

EVALUATING COMPETENCY-BASED TEACHING IN THE ALGERIAN ENGLISH SECONDARY SCHOOL TEXTBOOKS AND SYLLABUSES

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ABSTRACT

In 2005, the Algerian educational authorities introduced competency-based education to secondary schools to make classes more active. However, these classes are still teacher-run. This study hypothesizes that if competency-based education is not fully applied, the Algerian English language classes will perpetuate the old practices of knowledge transmission. It first, identified the objectives of secondary school syllabuses and surveyed their attainment. Then, it explored the application of the principles of integration pedagogy in the textbooks and syllabuses and examined the congruency of the textbooks with the syllabuses. Finally, the major impediments to the achievement of the objectives of the programme were examined. In so doing, the researcher employed mixed methods for data collection and interpretation. Four research tools (i.e. questionnaire, document analysis, classroom observation, and follow-up interview) were implemented in three secondary schools pertaining to different socio-economic and geographical milieus. The sampled population amounted to 149 students, 15 teachers, and 5 teacher supervisors. The results show that the English secondary school programme does not fulfill the expected standards and the programme users have different representations of the objective compared to those of the programme. Second, while the syllabuses are roughly in line with the pedagogy of integration, the textbooks are less aligned with this active pedagogy; and the textbooks do not faithfully translate the precepts of the syllabuses. Third, among the most problematic hurdles for the application of competency-based education in the Algerian context, the study identified such factors as large class size, heaviness of the syllabuses, and lack of adequate teacher training programmes. On the basis of the above findings, this inquiry suggests using explicit guidance in the syllabuses and the textbooks, identifying precisely the target competencies, employing intervention instruments such as diaries and objective map, fostering teacher education, emerging concepts of integration pedagogy, and slimming down the syllabuses.

Keywords: Competency-Based Education, Integration, Integration Pedagogy.