prepared in the field the best he can especially when setting up rules in the classroom. The way pupils act depends on the teacher's attitude. The following table presents the main goals of teachers and learners in a language classroom.

<p style="text-align: center;">The Principal Goals</p>	<p>→Allow for learners to use range of English skills and knowledge in communication in or out of school.</p> <p>→It focuses on the ability of learners to use English.</p> <p>→Help the learners to acquire intellectual competencies in school and know how to use it in problem solving outside school.</p>
<p style="text-align: center;">The Learner's Goals</p>	<p>→They use the four skills(speaking, writing, reading and listening)</p> <p>They figure out the language rules by themselves.</p> <p>They use strategies to help them learn and communicate fluently.</p> <p>Take responsibility for their own learning.</p> <p>The learners become the centre of the educational process.</p>
<p style="text-align: center;">The Teacher's Goals</p>	<p>→Provide the learners with the appropriate experiences to meet their interests and needs.</p> <p>→Creating comfortable environment that helps learners to work on collaborative way in order to encourage the positive interaction between them.</p> <p>→They are considered as mediator between learners and knowledge, their role is to guide, help and encourage the learners.</p>

Table 4.2: Competency-Based English Learning and Teaching
Curricular change and competency based-approach. A worldwide perspective. Educational Encyclopedia 2011

Teachers have the qualities to be or become successful persons. Pupils view them as being wise therefore they look up for them. Pupils know that if they need something they just need to ask them. A teacher has an enormous responsibility on his or her actions. It is very important that teachers encourage their pupils because they will take a benefit from it. At the same time, The teacher must create a warm and protective environment. If learners feel secure in the classroom the result will be shown in the academic progress.

Teachers must not forget pupils get bored fast that is why creative lessons must be planed ahead. There should be interest in what pupils want to study. It could make a big difference in the pupils' life if the latter is lift up to keep going and to not let anything put them down. Psychologically, they can be affected if they have problems with their teachers. One of the results that push pupils avoid going to school. Often, there is a debate about if a teacher can be a role model for pupils. Teachers are considered as knowledgeable about different subjects of school. Pupils learn from every lesson the teacher gives therefore a teacher has an enormous responsibility on each action. Even if teachers are considered to be role models they can make mistakes.

It is normal to make mistakes because is our nature of being humans. At the same time, pupils may not look to their teacher to copy them but rather to compare and to see the mistakes to not do them in our lives. They have to concentrate in doing their work and being proud of the way they are. All teachers have the key to provide a good environment for the pupils.

The benefits of having a pleasant environment are for the teacher and pupils. But before that happens a teacher needs to be well prepared in order that the pupils receive the best treat. It is essential and crucial for teachers to be prepared because the first years of school are very important for the pupils. The future of their education success depends on their first years. Consequently, the contact of pupils with the teacher is an everyday act.

4.5.3.2 Other Strategies

There are also some other strategies of learning vocabulary that takes place in English sessions for third-year classes shown as follows. Many second language learners choose to repeat new words again and again until they remember it by heart. Obviously, this is a boring, unskillful and inefficient method to achieve competency in that language. Sometimes an interest is shown to guessing which is a much-used strategy in a second language. However, this method is not an academic way, and it always goes wrong. However third-year learners find a new way to learn vocabulary through mobile phone or E-mails. They imitate native English speakers' manners of speaking, and learn vocabulary during the interactions.

This method is suitable for the pupils who have independent learning ability. Another adequate and useful strategy is to try to deduce a new word from its actual form. Then, it will be much easier to discover its meaning. This method is not suitable for all the words.

4.5.3.3 Efficient Strategies to raise Learning Quality

Effective remedies can be pursued above all else in the secondary school, one must recognize and work within tight resource constraints facing developing countries. To assume that school quality can simply be improved by several facets of the school that may appear to signal higher quality, yet are not empirically related to higher levels of pupils' performance. (Ellis, 2011) explained "*If researches, policy-makers and practitioners are to embrace the wide range of knowledge frames required for a secondary teaching how the different perspectives played out in policy and practice needs under acknowledgment and discussion*". This does not mean that large reductions in class size, such as those in many Algerian classrooms will not help to 35/40 pupils per teacher are often debated. These decrements are not likely to yield significant gains in pupils' achievement.

Science laboratories hold enormous status in Third world secondary schools but they do not consistently boost pupils' achievement and may not be relevant to teaching basic scientific concepts. Similarly, complex vocational curricula, though popular even at the primary level, also have proved to be very costly and hold little impact on achievement. According to (Ellis, 2011) other changes are those introduced by educational policy-makers whose aim is to make educational intervention more effective or the curriculum more in time with the economic needs of the country.

Future Research issues and school quality research in the Third World continues to be constrained by the troubling question raised if schools make a difference in boosting children's achievement. Governments and aid agencies, faced with criticism of their investment in education, continue to support research that documents the school's

discrete effect. Large surveys are mounted, focusing on easily counted material inputs. Multivariate models are then constructed, building on the production-function metaphor from economics, to identify which school factors efficaciously raise achievement. It is important to note that textbooks should involve information related to the foreign language culture because no language can be taught without direct reference to its culture. In the Algerian context, textbooks rarely include cultural information related to the English society. Furthermore, it is clear that most of the texts and dialogues are not authentic; they do not provide real life situations to the pupils in order for them to be familiar with the target culture. Moreover, the majority of teachers do not use audio-visual materials which present everyday situations and demonstrate many cultural experiences.

Authentic materials are recommended to offer the pupils the linguistic and cultural insights. Authentic sources can include films, television shows, proverbs, idioms, and songs of authentic English. Using them in class helps pupils to engage in authentic cultural situations and at the same time raises their motivations towards learning the English language. For instance, pupils can watch and listen to videos taken from authentic sources as a television show, and focus on some specific cultural elements like greeting. Then, they might describe the behaviors they observe and discuss with their teachers cultural similarities and differences. Moreover, discussions of common proverbs, folktales and idioms are a useful way to explore the values and beliefs of the target culture. The importance of this broad agenda should not be underestimated. Research in developing countries should, however, provide more textured portraits of life in class-rooms. Production-function models emphasize learning that results from the simple insertion of physical goods into the classroom.

In the Third world, this representation is accurate in some instances. These factors may be particularly important under conditions of material scarcity. The chalk-and-talk pedagogical method employed by many Third world teachers are taken into consideration. But few concrete descriptions of how teachers interact with pupils, how exercises are structured and evaluated, and what forms of knowledge are communicated to pupils.

In short, very little is known about how teachers try to motivate pupils or whether they attempt simply to maintain order when confronted by 40 or 48 pupils. The beauty of school-effectiveness research to date is that it sticks closely to the technical task. Once a government decides its learning goals, this work may help define which material inputs best contribute to pupils' acquisition of the knowledge. Yet culturally defined social rules, in part, determine how headmasters manage and how teachers teach. These rules of social organization are often a hybrid of colonial and indigenous forms of authority, blended with some image of what modern pedagogy and knowledge may look like. Macaro asserted

The relationship between strategy use and success by finding out why people use strategies differently; strategies can be related to specific tasks and then how learners feel about those tasks (self- efficacy) whether questions call for a single factor require more complex cognition, especially when pupils work cooperatively on tasks or follow western norms of individualistic competition. Yet very little evidence on how these deep rules interact with the use of instructional materials to shape pupil achievement.

(Macaro, 2007, p.11)

A final enquiry remains if governments, local schools, and international donors signal more sharply the importance of improving educational quality. Rapid expansion of schooling, and the corresponding symbols of modernity and progress, hold significant currency. Finding equally persuasive signals of improvement in school quality is a more difficult task, especially for political leaders. One positive example is the recent interest in reforming national exams provide a tool for raising the visibility of government efforts aimed at boosting school quality. They also offer a potential level for moving the curriculum away from the memorization of facts that signifies toward more complex forms of knowledge and ideas.

4.5.3.4 Updating Teachers' Professional knowledge and Skills

As there is a change in most of the educational systems in the world in terms of the implementation of new curricula and a new approach based on competencies, and as EFL is a rapidly changing field, teachers of English needs to develop short and long-term career goals and expand their roles and responsibilities over time if they are to continue to find teaching rewarding. They need, in fact, regular opportunities to update their professional knowledge and skills. Such opportunities may be provided for in a number of ways:

- **Group meetings:** teachers need to meet regularly and specific scheduled teaching points need to be discussed. Meetings need to be run so that maximum participation is assured and so that communication flows in the right direction, in a climate of cooperation and collaboration.
- **Observation:** Through a regular observation of teachers by other teachers positive feedback can be provided on teaching as well as help identify areas that might need attention. Peer observation can also be used to enable teachers to share approaches and teaching strategies.

- Teachers can also use self-observation through audio or video recording their lessons and reviewing the recording to see what needs to be improved.
- Shared planning: teachers often work in isolation and do not have the opportunity to benefit from the collective expertise of their colleagues. One way to avoid this is to build in opportunities for collaborative planning.
- Workshops and seminars: specialists from outside the school or staff from the school can offer workshops and seminars on topics of interest to the staff.
- Reading group: teachers can put together groups and read and discuss articles or books of interest. During all this process, potential problems can often be identified and resolved.

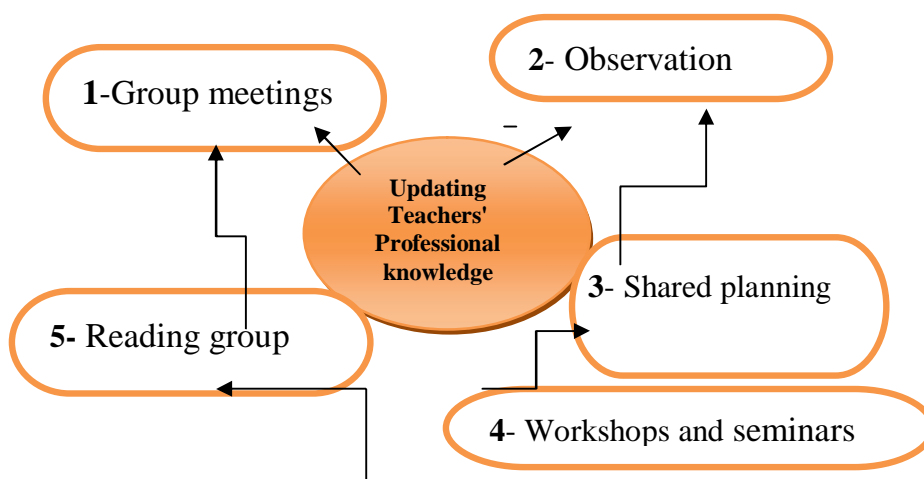


Figure 4.2: Updating Teachers' Professional knowledge and Skill Introducing the Strategic Self-Regulation (S2 R) Model of language learning (2007) *Language Learner Strategies: Thirty Years of Research and Practice*. Oxford: Oxford University Press.

4.5.3.5 Developing Pupils' Abilities through Motivated Learning

In the field of learning, motivation for English is an important step for success without it pupils fail to make efforts. It is an internal drive that develops pupils understanding thus it includes the need for exploring, stimulation, acquiring new information and the ego enhancement. This cognitive arousal that leads third-year pupils to achieve important goals demands an intellectual, a physical effort and motivation to extrinsic motivation for example the need to pass exams, hope of a financial reward. However, the intrinsic motivation comes within the fact that third year pupils may enjoy the learning process and feel better. It encourages success if pupils love the learning process.

The task of learning English can be brought by motivation since pupils are engaged in learning. They will be affected by a set of views. Moreover, the teacher is a major and a continuous motivation. Both of teachers and pupils are confident towards the learning and teaching process and the different methods to its success. The internal intrinsic drive fire them up to a degree of motivation. One of the teacher's responsibilities is to direct and increase pupils' motivation so the pupils behavior can be enhanced by a continuous participation. The pupils desire to succeed in his baccalaureate, mastering English may be long term goals that relates to learning an amount of language have the ability to write an essay and pass a test.

4.5.3.6 Learning English an Education Perspective

The aim from learning is to encourage pupils to develop lifelong learning skills in the English language that begins from the secondary education to the university, such skills will make informed choices to develop sharp observational skills and to construct useful knowledge in pupils' interactions with the world using English.

Learning in making useful changes to the working of pupils' minds. Learning is not only a mental process but also a social process. The pupil in the new program researches, discovers and looks for reality by himself he compares and takes examples that is why he records and learns by heart. The techniques for an objective teaching are underlined in the syllabus that add new things has given the opportunity to third -year pupil to rely on himself and work to meet pedagogical practice for objective planning (Oxford, 2011) that in almost all learning contexts, the only way to find out whether pupils are using learning strategies while engaged in a language test is to ask them, verbal report data are used to identify language learning strategies because observation does not capture mental processes. Doff noted “*..we should be aware of thinking that every subject exists imply to the needs of education .(Doff, 1988, p.139).*” The guiding principles for teaching English in Algeria are those of the Competency Based Approach and they serve also the Learner-Centered Teaching Method. It involves the principles that the teachers should follow while planning their lessons, they are part of the teacher's daily work. They may be the primary concern of the teacher's job. There are obstacles in 3rd-year classes that should be avoided. So the teachers have to follow these instruction to help them in their learning and communicating. The teacher uses and plans activities that allow pupils to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to phone message).

The teacher chooses topics and tasks that allow the pupils to develop skills in learning and communicating about themselves and their community, and about their country and the world. The instructor introduces a variety of topics of interest to them that are related to other cultures, comparison of cultural international issues. By creating supportive and relaxed learning environment and using appropriate

management, communicating, encouraging them to participate and work cooperatively, using positive reinforcement like practicing and rewards employing self assessment and goal setting, designing and structuring learning experiences with learner interest and needs in mind, guiding and monitoring (learners. Even if teachers are considered to be role models. At the same time, pupils should not look to their teacher to copy them but rather to compare and to see the mistakes.

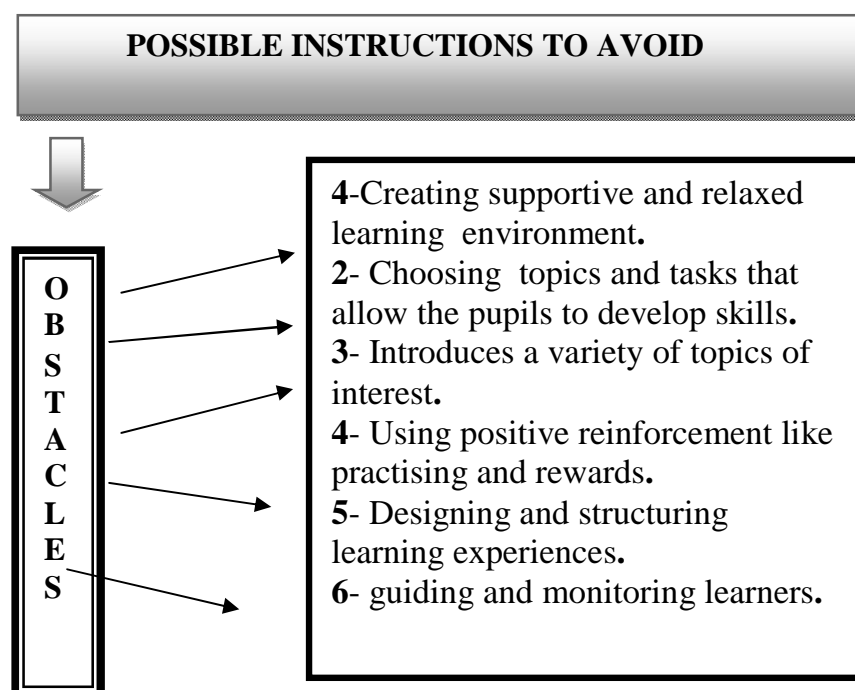


Figure 4. 3: Instructions For Avoiding Learning Obstacles in 3rd-Year Classes

By introducing effective techniques, pupils in the secondary school can learn cooperatively and collaboratively. It is the teacher's duty to manage efficiently the class so that the learners know what is expected from them (e.g. the daily agenda and classroom rules, providing rubrics for learners' performance).

4.6 Educational Measures for Future Opportunities

Appropriate measures may be taken in the Algerian country to formulate educational policies which are consistent with the educational guiding principles. It is the fundamental right of every pupil to be provided with the fullest possible educational opportunities, due attention can be paid to pupils requiring special treatment. Since education is an essential factor for the Algerian economic growth, educational planning can form an integral part of the total economic and social planning undertaken to improve pupils' level in English.

Education can be a continuous process of the various branches of the teaching service that must be so-coordinated to improve the quality of education of all pupils and to enhance the status of pupils' level in English. There may be free access to a flexible system of schools properly interrelated so that nothing restricts the opportunities for pupils to progress in English. The seek is not only for the mere quantity but also for the best quality.

Programming and planning are necessary for the efficient integration in the Algerian community of today. Pupils will depend more on future needs for English than any other time. To allow learners the opportunity for creativity can be entrenched in the curriculum. Quality and relevance of exams to a practical application of knowledge necessary for future employment and skills development for self-employment to be the coordinial objectives of the Algerian education. Curriculum developers can also adopt a different approach to curriculum especially at the secondary school level. The Emphasis on the changing needs of the society through reliance on the understanding and application of new technologies as mentioned below:

- The teacher selects and introduces activities and materials for language work that meet pupils needs.
- The teacher fosters a group feeling (cooperation, respect, enjoyment, trust).
- The teacher organizes pupils so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the classroom.
- The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work learners presenting to class, learners' mingling) within the lesson en route for support the objectives of the class and the feeling/energy of the group
- The teacher ensures that the learners find their involvement sufficiently challenging. The following figure introduces the new technologies that can be considered as possible measures for the Algerian educational system that pave the way to future opportunities for learners.

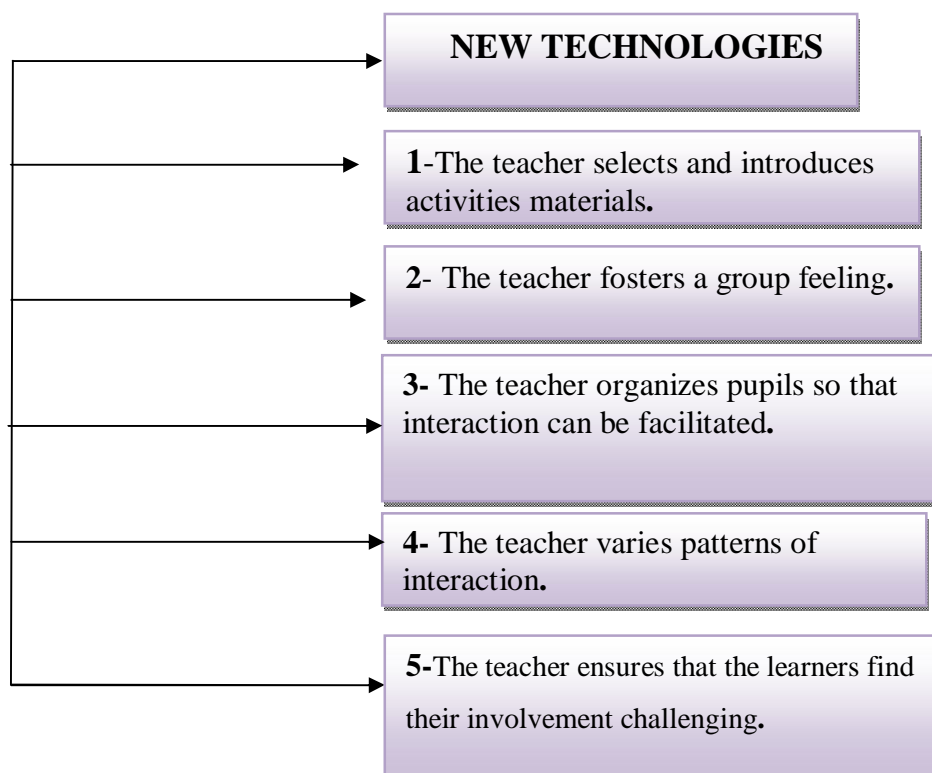


Figure 4.4 : Educational Measures For Future Opportunities

The teacher teaches pupils how to use language strategy to help them in their learning and communication. He also uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to phone message). Choosing topics and tasks that allow to develop skills in learning and communicating about themselves and their community, and about their country and the world.

The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures international issues by creating a supportive and relaxed learning environment and using appropriate management. When communicating warmly, the teacher encourages his/her pupils to participate and work cooperatively, using positive reinforcement like practicing and rewards employing self assessment and goal setting. Designing and structuring learning experiences with learner interest, guiding and monitoring learning is an additional task. By introducing effective techniques, pupils can learn cooperatively and collaboratively managing the class so that they know what is expected from them (e.g. the daily agenda and classroom rules, providing rubrics for their performance).

4.7 Conclusion

This Chapter has been concerned with finding out some solutions to develop pupils' proficiency in English. Recommendations and suggestions outlined in this chapter may be helpful for those who hope to make their pupils both competent in using English. On one side, Policy decision-makers must strengthen their time of working together. On the other side, the teacher can be well informed about the expansion of education.

Its ultimate goal is to prepare the learner for appropriate behavior in society. Also, he should develop a conscious conception that our society is changing so quickly that an increasing complexity influences the educational system in terms of: economy, science, internet and human functioning. The actual development gives birth to an increasing tendency to individualism and dehumanization. Some social rules may be considered more important than humanity itself. Then, they are viewed as dogmatic and inhuman in nature. The mission is too much demanding.

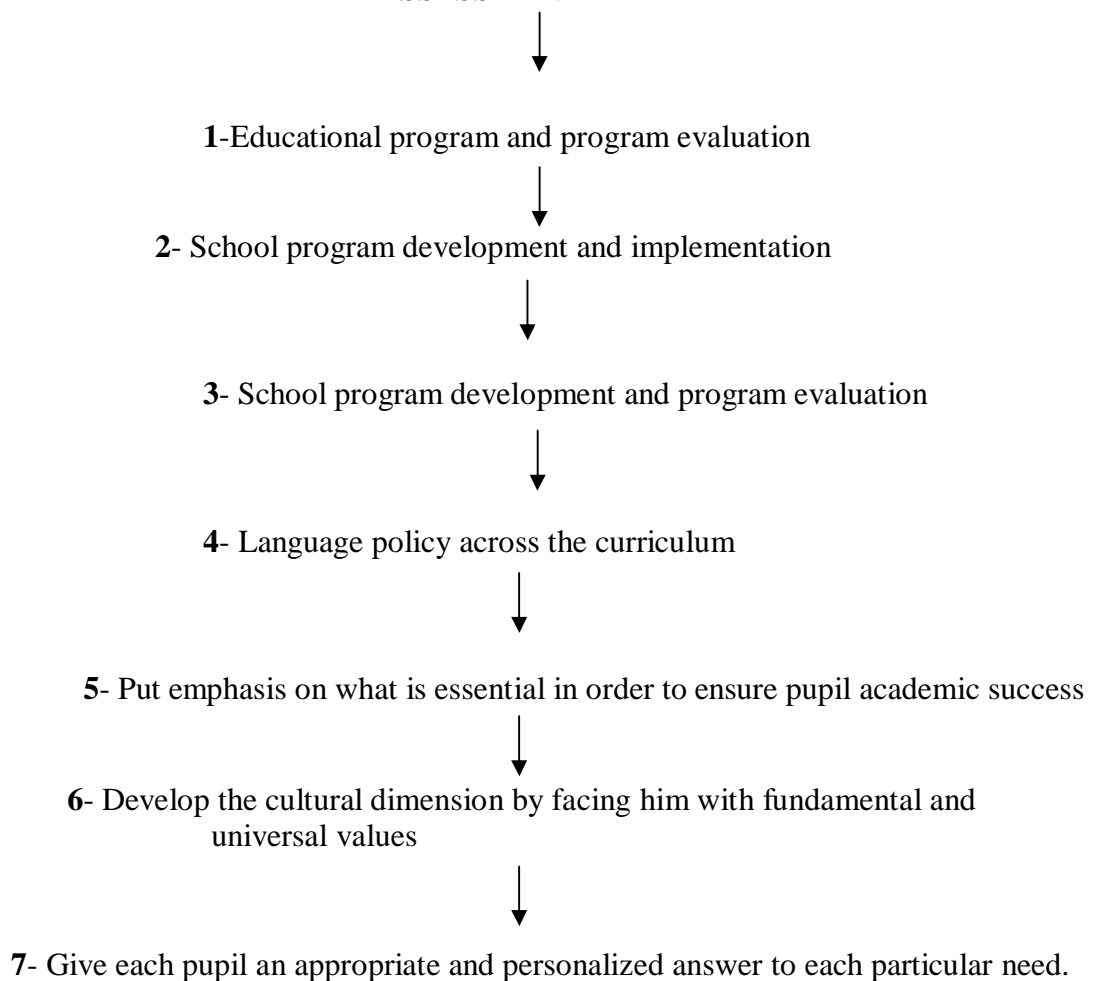
Studying English as a second language in third-year classes can be difficult for some pupils in both scientific and literary classes. There are several ways to learn and many people benefit from a wider approach than the traditional methods that have been employed in most Algerian classrooms for many years.

Adding games and activities that appeal to all the different learning styles along with standard curriculum can transform the lessons and make the time more productive for all the class. As it is known, every industry has its acronyms and teaching is an exception. Pupils may concentrate in doing their work and being proud of the way they are.

All teachers have the key to provide a good environment for the pupils that is why the benefits of having a pleasant environment are often for the teacher and pupils. But before that happens a teacher needs to be well prepared in order that the pupils receive the best treat so it is essential and crucial for teachers to be prepared because their future education success depends on their first years.

Notes to Chapter Four

The implementation of reforms constitutes a beginning for an educational planning. The following objectives of language in education and the methods of assessment are based on ensuring the quality of education which remains a question of a long term-planning.

OBJECTIVES OF LANGUAGE IN EDUCATION AND THE METHODS OF ASSESSMENT

GENERAL CONCLUSION

GENERAL CONCLUSION

In trying to evaluate language planning and education in Algeria, the researcher looks at various factors that contribute to its success or failure. There are obstacles that cannot be surmounted by third-year pupils during the process of learning the program of English. As a concluding idea, the success of any language planning program depends on best results of the achievement in the educational system. The larger component for foreign language education that would include French and English is likely to be time consuming and expensive. During the collection of data the researcher has deduced that the learner at the secondary school faces different constraints which influence his linguistic achievement and in turn may put the teacher in an embarrassing situation.

The claims about the introduction of English in the first year of pupils' entrance to middle school are confirmed. Some questions are answered, others arise. As the findings confirm, neither teachers nor their pupils are confident about the reforms. The use of English in the secondary school for three years does not show that pupils improve and their level is good. Their achievement is still insufficient in final exams in English even their position when compared with other schools in other countries. The lack of competence in English is also a problem. However, the findings of the study seem to indicate that third-year pupils whether favorable or unfavorable towards learning English from their first year and in front of a set of reformed programs are afraid about their future education and feel unconfident.

Education decision makers should improve English. It needs to become accessible to everyone. The findings of the study seem to indicate that after introducing English in school and after many years the educational standards are low and still are insufficient. In trying to answer the question of whether the different changes in the Algerian

GENERAL CONCLUSION

educational system especially in English have developed pupils' proficiency. It is important to mention that The English language is not desirable at 100% by pupils. Finally English may be the top priority for the government. The educational system in Algeria still is a subject of reflection and analysis. It is aimed at creating teaching and learning environments that would bring about desired changes in pupils, whether to be more knowledgeable, better skilled or to influence their attitudes and value positively. The essence of reformed programs in English is to plan teaching events (contents, strategies, etc.) and to ascertain to what extent pupils have acquired the intended competence. The educational aspirations of the Algerian government recommends focusing on basic learning that the pupils will have to master during their course.

This program will take part in the setting of transversal competencies in various fields: intellectual, methodological, personal, social and communicational. It aims at developing competencies in various real life situations, appealing to various sources that are related to disciplinary fields, the reforms aim to achieve educational objectives in intermediate education. The previous experiences must be organized for an effective secondary education stressing the importance of objectives in curriculum design and teaching practices.

It is undeniably true that more research is needed in the area of education in Algeria. The findings of this study are limited to a selected group of third- year secondary school pupils enrolled for the Baccalaureate at Mohamed Boudiaf secondary school in Sidi Lahcen, Sidi-Bel-Abbes since, a sample is not a whole population there will be errors, in other words, the real patterns in the population are unlikely to be exactly the same as those in the sample. The findings could not be applicable to all pupils who study English as a foreign language through Algeria. In order to investigate the situation more thoroughly, future research will be conducted

GENERAL CONCLUSION

by taking samples from a wider population and for long time duration. In the current study, the researcher has been primarily interested in finding some evidence. It was revealed that pupils face great difficulties even they study English for three years. Some of them showed no high motivation for this subject.

The fact of introducing reforms each time disturbs their concentration and makes them not eager to improve their reliability and develop their proficiency in that language. There is a great need to see that the policy makers who are generally politicians make full use of their professional experts as their technical advice before policy decisions are reached.

Third-year program brings to pupils' firsthand knowledge of the customs, daily lives, thoughts and feelings of people in other countries. Through sharing these resources, all pupils can gain. Ideally, sharing can evolve and enrich instructional content; recognition of cultural diversity. No teacher can become an encyclopedia of practices, expectations, or beliefs however every teacher can develop an attitude of interest and learning about cultural differences. Also, the more teachers who work with the same pupils share information, the more consistent and effective their pupils overall instructional experience will be in conclusion, The only who gets the benefits are the pupils and sometimes it can be negative or positive.

It is high time for teachers considered the following steps like conferring and collaborating with each other in the school, getting in contact with other teachers who share resources, ideas and information about pupils' work like sharing ideas and experiences with teachers who are interested in trying out more active instructional activities with their pupils. The complexity cited above engenders more problems to be solved. So, educational creativity is prerequisite to finding answers for the problems pupils confront. The main duty of the teacher will be to augment the learners self responsibility for creative problem solving potential so the teacher is not

GENERAL CONCLUSION

only asked just to involve his efforts in the transmission of the actual body of knowledge. The planning of an efficient strategy that helps third year pupils progress because it is not a matter of accomplishing three years of studies before passing a baccalaureate exam. Providing teachers with readymade materials is never meant to be the solution to better school achievement. The situation will be worse when teachers follow blindly these materials.

From a teaching point of view, the important thing is not whether teachers elect to base their teaching on specific course books or whether they reserve the right to interpret, select and use the types of classroom activities that can cater for the intelligence profiles of their particular learner group. It is far more important for teachers to recognize the fact that learners are in fact different and therefore may need different types of classroom activities and techniques in order to learn. Only in doing so can teachers fully encourage their learners to try harder and at the same time make the learning environment as meaningful and enjoyable as possible for all parties involved.

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APPENDICES

Appendix A: Teachers' Questionnaire

Dear Colleagues,

This questionnaire is meant to evaluate third year pupils in English, their level and linguistic ability to deal with the program of English in the actual system. You are kindly requested to answer it either by putting a cross (×) or a (✓) and making comments whenever you feel it is necessary, sometimes more than one answer can be given.

1-What are the psychological components that contribute to the improvement of your pupil's linguistic ability?

2-How are the interests of your pupils learning performance best determined?

Quickly

Slowly

Gradually

3- What is your impression on the syllabus addressed to third year pupils?

4-Is the language used in the text easy to understand and adapted to the level of pupils for whom the textbook is intended?

5- How can you measure the learner's individual and global competency?

6-What are the objectives of learning a foreign language in the current system?

7-Do your pupils work hard for language learning performance?

8-Can failure change pupils competence and improve their level?

9-Do you suggest that educational competencies are fundamental and obligatory to your successful performance?

10- Do the ICT's respond to the teacher's need as well as enhance pupil's linguistic competence and develop proficiency in English?

11-In relation to CBA, do reforms respond to the pupils' and teacher' of English?

12- What strategies can teachers follow to raise pupils' ability and efficiency of programs.

APPENDICES

Appendix B استبيان التلاميذ باللغة العربية

أعزائي التلاميذ

يرجى التفضل بالإجابة عن الأسئلة التالية عن طريق وضع علامة بالقرب من الجواب الذي يعكس أفضل رأيك وتفصيلاتك

1- هل تستوعب اللغة الإنجليزية عندما يتم برمجتها في الساعات الأخيرة من اليوم؟- نعم لا

2- هل أنت راض عن نتائجك باللغة الإنجليزية نعم لا قليلا

3- هل تعطي أهمية كبيرة للغة الإنجليزية أكثر من الموضوعات الأخرى؟ نعم لا

4- هل تلبي تكنولوجيا المعلومات والاتصالات احتياجات المعلمين، فضلا
تعزيز الكفاءة اللغوية لدى التلميذ وتطوير الكفاءة في اللغة الإنجليزية؟ نعم لا

5- هل تحب تعلم اللغة الإنجليزية؟

سنة 2 سنوات 3 سنوات 4 سنوات 4 أكثر 1

6- إذا طلب منك أن تشير إلى معامل لموضوع اللغة الإنجليزية تختار؟؟

4 3 2 1 المزيد

7- ما هو موقفكم تجاه البرنامج المصمم لتلاميذ السنة الثالثة ؟

- هل تعتقد أن نصوص القراءة تطور قدراتك اللغوية؟

9- ماذا ستفعل إذا كنت لا تفهم عند القراءة؟

شكرا جزيلاً على تعاونكم

APPENDICES

Appendix C: Pupils' Questionnaire

Dear Pupils,

You are kindly requested to answer the following questions by putting a cross(near the answer that best reflects your opinion and preferences

1-Do you assimilate English when it is programmed in the last hours of the day?

Yes No somehow

2-Are you satisfied with your results in English?

Yes NO somehow

3-Do you give as much importance to English as to the other subject-matters?

Yes No sometimes

4- Do the ICT's respond to the teachers' needs as well as enhance pupil's linguistic competence and develop proficiency in English?

Yes No

5-Do you like learning English for?

1year 2years 3years 4years more

6-If you are asked to suggest a coefficient for the English subject which one will you Choose?

1 2 3 4 more

7-What is your purpose from reading?

8-How do you behave when you don't understand a reading text?

9- What is your attitude towards the program designed for third year? Does it meet your expectations? Thank you very much for your collaboration

APPENDICES

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

دورة: جوان 2013

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي

الشعبة: آداب وفلسفة

المدة: 02 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

PART ONE: Reading

(15 points)

A. Comprehension

(07 points)

Read the text carefully then do the following activities.

Today, there are some 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout America. In other words, 88 percent of American children attend public schools and 12 percent go to private schools. United Nations figures show that in the amount spent on education per capita, the U.S. is ninth place in the world (behind Qatar, Sweden, Norway, the Netherlands, Luxembourg, Denmark, Switzerland and Canada).

Most historians agree that a great deal of the economic, political, scientific and cultural progress America has made in its relatively short history, is due to its commitment to the ideal of equal opportunity. This is the ideal of educating as many Americans as possible to produce an educated people.

American education has encouraged more Americans than ever before to study for advanced degrees and to become involved in specialized researches. The belief that the future of society depends on the quantity and quality of its educated citizens is widely held. It explains why a great many Americans are still willing to give more money to education, even during times of economic difficulty.

(From D.K. Stevenson, **American Life and Institutions**)

1. Circle the letter that corresponds to the right answer.

The text is:

- a. narrative. b. expository. c. prescriptive.

2. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- a. Most American children attend public schools.
b. Qatar spends more on education than America.
c. The ideal equal opportunity aims at educating the rich.
d. Americans refrain financing education when hard times.

3. In which paragraph is it mentioned that Americans focus on higher education?

4. Answer the following questions according to the text.

- a. How many pupils attend elementary and secondary schools?
b. What has the ideal of equal opportunity brought to America?
c. Why are Americans willing to give more money to education?

5. Copy the title you think is the most appropriate.

- a. Education in Qatar
b. Education in America
c. The American Lifestyle

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Appendix D: Baccalaureate Samples: Years 2013/2014/2015/2016 with corrections



الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة: 2016

امتحان بكالوريا التعليم الثانوي

الشعبة: آداب وفلسفة

المدة: 02 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part one: Reading.

(15 pts)

A/ Comprehension and Interpretation.

(07 pts)

Read the text carefully and do the activities.

The single, decisive factor that made it possible for mankind to settle in permanent communities was agriculture. After farming was developed in the Middle East in about 6500 BC, people living in tribes did not have to move continually searching for food. Once people could control the production of food and guaranteed annual supply of it, their lives changed completely.

Farming was a revolutionary discovery. It not only made settlements possible, but it also made available a reliable food supply. With more food, more people could be fed. Populations, therefore, increased. The growing number of people available for more kinds of work led to the development of more complex social structures. With a food surplus, a community could support a variety of workers who were not farmers.

However, farming the world over has always relied upon a dependable water supply. For the earliest societies this meant rivers and streams or regular rainfall. That is why the first great civilizations emerged along rivers. Later, communities were able to develop by taking advantage of the rainy seasons through building water dams.

One of the outgrowths of agriculture was the science of mathematics. People studied the movements of the Moon, the Sun, and the planets to calculate seasons. In so doing, they created the first calendars which made it possible to determine the arrival of each growing season. Measurements of land areas and of crop amounts were also important factors in farming.

Adapted from Britannica Student Library

1. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- People in ancient times settled down thanks to farming.
- Agriculture fed farmers only.
- Mathematics contributed to the development of farming.

2. In which paragraph is it mentioned that...

- people started conserving food very early?
- farming led to the appearance of different types of human activities?

3. Answer the following questions according to the text.

- Mention two changes agriculture brought to mankind.
- Why did ancient people have to build dams?
- Did people use to calculate seasons before the development of agriculture?

4. Who or what do the underlined words refer to in the text?

- it (§1)
- It (§2)
- who (§2)
- they (§4)

APPENDICES

الإجابة النموذجية لموضوع امتحان الكالوريا دورة: 2016
اختبار مادة: اللغة الإنجليزية الشعبة: آداب و الفلسفة المدة: 02 سا و 30 د

العلامة		Sujet 1: The single decisive factor that ... عناصر الإجابة									
مجموع	مجزأة										
15 pts 7 pts 1.5pts	(3x0.5)	Part One: A) Comprehension 1- True / false statements a- True b- False c- True									
1pt	(2x0.5)	2- Locating paragraphs a- § 1 b- § 2									
3pts	(3x1)	3- Answering comprehension questions a- It made settlement possible. ... made available reliable food supply. More people could be fed. Population increased. ...development of more complex structures and science. ...could support a variety of workers. b- To take advantage of the rainy seasons. To keep rain water. To stop river's flow and collect water. To conserve water for future use / Not to be dependable on irregular rainfall (accept any relevant answer) c- No, they didn't / No.									
1pt	(4x0.25)	4- Reference words it (§1): food - It (§2): farming - who (§3): workers - They (§4): people									
0.5pt	0.5	5- Title: c. Agriculture: the Basis of Civilization									
8 pts		B) Text exploration									
2pts	(4x0.5)	1- Definitions a- settle b- revolutionary c- dams d- calendars									
1pt	(4x0.25)	2- Chart completion <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Verb</th> <th>Noun</th> <th>Adjective</th> </tr> </thead> <tbody> <tr> <td>to decide</td> <td>decision / decisiveness</td> <td>////////</td> </tr> <tr> <td>to measure</td> <td>////////</td> <td>measurable / measured</td> </tr> </tbody> </table>	Verb	Noun	Adjective	to decide	decision / decisiveness	////////	to measure	////////	measurable / measured
Verb	Noun	Adjective									
to decide	decision / decisiveness	////////									
to measure	////////	measurable / measured									
2pts	(2x1)	3- Connecting pairs of sentences a- Although all the ancient civilizations had different regional and climatic conditions, they developed in similar ways. b- Ancient people created the first calendar as a result they were able to calculate the arrival of growing seasons.									
2pts	(4x0.5)	4- Reordering sentences c - b - d - a (0.5 pt for the topic sentence.)									
1pt	(4x0.25)	5- sound system <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>/v/</th> <th>/d/</th> <th>/id/</th> </tr> </thead> <tbody> <tr> <td>developed</td> <td>relied - controlled</td> <td>created</td> </tr> </tbody> </table>	/v/	/d/	/id/	developed	relied - controlled	created			
/v/	/d/	/id/									
developed	relied - controlled	created									
5pts		Part two: Written expression Topic one: Form: 3pts Content: 2pts Topic two: Form: 2.5pts Content: 2.5pts									

APPENDICES

الإجابة النموذجية لموضوع امتحان البكالوريا دورة: 2016
اختبار مادة: اللغة الإنجليزية الشعبة: آداب و فلسفة المدة: 02 سا و 30 د

العلامة الكاملة	العلامات الجزئية	عناصر الإجابة															
15pts 7 pts		Sujet 2: There is so much that Part One : Reading. A/ Comprehension.															
1pt	1	1-b. an article															
2pts	(0.5×4)	2- a: T b: F c: T d: F															
1pt	1	3- § 2															
1pt	(0.25×4)	4. a. students b. teachers c. spend less time on administration and recordkeeping d. the Internet															
2pts	(1×2)	5- a... communicate with international students, gain from others' knowledge and experiences, participate in chat rooms, share ideas and solutions learn about the many diverse culture, relate their interests on a personal level, encourage students independence, motivate to do better at school. b. ... by connecting the school with homes, libraries or other access ports.															
8 pts.		B/ Text Exploration.															
2pts	(0.5×4)	1- a: endless b: benefits c: linked d: wealth															
1pt	(0.25×4)	2-															
		<table border="1"> <thead> <tr> <th>Prefix</th> <th>Root</th> <th>Suffix</th> </tr> </thead> <tbody> <tr> <td>down</td> <td>load</td> <td>/</td> </tr> <tr> <td>inter</td> <td>act</td> <td>ive</td> </tr> <tr> <td>/</td> <td>end</td> <td>less</td> </tr> <tr> <td>dis</td> <td>connect</td> <td>ion</td> </tr> </tbody> </table>	Prefix	Root	Suffix	down	load	/	inter	act	ive	/	end	less	dis	connect	ion
Prefix	Root	Suffix															
down	load	/															
inter	act	ive															
/	end	less															
dis	connect	ion															
3pts	(1 x 3)	3- 1b. Because of some dangerous sites, parents have to control their children's use of the Internet. -2b. It's high time the authorities banned hazardous sites. -3b. He said that the Internet offered limitless amounts of information.															
1pt	(0.25×4)	4-															
		<table border="1"> <thead> <tr> <th>/s/</th> <th>/z/</th> <th>/iz/</th> </tr> </thead> <tbody> <tr> <td>students</td> <td>enables allows</td> <td>chances</td> </tr> </tbody> </table>	/s/	/z/	/iz/	students	enables allows	chances									
/s/	/z/	/iz/															
students	enables allows	chances															
1pt	(0.25×4)	5- 1- students 2- better 3- shown 4- access															
5 pts		Part Two : Written Expression. Topic One : Form: 3pts Content: 2pts Topic Two : Form: 2.5pts Content: 2.5pts															

APPENDICES

Appendix E : Assessment Criteria for Teachers' Performance

Assessment Criteria for Teachers' Performance

A/ Professional Competence

- Knowledge of legislation(rights and duties, school regulations, relation with stakeholders.....
- Is the teacher familiar with the reference documents?
- (syllabus, accompanying document, teacher's guide..)
- Are the pedagogical supporting materials available and designed / planned appropriately? (personal / class log book, yearly planning, unit plan, mark book, projects' files....)
- Are there any research initiatives? Use of extra resources and teaching aids)

B/Pedagogical Competence

- Does the teacher set clearly the teaching-learning objectives for his/her lesson?
- To what extent do they accord with the advocated syllabus and its basic principles?
- Does the teacher set appropriate tasks in accordance with the set of objectives?
- Does the teacher encourage interaction and partnership?
- Does he / she urge learners autonomy and critical thinking?
- How does the teacher cope with the unexpected happenings?
- Is the teacher class control and time management rational?

C/Didactic Competence

- Does the teacher apply the principles of the newly implemented approach ' CBA'?
- Is the teacher able to transform the curriculum into learning-classroom practices?
- Does he / she apply a variety of strategies?

D/Disciplinary Competence

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- Grammar
- Semantics
- Morphology
- Phonology
- Proficiency in the four skills

E/Topical, Cultural and Technological Competence

- Mastery of topics implemented
- Richness and relevance of information
- Ability to explain and convince learners about particular cultural situations
- Readiness for learning and improvement
- Ability to vary the resources (books – websites...)

M.Louznadji

National Education

Inspector of

APPENDICES

Appendix F: Observation on the Syllabus of English used by Pupils and Teachers

Aims of the syllabus

The syllabus addressed to 3rd year pupils aims at Improving the teaching of English and responding to pupils needs for the baccalaureate examination. By Integrating the assign competencies like giving priority to oral interaction and helping pupils develop strategies in foreign language. Here are questions to be raised in the evolution of the pupil's course book. Some questions are asked by the researcher during the observation (class observation) some points are taken into consideration such as:

(The educational approach, content and illustrations)

1- The reforms correspond to the objectives of the curriculum for the school year under consideration (^{3rd} year).

2- The reform level of content correspond to what pupils have learnt in English.

3-The content of the programs should be concise, varied, sufficiently objective Sufficiently enriched in relation to the content summarized in the curriculum.

4- The reforms stimulate and develop positive social and moral attitudes.

6- The reforms will clearly explain and offer practical applications in the language.

7-The text books correspond to the pedagogical concept recommended by the educational authorities.

5- Formulate Books concisely and precisely

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Appendix G: A Sample of a Project addressed to a Scientific Class

The goal of this project N/4: is to understand the issues of consumption and safety in a modern society.

Theme	Advertising, Consumers and Safety
Project outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -make a survey on the impact of advertising on people/consumers -make/produce a commercial .(using a newspaper, video, radio, etc) -make a flyer for selling a product (shampoo, phone, car, holidays , etc) -be involved in a panel discussion
Learners' outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> - discuss issues related to the effects of advertising on people -demonstrate initiative in selling products -explore the impact of advertising on young people/children
Language Outcomes	SEE DETAILS IN TABLE BELOW
Skills and strategy Outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -listen for a purpose/ take notes -watch attentively/ develop interest -be exposed to a variety of authentic materials -analyse/ synthesise/ evaluate information -compare/ use critical judgement -use appropriate expressions -initiate discussion regarding audience profile
Intercultural outcomes	<p>Pupils will:</p> <ul style="list-style-type: none"> -understand the importance of integrating the cultural features of a society into advertising -raise awareness of the effects of advertising on different societies and cultures
Suggested information and technology skills	<p>www.advertopedia.com www.speedtv.com/speed/advertising</p>

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Appendix H: Suggested Types of Tasks for Transitional Baccalaureate Paper 2007

PART ONE: READING

A. COMPREHENSION/ INTERPRETATION

- Choosing (all streams) / giving the general idea of the text (LLE)
- Answering multiple choice questions
- True / false statements
- Locating the right paragraph
- Filling the table with information from the text
- Putting ideas in the right order according to their occurrence in the text
- Answering comprehension questions
- Choosing (all streams) / giving a title to the text (LLE)
- Identifying type of discourse
- Identifying type of text

B. TEXT EXPLORATION

1. VOCABULARY / MORPHOLOGY

- Matching words from the text with their definitions
- Finding words in the text whose definitions are given
- Forming words adding the right affixes
- Deriving nouns, adjectives, verbs.....
- Giving opposites keeping the same roots
- Giving opposites, synonyms to words from the text

2. GRAMMAR

- Combining statements with connectors provided
- Asking questions to the underlined words
- Paraphrasing with prompts given
- Supplying the correct form(s) of the verbs in a given passage

3. SOUND SYSTEM

- Matching pairs that rhyme
- Classifying words according to final “ed” / “s”
- Underlining the silent letters
- Underlining content words

4. DISCOURSE

- Filling gaps with a number of words

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- Re-ordering scrambled sentences into a paragraph
- Matching statements from A with Statements from B
- Dialogue completion

Appendix I: The Different Competencies Acquired by 3rd. year Pupils

Personal Goals

Professional Competence:

- To demonstrate enthusiasm for the subject matter
- To make Learners work collaboratively
- To engage Learners in on-going learning process
- To use an extra resource and teaching aids

Pedagogical competence:

- To present a task-based lesson on integration skills
- To get students have enough useful and sensible skills practice in a lesson plan
- To encourage spirit of membership and partnership
- To encourage learners to communicate through the receptive and productive skills
- To introduce a task-based lesson and materials for language work that meet learners' needs
- To foster a group feeling and enhance cooperation and respect
- To ensure a challenging involvement of Learners
- To encourage Learners to communicate through the writing skill
- To urge Learners' autonomy
- To enhance communication

Disciplinary Competence:

- To master the use of language forms: vocabulary, grammar, pronunciation and spelling in the learning process
- To develop proficiency in skill integration practice and communication

Topical, Cultural and Technological Competence:

- To master the implemented strategies of integrating skills
- To provide Learners with rich and relevant information
- To explain and convince Learners about particular cultural situations

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- To motivate, stimulate and urge Learners to get ready for practising the 4 skills and language forms and improvement
- To develop the communicative skill when talking about others' experiences
- To introduce learners to an ancient cultural setting
- To use ICT

Lesson Focus:

- To integrate the four skills
- To get students have enough useful and sensible skills practice during in a task
- To focus on Interaction (Speaking), Interpretative Listening, Productive Writing, Productive Speaking, Linguistic Competence

Functions:

- To integrate skills

Skills and Language Strategies:

Integrating Skills:

- Moving from Receptive to productive
- Starting from easier to difficult
- Incorporating language forms

Cultural Aspects:

- To raise awareness about issues related to ancient Greek literature and civilization

Competencies:

- Receptive and Productive skill practice
- Linguistic Competency (Vocabulary and Grammar usage)
- Developing learning skills and their strategies (language conventions, organization of ideas..)
- Developing associated skills and transferable skills

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Appendix J: Steps to Language Learning Performance for 3rd-year Pupils

Language learning paves the way to third -year pupils to linguistic performance when they:

- have developed literacy skills in the second language.
- have maximum exposure to the target language and opportunities for using it
- are motivated and are willing to invest the effort and persistence needed for foreign language learning.
- develop a positive self-image in the target language.
- develop confidence in their ability to use the target language.
- build on their prior language and world knowledge
- have opportunity to use the language as a means for gaining information in other areas to learn by doing.
- are conscious of how they learn and how they can constantly develop better ways of learning the language.
- are aware of the learning objectives.
- use learning strategies effectively.
- take responsibility for their own language learning.
- analyze and reflect on their learning.
- interact, share information, exchange ideas and opinions and work together
- have opportunities for problem solving in the target language.
- are encouraged to experiment with their growing control of the language and are not afraid to make errors.
- feel challenged within the range of their possible performance.
- have opportunities to develop independent reading habits.
- have opportunities to use the target language outside the classroom.
- are motivated to continue finding out about people, cultures, music and literature related to the target language.

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GLOSSARY

GLOSSARY

Academic: It concerns schools education, it relates to scholarship.

Achievement: Something that is accomplished, particularly by great effort, courage or special skills. Factors that impact student's ability to assess academic scores.

Case study: A process or record of research into the development of a particular person, group, or situation over a period of time.

Competence : knowledge of the grammar as a formal abstraction and distinct from the behavior of actual use.

Communicative Competence: Speaker's underlying knowledge of the linguistic system and the norms for the appropriate socio-cultural use of language in particular speech situations.

Communicative Language Teaching: any L2 teaching method that is communication in design, emphasizing functional language in the attempt to attain the goal of communicative competence.

Communicative Strategies: Strategies used by L2 learners when they are lacking the necessary linguistic knowledge to say that they want to communicate (eg : paraphrasing).

Context: Those aspects of the circumstances of attached language use which are relevant to meaning. The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

Corpus: Body of written or spoken material gathered together for linguistic analysis. Nowadays ,such data are normally stored in machine readable form on a computer.

Corpus Linguistics: Linguistic description based on the extensive accumulation of actually occurring language data and its analysis by computer.

GLOSSARY

Descriptive Linguistics: Enterprise whose priority is the description of particular languages rather than the devising of theoretical models for language in general.

Education: Systematic instruction(intellectual, moral and social instruction.

Evaluating: Form an idea of the amount Assessing the process of learning through a strategy. The whole process performance involves the success of a task performance.

Failure: is a feedback or a deficiency of a desirable quality that face learners in their process. It is more explicitly trying again doing something for more progress.

Forensic linguistics: The examination of linguistic evidence for legal purpose.

Formal Linguistics: The study of the abstract forms of language and their internal relations.

Foreign Language Learning: It refers to the learning of a second or third language in a context where the target language is not used in the community.

Implementation: Decision or plan put into effect or execution.

Language Learning: Improving abilities during the learning of a second language or a foreign language.

Language planning: a deliberate interference process with the status of language(status) or aspects of its form and functions(corpus).

Lingua Franca : Third language that is used when speakers of two or more different languages come into contact and are not fully conversant with each other's languages.

Linguistic Competence: Speaker's ability to produce and understand an unlimited number of utterances.

Medium: A means by which something is communicated or expressed.

GLOSSARY

Performance: Chomsky's term for actual language behavior as distinct from the language that underlies it.

Planning: The process of making plans for something. A strategic and dimensional plan that helps learners planning for cognition, for affect, context, communication and culture. Speakers whose native languages are different.

Reform: Set of standards to make things better by the removal of fault and errors, abuses, especially moral, political improvement made or suggested.

Second Language Acquisition: (SLA) the study of inter language and the factors which influence its emergence. The acquisition of proficiency in a language that is not one's first language.

Success: The accomplishment of an aim or purpose. To perform great background knowledge in learning process, also it is a feeling of fulfillment in the life. Furthermore success is trying to achieve given fact for obtaining higher position and positive results.

Summative Assessment: Culminating Assessment which gives Information on learners' mastery of content, knowledge, or skills.

Syllabus :The subjects in a course of study or teaching. is a summary of outlined topics to be covered in an education or training course. It is descriptive . A syllabus may be set out by an exam board or prepared by the professor who usually controls and supervises course quality.

System :An assemblage or combination of things or parts forming a complex or unitary and organized whole.

Target Language: (TL) the Language that a learner is trying to learn.

Summary

English is a second language in Algeria and many other countries throughout the world. It is currently the language most often taught as a second or a foreign language. It is believed that English is no longer the exclusive cultural sign of native English speakers, but it is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. In fact, English is so widely spoken throughout the world that it has been referred to as “the global language”, “the lingua- franca” of the modern era. For that and many other reasons it is given a great importance especially in the educational field. The Algerian government is continuously planning to make its status better. Introducing English in the first year of pupils entrance to school prepare the learners in accordance with the specific skills. Through the present work the researcher tried to shed the light on a very crucial issue which exists at the level of the secondary schools . The researcher has been designed on the basis of the learners needs. Improving pupils communicative abilities as well as preparing them to be enrolled in a professional milieu that is more and more influenced by the globalization effect.

Résumé

L'anglais est une seconde langue en Algérie et dans de nombreux pays à travers le monde. Il est actuellement la langue la plus souvent enseignée comme une langue étrangère. On croit que l'anglais n'est plus le signe culturel exclusif des anglophones natifs, mais c'est plutôt une langue qui absorbe des aspects des cultures dans le monde entier, car elle continue de croître. En fait, l'anglais est si largement parlé dans le monde entier; Qu'il a été qualifié de «langue globale», «lingua- franca» de l'ère moderne. Pour cela et bien d'autres raisons, on lui accorde une grande importance surtout dans le domaine de l'éducation. Le gouvernement Algérien projette sans cesse d'améliorer son statut. Donc introduire l'anglais dans la première année d'entrée des élèves à l'école prépare les apprenants a des compétences spécifiques pour apprendre une langue étrangère. Par le présent travail, le candidat essaie de faire la lumière sur une question très cruciale qui existe au niveau des écoles secondaires parce que les apprenants ont encore besoin de développer les capacités en anglais. En améliorant leurs compétences linguistiques, ils seront prêts à s'inscrire dans un milieu professionnel de plus en plus influencé par l'effet de la mondialisation.

الملخص

اللغة الإنجليزية هي اللغة الثانية في الجزائر وفي العديد من بلدان العالم. تدرّس اللغة الإنجليزية كلغة ثانية أو كلغة أجنبية في معظم الأحيان. و يعتقد أنّ اللغة الإنجليزية لم تعد العلامة الثقافية للناطقين باللغة فقط بل لغة لاستيعاب جوانب الثقافات في جميع أنحاء العالم بينما تستمر في النمو. في الواقع اللغة الإنجليزية هي أكثر اللغات تحدثا في جميع أنحاء العالم، مشارا إليها على أنّها لغة عالمية ، لغة فرانكا، في العصر الحديث. لهذا و إضافة إلى أسباب عديدة أعطتها أهمية كبيرة، خاصة في مجال الدراسة، تستمر الحكومة الجزائرية بالتخطيط لجعل حالها أفضل وذلك بإدراج اللغة الإنجليزية في السنة الأولى من مدخل التلاميذ إلى المدرسة، و إعداد المتعلمين وفقا لمهارات خاصة. من خلال هذه الأعمال حاول الباحث تسليط الضوء على قضية بالغة الأهمية تتواجد على مستوى المدارس الثانوية وقد صممها الباحث حسب احتياجات المتلقي، تحسين قدرات التلاميذ التواصلية، و كذا تأهيلهم للتحاق بالوسط الاحترافي المتأثر أكثر فأكثر بتأثير العولمة.