People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Saida, Dr. Moulay Tahar
Faculty of Letters, Languages and Arts
Department of English Language and Literature

Enhancing Educational Outcomes through Improved Teacher and Content Coordination: The Case Study of Third Year Undergraduates of Saida University.

A thesis submitted as partial fulfillment of the requirements for the degree of *Master* in Didactics.

Presented by:

Mr. BOUCHIKHI Rayane

Supervised by:

Mrs. T. ADNANE

Board of Examiners

Dr. S. LAKHDARI	(MCA)	Chair Person	University of Saida
Mrs. T. ADNANE	(MAA)	Supervisor	University of Saida
Pr. H. GHEMBAZA	(Prof)	Examiner	University of Saida

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Dedication

I dedicate this work to Allah the best of creators who bestowed his mercy upon us, and assigned us to fix and encourage fixing what seems to need fixing…

To my grandma "Mima" may Allah rest and sooth her soul and ours; who passed to the other life praying and supporting me even on her bed, even when she no longer was able to muster her strength to address me with her words, but her eyes did…

To my parents "si Ben Ameur" and my lovely mum, who never failed to drive me to work, who taught me responsibility and shaped me to the man I am…

To my supervisor "Dr.Adnane" the tutor and the mother who never failed to support me, who enlightened my path during the dims of despair and disappointment, who invested immensely: time, effort, trust and continuous consideration…

To my brother and two sisters, may this torch of success get passed to you, I wish from God to see you in higher places than me…

To every close person, who shared and cared to lift some of the burdens off my shoulders when I was in need of help…

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Abstract

Algerian higher education underwent several reforms in attempts to match pace with modern standards and ensure advanced quality of education. This study investigates how teachers can enhance coordination to foster better educational outcomes, identify which factors advocate or hinder teachers' coordination, and check its importance for educational improvement. It examines issues traced in previous studies, such as traditional pedagogy and educational reforms. The study gathers data within the grounds of the English department of Dr. Moulay Tahar University of Saida, Algeria. It captures multiple perspectives using an array of tools including in-class observation, semi-structured interviews addressing teachers and an administrator, semi-structured online questionnaire administered to four groups of third year undergraduates, and an analysis of the content instructed in three modules (oral expression, literature, and creative writing and reading). The results inform that coordination is rather occasional and regularly informal with scarce shared terminology and curricular alignment. This study concludes that although awareness of coordination exists to some extent among teachers, its implementation is faced by hierarchical and cultural factors. Moreover, it recommends restructuring timetables to enable collaboration, creating formal coordination mechanisms, and raising awareness to create a culture of shared pedagogical responsibility. The findings of this study have as an aim in minimizing the gap between university training and labor market needs in the Algerian context.

Keywords: Teacher coordination, Content coordination, Educational outcomes, Curriculum alignment.

List of Abbreviations

BA: Bachelor of Arts

CBI: Content-Based Instruction

CPD: Continuing Professional Development

EFL: English as a Foreign Language

ELT: Experiential Learning Theory

EMI: English as a Medium of Instruction

ESP: English for Specific Purposes

ETF: European Training Foundation

GDP: Gross Domestic Product

ICT: Information and Communication Technology

IGNOU: Indira Gandhi National Open University

LMD: Licence – Master – Doctorate

OECD: Organisation for Economic Co-operation and Development

PAUWES: Pan African University Institute of Water and Energy Sciences

PNAS: Proceedings of the National Academy of Sciences

TBLT: Task-Based Language Teaching

TD: Tutorial (Travaux Dirigés)

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General Introduction

General Introduction

Education is an essential aspect in every human's life. In Algeria, it has seldom been seen as the right of every citizen. For that reason, by means of the individual's right to education, the government financially support all citizens in their endeavors until higher education. Yet the quality of education has seldom been criticized; as it should be. In a rapidly changing world, where industry constantly shifts, technology continually evolve, societies and cultures became pitted against each other; regular evaluation and flexibly adapting is the best solution. However, not every flexible decision would bear abundant results; thus studying the situation before lunging to adapt becomes a matter of critical scrutiny.

This study focuses on higher education in Algeria; where learners are exposed to different disciplinary sciences. A position that decides the future of the student and shapes the academic, professional, social and cultural orientations of the individual. This, however, requires a properly guided instruction, which involves many hands to shape; speaking of those of the stakeholders, industry market analyzers, administrates, and most importantly teachers.

The Algerian higher education underwent several reforms ever since the independence. Often focusing on different aspects in education and its orientations. Some of them emphasized pedagogy, specifically reforms on curriculum development, alignment of objectives with the labor market needs, language of instruction, and technology integration. Others focused on governance, policies on decision-making, and hierarchical and structural reformations. All through which the shift to the LMD (Licence – Master – Doctorate) system in accordance to the Bologna process in 1999 resembles the most significant step in Algerian higher education reforms.

Following the modern LMD system fostered a good framework through which higher education functions in accordance to worldwide standards. The Algerian university is set on the right track towards evolution with this modern framework. However, this study among many others tracks some misunderstood applications and factors that hinder the path of progress. Coordination is sought by this study to be number one in the priority list to salvage fortunate results from the current state of higher education in Algeria.

The LMD system provides a flexible structure to adopt coordinative endeavors for teachers to seek, in order to help education increase in quality, as well as in fostering better educational outcomes. Only if initiatives were forwardly focused more on communication at

the broader level among teachers and stakeholders. Moreover, focus on interaction at the educational level between teachers themselves regarding the pedagogical procedures inside the class, and on the overall campus by explicitly engaging in communities, groups and organizations that raise awareness and promote active learning.

Teacher coordination is driven by more than one aspect; it requires a sense of responsibility to take actions. Not only on their personal development but directed towards shaping an overall environment where prosperity is reflected to inspire others (whether it be peer teachers, students, or stakeholders). Such inspirations would unify invested efforts to the common goal of thriving education. Schmid and Messmer (2005) consider that responsibility represents an opposite force to passivity; which is a common phenomenon hindering coordination effort in the sense of the study in Algerian context. Coordination in Algerian universities, unfortunately, is under researched. Reflecting, thus, a sense of lack of enthusiasm among university teachers, who lead the front of research endeavors.

Education is systemized, and any system is like a factory where you provide a *specific input* and the system shape it to make an *intended output*. The *specific input* invested in education is that which teachers provide; although external hands are invited to help from stakeholders; mainly as *mediators* between labor market *demanders* (employers) and university *providers* (teachers). Teachers are the ones that decide which ideas are fit for the learners to function in professional settings, and which suit their social and academic integrity. The questions left to ask in this situation are:

Q1. How can teachers enhance coordinated efforts to foster better educational outcomes that respond to labor market needs and societal expectations?

H1. Teachers can enhance coordination through structured professional learning, and cross modular mapping which may align instruction with real world market demands.

Q2. What factors enable or hinder teacher and content coordination and to what extent are teachers aware of and responsive to coordination opportunities?

H2. While many teachers are aware of the benefits of coordination, its implementation is hindered primarily by rigid unstructured timetables, weak philosophy of collaboration, and rigid assessment protocols; awareness alone does not translate into reactive coordinating efforts.

Q3. Why teacher and content coordination is important for students' learning outcomes?

H3. Teacher and content coordination improves students' learning outcomes by reducing curriculum fragmentation, reinforcing key concepts across modules, and creating more coherent learning experiences, which in turn enhances knowledge retention, skill development, and long-term academic achievement.

The study takes place in Dr. Moulay Tahar University of Saida, Algeria; specifically at the department of English. It tracks coordination among instructors teaching third year undergraduates. The study follows a triangulated research design, which focuses on inspecting teachers' pedagogical and professional practices inside the institutional ground (i.e. during sessions, overall interaction in meetings both formal and informal, and methods of instruction). Moreover, the study gives voice to students' opinions towards coordination, while it traces the cultural scripting that shapes overall perspectives of teachers and students' of Dr. Moulay Tahar University regarding teacher and content coordination. At the same time, the study covers documents related to content taught by teachers to inspect the mobility that the LMD system provides for teachers to coordinate their work.

The work consists of three chapters in total. The first chapter develops a theoretical framework drawing from previous studies and providing historical context, while also drawing a picture depicting the current situation across Algerian universities and most precisely the department of English in Dr. Moulay Tahar University of Saida. The second chapter describes the overall procedures and instruments used to collect and analyze data; outlining the overall procedural standards behind every component used and the utility of data (findings) according to academic guidelines. While the third chapter includes interpretation of the results in accordance to the research questions, highlighting their implications in future academic and professional endeavors in higher education, and the impact of coordination on the quality of teaching and learning.

The study took into consideration ethical procedural standards carefully, yet persisting challenges were still faced during data collection and maintaining relevance to the Algerian context. As usually, the focus of Algerian studies would not flag coordination as an issue but highlight multiple other problems like governance and bureaucratic rigidity. Moreover, one big factor hindering crucial parts of the research is teacher meetings over content (Workshop meetings) and the vastness of the coverage over the phenomenon. Reaching such meetings and covering all workshops is a big issue since it does not fall within the academic year; nor

the span of time allocated for researchers to handle their studies. Despite such inconveniences, the researcher maneuvered over; through specific wielding of tools of research, proper engagement with participants, and careful planning in attempts to cover such gaps. While this should be noted, in order to understand the nature of the phenomenon under study a theoretical framework is developed in the next papers.

Chapter One: Literature Review

Introduction: Coordination as a Pillar of Educational Reform

The essence of organization is a calibrated work among the overall body. Humans throughout their evolution figured that work would be much easier, more tuned and foster in better outcomes when it is done with the help of others. Thus, concepts like collaboration, cooperation and coordination come to capture such initiatives. However, coordination is definitely different from collaboration and cooperation in that the members of the organization deliberately align tasks, processes and resources across organizational units (Castañer & Oliveira, 2020). In higher education, all members of the faculty align their work so that they complement and support each other to reach the sole goal of producing individuals capable of functioning in target situations; whether at the societal or the professional level.

In education, the whole system consists of an amalgamative framework seeking the sole purpose of making learning happen (IGNOU, n.d.). As such, all the invested parties have to coordinate their work; especially those who have first contact with the individuals in need of education - i.e. teachers. In Algeria however, although efforts are invested to raise the educational outcomes, results tend to make no significant improvement according to the ETF (European Training Foundation) Torino Process System Monitoring Report (2024). Which leads to raising questions about where efforts should be invested.

1.1. Historical Foundations of Algerian Higher Education (1962–1999)

Post-independent Algeria had three universities - Algiers, Oran and Constantine's university. With less than 2000 students (1% women) and fewer than 250 teachers. Algeria started its academic endeavors under a classical system. From 1962 until 1999, higher education was adopting a system instilled by France. It had long single cycled degrees (from 4 to 6 years) that equip the individual with a "Diplôme d'études supérieures" or a specialized professional diplomas at the end.

In 1971, reforms were made responding to the nationalization of hydrocarbons. During these reforms, Algerian universities focused on decreasing the French influence by arabizing its educational system. This process started by expanding access to university through building new institutions across Algeria and opening specialized schools to meet the national industry needs; especially in the fields of engineering, medicine, and teacher training.

Significantly, Algeria arabized the educational system; starting from the curriculum until the instruction inside classrooms. This shift was immensely viewed in fields of humanities and social sciences. The attempts were made as a step to reduce the colonial language dominance. Additionally, there was an emphasis on producing individuals capable of holding responsible positions in the state and public enterprises; thus, the focus was on sectors of economic growth like hydrocarbons, agriculture and infrastructure. The latter initiatives were driven by state incentives as the ministry of higher education constantly monitored the higher education. This depicts the centralized governance of the Algerian university, since the planning and execution was directed to reach national development objectives regardless of the institutional autonomy.

The classical system offers rigid modularity with no system of credits. Students were unable to transfer between specialties and universities; whether locally or internationally. Even the assessment strategy adopted was not flexible; students were evaluated based on an exam at the end of the year solely[1], neglecting continuous assessment and instruction adaptation to the students' performance over time. Moreover, the orientations of the university were academic in nature.

Individuals enrolled in university would later occupy jobs in civil services, teaching or research; there were no alignment with needs of modern industry occupations. This depicts that there was no link between universities and industries. University focused mainly on equipping students with theoretical skills without enabling them to be practically experienced.

By the 1990's, the accumulation of issues led to symptoms of massification[2], employability gaps[3] and international isolation[4]. The number of dropouts and new undergraduates crowded universities, which in hand started straining capacities. Graduates found very slender chances to get jobs aligned with their gained skills at university. Moreover, due to the rigidity of the classical system, degrees were not recognized abroad.

[1] **Evaluation** in the classical system was annual in nature, with high-stakes exams that rewarded memorization and theoretical mastery rather than critical thinking and creativity.

[2] **Massification** refers to overcrowded number of enrolment and dropouts compared to faculty staff, which hindered the overall functions of the institutions to provide quality education.
[3] **Employability** gap refers to the mismatch created between what higher education offered from theoretical knowledge and what the labor market required from practical skills; leaving students underprepared for modern occupations.
[4] **International isolation** means that Algerian university degrees were not recognized abroad, hindering mobility and international cooperation.

1.2. The Shift to the LMD System (1999–Present)

By 1999, the Bologna Process[5] in Europe brought a new international system made of three cycles (Bachelor – Master – Doctorate). Rushing to adopt it worldwide and considering the current situation issues, Algeria started the reforms to meet the international standards.

With employers urging for a more practical-oriented instruction and professionalized training, this system was at least different from the classical one; providing a new experience for learners. The LMD system provided a flexible platform with the credits and modularity aspects that allowed for transfer and measurement of gained experience and learning accumulation, reducing thus the dropout rates. In addition, this new system aligned the Algerian university standards with European and African ones, opening the door for International cooperation and paving the path for programs like the The Pan African University Institute of Water and Energy Sciences PAUWES in Tlemcen.

The shift to the new system had its effects on the previous phases of secondary (middle and high-school) and primary schooling as well, as the latter phases require adjustments on approaches of instruction and curricula development to prepare learners to engage practically and critically with their studies from young age. Thus, Leaning towards constructive instruction and learner-centered classrooms, competency-based instruction started being implemented in those phases to align the educational objectives with those of the industry needs.

1.3. Persistent Challenges in Reform Implementation

In theory, this was a great plan, but in practice, these initiatives were challenged by several factors. As the ETF reports flagged multiple issues over the years since the 1990s until the late 2020s. The reports constantly indicated a mismatch between university training and labour market needs (1990s - 2000s). In addition to that, there was an emphasis for a need of modular, competency-based curricula (early 2000s). Then, in industry, remarks were made regarding the importance of employability and entrepreneurship (2010s onward). Additionally, as of late (2020s) digitalization and internationalization were highlighted as major priorities to match pace with modern technological-supplemented instruction.

[5] **The Bologna Process** refers to the European initiatives to create an international higher educational system made of three cycles *License – Master – Doctorate (LMD)* that includes a credits and quality assurance mechanisms later adopted in Algerian higher education to align with international standards.

Djegta and Ounoughi (2025) argue that the main problem with institutional responsiveness in Algeria's higher education system is due to the governance model. Initiatives were made to make reform but applications were immensely burdened by bureaucratic rigidity[6], constrained institutional autonomy[7], and insufficient digital infrastructure[8] (Djegta & Ounoughi, 2025). As a result, it is safe to assume that within the educational organization the problem hindering reforms is strictly tied to coordination among the overall parties.

According to Djegta and Ounoughi (2025) this depicts that although there was a system change from classical to LMD in form; the functions remained traditional. They added that, the governance system of LMD persists as rigid and centralized as in the classical one. Moreover, in decision-making this contributes to significant delays. Thus, leaving no space for curriculum updates nor right-on-spot policy implementations. Consequently, revision of curricula to meet industry needs would require several approval layers for them to be applied (Djegta & Ounoughi, 2025).

Mehiri (2017) focused on tracing exactly how resistance occurred on the educational system and depict where does rigidity stems from. He highlighted that this latter occurred at three levels – institutional, faculty and students' level. Mehiri (2017) shares that at the institutional level attempted reforms were furiously challenged because of structural unpreparedness; a point that he shares with Djegta and Ounoughi (2025). University capacities were under-developed as it lacks libraries, labs and digital systems. These elements shape an unreliable infrastructure hindering the modular credit-based system of LMD (Mehiri, 2017). Moreover, Mehiri added that the centralized governing system had its drawbacks on the application of the new system, as universities resisted due to the little autonomy to adapt reforms on their local contexts.

Financially speaking, according to the World Bank (2020) 6% of Algeria's Gross Domestic Product GDP is invested in public education with only 10% invested in technology. This percentage is inadequate to develop the infrastructure, let alone to support research and

[6] **Bureaucratic rigidity** refers to inflexible administrative and hierarchical decision-making structures that delay responsiveness (Djegta & Ounoughi, 2025).
[7] **Institutional autonomy** refers to the university's ability to make independent decisions regarding curricula, and overall governance. When constrained, universities cannot adapt reforms to their local contexts (Djegta & Ououghi, 2025)
[8] **Digital infrastructure** refers to all the technological tools and systems that act as mediators in modern teaching and learning. When these are underdeveloped within an institution their services are insufficient (Djegta & Ounoughi, 2025).

innovation (World Bank, 2020). With over 90% of universities budget depending on state funding and refraining from public-private partnerships (World Bank, 2020), this undermines faculty development, modernized-technological-oriented instruction, and enhancement of laboratories (Djegta & Ounoughi, 2025).

1.4. Teacher Coordination and Instructional Gaps

Having an underdeveloped environment, the instruction could not possibly transform and match the pace of modern learner-centered approaches. As such, teachers still design and base their instruction on traditional principles, and present it in a slightly modern-fashioned way using data-shows or uploading their documents in databases of online platforms like moodle. Surprising enough, some teachers consider that technological advancement or technological-based instruction, while in reality that is still inconvenient and does not align with the global modern instructions as in Singapore or Finland for example (Djegta & Ounoughi, 2025). This depicts the unbalance between the form and functions as stated in Djegta and Ounoughi (2025). Moreover, it displays lack of teacher training in the modern LMD framework.

In addition to malfunctions, cultural resistance persists as a major problem in the hierarchical administrative structures, resisting reforms on decentralization and greater institutional autonomy (Djegta & Ounoughi, 2025). While at the structural level this is problematic, in instruction this also stand as a great issue. In universities, there is a lack of communication among teachers about teaching and learning inside or outside classes, which leads to fragmented cross-modular instruction, unaligned with what the society or the modern industry needs. Allowing fragmentation among the continuum of pedagogical practices hinders calibration; resulting in misalignment throughout the procedures of instruction, practical application, assessment and evaluation. Moreover, the lack of interaction prohibits tracking occurring issues mid-instruction (e.g. proper application of pedagogical practices to correspond to the different needs of students). This in hand would corrupt teacher training, where class observations would lead to unclear objectives set to tackle in further editions.

Having such major problems with the infrastructure of university system, made the focus constantly diverged leaving educational outcomes enhancement as a minor issue in the eye of stakeholders. As such, curricula were adapted from the traditional ones (i.e. those of the classical system), but they did not capture the essence of practicality aspect. The ministry used to give teachers curricula that highlight only the themes to discuss during semesters; and

the teachers were required to elaborate on them and develop their own syllabi to correspond. For that sake, workshops were designated prior to the start of the academic year, where teachers supervising interlinked modules undergo sessions to develop and coordinate their modular syllabi; yet the content of teachers still does not reflect alignment across modules.

Previous studies align with this view on the Algerian pedagogical applications in workshops. Didane (2023) informs that secondary EFL teachers indulge (from 1-3 times) in seminars that act as in-service training which is theory-heavy with less emphasis on practicality. In university, workshops usually focus on didactics, lesson planning, assessement, ICT integration, distance teaching, psychology, and university legislation (Tihal, 2025). However, Didane (2023) reports that teachers are more attentively listening to the inspector rather than interacting usually in those sessions. Moreover, teachers rarely reflect on their pedagogical practices, and engage in coordination or collaborative efforts with peers (Didane, 2023).

Teachers' point of views towards the workshop meetings often shows low interest and dissatisfaction according to studies; mainly because it was very theoretical (Ghedeir, 2023; Didane, 2023). In addition, studies have constantly focused on highlighting constraints regarding time, lack of practical training, resource scarcity, and lack of administrative and institutional support in applying what is learned in workshop sessions (Ouarniki & Turqui, 2024; Kaid & Labed, 2025; Britel, 2022; Benabdallah, 2025; Sia & Cheriet, 2019; Abakah, 2023; Geletu & Mihiretie, 2023). Workshops are presumed to encourage collaborative efforts, sharing expertise and materials, and give constant evaluation; however, workshops still lack the culture of self-initiated CPD (Self-Directed Learning) (Ouarniki & Turqui, 2024; Didane, 2023; Rani et al., 2023; Geletu & Mihiretie, 2023).

The system of education is familiar to the cyclical processes of planning, designing, implementing, evaluating and elaborating based on feedback to adjust any inconveniences in further cycles. Thus, while workshops serve as a first step towards planning and designing content, it is also the first station where feedback guides further initiatives to develop corresponding content to student needs, and social and modern labor market demands. As such, it serves as a foundational step for remediation of previous inconveniences and new curriculum elaborations and adjustments.

1.5. Curriculum alignment:

Understanding the process of curricula development and its application is vital to ensure overall coordination; let alone to guide teacher coordination. In light of that, there are numerous inquiries as to how these processes are taking place. Unfortunately, this area is under-researched. However, some of the previous studies shed light on different parts of that area to give us a simple view towards how curricula are developed and implemented in Algeria.

In engineering, Gardelle et al. (2022) conveys that curriculum development is reliant on teacher initiatives. The universities have the freedom to creativity in terms of developing programs or rework them. It is a great chance for autonomy, yet sometimes it lead to tensions as no specific authority overseers disagreements.

Moreover, Mimoune (2025) exposes that the historical reforms such as the 1971's focused on programs restructures and study durations aligning them with the state's goals of development needs and Arabization. However, He also emphasizes that the implementations of those initiatives relied on "ready-made curricula" imported without adaptation (Mimoune, 2025). This issue of adopting rather than adapting resembles a grave problem and seems to develop a pattern as the LMD system is imported as well.

While in the medical stream, Benaldjia et al. (2024) shares that curriculum reforms seek structured questionnaires answers on organization, content, objectives, teaching and assessment to evaluate the curriculum regularly. This type of evaluation reveals gaps, for example, on overreliance on lectures and lack of active learning applications (Benaldjia et al., 2024).

As such, there are numerous initiatives taken to develop curricula all over disciplines that correspond to higher education; however scattered and unsystematic. Smaili and Benamara (2022) and Mohammed et al. (2024) argue that analysis over the system reforms flags reconsideration on "training engineering" and pedagogical organization. They called for a more structured curricula development procedures from the ministry downwards; as current ones are poorly organized and fragmented (Smaili & Benamara, 2022; Mohamed et al., 2024)

Curriculum alignment serves in providing cohesion. Misaligned curricula creates a situation where educational objectives become disattached from real world needs. Thus, the collected-outcome-received from the learning experience would not be translated to practical

application. Biggs (1996, 2003) in their work *constructive alignment* argue that curriculum, teaching method, and assessment need to align with learning outcomes. Furthermore, that such misalignment would result in poor educational outcomes (Biggs, 1996, 2003).

In the same stream, Porter (2002) advocates the latter study by highlighting that having standards, instruction, and assessment aligned creates a structured framework that allows for the prediction of student achievement. While Schmidt et al. (2001) exposed in their study *Curriculum Coherence in Mathematics and Science* that curricula's coherence across grades and subject matters contribute to better learners' performance internationally. Thus, fragmented curricula as in the Algerian situation creates a huge obstacle in the face of effectiveness in reaching better educational outcomes.

Additionally, in response to the ETF (2024) reports, the *Organisation for Economic Co-operation and Development* OECD (2019) displays that enhanced curricular cohesion and modularity increases the chances for employability and adaptability. Thus, Curriculum alignment is a major gap that correspond to the mismatch between university training and labor requirements. The Algerian higher education would benefit more by investing resources on developing cohesive curricula that focus on alignment.

Barnett and Coate (2005) further explore curricula development in their study *Engaging the Curriculum in Higher Education* and report that the overall design of curricula should focus on integrating skills, knowledge, and personal development in the frameworks. This brilliant idea is relevant in that it ensures practicality, which is lacking in the Algerian curricula.

Overtly speaking, curriculum development follows iterative procedures categorized typically to four phases: needs assessment, planning/design, implementation, and evaluation (Lakhe, 2025; Dhanapala, 2021; Tractenberg, 2020). Then, this process loops and recycles regularly to check whether it is addressing the market and the students' expectations (revision). Such a process requires constant monitoring and a well cohesive framework that would not be realized without coordinated efforts.

1.6. Evolution of Lecture Content

While that is the case in Algeria, the current study sees a better approach to the different scattered initiatives that were undertaken under the reforms umbrella. The Algerian

reforms touched two important aspects in the higher education pedagogical practices. Among which integrating technologies, and developing interactive lectures rather than traditional ones stand as major points. Yet significantly and completely marginalized in previous research, this current study sees tying the content to real-world-practical-application as of high importance. Thus, arranged in these three sections a systematic structuring of the latter ideas would be explored.

1.6.1. Integrating Technologies and Multimedia

Witnessing the rapidly evolving world nowadays, all sectors rely either partially or completely on the computational and technological tools to function properly. One way or another, human lives undergo changes over time; however, significant shifts seldom are faced with unprecedented unacceptance. The same thing happened with the Algerian reforms. Some educators and enrolled students still think that the previous state of the Algerian university contributed to better results when it comes to the quality of teaching and learning. However, such statements require depth of analysis and the inclusion of several variables that did not exist then, which academia relies on now.

Mayer (2009) tracing the current norms and human lifestyle sought the understanding of learning through multimedia. He provided a foundational piece of literature in educational psychology. Mayer (2009) proved that people's learning is much effective when information is presented through words and pictures rather than the former alone. Rooted in cognitivism, Mayer (2009) developed a theory of multimedia learning, with a foundation on mental processing of information.

In his study *"Multimedia Learning"*, Mayer (2009) seeks to establish systematic structures of multimedia instructional materials. Through such amalgamative frameworks, Mayer (2009) sought the extraction of evidence-based principles that guide the use of multimedia in pedagogical practices. In his experimental studies, Mayer (2009) used multimedia formats such as animations, narration, text, and graphics under controlled conditions. Then, through the comparison of experiments, he contributed three significant cognitive principles (Mayer, 2009).

The dual coding principle implies that people learn better when more than one receptor channel is engaged in the process of assimilating information (Mayer, 2009). Thus, according to Mayer (2009) information presented in both verbal and visual forms is much easier to assimilate. Moreover, in the coherence principle Mayer (2009) informs that any extra

materials as to addition on visuals or sounds should be excluded; as it overloads the working memory. Then, in the redundancy principle Mayer (2009) indicates that presenting information in different forms (e;g. narration with visual text) can hinder the assimilation process rather than help; since it splits the attention. This contradicts the observed common use of data-shows to present lecture content on slides in Algerian context.

Advocating Mayer (2009), Laurillard (2012) in *'Teaching as a Design Science'* defines teaching as a design science, where she emphasizes that effective teaching is a systematic structure based on foundational principles. Among which Laurillard (2012) accepts digital materials as mediators to learning rather than mere delivery tools. Sharing the same purpose as Mayer (2009), Laurillard's (2012) study sought to establish learning experiences which regards the effective use of digital technologies. The study's objective is to integrate technology in special pedagogical designs to support active learning, in-class interaction, and construction of knowledge.

Laurillard's (2012) approach towards these objectives differed from Mayer's (2009) initiatives. She built her study's foundation through synthesizing theoretical analysis from various case studies and design-based research (Laurillard, 2012). Drawing from educational technology projects and projecting design principles to pedagogical practice, Laurillard's (2012) study is more conceptual and applied; explaining how educators can constantly design, test, and refine learning activities.

Through her study, Laurillard (2012) contributed three significant insights. First, she informs that learning objectives are effectively achieved when structured as a conversational framework; where constantly knowledge is constructed through dialogue between teachers and learners, and mediated by technology (Laurillard, 2012). Then, tying to her study's foundation; Laurillard (2012) suggests that teaching is better off managed as a design problem; where teachers regularly plan, implement and evaluate their pedagogical designs. Third and last, well integrated technology with simulations, collaborative platforms and multimedia could positively impact the learning experience (Laurillard, 2012).

The OECD (2020) report on *'Digital Education Outlook'* in hand advocates these previous studies by showcasing how digital tools are potentially valuable. Education could

benefit from technology as it helps in personalizing learning[9], increasing adaptability[10], and supporting equity [11](OECD, 2020). The latter report ties directly the integration of technology to educational outcomes; highlighting that with such equipment outcomes improve significantly (OECD, 2020). An element which is poorly addressed in the Algerian reforms by stakeholders, and at the level of university by teachers.

1.6.2. From traditional to interactive lectures:

While rapid evolution and technological transformations are required in pedagogical practices, the nature of lectures needs to be tackled as well. Traditionally it is widely exchanged at Algerian universities, students should always be attentive and taking notes while the teacher is lecturing. This depicts the overreliance on lecturing as a pedagogical practice. Contrastingly, recent studies point out while rigid traditional lectures are a transformative tool for information, it does not guarantee retention; practicality and understanding (Bligh, 2000; Prince, 2004; Freeman et al. 2014, PNAS).

Bligh (2000) made a notably constructive critique on the lecture format in higher education. In his study *"What's the Use of Lectures?"*, Bligh (2000) systematically inspects the impact of lecture nature on student's learning. He challenges the common position where lectures are seen as the superior teaching method. Bligh's (2000) analysis traced when lecturing works, when it does not, and what would alternatively be suitable to support students learning.

Through meta-analysis of empirical studies on lectures, Bligh (2000) made experimental comparisons between traditional lectures and other teaching methods like discussion, problem-solving, and interactive learning. Then, based on those the study assessed variables like comprehension, motivation and skill development, where Bligh (2000) contributed major findings.

Bligh (2000) informs that lectures are effective as a delivery tool for factual content only; without fostering higher-order skills such as analysis, synthesis, and application. Thus, lecturing is considerably insufficient in promoting autonomy and life-long learning abilities.

[9] **Personalizing learning** means tailoring the learning experience to students' individual differences from needs and preferences; digital technologies are sought to be supportive to personalized experience (OECD, 2020).
[10] **Adaptability** is an aspect of flexibility in terms of adjustment to occurring circumstantial changes, such as the introduction of digital technological mediators, rapid transformations of labor market demands, or students' needs (OECD, 2020).
[11] **Equity** in education denotes granting fair opportunities for students to access quality learning regardless of their socio-economic status, gender, or geographical belonging (OECD, 2020).

Moreover, the study also informs that lecturing often leads to passive engagement by students where they listen passively and take notes for the most important elements of the lecture (Bligh, 2000).

By the end of the study, Bligh (2000) emphasizes the alternatives that promote better results in long-term retention, higher-order criticality and deeper understanding. Bligh (2000) argues that interactive methods like discussion, group work, and problem-based learning create a variety in the spectrum of pedagogical practices that prove to be effective for learning, fostering autonomy among learners and raising the stakes of educational outcomes.

Prince (2004) advocates the same stance and reports a comprehensive review of research on active learning. In his evaluative study, Prince (2004) synthesizes empirical evidence on active learning and ties it to improving students' outcomes, examining students' performance, retention of information, engagement and development of higher-order skills. Comparing traditional lecture model to interactive teaching strategies, Prince (2004) indicates that the latter outperforms the former in terms of comprehension, retention, and practicality.

Prince (2004) informs that active learning strategies shape an environment of higher motivation and participation compared to the traditional one. Additionally, he adds that interactive learning promotes higher-order skills like critical thinking, problem-solving, and collaboration skills (Prince, 2004). This review by Prince (2004) shows that while contexts vary, the implications of applying active teaching versus traditional lecturing weighs in favor of the former, making it superior to passive delivery of information.

While Prince's (2004) study covered variables like performance of learners, Freeman et al. (2014, PNAS) made a meta-analysis of 225 independent studies comparing active learning with traditional lecturing. This study strives to make a direct link between the pedagogical practices, student performance and the rate of failure (Freeman et al., 2014, PNAS).

Through a synthesis of studies, comparisons, outcome measurement, and weighing effect sizes across studies, Freeman et al. (2014, PNAS) contributes that students in active learning environments scored higher grades than those enrolled in lecture-based classes (Freeman et al., 2014, PNAS). Moreover, Freeman et al.'s (2014, PNAS) weighing effects display that active learning reduces failure rate by 55% across disciplines. Such results had driven the author to question the ethicality of traditional lecture based-instruction.

Interactive methods of instruction require shaping an environment, where interaction with knowledge through moderate inside-outside interaction are strongly advocated and modeled. Thus, teacher coordination stands as a significant action that calls for interaction and promote for it inside and outside the institutional grounds. Coordination among teachers shows a model worthy of representing active learning.

1.6.3. Content Relevance and Real-World Application:

Unlike traditional lecture-based instruction, active learning is heavily practical and based on interaction. It focuses on indulging learners in experiences where they use their senses and practical skills to interact with information, experiments, and people (like teachers and peers). Moreover, studies show that learning is highly effective once it is relevant to students' context, and when it is practically applied in their everyday lives (Kolb, 1984; Lettuca & Stark, 2009; OECD, 2018).

Kolb (1984) introduced a significant theory in which he argues real-world application and experiences contribute to better learning. In the *"Experiential Learning Theory"* (ELT), Kolb (1984) presented learning in a cyclical process, where knowledge is created through the transformation of experience. He viewed that learning is rooted in committing actions constantly and reflecting upon them (Kolb, 1984). Leading him thus, to think of a comprehensive model of learning where experience, reflection, conceptualization, and experimentation are integrated in a cycle.

Drawing from the previous works of Piaget, Dewey, and Lewin, Kolb (1984) wrote a book where he established the *Experiential Learning Cycle*. This concept was supported afterwards through case studies, observations, and applications in professional and educational context.

In the findings of his study, Kolb (1984) frames the learning cycle in four main procedures. Concrete experience where the learner interacts with the specific thing under study through doing and feeling (Kolb, 1984). Reflective observation in which the learner reviews and think about the study that he/she undergoes (Kolb, 1984). Abstract conceptualization where the learner establishes relationships, synthesizes and theorizes about the study (Kolb, 1984). Then, active experimentation where the learner tests the conceptual framework he/she develops and applies it (Kolb, 1984).

Kolb (1984) later gives a deeper analysis on the learning styles assigned usually to different categories of learners based on his *Experiential Learning Cycle*. Among which, learners are categorized to four distinct styles – as Kolb (1984) states: diverging, assimilating, converging and accommodating styles.[12] By providing such a framework, Kolb's (1984) study suggests that real-world tasks, reflection and experimentation foster deeper learning; representing effective education.

While ELT shapes a great solution to the pedagogical practices and helps in connecting the content to the real world, Lettuca and Stark (2009) tackle a preceding step to pedagogical applications shifting the focus to curriculum development. In their study "*Shaping the College Curriculum"*, Lettuca and Stark (2009) focus on development of curricula advocating for the integration of disciplinary knowledge and professional preparation. They explore the conflicts arising between academic traditions (theoretical knowledge) and the labor market demands (practical skills) (Lettuca & Stark, 2009).

Lettuca and Stark's (2009) incentives were driven by thought of contributing a comprehensive framework for curriculum design in higher education. They wanted to provide a way to integrate disciplinary depth while ensuring correspondence to professional and societal needs (Lettuca & Stark, 2009). According to Lettuca and Stark (2009), this ensures that graduate students are ready for both intellectual and vocational challenges.

By analyzing curriculum models, policy documents, and synthesizing scholarship on higher education, Lettuca and Stark (2009) developed guiding principles for curriculum design. These principles were reflected in their results where they contributed four reflections. First, they found that effective curricula make sure to link disciplinary knowledge to applied professional contexts (Lettuca & Stark, 2009). Then, they add that curricula should be open to constant modification where they can be adapted to societal changes, industry needs and students' expectations (Lettuca & Stark, 2009).

Most significantly, Lettuca and Stark (2009) made sure to link the effectiveness of curriculum development initiatives to faculty roles. They see teachers' role as eccentric in shaping curricula; thus, teachers must collaborate with external stakeholders (industry and policymakers) (Lettuca & Stark, 2009). They add that universities seldom fail in locating and bridging the gap between theory and practice, which results in learners ill equipped for

[12] Check Kolb (1984) - *Experiential Learning Theory.*

professional endeavors. This is very much the case in the Algerian context where education is theoretically inclined.

The OECD (2018) in its part also provided a report on dilemma of mismatch between curricula and labor market needs. The report emphasizes the aspect of employability in relation to curriculum alignment (OECD, 2018). In this regard, the OECD (2018) report shows that well-aligned curricula that consider equipping the learner with both disciplinary knowledge and job-relevant skills improve the rates of employability.

The report sought to provide policy guidance to bridge the gap between education and employment (OECD, 2018). The alignment that the report is concerned with was depicted in their strategies on making curricula more responsive to economic demands; where they align graduate skill development with employer expectations (OECD, 2018). All through which, they derived data from comparative policy analysis, international data and case studies from all member countries (OECD, 2018).

OECD (2018) report corresponds effectively to the ETF (2024) reports on the Algerian context issues that have been mentioned earlier, and provides matching solutions to its problems. It reports that employability rates are directly tied to the nature of programs (OECD, 2018). Programs that accommodate workplace skills and industry input improve graduate employability (OECD, 2018). Moreover, the OECD (2018) flag that such mismatches among the overall member countries' universities are common; and that this problem is a major to underemployment.

In addition, the OECD (2018) urges the responsible governments to invest in collaborative initiatives between education providers and industry; by advocating vocational pathways and ensuring curricula development, which includes labor market needs. The reports also tie curricula alignment with market needs to social mobility, since it grants students vivid pathways to stable employment.

As of late, the ETF (2024) witnessed that the Algerian report indicates that employers and professional associations are more involved as of recent in shaping curricula; aligning them with labor market needs compared to the previous cycles. However, capacity gaps persists as a great challenge; mainly, because collaborative efforts has expanded but coordination capacity across ministries (Education, Higher Education, Labour) is still limited

(ETF, 2024). This kind of fragmentation slows reform implementations and flexibility in troubleshooting inconveniences across the path to reforms.

Involving teachers in coordinated efforts plays a crucial role to apply changes to the current state of institutions and the state of higher education in Algeria. Teachers are the acting hand in institutions; they receive guiding principles, translate them to profound content that corresponds to students' needs, and integrate them in lesson plans that suit students' learning styles. However, which efforts are teachers to address through coordination?

1.7. Synthesis: Coordination as the Missing Function

Teacher coordination starts from interaction; a communicative process that plays a key role in structuration and member interaction (Zackrison, Seibold & Rice, 2017). As such, without continuous communication and exchange of thoughts organized efforts are fruitless. According to IGNOU (n.d.), coordination is the methodological organization of group efforts to ensure unity of action in pursuit of common goals. Thus, the reforms idea is a great response to the issues of the previously adopted system; however, communication among the organizational parties persists as a major problem.

The importance of coordination lies in the fact that nearly all educational institutions and research on learning and teaching around the world vouches that these channels of communication establishment is vital for enhancing the educational experiences (Pozas and Letzel-Alt, 2023; Gräsel et al., 2006). Pozas and Letzel-Alt (2023) come forth to expand on the importance of coordination and collaborative efforts among teachers and provides an overview by tying this latter to differentiated instruction[13]. Having coordination as an independent variable, they also focused on teachers' self-efficacy, attitude, age, gender, and teaching experience as dependent variables.

Their study reflects how these variables interplay and eventually enhance teacher's expertise and differentiated instruction skills (Pozas & Letzel-Alt, 2023). The results of their work indicate that teacher collaboration - which essentially includes coordination as a category of interest – is fundamental and affect positively (if implemented in an effective way) the process of differentiated instruction. Pozas and Letzel-Alt (2023) elaborate on Gräsel et al.'s (2006) suggested categorization of teacher collaboration. They accept that

[13] **Differentiated instruction** refers to all pedagogical practices in service of adapting content, instructional procedures, and learning environment to meet the students' individual differences, ensuring equity, adaptability and personalization of learning (Tomlinson, 2001; OECD, 2020).

collaboration is divided by means of exchange of teaching material and content, synchronization where teachers share a common goal and responsibility that requires division of labour and cooperation (Drossel et al., 2018, p. 198), and co-construction which entails more profound collaboration (coordination) among teachers that implies aligning each teacher's views and objectives to achieve a broader shared view.

In the Algerian context, teachers rarely engage in collaborative practices let alone coordinate their work. Unfortunately, communication between teachers is very little and less focused on personal teaching initiatives. Moreover, there are very limited structural roles that teachers play to grant cohesive teaching, aligning education to social and economic market needs. Although, teachers do recognize somehow the importance of coordination from the standpoint of responsibility. Yet, everyone is restricted to his or her own perspective without further evaluation and unified reflection.

Pozas and Letzel-Alt (2023) in this stream share through their results that teachers usually restrict their collaborative practice to exchange (i.e. sharing materials and information) without engaging in synchronization or co-construction. Aligning with what these papers would argue, it is similar to the Algerian case where teachers share access to one content database without further interaction. Pozas and Letzel-Alt (2023) also proved that simple collaboration through exchange limits impact on differentiated instruction. Moreover, that the depth of collaborative efforts allows teachers to adapt their teaching to the students individual differences and their specific needs (Pozas & Letzel-Alt, 2023). Provided that teachers share information regarding in-class experiences, they would develop pedagogical strategies flexible to address individual differences.

As such, the theoretical basis to a stable foundation for organized work lies in the capabilities of its members to perform profound collaborative efforts. These efforts should be invested based on studying the nature of the organization, the functions within it, and provide a comprehensive frame that maps where to emphasize coordination. In turn, coordinated efforts would contribute to the overall performance of the organization and improve students' performance.

1.8. Conclusion:

Teachers have the privilege of first contact with any problems occurring at the educational level. They are the observers of every decision, command or instruction passed from stakeholders. Tutors have the ability to measure the outcomes and predict (based on

evaluations) how effective the feedback is at shaping or reforming the current state in education. After all, teachers are also field researchers, as such; they come first in priority lists of those concerned with coordinating efforts.

Moreover, it needs to be understood, that coordination is the sole component that is missing to make the educational system's results abundant. Coordination links between the previously addressed areas of governance, curriculum, instruction and student outcomes. There needs to be a comprehensive framework, which locates the areas regarded with coordinative endeavors that should be sought by teachers, in order to cohesively calibrate organized efforts in higher education.

Multiple issues have been tracked that hinder the higher educational system development. Among these, governance inflexibility is seen as a major problem leading to a cohesive pattern of uninterrupted cause-effect problems. Curriculum misalignment, in turn, is considered one of the problems resulting from bureaucratic rigidity of centralized governance. In addition, pedagogical practices remain traditional and under developed without carrying real-world requirements; due to lack of investments in digital and technological infrastructure, and the lack of teachers' training. Moreover, stakeholder involvement is growing but in a slow fragmented pace; due to bureaucratic rigidity as well. All of which, could be countered by one major coordination framework that includes active roles from teachers and mediators like stakeholders, through structural and administrative support in the one hand, and developing a sense of responsibility by remediating the cultural scripting and raising awareness in the other hand.

As such, the review of the previous studies (Djegta & Ounoughi, 2025; Mehiri, 2017; ETF, 2024; World Bank, 2020) along with their counterparts that suggest addressing solutions (Biggs, 1996, 2003; Barnett & Coate, 2005; Mayer, 2009; Bligh, 2000; Kolb, 1984; etc) all point out to the direction of coordination as the missing function. Coordination shapes a cohesive command of actions that helps to improve educational outcomes. Consequently, the next chapter will focus on highlighting and tracing lack of coordination specifically and indicate areas that require such practices more through the assistance of previous studies and their findings.

Chapter Two: Methodology of Research

2. Introduction :

To uncover the importance of teacher and content coordination in enhancing educational outcomes, a well-rounded set of procedures are sought to tackle coordinative endeavors at the local department of English in Dr. Moulay Tahar University of Saida. The set of procedures focuses on tracking whether coordination happens among teachers consciously or unconsciously at small or large scale. Moreover, whether it helps or impedes students learning. Most importantly, it seeks to uncover whether teachers and those immersed in the administrative community acknowledge and support coordinative initiatives. Accordingly, this chapter will outline and explain the adopted research design, describe the content and population of the study, details the instruments and procedures, and highlight the limitations encountered by the researcher.

2.2. Section One: Methodology

This section provides details regarding the tools used to approach the phenomenon under study according to universal research guidelines, and the ontological perspective set for the study. It describes the tools used for data collection and analysis while highlighting their efficiency in gaining the research validity and ethicality.

2.2.1. Research Design:

The current study triangulated approach to describe and highlight the overall pedagogical practices used by teachers, which in hand allows understanding the nature of interactions among educators, stakeholders and employers in the Algerian context. Moreover, to understand students' point of view towards coordinated instruction and the impact of fragmented instruction on their learning experience. As the emphasis of the study focuses on teacher coordination this study examines the nature of the previously hypothesized coordination as a solution to reach better educational quality and abundant outcomes.

The study focuses on covering the phenomenon at the scale of the department of English in Dr. Moulay Tahar University in Saida Algeria. The study regards the persistent challenges from previous studies (e.g. bureaucratic rigidity, fragmented curricula, and lack of teacher collaboration) as interrelated to the problem that it seeks to tackle. As such, looking into the nature of the study's complexity and inclusion of many affective factors this study follows a case study design.It covers third year EFL undergraduates and their teachers to investigate the pedagogical practices and students' performances within class. Moreover, to

cover administrative procedures, cultural shaped perspectives, and workshop practices which involve content, and collaborative expertise development.

Based on the nature of the teaching profession among the overall organization of higher education, it is well understood that interaction is a fundamental practice to ensure orientation towards unified objectives. As such the study focuses on investigating:

Q1. How can teachers enhance coordinated efforts to foster better educational outcomes that respond to labor market needs and societal expectations?

Q2. What factors enable or hinder teacher and content coordination and to what extent are teachers aware of and responsive to coordination opportunities?

Q3. Why teacher and content coordination is important for students' learning outcomes?

Throughout this study, the researcher would adopt multiple positions to examine the phenomenon from various standpoints. The researcher would observe in-class practices, interview teachers regarding their perspectives, and participate in sessions of learning to cover students' perspectives towards teacher coordination and its effects on their performances. Notably, the researcher is also a fresh academic student of the same environment thus the relevancy of such topic is very high and shapes the driven initiatives of the research throughout the phases of collecting data, and shaping the theoretical and analytical frameworks.

2.2.2. Participants and Sampling:

The study focuses on the case of third year bachelor degree (BA) teachers and students of Dr. Moulay Tahar University of Saida - Algeria; specifically during the current academic year. The interviews targeted teachers of the third year bachelors' in general; while the main emphasis is on three teachers (oral expression, literature, and creative writing and reading), and the content they deliver during their classes. The rationale behind choosing specifically these participants is rooted in the sense that third year students are exposed to various modules. As for the selection of samples, the study adopts convenience sampling; ensuring ease of recruitment and accessibility, while guaranteeing that the study is taking place at the same environment where the problematic was traced. As such, the researcher addressed four groups of undergraduates each consisting of approximately twenty five to thirty five students, moreover, six teachers and an administrator regarding coordination aspects and features.

2.2.3. Data Collection Methods:

For the sake of ensuring a reliable and valid study; the researcher seeks triangulating the collected data from the various tools of collection. According to Horincq Detournay, Guillemette and Luckerhoff (2023) triangulation describes the use of data gathered from multiple tools of collection to synthesize credible patterns of profound data on the same phenomenon. The outcome of triangulation could never be reached through a single instrument alone (Horincq Detournay, Guillemette & Luckerhoff, 2023). As such, to understand the nature of coordination at the level of Dr. Moulay Tahar University, multiple tools were used to collect data from teachers, students and administrators; which later on was compared to each other to give an overall perspective:

2.2.3.1. **Class observation:** Reporting on a phenomenon objectively requires systematic watching procedures to record and analyze it in its natural setting. By definition, the latter mentioned procedures refer to the concept of observation. As such, the researcher conduct approximately up to twenty-three sessions of observation in three modules; where coordination is possible to happen and contribute to develop students' skills and mastery of the language. The observation sessions follow a list of pre-determined cues of coordinative endeavors, along with free side notes that the researcher continuously made to track any unmentioned features. The coordination aspects are focusing on sequencing of lectures and topics, mentioning of interrelated terminology, teachers' interaction inside and outside the classroom, administrative support, and challenges which impeded any steps towards coordination (Check figure [num] in the appendices).

2.2.3.2. **Interviews:** Interviews are a qualitative data collection method composed of an amalgamation of questions targeted to extract participants' opinions, experiences or behaviors in depth through discussions. For the sake of discovering teachers opinions and the overall "teacher perspective" towards the phenomenon semi-structured interviews were addressed to teachers. Six teachers out of ten pre-selected from the department of English were interviewed along with an administrator regarding their experiences with collaborative work through open- and close-ended questions. The questions covered: teachers' syllabus development and lesson planning procedures, the

nature and frequency of interaction among teachers, administrative assisted coordination, teachers' willingness to coordinate, and how teacher coordination contribute to students' outcomes (Check figure [num] in the appendices).

2.2.3.3. Questionnaires: These are a set of systematic questions, which seek individuals' perspectives, experiences and behaviors towards a phenomenon under study. Questionnaires could be distributed to the targeted population through printed copies or online. As such, semi-structured online questionnaires were distributed to the four groups of third year undergraduates through a common link shared via messenger groups upon students' choice. Consisting of nineteen close and open-ended questions directed to grasp students' views on teacher and content coordination. The questionnaire sought general observations that students witnessed on teacher practices and the nature of content delivered by teachers. Additionally, the questions covered how teachers and content coordination help in learning from students' perspectives; along with the areas, which already include or should include coordination (Check figure [num] in the appendices).

2.2.3.4. Cross-modular programs comparison: This refers to a process of checking currently used documents by teachers to develop their overall instruction. The documents under scrutiny include canvas, curricula, and syllabi. The researcher examines syllabi documents, which he attained from teachers of oral expression, literature and creative writing and reading to trace and compare how teachers plan their lessons. Moreover, based on what criteria do they assess and evaluate students' progress. (Check figure [num] in the appendices)

2.2.4. Data Analysis Procedures:

Following the ontological and epistemological stance of the study, data analysis procedures will focus on the following qualitative data analysis processes:

2.2.4.1. Thematic coding: It refers to a systematic process of analyzing textual data, segmenting, and categorizing it into reoccurring themes with labels for the sake of tracing patterns and extracting insights. In the sense of the study, the researcher uses this instrument to analyze data gathered from interview transcripts. Following

the same procedures, teacher interviews are processed to highlight a pattern which explains how coordination works according to teachers, which areas do teachers expect coordination to happen on, and for which reason?

2.2.4.2.Descriptive statistics: Descriptive statistics is a tool which summarizes vast datasets in an organized manner to reveal patterns and key characteristics without tending to predictions or inferences. This study relies on this tool to profoundly cover coordination from students' perspective. It draws on from complex information represented in students' responses to create understandable explanations through graphs and charts, and/or numerical summaries.

2.2.4.3.(Comparative) content analysis: This is a qualitative data analysis method which comprises of analyzing documents and comparing them. It is used to highlight patterns, interpret meanings and uncover insights in data gathered about a certain phenomenon. The study benefits from this data analysis instrument in analyzing teacher content, curricula, and modular syllabi. The reason for emphasizing on such analysis is to focus the scope of research on imbedded attempts of coordination represented in patterns of curricular and syllabus alignment, coordinated content development, and shared assessment criteria.

2.2.4.4.Observation grid & qualitative notes: The observation grid is a structured list with cues used systematically in observation sessions to track evidence on the phenomenon under study. As such, in-class observation focused on a set of indicators of teacher and content coordination for the sake of ensuring consistency across sessions of observation. These indicators allow for quantifying behaviors through rating scales ranging from 1 to 5. The rates are translated to tables (check table [num] in the tables section). Moreover, free written texts (as in field notes) were taken by the researcher during and after sessions to cover areas beyond the range of the grid. The notes are to be thematically coded.

2.2.5. Validity, Reliability and Ethics:

In order to ensure the validity and reliability of the study, the researcher took into consideration a set of presumed objectives despite the challenges faced during the conduction of the research:

2.2.5.1. Validity: The researcher approached the phenomenon using various methods for the sake of gathering detail-rich data. Thus, observations covered visual cues, and interactions to draw evidence from the reality inside the classroom. Questionnaires and interviews, on the other hand, focused on highlighting patterns on cultural orientations of teachers and students and highlighting the level of awareness about teacher and content coordination as the phenomenon under scope. While content analysis emphasized tracing structural patterns to uncover whether the educational system provides spaces for coordinative endeavors and opportunities for teachers to spend efforts in those. All of which, is compared together to synthesize triangulated conclusions that describe profoundly teacher and content coordination. The data gathered, thus, has a mosaic nature depicting from multiple perspectives.

2.2.5.2. Reliability: To ensure the reliability of the study, the researcher consistently followed guidelines to proceed with any procedure of gathering data. All through which he focused on maintaining the same questionnaire and interview formats and observation grids across all participants (Check figures [num] in the appendices section). Moreover, all the conducted methods were consistently supervised by the teacher overseeing the work, while also keeping records of all procedures (transcripts, coding steps and observation notes). Thus, ensuring replicability in further researches to reach similar conclusions.

2.2.5.3. Ethics: It should be noted that the researcher sought and underwent administrative procedures to seek institutional approval for conducting the study. Additionally, all participants were informed about the study's purpose and consents were sought prior to any participatory act. Moreover, for the sake of preventing any harm to all participants, the researcher ensured anonymity through using codes rather than names. In addition, the researcher emphasizes that participation was and still voluntary, for which any participant would withdraw at any time without penalty.

2.3. Section Two: Research Framework

While section one provides an overview and description of the overall tools used to approach teacher and content coordination, this section outlines the procedural uses of the latter in an organized framework, and the rationale behind such amalgamation.

2.3.1. Data Collection Procedures:

In order to extract reliable comprehensive evidence from the academic context of Dr. Moulay Tahar University, the researcher focuses on gathering data which reflect various perspectives. Focusing on the concerned population, the perspectives shifted from those of the teachers, students and administrates.

Tools of Research	Purpose	Type of Data	Participants
Classroom Observation	**To capture classroom practices which reflect coordination.**	**Quantitative + Qualitative**	**Two undergraduate groups (G1 & G3) Consisting each of twenty-five to thirty-five students.**
Teacher Interviews	**To extract insights into coordination attitudes.**	**Qualitative**	**Six teachers and an administrator.**
Online Questionnaire	**To understand teacher and content coordination's impact on learning.**	**Quantitative**	**Thirty-three undergraduate students from all four groups.**
Content Analysis	**To uncover structural evidence about alignment across modules.**	**Qualitative**	**Documents of three syllabi of the modules of oral expression, literature, creative writing and reading.**

Table 01: Summary of Research Instruments

Table1 displays the instruments used for data collection in the current study, while also representing the respective purposes, data types, and participant groups addressed by the researcher.

To start the procedures of data collection, the researcher focused on using the tools in a complementary manner, so that each tool represent an area which the other tools would otherwise compromise.

2.3.1.1. Observation:

To ensure that the collected data reflect first hand evidence, up to twenty-three sessions of observation are conducted focusing on teachers and students behaviors inside the class. The observation covers classes consisting of twenty-five to thirty-five students from two undergraduate groups. The observation aims to:

a. Trace if teachers instruction builds on each other's constructively.

b. Indicate the use of common terminology (cross-modular).

c. Record if teachers' content is directed towards unified educational objectives.

d. Locate whether teachers use common assessment criteria, and focus on building on each other's tasks.

e. Inspect students' relativity development across modules.

The researcher starts first by integrating himself in the population where he makes contact with teachers and students from the four groups of undergraduates; in which, he builds rapport with members on the groups. After that, he initiates the observation as a non-participant, making sure the classes undergo their usual pace of actions and events while he records through a grid and free-text notes.

2.3.1.2. Interviews:

While class observations focused on behaviors, interviews consisting of open- and close-ended questions are used to collect insights regarding teachers' attitudes towards coordination. As such, six teachers and an administrator are interviewed. The teacher interviews focused on:

a. Extracting answers regarding teachers' cultural background on coordination.

b. Showcasing the level of importance of interaction inside the organizations of education according to teachers.

c. Understanding teachers' collaborative practices at the level of Dr. Moulay Tahar University.

d. Examining the regularity and efficiency of formal (administrative) versus informal (casual/free) coordination.

As for the administrator, the interview aims to:

a. Understand the administrator's perspective towards coordination's influence over students outcomes, failure and dropout rates.

b. Highlight how the administrator visualize the threat of not coordinating.

c. Understand the administrator's role in the process of teachers coordination.

The researcher made sure to schedule meetings with teachers based on their free time, and asked teachers to set dates and specific timing for face to face interview sessions.

2.3.1.3. Questionnaires:

Since the focus of this study is on educational outcomes, the researcher dedicates a section of the investigation to gather students' insights towards teacher and content coordination. A semi-structured online questionnaire with close- and open-ended questions is administered to students specifically for that occasion. The questionnaire aims to:

a. Gather students' observations on teachers' practices in the classrooms.

b. Collect students' insights regarding coordination in the content they study.

c. Inspect students' opinions on coordination (i.e. how it affects their learning?)

d. Highlight students' scoping of coordination in their learning environment.

The questionnaire is administered via a link shared with the participants via messenger groups, which they use as a means of communication.

2.3.1.4. Content Analysis:

While teacher interviews and students' questionnaire interplay to shape a double standard perspective, lecture content analysis serves as the common ground, which

exposes the reality that the two fractions of the population are subjected to. Content analysis focuses on inspecting the syllabi and canvas related to third year undergraduates. It aims to:

a. Highlight theoretical coordinated structures in syllabi.

b. Inspect whether objectives are shared across modules.

c. Check for shared assessment criteria or shared tasks.

d. Investigate relativity of content taught.

All of which are covered in the three modules of oral expression, literature and creative writing and reading.

2.3.2. Data Analysis Procedures:

The following table represents the respective tools used to analyze data aligned to the instruments of data collection. Moreover, it summarizes the processes used with each tool and the expected outcomes in correspondence.

Data Source	Analysis Method	Process in steps	Expected Outcome
Classroom Observation	Observation Grid + Qualitative Notes	Rating the 1-5 indicators ➔ compile tables ➔ thematic coding of the free-text notes	Records of coordination in classrooms; both structured & descriptive.
Teacher Interviews	Thematic Coding	Transcription of records ➔ open coding ➔ axial coding ➔ highlighting themes according to reoccurrence.	A shaped narrative detailing teachers' perspective to coordination and its influence on educational outcomes.
Students Questionnaire	Descriptive Statistics + Content Analysis	Measuring close-ended responses (frequencies & percentages) ➔ Classify open-ended answers.	Statistical measurements of students' perceptions + qualitative insights into learning outcomes.

Syllabi and documents	Comparative Content Analysis	Syllabus alignment examination ➔ Comparing objectives, topics and assessment criteria.	Evidence of structural coordination or fragmentation in curriculum design.
Triangulation	Cross-source Comparison	Integration and synthesis of findings gathered across the instruments of data collection.	Comprehensive representation of coordination that increases validity and reliability.

Table 02: Summary of Research Analysis Methods and Expected Outcomes

As the table shows in details, the processes seek to represent a segment of data gathered from each tool. All, so that the segments of representations are used in a cross-source comparison which results in a holistic picture of coordination.

2.3.2.1. Thematic Coding: For qualitative data, thematic coding is used as a major tool. The table outlines how this tool analyzed data from interviews, and classroom observation notes through open and axial coding, and highlighting themes categorized according to reoccurrence.

2.3.2.2. Descriptive Statistics: This tool proved sufficient for quantitative data analysis. Table 02 shows that this tool is used in quantifying close-ended questions from the questionnaire in forms of frequencies and/or percentages. Moreover, how scales were used in the grid of observation to quantify behaviors for them to be compiled later.

2.3.2.3. Comparative Content Analysis: This is a form of analyzing qualitative data (documents in this case, like syllabi) according to pre-set standards. In this study the standards based on which these documents were analyzed are:

a. Teaching and learning objectives.

b. Topics of lessons.

c. Assessment criteria.

2.3.2.4. Triangulation for Validity: The amalgamation of represented data from thematic coding, descriptive statistics, and the comparative content analysis are later cross-analyzed to highlight patterns. The patterns represent triangulated findings that comprehensively and coherently explains the phenomenon under study (i.e. teacher and content coordination), which in hand enhances the validity of the research.

2.4. Presentation and of Results :

The data collected indicate the following:

2.4.1. Classroom Observation :

First of all, an exposition of the context that each one of the three modules' sessions needs to be addressed. The observation took place in eight tutorial sessions: a session of literature per week for each group (G1 and G3), a session of Oral expression per week (G1 and G3), and two sessions per week for the module of Creative Writing and Reading (for G1 and G3). In addition, the observer also attended one literature lecture on Wednesday mornings. The total observed sessions for three weeks counts at twenty-three sessions approximately (Check the appendices [num]).

The sessions covered:

2.4.1.1. Presentations in literature: Students were assigned to choose a novel written by a contemporary writer in English, analyze it according to the literary theories they were taught, and orally share the results of their analysis in front of an audience of colleagues and the teacher himself.

2.4.1.2. Reading in front of an audience: Students were assigned two tasks over the observation period; first, they were tasked to write a vignette about something or someone where they express their emotional state, thoughts, etc. Then, the teacher asked them, after instruction, to write a personal report on their university experience.

2.4.1.3. Oral performance tasks: Students were assigned to a variety of tasks focused on putting students in situations where they have to think critically, and adapt through improvisation while performing. Tasks were in the forms of reading, vocabulary, free discussions, and debate tasks, where students relied on their listening and

speaking skills. The tasks usually included communicative games to capture students' attention and interests.

The observation process depends heavily on the grid (check appendix A). As such, here is what the grid reports from each module observation:

Category	Average Score (1–5)
Shared Terminology & Concepts	**1.29/5**
Curricular Alignment	**1.13/5**
Cultural Cooperation	**2.63/5**
Structural/Administrative Support	**1.67/5**
Instructional Integration	**1.13/5**
Professional Development	**1.83/5**
Challenges / Barriers	**3.67/5**

Table 03: Aggregated Averages of Scores across the Modules Observed

The interpretation of table three's calculated averages will be explained in details in the discussion of the findings.

2.4.2. Teacher Interviews :

Given the nature of the topic, teacher interviews addressed six teachers (two of whom were observed while tracing coordination; i.e. the teacher of oral expression and the teacher of literature). The interviews focused on capturing teachers' attitudes towards coordination, hindrances and perceived benefits. After thematically coding the interviews, here are the results that the interviews indicate:

Theme	Frequency (out of 6 teachers)
Coordination is important	5
Reduced redundancy / retention	4

Timetable rigidity	5
Administrative indifference	4
Fear of autonomy loss	2
Informal coordination	4
Lack of formal coordination	6

Table 04: Frequency of Themes' Reocurrence

2.4.2.1. Teachers Attitudes Towards Coordination: In all the interviews conducted, five out of six teacher attitudes imply positive recognition when it comes to the role of coordination, however some others (one out of six) display skepticism.

2.4.2.2. Perceived Benefits: Teachers views towards expected benefits stemming from coordination array from impacts on content and instruction, and improvement on students performance. As a result:

- Four out of six teachers assume that coordination would prevent repetition across modules.
- Three out of six teachers shared that teacher and content coordination would improve students' retention information and concepts shared across modules.
- Two out of six teachers believe that teacher and content coordination would improve students' writing and oral performances.

2.4.2.3. Challenges and Barriers: Teachers have also expressed their opinions on what is hindering coordination. Among their concerns are the following:

- Five out of six teachers complained about scheduling conflicts regarding limited durations of sessions and the positioning of instruction sessions across the week.
- Four out of six teachers raised concerns regarding administrative meetings; indicating that meetings focus on attendances of students and number of lectures administered over the semester, rather than pedagogical orientations.
- While two out of six teachers indicated that coordination could hinder academic freedom and autonomy.

2.4.2.4. Formal V.S. Informal Coordination: Practices of coordination vary and some of them could be structural and administratively driven, while others could happen

casually among teachers. For that sake, teachers were given the chance to express their opinions. Thus:

- Four out of six teachers informed that they share casually materials and ideas with other teachers.
- While all the six teachers also agreed that institutionalized coordination is lacking.

Along with these results, there are those of the administrator's interview. The interview itself has been designed specifically to capture the institutional stance towards coordination. The results of that interview are highly inferential; thus it is fit to keep them for the discussion of the findings section, where inferences are drown based on the results provided in the collected data (for a better view to those results check appendix D).

2.4.3. Students Questionnaire :

Students' answers on the semi-structured questionnaire allowed for collecting insightful data representing students' perspective towards teachers and content coordination. The data collected is categorized to both quantitative and qualitative:

2.4.3.1. Statistical Data from the Questionnaire:

This kind of data comprises of the answers collected from close- and open-ended questions in the questionnaire. Since the questionnaire items are numerous, rich data have been gathered to showcase students' views on multiple areas. Here are the representative graphs and pie charts to some answers which are directly related to the research questions:

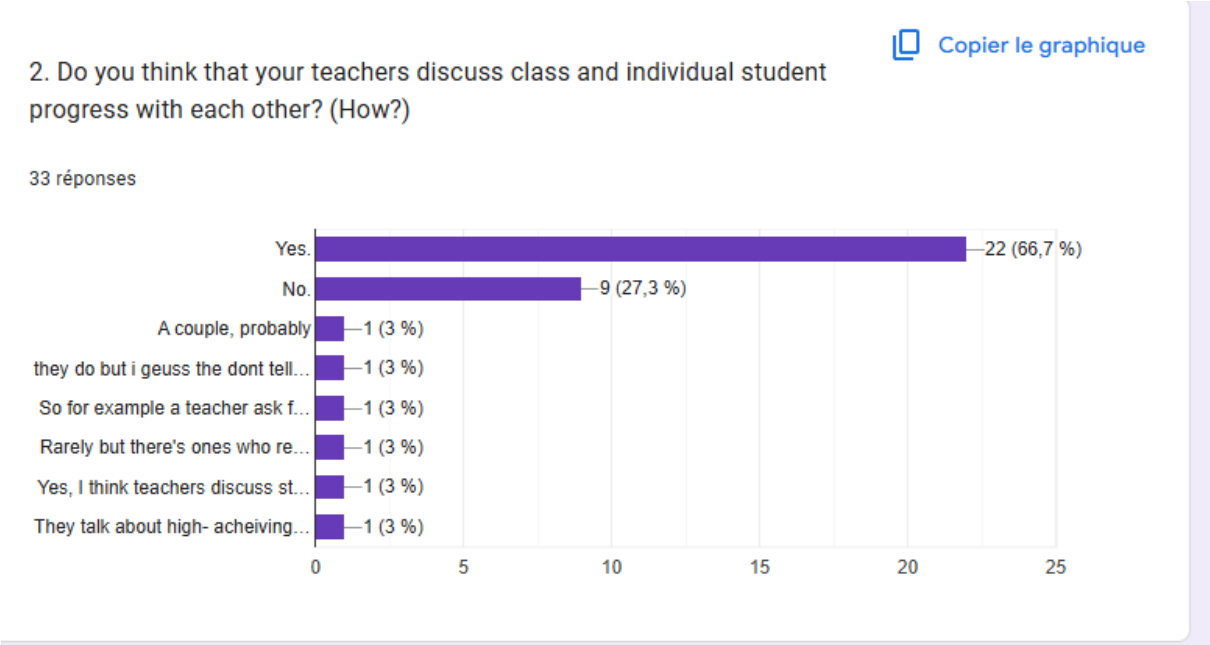

Figure 01: Horizontal Bar Graph Representing Students' Opinions towards Teacher Discussions of Their Progress

Figure one highlights students' views on teachers' discussions on their progress. As noticed in the results:

- 66.7% of the participants assume that teachers indeed discuss students' individual progress with each other.
- While 27.3% of the participants believe that teachers do not discuss their individual progress.
- The rest of the answers (3%) each, represent nuanced answers which reflect neutral positions from the side of learners.

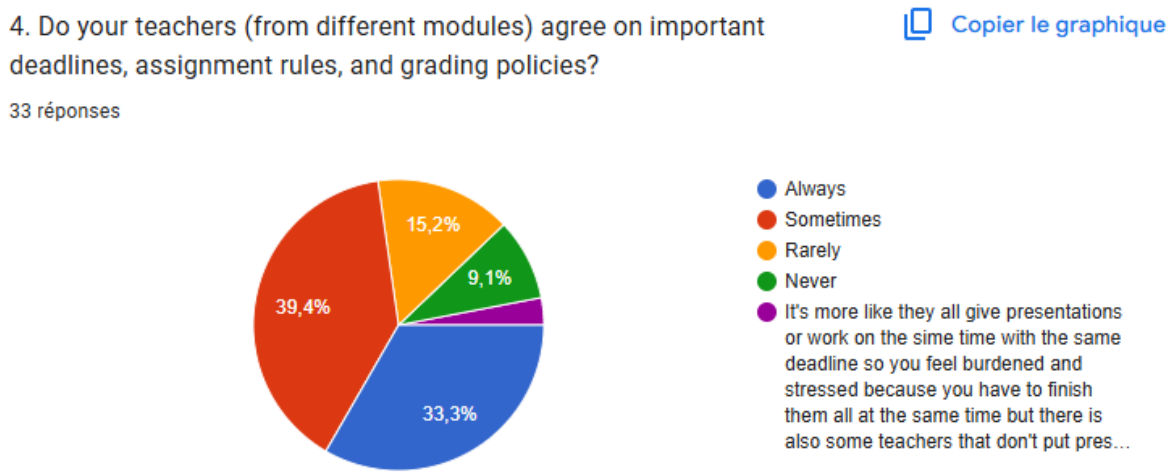

Figure 02 : A Pie Chart Representing Students' Views on Teachers' Agreements

Figure two highlights students' observation on teacher agreement on deadlines, assignment rules and grading policies. The pie chart represent the frequencies which students chose to describe how often teachers do or do not agree:

- 33.3% of the participants voted for teachers always agreeing on deadlines, assignment rules, and grading policies.
- 39.4% voted for sometimes.
- 15.2% voted for teachers rarely agreeing.
- While 9.1% voted for teachers never agreeing on any of the latter.
- While one participant (3%) expressed their own opinion on the matter.

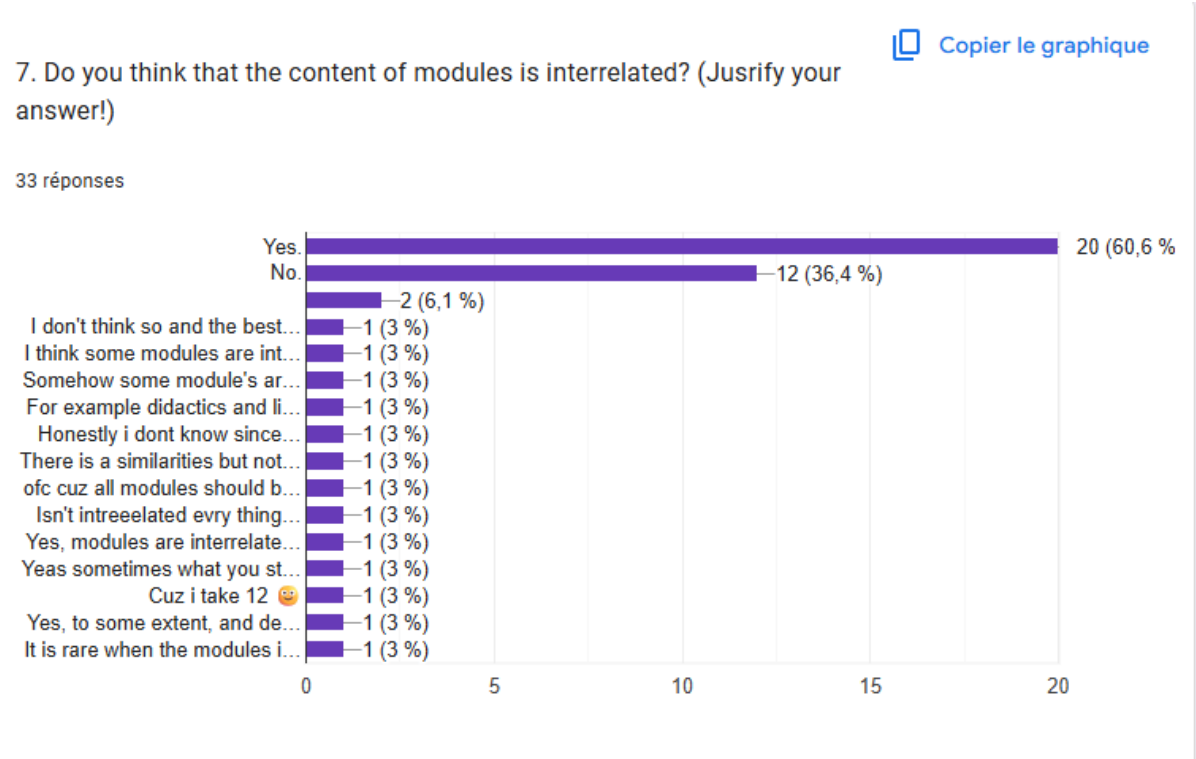

Figure 03: A Horizontal Bar Graph Representing Students' Answers on Content Relativity across Modules

Figure three collects students' opinions on cross-modular content relativity. Students' answers are as follows:

- 60.6% agree that content is interrelated across modules.
- 36.4% voted for No; i.e. the content is not connected across modules.

- While nuanced answers (3%) each (39% in total) of participants expressed their own opinions towards the topic of the item.

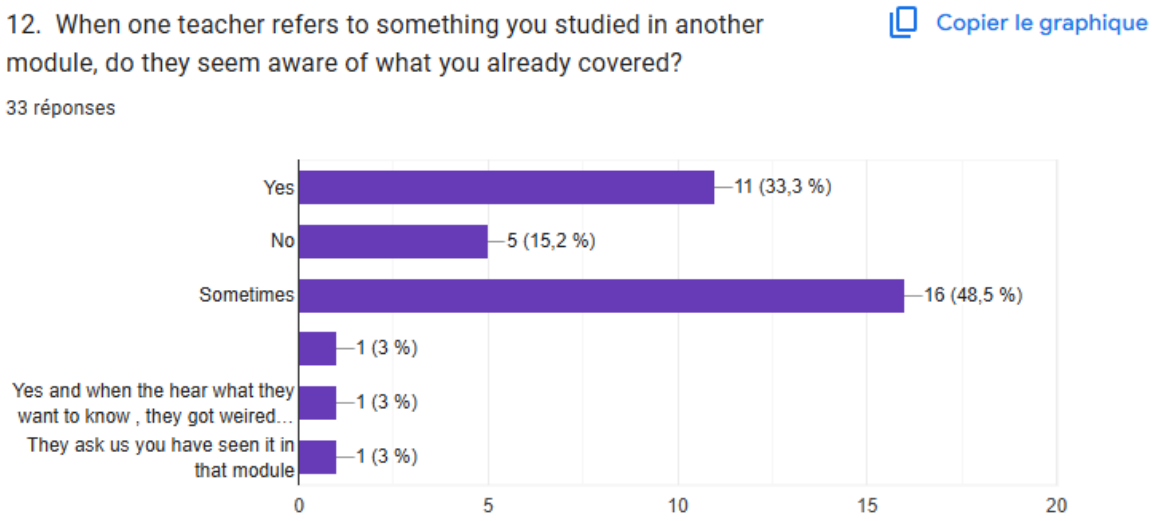

Figure 04: A Horizontal Bar graph Representing Students' Answers Regarding Cross-Modular References Made by Teachers

Figure four presents students' presumable opinions on teachers' cross-modular awareness:

- 33.3% of the participants voted "yes" for teachers being aware of content from other modules.
- 15.2% of the participants voted "no" for teachers being aware of content from other modules.
- While 48.5% coted for "sometimes".
- While two participants (6%) provided examples based on what they perceived from intended purpose of the question.

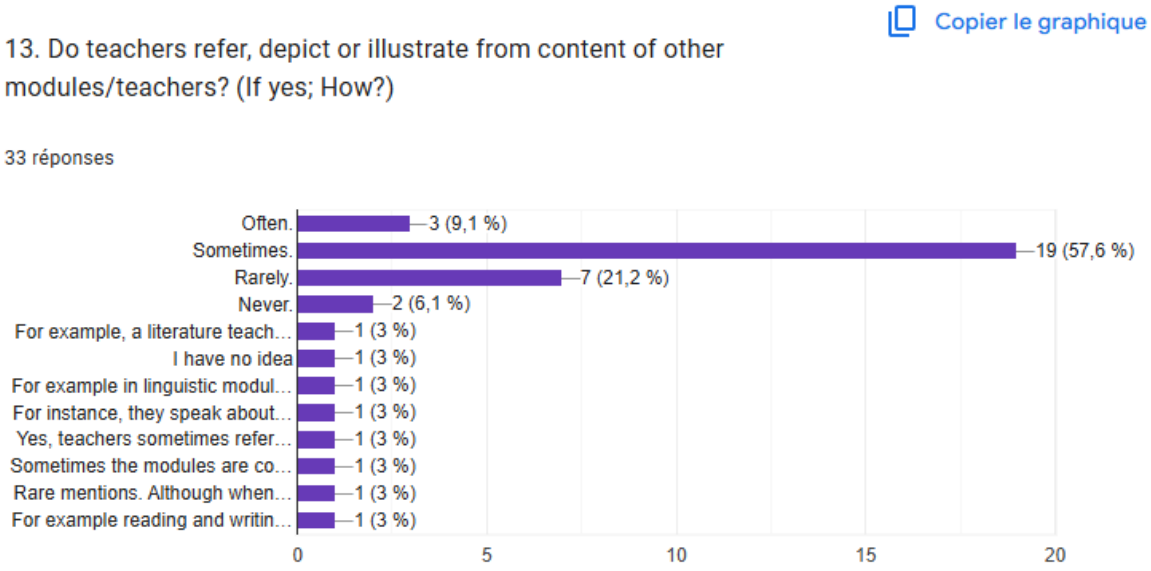

Figure 05: A Representative Horizontal Bar Graph on Students' Observation of Cross-Modular Content Coordination

Figure five highlights the frequency of cross-modular content referencing that teachers do according to students:

- 9.1% voted for teachers often depicting and/or illustrating from other modules/teachers content.
- 57.6% voted for teachers sometimes depicting and/or illustrating from other modules/teachers content.
- 21.2% voted for teachers rarely depicting and/or illustrating from other modules/teachers content.
- 6.1% voted for teachers never depicting and/or illustrating from other modules/teachers content.
- While 24% of the population provided examples based on their observation on teachers cross-modular referencing.

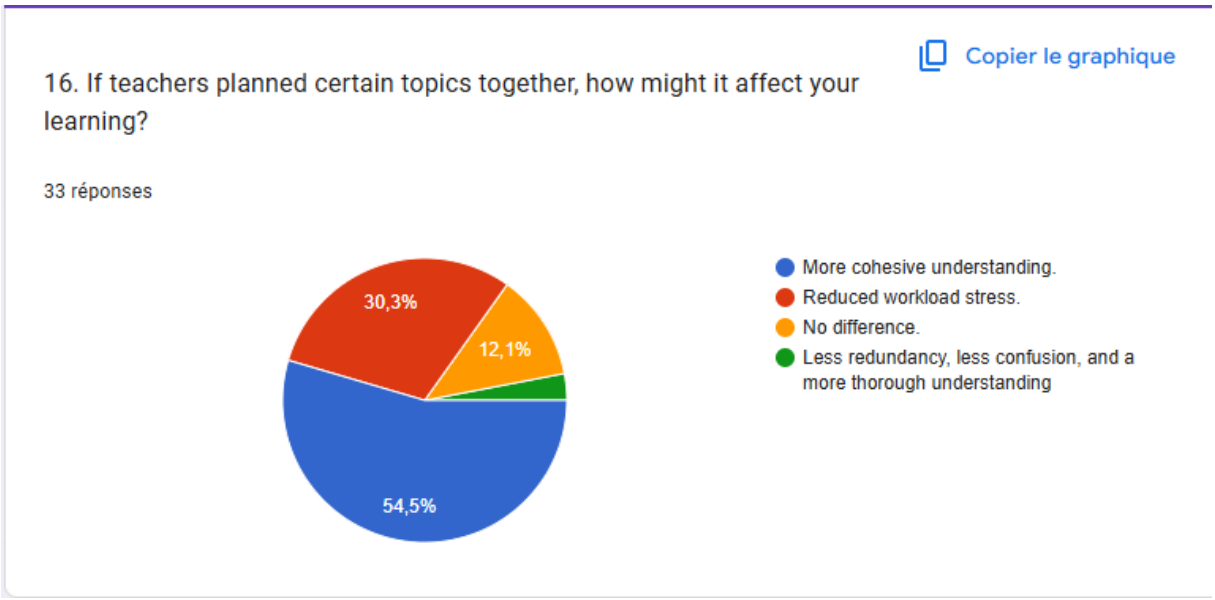

Figure 06: A Representative Pie Chart on Students Opinions Regarding Content Coordination's Effect on Their Learning

Figure six display students' answers towards the perceived benefits/hindrances of teacher and content coordination on their learning:

- 54.5% of the participants chose that cross-modular teacher planning of topics would result in "more cohesive understanding".
- While 30.3% of the students chose that cross-modular teacher planning of topics would result in "reduced workload stress".
- 12.1% of the students voted that it would make "no difference".
- One participant (3%) expressed, "Less redundancy, less confusion, and more thorough understanding".

Since, the nature of the designed questionnaire seeks to capture statistics along with qualitative data, which allow for students' free expressions. The sum of qualitative data gathered is rich and vast, making it impossible to present it in tables or simply exposing it as done beforehand with the observation and teachers' interview. As a result, preferably to ensure the cohesiveness for readers the **discussion of findings** will provide clear exposition along with inferences to both statistical and analytical data gathered (For a better view check appendix B).

2.4.4. Content Analysis :

The content analyzed consists of one teacher syllabus (oral expression) and the content retrieved from moodle of the two teachers of the other modules (literature and creative writing and reading). Using thematic coding, the analysis of such documents focused on checking sequencing of topics and terminology, building up on content across the three modules (since the current instruction praise and highlight the importance of constructive teaching and learning), consistency of use of terms, and the methods of assessment and their criteria.

Theme	Oral Expression	Literature	Creative Writing and Reading
Topics for Semester One	Public speaking → Argumentation → Oral documentary	How to analyze a text → The Dead (Joyce) → Heart of Darkness (Conrad)	Introduction to creative writing → Writing activities → Poetry (haiku) → Short story elements → Short story outlining
Topics for Semester Two	Legal fields → Tourism fields → Trip reports	Post-modernism → Post-colonialism → Things Fall Apart → Wide Sargasso Sea → Beloved	Personal essays & memoirs → Memoir writing workshop
Methods of Formative Assessment	Quizzes, classroom assignments, attendance (20 total marks)	Essay-based, focusing on: grammar, spelling, essay type and structure	Assignment Workshops: writing prompts, presentations, participation and submission of works.
Terminology	Public speaking, argumentation, fluency, documentary report,	Analysis, theme, symbolism, point of view, irony, metaphor, stream of	Creative writing, vignette, haiku, memoir, personal essay, plot,

	legal/tourism terminology	consciousness, imperialism, post-modernism, post-colonialism	character, setting, point of view, symbolism, irony
Content Relativity to Other Modules	None	None	None

Table 05: Summary of the findings of content analysis

Table five highlight that the content of each of the three modules focuses on separate topics and core content. Here the results report that:

2.4.4.1. Topics of Lectures: The table informs the following:

2.4.4.1.1. On Oral Expression: Students are to be exposed to topics like public speaking, argumentation, and oral documentary in the first semester. Then, on the second semester, students have to deal with topics revolving around legal fields, tourism fields, trip reports.

2.4.4.1.2. On Literature: Students are to be exposed to how to analyze a text, and then also learn through practice on analyzing pieces of literature like The Dead (Joyce), Heart of Darkness (Conrad). Then, they delve deeper to analysis in second semester, where they study post-modernism and post-colonialism, while developing their analytical skills and practicing on literary texts like Things Fall Apart, Wide Sargasso Sea, and Beloved.

2.4.4.1.3. On Creative Writing and Reading: In the first semester, students are to be exposed to an introduction to creative writing, and writing activities. They study poetry, then short story elements and short story outlining. While on second semester they study personal essays & memoirs, and practice in memoir writing workshop.

2.4.4.2. Terminology Studied: The documents covered a wide range of terminology:

2.4.4.2.1. On Oral Expression: The terminology coverage consists of public speaking, argumentation, fluency, documentary report, legal/tourism terminology.

2.4.4.2.2. On Literature: The terms coverage are analysis, theme, symbolism, point of view, irony, metaphor, stream of consciousness, imperialism, post-modernism, post-colonialism.

2.4.4.2.3. On Creative Writing and Reading: The coverage includes creative writing, vignette, haiku, memoir, personal essay, plot, character, setting, point of view, symbolism, irony.

2.4.4.3. Formative Assessment Methods: the documents entail the following regarding formative assessment:

2.4.4.3.1. On Oral Expression: The tools of assessment include:

- **A.** Quizzes.
- **B.** Classroom assignments.
- **C.** Attendance.

2.4.4.3.2. On Literature: The tools were essay-based, focusing on:

- **A.** Grammar.
- **B.** Spelling.
- **C.** Essay type and structure.

2.4.4.3.3. On Creative Writing and Reading: It revolved around assignment workshops:

- **A.** Writing prompts.
- **B.** Presentations.
- **C.** Participation and submission of works.

2.4.4.3.4. The results show that content is not relative to the other modules; highlighting a very significant point which will be further discussed in the next section.

2.5. Conclusion:

In conclusion, this developed framework outlined in chapter two presented a full fledge plan drawing data from multiple perspectives to shape a holistic picture of teacher and content coordination at the level of the University of Dr. Moulay Tahar University. The mosaic nature of data gathered and the triangulation process of it ensures validity and reliability in covering the phenomenon. Moreover, this methodological framework provides a coherent infrastructure, which tackles deliberately the research questions and allows for the presentation and interpretation of findings in the next chapter

Chapter Three: Interpretation of the Findings

3. Introduction :

Following the pre-designed blueprint fostered in various results arraying from quantitative to qualitative data. The nature of data captured depth and breadth allowing for a wide range cover of teacher and content coordination inside the English department of Dr. Moulay Tahar University grounds. In this chapter, the findings of the study will be interpreted, along with further implications, which draw from the analyzed data sets collected. The study is grounded on the following questions, and seeks the explanation of the detailed hypotheses:

Q1. How can teachers enhance coordinated efforts to foster better educational outcomes that respond to labor market needs and societal expectations?

H1. Teachers can enhance coordination through structured professional learning, and cross modular mapping which may align instruction with real world market demands.

Q2. What factors enable or hinder teacher and content coordination and to what extent are teachers aware of and responsive to coordination opportunities?

H2. While many teachers are aware of the benefits of coordination, its implementation is hindered primarily by rigid unstructured timetables, weak philosophy of collaboration, and rigid assessment protocols; awareness alone does not translate into reactive coordinating efforts.

Q3. Why teacher and content coordination is important for students' learning outcomes?

H3. Teacher and content coordination improves students' learning outcomes by reducing curriculum fragmentation, reinforcing key concepts across modules, and creating more coherent learning experiences, which in turn enhances knowledge retention, skill development, and long-term academic achievement.

3.1. Interpretation of the Observation Findings:

In-class observations revealed rich quantitative and qualitative results regarding teachers and students behaviors within classes of oral expression, literature and creative writing and reading. It has also given a clear insight towards the instruction, the content and the way they are delivered.

3.1.1. Horizontal and Vertical Curricular Planning:

Table 03 enlists the aggregated averages of scores on observed behaviors inside classes. The first category addressed while observing is shared terminology and concepts (1.29/5). It sought to capture modular terminology; whether it is relative across the three modules or not. Such a rate insinuate that there is a near complete absence of shared terminology and concepts across the three modules. The free-text notes from a creative writing and reading grid (April 16) further explain this as follows:

> "Teachers do not specifically use common vocabulary even in tasks and instruction."

Another note from the same session adds:

> "Teachers do not address the common terminologies due to fragmented syllabi and content."

These notes align with curricular alignment scores (1.13/5) and the instructional integration (1.13/5), displaying that the absence of shared terminology is a result of lack of alignment across the teachers' developed programs. In addition, the score insinuates that there is no planned sequencing of topics and lectures across modules. The creative writing and reading grid (April 16) notes highlight that:

> "Each teacher is tackling a different task capturing different areas according to instruction. There is no linkage between the skills or tasks to compliment or support each other's instruction."

Each teacher handled a different task across the modules, oral expression focused on debating and cultural pragmatism of the English language; literature focused on presentations of students' literary analysis of contemporary novels; and creative writing and reading focused on writing a vignette and personal reports. Moreover, it is important to note that these tasks are assigned based on the instruction which students receive in the respective modules, and a note form a literature grid (April 22) indicates that:

> "Content completely different across modules."

These results develop a significant pattern, in which they highlight that instruction is vertically organized (i.e. each teacher develops based on their own content), however

horizontally it does not; reflecting that although teachers take part in meetings and workshops, yet they do not work to link their lessons and develop on their instruction cross-modularly. Thus, teachers lack awareness of what students are learning in other subjects; resulting in shaping a three parallel tracks of instruction that never intersect, rather than framing the curriculum as an integrated whole.

3.1.2. The Missing Link between Stated Concern and Coordinated Action:

In table 03, by far only cultural cooperation's rate scores above the common midpoint (2.63/5). Yet the observation notes indicate a significant contradiction between what the teachers express through words versus actions. The creative writing and reading (April 16) grid notes indicate the following:

> "Teachers focus on status, addressing each other with respect to their works in teaching and sometimes in research."

Yet the same observation notes also reports:

> "Teachers avoid sharing and discussing teaching and pedagogical practices, even research."

Here is another example of contradictions observed in the grid notes of literature (21 April):

> "Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it."

Teachers often express respect towards each other and seldom express care about students' progress, yet they never take action to coordinate work for the sake of the latter or to help each other in terms of common professional prosperity. This exposes a reality where at the cultural surface teachers seem cooperative while beneath it no actions are taken for the sake of collaboration. This frames the situation not only as absence of coordination but even avoidance of it. It is further confirmed in the following note from creative writing and reading (April 21):

> "Teachers avoid sharing and discussing teaching and pedagogical practices."

3.1.3. Lack of Structural and Administrative Support:

Ensuring the calibration and ease of work among the institution is a responsibility carried by the administrative device. On the contrary, the structural and administrative support as indicated in table 03 scores at 1.67/5, highlighting lack of

infrastructure for coordination. The creative writing and reading grid notes (16 April) describe the administrative setting:

> "Regular coordination meetings scheduled by department: Not regular, once a semester and their focus is on attendances and whether teachers manage to finish the works assigned to them on time."

The statement implies that the administrative meetings are set only as a monitoring session to track milestones set for teachers rather than inspecting the educational progress. The meetings are not there to help evaluate the progress nor to improve the quality of teaching by alleviating any inconveniences or anomalies. While the same grid notes also report the following:

> "Teachers made attempts to coordinate on content yet they were reported for not passing it by the scientific committee."

The statement indicate that the procedural administrative acts, not only fail to support coordination; but it penalize any autonomous attempts to coordinate.

When it comes to professional development, scores indicate 1.83/5 with notes highlighting that coordination exists, but not to serve coordinative purposes. In the literature (April 21) grid note, the following was reported:

> "There are workshops, but they are unsuccessful in tackling the intended purpose. Usually diverged to less important discussions."

At the same time in the creative writing and reading (April 16) notes, it has been referred that:

> "Teachers admit attending workshops but they emphasize that each and every teacher is working on developing their own content solely."

Workshops are designated meeting sessions where teachers are supposed to work on their designated modules' content in alignment with each other (horizontal and vertical content development sessions). The reporting notes indicate that in practice the workshops function merely as administrative formalities that do not result in coordination. Teachers attend workshop sessions, yet leave still working "solely" on their content (vertical development of content only).

3.1.4. Challenges and Barriers:

Surprisingly, scored the highest among the categories of grid cues is challenges and barriers (3.67/5). The amalgamation of notes stacked on that session track multiple layers of barriers. The creative writing and reading (April 16) notes include:

> "Having no spaces for community activities, no scheduled meetings, not allowing coordination due to bureaucratic rigidity all insinuate to administrative indifference."

Administrative indifferences and time constraints scored at 5/5, and the best example is penalizing autonomous coordination. While lack of communicative channels between module teachers also scored at 4/5, since teachers do not have formal desks, or specific places like libraries to meet and discuss. One note from creative writing and reading (April 22) states:

> "All teachers do not meet unless it is a facultative meeting or a random discussion at the department office or around the campus grounds."

Coordination requires designated spaced and structured sessions, where regular opportunities are given to teachers to meet and plan together. Such opportunities does not exist in the context of the study. Teachers are either gathered through administrative mandated meetings that does not extend to discuss educational progress; or meet in hallways where they undergo spontaneous discussions unrelated to their progress or even education sometimes. Neither opportunities allow teachers to indulge in systematic curriculum alignment.

3.1.5. The Observed Students' Passivity:

Such lack of coordination between teachers has multiple drawbacks on students' performance, one of which is lack of cohesive understanding. The creative writing and reading (April 22) grid indicate that:

> "Students are passive; they do not connect the dots rather listening without giving constant feedback."

This phenomenon has been observed in two groups of undergraduates (group 1 and 3). It is not coincidental, but rather a result of the fragmented instruction, as students cannot be expected to connect understanding across the modules on their own.

Teachers need to take into consideration the scaffolding process so that students can cognitively integrate knowledge cross-modularly. Students listen, take notes, and accomplish isolated tasks but do not actively construct cross-curricular knowledge. Once the notes as in the literature grid (April 21) indicate, thus, that:

> "Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it."

It means that teachers recognize students' struggles, yet structurally and culturally they are ill equipped to address them collectively.

3.2. Interpretation of the Interview's Findings:

The interviews are a great tool to capture the participants' cultural background. The study was successful in gathering data from teachers and the administrators regarding their stance towards teacher and content coordination. In this section, an interpretation of the results is provided.

3.2.1. The Importance of Teacher Coordination:

To understand the teachers' perspective, teachers were asked questions regarding coordination. Five out of six teachers acknowledged the importance of coordination. Teacher A expressed that:

> "Coordination is very important and fruitful to remedy students' problems and to discuss the main solutions or strategies that we need to follow in order to fix these problems."

Moreover, teacher A has provided a solid example on how coordination could help address certain student difficulties:

> "I can see that these students, though they are in third year, are still having problems with easy vocabulary... the solution would be directed to the teacher of reading to focus more on vocabulary."

Other teachers (F and B) have also aligned in their statements with teacher A; stating that:

> "For the benefit of the student, my primary goal is the student. So I'm going to forget clashes and coordinate."

This statement from teacher F showcase the willingness and commitment of teachers to coordinate for the sake of their students. While teacher B indicated that:

> "More and more students would benefit from it, because it would make sense to them what they are studying."

This statement shows that teachers perceive that coordination would result in clarity for students understanding; a remarkable point which has been mentioned from multiple perspectives (students' and teachers'). However, in spite of the statements the same teachers also report that coordination does not happen. This paradoxical pattern keeps resurfacing in every analysis of each tool. In teacher interviews, they admit that teacher and content coordination is valuable, they provide reasons for their insights and can clearly see how much problems it can solve; yet they do not coordinate.

3.2.2. Stated Belief Versus Actual Practice:

This paradoxical pattern is represented in table 04 very clearly; as five out of the six teachers accept coordination as highly important, while at the same time all of the six teachers report that formal coordination is absent. Some of the teacher statements indicate cultural and psychological barriers are preventing teachers from indulging in coordination. Such statements are reflected in teacher D's interview, as they states:

> "I don't like collaboration. Honestly speaking. I have never asked a teacher from the beginning of my career for information... I didn't need any guidance. I cannot even rely on them."

While teacher A indicate:

> "I do not see their interest towards students. That's why I don't consult them. They don't feel that they are responsible for the success or the failure of the student."

When teacher A and D were asked about whether they consult other teachers while developing their syllabi, teacher A responded as follows:

"Definitely not. I just rely on myself only."

While teacher D stated:

"I prefer to do my work independently."

Some teachers, apparently, prefer to work alone rather than in a team. While other teachers indicate that they “do not see their (referring to other teachers) interest towards students.” This means that teacher coordination relies heavily on teachers’ collective responsibility regarding students’ progress, and some teachers prefer to work with committed colleagues who express high responsibility for students’ success. Thus, as the results entail, lack of clear communication sequels in a professional culture where isolation is the norm and collaboration is the exception.

3.2.3. Rewards of Coordination Attempts:

Interview results detail significant breaking points. As it reveals that attempts to coordination have been met with penal responses from members of the scientific committee. Teacher B reports the following on that matter:

"We had issues actually trying to do that. Somebody filed a report on us... we suggested that literature should go hand in hand with civilization. We ended up with a filed report. We stopped saying anything, we are not collaborating anymore."

Adding later on that:

"I do not want any headache. I will create my syllabus, work with it, and be done with that."

These statements resembles a great example of bureaucratic rigidity; as it exposes a real example where autonomous initiatives were penalized rather than appreciated and supported. Surprisingly enough, the same members of the scientific committee are actually teachers. As such, once again the paradoxical reality resurfaces to explain why all teachers report lack of formal initiatives to coordination while at the same time recognizing its importance.

3.2.4. Substituting Formal Coordination:

The results on table 04 insinuate that four teachers engage in informal coordination or as represented in their statements in terms of casual sharing of materials. Teacher A stated that:

> "I have a very restricted contact with my colleagues. If they suggest something for working or interaction, I welcome the idea. If not, I just don't insist."

Teacher A' statement indicate that some teachers are willing to coordinate yet not through self-initiation but waiting for their colleagues to make the first step. Teachers seem to also take a similar reactive stance like students; implying that "if no one makes the move then I (the teacher) will not proceed as well". Thus, in this sense, teachers are also prone to passive behaviors when cultural, structural and administrative barriers challenge them. Teachers are not proactively seeking a solution to lack of coordination; neither through procedural actions nor through seeking adjustments for rigid bureaucratic layering. Teacher E also provides an insightful statement indicating:

> "We interact before exams, or sometimes when a lesson is not clear."

The statement shows that teachers choose to coordinate, but exclusively on certain occasions like "before exams" to plan examination dates and agree on mutual formula of tasks sometimes. Moreover, "when a lesson is not clear", this explicitly means that teachers have the ability to adjust lessons, but they do not coordinate on content horizontally. Teachers fix problems regarding lessons, however only teachers teaching that sole module are concerned.

Teacher F on the other hand reported the following on other universities which they visited:

> "Teachers of the same module, every week they have a meeting and discuss the main and major points to be included in the lecture. There is someone who takes into account to be the president... when we want to prepare the test, it will be for all groups."

Yet immediately teacher F added that at the University of Dr. Moulay Tahar, "it is not the case."

The statements at this section indicate that teachers substitute for the lack of formal coordination with informal means to seek coordination. However, it also expose that even informal coordination does not suffice and does not provide the same benefits as formal coordination. It still lacks systematic work of aligning curricula, sequencing topics, or coordinating assessments. So far, informal coordination is restricted to sharing of materials like worksheets at the maximum; so that such interactions does not accumulate into structural change, nor hold the responsible accountable (another reactive stance from teachers).

3.2.5. Barriers to Coordination:

Obstacles indicated by teachers revolved around timetable rigidity, administrative indifferences, and fear of autonomy loss. Five out of six teachers indicated that timetable rigidity resembles a huge barrier in the path of coordination. Teacher A highlighted:

"We are having only one session per week when it comes to third year. You cannot judge students from one session, neither two sessions, neither three sessions."

Teachers often complain about time restrictions and most of the times they report that they have managed to teach their lessons but without reaching the educational objectives set for them. It is a significant point, as it shows that even vertically the modules are stacked with various content, reaching the point where teachers could not fulfill their educational objectives. This issue could easily be resolved, provided that teacher and content coordination are to be promoted and supported. In addition to that, four teachers also noted administrative indifferences. Teacher A observed:

"They would never apply something if it's not asked from above. If there's no instructions coming from the ministry, they would never urge people to coordinate."

Teacher E assist the statement saying:

"We participate in workshops only when the Ministry of Higher Education sends adaptations or changes that should be done on the program. It's ministerial, not internal."

The two statements reflect how bureaucratic rigidity paralyzes autonomous initiatives, even when the trajectory is in favor of the whole educational system.

3.2.6. The Administrator's Perspective:

The administrators' interview revealed the institutional stance along with valuable societal and cultural insights to coordination. The administrators have acknowledged the issue of fragmentation and uncovered the paradoxical pattern which the reality of the context indicates:

> "When there is no coordination... each teacher gives his own opinion. Students will not have access to the same level of training, nor will they have a common exam subject."

They laid out the reality of not having any sense of coordination among the institution. Strikingly, the same norms they articulated are those which exist in reality; except the "common exam subject" which may exist since vertically teachers tend to modular matters but not horizontally. Students do not have access to the same level of training because of fragmentation, especially those inflicted upon major changes in the recent years in the canvas. Moreover, the administrators highlight that:

> "Teachers do not evaluate in the same way, even though they know the evaluation criteria."

This statement shows that even evaluation may change from one teacher to another, and that teachers do not follow the same criteria for that. This in hand, support the previously assumed claim of mismatch in training. On the other hand, the administrators also state that:

> "The ministry sends the canvas with the programs. Teachers must respect these points. The content... the title of the module, they are all the same. They do not have the right to change."

The paradoxical reality has yet surfaced again. This reveals that the Algerian educational system is centralized in policy (unified canvas by the ministry), but decentralized in practice (teachers' own development on content). The administrators are aware of the problem; yet there seems to be no mechanisms to support coordination. Rather, the administrator admitted that they tend to handle their share of the devised labor, and leave the job for low chain in the hierarchy as they are assigned to it. Such statement further advocate the claim that point bureaucratic rigidity as a major issue in the face of enacting new procedures based on careful adaptations.

Psychologically speaking, the administrators have insinuated to some cultural and societal beliefs among teachers, indicating the following:

> "Some teachers see that they are perfect. They do not want any changes. They want to be stuck to a teaching method, to the same content."

The same statement aligns with teacher A and D's statements which carry and egocentric message of sufficiency and independence. Most of the population; both teachers, students and administrators carry such behaviors. The administrators carried explaining how they perceive this not only related to teaching but rather about professional identity:

> "Some are teaching for the sake of teaching, getting salary by the end, not because they love teaching."

This statement exposes the reality which displays that people (teachers included) value status, financial gain and materialistic revenues rather than the nobility of the profession unfortunately.

3.3. Interpretation of the Questionnaire's Findings:

The data gathered express various views from students' perspective. Among which students' explained (1) their perceptions on teacher coordination, (2) students views on curricular coherency, and (3) students' perceived outcomes from teacher and content coordination.

At the beginning of the questionnaire, students were asked about their attendances on students lectures. The rationale behind asking students this question is to uncover the level of credibility of further answers to questions on students' observation of teacher pedagogical practices. The results indicate that 51.5% of the students attend at 5-9 teacher sessions per week while 30.3% of the participants' attendances rate at 3-6 teacher sessions per week, and 9.1% of them vote that they attend 1-2 teacher sessions per week.

3.3.1. Students' Perceptions on Teacher Coordination:

After that, questions 2-6 covered students' views on certain teacher practices which reflect coordination. From which figure 01 indicate that 66.7% of the students

believe teachers to be discussing their individual progress. While 27.3% of the participants voted the opposite. Additionally, 18% of the participants expressed how they perceive teachers doing so saying:

> "Yes, I think teachers discuss student progress with each other. They usually do this during staff meetings or by sharing reports."

> "They talk about high- acheiving and outstanding students or about the problematic and low-acheiving class as i noticed. So they discuss either to praise someone or to critisis someone not to discuss the student progress."

Students' opinions highlight that some students expect their teachers to discuss their individual progress to help them foster better learning outcomes. While at the same time, the other fraction of the students believe that teachers exclusively discuss higher- and lower-achievers results. Meaning that the discussions are not systematic in nature and do not focus on the overall students' progress, but rather to "praise" or "criticize" students. This creates a paradox in the realities perceived by students towards teachers' practices.

These results, however, overlap with the proceeding answers as they report that only 30.3% of the participants noticed constant teacher coordination on test dates and assignment dues to avoid scheduling conflicts, while 51.5% noted that teachers "sometimes" coordinate in that matter. At the same time, when asked about teachers' agreement on deadlines, assignment rules and grading policies 39.4% of the students voted "sometimes" they agree, highlighting significantly:

> "It's more like they all give presentations or work on the same time with the same deadline so you feel burdened and stressed because you have to finish them all at the same time but there is also some teachers that don't put pressure on students"

Such answers express students' confusion and lack of certainty when it comes to teachers' practices; which in hand uncovers students' lack of awareness and passive behaviors to the shift in events they experience in their studies. Meaning that students tend to take a reactive learning stance, where they adapt in response to inconsistencies rather than proactively engage to seek integration of knowledge across subjects.

Moreover, the questionnaire (question 5) reports that 63.6% of the students voted that teachers do not coordinate, and as a result end up giving them too many assignments or assessments in the same week while only 15.2% voted otherwise. Students further expressed frustration as follows:

> "As an example, this week we had 5 assignments (presentation) all together + the tests."

This example expresses how teacher coordination plays a crucial role on raising or diminishing the students' motivation and willingness to progress; contributing either by developing or diminishing students' conative capacities.

While when students were asked whether teachers substitute for the roles of other colleagues when they are absent to help the students in their studies, 84.8% of the students voted "no"; and the other 15.2% advocated the previous votes indicating:

> "If a teacher is absent he would inform us via email"

Highlighting teachers' self-reliance rather than working along with other colleagues. Furthermore, pointing out to a pattern of individualistic teaching, as other teachers work is not in any sense dependent on the absent teacher's work. While that is the case, here is what students say about their own behaviors in the same context:

> "When the teacher is absence most of the student went to another teacher to attend the lecture"

This is a crucial statement that expresses vividly the reactive learning stance of students to the sudden inconveniences. At the same time, students' free substitution of attendances in other sessions proves that the modules are independent from each other both in terms of instruction and content.

> "I dont know , i asked for that one day and the answer was like "ask your proffessor i cannot inform you by my opinion since every teacher has his own thoughts...."""

This statement further confirms that teachers do not coordinate work as they admit that they cannot intervene in other teachers' modules if they are absent. Moreover, it highlights that teachers do not share the same opinions; which uncovers that teachers

may not share objectives. Having a unified culture of shared objectives and expectations is the essence of coordination.

> "not sure...but i think some the teachers make up for their classes during other free times."

This answer depicts a notable behavior where teachers cease opportunities to make extra sessions or substitute sessions for the sake of completing the program further delays. This is also apparent in teacher statements which will be analyzed later in the interpretation of teacher interview section.

3.3.2. Students' Views on Curricular Coherency:

Students' expressed answers based on their experience of modular content across all subjects. The analysis will focus on students' answers regarding the content they study, and some behavioral aspects of teachers inside the classroom.

Figure 03 represents a major question in this section extracting students' views of content relativity across modules. 60.6% of the participants find that the content of modules they study is interrelated, while 36.4% of students think the opposite. At the same time, 39% of the students provided justifications to their answers. Here are some answers:

> "I think some modules are interrelated especially civilization and literature. In literature we study novels that are connected to different historical periods. So, to understand and analyze these novels we need knowledge about civilization and history."

The respondent reports on a special pattern where content overlaps in between the modules of literature and civilization. They even indicated how the content may relate citing that in order to "understand and analyze these novels we need knowledge about civilization and history." This is significant as it shows that some students are well aware of the phenomenon of content coordination. Further sightings of content coordination are expressed as follows by respondents:

> "For example didactics and linguistics, literature and civilization."

However, even though some students reported that there might be relations between content of modules like literature and civilization or linguistics and didactics, others frame those as simply “similarities” rather than interrelations indicating that they are “not 100% interrelated.”

> “There is a similarities but not 100% interrelated.”

Further justifications are as follows:

> “Yes, modules are interrelated because they share similar concepts and skills. What we learn in one module helps us understand others. For instance, linguistics and didactic.”

This statement of the students explain the specific points where content across modules interrelate according to them emphasizing on sharing “similar concepts and skills”, while dually noting that what students “learn in one module” assist their understanding in others; referring yet again to linguistics and didactics as the modules interrelated.

> “Yes, to some extent, and depending on the modules. Certain topics, theories or concepts often overlap across modules due to their relevance. Sometimes the content repeats itself, other times it gives either background or additional information.”

In this statement, the respondent adds that “sometimes the content repeats itself”, a very important point as it highlights redundancy in content shared across modules. Such a comment aligns with students’ answers on question 10 of the questionnaire; where 48.5% of the population voted that the content sometimes repeat, while 27.3% voted “both build on and repeat” and only 24.2% voted for “often build on”. Aligning with the statement in which the answer says that in “other times it gives either background or additional information.” Highlighting that students are aware that content complements each other across modules.

> “It is rare when the modules interrelate. For example, studying language theories in both didactics and linguistics. But often the content is not interrelated."

This answer expresses students confusion as they are admitting content relativity across modules “studying language theories in both didactics and linguistics” while at

the same time saying that the content is not interrelated. This indicates that some of the students are aware of connections between modules; but the vast majority is not able to differentiate between connections, content and instruction.

In order to locate on which basis the students are defining any connections between content and modules. Question 8 and 9 addressed students on that matter. Upon asking the students on which area they did observe the relationship or connection, 42.4% stated they observed it broadly while 36.4% reported that they observed the connection in the methodology of teaching across-modules, for about 18.2% reported that they witnessed it in the sequencing of lessons across modules, while 3% said that it is in the illustrations that teachers make. About 9.1% of students indicate that it is in the way teachers define terminologies, while 39.4% noticed the relationship is clear in the ideas and topics which teachers promote.

However, these results conflict with students' answers on question 11, as 60.6% of the participants voted that teachers "sometimes" use conflicting and/or inconsistent terms for same concepts across modules. While also, 15.2% of them voted for "often"; indicating teachers do not refer to items they teach the same way. These results align with those of question 12, as the students state that:

> "Yes and when the hear what they want to know , they got weired even chocked sometimes like "whaaat!!! Really. No i think it's not like that ..." But guess what they never give their opinions . How weired is these. "

This statement further unravels that teachers do not perceive the same concepts, terms, theories explanations in general the same way; indicating the need for a unified understanding of content to ensure cohesiveness.

Moreover, when asked about whether teachers depict, refer or illustrate from content of other modules, 57.6% of the participants voted "sometimes", while 21.2% voted for "rarely". Such odds mean that some teachers do rely on content covered in other modules. Paradoxically this contradicts with some of the students' comments like the one previously discussed. Statements explaining their votes include:

> "Yes, teachers sometimes refer to other modules. For example, a didactics teacher may use concepts from linguistics to explain teaching theories."

> "Rare mentions. Although when it occurs, it is often referencing previous things in order to refresh students' memories and familiarise them with new, related content through association with previous information, e.g. "X concept, which you most likely saw in Y module in year Z, is similar to this in such and such manner""

This last statement further explains the purpose for which teachers use content from other modules; stating that teachers use previous content to scaffold on it and develop their own instruction; by "refreshing students' memories" and "familiarizing" them with new information.

On the other hand, when the participants were asked if students ever noticed teachers adjusting their lessons based on what is taught in other modules; such as skipping basics already covered elsewhere; 39.4% of the students answered "possibly", 36.4% of the students answered "yes, clearly" and 24.2% answered "no". Such answers depict a clear skeptical stance from the side of students as to whether teachers consistently build on prior conceptions and content of other modules or not.

This latter explains students' answers on question 15 where 15.2% of the students voted "never" for teachers mentioning how their work in one module relates to another, and 27.3% of the students voted for "rarely". While on the other hand, 33.3% of students voted "occasionally", and only 24.2% of students chose "often". These paradoxical results insinuate that students are not directly oriented by teachers to relate content to other modules, but rather left to do that alone; and not all the students are capable of accomplishing such a task independently.

3.3.3. Students' Perceived Outcomes from Teacher Coordination:

Teacher and content coordination is directly tied to students' learning; as it determines the quality of teaching. Moreover, it helps the students to learn smoothly and prepares a framework through which they assimilate knowledge easily. In this part, students' answers will be analyzed to see the perceived efficiency of teacher and content coordination in improving students learning.

Question 16 aimed to capture students' expectations on the possibility of teachers co-planning of topics. 54.5% of the students voted for it contributing to "more cohesive understanding", While 30.3% believe that it would result in "reduced workload stress", and 12.1% voted that it would make "no difference". At the same time one student reported:

"Less redundancy, less confusion,and a more thorough understanding."

This statement indicate that students perceive great benefit from coordinated content and instruction. Moreover, it uncovers the reality; that students suffer from "confusion" and encounter "redundant" information in the current content. While also, they assume to achieve "more thourough understanding from teachers' instruction.

Additionally, on question 17 students were asked if they would benefit more from shared projects or assignments across modules. 51.5% of the students agree that it would be more beneficial for their learning, 24.2% take a neutral position, and 21.2% of the participants strongly agree. This means that students are eager to be enrolled in a program based on a coordinated teaching framework, and as a fact the questionnaire captured some answers in which students started connections based on the skills and knowledge cross-modularly off their own:

"Ones i study about how social media can affects language in sociolinguistic ,than in methodology module i used the theory to build my research topic."

"Modules felt connected when research methodology skills were required to complete my linguistics assignments, showing how data analysis supports theoretical study."

In the two answers above, students report transferring knowledge and skills acquired and practically applying them to accomplish tasks in other modules, like "assignments" or using theories "to build my research topic." In the same lane, the student in the second statement report that they used "data analysis" to support their "theoretical study." Such statements insinuate that some students are ready to move beyond the remembering stage according to blooms' taxonomy; that some students at least are at the stage of applying. This, however, is strongly burdened by lack of explicit support to link information across modules; which would never be realized if teachers do not coordinate.

"I think one Time i felt like the module of "didactic" and "oral module" are connected based on what I've learned in didactic the psychologie of teaching and give a strict , new facts or lessons and to inform others inside a class so thanks to these i've got how to speek and make a good présentations in oral class

> and bring new things and try to inform with arguments as much i can and then it feels satisfied."

In this statement, the participant expresses how they used knowledge learnt in the module of didactics to develop their oral expression presentations. Although, according to the observation sessions, students were never tasked to make a presentation; rather they were asked to debate, or expose to improvised performances. Whilst such behaviors from the students are very positive and encouraging to learn more, the statement also depicts students lack of full understanding of what they are supposed to do in tasks.

3.3.4. Students' Shaped Perception on Coordination:

Students have been given the chance to conceptualize their thoughts on changes that they see fit for the creation of a more cohesive and unified academic program. Question 19 gathered students' answers on that matter indicating the following:

> "Frequent, short meetings between teachers. To make sure learners know who they are, why they learn what they learn, and what do they want from it, to better guide them. To teach learning/how to learn (Make it stick by Henry L. Roediger III, Mark A. McDaniel, and Peter C. Brown)"

The first statement expresses students' urge for sessions where teachers explicitly raise awareness about the pedagogical aims of the programs they teach. It is a suggestion that raises a point on providing students with constant orientations.

> "I think the most important change would be better communication and coordination between teachers. If they plan their lessons together and link topics across modules, it will make the program more cohesive and easier for students to understand."

The second statement imply that teachers should engage in better communication. Moreover, the participant adds that teachers should plan lessons together and engage in horizontal curricular alignment. This view aligns with that of the study; as it is sought by the students to represent a good change for better educational programs.

> "I think the program does not require changes because it's already cohesive and unified."

The third statement refers to the other fraction of students who believe, surprisingly, that the current program is sufficient. This does not negate, though, that the current program is unflawed. As this study among many others expose a different reality, where change is actually urged rather than simply required.

> "The change that I think it need to take into account is first creating a syllabus that the teachers able to finished it in one academic year not give him to much lectures where the teacher start to rush during the last months of the year. Second, creating a meeting where each teach form the same model meet and discuss the program of the next year"

The fourth statement suggests that the suggested lectures on the centralized curriculum should instead be reduced so that teachers would not struggle to finish them while fulfilling the educational objectives in them. A common phenomenon, which has been discussed earlier in the interview's interpretations, where teachers complain about the varied and sometimes unrelated topics that they are required to deal with. Whilst at the same time required to fulfill the educational objectives behind them. Fragmented content would only make it muddier as the teachers find themselves elaborating on their lessons in isolation, rather than splitting the labor with a team.

> "Introducing a capstone project that requires integrating knowledge from all semester modules would force a more cohesive understanding of the curriculum."

The fifth statement addresses assessment where the participant suggests unifying it in a final project at the end of a degree (like the bachelor's degree). The idea expresses the capstone project as a tool which urges students to unify and cohesively connect knowledge from different modules. This would result in shaping an understanding that serves in achieving the set criteria to pass the capstone project. It serves as a sufficient tool yet only adds another layer of assessment for the students to undergo; it does not address the issue at the level of instruction.

> "Unifying the study program—and by this I don't mean the program set by the Ministry, but rather the program followed by each professor. Each professor follows the program's progression in their own way, without realizing the negative consequences this has on students and without discussing it with other professors."

The sixth statement shows that some students are well aware and can clearly notice the difference between the ministry's provided canvas and that teachers are supposed to build on the themes they carry. The answer further explains that the curricular alignment is required at the phase of content development which teachers oversee. Aligning with what the study suggest; that teachers should invest in horizontal and vertical development of content rather than the latter alone.

3.4. Interpretation of the Findings:

As stated before, table 05 represents a summary of content analyzed of the three modules. The table shows the themes concerned including: (1) topics of lessons from each semester, (2) methods of formative assessment, (3) terminology tackled in each module, and (4) content relativity across the three modules. Corroborating with the observation and interview data, the findings of the content analysis highlight concrete curricular fragmentation.

3.4.1. Sequencing of Topics Under-Scope:

Coordination at this level focuses on the interplay in between the modules content; i.e. how the content from one module informs the content of another module. As presented in table 03 the modules tackle the following focus on the modules' first sequences:

Oral expression ➔ Spoken performance skills.

Literature ➔ Literary interpretation.

Creative writing and reading ➔ Written production.

The topics as presented in table 05 and in the documents indicate that teachers teach content which theoretically link with each other. However, the development of content horizontally across the three modules is shallow. In semester one, students learn how

to analyze a literary text in literature, while in creative writing and reading they might be learning basics and simultaneously learning public speaking in oral expression. The skills taught in each module overlap, and could be interplayed to support each other, but the content itself shows no sign of explicit attempts to create reinforcement.

As such, the data indicate that the ground is set and coordination opportunities present themselves. However, the content lacks clear sequencing, horizontal development, and distribution of knowledge.

3.4.2. Unplanned Terminology Overlap:

Terminology across modules inform that there is a very slight connection between those of literature and creative writing and reading. Yet, the choices of topics that teachers developed for the program along with the sequencing show very restricted areas where terminology could overlap. Here are the patterns presented in table 05 regarding the terminology in each module:

Oral expression ➔ public speaking, argumentation, fluency, documentary report, legal/tourism terminology.

Literature ➔ analysis, theme, symbolism, point of view, irony, metaphor, stream of consciousness, imperialism, post-modernism, post-colonialism.

Creative Writing and Reading ➔ creative writing, vignette, haiku, memoir, personal essay, plot, character, setting, point of view, symbolism, irony.

Although theoretically the modules of literature and creative writing and reading align in nature, the terminology shared between the modules still seems diverged. Proving yet again that the cohesiveness and curricular alignment across subjects is a major problem in the face of coordination. For that sake, the content relativity theme in all three modules states “none” in response to that issue.

3.4.3. Fragmented Assessment:

Since the modular alignment across the three modules is lacking; assessment does not match in terms of criteria. The documents related to undergraduate content indicate that each module focuses on different methods of assessment. Although legitimately the modules focus on different aspects to assess, it is important to note

that it is vital to provide the students with unified feedback to help them understand which areas to improve. Moreover, fragmented assessment keeps teachers from tracking the progress of students on a unified basis, which may hinder further attempts to help the students to evolve in their levels.

3.4.4. Missing Components According to Content Analysis:

To further capture the extent to which curricula are theoretically centralized yet practically decentralized. The content analysis shows that vividly; as there is no shared depictions of content across modules nor assessment that complement each other. The results on table 05 illustrate that as the content relativity to other modules section explicitly states that none of the three modules share explicit references of content cross-modularly. Each teacher designs their own sequences drawing from the canvas, select their own terminology, and chooses their own assessment methods without reference to what other colleagues are dealing with in their respective subjects.

3.5. Triangulation of the Findings:

The study gathered data from different perspectives on the same phenomenon as anticipated. Triangulation compares findings from different data sources to see where they align, conflict, or complement each other. The interpreted data from the four sources: (1) In-class observation, (2) teachers' interview, (3) students' questionnaire, and (4) the content analysis. The comparison would reveal patterns of convergence, divergence and/or complementarity across the three highlighted perspectives. Each method offers a different perspective, this section integrates them to answer the three research questions.

3.5.1. Convergence Across Methods:

The clearest pattern indicated among those that the study traced are those of the contradictory nature. Thus, enlisted bellow are all the paradoxical patterns and their drawbacks on students' progress and educational outcomes:

3.5.1.1. The Paradox of Stated Belief versus Actual Practice:

Three primary data sources reveal that coordination is verbally supported, but practically not enacted. As classroom observations indicate that teachers show respect to each other, yet avoid sharing or discussing their pedagogical practices

(creative writing and reading grid notes, April 16). On the basis of shared mutual respect and appreciation among teachers, work on an institution is assumed to be symphonically calibrated and constantly promoted, yet no attempts to coordination are practiced. Additionally, teachers state their concerns for students' progress, but do not enforce actions to fix it (literature grid notes, April, 21). Moreover, on teachers' interview, it has been highlighted that five out of six participants acknowledged the importance of coordination, while at the same time all six teachers indicate that formal coordination is lacking (table 04). While on students' questionnaire, on the other hand, 66.7% of participants believe that teachers discuss their progress, and paradoxically only 9.1% of them report teachers "often" depict content from other modules (figure 01 and 05). In short, coordination exist largely as rhetoric; students assume collaboration is happening, but classroom reality shows otherwise.

3.5.1.2. Coordination Attempts May Be Penalized:

One significant finding indicates that bureaucratic rigidity is a major hindering factor to coordination. As autonomous attempts to coordination were penalized rather than supported and promoted. The classroom observations and teachers interview highlight that some teachers initiated coordination but were reported. Through interviews, teachers claimed that the system actively discourages coordination. It has been recorded that the teachers who tried to align content later have been reported for not clearing plans with the experts of evaluation. As such, teachers seize to try to be creative and attempt to fix what they assume to be missing. Some teachers cited that they have received a formal complaint after proposing a coordinating task of two modules, which ended their collaborative efforts. These incidents signal that attempts at coordination can have punitive consequences, prompting teachers work in isolation to avoid trouble.

3.5.1.3. Student Passivity as a Structural Consequence:

Data gathered from the four sources converge on the fact that students are inactive and rarely contribute. Through interviews, teachers recognized that gaps exist but expect other instructors to address them, as they pointed to creative writing and reading classes as responsible for the vocabulary weaknesses.

On the other hand, students' questionnaire findings report that students believe coordination would lead to more cohesive understanding; and to reduced

workload stress (figure 06). The statement indicate that students struggle from redundant, and confusing content; which naturally explains why their understanding is not whole and do not connect the amalgamation of knowledge gathered across modules. Moreover, the content analysis shows that the content relativity across the three modules is not achieved (table 05). Meaning there is no explicit horizontal scaffolding across modules. This means that the content's infrastructure is not shaped to promote for unified understanding across modules either. Students report on that matter, each lesson felt isolated and harder to follow.

As a result, the observed passive behavior of students is consequentially the sequel of poor content infrastructure, lack of horizontal planning and sequencing of content, and lack of developmental coordinated instruction. Students cannot be expected to make connections that teachers do not explicitly scaffold.

3.5.1.4. Centralized Policy versus Decentralized Practice:

The sources of data show that the curriculum is centralized in policy, while at the same time decentralized in practice. This is yet another contradictory aspect in the Algerian higher education. The administrators interview explicitly states that the ministry of higher education provides faculties with canvas that include programs; teachers use the canvas to develop their content with respect to points highlighted there and do not have the right to change anything in relation. On the other hand, an indicator of teacher practices when it comes to content development, the content across the three modules highlight different topics, terminology, and assessment methods are developed vertically in each module (table 05). In support of that, teacher interviews report explicitly that teachers create their own programs and working "solely" on their content. Students' stance on the other hand expresses awareness of the reality, stating that teachers should align their content with other modules; students do not mean by "unifying the study program" the one mandated by the "ministry", but rather the one developed by teachers themselves. Such data reveal that the curriculum exist as a unified document in theory, but fragmented in practice.

3.5.2. Divergence Across Methods:

The data gathered from the sources also highlight divergence. Mainly on two bases:

3.5.2.1. Teachers' Discussion of Progress:

The collected data from the students' questionnaire and teachers' interview highlight that the majority of students perceive teachers discuss their individual progress with each other. While teacher statements lack of formal coordination; although the majority of teachers tie teacher coordination directly to students' progress. The reality exposed, thus, explains how students perceive observed informal exchanges among teacher, and exceptional discussions regarding outstanding and low-achieving students as systematic coordination. The highlighted gap in this reality, depict how students assume coordination happens because they cannot imagine a system functioning without it.

3.5.2.2. Content Interrelation:

The data sources show multiple contradictory inferences. Students' questionnaire highlight the vast majority of learners indicating interrelated content across modules. While content analysis indicates no explicit relativity across content. Additionally, the classroom observations show there is no observed instances of teachers explicitly connecting content across modules. The data, thus, infer that some students independently try to make connections between materials to unify their understanding; but also a vast majority of them are incapable to trace the patterns.

3.5.3. Integration Across Research Questions:

The triangulated findings collected provide comprehensive answers to the research questions. The research questions imply the following:

RQ1. How can teachers enhance coordinated efforts to foster better educational outcomes that respond to labor market needs and societal expectations?

The amalgamation of data gathered from the three sources indicate that teacher so not coordinate neither on content development nor on instruction. The study critically highlight four areas lacking coordination: Topics development, precision of terminology choice, assessment, and cross-referencing. In order to enhance coordination, teachers should focus on these dimensions.

Observation grids display near complete absence of curricular alignment, instructional integration, and shared terminology. Content analysis confirms the latter indicating that there is no content relativity across modules, although strikingly literature and creative writing and reading share common terminologies since both of them share a literary nature. On the other hand, students' questionnaire articulate students perceived outcomes from coordination, as they expect it to bring thorough understanding, and fix confusion and redundancy. Interviews on the other hand, show that teachers either refuse to coordinate based on structural, cultural or psychological incentives; or welcome the idea but do not enforce it because they think that other teachers need to invite them. Furthermore, teachers gave examples of unmet needs (e.g. vocabulary issues).

As such, in answer to the first question of the study, improving coordination requires teachers to plan topic progression across semesters and ensure cross-modular knowledge building, agreeing on shared terminology, developing coordinated feedback mechanisms to ensure informative cross-modular assessment, and map regular structured meetings focused on teaching strategies rather than administrative formalities.

Finally, the meetings' discussions should revolve around the accumulation of collected coordinated feedback during instruction; where teachers share the floor to propose solutions to be applied formatively. The process recycles, and every meeting would revise the current progress of instruction, content and most importantly educative trajectory. The meetings would also discuss teachers' progress of seeking fulfillment or objectives.

RQ2. What factors enable or hinder teacher and content coordination, and to what extent are teachers aware of and responsive to coordination opportunities?

The same collection of data unravel multiple hindering factors, mainly at three levels: Structural, cultural and procedural. Moreover, there is also the previously indicated paradox of awareness versus responsiveness.

Drawing from the observation, structurally indicated that there is a huge absence of formal coordination meetings. Moreover, almost all teachers claim that the rigidity of timetables plays a crucial role in order to indulge in any activity

beyond the formally assigned to them by the ministry or the required tasks that they need to fulfill as dictated by the institution. Moreover, interviews and observation sessions indicate higher rates when it comes to administrative indifferences.

On the cultural side, observations highlighted a developing pattern of fear of autonomy loss among teachers. Meaning that teachers hesitate to indulge in coordinative activities, because it conflicts with their isolated state where they get enough space to adapt and adopt freely, and get restricted by amendments of teamwork. Interviews, on the other hand revealed that some teachers express low levels of faith among shared among some teachers; revealing that even the basis on which coordination would build on; which is mutual positive view stands; is shallow. While at the same time, teachers expressed a cultural preference for individual work and egocentric views that imposes each one as an independent maintainer of the assigned instruction. The amalgamation of inferences drawn from such interpretations shows a weak philosophy of teamwork.

On the procedural side, both observation and interviews highlighted that attempts to autonomous coordination were met with punitive consequences. Discouraging, thus, teachers' willingness to creatively indulge in coordinative and autonomous activities that raise a sense of responsibility and belonging inside the institution. The lack of such aspects shapes a discouraging environment to prosperity and specifically coordination. Moreover, data from the same sources show that teachers have a chance to structural sessions for coordination only once (at the beginning of each academic year or each semester), yet they serve as administrative formalities rather than coordinative spaces.

The interpretations also indicate teachers' stance in the midst of this reality. Teacher interviews displayed that all teachers recognize coordination as fundamental. However, the same teachers indulge in restricted unstructured attempts to coordinate as a substitution to formal acts of coordination. Such initiatives represent the reactive stance of teachers in adaptation to the inconveniences, rather than the proactive actions that teachers should do to fix the lack of formal coordination in the educational system. This stems from an

unsupportive environment, which may hold the teacher accountable even for autonomous initiatives.

Thus, to answer the research question, barriers exist at structural, cultural, and procedural levels. Awareness of the need for coordination is high, but responsiveness is low because the environment discourages formal coordination. Informal coordination may happen, but cannot replace formal mechanisms.

RQ3. Why is teacher and content coordination important for students' learning outcomes?

In the end, all the data sources informed that coordination is crucial, insinuating that the very problems that keeps reoccurring and hindering instruction stem from the absence of coordination. Both participants (i.e. teachers and students) suffer from redundancy of content, confusion, shallow understanding and passivity.

The questionnaire answers reveal that students expect reinforcing coordination to lead to more cohesive understanding, decrease the workload stress, reduce the confusion, and contribute to a thorough understanding. On the contrary, they find that the lack of coordination sequels in fragmented content and instruction.

On the other hand, observations show that coordination is strongly confronted with burdening challenges and barriers. This leads students to adapt and take a reactive stance, instead of proactively demand for coordinated instruction. As such, students listen, take notes, and complete isolated tasks but do not actively construct cross-curricular knowledge.

Content analysis on the other hand, shows that the curriculum design itself is fragmented. Thus, the embedded directives lead to diverged developed content. Moreover, although there are certain terminology shared, yet teachers never make explicit cross-references to help students scaffold knowledge. Consequently, students find themselves autonomously discovering connections; a task which, as reported, not all students can accomplish.

In interviews, teachers reported that students still lack easy vocabulary; insinuating that the problem is fixed provided that teachers coordinate cross-modularly. While also, teachers passed that without coordination, students would never make sense of instruction; a concern which logically align with bloom's taxonomy (1956), as it implies that teachers are required to help students perform beyond simply "remembering", but further to make sure they understand, apply, analyze, evaluate and even create. Additionally, the administrators in their part also shared their concerns stating that without coordination students would never get access to fair levels of training; showing that coordination endangers equity in the teaching and learning promoted by the university.

In conclusion, and in response to the third research question, all of the three sources agreed that the lack of coordination produces redundancy, confusion, passivity, and superficial teaching and learning. Through questionnaires and interviews, the researcher has observed these consequences. Students expect cohesion and reduced stress from coordination, observations sessions show passive learners, whereas content analysis demonstrate unrealized shared concepts. As a conclusion, coordination is therefore essential for coherent, progressive learning and teaching, and not just an administrative aim.

3.5.4. The Coordination Paradox:

Triangulation of the findings indicate a significant pattern for which the study labels it as the coordination paradox. This phenomenon describes the existing reality where coordination is theoretically desired but operationally discouraged. The system, as synchronized through the lens of the study, promote what the researcher labels as fiction of coordination, where superficially coordination exists yet in function it is missing to an extent. In the same manner, isolation is obnoxious but practically is neutrally dealt with.

The sources of data indicate that the facultative staff knows the problem (i.e. both the administrators and teachers). The students experience fragmentation. However, the system sustains it because there is no device assigned to fix it, while also individual attempts to change it are technically muzzled by the long bureaucratic layers. The study highlights that from a constructive critical view, to indicate the two faces of a bureaucratic system which may be useful in some ways yet hindering in others.

A critical response from the students' questionnaire diagnoses the lack of coordination problem with clarity:

> "Unifying the study program—and by this I don't mean the program set by the Ministry, but rather the program followed by each professor. Each professor follows the program's progression in their own way, without realizing the negative consequences this has on students and without discussing it with other professors."

This answer depicts the existing reality which the study presents. Its indicates that the ministry's canvas exists as a document on the one hand. On the other hand, the transcribed version of the canvas (the classroom's reality) is determined by the teacher's independent work. As long as coordination remains as it is today (i.e. officially desired, but operationally absent), the gap between policy and practice could never be closed.

As such, across methods, the study points out a coordination paradox. It is formally endorsed but in practice discouraged. Importantly, the unified canvas are delivered by the ministry; teachers are supposed to adapt it according to students' needs. For this sake, coordinating tasks are required; however, the results indicate that administratively it is met with punitive decisions. Within bureaucratic rigidity, coordination remains trapped between policy and practice. Coordination will remain largely rhetorical, operationally missing, and risky for those who attempt it.

3.6. Implications :

Based on the triangulated findings the study contributes sets of implications in response to the problematic phenomenon of fragmentation. These implications address pedagogical practices, institutional administrations, and the Algerian higher education policy.

3.6.1. Implications Addressing Pedagogical Practices:

The current study highlighted lack of teacher and content coordination as a composition of multiple pedagogical failures, among which the four data sources indicate isolated teacher operations as a major issue. Teachers themselves were able to extract the problems stemming from such a problem, stating that students do not connect knowledge cross-modularly. Furthermore, students lack basic skills

in language mastery such as simple vocabulary. While other data sources indicated redundancy in content development and delivery.

It is important to note that coordination is no longer an optional choice that teachers choose to take, but rather a mandatory requirement for students' success. Moreover, it is not a threat to autonomous work, but rather a symphonic framework that alleviate the burdens off teachers to engage more in autonomous work. The lack of it, as students reported in this study makes "each lesson felt isolated and harder to follow". According to students, this is a description not to a deficiency to their learning but to a curriculum design. One that lacks cohesion, and falsely promotes it at the surface level.

In addition to that, although the study highlights teachers' stance as reactive rather than proactive and seeking formal solutions to fragmentation. This study also does not negate that informal coordination is a means to an end. Teachers' statements indicated a complete shut and a pattern of rejection to coordination. When in reality, they should always strive to pursue formal means to coordination, while also indulge in any activities alike for the sake of helping students and finding closure to the gap presented in the study.

The study also indicates that teachers refrain from cross-modular referencing, when it is vital for a desired cohesive instruction. Cross-modular referencing represents a first significant step towards coordination; as it imposes that content should be horizontally aligned across modules and vertically well sequenced. Cross-referencing helps students move beyond the stage of memorization of information, to understanding, applying, analyzing, evaluating and creating. It helps students to critical engagement and practical application stages, which qualify students in the future as both theoretically and practically equipped for the available professions in labor market.

In the end, the study also flags a critical issue of lack of coordinated assessment. In general, assessment is the guiding tool for education, as it is used to monitor the educational progress and helps to understand its trajectory. Including additional coordinated assessment helps students better track their own progress; while providing an edge for formal and informal meetings of coordination, that

promote pedagogical concerns and effectively provide collective solutions to carefully fix them.

3.6.2. Administrative Implications:

The results of the study accommodates the large part of responsibility to institutional administration. As the administration serves as a device in the whole body of higher education, which serves both teachers and students to allow the good management of educational practices. The study highlighted lack of coordination as a pedagogical issue; yet at the bottom of it, the study shows that it is due to administrative indifferences that such problems rise at first place. Fragmentation is the accumulation of years of unsolved problems, and under researched practices and phenomena.

As such, the study corroborates the precedent research in that administrative problems are largely due to bureaucratic rigidity. The data gathered show that attempts to coordination were penalized by the experts of evaluation. Such punitive actions towards coordination pass a clear message to teachers: isolation is safer. This should be changed, and the device responsible for monitoring and enacting policy should reassess before impulsively acting based on policy alone. Other actions can be done where both teachers and the institution could receive great benefit; like reporting the positive and negative aspects of the coordinating endeavors and sharing the collected intelligence in pedagogical meetings. Furthermore, advocating such initiatives by revising policy depends on the experts of examination's voices to create the change.

Moreover, according to the current research there is an urging need for regular structured meetings for pedagogical purposes both institutionally and nationally (as in conferences). A striking point that has been recorded in the study that pedagogical meetings are designated in name, but the discussions of the meeting reveal that those are superficial and meant only for tracking and recording overall curriculum progressions and marking rates of attendances. They do not focus neither on students' learning, nor curriculum alignment, nor pedagogical improvement. Thus, this study comes forward to urge for redesigning meetings to focus on horizontal and vertical curriculum alignment, shared terminology, and coordinate on assessment.

Additionally, it proposes that the joint curricular assessments should be exploited in pedagogical meetings, where teachers discuss and devise labor to foster in improving academic endeavors and educational quality. This comes in response to bureaucratic rigidity, as the study also implies that department heads should be allowed, and provided with resources to facilitate this process. This comprehensive framework contributes to establishing a foundational infrastructure where coordination is officially recognized, enforced and advocated. Opposed to the commonly applied hierarchical structure, this framework promote coordination in a calibrated manner rather than leaving it for individual initiative. Practically, this is applied through assigning the heads of departments the responsibility for ensuring cross-modular coordination and aligning content.

Lastly, institutions should vouch to expand the physical spaces for teachers to allow more interaction among the facultative members. The study indicated that teachers do not meet unless it is a facultative meeting, or coincidentally while in hallways. Such absence represents a lack of physical infrastructure as in libraries, meeting rooms, and teacher offices; which in hand reinforce isolation.

3.6.3. Implications to Higher Educational Policy:

The findings of this study show a vivid contradiction between centralized policy and decentralized practice. As interviews highlight that institutions receive a unified curricular document detailing theoretically what should each module's program follow in progression. While content analysis and observed teacher practices gathered to indicate that in practice, teachers develop content of modules assigned to them only vertically. Students on the other hand displayed awareness, stating that teachers follow programs progression in their own way, without taking in consideration the negative effects of their practices on students.

As such, the study comes forth to advise policy makers to recognize that centralized curricular documents are insufficient in ensuring coordinated instruction. The study finds that mechanisms for curricular alignment (both horizontal and vertical) should be imbued in the system, rather than left for individual teacher initiatives.

Moreover, in addition to the regular structured coordination meetings, teacher-training programs should include curriculum coordination and pedagogical collaboration. The study's findings indicate teachers value coordination and

recognize its importance, yet they do not enforce it. This may be due to lack of skills and infrastructure to implement it. Thus, the researcher sees pre-service and in-service training as the promoted areas which should address this issue.

The study shows another contradiction which will be explained in the current section. Findings indicate that autonomous endeavors to coordination made by teachers were actively punalized. This phenomenon contradicts with the shared virtues promoted by the institution as well as the educational system which promote integrity when it comes to coordination. Thus, such punitive acts should be addressed at the policy level as well, since it reflects an opposite view resembling coordination as structurally negated. Policy should explicitly encourage and protect cross-modular coordination, and any autonomous act that serves in improving teaching quality.

3.6.4. Implications to Students:

The study further details that although students seem not as influential actors who contribute to the phenomenon, they are a fundamental link in the chain of calibration. Some of the findings indicate that students engage in reaction to inconsistencies, and some of them are quite able to make connections across modules; where they interchangeably use skills and complement their understanding cross-modularly.

As such, from this platform the researcher informs students that they should not completely rely on teachers to indicate connections for them. Asking teachers how content cross-modularly aligns and how they could transfer learning in terms of assignments as some students expressed will contribute to a richer learning experience.

Moreover, since modern instruction promote learner-centeredness, education depends heavily on students' feedback. Thus, instead of passively adapting to the inconsistencies, students should make sure to help the reforms by explicitly informing the delegates and to constantly communicate with the administration. This is depicted in the administrators' statements who reported that students assigned as delegates are responsible to communicate such problems; yet they do not due to fear of accountability. While that is the reality, this study raises to inform students that those among them who rise to communicate fragmented instruction, conflicting deadlines, redundancy in content through official means

would contribute to structural change; even if delayed, they would help fixing the educational infrastructure for the upcoming generations. This is a responsibility towards the academic community and the whole Algerian society.

3.7. Limitations :

Detailed in this section the external and internal limitations faced during the conduction of the research:

3.7.1. Internal Factors:

Despite the fact that the study has followed ethical procedures and was handled with the utmost commitment, it has faced multiple obstacles. The most appealing of which is the scarcity of research conducted on the same thematic basis. Teacher and content coordination is under-researched and data in relation to teacher coordination and collaboration in general is very limited especially in the Algerian context. As a result, the researcher had to build the theoretical framework of this research based on chunks from an array of studies to accumulate a comprehensive view to teacher coordination in the Algerian context. Consequently, the gathering of data was time and effort consuming.

In addition to that, the study faced multiple issues in the data collection phase. The field-work was done through the collection of data using four tools of research, including questionnaires, interviews, observation and content analysis. Mainly, because capturing data on the topic requires being indulged in teacher meetings, administrative seminars, and constant analysis of interactions among teachers. In addition to that, the nature of the topic imply inspecting professional practices of others and recording practices which is not very open to public. While that is the case, the vastness of the coverage requires more than one researcher to gather rich data on the phenomenon, especially when it requires being in multiple places at the same time, and sometimes being in places outside the time frame of the academic year.

Furthermore, during the gathering of the data, the researcher faced problems with the population. It is vividly clear in the number of participants that the study implied collecting data from four groups of undergraduates consisting; according to the official documents of the university; each of 40 students at least. Moreover, the preset number of teachers to be interviewed was 10 teachers, while the content to be analyzed was supposed to be delivered from teachers of the three modules of oral expression, literature, and

creative writing and reading. Some of the selected teachers to be interviewed refused respectfully indicating that they are pressured by time, while some preset interview sessions were cancelled due to the researcher's lack of availability to amend for observation sessions. Moreover, only a syllabus was provided by the teacher of oral expression; though the researcher was in need of lesson plans as well. Unfortunately, other teachers provided none of both; who agreed but never fulfilled, despite the researcher's persistent repetitive requests. The researcher also was stunt by the students' incompliance and lack of cooperation; as they were constantly asked by the researcher to kindly answer the questionnaire, and some of the answers reflect lack of academic rigor.

Moreover, given the nature of the topic and the shared culture of accepting criticism as a threat rather than constructive feedback; the researcher constantly took into consideration the opinion of the other. Thus, burdening the writing process with careful choice of wording. This aspect complicated the writing process where the researcher was constantly trying to bring to light the right message and explaining the data while filtering what is accepted as too critical.

3.7.2. External Factors:

It should be dually noted that the researcher had also an overwhelming pressure throughout the academic year, including being involved in multiple activities like substitute teaching and writing an academic article. During the academic year, the researcher was studying for a semester while also working as a substitute teacher; given that teaching training is not provided by the institution nor by the higher education. Thus, to gain experience the researcher indulged in substitute teaching. Moreover, after finishing the teaching journey, the researcher was also working on an academic article, another research along with the master's thesis. The reason for doing so are fulfilling the academic standards at the level of the university which entail that the grading for the thesis would be 16/20 max, and in order to get a grade above that the student is required to make a publication. This has been overwhelming enough to stall the process of conducting the research while paying full attention to it.

3.8. Conclusion :

This chapter reported and interpreted results from four data sources: observations, interviews, questionnaires, and content analysis. Observations

revealed almost no coordination among the three modules. Interviews exposed a contradiction: although most teachers valued coordination, every interviewee said it was missing because of cultural resistance, fears of losing autonomy, and even sanctions for trying to coordinate. Questionnaire responses showed that the majority of students thought teachers discussed student progress, but few of them said teachers frequently connected content across modules. Content analysis pointed to a centralized policy alongside decentralized implementation, with modules functioning as isolated. The chapter ends by identifying a coordination paradox: coordination is officially promoted but practically discouraged. Unless the gap between policy and practice is closed, coordination will stay rhetorical, absent, and risky.

General Conclusion

General Conclusion :

Teacher and content coordination represents a crucial dimension in enhancing the quality of higher education, as it ensures coherence between instructional practices and the content delivered across different modules. Within the EFL context, effective coordination among teachers contributes to the integration of knowledge, the reinforcement of learning outcomes, and the alignment of academic instruction with labor market demands and societal expectations. This study was conducted to investigate teacher and content coordination among third-year undergraduate modules, (namely Oral Expression, Literature, and Creative Writing & Reading, at the Department of English, Dr. Moulay Tahar University of Saida)(this is optional). It examined the extent to which teachers coordinate their instructional practices and content development, identified the factors that facilitate or hinder such coordination, and highlighted its significance for improving students' learning outcomes.

The research was guided by the following key questions:

Q1. How can teachers enhance coordinated efforts to foster better educational outcomes that respond to labor market needs and societal expectations?

Q2. What factors enable or hinder teacher and content coordination, and to what extent are teachers aware of and responsive to coordination opportunities?

Q3. Why is teacher and content coordination important for students' learning outcomes?

To which the researcher hypothesized suggestions, responded:

H1. Teachers can enhance coordination through structured professional learning, and cross modular mapping which may align instruction with real world market demands.

H2. While many teachers are aware of the benefits of coordination, its implementation is hindered primarily by rigid unstructured timetables, weak philosophy of collaboration, and rigid assessment protocols; awareness alone does not translate into reactive coordinating efforts.

H3. Teacher and content coordination improves students' learning outcomes by reducing curriculum fragmentation, reinforcing key concepts across modules, and creating more coherent learning experiences, which in turn enhances knowledge retention, skill development, and long-term academic achievement.

GENERAL CONCLUSION

The triangulation data from the four sources invested five major key findings. To begin with, data indicate near complete absence of coordination according to what the study observed. Curricular alignment scored 1.13/5, Instructional Integration at 1.13/5, and Shared Terminology at 1.29/5. While on the other hand, content analysis highlighted that “none” of the three modules have “content relativity to other modules”. Moreover, in interviews all of the six teachers report a lack of formal coordination

Second, the triangulation also revealed that there is a significant gap between stated belief and actual practice. As, five out of six teachers acknowledge the significance of coordination, while also all six teachers agree that formal coordination is lacking. Corroborating on that fact, students answers on the questionnaire reveal that 66.7% of the students believe that teachers discuss their individual progress, and only 9.1% of the students state that teachers often depict from other modules. Additionally, the observation notes capture the same thing stating, "Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it."

In addition to that, the system treats autonomous coordination attempts with punitive responses. As both the observation notes and interviews confirm a teacher’s statement, "We ended up with a filed report. We stopped saying anything, we are not collaborating anymore." This major finding highlight the reason for teacher isolation despite their recognition of coordination’s importance.

The study also shows that fragmentation endangers students’ progress, and undermines teachers’ efforts. The observation grids report students as, "passive; they do not connect the dots." While the questionnaire results show that 54.5% of students expect coordination to bring "more cohesive understanding," and 30.3% of them think it would lead to "reduced workload stress." A student reported "Less redundancy, less confusion, and more thorough understanding." While another described their learning in the current fragmented instruction saying, "Each lesson felt isolated and harder to follow."

While, it also shows that the ministry provides a theoretical document including all the programs while teachers develop on that to shape their own programs. On student described the phenomenon as, "Unifying the study program—and by this I don't mean the program set by the Ministry, but rather the program followed by each professor. Each professor follows the program's progression in their own way, without realizing the negative consequences this has on students and without discussing it with other professors." The statement depict the

nature of the system as centralized in policy yet decentralized in practice; inflicting its contradictory nature on students learning negatively.

While in answer to the research questions, the study contributed the following:

RQ1. In answer to the first question of the study, teachers should:

1. Plan topic progression across semesters.
2. Ensure cross-modular knowledge building
3. Agree on shared terminology
4. Develop coordinated feedback mechanisms to ensure informative cross-modular assessment.
5. Map regular structured meetings focused on teaching strategies rather than administrative formalities.

As previously suggested, formal coordination meetings should designated and their discussions should revolve around the accumulation of collected coordinated feedback during instruction; where teachers share the floor to propose solutions to be applied formatively. The process recycles, and every meeting would revise the current progress of instruction, content and most importantly educative trajectory. The meetings would also discuss teachers' progress of seeking fulfillment or objectives.

RQ2. In answer to the research question, the study highlight:

1. Barriers exist at structural, cultural, and procedural levels hindering coordination initiatives.
2. Awareness of the need for coordination is high, but responsiveness is low because the environment discourages formal coordination.
3. Informal coordination may happen, but cannot replace formal mechanisms.

RQ3. In response to the third research question, it is highly important through the lens of the study that lack of coordination produces

1. Redundancy of content.
2. Confusion when it comes to understanding.
3. Passivity, and superficial teaching and learning.

Through questionnaires and interviews, the researcher has observed these consequences, and highlighted that coordination is important to achieve:

1. Coherent Curricula (both horizontally and vertically aligned).
2. Progressive learning and teaching.

The main findings of the study revealed that, although teachers recognize the importance of coordination, actual practices of teacher and content coordination remain largely absent. The results indicated that meaningful connections between modules do exist, such as the shared terminology between Literature and Creative Writing and the overlap in vocabulary development between Oral Expression and Reading, yet these opportunities are not systematically exploited. These findings confirm the first hypothesis, which proposed that coordination can be enhanced through structured professional learning and cross modular mapping that align instruction with real world market demands, but remain insufficiently implemented in practice.

In relation to the second research question, the data demonstrated that awareness alone does not necessarily lead to coordinated efforts among teachers. Despite the majority of participants acknowledging the value of coordination, none reported engaging in formal collaborative practices. Several constraining factors were identified, including rigid and unstructured timetables, a weak culture of collaboration, and rigid assessment protocols. These findings confirm the second hypothesis and highlight the gap between teachers' awareness and their actual coordinating practices.

Regarding the third research question, the findings emphasize the significant role of coordination in improving students' learning outcomes. Evidence from student responses, classroom observations, and teacher feedback indicates that the absence of coordination leads to fragmented learning experiences, limited reinforcement of key concepts, and difficulties in knowledge retention and skill development. Conversely, effective coordination contributes to more coherent learning experiences and supports long term academic achievement. These results confirm the third hypothesis and underscore the importance of fostering integrated and collaborative teaching practices.

The triangulated findings reveal what this study terms the coordination paradox: coordination is officially encouraged but rarely practiced. The ministry provides a common curriculum framework, administrators expect coordination, teachers acknowledge its importance, and students recognize its benefits. Yet, in practice, coordination remains largely absent. A system that rewards individual work while discouraging collaboration contributes to this situation, resulting in a curriculum that appears unified in theory but fragmented in

implementation. As one student observed, professors often follow the program in different ways without consulting one another, creating negative consequences for learners. Until the gap between policy and practice is addressed, coordination will remain officially desired but operationally absent.

This study makes several meaningful contributions to the field of didactics and to the broader understanding of teacher coordination in Algerian higher education.

First, the study produces empirical evidence of coordination failure across three modules at an Algerian university, drawing on triangulated data from classroom observations, teacher interviews, questionnaires, and content analysis. While prior research has acknowledged curricular fragmentation in broad strokes, this study captures it with documentary precision.

Second, the findings uncovers the sanctioning of coordination attempts as a significant structural barrier, a finding grounded in teacher interviews and observations that has received no prior attention and was largely absent in the literature on Algerian higher education.

Third, the study centers student perspectives, allowing learners to articulate both the costs of fragmentation and the gains they would expect from coordinated teaching. One student's call for "less redundancy, less confusion, and more thorough understanding" this stands as the most compelling case for coordination this study has to offer.

Fourth, it introduces the concept of the coordination paradox as an analytical framework to explain why coordination consistently breaks down in practice despite enjoying universal rhetorical support.

Finally, this work establishes a methodological approach for future research on teacher coordination, demonstrating how multi-source triangulation can reveal the layered complexity of curricular fragmentation.

This study faced several limitations, including the lack of previous research on teacher coordination in Algeria, difficulties in data collection, and the sensitivity of examining professional practices. Furthermore, the research was conducted within a single department and university, which limits the generalizability of the findings. Although the sample

consisted of only six teachers and 33 students, it was adequate for the qualitative and triangulated nature of the study.

Future research should pursue several avenues to build on this study's findings. First, comparative research across multiple Algerian universities would clarify whether the coordination paradox identified at Dr. Moulay Tahar University is specific to that institution or reflects a wider, systemic problem. Second, action research that implements and evaluates concrete coordination interventions would move the inquiry from description to practice; for example, studies could test the effects of protected coordination time or different collaborative structures on teaching and learning. Third, longitudinal research that follows student outcomes before and after coordination initiatives would offer stronger causal evidence about the benefits students anticipate. Fourth, inquiry into the role of scientific committees in discouraging or sanctioning collaborative efforts is urgently needed, since reports that teachers are penalized for coordinating require investigation beyond this single case. Finally, incorporating employer perspectives would link curriculum coordination to labor-market needs and address the societal dimension raised by RQ1.

This study began with a straightforward observation: students in the Department of English at Dr. Moulay Tahar University of Saida take three modules—Oral Expression, Literature, and Creative Writing & Reading—that could reinforce one another, yet they function as separate, non-intersecting tracks. Teachers largely operate in isolation, students struggle to make connections across modules, and attempts at coordination are sometimes met with institutional resistance.

A student's comment—"less redundancy, less confusion, and more thorough understanding"—succinctly expresses the desired outcome. The findings do not suggest a lack of teacher commitment; rather, instructors care but are constrained. Nor do they indicate student incapacity; students actively seek connections when opportunities arise. Instead, the barriers are structural, cultural, and procedural: a system that concentrates policymaking while dispersing classroom practice, that rhetorically values collaboration but penalizes it in practice, and that preserves the appearance of coordination while incentivizing separation.

Coordination is not an optional extra but a prerequisite for coherent learning. Until institutions close the gap between prescribed curricula and everyday teaching practice, students will continue to encounter passive, fragmented learning marked by redundancy and confusion, and teachers will remain professionally isolated. The distinction one student drew

between “the program set by the Ministry” and “the program followed by each professor” points the way forward: the curriculum’s formal text matters less than how faculty enact it together.

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Appendices

The Appendices
Appendix A - Observation Checklists

Oral Expression Observation Grid

Wed, Apr 15 - 2026

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	
	Consistency in use of disciplinary vocabulary across modules	1	
	Teachers explicitly reference terms introduced in other modules	1	
	Students are encouraged to transfer terminology between modules	1	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	2	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	2	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	2	
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	
	Administrative encouragement (policies, recognition, workload allocation)	1	
	Access to shared digital platforms	3	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	for communication		
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	2	Doesn't serve the intended purpose
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	1	Content is completely separate across modules
	Lack of communication channels between module teachers	4	
	Structural obstacles (time constraints, administrative indifference)	5	
	Teacher resistance to cooperation (individualistic teaching culture)	4	

Side note (oral expression)

Teacher makes evaluation on structure on oral performances, cultural competency, lack of improvisation, focus.

Oral Expression Observation Grid

Thu, Apr 23_ 2026 - Group 1

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	
	Consistency in use of disciplinary vocabulary across modules	1	
	Teachers explicitly reference terms	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	introduced in other modules		
	Students are encouraged to transfer terminology between modules	2	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	2	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	4	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	3	
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	
	Existence of shared planning documents (syllabi, rubrics, calendars)	2	
	Administrative encouragement (policies, recognition, workload allocation)	2	
	Access to shared digital platforms for communication	3	
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	2	
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	4	
	Lack of communication channels between module teachers	4	
	Structural obstacles (time constraints,	5	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	administrative indifference)		
	Teacher resistance to cooperation (individualistic teaching culture)	3	

Oral Expression Observation Grid

Thu 16 April - 2026

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	
	Consistency in use of disciplinary vocabulary across modules	1	
	Teachers explicitly reference terms introduced in other modules	1	
	Students are encouraged to transfer terminology between modules	2	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	2	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other’s work	4	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	3	
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	
	Existence of shared planning documents (syllabi, rubrics, calendars)	2	
	Administrative encouragement (policies, recognition, workload allocation)	2	
	Access to shared digital platforms for communication	3	
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	2	
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	4	
	Lack of communication channels between module teachers	4	
	Structural obstacles (time constraints, administrative indifference)	5	
	Teacher resistance to cooperation (individualistic teaching culture)	3	

Literature Observation Grid

All undergraduate groups - Tue 22 Apr 2026

Tue, Apr 21 ; 2026

Literature

T.S.

12 :30 A.M.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Reliance on internet and overall definitions.
	Consistency in use of disciplinary vocabulary across modules	1	
	Teachers explicitly	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	reference terms introduced in other modules		
	Students are encouraged to transfer terminology between modules	1	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	Timetable shows otherwise.
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	1	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	2	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	2	Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it.
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	
	Administrative encouragement (policies, recognition, workload allocation)	1	
	Access to shared digital platforms for communication	5	
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	4	There are workshops, but they are unsuccessful in tackling the intended purpose from having them. Usually diverged to less important discussions.
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	3	
	Lack of communication channels between module teachers	1	
	Structural obstacles (time constraints, administrative indifference)	1	
	Teacher resistance to cooperation (individualistic teaching culture)	3	It is developed after administrative or peers' harassment.

Literature Observation Grid

Group 3 - Tue 21 Apr 2026

Tue, Apr 21 ; 2026

Literature

T.S.

11 :00 A.M.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Reliance on internet and overall definitions.
	Consistency in use of disciplinary vocabulary across modules	1	
	Teachers explicitly reference terms introduced in other modules	1	
	Students are encouraged to transfer terminology between modules	1	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	1	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	2	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	2	Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it.
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	
	Administrative encouragement (policies, recognition, workload	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	allocation)		
	Access to shared digital platforms for communication	5	
Instructional Integration	Teachers design tasks that explicitly build on other modules	2	
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	4	There are workshops, but they are unsuccessful in tackling the intended purpose from having them. Usually diverged to less important discussions.
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	1	
	Lack of communication channels between module teachers	5	
	Structural obstacles (time constraints, administrative indifference)	4	
	Teacher resistance to cooperation (individualistic teaching culture)	3	It is developed after administrative or peers' harassment.

Literature Observation Grid

Group 1 - Tue 21 Apr 2026

Tue, Apr 22 ; 2026

Literature

Lecture

08 :00 A.M.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Reliance on internet and overall definitions.
	Consistency in use of disciplinary vocabulary across modules	1	There is not any terminology shared.
	Teachers explicitly reference terms introduced in other modules	1	
	Students are encouraged to transfer terminology between modules	1	
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	Timetable shows otherwise.
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	1	
	Cross-module assignments or projects are coordinated	1	
	Evidence of joint curriculum mapping	1	
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	2	
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	Teaching through interaction.
	Informal peer mentoring or sharing of teaching strategies	1	
	Teachers express collective responsibility for student success	2	Teacher statements usually indicate concerns for students' progress, but no actions are taken to fix anything about it.
Structural/Administrative Support	Regular coordination meetings scheduled by	1	

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	department		
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	
	Administrative encouragement (policies, recognition, workload allocation)	1	
	Access to shared digital platforms for communication	3	Moodle and Carbonio is a common platform that all teachers and students use.
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	
	Coordinated assessment criteria (rubrics, grading standards)	1	
	Joint feedback sessions or co-graded assignments	1	
Professional Development	Teachers attend workshops together on curriculum integration	3	There are workshops, but they are unsuccessful in tackling the intended purpose from having them. Usually diverged to less important discussions.
	Evidence of shared reflection sessions (post-teaching discussions)	1	
	Participation in professional learning communities	1	
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	1	Content completely different across modules.
	Lack of communication channels between module teachers	4	
	Structural obstacles (time constraints, administrative indifference)	5	
	Teacher resistance to cooperation (individualistic teaching culture)	5	It is developed after administrative or peers' harassment.

Literature Observation Grid

Group 3 - Wed, Apr 22 – 2026

Wed, Apr 22; 2026

Creative Writing and Reading

T.S. Group 3

09:30 A.M.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Interaction between teachers is never focused on instruction or their teaching.
	Consistency in use of disciplinary vocabulary across modules	1	Teachers does not specifically use common vocabulary even in tasks and instruction.
	Teachers explicitly reference terms introduced in other modules	1	Teachers does not address the common terminologies due to fragmented syllabi and content.
	Students are encouraged to transfer terminology between modules	1	Students are passive; they do not connect the dots rather listening without giving constant feedback.
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	Each teacher is tackling a different task capturing different areas according to instruction.
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	1	There is no linkage between the skills or tasks to compliment or support each other's instruction.
	Cross-module assignments or projects are coordinated	1	Literature teacher is focusing on analyzing literary works. Oral expression teacher is focusing on cultural aspects on language (pragmatism). Reading is focusing on writing vignettes and reports.
	Evidence of joint curriculum mapping	1	(Check the syllabi)
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	3	Teachers focus on status, addressing each other with respect to their works in teaching and sometimes in research.
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	Teachers rely on teacher-student interaction through Q&As and elaborating on prior conceptions.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	Informal peer mentoring or sharing of teaching strategies	1	Teachers avoid sharing and discussing teaching and pedagogical practices, even research.
	Teachers express collective responsibility for student success	2	Teachers often acknowledge coordination and teacher cooperation as a vital aspect to ensure students' success.
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	Not regular, once a semester and their focus is on attendances and whether teachers manage to finish the works assigned to them on time.
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	Teachers make a meeting where they submit all their work on content.
	Administrative encouragement (policies, recognition, workload allocation)	1	Bureaucratic rigidity stands as a major problem in terms of collaborative efforts between teachers. Surprisingly teachers made attempts to coordinate on content yet they were reported for not passing it by the scientific commity.
	Access to shared digital platforms for communication	3	Teachers and students have access to a formal academic platform (moodle, carbonio accounts)
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	Each teacher is trying to achieve their own educational objectives their way. Tasks do not align in terms of objectives nor coordinated assessment.
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	In oral expression, teacher dealt with Shakespearean literary works. In Reading and Creative Writing, teacher used vignettes like "My name is Esperanza". In literature the teacher used excerpts from post-modernist novels.
	Coordinated assessment criteria (rubrics, grading standards)	1	(B.R. I need to ask teachers for their assessment criteria)
	Joint feedback sessions or co-graded assignments	1	In oral expression sessions, teacher gives feedback and make hints as to where they should have developed reading skills (e.g. literature sessions)
Professional Development	Teachers attend	2	Teachers admit attending

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	workshops together on curriculum integration		workshops but they emphasize that each and every teacher is working on developing their own content solely. (Literature teacher was reported for coordinating work with another teacher)
	Evidence of shared reflection sessions (post-teaching discussions)	1	It does not exist ; teachers have spontaneous discussions outside the classrooms if they meet, but they do not include reflections on their teaching or educational progress.
	Participation in professional learning communities	1	There are no spaces for community activities (no library), and teachers do not meet unless if it is a faculty meeting.
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	4	In terms of objectives all instruction as to teaching methods, assessment and evaluation, and content development remain fragmented; thus modules do not share common terminology.
	Lack of communication channels between module teachers	5	All teachers do not meet unless it is a facultative meeting or a random discussion at the department office or around the campus grounds.
	Structural obstacles (time constraints, administrative indifference)	5	Having no spaces for community activities, no scheduled meetings, not allowing coordination due to bureaucratic rigidity all insinuate to administrative indefferences.
	Teacher resistance to cooperation (individualistic teaching culture)	5	According to a statement from oral expression teacher some teachers refuse to join work together even if they are asked to.

Literature Observation Grid

Group 1 - Wed, Apr 22 - 2026

Wed, Apr 22; 2026

Creative Writing and Reading

T.S. Group 1

11:00 A.M.

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Interaction between teachers is never focused on instruction or their teaching.
	Consistency in use of disciplinary vocabulary across modules	1	Teachers does not specifically use common vocabulary even in tasks and instruction.
	Teachers explicitly reference terms introduced in other modules	1	Teachers does not address the common terminologies due to fragmented syllabi and content.
	Students are encouraged to transfer terminology between modules	2	Students are passive; they do not connect the dots rather listening without giving constant feedback.
Curricular Alignment	Modules show planned sequencing (oral → writing → literature)	1	Each teacher is tackling a different task capturing different areas according to instruction.
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	1	There is no linkage between the skills or tasks to compliment or support each other's instruction.
	Cross-module assignments or projects are coordinated	1	Literature teacher is focusing on analyzing literary works. Oral expression teacher is focusing on cultural aspects on language (pragmatism). Reading is focusing on writing vignettes and reports.
	Evidence of joint curriculum mapping	1	(Check the syllabi)
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	2	Teachers focus on status, addressing each other with respect to their works in teaching and sometimes in research.
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	Teachers rely on teacher-student interaction through Q&As and elaborating on prior conceptions.
	Informal peer mentoring or sharing of teaching strategies	1	Teachers avoid sharing and discussing teaching and pedagogical practices, even research.
	Teachers express collective responsibility for student success	2	Teachers often acknowledge coordination and teacher cooperation as a vital aspect to ensure students' success.
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	Not regular, once a semester and their focus is on attendances and whether teachers manage to finish

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
			the works assigned to them on time.
	Existence of shared planning documents (syllabi, rubrics, calendars)	1	Teachers make a meeting where they submit all their work on content.
	Administrative encouragement (policies, recognition, workload allocation)	1	Bureaucratic rigidity stands as a major problem in terms of collaborative efforts between teachers. Surprisingly teachers made attempts to coordinate on content yet they were reported for not passing it by the scientific commity.
	Access to shared digital platforms for communication	3	Teachers and students have access to a formal academic platform (moodle, carbonio accounts)
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	Each teacher is trying to achieve their own educational objectives their way. Tasks do not align in terms of objectives nor coordinated assessment.
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	In oral expression, teacher dealt with Shakespearean literary works. In Reading and Creative Writing, teacher used vignettes like “My name is Esperanza”. In literature the teacher used excerpts from post-modernist novels.
	Coordinated assessment criteria (rubrics, grading standards)	1	(B.R. I need to ask teachers for their assessment criteria)
	Joint feedback sessions or co-graded assignments	1	In oral expression sessions, teacher gives feedback and make hints as to where they should have developed reading skills (e.g. literature sessions)
Professional Development	Teachers attend workshops together on curriculum integration	1	Teachers admit attending workshops but they emphasize that each and every teacher is working on developing their own content solely. (Literature teacher was reported for coordinating work with another teacher)
	Evidence of shared reflection sessions (post-teaching	1	It does not exist ; teachers have spontaneous discussions outside the classrooms if they meet, but they do

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	discussions)		not include reflections on their teaching or educational progress.
	Participation in professional learning communities	1	There are no spaces for community activities (no library), and teachers do not meet unless if it is a faculty meeting.
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	1	In terms of objectives all instruction as to teaching methods, assessment and evaluation, and content development remain fragmented; thus modules do not share common terminology.
	Lack of communication channels between module teachers	4	All teachers do not meet unless it is a facultative meeting or a random discussion at the department office or around the campus grounds.
	Structural obstacles (time constraints, administrative indifference)	5	Having no spaces for community activities, no scheduled meetings, not allowing coordination due to bureaucratic rigidity all insinuate to administrative indefferences.
	Teacher resistance to cooperation (individualistic teaching culture)	5	According to a statement from oral expression teacher some teachers refuse to join work together even if they are asked to.

Literature Observation Grid

Group 1 - Thu, Apr 16 - 2026

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
Shared Terminology & Concepts	Teachers negotiate and agree on definitions before teaching	1	Interaction between teachers is never focused on instruction or their teaching.
	Consistency in use of disciplinary vocabulary across modules	1	Teachers does not specifically use common vocabulary even in tasks and instruction.
	Teachers explicitly reference terms introduced in other modules	1	Teachers does not address the common terminologies due to fragmented syllabi and content.
	Students are encouraged to transfer terminology between modules	4	Students show enthusiasm towards the idea of shared terminology and transfer of knowledge cross-modules. (Check the pilot study)
Curricular Alignment	Modules show planned	1	Each teacher is tackling a different

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	sequencing (oral → writing → literature)		task tackling various areas.
	Teachers highlight interdependence of skills (speaking supports writing, etc.)	2	There is no linkage between the skills or tasks to compliment or support each other's instruction.
	Cross-module assignments or projects are coordinated	1	Literature teacher is focusing on analyzing literary works. Oral expression teacher is focusing on cultural aspects on language (pragmatism). Reading is focusing on writing vignettes and reports.
	Evidence of joint curriculum mapping	1	(Check the syllabi)
Cultural Cooperation	Teachers demonstrate mutual respect in referencing each other's work	4	Teachers focus on status, addressing each other with respect to their works in teaching and sometimes in research.
	Shared pedagogical philosophy (e.g., communicative approach, constructivism)	3	Teachers rely on teacher-student interaction through Q&As and elaborating on prior conceptions.
	Informal peer mentoring or sharing of teaching strategies	1	Teachers avoid sharing and discussing teaching and pedagogical practices, even research.
	Teachers express collective responsibility for student success	3	Teachers often acknowledge coordination and teacher cooperation as a vital aspect to ensure students' success.
Structural/Administrative Support	Regular coordination meetings scheduled by department	1	Not regular, once a semester and their focus is on attendances and whether teachers manage to finish the works assigned to them on time.
	Existence of shared planning documents (syllabi, rubrics, calendars)	2	Teachers make a meeting where they submit all their work on content.
	Administrative encouragement (policies, recognition, workload allocation)	1	Bureaucratic rigidity stands as a major problem in terms of collaborative efforts between teachers. Surprisingly teachers made attempts to coordinate on content yet they were reported for not passing it by the scientific commity.
	Access to shared digital platforms for	3	Teachers and students have access to a formal academic platform

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
	communication		(moodle, carbonio accounts)
Instructional Integration	Teachers design tasks that explicitly build on other modules	1	Each teacher is trying to achieve their own educational objectives their way. Tasks do not align in terms of objectives nor coordinated assessment.
	Cross-referencing of texts/authors across oral, writing, and literature modules	1	In oral expression, teacher dealt with Shakespearean literary works. In Reading and Creative Writing, teacher used vignettes like “My name is Esperanza”. In literature the teacher used excerpts from post-modernist novels.
	Coordinated assessment criteria (rubrics, grading standards)	1	(B.R. I need to ask teachers for their assessment criteria)
	Joint feedback sessions or co-graded assignments	1	In oral expression sessions, teacher gives feedback and make hints as to where they should have developed reading skills (e.g. literature sessions)
Professional Development	Teachers attend workshops together on curriculum integration	2	Teachers admit attending workshops but they emphasize that each and every teacher is working on developing their own content solely. (Literature teacher was reported for coordinating work with another teacher)
	Evidence of shared reflection sessions (post-teaching discussions)	1	It does not exist ; teachers have spontaneous discussions outside the classrooms if they meet, but they do not include reflections on their teaching or educational progress.
	Participation in professional learning communities	1	There are no spaces for community activities (no library), and teachers do not meet unless if it is a faculty meeting.
Challenges / Barriers	Contradictory terminology or conflicting teaching approaches	4	In terms of objectives all instruction as to teaching methods, assessment and evaluation, and content development remain fragmented; thus modules do not share common terminology.
	Lack of communication channels between module teachers	4	All teachers do not meet unless it is a facultative meeting or a random discussion at the department office

Category	Indicator / Cue	Rating Scale (1–5)	Notes / Examples
			or around the campus grounds.
	Structural obstacles (time constraints, administrative indifference)	5	Having no spaces for community activities, no scheduled meetings, not allowing coordination due to bureaucratic rigidity all insinuate to administrative indefferences.
	Teacher resistance to cooperation (individualistic teaching culture)	3	According to a statement from oral expression teacher some teachers refuse to join work together even if they are asked to.

Appendix B – Students' questionnaire

Questionnaire: Undergraduates' Views on Teacher & Content Coordination

1. How many teachers do you usually meet within a week (during lecture or outside)?
    - 1–2
    - 3–6
    - 5–9
    - 10 or more
2. Do you think that your teachers discuss class and individual student progress with each other?
    - Yes
    - No
    - Rarely
    - Sometimes
3. Do your teachers coordinate test dates and assignment deadlines to avoid scheduling conflicts?
    - Always
    - Often
    - Sometimes
    - Rarely

    - Never
4. Do your teachers (from different modules) agree on important deadlines, assignment rules, and grading policies?
    - Always
    - Often
    - Sometimes
    - Rarely
    - Never
5. Do teachers coordinate to avoid giving you too many assignments or exams in the same week?
    - Yes
    - No
    - Not sure
6. When one teacher is absent, does another teacher inform you about what to do or how to catch up?
    - Yes
    - No
    - Not sure
7. Do you think that the content of modules is interrelated?
    - Yes
    - No
    - Sometimes
    - Not sure
8. Where did you observe this relationship/connection?
   (Open-ended)
9. Have you observed any clear connections regarding the content of the modules?
    - Yes
    - No
    - Sometimes
10. Do topics/lessons covered in one module ever feel like they "build on" or "repeat" content from another module or previous years' programs?

- Often build on
- Sometimes repeat
- Both build on and repeat
- No

11. How often do teachers use conflicting/inconsistent terms for the same concept across modules?

- Often
- Sometimes
- Rarely
- Never

12. When one teacher refers to something you studied in another module, do they seem aware of what you already covered?

- Yes
- No

- Sometimes

13. Do teachers refer, depict, or illustrate content from other modules/teachers?

- Yes
- No
- Sometimes

14. Have you noticed teachers adjusting their lessons based on what's taught in other modules (e.g., skipping basics already covered elsewhere)?

- Yes, clearly
- Possibly
- Occasionally
- Rarely
- Never

15. Do teachers ever mention how your work in one module relates to another?

- Often
- Sometimes
- Rarely
- Never

16. If teachers planned certain topics together, how might it affect your learning?
    (Open-ended)
17. Would you benefit from more shared projects or assignments across modules?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

18. Describe a time when you have noticed that modules were connected or not connected.
    (Open-ended)
19. What change could contribute most to create a more cohesive and unified academic program?
    (Open-ended)

Appendix C – Teachers' interview

Teacher Interaction – Coordination Under the Scope

1. What are the primary sources (e.g. academic literature, ministry standardized curricula) that you use for the development of your course syllabus?
2. What resources and references do you consult when designing lesson plans?
3. Recognizing that pedagogical design is influenced by personal interpretation, what are the tools that shape your perspective and decision-making process during lesson planning?
   (eg prior experience, assessment of student needs)
4. Do you interact with other colleagues when you are developing your syllabus?
5. Do you seek advice from your colleagues while developing your syllabus?
6. Do you consult with other teachers when developing the syllabus?
7. Do you conduct a pre- needs analysis before developing your syllabus?
8. How would you characterize the effectiveness of workshops?
9. Do you consider that workshops can bring primary objectives for teachers' professional development?

10. Are your attitudes positive towards workshops? If so, can you elaborate more?
11. What benefits do you perceive in collaborative work with peers for syllabus design, content development, and pedagogical practice?
12. How would you interact with other teachers? (via moodle, social media, face to face conversations…(?))
13. What would your interaction revolve around? (content development/ students' learning behavior; and " research")
14. How often do you engage in interactions with other teachers regarding your progress, instruction, development, etc?
15. To what extent would you engage in cross- modular coordination for the sake of students' success?
16. In your opinion, what would be the impact of teachers' coordination? (both positive and negative)

Appendix D -List of Interview Scripts

Transcript Section One – Teacher A

[00:01] Speaker 1: Okay. Um, the topic that we are going to discuss, uh, today is regarded with, uh, teacher interaction within the classroom and outside the classroom. It's among teachers themselves. Uh, we are making, uh, collaborative and coordinative endeavors under the scope. What I mean by collaborative and, uh, coordinative endeavors is, uh, something regarding the teachers, uh, their instruction, and the content they develop.

[00:36] Speaker 2: Mm-hmm.

[00:36] Speaker 1: Okay. So I would like to, uh, start by the first question. What are the primary sources or examine, for example, academic literature, ministry-syndicated curricula, uh, et cetera, that you use for the development of your course syllabus?

[00:54] Speaker 2: Uh, well, uh, thank you for, uh, uh, inviting me for this, uh, interview. Um, I think that everything related to oral expression, uh, through my experience of, uh, teaching.

[01:17] Speaker 1: Yeah.

[01:17] Speaker 2: I used to rely on, uh, ministry content when I was at my first years of, uh, teaching.

[01:24] Speaker 1: Yeah.

[01:24] Speaker 2: But then I realized that it didn't match what students really wants to have-

[01:30] Speaker 1: Yeah.

[01:31] Speaker 2: ... in the classroom.

[01:32] Speaker 1: Yeah.

[01:32] Speaker 2: At the same time, it was, uh, like something, uh, borrowed from outside.

[01:40] Speaker 1: Mm-hmm.

[01:41] Speaker 2: Like borrowed from different cultures.

[01:44] Speaker 1: Yeah.

[01:45] Speaker 2: Uh, I'll give you an example. Uh, I sometimes, uh, found that some of the content were taken from, uh, British, uh, manuals.

[02:00] Speaker 1: Mm-hmm.

[02:00] Speaker 2: And directed to Algerian students.

[02:03] Speaker 1: Mm-hmm.

[02:06] Speaker 2: After two years of experience at, at, at the, the very first stage of my teaching-

[02:13] Speaker 1: Yeah.

[02:14] Speaker 2: ... it wasn't that successful because students used to imitate only.

[02:20] Speaker 1: Mm-hmm.

[02:20] Speaker 2: And drill.

[02:21] Speaker 1: Yeah.

[02:22] Speaker 2: It was a kind of repeating, uh, what they already have-

[02:28] Speaker 1: Mm-hmm.

[02:28] Speaker 2: ... or imitating the natives.

[02:31] Speaker 1: Yeah.

[02:32] Speaker 2: Imitating when it comes to, uh, the behavior, uh, the, um, the interest-

[02:42] Speaker 1: Mm-hmm.

[02:42] Speaker 2: ... the way of life.

[02:44] Speaker 1: Yeah.

[02:45] Speaker 2: Uh, but it has nothing to do with adjusting the language.

[02:52] Speaker 1: Mm-hmm.

[02:54] Speaker 2: And then I found out that the major problems of students-

[02:58] Speaker 1: Yeah.

[02:58] Speaker 2: ... relies on language itself.

[03:01] Speaker 1: Yeah.

[03:02] Speaker 2: Which means the linguistic competencies-

[03:05] Speaker 1: Yeah.

[03:05] Speaker 2: ... related to phonetics, to, uh, grammar-

[03:09] Speaker 1: Yeah.

[03:09] Speaker 2: ... and language.

[03:11] Speaker 1: Mm-hmm.

[03:11] Speaker 2: All of, uh, the three of them.

[03:13] Speaker 1: Yeah.

[03:15] Speaker 2: Uh, so I decided to create my own, uh, program-

[03:23] Speaker 1: Mm-hmm.

[03:25] Speaker 2: ... through checking some of the, uh, learning centers-

[03:31] Speaker 1: Mm-hmm.

[03:31] Speaker 2: ... learning centers related to linguistics.

[03:35] Speaker 1: Okay.

[03:38] Speaker 2: That would, uh, definitely, uh, focus on the, uh, problems of students-

[03:47] Speaker 1: Mm-hmm.

[03:48] Speaker 2: ... speaking English as a foreign or second language.

[03:52] Speaker 1: Mm-hmm.

[03:52] Speaker 2: Most of the, uh, sources were Indian universities, Chinese universities-

[04:00] Speaker 1: Yeah.

[04:01] Speaker 2: ... and, uh, Palestinian universities because it was kind of, uh, integrating the student role in learning teaching-

[04:12] Speaker 1: Mm-hmm.

[04:13] Speaker 2: ... and not imposing one's program to someone as a foreign speaker and consider him as a native speaker 'cause it's not the same.

[04:25] Speaker 1: Yeah. It's different.

[04:26] Speaker 2: Yeah.

[04:27] Speaker 1: Okay. Um, what resources and references do you consult when designing lesson plans?

[04:38] Speaker 2: Uh, to be honest with you, uh, after the, the bad experience I had during my, uh, very first, uh-

[04:47] Speaker 1: Years.

[04:48] Speaker 2: ... phase in teaching 'cause it was bad, relying on, uh, ministry content and, uh, university content was not that successful with students.

[04:58] Speaker 1: Mm-hmm.

[04:58] Speaker 2: Especially when I used to teach a second-year student.

[05:01] Speaker 1: Yeah.

[05:02] Speaker 2: It was a kind of huge responsibility. It's not the same as teaching third year.

[05:07] Speaker 1: Definitely.

[05:07] Speaker 2: It's not the same.

[05:08] Speaker 1: Mm-hmm.

[05:09] Speaker 2: So I used to listen to scholars, to teachers, uh, who teach oral expression-

[05:21] Speaker 1: Mm-hmm.

[05:22] Speaker 2: ... for adults.

[05:24] Speaker 1: Okay.

[05:25] Speaker 2: And at the same time, uh, I understood that even if they are considered to be young adults, but at the same time, they are like, uh, growing kids.

[05:41] Speaker 1: Exactly.

[05:42] Speaker 2: Who still long for entertainment, who still long for amazing tasks.

[05:49] Speaker 1: Definitely.

[05:50] Speaker 2: So for this sake, I deter the whole material when it comes to sources-

[05:57] Speaker 1: Mm-hmm.

[05:58] Speaker 2: ... to audiovisual, which means I went to YouTube-... in order to, uh, extract, uh, what interests students from movies-

[06:14] Speaker 1: Yeah.

[06:14] Speaker 2: ... animated movies, uh, like, uh, literary works, uh, that have been, like, uh, adapted as, uh, parodies, for example.

[06:25] Speaker 1: Yeah.

[06:26] Speaker 2: All of this, nothing written, only, um, audiovisual content.

[06:32] Speaker 1: Mm-hmm. Okay. Recognizing that pedagogical design is, uh, influenced by personal interpretation, uh, what are the tools that shape your perspective and decision-making process during lesson planning?

[06:54] Speaker 2: I can-

[06:54] Speaker 1: You had mentioned YouTube, for example. This is, like, one material, but specifically when talking about decision-making.

[07:02] Speaker 2: Mm.

[07:04] Speaker 1: Uh, what is, like, your overall perspective towards your designated classes?

[07:11] Speaker 2: Mm. Uh, you see in each class you will have, like, different types of students.

[07:19] Speaker 1: Definitely, yeah.

[07:20] Speaker 2: And you have, as a teacher, to take everyone into consideration.

[07:25] Speaker 1: Yeah.

[07:25] Speaker 2: So you would include what we call the, uh, the up and down activity-

[07:31] Speaker 1: Yeah.

[07:31] Speaker 2: ... for the l- uh, high level and low level students.

[07:36] Speaker 1: Mm-hmm.

[07:37] Speaker 2: Both of them.

[07:37] Speaker 1: Yeah.

[07:38] Speaker 2: It wasn't, uh, that easy to be able to manage everyone in one session.

[07:46] Speaker 1: Yeah.

[07:47] Speaker 2: But we, we used to be, like, uh, fortunate, especially when it comes to secondary students-

[07:53] Speaker 1: Mm-hmm.

[07:54] Speaker 2: ... to have three sessions per week.

[07:57] Speaker 1: Yeah.

[07:57] Speaker 2: We had the ability to var- vary the tasks according to students' needs.

[08:04] Speaker 1: Yeah.

[08:07] Speaker 2: So I had this opportunity to go for communicative games.

[08:13] Speaker 1: Yeah.

[08:14] Speaker 2: I think that during, uh, my career, the most successful tool, uh, that helped me a lot was communicative games.

[08:29] Speaker 1: Mm-hmm.

[08:29] Speaker 2: Because in communicative games, you will be able, uh, you will be able to make the student speak.

[08:36] Speaker 1: Definitely.

[08:37] Speaker 2: Perform-

[08:38] Speaker 1: Mm-hmm.

[08:39] Speaker 2: ... act, improvise.

[08:41] Speaker 1: Yeah.

[08:42] Speaker 2: So there are plenty of, like, uh, uh, uh, objectives that the teacher would realize even without paying attention to it.

[08:53] Speaker 1: Yeah.

[08:54] Speaker 2: You just need to pick the right communicative game to students.

[08:58] Speaker 1: Mm-hmm.

[08:59] Speaker 2: So for that sake, I've introduced, uh, a game called Who's Calling.

[09:05] Speaker 1: Mm-hmm.

[09:05] Speaker 2: So we, the teacher needs to set some of the cards with some, uh, scenarios.

[09:11] Speaker 1: Yeah.

[09:11] Speaker 2: And, uh, you just bring a, like, a telephone, an old one-

[09:16] Speaker 1: Mm-hmm. Yeah.

[09:16] Speaker 2: ... and ask students to go for it.

[09:19] Speaker 1: Mm-hmm.

[09:20] Speaker 2: So the, the, um, uh, the, uh... How can I say? Uh, uh, uh, students would fe- would feel that they are faced into something they have never experienced before.

[09:36] Speaker 1: Mm-hmm.

[09:37] Speaker 2: So, uh, this is, uh, like, um, uh, discovery, discovering something new.

[09:45] Speaker 1: Yeah.

[09:45] Speaker 2: At the same time, they will challenge themselves if they are able to do it or not.

[09:51] Speaker 1: Yeah.

[09:52] Speaker 2: The capacity of assuming, uh, the role, uh, as a, as a student.

[09:58] Speaker 1: Yeah.

[09:59] Speaker 2: And at the same time sharing some of the vocabulary related to the scenario itself.

[10:07] Speaker 1: Definitely, yeah.

[10:09] Speaker 2: At the same time, picking a tone-

[10:12] Speaker 1: Mm-hmm.

[10:12] Speaker 2: ... related to the situation.

[10:15] Speaker 1: Yeah.

[10:16] Speaker 2: Uh, acting because, uh, you need to be in character, and you act. So this communicative game, in my opinion, was the most successful one, especially, uh, when it was, like, uh, uh, introduced to secondary students.

[10:36] Speaker 1: Mm-hmm. Uh, I understand that-

[10:38] Speaker 2: But, uh, but I think that I've missed the, uh, a part from the question. If you just can read it again, please.

[10:45] Speaker 1: Yeah, sure. Yeah.

[10:46] Speaker 2: Maybe I got distracted for a while.

[10:48] Speaker 1: Yeah, yeah. Recognizing that pedagogical design is influenced by personal interpretation, what are the tools that shape your perspective and decision-making process during lesson planning?

[11:01] Speaker 2: Yeah.

[11:01] Speaker 1: An example would be for, uh, prior experience or, uh, assessment of students' needs.

[11:09] Speaker 2: Yeah. Uh, as I've mentioned, it was the bad experience that I've had, uh, uh, unsuccessful classes, uh, relying only on, uh, the ministry content.

[11:21] Speaker 1: Yeah.

[11:21] Speaker 2: Yeah.

[11:22] Speaker 1: Mm-hmm.

[11:22] Speaker 2: So that's why I decided to bring my own personal touch, and I had a kind of a, uh, when I felt that I am willing to f- to fail, I've contacted a teacher, actually.

[11:36] Speaker 1: Yeah.

[11:37] Speaker 2: And, uh, he... To, I mean, to be able to, to, like, observe his methods and strategies.

[11:49] Speaker 1: Yeah.

[11:50] Speaker 2: But he didn't, uh, welcome the idea-

[11:53] Speaker 1: Mm-hmm.

[11:54] Speaker 2: ... until I created my own program and adapt it to students' needs. And, uh, I had some of the, uh, guests from other groups that the teacher u- used to teach.

[12:08] Speaker 1: Used to teach.

[12:08] Speaker 2: And by the end of... It was almost the end of the year.

[12:11] Speaker 1: Mm-hmm.

[12:12] Speaker 2: He asked me for coordination and I refused.

[12:15] Speaker 1: Ah, okay.

[12:16] Speaker 2: 'Cause I thought that, uh, uh, it wasn't me, uh, who was, uh, like, uh, uh, uh, as a teacher, I was looking for coordination but the teacher, when he came back to ask me for coordination, it wasn't the teacher that he needed.

[12:37] Speaker 1: Yeah.

[12:37] Speaker 2: But the content.

[12:39] Speaker 1: Mm-hmm. Okay. Do you, uh, I mean, this is in relation to what you've said about contacting a teacher. Do you interact with other colleagues when you are developing your syllabus?

[12:59] Speaker 2: To be honest with you, I don't because I've experienced, uh, plenty of teachers, uh, not only in oral expression. I've been teaching some other modules.

[13:09] Speaker 1: Yeah.

[13:09] Speaker 2: Uh, but they are not cooperative, so I just, uh, rely on myself only.

[13:16] Speaker 1: Mm-hmm. Wh- what all do you teach? Like what-

[13:19] Speaker 2: Sorry?

[13:19] Speaker 1: Like what other modules?

[13:22] Speaker 2: What other modules I used to teach? Okay. I used to teach, uh, written expression.

[13:28] Speaker 1: Mm-hmm.

[13:29] Speaker 2: I used to teach, um, phonetics.

[13:33] Speaker 1: Yeah.

[13:34] Speaker 2: I used to teach, uh, I- I taught only once-

[13:40] Speaker 1: Mm-hmm.

[13:41] Speaker 2: ... uh, literature, British literature.

[13:43] Speaker 1: Mm-hmm.

[13:45] Speaker 2: And, uh, the students didn't like it because they were familiar with the dictation.

[13:50] Speaker 1: Yeah.

[13:51] Speaker 2: And, uh, I told them that literature is not about dictation. But this is what the teacher used to do at first semester, and I was, like, doing the second semester because the teacher got sick, I believe.

[14:03] Speaker 1: Mm-hmm.

[14:03] Speaker 2: And they hadn't, uh, like, uh...

[14:05] Speaker 1: A replacement.

[14:06] Speaker 2: Exactly.

[14:07] Speaker 1: Yeah.

[14:07] Speaker 2: So, uh, they didn't like my method because, um, it was a kind of, uh, urging them to speak-

[14:15] Speaker 1: Mm-hmm.

[14:17] Speaker 2: ... uh, and to share what they have already read. And I made them read and they didn't like it.

[14:22] Speaker 1: Oh, okay.

[14:23] Speaker 2: So the- when you have, like, uh, two teachers for the same module in different semesters, it isn't easy because they will get familiar with the, the previous teacher. If you change the method during the year, it's not a positive thing.

[14:40] Speaker 1: Definitely. Yeah.

[14:42] Speaker 2: Because they will think that the teacher is making them, like, work hard and, and, uh, it's, uh, it's not necessary according to them as students.

[14:51] Speaker 1: Yeah.

[14:51] Speaker 2: Since they're very familiar with dictation and, uh, getting the handout and just, uh, uh, memorizing it during the exam, and that's it.

[15:00] Speaker 1: Yeah.

[15:01] Speaker 2: This is, uh, where you can notice that, uh, they have no critical thinking. They have no, um, ability to share without memorizing.

[15:13] Speaker 1: Definitely.

[15:14] Speaker 2: Yeah.

[15:15] Speaker 1: That's what I was, uh, aiming to ask. Like, uh, they get used to, to the dictation rather than interaction while they are studying.

[15:25] Speaker 2: Exactly.

[15:26] Speaker 1: Mm-hmm. Okay. Um, do you seek advice from your colleagues while developing your skills?

[15:35] Speaker 2: Definitely not. (laughs)

[15:37] Speaker 1: No? Okay. So, you don't even consult them, uh, for example, regarding their contents, your contents?

[15:47] Speaker 2: Uh, uh, I, I just need to be honest with you, um, I do not see their interest towards students. That's why I don't consult them.

[15:57] Speaker 1: Okay. In what way? Interest, responsibility?

[16:02] Speaker 2: For... Yeah, exactly. They, they don't feel that they are responsible of the success or the failure of the student-

[16:09] Speaker 1: Yeah.

[16:09] Speaker 2: ... in a way or another.

[16:10] Speaker 1: Yeah.

[16:10] Speaker 2: We do participate in making someone successful or making someone failing.

[16:18] Speaker 1: Definitely. Yeah. Okay. Um, I'm sure you've been, uh, familiarized with the, uh, idea of workshops.

[16:29] Speaker 2: Yeah.

[16:29] Speaker 1: As teachers and... They've mentioned it multiple times. How would you, um, characterize the effectiveness of workshops?

[16:41] Speaker 2: I mean, uh, I mean, uh, workshops in general or the workshop that we are, we had been, like, witnessed in the, in our university?

[16:52] Speaker 1: Specifically to our context in this university.

[16:57] Speaker 2: I think that, uh, we are far away from considering what we do as workshops.

[17:03] Speaker 1: Mm-hmm.

[17:04] Speaker 2: I would say, it's a copy-paste session from internet to the paper.

[17:09] Speaker 1: Ah, okay.

[17:13] Speaker 2: And, uh, it's a kind of, uh, I mean, we cannot blame only teachers for this.

[17:20] Speaker 1: Definitely.

[17:20] Speaker 2: But we would blame the administration too, because you cannot set a program in, uh, half a day.

[17:27] Speaker 1: Mm-hmm.

[17:27] Speaker 2: It is months of work.

[17:29] Speaker 1: Yeah.

[17:30] Speaker 2: Months of works. It is, it is a- it is the result of making a pre-task needs analysis to students-

[17:40] Speaker 1: Definitely.

[17:40] Speaker 2: ... and then, uh, looking for the, uh, the main objectives, and then going for the workshop in order to be able to set the, uh-

[17:49] Speaker 1: Right.

[17:50] Speaker 2: ... the, the final version of the lecture.

[17:52] Speaker 1: Yeah. Do, do you conduct-

[17:53] Speaker 2: Or the program.

[17:54] Speaker 1: Yeah. Do you, do you conduct pre-needs analysis-

[17:58] Speaker 2: Yeah.

[17:58] Speaker 1: ... uh, before you do?

[18:00] Speaker 2: I do. Yeah.

[18:01] Speaker 1: How would you characterize the effect of, uh, I mean, do you, do you conduct, uh, this pre-needs analysis prior to developing the content syllabus?

[18:15] Speaker 2: Sometimes it is, uh, related to the content itself. Sometimes it is related to the, the needs of students, and sometimes it is related to the student's character.

[18:25] Speaker 1: Ah, okay.

[18:26] Speaker 2: Because I do not conduct needs analysis ... a pre- a pre-needs analysis each year.

[18:32] Speaker 1: Mm-hmm.

[18:32] Speaker 2: It's, uh, not worthy because, uh, it's something related to the changes around the world.

[18:41] Speaker 1: Yeah.

[18:42] Speaker 2: The generations. So you cannot do it each year.

[18:45] Speaker 1: Wow.

[18:46] Speaker 2: It's a kind of, uh, a routine that the teacher can make each three, four years.

[18:51] Speaker 1: Do you think all the teachers do this as well?

[18:54] Speaker 2: I don't think so.

[18:56] Speaker 1: Mm-hmm.

[18:56] Speaker 2: I think maybe, uh, some of them, but not the majority.

[19:00] Speaker 1: Mm-hmm.

[19:01] Speaker 2: 'Cause I have been asking some of my colleagues and, uh, they just, uh, say that you are crazy. You're just g- giving yourself like a, a, um, useless work.

[19:16] Speaker 1: Yeah. Overloading maybe you.

[19:18] Speaker 2: Yeah.

[19:19] Speaker 1: Okay. Do you consider that workshops can bring primary objectives for teachers' professional development?

[19:26] Speaker 2: Exactly. I mean, I ... Definitely yes. If it is, uh, uh, ruled in, uh, the, the most convenient way.

[19:34] Speaker 1: Yeah.

[19:35] Speaker 2: I mean, if we just, uh, as teachers would have like a separate task, okay, to think about it, to, to, to, to, to, uh, make some research, to, uh, be able to suggest something-

[19:51] Speaker 1: Mm-hmm.

[19:51] Speaker 2: ... for a month, two months for, uh, *f*ula jurin, uh, summer, summer, uh, holidays.

[19:58] Speaker 1: Holidays.

[19:59] Speaker 2: Uh, at least, at least a month can, can be, uh, uh, like enough.

[20:06] Speaker 1: Mm-hmm.

[20:06] Speaker 2: But I believe that two months is the best.

[20:08] Speaker 1: Mm-hmm.

[20:09] Speaker 2: Two months is the best, because, uh, you will have the ability to, to study the, uh, pre-needs analysis phase and the post-needs analysis phase.

[20:19] Speaker 1: Mm-hmm. You mean two months like in between the meetings for the workshop or?

[20:24] Speaker 2: No, uh, before teaching and after teaching.

[20:28] Speaker 1: Okay.

[20:28] Speaker 2: Exactly. Yeah.

[20:29] Speaker 1: Mm-hmm. Okay. Now speaking of workshops in general-

[20:34] Speaker 2: Uh, uh, sorry to interrupt you, but I've just, uh, an, an addition. Uh, why two months? You cannot evaluate or assess or judge one session, neither two sessions.

[20:48] Speaker 1: Definitely.

[20:49] Speaker 2: It is too early since we are having only one session per week when it comes to 3rd year, for example.

[20:56] Speaker 1: Yeah.

[20:56] Speaker 2: You cannot judge students from one session-

[20:59] Speaker 1: Yeah.

[20:59] Speaker 2: ... neither two sessions, neither three sessions, because those who are present today may be absent next week.

[21:08] Speaker 1: Yeah.

[21:09] Speaker 2: Or, or, uh, may not be familiar with your strategy as a teacher, for example.

[21:17] Speaker 1: Yeah.

[21:18] Speaker 2: So I believe that one month can be enough. And then you will have this, uh, uh, continuous work learning, teaching till two months.

[21:31] Speaker 1: Yeah.

[21:31] Speaker 2: And then you will have your results.

[21:33] Speaker 1: Definitely.

[21:34] Speaker 2: Yeah.

[21:35] Speaker 1: I like the idea that you've discussed. Um, now I'm speaking about workshops in general. We are moving from the, the context, uh, in our university. Uh, what are your attitudes towards workshops in general? Are they positive, negative?

[21:59] Speaker 2: I think that they are necessary in, uh, when it comes to the development of the teacher-

[22:04] Speaker 1: Mm-hmm.

[22:05] Speaker 2: ... the program-

[22:06] Speaker 1: Yeah.

[22:07] Speaker 2: ... and the student, uh, the student like improvement.

[22:13] Speaker 1: Mm-hmm.

[22:15] Speaker 2: I will tell you why. Workshops are supposed to be the result of the collection of, uh, uh, uh, some of the materials, some of the sources, some of the experiences that the teacher had during teacher, uh, teaching, like, uh, an, an amount of time.

[22:41] Speaker 1: Mm-hmm.

[22:41] Speaker 2: Like for example, one semester, for example. One semester can be an experience of teaching.

[22:49] Speaker 1: Definitely.

[22:50] Speaker 2: It is full of sources and materials that the teacher is supposed to have, for example.

[22:55] Speaker 1: Yeah.

[22:55] Speaker 2: And results. Results when it comes to, uh, did he reach his objectives?

[23:03] Speaker 1: Yeah.

[23:04] Speaker 2: Uh, did he like, uh, enjoy sessions with students?

[23:09] Speaker 1: Yeah.

[23:09] Speaker 2: Did he have like positive feedbacks?

[23:12] Speaker 1: Mm-hmm.

[23:13] Speaker 2: Did students enjoy? And therefore, he w- would look from, from student's angle.

[23:18] Speaker 1: Exactly.

[23:19] Speaker 2: Did students enjoy their sessions?

[23:22] Speaker 1: Mm-hmm.

[23:22] Speaker 2: Did they develop? Uh, did they like, um, uh, uh, uh, improve their skills?

[23:31] Speaker 1: Their skills, yeah.

[23:32] Speaker 2: Did they learn something new?

[23:35] Speaker 1: Yeah.

[23:36] Speaker 2: Was it like, uh, uh, worthy enough?

[23:40] Speaker 1: Yeah.

[23:41] Speaker 2: So all this collection-

[23:43] Speaker 1: Mm-hmm.

[23:44] Speaker 2: ... is a plus if we take, for example, uh, all the, uh, the number of teachers that we are having here, for example, and each teacher is having like a, a single experience.

[24:00] Speaker 1: Definitely.

[24:00] Speaker 2: And we would share it all together and set a final objective for students.

[24:06] Speaker 1: Definitely.

[24:06] Speaker 2: It would be great. It would be great.

[24:09] Speaker 1: Definitely. It's, uh, definitely a plus for education, uh, in that sense.

[24:14] Speaker 2: Yeah.

[24:15] Speaker 1: Um, I think you've mentioned that there are ... this would be beneficial in a, in a sense. Wha- what benefits do you perceive in a collaborative work with peers for syllabus design, content development, and most importantly, pedagogical practices?

[24:38] Speaker 2: Give me a second. ʾUlla laykh kifak.

Interview Section Two - Teacher A

[00:00] Speaker 1: Let's carry on from where we left. Um, so we have discussed multiple topics. We have discussed, um, the sources that the teacher uses, for example, and by the teacher, I mean, uh, in, uh, making the course syllabus, the lesson plan or what, what resources also they use. We've discussed also the idea of, uh, interacting with other teachers, uh, in order ... I mean, while on the phase of

developing the syllabus. We've discussed also the idea of workshops, which is, uh, something that administratively I, I believe it is, uh, uh, coined as workshops, but the purpose is, uh, a little bit driven off. And, uh, then we've reached, uh, your opinion towards workshops, the idea of workshops, both locally and, uh, globally speaking when we talk of workshops. The question that we, uh, were supposed to go with is, what benefits do you perceive in collaborative work with peers for syllabus design, content developments, and pedagogical practice?

[01:22] Speaker 1: Provided that it is the case that teachers do coordinate.

[01:29] Speaker 2: Can you repeat the question?

[01:31] Speaker 1: Sure. I will repeat this question.

[01:31] Speaker 2: Because I got distracted for a while.

[01:33] Speaker 1: What benefits do you perceive in collaborative work with peers for syllabus design, content development, and pedagogical practices?

[01:44] Speaker 2: You know, as teachers, we are supposed to work, uh, in team in order to develop the content of our lectures.

[01:55] Speaker 1: Mm-hmm.

[01:55] Speaker 2: They will meet directly the goals of students while learning, and at the same time, remedy some of the problems they are having. Like, uh, you have been, like, observing, uh, the class, uh, uh, minutes ago, and you know that you have, like, concluded-

[02:16] Speaker 1: Yeah.

[02:16] Speaker 2: ... that these students, though they are in third year-

[02:21] Speaker 1: Yeah.

[02:21] Speaker 2: ... and they're still having problems with easy vocabulary.

[02:25] Speaker 1: Exactly.

[02:26] Speaker 2: That means, that as a teacher, I should include some of the content that will remedy this.

[02:35] Speaker 1: Exactly.

[02:36] Speaker 2: The game was just a tool to acknowledge that there's problems.

[02:42] Speaker 1: Yeah.

[02:43] Speaker 2: That there are problems in here.

[02:44] Speaker 1: Mm-hmm.

[02:45] Speaker 2: But the, the, the solution would be something else. The solution would be directed to the teacher of reading.

[02:53] Speaker 1: Yeah.

[02:54] Speaker 2: To focus more on the power of vocabulary that will help students gain more and more vocabulary. And you cannot do this until you read.

[03:07] Speaker 1: Definitely.

[03:08] Speaker 2: For example, it doesn't mean, uh, that you will read, like, one page, uh, per session. It can be only a small paragraph where the teacher is going to direct the, uh, the, uh, related tasks through activities that will enhance the grasp of vocabulary.

[03:27] Speaker 1: Exactly. Yeah.

[03:28] Speaker 2: At the same time, I would say, literary work.

[03:33] Speaker 1: Mm-hmm.

[03:35] Speaker 2: Reading literary work would bring a plus.

[03:37] Speaker 1: Mm-hmm.

[03:38] Speaker 2: Because you will figure out that there are some difficult word the students could not un- understand. So the teacher is going to select a kind of, uh, uh, like, uh, 10, 15 minutes-

[03:52] Speaker 1: Mm-hmm.

[03:53] Speaker 2: ... per session-

[03:54] Speaker 1: Okay.

[03:54] Speaker 2: ... in order to give students the, the chance to work on vocabulary related to literature, 'cause it's very important.

[04:02] Speaker 1: Yeah.

[04:02] Speaker 2: Because most of them are going to follow the literary stream-

[04:07] Speaker 1: Yeah.

[04:07] Speaker 2: ... in, in, in master's.

[04:09] Speaker 1: Mm-hmm.

[04:09] Speaker 2: And it's very important for them to know at least the terminology related to literature, as an example.

[04:16] Speaker 1: Mm-hmm.

[04:16] Speaker 2: But I believe that the, the, the, the, the ... I mean, the big responsibility is on the teacher of reading.

[04:29] Speaker 1: Yeah.

[04:31] Speaker 2: Okay. The teacher of oral expression can bring some communicative games related to vocabulary, as I've did, uh, as I have done, uh, earlier in this session.

[04:42] Speaker 1: Yeah. Yeah.

[04:43] Speaker 2: But I believe that reading would fix this problem-

[04:48] Speaker 1: Definitely.

[04:48] Speaker 2: ... much better.

[04:49] Speaker 1: Definitely, yeah.

[04:50] Speaker 2: Exactly.

[04:51] Speaker 1: Mm-hmm.

[04:52] Speaker 2: So, uh, coordination is very important-

[04:55] Speaker 1: Mm-hmm.

[04:56] Speaker 2: ... and, uh, fruitful to remedy students' problems and, uh, to discuss the main solutions or strategies that we need to follow in order to fix these problems.

[05:11] Speaker 1: Mm-hmm. I mean, uh, maybe it's not the case for you as, um, you know, you've been teaching for, for long now. It's been years.

[05:23] Speaker 2: The, uh, uh, uh, I've been teaching English at the university alone-

[05:28] Speaker 1: Mm-hmm.

[05:28] Speaker 2: ... for 13 years.

[05:29] Speaker 1: 13 years.

[05:30] Speaker 2: And I've been teaching univ- uh, I've been teaching English as a language, I've been, uh, in private schools, I've been online-

[05:38] Speaker 1: Yeah.

[05:40] Speaker 2: ... since I was, um, 21.

[05:44] Speaker 1: Mm-hmm.

[05:45] Speaker 2: And now I'm 41.

[05:47] Speaker 1: Yeah.

[05:47] Speaker 2: So it's been like 20 years.

[05:49] Speaker 1: 20 years.

[05:50] Speaker 2: Oh.

[05:51] Speaker 1: Exactly. I mean, for all the teachers that are novice that have recently, uh, became doctors at university or they are, like, new to the profession.Uh, related always to benefits, to, to syllabus design, to the lecture that they create or develop, and to the pedagogical practices. Do you think that, uh, coordination or collaboration is beneficial? It would bring a plus?

[06:24] Speaker 2: I mean, I, I didn't like understand the link between, uh, the thing that you mentioned, that the new doctors or what did you just say? I'm sorry.

[06:33] Speaker 1: Yeah. Yeah. The new teachers.

[06:34] Speaker 2: The new teachers.

[06:35] Speaker 1: The novice teachers.

[06:35] Speaker 2: They alwa- they already have a PhD-

[06:38] Speaker 1: Exactly.

[06:38] Speaker 2: ... because, uh, recently, uh, the ministry has, uh, like, um, uh, uh, imposed, uh, the possession of a PhD degree before getting accepted to the university.

[06:53] Speaker 1: Yeah.

[06:55] Speaker 2: Uh, but I'm sorry to say this, uh, I think that the, the diploma or the degree would not reflect the competencies of a teacher.

[07:06] Speaker 1: Definitely. Yeah.

[07:07] Speaker 2: Yeah. So, uh, you may find some PhD-

[07:11] Speaker 1: Holders.

[07:12] Speaker 2: ... holders of, uh, uh, like, uh, teachers, sorry.

[07:17] Speaker 1: Yeah.

[07:17] Speaker 2: Who would never think of coordinating with other teachers for the benefit of students.

[07:27] Speaker 1: Mm-hmm.

[07:27] Speaker 2: This is the, what we call the lack of awareness. You possess a diploma, but you don't know the real objective of your occupation or job.

[07:37] Speaker 1: Exactly.

[07:38] Speaker 2: Yeah.

[07:39] Speaker 1: And I believe this, like, require training, if possible. And I don't know ...

[07:43] Speaker 2: It, it, it requires, our first place, uh, consciousness.

[07:47] Speaker 1: Mm-hmm.

[07:48] Speaker 2: If you are here at the university holding a PhD for money, for welfare, for having a car, a house, and getting married-

[07:58] Speaker 1: Yeah.

[08:00] Speaker 2: ... uh, which means the, the fuel of your living-

[08:03] Speaker 1: Yeah.

[08:03] Speaker 2: ... and it's totally wrong. If you are having a PhD as the fuel for living, it's totally wrong.

[08:10] Speaker 1: Yeah. You should treat the profession according to its noble ...

[08:14] Speaker 2: Exactly. I mean, I believe that the only occupation who'd remain noble is teaching.

[08:20] Speaker 1: Exactly. Yep.

[08:21] Speaker 2: And we should like, uh, put some responsibilities in there.

[08:25] Speaker 1: Yeah. But I think that once we speak of like, uh, coordination, it could help, for example, under-trained teachers or new teachers to, to develop expertise.

[08:42] Speaker 2: Let me just, uh, give you this information. The new teachers holding a PhD are the most trained ones.

[08:49] Speaker 1: Mm-hmm.

[08:50] Speaker 2: The old teachers, as myself, they didn't have the opportunity for trainings. Can you imagine that?

[08:57] Speaker 1: Mm-hmm.

[08:57] Speaker 2: But you may see the difference.

[08:59] Speaker 1: Yeah.

[08:59] Speaker 2: There's a huge difference. It's not ... So the, the ... I've been, uh, conversing with, uh, some teachers, especially the new ones, uh, when it comes to training, they see it as a burden, as a task, an administrative task to get rid of it.

[09:19] Speaker 1: Mm-hmm.

[09:19] Speaker 2: It's exactly the same time, uh, the same thing for students. When you give them, uh, an activity or a task, the, ha- that has some further objectives, they are not aware about the objectives, but rather want to get rid of the task or the teacher himself.

[09:40] Speaker 1: Mm-hmm.

[09:41] Speaker 2: But when you ... And at the same time, when you talk about teachers having a training-

[09:46] Speaker 1: Yeah.

[09:47] Speaker 2: ... for, uh, it's a kind of a preparation for teaching.

[09:51] Speaker 1: Mm-hmm.

[09:51] Speaker 2: And they just consider this as a burden, administrative burden.

[09:56] Speaker 1: Yeah.

[09:56] Speaker 2: Because you have like some point to gain and you have some papers to fill out. So they think that it's just a burden and they just wanna get rid of it.

[10:06] Speaker 1: Okay.

[10:07] Speaker 2: That's it. They focus much more on the training related to Moodle.

[10:14] Speaker 1: Mm-hmm.

[10:15] Speaker 2: Just do not have some complications later when they will deal with students, for example, having a test online or doing something, some assessment in there.

[10:25] Speaker 1: And, uh, w- what about like, uh ... I, I've heard that teachers, uh, once a year, for example, uh, they, they would go, for example, abroad to other universities.

[10:37] Speaker 2: This is another matter. This is, uh-

[10:40] Speaker 1: Related to training?

[10:41] Speaker 2: It is supposed to be related to training, but just to be honest with you, most of the teachers who go there, they either go for a conference or go to check other universities', uh, libraries.

[10:59] Speaker 1: Okay.

[11:00] Speaker 2: For sources, for references, and that's it. I mean, we, they are supposed or we are supposed, as teachers, to go abroad for what we call linguistic and cultural exchange.

[11:14] Speaker 1: Exactly.

[11:14] Speaker 2: We don't. We don't. Though, the service in charge of training abroad is called external relations.

[11:27] Speaker 1: Mm-hmm.

[11:27] Speaker 2: But there's no exchange. There's no, uh, international exchange. Nothing.

[11:34] Speaker 1: Okay. So it's a, it's a, it's more than like a, a local problem, but rather like a ...

[11:41] Speaker 2: It's a, it's a problem of awareness.

[11:45] Speaker 1: Culture.

[11:45] Speaker 2: It's a problem of awareness. I mean, as, as a teacher, I should have a kind of, uh, learning. If I am up to go to a foreign country-

[12:03] Speaker 1: Yeah.

[12:03] Speaker 2: ... I have to learn in order to have new strategies-To apply new methods, new approaches-

[12:16] Speaker 1: Mm-hmm.

[12:16] Speaker 2: ... related to teaching, to fix the problems that we are facing here.

[12:21] Speaker 1: Definitely, yeah. Okay. Now, speaking of interaction, how do you interact with other teachers? Is it via Moodle, social media, for example, face-to-face? Do you do that at all?

[12:36] Speaker 2: Uh, uh, for me, I have like a, a very restricted contact with my colleagues.

[12:44] Speaker 1: Mm-hmm.

[12:44] Speaker 2: Uh, and this for personal reasons. I'm a kind of a person who does not like to be annoyed because of the huge amount of responsibilities I have in my life. I just hate be- to be on the phone for the whole day.

[13:03] Speaker 1: Mm-hmm.

[13:03] Speaker 2: And, uh, I prefer to meet colleagues, uh, at the university.

[13:08] Speaker 1: Mm-hmm.

[13:08] Speaker 2: To greet them.

[13:09] Speaker 1: Yeah.

[13:10] Speaker 2: Uh, to have like respectful relationship with them. Uh, if, uh, they suggest something, uh, for working, interaction, I welcome the idea. If not, I just don't insist.

[13:27] Speaker 1: Yeah.

[13:28] Speaker 2: Yeah.

[13:30] Speaker 1: Uh, like, speaking of it, like, uh, I mean, you, you are among the community of teachers, so in, in this university. Do you think that there are like, uh, means of communication once you are, for example, at home or somewhere else other than the university?

[13:50] Speaker 2: Uh, for co- uh, of course, I mean, uh, there's always a means for communication, but, uh, uh, what is the purpose for communicating outside the university? Do they communicate for the purpose of teaching?

[14:03] Speaker 1: Exactly, yeah.

[14:03] Speaker 2: Do they communicate for students? Do they have-

[14:07] Speaker 1: Professionally restricted.

[14:08] Speaker 2: No. It's typically personal or gossip.

[14:13] Speaker 1: Mm-hmm. Okay.

[14:14] Speaker 2: I mean, I'm being honest with you. Even when we meet, uh, in hallways, uh, we don't talk about, uh, the class-

[14:23] Speaker 1: Your practices.

[14:23] Speaker 2: ... the classroom. No. We don't talk about students.

[14:26] Speaker 1: Okay.

[14:27] Speaker 2: We barely mention, uh, like, uh, someone who is, like, excelling in the classroom, like for example, the, the, uh, the case of, um, Rabat Basman.

[14:40] Speaker 1: Yeah.

[14:40] Speaker 2: Who- who- she's, uh, like a brilliant one.

[14:43] Speaker 1: Yeah.

[14:43] Speaker 2: And they just agree, uh, that she's a good and excellent student and that's it.

[14:48] Speaker 1: That's it.

[14:48] Speaker 2: No further, uh, uh, focus on the whole class. Though I can see that Rabat Basman, uh, is, uh, an excellent student who does not have problems that we should, like, put our interest and, uh, focus on others much better.

[15:10] Speaker 1: Exactly, yeah.

[15:11] Speaker 2: Because she can, like, uh, manage her studies. She can manage everything.

[15:15] Speaker 1: Exactly.

[15:16] Speaker 2: Yeah.

[15:18] Speaker 1: Okay. Um, how often do you engage in interactions with other teachers regarding your progress, instruction, development, et cetera?

[15:31] Speaker 2: I don't.

[15:32] Speaker 1: You don't. To what extent would you engage in cross-modular coordination for the sake of students' success?

[15:39] Speaker 2: I wish. I wish if the- they agree on doing such a thing.

[15:44] Speaker 1: So like, uh-

[15:44] Speaker 2: I would definitely agree on this.

[15:47] Speaker 1: Mm-hmm.

[15:47] Speaker 2: And, uh, I'm thinking of addressing, uh, Dr. Moghadam and, uh, uh, Dr.- Mr. Vodi-

[15:59] Speaker 1: Mm-hmm.

[16:00] Speaker 2: ... uh, to have, like, a, uh, a common interest.

[16:08] Speaker 1: Exactly.

[16:08] Speaker 2: To develop a common interest.

[16:11] Speaker 1: Exactly.

[16:11] Speaker 2: Yeah.

[16:12] Speaker 1: Mm-hmm.

[16:12] Speaker 2: For students.

[16:14] Speaker 1: That's-

[16:14] Speaker 2: Exactly.

[16:14] Speaker 1: ... great.

[16:14] Speaker 2: Yeah.

[16:15] Speaker 1: Okay. In your opinion, what would be the impact of teachers' coordination, both positive and negative, if applied?

[16:30] Speaker 2: Uh, before answering this question, I think that we should, like, uh, uh, be selective when it comes to teachers. Because sometimes we work with a person and this person is not, like, cooperative enough-

[16:47] Speaker 1: Yeah.

[16:47] Speaker 2: ... to bring the, the, the, the necessary elements that will help you bring something for students, because, uh, I mean, related to the module they teach.

[17:02] Speaker 1: Yeah.

[17:02] Speaker 2: Okay? For example, I teach, uh, all expression for third year. Someone else will teach, uh, linguistics. I may, I may have a coordination with them, but, uh, I would not have the, the keys-

[17:19] Speaker 1: Mm-hmm.

[17:20] Speaker 2: ... uh, when it comes to students' needs.

[17:25] Speaker 1: Yeah.

[17:26] Speaker 2: Some, some teachers would not show you everything.

[17:29] Speaker 1: Mm-hmm.

[17:29] Speaker 2: But I think that-

[17:31] Speaker 1: Mm-hmm.

[17:31] Speaker 2: ... that's why I think that we should be selective. Like, for example, I'm not afraid, uh, of, uh, addressing, uh, Mrs. Moghadam and, uh, suggest for her that we should do something for students. Well, I, uh, can hesitate with others.

[17:49] Speaker 1: Mm-hmm.

[17:50] Speaker 2: Yeah.

[17:50] Speaker 1: Yeah, definitely. It's, it's- it depends on the level of acceptance of the idea.

[17:55] Speaker 2: Exactly.

[17:57] Speaker 1: Yeah.

[17:57] Speaker 2: And I told you, when you are here to teach, it's different-

[18:04] Speaker 1: Mm-hmm.

[18:05] Speaker 2: ... from, uh, if you are here to gain money.

[18:09] Speaker 1: Yeah.

[18:09] Speaker 2: It's not the same.

[18:11] Speaker 1: I believe it's a, it's a, a cultural thing at this point, uh, as far as you're framing it.

[18:17] Speaker 2: I think it's, uh, it's, uh, it's, uh, a burrowed culture.

[18:22] Speaker 1: It's a burrowed-

[18:22] Speaker 2: We are burrowed at this from the Western culture.

[18:26] Speaker 1: Coordination, you mean?

[18:27] Speaker 2: No. I mean, uh, individuality.

[18:30] Speaker 1: Individuality. Yeah.

[18:31] Speaker 2: I think only about my success, the amount of articles I can publish-

[18:35] Speaker 1: Exactly.

[18:36] Speaker 2: ... uh, for the whole year, uh, my graduation, uh, the grades that I can get, the, uh, the DR or PR that I can, uh, put-

[18:48] Speaker 1: Yeah.

[18:48] Speaker 2: ... uh-

[18:49] Speaker 1: Status.

[18:51] Speaker 2: So th- this is related to individuality.

[18:56] Speaker 1: Okay.

[18:56] Speaker 2: And we, we are not like this.

[18:58] Speaker 1: Mm-hmm.

[18:58] Speaker 2: As a Muslim community, we always cherish others.

[19:04] Speaker 1: Exactly. Uh, and the efforts they make.

[19:06] Speaker 2: Yeah.

[19:07] Speaker 1: Yeah.

[19:07] Speaker 2: So I think it's a burrowed thing, especially I've noticed this with new coming teachers.

[19:13] Speaker 1: Yeah.

[19:16] Speaker 2: They are individualistic.

[19:18] Speaker 1: Yeah. Influenced by ƒ/€.

[19:20] Speaker 2: Yeah.

[19:21] Speaker 1: Um-

[19:21] Speaker 2: By Western, uh, culture. And they always mention, uh, the Western world.

[19:27] Speaker 1: Yeah.

[19:27] Speaker 2: And, uh, this is a mistake comparing the Western world's content-

[19:33] Speaker 1: Mm-hmm.

[19:33] Speaker 2: ... by our local content. It's a mistake.

[19:36] Speaker 1: It is.

[19:37] Speaker 2: So you would treat students as if you are in a Western content.

[19:41] Speaker 1: Exactly.

[19:42] Speaker 2: And you will behave exactly the same way, and it's totally wrong.

[19:46] Speaker 1: Exactly. Uh, speaking about, uh, administrative procedures, um, do you think that administra- administrative procedures supports the idea of coordination? Or you're not sure, or there is like a ƒ/€ position?

[20:07] Speaker 2: I would say... I, I, I, I would say it clearly. They would never apply something if it's not asked from above.

[20:16] Speaker 1: Mm-hmm. ƒ/€ position.

[20:17] Speaker 2: If there's no something, some instructions coming from the ministry or the, uh, the, uh... I don't know how to call this. The administration. I mean, the, uh, the one related to the, uh, director.

[20:32] Speaker 1: Yeah.

[20:33] Speaker 2: They would never bring new instructions. They would never urge people to, or teach us to coordinate.

[20:41] Speaker 1: And I, I, I wouldn't believe-

[20:42] Speaker 2: So we are... Sorry.

[20:44] Speaker 1: Yeah.

[20:44] Speaker 2: We are having this, uh, kind of obedience.

[20:47] Speaker 1: Exactly.

[20:47] Speaker 2: We get orders, we apply.

[20:49] Speaker 1: Exactly.

[20:49] Speaker 2: It's a kind of an obedience.

[20:51] Speaker 1: Yeah. Uh-

[20:52] Speaker 2: That means, uh, we as teachers are not creative.

[20:56] Speaker 1: Yeah. There isn't, like... I, I don't believe that there is a chance of a flexibility when it comes to, mm, decision-making, specifically ƒ/€ coordination.

[21:08] Speaker 2: I told you. We, we are under obedience.

[21:11] Speaker 1: Yeah.

[21:11] Speaker 2: We get orders, we apply. Yeah.

[21:15] Speaker 1: Okay. Well, thank you so much for-

[21:18] Speaker 2: You're welcome.

[21:19] Speaker 1: ... answering the questions.

[21:20] Speaker 2: I wish you good luck.

[21:21] Speaker 1: Thank you. We are on time. (laughs)

[21:26] Speaker 3: (laughs)

Transcript – Teacher B

Interviwer = I
Respondant = R

I: Alright we can start. Let's start with the first question, okay sir?
R: Yup! let us go.
I: What are the primary sources (e.g. academic literature, ministry standardized curricula that you use for the development of your course syllabus.
R: Okay so first of all, we are given the syllabus; literally the ministry presides over it, there is a whole committee over it, so they simply give it to you and you have to continue to teach it, regardless. However, the resources that I use personally for every lecture differ, because we move from one era to another so you have to move from one another. So usually it is either articles online, or actually books that I have read before, and they are usually theory books; they are not given to us by the ministry by the way; we have to look for them.
I: Okay, so the second question is: "recognizing that the pedagogical design is influenced by personal interpretation, what other tools that shape your perspective and decision-making process during lesson planning?
R: Believe it or not sometimes its not planned, sometimes things happen to me because in literature it is not just about novels for example poetry or plays; usually sometimes you are watching a movie, or watching something, you could be actually listening to a podcast or

watching a YouTube video, and that sorts of triggers something that leads you back to "oh so I can include this in my lecture!"
I: Definitely.
R: Yeah! That is one of the things that I have done before, even when I was a student. When Ifirst started to sort of delve into ridology which is video games studies, so I said, "maybe this could be adapt this into what I do in my studies, and it actually worked!" And that has been always sort of the link for me. I do things or link things when I'm watching stuff, living normal life and link it to my lecture, and I say,"hey, maybe I can include this." and it works.
I: I guess that is awesome, that is genius because it would make the content relevant.
R: Yeah, it is very relevant.
I: Do you interact with other teachers when you are developing your syllabus?
R: No, I don't.
I: So, you don't seek advice…
R: Look, naturally, it would make more sense to seek advice from uh; let's call them senior lecturers, but I think that the point of me, again, I'm not trying to act as if I am a know-it-all or anything, but the point of me becoming a teacher is that I wanted to change certain things about how we are taught literature and certain modules, because I taught also oral comprehension. I wanted to stop the act of teacher-centered classroom and change it into something more or less towards the student. I can still lay a lecture for them and they can still find ways to relate to it to a certain degree if you are interested enough. So, I think this is why I sort of avoid traditional teaching, because when I speak to a senior lecturer, they usually have traditional methods that I have saw first hand and I don't want to repeat that stuff. That's why I don't think I will be asking, I might in terms of what sort of novels they have used because there are certain elements that are still missing like classics, I am not a hundred percent into classics, so I might ask about that stuff. As we move through the timeline I stopped asking about that.
I: Yeah, that's great. Okay, so, do you conduct a pre- needs analysis before developing your syllabus?
R: Not necessarily not in literature, because in literature it is set in stones in a sense, because you want students in an English major to know certain elements such as classic poetry, certain classics in literature like novels; like, you can't just tell them, okay so, "what do you think about this lecture?" It does not happen that way, so you have to teach them something. However, as you move like I said, it's more chronological, as you move through time when you get to the post-modern era; you sort of have to include them in because this is the time we

are living in; this is why today my presentation for the students was pick any contemporary writer in English and then speak about it.
I: Okay, so it is like the first push is by the teacher, and then afterwards you let their own…
R: They decide for their own. I am doing the same thing with even M1 students which is more practical because they have a thesis to write next year, and I have told them, "write your own titles." Like set something on your own titles, and I have been working them all year long, and I think if you will ask them M1 literature and civilization; they already have their. What they prefer in terms of research, because they did not think they have a say in what they want to research about, which is sad; because I think it was the same thing for you guys.
I: Yeah.
R: Yeah, like it is set, here is what you are going to research, which is not really the point. You want you research to be personal.
I: Exactly, it needs to have your own objectives to…
R: Own touch! You want to be proud of it later.
I: How would you characterize the effectiveness of workshops? Those which teachers conduct prior to the academic year as far as I have heard from teachers.
R: Wait, they conduct workshops before they start the year?
I: I guess, something like that.
R: I have never heard about that honestly.
I: Really?
R: Yeah!
I: Also, there is the working paradigm of working in Saida. It is very time consuming because you have to wake up at five, come here, teach the entirety of the day and sleep somewhere, then work the next day, then go home. So, it's a bit of a problem to actually do any extra curricular activity with the students which something I do in Telemcen, I cannot do it here in Saida because I am very far, so it is beyond, I think, pedagogy, but it affected regardless.
I: So, there is a problem with the workshops, okay. What benefits do you perceive in collaborative work with peers for syllabus design, content development and pedagogical practice?
R: We had issues actually trying to do that. Somebody filed a report on us for saying, it was me and another teacher. Someone filed a complaint when we suggested that the module of literature should go hand in hand with the module of civilization. If you have noticed at the beginning of lecture teaching a certain novel, I have to teach the historical context which should be done by the history teacher and it is not done. When they go hand in hand I do not

have to repeat a lecture. This is the problem that we found, we literally said this and we ended up with a filed report. So, we stopped saying anything, we are not collaborating anymore, I will create my syllabus work with it and be done with that. I do not want any headache.
I: How would you interact with other teachers? (via moodle, social media, face to face conversations)
R: When we are collaborating about the syllabus?
I: yeah.
R: It was face to face because we had to do a workshop, and because we said it they filed a report.
I: So, you are familiar with the workshops?
R: Yeah yeah! No, but this is the point. Like, because it's set in a different environment than I am in. I do not want to be part of that workshop anymore. Maybe because I am a junior, sort of a new, although I have eight years of teaching, I was just not higher. They think that your contributions might not have any value, or just because they do not want to work, I do not understand, honestly, I do not know. My point is I stopped contributions if my contributions do not make a difference.
I: So, the workshops is it something structural, hierarchical made by the administration or the teachers make it?
R: It is chaotic. It is made by the "Committee Pedagogique (CP)". We do them technically every beginning of the semester.
I: yeah.
R: But the point of that CP is not to actually enhance anything, it is just to count the number of absences, the number of attendances, and how many lectures have you done? That's it! We do not discuss anything else.
I: It is unfortunate.
R: Yeah, because first of all there are administrative problems, because most teachers live far from Saida nobody wants to sacrifice another day to come to Saida to come and just do the regular stuff they used to do. They just gloss over it and move on.
I: It's unfortunate, okay, once you make regular interactions with teachers, what would your interaction revolve around? (content development, students' learning behavior, research)
R: You mean on a daily basis?
I: Yeah.
R: We do not, I do not actually, I really do not.

I: How often do you do you engage in interactions with teachers regarding your progress, instruction development, etc?
R: Well, it is a necessity to actually report to the administration how many lectures you have done, the absences and presences, what type of lectures you have given, are students attending classes or not. So, that kind of administrative stuff.
I: If it is just…
R: Yeah, it is we are asked to do it, if it was not, I would not have done it.
I: To what extent would you engage in cross-modular coordination for the sake of students' success?
R: I think I have already mentioned this, which ended in failure so…
I: But you were motivated?
R: Yeah, I was, because this is the way I was taught. I was taught that civilization and literature go hand in hand, because they are chronological and it was logical. It did not make sense here, so, we stopped contributing in a sense.
I: In your opinion what would be the impact of teacher coordination, is it positive or negative?
R: Positive actually. More and more students would benefit from it, because it would make sense to them what they are studying, because I am not a didactician but I know that when you are teaching different modules, these modules have cross-references. Meaning you have the skill of someone who is literary with it goes in hand writing, and oral expression, etc; and then the cross reference between the two is how teachers see to make that cross. For example, if I teach you the literature of the seventeenth century, but then in civilization I teach you the nineteen century civilization; the student would not make sense of it. It would feel disorganized, but if you were teaching him seventeenth century history and seventeenth century literature, it would make sense, he would at least be able to connect the dots. If you do not then he do not. I remember also we had teachers in written expressions who used to teach us and say that every other module is the same as written expression because you are going to answer in an essay. You just have to find what type of essay are you going to answer. That is how we make the link. Oral expression used to be all about listening and speaking skills and then you use those skills in literature, civilization, and linguistics to present to give out presentations on semestrial basis. But, I think here it is more isolated, because teachers themselves are isolated, because the administration keeps it that way, and that's my opinion, I might be wrong.
I: Thank you so much.
R: Always a pleasure.

Transcription – Teacher C

[00:01] Speaker 1: Okay. I'm going to-

[00:03] Speaker 2: Just-

[00:03] Speaker 1: ... start first by, uh... I'm going to start first by, uh, telling you about the scope of the study-

[00:14] Speaker 2: Yes.

[00:15] Speaker 1: ... I was trying to investigate. Uh, my study is trying to investigate teacher's coordination, teacher and content coordination.

[00:23] Speaker 2: Mm-hmm.

[00:23] Speaker 1: Tying teacher and content coordination to enhancing educational outcomes, okay?

[00:29] Speaker 2: Mm-hmm.

[00:30] Speaker 1: Uh, I hypothesize that through teacher coordination, the quality of teaching and, uh, higher education would ... (background noise drowns out speaker) .

[00:41] Speaker 2: Sure.

[00:41] Speaker 1: First question is, what are the primary sources that you use for the development of your courses?

[00:49] Speaker 2: It depends on the, um, on the, the, the course itself.

[00:53] Speaker 1: Yes.

[00:54] Speaker 2: You know, there are teachers teaching different subject matters, d- difference, um, and they are specialized in different fields.

[01:02] Speaker 1: Yeah.

[01:03] Speaker 2: Uh, well, I'm not talking about literary stream because it does not concern me. As far as I am concerned, uh-

[01:09] Speaker 1: Of course.

[01:09] Speaker 2: ... most of the time it's books, publications-

[01:13] Speaker 1: Mm-hmm.

[01:14] Speaker 2: ... and of course, uh, internet sources.

[01:16] Speaker 1: Great. Okay. Recognizing that pedagogical design is influenced by personal interpretation, what are the tools that shape your perspective and decision-making process during lesson planning?

[01:29] Speaker 2: Mm-hmm.

[01:30] Speaker 1: For example, prior experience in teaching, uh, assessment of students' needs?

[01:34] Speaker 2: Mm-hmm. Listen, I'm going to explain things as they are.

[01:37] Speaker 1: Okay.

[01:38] Speaker 2: Uh, any teacher in any department is bound to follow a particular syllabus dictated, and I'm say- dictated from, uh, with my student, uh, I, I allow myself using the term-

[01:50] Speaker 1: (laughs)

[01:50] Speaker 2: ... dictated by the sky, dictated by the, uh, the ministry.

[01:55] Speaker 1: Yeah.

[01:56] Speaker 2: Uh, so w- what you call the canvas.

[01:59] Speaker 1: The canvas.

[01:59] Speaker 2: And we are bound to follow those, uh, details.

[02:06] Speaker 1: Yeah.

[02:06] Speaker 2: Uh, but I think that's... Well, it, it, again, it depends on teachers because here, yes, we're bound to follow, but here, the, the personal experience and, and the teacher's awareness of the student needs and, and, and, uh, and level-

[02:23] Speaker 1: Yeah.

[02:23] Speaker 2: ... huh? Actual level.

[02:26] Speaker 1: Mm-hmm.

[02:27] Speaker 2: Uh, again, to decide what to do, what to add, what to omit, what to adapt, and what to adopt.

[02:34] Speaker 1: Okay.

[02:35] Speaker 2: Right?

[02:36] Speaker 1: Yeah.

[02:36] Speaker 2: So, I cannot tell you that, "Yeah, we have guidelines and we are blindly following the guidelines." No, it does not work, and it should not work this way, because students are individual differences. They represent different needs. Sometimes we find things that are not suitable for our students.

[02:54] Speaker 1: Exactly.

[02:54] Speaker 2: And that's why we're not strictly, uh, following, I mean, word by word or step by step those, uh, those, those items, and, and, and things, uh, in, in the campus, okay?

[03:06] Speaker 1: Yeah. Okay. Do you interact with other colleagues when you are developing ... Yes, sure

[03:12] Speaker 2: ... syllabus? Sure, sure. We have, we have organized different workshops to discuss issues related to, uh, syllabi and curricula. And, uh, sure, coordination is very important. We have already done, uh, this. Yeah

[03:26] Speaker 1: Exactly.

[03:27] Speaker 2: Yeah.

[03:28] Speaker 1: Um, how effective is it? I mean, ...

[03:31] Speaker 2: Yeah. To a large extent, it is effective. The only thing is that when we... I mean, and the only negative point is that when we, we agree, uh, on different points, we're fine, we're coordinating, and then we say, "We have to submit the work to the ministry, to the, uh, committee specialized in, you know, designing and giving the final, and making the final decision." When we get things back to us to see whether they proved or not, the only thing that disturbs us is when we...

[04:04] Speaker 2: when you see that what you've done was not really, and at 100%-

[04:10] Speaker 1: To be honest.

[04:10] Speaker 2: ... followed and taken into consideration. Well, it's not the case, uh, all the time.

[04:16] Speaker 1: Yeah.

[04:16] Speaker 2: I know, but this is the only point that disturbs in this story.

[04:20] Speaker 1: Mm-hmm.

[04:20] Speaker 2: But, uh, generally speaking, uh, it is rewarding in the sense that we can agree on things, and, and especially when we have... when, when there is an issue and we discuss it and then we solve the problem, it's, it's, it's something good.

[04:35] Speaker 1: Definitely.

[04:35] Speaker 2: Yeah.

[04:35] Speaker 1: I mean, uh, we are in the age of differentiated instruction, so I believe that, uh, each university could adapt to some extent its setup and content-

[04:47] Speaker 2: Yes.

[04:48] Speaker 1: ... towards their students-

[04:49] Speaker 2: Yes.

[04:50] Speaker 1: ... in order to get, uh, the right learning.

[04:53] Speaker 2: Sure.

[04:53] Speaker 1: Yeah. Uh, do you conduct a pre-needs analysis before developing your syllabus?

[04:58] Speaker 2: Yes.

[04:59] Speaker 1: Yeah.

[04:59] Speaker 2: Yes. Uh, though it is sometimes not in a formal way-

[05:04] Speaker 1: Yeah.

[05:04] Speaker 2: ... but I do it. But-

[05:06] Speaker 1: I don't believe that it should be, like, too formal.

[05:10] Speaker 2: No, when I s- when I said formal, because there are student... there are teachers, and which is something very interesting, they're quite aware of this needs analysis to a point that they make things very formal in the sense of, uh, I don't know, uh, action research, you know, action research.

[05:28] Speaker 1: Oh, okay.

[05:29] Speaker 2: And they conduct research in the proper sense in the, the, the literate meaning of the research concerning student needs, you see? And this is the, the... this is formality that I'm talking about. So, though I don't do it... sometimes I do it in a formal way, action research, and sometimes I don't, and just have a casual, a casual chat with my student talking about what they want to have and what they expect, what they don't expect in, in a particular syllabus.

[05:56] Speaker 1: Mm-hmm. What benefits do you perceive in collaborative work with peers for syllabus design, content development, and theoretical ...

[06:03] Speaker 2: There are great benefits, uh...It, it goes without saying that it is very beneficial when we work together, when we discuss, when we coordinate, when we, when we look for, uh, uh, new, um, new materials, new techniques. Uh, it's, it's, it's really beneficial and it, it, it should be, yes.

[06:21] Speaker 1: Mm-hmm. How would you interact with other teachers, via Moodle, social media, face-to-face conversations?

[06:27] Speaker 2: Uh, face, (laughs) face-to-face.

[06:29] Speaker 1: That's the tough part, yeah.

[06:29] Speaker 2: Well, th- as far as I am concerned, I'm not really well-versed into matters of social media networks and, uh, even Moodle. You know, Moodle, for me, for me, uh, I should not be saying this, but to me, Moodle is just to post lessons for lectures for my students.

[06:46] Speaker 1: Mm-hmm.

[06:46] Speaker 2: Unfortunately, uh, you know, the working load and, and, and different, uh, tasks cannot allow teachers to use Moodle beyond its prim-... well, not primary objective, because primary objective at the level of department is at least to post lectures.

[07:05] Speaker 1: Lectures.

[07:06] Speaker 2: But unfortunately, as far as I am concerned, no. I prefer to meet my colleagues, call my colleagues-

[07:12] Speaker 1: Yeah.

[07:13] Speaker 2: ... uh, set appointments with my colleagues, and meet, and then do, uh-

[07:17] Speaker 1: The best way to interact.

[07:17] Speaker 2: Yeah, this is it, yes.

[07:19] Speaker 1: Yeah. What would your interaction revolve around; content development, students learning behavior, research?

[07:26] Speaker 2: Again, again, I couldn't...

[07:27] Speaker 1: Uh, what would your interaction revolve around, I mean, with the teachers when you talk to them?

[07:32] Speaker 2: Mm-hmm.

[07:33] Speaker 1: Uh, is it about content development-

[07:35] Speaker 2: Yes.

[07:35] Speaker 1: ... students learning behavior, research?

[07:37] Speaker 2: Every, everything. Every possible thing that may help improve the quality of teaching and the quality of the content to be taught-

[07:47] Speaker 1: Yeah.

[07:47] Speaker 2: ... is the subject of discussion.

[07:48] Speaker 1: Yeah.

[07:48] Speaker 2: Without any exception, everything possible, everything that may help is the, would be the subject of discussion.

[07:56] Speaker 1: Subject of discussion. How often do you engage in interactions with other teachers regarding your progress in instruction?

[08:02] Speaker 2: Well, to be honest with you, not very often.

[08:04] Speaker 1: Yeah.

[08:05] Speaker 2: Uh, but at least (laughs) during official meetings.

[08:09] Speaker 1: Yeah.

[08:10] Speaker 2: We discuss, well, okay, w- what are the progress? Okay. Uh, grades coming in? W- what, what about student reaction on that particular exercise? Did this work with you? Because, you know, I tried this and it was chaos.

[08:22] Speaker 1: Yeah.

[08:22] Speaker 2: It was kind of chaotic. So, how did you deal with it? Questions like these, but not very often.

[08:29] Speaker 1: Mm-hmm.

[08:30] Speaker 2: Okay?

[08:31] Speaker 1: Yeah.

[08:31] Speaker 2: To be honest with you.

[08:32] Speaker 1: Yeah. Uh, to what extents would you engage in cross-modular coordination for the sake of student success? Uh, for example, at the level of, uh, a master's? You teach master's one student-

[08:44] Speaker 2: All, all, all, all levels that are taught. I mean, all levels that concern us.

[08:51] Speaker 1: Mm-hmm.

[08:52] Speaker 2: Uh, we have to coordinate.

[08:54] Speaker 1: Okay.

[08:54] Speaker 2: Yeah. But there are exceptions. Always.

[08:59] Speaker 1: Sometimes.

[08:59] Speaker 2: Sometimes we cannot coordinate, because sometimes we, we do teach the same subject matter-

[09:05] Speaker 1: Mm-hmm.

[09:06] Speaker 2: ... but not for the same stream. I don't know if you understand me.

[09:09] Speaker 1: Mm-hmm.

[09:09] Speaker 2: There are common subject matters, but for different students. I cannot coordinate with teachers who are versed into literary and civilization matters, about a topic that is... Because I do teach that topic differently.

[09:24] Speaker 1: Oh, definitely. Yeah.

[09:25] Speaker 2: According to my student needs.

[09:26] Speaker 1: Yeah.

[09:27] Speaker 2: Didactic students are not like... I mean, sh- the needs of didactics students are not the same as those, uh, of, of, of literary and, uh, c- civilization students. Do you get the point?

[09:37] Speaker 1: Yeah.

[09:37] Speaker 2: So, at this point I, I don't have to, honestly, coordinate because it's not going to help me a lot.

[09:43] Speaker 1: Definitely.

[09:44] Speaker 2: Though the topic is the same and it is something technical.

[09:47] Speaker 1: Mm-hmm.

[09:48] Speaker 2: But even if it is technical, the needs are totally different.

[09:52] Speaker 1: But do you, do you think, like, for example, if it is like, uh-

[09:56] Speaker 2: Academic writing, for example.

[09:58] Speaker 1: Yeah. Ah, yeah.

[10:01] Speaker 2: See? It's common. Civilization students, they have to study academic writing.

[10:07] Speaker 1: Writing.

[10:07] Speaker 2: Didactics, the same. I do teach academic writing for master's one student, but unfortunately... well, unfortunately or not unfortunately (laughs) -

[10:16] Speaker 1: Mm-hmm.

[10:17] Speaker 2: ... I, I don't coordinate because I think there is no need to, because my students' needs-

[10:24] Speaker 1: Mm-hmm.

[10:24] Speaker 2: ... are not the same as-

[10:25] Speaker 1: But I think that f- when it is for master's, master's, that's it. They are s- they are following a stream.

[10:32] Speaker 2: Yes.

[10:33] Speaker 1: So, if they, if they are in didactics, definitely the teacher wouldn't coordinate with the literature, literature teacher-

[10:39] Speaker 2: Yes, so, yes.

[10:39] Speaker 1: ... regarding ...

[10:41] Speaker 2: But the same topic, you know, academic writing.

[10:43] Speaker 1: Yeah.

[10:44] Speaker 2: You may tell me, but it's the same module.

[10:46] Speaker 1: Yeah.

[10:46] Speaker 2: You continue, huh?

[10:47] Speaker 1: They have, like, the same, the same title, but it's not totally different.

[10:50] Speaker 2: But two different scopes.

[10:52] Speaker 1: Mm-hmm. Yeah, I get.

[10:54] Speaker 2: Huh?

[10:55] Speaker 1: When, when it is for undergraduates, I believe it's not the case.

[10:58] Speaker 2: Yeah, yeah, sure, sure.

[10:59] Speaker 1: It's 100%.

[10:59] Speaker 2: Because yeah, yeah, yeah, yeah, yeah. Under, under li- license, yeah, we have to, and we do it.

[11:04] Speaker 1: Yeah.

[11:04] Speaker 2: And it works.

[11:05] Speaker 1: It works.

[11:06] Speaker 2: Yeah. Uh, not as 100%, but it works.

[11:09] Speaker 1: Of course, yeah. To some extent.

[11:10] Speaker 2: Exactly, yeah.

[11:11] Speaker 1: Uh, in your opinion, what would be the impact of teachers' coordination, both positive and negative, uh, on the overall system?

[11:20] Speaker 2: What do you think the answer is?

[11:23] Speaker 1: Positive.

[11:24] Speaker 2: Sure. Because I can give you examples of when, uh, coordination was absence. Bad things happened. I d- w- sometimes t- three teachers found themselves, or students complaining about teachers teaching the same thing. Oops.

[11:44] Speaker 1: Definitely.

[11:45] Speaker 2: In different subject matters.

[11:46] Speaker 1: Yeah.

[11:47] Speaker 2: D- do you think that it is, is it positive or negative, or a redundancy in teaching?

[11:52] Speaker 1: Negative.

[11:52] Speaker 2: Yeah, redundancy in everything is (laughs) negative.

[11:54] Speaker 1: You can't study the same thing.

[11:55] Speaker 2: So, uh, okay, coordination solved the problem. The teachers met, said, "Okay, show me what you're doing. Yeah, no, but I follow the canvas. Yeah. Let's..."That you've been following the kind of... and what they're doing. Yeah, but it... Uh, okay. I understand. Yeah. It's because there are some times, there are tricky spots and tricky, uh, subject matters. I mean, they, they're the same and not the same, Ỿyórság. You know, and there's confusion. So here, it's very important for teachers to coordinate and to clarify things, to pinpoint serious issues related to redundancy and, and, uh, uh, problems in the curriculum, repetition, et cetera.

[12:38] Speaker 1: Yeah, yeah, exactly.

[12:38] Speaker 2: Okay. So yes, I mean, positive. I can't say something negative. Negative? I don't, I don't...

[12:44] Speaker 1: Uh, I mean, when it comes to, for example, to, uh, coordination meetings, like you said, for example, workshops.

[12:51] Speaker 2: Yeah, yeah.

[12:52] Speaker 1: Uh, how much are they-

[12:53] Speaker 2: Workshops official and formal.

[12:56] Speaker 1: The officials.

[12:56] Speaker 2: Yes.

[12:57] Speaker 1: I'm speaking of the officials.

[12:58] Speaker 2: Yes.

[12:59] Speaker 1: How many, like, meetings are, like, set in an academic year?

[13:03] Speaker 2: Uh, it depends on the, the, the emergency. (laughs)

[13:07] Speaker 1: Really?

[13:07] Speaker 2: It depen- Yes.

[13:08] Speaker 1: So there is someone who's going to raise the-

[13:11] Speaker 2: Formal? Of, of course. Yeah. It is the administrator, that is why I said formal. But in an informal way it's... it de- it depends on teachers.

[13:19] Speaker 1: And teachers are not really faced with problems if they coordinate out of formal meetings.

[13:25] Speaker 2: No problem.

[13:26] Speaker 1: No problem at all.

[13:27] Speaker 2: In the, in the oppo... I mean, contrary, it is something good.

[13:30] Speaker 1: It is good, yeah. Yeah.

[13:30] Speaker 2: This, this is a sign of professional development.

[13:34] Speaker 1: Exactly.

[13:34] Speaker 2: This is a sign of professional reflection. This is a sign of a willingness, a true willingness on the part of teachers-

[13:41] Speaker 1: Exactly.

[13:41] Speaker 2: ... to improve things. We're not talking about official meetings.

[13:45] Speaker 1: Exactly.

[13:45] Speaker 2: Because official meetings, as I said, dictated from the, you know, ministry and then set administration. But sometimes yes, there is, there is a, there, there is, there is a will on the part of the administration, the administrative, administrative staff. Now colleagues, they set formal meeting to solve real problems related to, uh, to, to, uh, syllabi.

[14:09] Speaker 1: Yeah.

[14:10] Speaker 2: Okay. But, uh, at, at the casual or the informal level, uh, it depends on teachers.

[14:18] Speaker 1: On teachers. Exactly.

[14:20] Speaker 2: Okay.

[14:20] Speaker 1: It's a matter of culture adapt.

[14:21] Speaker 2: Exactly.

[14:22] Speaker 1: Yeah. Thank you so much for answering the questions.

[14:25] Speaker 2: Welcome.

[14:25] Speaker 1: It was like-

[14:26] Speaker 2: I hope it was informative for you.

[14:27] Speaker 1: It was very informative.

[14:28] Speaker 2: I hope so.

[14:29] Speaker 1: Definitely. Thank you so much.

[14:30] Speaker 2: Wish you very well, very good luck, Rayan, for the, for the, uh-

Transcript – Teacher D

[00:00] Speaker 1: I'll start by explaining first, uh, the- the topic for the sake of the record.

[00:05] Speaker 2: Yes, go ahead.

[00:06] Speaker 1: The- the, uh, focus of my, uh, study is teacher and content- content coordination.

[00:13] Speaker 2: Yep.

[00:14] Speaker 1: I'm trying to make a link between teacher coordination and educational outcomes.

[00:20] Speaker 2: Yes.

[00:21] Speaker 1: To understand if teacher and content coordination would contribute to enhancing or, uh, decreasing educational outcomes at the level of the Algerian higher education.

[00:34] Speaker 2: Okay.

[00:35] Speaker 1: The case study would be in the, uh, in <crosstalk university.

[00:40] Speaker 2: Yes.

[00:40] Speaker 1: And then the, uh, findings would be, uh, generalized over the overall higher education.

[00:48] Speaker 2: Okay.

[00:49] Speaker 1: Okay?

[00:49] Speaker 2: Good.

[00:50] Speaker 1: The first question is, what are the primary sources that you use for the development of your course syllabus? An example there would be academic literature, ministry standardized curricula or guides.

[01:07] Speaker 2: Okay, concerning the curriculum, as you said, the curriculum, as you know, it is planned from the ministry and I'm talking about the whole curriculum.

[01:16] Speaker 1: Mm-hmm.

[01:17] Speaker 2: It's okay. So as I told you, the curriculum normally it is planned from the ministry.

[01:24] Speaker 1: Yeah.

[01:24] Speaker 2: You know this information. Then it comes to the syllabus.

[01:27] Speaker 1: Yeah.

[01:28] Speaker 2: The syllabus, as far as I know, it is also designed, let's say, in form of workshops.

[01:36] Speaker 1: Mm-hmm.

[01:36] Speaker 2: These workshops are prepared by teachers.

[01:39] Speaker 1: Mm-hmm.

[01:40] Speaker 2: Teachers normally they are, you know, divided into groups. And these groups, they have to include teachers from the same discipline.

[01:49] Speaker 1: Mm-hmm.

[01:49] Speaker 2: For instance, I am specialized in linguistics or in didactics. I have to, you know, uh, let's say find a group-

[01:58] Speaker 1: Mm-hmm.

[01:58] Speaker 2: ... find a group sharing the same specialty like me.

[02:02] Speaker 1: Okay.

[02:02] Speaker 2: Not linguistics with literature or... in order to make things accurate, you know?

[02:06] Speaker 1: Definitely, yeah.

[02:07] Speaker 2: Yeah. Then each one is going to prepare or to suggest his or her own, let's say, ideas about-

[02:15] Speaker 1: Mm-hmm.

[02:15] Speaker 2: ... which, let's say, which suit each level.

[02:17] Speaker 1: Yeah.

[02:17] Speaker 2: Because the workshops, you know, are organized according to each level, first year, second year-

[02:22] Speaker 1: Mm-hmm.

[02:22] Speaker 2: ... master one, master two. Then finally, either we choose one of these, let's say, suggestions or proposals-

[02:30] Speaker 1: Yeah.

[02:31] Speaker 2: ... or we agree upon, you know, to take each idea from each colleague.

[02:37] Speaker 1: Yeah.

[02:37] Speaker 2: And then we finalize our, let's say, final syllabus.

[02:41] Speaker 1: Mm-hmm.

[02:41] Speaker 2: Now, this syllabus must be, or must first of all, as I told you, suit the needs of the students. The needs only, the necessary needs. Okay?

[02:53] Speaker 1: Yeah.

[02:53] Speaker 2: And it must, you know, uh, how can I say it? It must be adequate with their level.

[03:00] Speaker 1: Yeah.

[03:01] Speaker 2: This is the- the first important point.

[03:03] Speaker 1: Definitely.

[03:04] Speaker 2: And concerning the syllabi from first year to second year to third year, it must be kind of continuity.

[03:10] Speaker 1: Yeah.

[03:10] Speaker 2: And unfortunately, this is what we cannot see. There is no continuity. Sometimes you find like repetitive syllabi.

[03:17] Speaker 1: Yeah.

[03:17] Speaker 2: I don't know if you have noticed that when you, uh, I mean, uh, in your, uh, learning career.

[03:23] Speaker 1: Yeah.

[03:23] Speaker 2: You find that something, for instance, you, you already, you already seen it in first year, is repeated again in second year, not even in form of revision, eh.

[03:33] Speaker 1: Yeah.

[03:33] Speaker 2: It is repeated as a total lesson.

[03:35] Speaker 1: Definitely, yeah.

[03:36] Speaker 2: This is what I, you know, what I criticize concerning the planning of syllabi.

[03:41] Speaker 1: Yeah.

[03:41] Speaker 2: Yeah, it's not, uh, it's not adequate.

[03:43] Speaker 1: Yeah.

[03:44] Speaker 2: So this is what the normality, you know, proposes.

[03:49] Speaker 1: Yeah.

[03:49] Speaker 2: But sometimes, I mean, due to administrative, uh, how can I say it? Planning or you cannot satisfy all these, let's say, all these conditions. You find in your group, for instance, I am specialized in linguistics, someone specialized in, uh, literature or in civilization. And we are asked to propose or to suggest a syl- a syllabus for phonetics.

[04:15] Speaker 1: Yeah.

[04:15] Speaker 2: This colleague imagine what's, uh, what would be s- what would she or what would he say? "I'm sorry, I'm not included. It's not my specialty."

[04:24] Speaker 1: Yeah.

[04:24] Speaker 2: "I'm not going to propose any idea. It's not my specialty."

[04:28] Speaker 1: Okay.

[04:28] Speaker 2: So, what kind of coordination would be here?

[04:31] Speaker 1: Definitely. Definitely.

[04:33] Speaker 2: So this is something, uh, you know, it has to do also with the mentality and the character of the instructor.

[04:39] Speaker 1: Mm-hmm.

[04:40] Speaker 2: As colleagues, as colleagues, honestly speaking, I'm not going to generalize. We don't have this, uh, this coordination sense.

[04:50] Speaker 1: Yeah.

[04:50] Speaker 2: This collaboration sense, no. Because some- some of them, they have personal problems with each other. Some of them, as I told you, they have their own pretext, "It's not my specialty. I'm not going to work." Okay, I understand, but not this w- at least, at least try to do an effort, at least.

[05:07] Speaker 1: Mm-hmm.

[05:07] Speaker 2: So...

[05:09] Speaker 1: Definitely.

[05:10] Speaker 2: This would, yeah, this would, as you, as you told me, it would make a kind of fragment-

[05:14] Speaker 1: Mm-hmm.

[05:15] Speaker 2: ... even within the content.

[05:16] Speaker 1: Definitely.

[05:17] Speaker 2: Okay?

[05:17] Speaker 1: Yeah.

[05:18] Speaker 2: Good.

[05:19] Speaker 1: So- so, I mean, once you make like these meetings, like the workshops, for example-

[05:24] Speaker 2: Yeah.

[05:24] Speaker 1: ... what are the sources that teachers use?

[05:29] Speaker 2: By the way, the workshops are not done yearly. Sources, of course, you are going, as a teacher, I'm going to make my research. I'm going to look for books.

[05:38] Speaker 1: Oh, okay.

[05:38] Speaker 2: Books in order to guide me how to design a syllabus, first of all.

[05:43] Speaker 1: Mm-hmm.

[05:43] Speaker 2: I'm going to look for, let's say, the content also, which I'm going to base my study on.

[05:50] Speaker 1: Yeah.

[05:50] Speaker 2: For instance, first year, it means I have to choose like basic information for them, basic theories.

[05:57] Speaker 1: Yeah.

[05:57] Speaker 2: Okay? So the first, uh, let's say, resources are on the net, are online resources. Okay?

[06:04] Speaker 1: Yeah.

[06:04] Speaker 2: I'm not going to tell you that, uh, I'm not going to tell you that we have, uh, hard copies or hard, uh, resources. No.

[06:11] Speaker 1: Yeah.

[06:11] Speaker 2: The first and the, let's say, essential, uh-The resources or references that we go back to are online references. Okay?

[06:20] Speaker 1: Online references.

[06:20] Speaker 2: Books, PDFs, uh, you know, articles sometimes, it depends, worksheets. Okay?

[06:27] Speaker 1: Mm-hmm.

[06:27] Speaker 2: And you plan your syllabus on them.

[06:29] Speaker 1: Okay. Yeah. (clears throat) Uh, I mean, do, do teachers take into consideration, for example, prior experiences or teaching experiences, uh, or like assessments of students' needs specifically? I mean, while planning the lessons?

[06:47] Speaker 2: When you said the prior teaching experiments here, uh, what do you mean? The, the experiment of the teacher or, uh-

[06:52] Speaker 1: Yeah. The experiences that the teacher had, for example, in previous years, and then you would evaluate them and make like new, uh, adjustments while planning ?

[07:04] Speaker 2: Oh, okay. You mean that, uh, for instance, my experience in teaching phonetics during like seven years or eight years?

[07:13] Speaker 1: Exactly. Exactly. Definitely.

[07:14] Speaker 2: Yeah, of course. I learned like, like they say, I learn from my mistakes.

[07:18] Speaker 1: Exactly.

[07:19] Speaker 2: Each year I try to improve and, uh, for instance to, uh, how can I s- uh, to focus, let's say, on things-

[07:28] Speaker 1: Mm-hmm.

[07:28] Speaker 2: ... which the most of students are weak, you know, in terms of performance within this, this stuff. I mean-

[07:35] Speaker 1: Yeah.

[07:35] Speaker 2: ... each year I remark. Sometimes I have the same remarks.

[07:39] Speaker 1: Mm-hmm.

[07:39] Speaker 2: It means between all the students, they share a common weakness. For instance, transcription. It is a common weakness between all the students.

[07:47] Speaker 1: Mm-hmm.

[07:47] Speaker 2: Each year I see the same problem repeating.

[07:50] Speaker 1: Yeah.

[07:51] Speaker 2: But I try my best, you know, to make them-

[07:54] Speaker 1: Mm-hmm.

[07:54] Speaker 2: ... to motivate them about it.

[07:56] Speaker 1: Yeah.

[07:57] Speaker 2: Okay? And I try my best, for instance, to, uh, to boost the rate of activities, for instance.

[08:06] Speaker 1: Okay, yeah.

[08:07] Speaker 2: To, uh, bring entertaining activities. Okay?

[08:12] Speaker 1: That's important.

[08:12] Speaker 2: To use gamifi- uh, gamification for them-

[08:15] Speaker 1: Mm-hmm.

[08:15] Speaker 2: ... to include insert games for the purpose to motivate them first.

[08:20] Speaker 1: Exactly.

[08:21] Speaker 2: Because in my opinion, if the student is not motivated, I'm not going to see any... I'm not going to expect any output-

[08:28] Speaker 1: Mm-hmm. Yeah.

[08:29] Speaker 2: ... from him or from my students.

[08:30] Speaker 1: Exactly. Yeah. Okay. Do you interact with other colleagues when you are developing your syllabus?

[08:38] Speaker 2: My syllabus? Uh, during the workshop only. During the workshop we meet, and as I told you, sometimes one, uh, given... I mean, uh, syllabus for a given module can be designed only by one teacher.

[08:53] Speaker 1: Yeah.

[08:53] Speaker 2: We are four in the same group. It can be designed only for one teacher... by one teacher, sorry. And another, let's say, uh-

[09:00] Speaker 1: The others adopt it?

[09:02] Speaker 2: I give you an example, linguistics and phonetics. Okay. (laughs) Today, I'm telling secrets. (laughs)

[09:08] Speaker 1: (laughs)

[09:08] Speaker 2: But it's okay. It's okay. There is no problem.

[09:11] Speaker 1: Yeah.

[09:11] Speaker 2: For instance, we are within the same group.

[09:13] Speaker 1: Yeah.

[09:14] Speaker 2: We are designing... We are supposed to design the syllabus of linguistics and phonetics.

[09:18] Speaker 1: Mm-hmm.

[09:18] Speaker 2: We are four colleagues. Three colleagues, they say we are specialized in linguistics. Phonetics, you know, it's not our cup of tea. Phonetics, by the way, it is not a favorite for all the teachers in the department.

[09:30] Speaker 1: I noticed.

[09:31] Speaker 2: And it is a fact. They don't like it. They don't like to teach it. They-

[09:34] Speaker 1: I noticed that.

[09:35] Speaker 2: They say, uh, "Please," for instance, "Ms. X or Ms. Y-"

[09:39] Speaker 1: Mm-hmm.

[09:39] Speaker 2: "... since you have an experiment..." Or sorry, "Since you have an experience in teaching this module, you can, uh, you know, you can cope with it."

[09:47] Speaker 1: Exactly.

[09:47] Speaker 2: I say, "With pleasure."

[09:48] Speaker 1: Yeah, yeah.

[09:48] Speaker 2: "With pleasure. I like, you know, to, uh, to include my personal touch and to be independent in my thoughts."

[09:56] Speaker 1: Mm-hmm.

[09:56] Speaker 2: "This is my habits."

[09:57] Speaker 1: Exactly.

[09:57] Speaker 2: Yeah.

[09:57] Speaker 1: Authenticity.

[09:58] Speaker 2: Exactly. Authenticity. So I say, "There is no problem, I'm going to, to do my task." And according to them, all the, the rest is on them. For instance, linguistics, they take it.

[10:08] Speaker 1: Yeah.

[10:08] Speaker 2: This is a kind of collaboration. I take it as a kind of collaboration.

[10:12] Speaker 1: Yeah.

[10:12] Speaker 2: And this is what I prefer personally, in order to be honest.

[10:15] Speaker 1: Yeah.

[10:15] Speaker 2: Sometimes when it comes to me, I don't like to, uh, for instance, um, uh, to share many... to take many ideas within my, uh, within my work, you know.

[10:27] Speaker 1: The work, yeah.

[10:28] Speaker 2: I prefer to do my work independently. For instance, the exam subjects. The exam subjects, I prepare my proposal for the exam subjects on my own.

[10:38] Speaker 1: Mm-hmm.

[10:38] Speaker 2: And then I share it with my colleagues-

[10:41] Speaker 1: Mm-hmm.

[10:41] Speaker 2: ... okay? Of the same teaching, the same level.

[10:44] Speaker 1: (clears throat)

[10:44] Speaker 2: And of course, teaching the same content.

[10:46] Speaker 1: Mm-hmm.

[10:47] Speaker 2: I ask them, "Are you, are you okay? Are you with?"

[10:49] Speaker 1: Yeah.

[10:49] Speaker 2: "If you are with, it's okay. If not, I'm not going to say, for instance, uh, I change." This is me, yeah.

[10:56] Speaker 1: Yeah.

[10:57] Speaker 2: "I change an activity or I eliminate it totally." No, I said, "If you are not okay, please use your proposals."

[11:05] Speaker 1: Exactly.

[11:07] Speaker 2: Directly. I don't like to share. You know, each teacher, uh, th- the content is the same, but the methodology from one teacher to another, it changes.

[11:17] Speaker 1: To another is different.

[11:17] Speaker 2: Yeah.

[11:17] Speaker 1: Mm-hmm.

[11:17] Speaker 2: And even the competence from one teacher to another, it changes.

[11:21] Speaker 1: Definitely.

[11:21] Speaker 2: Okay? And the groups also, the students-

[11:24] Speaker 1: Mm-hmm.

[11:24] Speaker 2: ... they change from one group to another.

[11:26] Speaker 1: Yeah.

[11:26] Speaker 2: And we don't, uh, teach the same groups.

[11:28] Speaker 1: Definitely. Yeah.

[11:29] Speaker 2: Yeah. So this is what I prefer personally.

[11:31] Speaker 1: Yeah.

[11:32] Speaker 2: I don't like, you know, collaboration. (laughs)

[11:35] Speaker 1: (laughs)

[11:35] Speaker 2: Honestly speaking.

[11:36] Speaker 1: No, uh, but, uh, but it's, uh-

[11:37] Speaker 2: But if someone comes to ask me, I help with pleasure. Uh-

[11:41] Speaker 1: Uh, definitely.

[11:41] Speaker 2: Yeah.

[11:41] Speaker 1: You see, that's what I'm talking about. When we speak about coordination-

[11:45] Speaker 2: Yes.

[11:46] Speaker 1: ... it exceeds the, the sense of collaboration. Coordination is when, when there is constant communication. And in your notion, where you said, for example, you would prepare your own model of the exam paper-

[11:59] Speaker 2: Yeah.

[12:00] Speaker 1: ... then share it with the teachers, that's a sense of coordination.

[12:03] Speaker 2: Yeah.

[12:04] Speaker 1: Because you are giving them the chance to look at it-

[12:07] Speaker 2: Yeah, to look at it, to take some ideas.

[12:09] Speaker 1: ... and see... Exactly, see if this is, uh, suitable for your students and mine as well.

[12:16] Speaker 2: Exactly.

[12:17] Speaker 1: If your students are, uh, I mean, not well equipped-

[12:22] Speaker 2: Yeah.

[12:23] Speaker 1: ... or you are not, uh, okay with the idea of using such a task-

[12:27] Speaker 2: Simply use it.

[12:27] Speaker 1: ... it's okay. I can, I can use it for my students and they, again, use for others.

[12:30] Speaker 2: Yeah, for my students. That's it. But the question of, uh, "No, please, uh, can you, uh, remove this activity and substitute it by another?" This is personally, I don't accept.

[12:41] Speaker 1: Exactly.

[12:41] Speaker 2: Yeah.

[12:42] Speaker 1: Okay. Um, I mean, uh, do you seek advice from your colleagues while def- developing your syllabus, like, uh, taking an idea from a teacher and adapting it to your way of instruction, et cetera?

[12:59] Speaker 2: You know, it is rare. Honestly speaking, I have been teaching for seven years.

[13:04] Speaker 1: Mm-hmm.

[13:04] Speaker 2: I have never, I have never asked a teacher from the beginning of my career-

[13:09] Speaker 1: Mm-hmm.

[13:09] Speaker 2: ... for, I mean, uh, information.

[13:13] Speaker 1: Yeah.

[13:13] Speaker 2: I'm talking about knowledge here.

[13:14] Speaker 1: Yeah, yeah.

[13:15] Speaker 2: No.

[13:16] Speaker 1: Okay.

[13:17] Speaker 2: I didn't ask, because simply I didn't need-

[13:20] Speaker 1: Mm-hmm.

[13:20] Speaker 2: Yeah, to be honest with you, I didn't need any, you know, like, any guidance.

[13:25] Speaker 1: Yeah.

[13:26] Speaker 2: And as I told you here also, the personal side and the personal character plays a role.

[13:32] Speaker 1: Exactly.

[13:33] Speaker 2: If you are a reserved teacher, you cannot, you know, uh, ask help each time from teachers.

[13:39] Speaker 1: Definitely.

[13:40] Speaker 2: You pre- I prefer to make research by myself. Uh-

[13:44] Speaker 1: Exactly.

[13:44] Speaker 2: I make research by myself and I find, you know, uh, let's say solutions to resolve.

[13:50] Speaker 1: So, so, what I understood, like, from the way you were speaking is that you make your own inference, but not for the sake of keeping them just to yourself. You share them with others.

[14:01] Speaker 2: Yeah, I share, especially with exam subjects.

[14:04] Speaker 1: Yeah.

[14:05] Speaker 2: With lessons, in one case, when, for instance, two teachers are, um, are supposed to teach the same module, not three teachers and four teachers-

[14:17] Speaker 1: Mm-hmm.

[14:17] Speaker 2: Because here, it's another story.

[14:19] Speaker 1: Yes, definitely.

[14:19] Speaker 2: When you have three teachers teaching the same level and the same module, here, you know, it's a kind, as I told you, of chaos, disorder.

[14:27] Speaker 1: Mm-hmm.

[14:28] Speaker 2: You cannot collaborate easily. Three teachers, they cannot agree up on one subject.

[14:33] Speaker 1: Definitely.

[14:33] Speaker 2: It's, it's rare.

[14:35] Speaker 1: Mm-hmm.

[14:35] Speaker 2: I'm not going to say it's impossible, but it is rare.

[14:38] Speaker 1: It is rare.

[14:38] Speaker 2: But if we are two teachers, believe me, even the courses, I design them by myselves and I share them with my colleagues.

[14:46] Speaker 1: With the colleagues.

[14:47] Speaker 2: That's it.

[14:47] Speaker 1: Okay. Yeah.

[14:48] Speaker 2: But I don't wait from the others any, you know, any material.

[14:52] Speaker 1: Definitely.

[14:53] Speaker 2: And I, honestly, I cannot even rely on them.

[14:57] Speaker 1: Right.

[14:57] Speaker 2: Yeah.

[14:58] Speaker 1: But if you, uh, you-

[14:59] Speaker 2: I am always the reliable teacher. (laughs)

[15:01] Speaker 1: Definitely, yes. I mean, once you, like-

[15:03] Speaker 2: Yeah, it's the truth. Nah, it's the fact.

[15:05] Speaker 1: Yeah, once you have, like, your own, like, experience and you are a teacher and you think that you are capable of doing something, it's good.

[15:15] Speaker 2: Yeah.

[15:15] Speaker 1: I mean, you, you are not burdening other teachers with something that-

[15:19] Speaker 2: Exactly.

[15:19] Speaker 1: ... you are responsible for. I do understand that. And I like the notion where you said, for example, you would share with other teachers-

[15:27] Speaker 2: Yeah.

[15:27] Speaker 1: ... because it's something th- it is what's needed in teacher coordination systems.

[15:31] Speaker 2: Yeah, this is the teacher's sense.

[15:32] Speaker 1: Exactly. If you, if a teacher, for example, uh, would suggest something to you-

[15:39] Speaker 2: Yeah.

[15:39] Speaker 1: ... even without asking-

[15:41] Speaker 2: Okay.

[15:41] Speaker 1: ... like, just bringing, like, a suggestion to the table.

[15:44] Speaker 2: Yes.

[15:45] Speaker 1: What would, like, your impression be, or what would you do? Would you just accept it and work with it, or would you discuss over it, or?

[15:54] Speaker 2: I see, I give him or I give her a chance. I'm not going to refuse from the beginning, uh-

[15:58] Speaker 1: Definitely.

[15:58] Speaker 2: ... you know, because it is rude.

[15:59] Speaker 1: Definitely.

[16:00] Speaker 2: Yeah. It is rude to refuse. No, I gi- I take it, I give him or I give her a chance.

[16:04] Speaker 1: Mm-hmm.

[16:04] Speaker 2: I see, I take a look first of all.

[16:07] Speaker 1: Mm-hmm.

[16:07] Speaker 2: Then, if it is okay with me-

[16:09] Speaker 1: Yeah.

[16:09] Speaker 2: ... I take it, and I thank him-

[16:12] Speaker 1: Yeah.

[16:12] Speaker 2: ... or I thank her. And if it is not, I'm not going to take it. Of course, I refuse politely.

[16:17] Speaker 1: Definitely.

[16:17] Speaker 2: Yeah.

[16:18] Speaker 1: Yeah, yeah. Okay. Now, now, we spoke about workshops. You've mentioned there at first mention.

[16:24] Speaker 2: Yeah.

[16:24] Speaker 1: How would you characterize the e- the effectiveness of workshops?

[16:27] Speaker 2: The effectiveness of workshops? Actually, not year- these workshops are not done yearly, by the way.

[16:32] Speaker 1: Yeah, it's

[16:32] Speaker 3: ... normally.

[16:32] Speaker 2: Normally, they have to be done yearly.

[16:35] Speaker 1: Yeah.

[16:36] Speaker 2: They have to be kind of, uh, you know, reformation each time, reformation to the syllabus-

[16:41] Speaker 1: Definitely.

[16:41] Speaker 2: ... or to the syllabi in gene- general. How can I say it?

[16:48] Speaker 1: Are they effective? I mean, in, in our context?

[16:52] Speaker 2: They, they are not 100% effective.

[16:55] Speaker 1: Mm-hmm.

[16:56] Speaker 2: You know why? Because sometimes, uh, the syllabus, yeah, it is there, it's a document, the syllabus, but when it comes to teaching, you don't respect it as a teacher. You don't respect the s- syllabus. Not all the teachers, they respect-

[17:10] Speaker 1: Respect.

[17:10] Speaker 2: ... what is found in the sy- And I agree with them in some cases.

[17:15] Speaker 1: Some cases.

[17:15] Speaker 2: Some syllabi, you know, are not, uh, when you start teaching, you know, they are not adequate.

[17:22] Speaker 1: Mm-hmm.

[17:22] Speaker 2: They're not adequate. Some, please, some lessons, you know, are not adequate for the students.

[17:29] Speaker 1: Mm-hmm.

[17:30] Speaker 2: They are not. They are boring. They are lengthy. They are, you know, out of their, you know, uh, out of their competence. So, I prefer to eliminate them and substitute them by others.

[17:44] Speaker 1: Mm-hmm.

[17:45] Speaker 2: In my case, I do it, personally.

[17:47] Speaker 1: Definitely.

[17:47] Speaker 2: Because for me, the syllabus is not a holy, uh, document.

[17:51] Speaker 1: Definitely.

[17:51] Speaker 2: It can be modified. It can be, you know, it can be criticized.

[17:55] Speaker 1: Exactly.

[17:56] Speaker 2: That's it.

[17:57] Speaker 1: What, what about the objectives? Because this is something that I usually miss. Once we speak about the objectives, I believe the objectives are set by the ministry, right?

[18:07] Speaker 2: Yeah, the o- the objectives are set by the, by the ministry.

[18:09] Speaker 1: So, you could, uh, I mean, could you, like, modify the objectives? Or is it, like, uh, you modify just the t- the, the tasks?

[18:16] Speaker 2: You can modify. You can.

[18:17] Speaker 1: You can?

[18:17] Speaker 2: Because those who are at the minister- at the ministry-

[18:20] Speaker 1: Mm-hmm.

[18:22] Speaker 2: With all my respect, they just provide, you know, theories.

[18:27] Speaker 1: Yeah.

[18:27] Speaker 2: It's easy. I have my seat in the ministry as professor and I dictate the objectives of the teachers. But when it comes to the battle, to the battle-

[18:40] Speaker 1: Yeah.

[18:41] Speaker 2: ... who are the fighters?

[18:42] Speaker 1: The teachers.

[18:44] Speaker 2: The teachers.

[18:44] Speaker 1: The teachers.

[18:44] Speaker 2: So, the teachers, it's up to them, it's up to them to, let's say, modify these objectives according to my students and to the learners of this foreign language.

[18:56] Speaker 1: That's the logic.

[18:57] Speaker 2: Yeah, this is the logic, not from the ministry.

[18:59] Speaker 1: Okay.

[18:59] Speaker 2: The ministry, they give, they provide, as I told you, just theories and orders. But it, but when it comes to the reality, it's something else.

[19:07] Speaker 1: Definitely, yeah.

[19:07] Speaker 2: When you face the students, it is something else.

[19:10] Speaker 1: Definitely, yeah. Do you consider that workshops can bring primary objectives for teachers' professional development?

[19:18] Speaker 2: Please, again, the question. Excuse me, just.

[19:20] Speaker 1: Now. Sure.

[19:21] Speaker 2: Yes, you can leave. Next week, ŭshā Allah, we are going to correct these activities. Don't forget to bring the handout with you, and tomorrow, revise what for the test, huh?

[19:32] Speaker 1: Excuse me.

[19:33] Speaker 2: Revise what for please?

[19:40] Speaker 1: Okay. Um, do you consider that workshops can bring primary objectives for teachers' professional development? I mean, once we speak about teachers, some teachers are novice, new to, to, uh, teaching, uh, in higher education.

[20:02] Speaker 2: Yes.

[20:04] Speaker 1: Um, how would you, like, characterize the idea of workshops in terms of helping them develop their expertise?

[20:16] Speaker 2: I don't, for the novice teachers, I would-

[20:20] Speaker 1: In our context, of course.

[20:21] Speaker 2: Yeah, of course. Yeah.

[20:22] Speaker 1: Yeah.

[20:22] Speaker 2: I would say that the novice teachers normally, normally, they must have a kind of training or formative days by the teachers who have, you know, with the, how can I, with high rank. I mean, professors, you know. They must plan formative days.

[20:42] Speaker 1: Yeah.

[20:42] Speaker 2: For them, okay? To guide them about the teaching, you know, techniques, methods, uh, uh, theories. Why not? But practical, you know, we need the practical, not the theories.

[20:53] Speaker 1: Yeah.

[20:53] Speaker 2: Means what, what will or, yeah, what will they need, okay, within this atmosphere, the learning and the teaching atmosphere.

[21:02] Speaker 1: Yeah.

[21:02] Speaker 2: They have to be trained also on, uh, let's say on their behavior, on the psychology of the students also.

[21:12] Speaker 1: Mm-hmm.

[21:12] Speaker 2: Not only, you know, the knowledge, how to deliver knowledge and that's all. The teacher is not just, you know, uh, a robot to convey messages, and he's, he's also a human being and, uh, uh, teaching is about knowledge plus psychological status.

[21:28] Speaker 1: Yeah.

[21:28] Speaker 2: Okay? So, we don't have to neglect this, this side.

[21:32] Speaker 1: Yeah.

[21:32] Speaker 2: So, concerning the workshops, the workshops are not enough for the novice teachers, okay?

[21:36] Speaker 1: To develop ŭshā Allah.

[21:37] Speaker 2: They will attend... Okay, they will have an idea if they attend with the teachers with exper- experience.

[21:42] Speaker 1: Mm-hmm.

[21:42] Speaker 2: They take an idea, for instance, how to plan, how to design things, and how to do courses and that's it. But it's not enough.

[21:48] Speaker 1: Right.

[21:49] Speaker 2: They still need to have formative days, days-

[21:51] Speaker 1: Exactly.

[21:52] Speaker 2: ... in each module and in each content. Yeah.

[21:55] Speaker 1: Yeah.

[21:55] Speaker 2: Please, Hanan, I have a interview. Excuse me. Okay. Okay.

[22:00] Speaker 1: Yeah. Okay. Uh, are your attitudes positive towards workshops?

[22:05] Speaker 2: Again, please.

[22:07] Speaker 1: Uh, are you attitudes positive towards workshops? I mean, do you think that in our context, the workshop is actually helping-

[22:17] Speaker 2: I am with the workshop. I agree with the workshop.

[22:19] Speaker 1: It's helpful?

[22:19] Speaker 2: Yeah, the workshop, it is a must. I, as I told you, it is a must to be planned yearly but with conditions, with certain criteria.

[22:27] Speaker 1: Yeah.

[22:27] Speaker 2: If these criteria are satisfied, the workshop will be successful.

[22:31] Speaker 1: Definitely.

[22:32] Speaker 2: And it will bring fruits to both the teacher and the students.

[22:35] Speaker 1: Definitely.

[22:35] Speaker 2: If not, then it is useless. Okay?

[22:38] Speaker 1: Exactly.

[22:38] Speaker 2: This is my, uh, own point of view.

[22:40] Speaker 1: So, so it depends on the practices within the workshops?

[22:44] Speaker 2: Exactly.

[22:45] Speaker 1: Yeah. Mm-hmm.

[22:45] Speaker 2: It depends also, you know, uh, on the we- or on the good, I mean, organization.

[22:54] Speaker 1: Yeah.

[22:54] Speaker 2: Since the beginning and the organization, by the way, it's from the administration, from the department.

[23:00] Speaker 1: Definitely.

[23:00] Speaker 2: We have to organize, you know, uh, each module, each level alone.

[23:05] Speaker 1: Mm-hmm.

[23:06] Speaker 2: Each level in, let's say, in one week. In some one week, we have, we are going to work with first year level. Not in the same, within the same day work with first year, with second year, with th- This is a ca-

[23:18] Speaker 1: That's not sane, no?

[23:18] Speaker 2: Yeah, yeah. They do it sometimes. They do it. Yeah, they do it. First year with second year. So, this is not, uh, each, each week. We choose one day or two days maximum-

[23:29] Speaker 1: Mm-hmm.

[23:29] Speaker 2: ... to work with a certain level.

[23:31] Speaker 1: Yeah.

[23:31] Speaker 2: Next week, same story. We need to work like on, uh, four or five, five, let's s- let's take five independent workshops. Imagine that in one day sometimes all the levels are, uh, you know, are worked on.

[23:50] Speaker 1: Yeah.

[23:50] Speaker 2: So this is a chaos.

[23:52] Speaker 1: Definitely.

[23:52] Speaker 2: This is not, uh... We have to organize, we have to put things into order.

[23:56] Speaker 1: Yeah.

[23:57] Speaker 2: In this case, I agree. Also, you have to divide the teachers according to the modules that they taught. They have an experience in, you know, in teaching that.

[24:08] Speaker 1: Mm-hmm.

[24:08] Speaker 2: And according also to their discipline, to their specialty. This is also another criteria.

[24:15] Speaker 1: Mm-hmm.

[24:16] Speaker 2: And, uh, what else? These are the two main criteria.

[24:21] Speaker 1: Main criteria. Definitely.

[24:21] Speaker 2: Yeah. When it comes to practice, these are the two main criteria.

[24:24] Speaker 1: Yeah.What benefits do you perceive in collaborative work with peers for syllabus design, content development and pedagogical practices?

[24:32] Speaker 2: Again, please, just you.

[24:34] Speaker 1: I, I mean this, uh, in your case yo- you have said that y- you seldom engage in collaborative work with other teachers.

[24:43] Speaker 2: Yes.

[24:44] Speaker 1: But I mean, if you, if we think of it theoretically, now we are capturing your own culture towards coll- collaboration. What benefits do you perceive in collaborative work with peers?

[24:56] Speaker 2: Okay.

[24:56] Speaker 1: Peer teachers, um, for syllabus design, for content development and pedagogical practices.

[25:05] Speaker 2: Okay, which, uh, benefits?

[25:08] Speaker 1: Yeah.

[25:14] Speaker 2: The benefits is that we are going to take, uh, if things, as I told you, if the conditions are satisfied-

[25:20] Speaker 1: Exactly.

[25:21] Speaker 2: ... we are going to have, like, unified content instead of having, you know, different versions of, uh, you know, of lessons.

[25:30] Speaker 1: Yeah.

[25:30] Speaker 2: We're going to have for... to end up with only one lesson.

[25:34] Speaker 1: Definitely.

[25:34] Speaker 2: Unified lesson.

[25:35] Speaker 1: Yeah.

[25:35] Speaker 2: Also with only one unified exam.

[25:38] Speaker 1: Yeah.

[25:41] Speaker 2: What else? We are going to take advantage from the experience of each other.

[25:48] Speaker 1: Okay.

[25:49] Speaker 2: When I share my idea with you, you are going to have, like, two ideas instead of one.

[25:55] Speaker 1: Definitely.

[25:56] Speaker 2: Same story when it is done in return, okay?

[25:59] Speaker 1: Definitely.

[25:59] Speaker 2: It means I'm going to boost the number of my ideas or my thoughts.

[26:03] Speaker 1: Definitely.

[26:03] Speaker 2: You are going to enlighten me-

[26:04] Speaker 1: Mm-hmm.

[26:05] Speaker 2: ... because we share, you know, we consult each other.

[26:08] Speaker 1: Yeah.

[26:08] Speaker 2: This is something positive.

[26:09] Speaker 1: Yes, definitely.

[26:10] Speaker 2: Yeah, so this is another benefit. What else? The students also, all the students, I mean, from different groups, they won't be misguided.

[26:22] Speaker 1: Definitely.

[26:22] Speaker 2: They will have, like, the same, you know, the same guide and the same orientation. They will be orientated towards the same objective, okay?

[26:33] Speaker 1: Definitely.

[26:33] Speaker 2: Since all of them, they are learners of, uh, foreign language, okay?

[26:38] Speaker 1: Definitely.

[26:38] Speaker 2: So this is also another benefit. What else? I think these are the-

[26:47] Speaker 1: The most like-

[26:47] Speaker 2: ... the three main benefits, yeah.

[26:50] Speaker 1: Definitely. Yeah. Definitely. How would you interact with other teachers, for example, via Moodle, social media, face-to-face conversations? Does that happen-

[26:59] Speaker 2: I prefer via emails.

[27:02] Speaker 1: Yeah.

[27:02] Speaker 2: Or via face-to-face.

[27:04] Speaker 1: Does it happen frequently that you...

[27:06] Speaker 2: Frequently?

[27:07] Speaker 1: You... Yeah. You interact with other teachers?

[27:10] Speaker 2: No, we don't inter... In my case-

[27:11] Speaker 1: Yeah.

[27:11] Speaker 2: ... we don't interact frequently. J-

[27:13] Speaker 1: Yeah.

[27:14] Speaker 2: We interact, you know, before, uh, the exams, for instance.

[27:17] Speaker 1: Yeah.

[27:18] Speaker 2: Or sometimes, uh, when a lesson is not clear, is, uh, complex.

[27:24] Speaker 1: Mm-hmm.

[27:24] Speaker 2: This lesson, it has maybe some complexities. We are going to, you know-

[27:29] Speaker 1: Mm-hmm.

[27:29] Speaker 2: ... try to sim- to simplify it on, let's say, on ourselves and on the students also.

[27:34] Speaker 1: Yeah. So, so you tackle-

[27:35] Speaker 2: We change.

[27:36] Speaker 1: ... the interactions, you tackle, like, uh, pedagogical practices and, uh, the content, for example, that you teach with other teachers.

[27:46] Speaker 2: Of course, the content is very important.

[27:48] Speaker 1: Yeah.

[27:48] Speaker 2: The content is very... Though linguist- though phonetics is not a content-based, you know, uh...

[27:54] Speaker 1: It's not a CBI.

[27:55] Speaker 2: Yeah, it's not a CBI. It is, uh, both an audio-lingual, you know, uh, module.

[28:03] Speaker 1: Yeah.

[28:03] Speaker 2: Based, you know, based module. And it is also a TBLT.

[28:07] Speaker 1: Okay.

[28:07] Speaker 2: It is a task-based, okay? Because through tasks, through drills, they learn the pronunciation.

[28:13] Speaker 1: Yeah.

[28:13] Speaker 2: Because my own objective teaching phonetics, what's for? It's for enhancing two skills.

[28:19] Speaker 1: Mm-hmm.

[28:20] Speaker 2: The speaking and the listening. But first of all, the listening.

[28:23] Speaker 1: Definitely.

[28:24] Speaker 2: Listening and the pronunciation. When I, when I tell you they're speaking, I'm not talking about their communicative, uh, competences. No. I'm talking at least about their, you know, uh, the mastery, the mastery of the right pronunciation.

[28:38] Speaker 1: Exactly.

[28:38] Speaker 2: This is what I mean.

[28:40] Speaker 1: Exactly.

[28:40] Speaker 2: For the communicative, they have already the oral, uh, session.

[28:43] Speaker 1: Session.

[28:44] Speaker 2: So it's enough for them. But-

[28:46] Speaker 1: Definitely.

[28:46] Speaker 2: Yeah, definitely.

[28:47] Speaker 1: I actually never thought of, uh-

[28:49] Speaker 2: Yes.

[28:49] Speaker 1: ... phonetics, for example, I've never thought of it in terms of, like, what approach is used. Maybe because it was, like, just for first year and second year.

[28:58] Speaker 2: Yeah, it was first year and second year. I was in first year.

[29:01] Speaker 1: So I didn't think about it really.

[29:03] Speaker 2: And the teachers, for instance, I give you an example. I taught you second year.

[29:08] Speaker 1: Second year.

[29:08] Speaker 2: The teacher who taught you at first year, he did his best with you, but you have to know that it's not his specialty, phonetics.

[29:18] Speaker 1: Definitely. Oh, okay.

[29:18] Speaker 2: Okay? Yeah, he was a teacher o- of literature and civilization. He has nothing to do with phonetics.

[29:24] Speaker 1: Oh, yeah. Phonetics, yeah.

[29:25] Speaker 2: So you see, even when the modules are, you know, uh, misdistributed on the teachers, misdistribution of modules.

[29:36] Speaker 1: Exactly.

[29:36] Speaker 2: For instance, my specialty is linguistics and didactics. I find myself obliged just because the administration, okay?

[29:45] Speaker 1: Imposed.

[29:45] Speaker 2: Yeah, imposed on me to teach literature. I'm not going to, you know, to provide any benefit to the, to the students.

[29:54] Speaker 1: Definitely, yeah.

[29:54] Speaker 2: Yeah, because I am out. It's not my-

[29:57] Speaker 1: It's not my cup of tea.

[29:58] Speaker 2: Yeah, it's not my cup of tea. It's not my specialty, okay?

[30:02] Speaker 1: Definitely, yeah.

[30:02] Speaker 2: You cannot bring, as they say, uh... What do you call it? I forgot. It's levi animal. Le singe in English, how do we call it?

[30:12] Speaker 1: Monkey.

[30:12] Speaker 2: Le singe. I forgot about it, you know. I forgot about it. Monkey, yeah. You cannot bring a monkey and you ask it to climb up tree, for instance. Uh, not a tree. Uh, you cannot b- bring a monkey and you ask, uh, you ask it to swim.

[30:29] Speaker 1: Ah, okay. Yeah. Definitely.

[30:30] Speaker 2: Monkey, yeah, you have to...Uh, you know, you have to respect your competence. I do what I can, okay?

[30:37] Speaker 1: The environment that you feel.

[30:38] Speaker 2: I do my competence. I perform my competence. Something which is far from me, I'm not going to take it, okay?

[30:45] Speaker 1: Definitely. Yeah.

[30:45] Speaker 2: Because it's unfair for me and for the students.

[30:48] Speaker 1: Definitely. I remember that the first year was a CBI approach, once we were taught phonetics.

[30:54] Speaker 2: Yeah, it was a CBI.

[30:56] Speaker 1: Because it was like, uh, it was like basically you just need to memorize what you are studying.

[31:01] Speaker 2: Exactly.

[31:03] Speaker 1: If you are intelligent enough, you would try to understand prior to memorization.

[31:09] Speaker 2: Exactly. Yeah.

[31:09] Speaker 1: And then afterwards they, they, they, uh, the summative assessment-

[31:14] Speaker 2: And something else. Yeah, summative.

[31:15] Speaker 1: ... would be like, uh, asking you a question that you already know or memorized.

[31:20] Speaker 2: Yeah, you already memorized. Why it was in this way? Because even, even the timing was not enough for me. One session per week.

[31:30] Speaker 1: Mm-hmm.

[31:30] Speaker 2: Phonetics, you know, it has, it has also criteria and conditions.

[31:35] Speaker 1: Definitely.

[31:36] Speaker 2: Phonetics, it must be studied in two sessions, one theoretical, and the second one practical.

[31:41] Speaker 1: Practical.

[31:41] Speaker 2: And the practice work normally should be done within a lab.

[31:46] Speaker 1: Definitely.

[31:46] Speaker 2: Within an equipped lab.

[31:47] Speaker 1: Definitely.

[31:47] Speaker 2: This is phonetics.

[31:49] Speaker 1: Definitely.

[31:49] Speaker 2: So I tried my best with you.

[31:52] Speaker 1: Mm-hmm.

[31:52] Speaker 2: I tried, you know, with, uh, IQ.

[31:54] Speaker 1: No, I, I believe like the second year was, as you said, it was focused on both pronunciation and listening and pronunciation.

[32:01] Speaker 2: Yeah.

[32:02] Speaker 1: But in first year, it was more like a CBI because the f- the summative assessment, as I said, was just like, uh, memorize-

[32:11] Speaker 2: Yes.

[32:11] Speaker 1: ... and then tell him, uh, what you have already learned. The tasks were also like within class, it was like random participation. The teacher would choose a student and ask certain questions.

[32:23] Speaker 2: Yeah, they told me about this kind of evaluation. Yeah.

[32:26] Speaker 1: Yeah. Just a question about what they studied last time.

[32:29] Speaker 2: And most of them, they were demotivated due to this technique and they fled, you know.

[32:33] Speaker 1: They were.

[32:34] Speaker 2: They fled away from the-

[32:35] Speaker 1: Most of them were passive.

[32:36] Speaker 2: ... session.

[32:36] Speaker 1: They were passive.

[32:37] Speaker 2: Yeah, most of them.

[32:38] Speaker 1: Passivity of students is something that it's, uh, even if, if it is like a module that, that is filled with interaction, you would notice that students are passive.

[32:49] Speaker 2: Exactly. You know, the passivity of the students, sometimes it is, uh, how can I say it? Stimulated by the teacher himself.

[32:55] Speaker 1: Definitely.

[32:56] Speaker 2: Yeah.

[32:57] Speaker 1: That's why I, I've mentioned it. If, if it is like that way of teaching, a CBI approach to phonetics, for example-

[33:04] Speaker 2: Yes.

[33:05] Speaker 1: ... would definitely demotivate the student to participate.

[33:07] Speaker 2: Exactly. I agree with you.

[33:09] Speaker 1: Mm-hmm. Okay. The, you, you, you said that you had like interactions, they would be focused on content development, et cetera.

[33:18] Speaker 2: Yes.

[33:19] Speaker 1: Do they focus on students' learning behavior or research, for example?

[33:24] Speaker 2: In linguistics and phonetics?

[33:26] Speaker 1: Uh, I mean, just, uh, everyday conversation.

[33:29] Speaker 2: Every, uh, every module maybe or-

[33:31] Speaker 1: Yeah. Normal conversations with teachers. What would they, like revolve around specifically? You've said that pedagogical practices.

[33:41] Speaker 2: Yes, of course.

[33:42] Speaker 1: Uh, I mean, later on-

[33:44] Speaker 2: Uh, listen, Ryan, I'm not the kind of teachers, by the way who pro- who provide, uh, sorry, homeworks.

[33:51] Speaker 1: Mm-hmm.

[33:51] Speaker 2: I don't like homeworks.

[33:52] Speaker 1: Okay.

[33:52] Speaker 2: Homeworks also very demotivated to the students.

[33:55] Speaker 1: Mm-hmm.

[33:55] Speaker 2: And I know their, uh, you know, uh, their protocol.

[33:59] Speaker 1: Mm-hmm.

[34:00] Speaker 2: You know, the protocol of copy/paste-

[34:02] Speaker 1: Exactly.

[34:02] Speaker 2: ... of the AI, of ChatGPT.

[34:04] Speaker 1: Definitely.

[34:05] Speaker 2: So I hate, you know, to... I don't cherish the idea of, uh, correcting the same, you know, the same copies and the same, uh... how can I say it?

[34:16] Speaker 1: The same answers basically.

[34:17] Speaker 2: Silly answers.

[34:18] Speaker 1: Exactly.

[34:19] Speaker 2: Certainly, I know already that it is, it's not his, um...

[34:21] Speaker 1: AI generated.

[34:23] Speaker 2: Yeah. So I don't like to waste my time.

[34:26] Speaker 1: Definitely.

[34:27] Speaker 2: Yeah. I don't like to waste my time.

[34:27] Speaker 1: Even, even the students standing the test ... is terrible

[34:29] Speaker 2: Yeah. Even... Yeah. Yeah. It's a habit.

[34:32] Speaker 1: Yeah.

[34:32] Speaker 2: It's a habit. And they are hopeless, by the way.

[34:34] Speaker 1: Mm-hmm.

[34:34] Speaker 2: Concerning the AI and the ChatGPT especially, they are helpless.

[34:38] Speaker 1: Mm-hmm. Okay. Like, for more than 90-

[34:40] Speaker 2: But I advise them, you know.

[34:42] Speaker 1: Mm-hmm.

[34:43] Speaker 2: I advi- and I say simply one sentence. I said, "Listen to me," because I know they are helpless, "if you are interested by English language, if you like this language, if you are passionate about, and you have already objectives to reach, not just for teaching."

[34:59] Speaker 1: Exactly.

[34:59] Speaker 2: "Forget about teaching. If you would like to go far with this language-"

[35:04] Speaker 1: Mm-hmm.

[35:06] Speaker 2: "... you have to study also outside the class."

[35:10] Speaker 1: Definitely.

[35:10] Speaker 2: "You have... you are researchers, you have to research, you have to develop your knowledge. Okay, I give you the basis. It's my job to give you the basis, okay? To orientate you, but the rest is up to you."

[35:26] Speaker 1: Yeah.

[35:26] Speaker 2: "The rest is up to you."

[35:28] Speaker 1: Definitely.

[35:30] Speaker 2: Exactly.

[35:32] Speaker 1: I agree with that.

[35:32] Speaker 2: As the proverb says, uh, you can, uh, bring a horse, I think, to, uh, to the pond, you know, the pond.

[35:41] Speaker 1: The pond, yes.

[35:42] Speaker 2: But you cannot make him drink.

[35:44] Speaker 1: Definitely.

[35:45] Speaker 2: This is the case of the students.

[35:47] Speaker 1: Exactly.

[35:47] Speaker 2: Yeah. Sometimes you show, you show them, you know, the road, you show them the road.

[35:53] Speaker 1: Exactly.

[35:53] Speaker 2: And it's ups- it's up to them.

[35:54] Speaker 1: It's up to them to take it.

[35:55] Speaker 2: Okay? I orientate you. Yeah. I, I provide you with the basis as I told you, but the rest is on you. Outside the class, it's als-, uh, it's up to you.

[36:05] Speaker 1: Definitely. I do agree with that.

[36:06] Speaker 2: Yeah. It's up to you.

[36:07] Speaker 1: From 1 to 10, miss, to what extent would you engage in cross-modular coordination for the sake of students' success?

[36:15] Speaker 2: Okay. From a rate of 1 to 10-

[36:18] Speaker 1: Mm-hmm.

[36:20] Speaker 2: ... to which I see the coordination is good to the students.

[36:23] Speaker 1: Yeah. I mean, you as a teacher, would, would you coordinate with other teachers? I mean, your incentives towards coordination from 1 to 10.

[36:35] Speaker 2: If I need, why not? If I need this coordination, why not?

[36:38] Speaker 1: Definitely.

[36:39] Speaker 2: But sometimes you find, as I told you, the other... with all my... yani-

[36:45] Speaker 1: Yeah, yeah.

[36:45] Speaker 2: ... with all my respect to the other teachers-

[36:47] Speaker 1: Definitely.

[36:47] Speaker 2: ... you find... it's like... how can I say it? (laughs) You don't find someone who is, for instance, more competent than you-

[36:58] Speaker 1: Uh-huh.

[36:58] Speaker 2: ... to ask for guidance.

[37:00] Speaker 1: Yeah.

[37:00] Speaker 2: Generally, generally speaking, if you'd like to ask for guidance, you have to, uh-

[37:04] Speaker 1: You, you look for someone who's-

[37:05] Speaker 2: ... consult someone who is more competent than you.

[37:07] Speaker 1: Yeah, yeah.

[37:08] Speaker 2: Someone who i- who has competence. For instance, in phonetics, I don't see any teacher, I'm talking about those who are working with me-

[37:18] Speaker 1: Mm-hmm.

[37:18] Speaker 2: ... more competent than me.

[37:19] Speaker 1: Yeah.

[37:21] Speaker 2: I mean, with, uh, with humble words, okay? This is a fact.

[37:25] Speaker 1: Even when it comes to, to like shared objectives, I don't believe that teachers share the same objectives. Like the way you defined, for example, phonetics, how it should be, uh, taught.

[37:36] Speaker 2: Yes.

[37:37] Speaker 1: You see, that's something is, uh, rare. It's unique. If I would ask another teacher, it wo- they would give me total different answer to this phonetics.

[37:46] Speaker 2: Yeah, totally different answer.

[37:48] Speaker 1: And most of them refrain-

[37:48] Speaker 2: They don't even care. Yeah.

[37:50] Speaker 1: Yeah, they, they refrain from engaging in phonetics, for example. Even though we have many linguistic teachers, we have... like, they are into linguistics.

[38:00] Speaker 2: Yeah, phonetics is within linguistics.

[38:01] Speaker 1: But they don't tackle it the same way you do.

[38:03] Speaker 2: T- t- they don't even like it, believe me. Now, if you go and interview each teacher about if they like phonetics or not, if they like teaching phonetics-

[38:12] Speaker 1: (laughs) It's interesting.

[38:12] Speaker 2: ... I bet they don't.

[38:14] Speaker 1: (laughs)

[38:14] Speaker 2: They, they hate it. They don't like to teach phonetics.

[38:18] Speaker 1: (laughs)

[38:18] Speaker 2: In the previous years, I was... I only, me and I don't know who else, another teacher, teaching phonetics.

[38:25] Speaker 1: Phonetics.

[38:25] Speaker 2: When, when you say phonetics, you say Miss X.

[38:27] Speaker 1: (laughs)

[38:27] Speaker 2: It's... or Miss, uh, or Miss Y directly.

[38:31] Speaker 1: (laughs)

[38:31] Speaker 2: Yeah, because they don't like it.

[38:33] Speaker 1: I didn't know that.

[38:33] Speaker 2: They don't like phonetics.

[38:35] Speaker 1: I don't know why, though. (laughs)

[38:36] Speaker 2: And I don't... they say it's rigid, it's difficult, you know. It's tiring.

[38:42] Speaker 1: (laughs) It's tiring. Definitely.

[38:44] Speaker 2: It's tiring, you know. It's, uh... it requires much effort with the students-

[38:48] Speaker 1: Yeah.

[38:48] Speaker 2: ... especially when it comes to the pronunciation drills, and the repetition drills, and-

[38:53] Speaker 1: I've never noticed that with you.

[38:53] Speaker 2: ... you know, and the transcription, and the, you know, the syllabification-

[38:57] Speaker 1: (laughs)

[38:57] Speaker 2: ... and these things. They find it, you know, boring and not interesting.

[39:00] Speaker 1: But what I never noticed it with you. I mean, it was smooth.

[39:03] Speaker 2: Yeah, it was smooth-

[39:04] Speaker 1: The second day, especially.

[39:04] Speaker 2: ... because I like it, you know?

[39:06] Speaker 1: Yeah.

[39:06] Speaker 2: I like it.

[39:07] Speaker 1: (laughs)

[39:07] Speaker 2: That's why. (inhales deeply) When you like something-

[39:10] Speaker 1: But for me-

[39:10] Speaker 2: ... you do it perfectly.

[39:11] Speaker 1: Definitely.

[39:11] Speaker 2: You know that. You do it perfectly.

[39:13] Speaker 1: It's the passion that helps.

[39:14] Speaker 2: Yeah, it's the passion.

[39:15] Speaker 1: Yeah.

[39:15] Speaker 2: It's all about the passion.

[39:17] Speaker 1: (sighs) Yeah. Thank you so much for your answers.

[39:21] Speaker 2: If you have other questions, you are welcome. Uh...

[39:23] Speaker 1: I believe that's it because I feel like there isn't-

[39:24] Speaker 2: It's okay to eliminate one session for your sake.

[39:28] Speaker 1: (laughs) (clapping)

[39:28] Speaker 2: Yeah. You deserve.

[39:30] Speaker 1: Thank you so much, miss. Thanks so much.

[39:30] Speaker 2: You are my student, and you deserve, you know, that.

[39:32] Speaker 1: Thank you so much, miss. That's really, uh, a pleasure, honestly.

[39:35] Speaker 2: Even me, you know, I, uh... you know, it was pleasure to share this discussion with you-

[39:39] Speaker 1: Thank you so much for... thank you so much, miss.

[39:39] Speaker 2: ... this fruitful discussion with you, alternating views.

[39:42] Speaker 1: Your, your responses are definitely insightful. I've, uh... I mean, I've asked other teachers-

[39:48] Speaker 2: Yeah.

[39:48] Speaker 1: ... and I've seen, like, their points of views towards the topic, but yours is definitely supportive-

[39:54] Speaker 2: And believe me, they are honest.

[39:56] Speaker 1: Yeah.

[39:56] Speaker 2: You know, I am not the kind of teachers who give compliments because this is rese- research, and it must be objective.

[40:02] Speaker 1: Exactly.

[40:02] Speaker 2: And I am honest.

[40:03] Speaker 1: Definitely. Definitely.

[40:04] Speaker 2: Yeah, I am honest.

[40:05] Speaker 1: That's what I like really about this interview today.

[40:09] Speaker 2: Thank-

[40:09] Speaker 1: And most of our conversations, to be honest.

[40:11] Speaker 2: Yeah.

[40:12] Speaker 1: Because you've never like, gave like, uh, superficial answer. Ever since I was a student, your student in second year-

[40:22] Speaker 2: Yes.

[40:23] Speaker 1: ... you've always been objective. You've gave critical answers towards every question that I've asked you.

[40:32] Speaker 2: Yeah, this is what's-

[40:32] Speaker 1: You directed me-

[40:33] Speaker 2: Yeah, and I remember you were, uh, you know, you were like, uh-

[40:36] Speaker 1: I always ask questions. (laughs)

[40:36] Speaker 2: How can I say it? You were curious student. Yeah, but I like this cur-... because curiosity is a sign, you know, of good students generally.

[40:44] Speaker 1: Definitely.

[40:44] Speaker 2: Good students, they like to discover and not even good student, good researchers.

[40:49] Speaker 1: Definitely.

[40:49] Speaker 2: Because research, how does it start?

[40:50] Speaker 1: Exactly.

[40:51] Speaker 2: It starts out of curiosity.

[40:52] Speaker 1: Curiosity.

[40:52] Speaker 2: If you are not curious, you cannot make any research.

[40:54] Speaker 1: Definitely.

[40:54] Speaker 2: You cannot-

[40:55] Speaker 1: Definitely.

[40:55] Speaker 2: ... tackle with any research.

[40:56] Speaker 1: Definitely.

[40:57] Speaker 2: Yeah.

[40:57] Speaker 1: Thank you so much, miss.

[40:59] Speaker 2: You are welcome. Anytime around. If you ever need anything, I'll be around.

[41:02] Speaker 1: Thank you.

Transcription – Teacher E

[00:00] Speaker 1: Now, I'm going to explain, uh, the scope of the study. The study is, uh, focusing on teaching content coordination-

[00:07] Speaker 2: Mm-hmm.

[00:08] Speaker 1: ... and relating it to, uh, educational outcomes.

[00:11] Speaker 2: Mm-hmm.

[00:11] Speaker 1: We would like to see if it impacts positively the educational outcomes, or negatively.

[00:17] Speaker 2: Mm-hmm.

[00:18] Speaker 1: I'm trying to, uh, see the views and perspectives of teachers towards teaching content coordination specifically. The first question is, what are the primary sources, for example, academic literature, ministry standardized curricula that you use for the development of your course syllabus?

[00:37] Speaker 2: Well, first of all, you know, I would like to introduce myself.

[00:40] Speaker 1: Mm-hmm.

[00:41] Speaker 2: I am, uh, teacher Mohammed Hajji, right? I am specialized in ESP.

[00:47] Speaker 1: Yes.

[00:47] Speaker 2: Syllabus design, course design, and, uh, program design, too.

[00:52] Speaker 1: Mm-hmm.

[00:52] Speaker 2: Also, you know, uh, I am responsible for teaching research methodology.

[00:57] Speaker 1: Yes.

[00:57] Speaker 2: And, uh, listening and speaking skills.

[01:01] Speaker 1: Mm-hmm.

[01:02] Speaker 2: Well, you know, uh, concerning your first question, what are the primary sources that I usually use when I would like to develop, okay, my syllabus design, um, you know, I usually use, you know, the, uh, courses from the other, for example, universities. Sometime what we find, you know, the, let's say, the- the fathers of that subject.

[01:27] Speaker 1: Exactly.

[01:27] Speaker 2: For example, uh, speaking about, let's say, research methodology-

[01:32] Speaker 1: Mm-hmm.

[01:33] Speaker 2: ... you know, I always use the book of, uh, How to Design and Evaluate Research in Education by Frankel, right?

[01:44] Speaker 1: Mm-hmm.

[01:44] Speaker 2: Helena Hyun, and, uh, Nader, okay? They are, all of them, they are pillars of scientific, let's say, uh, methodology in the United States-

[01:56] Speaker 1: Mm-hmm.

[01:56] Speaker 2: ... especially in education.

[01:58] Speaker 1: Okay.

[01:59] Speaker 2: Right?

[01:59] Speaker 1: Yeah.

[02:00] Speaker 2: However, you know, we speak about, you know, the other module or the subject, which is listening and speaking skills.

[02:06] Speaker 1: Mm-hmm.

[02:07] Speaker 2: I usually, uh, search for some useful books on the net-

[02:13] Speaker 1: Mm-hmm.

[02:14] Speaker 2: ... especially, like, the GenLib, the Genesis Library.

[02:17] Speaker 1: Mm-hmm.

[02:17] Speaker 2: You know, I found ... A- and the other one, it is VK.

[02:22] Speaker 1: VK?

[02:22] Speaker 2: VK.

[02:22] Speaker 1: Mm-hmm.

[02:23] Speaker 2: You know, it's, uh, another website. It's a Russian website where we can find hacked books.

[02:30] Speaker 1: Mm-hmm.

[02:30] Speaker 2: Right?

[02:31] Speaker 1: Yeah.

[02:31] Speaker 2: Even, you know, they are provided with, uh, a- audios-

[02:36] Speaker 1: Mm-hmm.

[02:36] Speaker 2: ... right? Which means, you know, as if, you know, I bought the book since, you know, uh, the book is not available.

[02:42] Speaker 1: It's not available.

[02:43] Speaker 2: Yeah. However, you know, I can see that the book is interesting, useful, and reliable when I'm teaching my student.

[02:50] Speaker 1: Yeah.

[02:51] Speaker 2: Yeah.

[02:51] Speaker 1: Yeah, okay. Uh, recognizing that pedagogical design is influenced by personal interpretation, that is to say the teacher's interpretation, um, what are the tools that shape your perspective and decision-making process during lesson planning?

[03:14] Speaker 2: All right, so what do you mean by tools here?

[03:19] Speaker 1: Um, the- the, what I mean here is- is focused on the- the teacher's perspective. I mean, what the teacher uses in order to shape his, uh, perspective. An example of that would be, for example, prior experiences, teaching experiences-

[03:36] Speaker 2: Mm-hmm.

[03:37] Speaker 1: ... or assessment of students' needs.

[03:41] Speaker 2: Well, you know, I, uh, you know, based on your, let's say, explanation-

[03:46] Speaker 1: Mm-hmm.

[03:47] Speaker 2: ... I can say that, you know, I use, let's say, different, uh, let's say, perspectives-

[03:53] Speaker 1: Mm-hmm.

[03:53] Speaker 2: ... and different tools.

[03:54] Speaker 1: Mm-hmm.

[03:55] Speaker 2: For example, you know, sometimes when I used to discuss some of the subject with, let's say, native teachers-

[04:02] Speaker 1: Yeah.

[04:02] Speaker 2: ... you know, they propose to me what to do. For example-

[04:06] Speaker 1: Mm-hmm.

[04:06] Speaker 2: ... like, when I'm teaching the natives-

[04:08] Speaker 1: Mm-hmm.

[04:09] Speaker 2: ... okay, I should follow, let's say, uh, let's say, difficult words-

[04:15] Speaker 1: Mm-hmm.

[04:15] Speaker 2: ... academic words-

[04:17] Speaker 1: Mm-hmm.

[04:17] Speaker 2: ... even some of, let's say, the collocations and, uh, what we call, you know, the idioms.

[04:24] Speaker 1: Idioms.

[04:25] Speaker 2: Right?

[04:25] Speaker 1: Yeah.

[04:25] Speaker 2: However, if I'm teaching my student, I need to adapt-

[04:30] Speaker 1: Mm-hmm.

[04:30] Speaker 2: ... you know, uh, uh, what I'm teaching or the content of my subject into my student.

[04:36] Speaker 1: Mm-hmm.

[04:36] Speaker 2: Even sometimes, you know, I can, uh, let's say, uh, adapt it or accommodate it based on our culture-

[04:46] Speaker 1: Mm-hmm.

[04:47] Speaker 2: ... hmm. Because sometimes, you know, I found in those books some of the, let's say, uh, prohibited or, let's say, some of the, uh, unacceptable values or behavior, which means, you know, I, at that time, you know, I needed to skip it.

[05:03] Speaker 1: Exactly.

[05:04] Speaker 2: Mm-hmm.

[05:04] Speaker 1: Or adapt it, uh, to- to the current culture-

[05:07] Speaker 2: Yeah.

[05:08] Speaker 1: ... uh, or something, uh, which is something that would make the lessons, uh, relevant. Um, do you interact with other colleagues when you are developing your syllabus?

[05:19] Speaker 2: Okay. From, uh, let's say, okay, once in a time-

[05:24] Speaker 1: Mm-hmm.

[05:24] Speaker 2: ... only, you know, when we are, let's say, having or sharing workshops-

[05:30] Speaker 1: Mm-hmm.

[05:31] Speaker 2: ... but, you know, uh, speaking about my experience-

[05:34] Speaker 1: Mm-hmm.

[05:35] Speaker 2: ... so many times when I, let's say, uh, discussing, you know, the subject with, uh, some colleagues-

[05:42] Speaker 1: Mm-hmm.

[05:43] Speaker 2: ... many of them, they don't accept what I'm teaching.

[05:47] Speaker 1: Exactly.

[05:48] Speaker 2: Mm-hmm. They say something like, you know, "First," uh, I don't know why, but, "First, you know, since, okay, the time is limited," right? For example, they gave us only, let's say, a week-... it might take a week or two to develop that syllabus, right? And then we discuss it.

[06:13] Speaker 1: Oh, okay.

[06:13] Speaker 2: But it doesn't go- go like that since we start, for example, during summer-

[06:19] Speaker 1: Mm-hmm.

[06:20] Speaker 2: ... we need to prepare for something, like, you know, for the content, right?

[06:25] Speaker 1: Mm-hmm.

[06:25] Speaker 2: Then the content, we need to select it, then to order it, then we need to provide the teacher materials, then the teaching activities, which means it takes nearly, like, three months or four months in order to develop syllabus or a course.

[06:42] Speaker 1: Yeah.

[06:42] Speaker 2: Right?

[06:43] Speaker 1: Yeah.

[06:43] Speaker 2: However, at that time, they would say, "No, we need to teach them this culture." "Why this one is useful, we need to teach this."

[06:50] Speaker 1: Mm-hmm.

[06:50] Speaker 2: But it's not, let's say, well or- or, let's say, organized or constructed.

[06:55] Speaker 1: Mm-hmm.

[06:57] Speaker 2: So this is the point why most of the time we didn't agree on this.

[07:01] Speaker 1: Oh, okay. Uh, uh, I mean, does this interaction revolves around seeking advice, consulting regarding the content that you would teach in- in, uh, your lectures, for example?

[07:16] Speaker 2: Mm-hmm. You know, I'm... uh, you know-

[07:17] Speaker 1: Or the- the pedagogical practices within class, for example?

[07:22] Speaker 2: Uh, uh, no. Can you go deeper? You know, I didn't get you.

[07:26] Speaker 1: Uh, the pedagogical practices, I mean. Like, uh, the methods or the strategies-

[07:31] Speaker 2: Mm-hmm.

[07:31] Speaker 1: ... that the teacher uses within the classroom.

[07:34] Speaker 2: No. So here, I'm not speaking about, let's say, the teaching methods-

[07:38] Speaker 1: Huh.

[07:38] Speaker 2: ... or strategies.

[07:40] Speaker 1: Mm-hmm.

[07:40] Speaker 2: Speaking first on the content.

[07:42] Speaker 1: The content itself. Yeah.

[07:43] Speaker 2: What students should learn or should study, right?

[07:47] Speaker 1: Mm-hmm. Yeah.

[07:48] Speaker 2: Uh, uh, uh, you know, for me, I think, uh, we need to understand why ...

[07:55] Speaker 1: Mm-hmm.

[07:57] Speaker 2: ... uh, why, uh, uh, let's say, the- the coordination under the, you know, the- the scope or the- the coordination for the programs doesn't go effectively.

[08:09] Speaker 1: Exactly. Yeah.

[08:10] Speaker 2: Right? So the point, I think, you know, it's about, you know, the, um, the limitation of time.

[08:16] Speaker 1: Mm-hmm.

[08:17] Speaker 2: Second, it is about, you know, shifts, that many teachers, they shift from one subject to another.

[08:26] Speaker 1: Mm-hmm.

[08:26] Speaker 2: They don't get specialized in it.

[08:28] Speaker 1: Exactly. Exactly.

[08:28] Speaker 2: For example, like, in this year-

[08:31] Speaker 1: Mm-hmm.

[08:32] Speaker 2: ... they would be assigned to teach, let's say, uh, listening and speaking skills. Let's say CEO.

[08:38] Speaker 1: Yeah.

[08:39] Speaker 2: Next year or the year after, they try to teach, for example, civilization.

[08:46] Speaker 1: Mm-hmm.

[08:46] Speaker 2: Another year, they will teach ch- let's say, uh, written expression.

[08:51] Speaker 1: Mm-hmm.

[08:52] Speaker 2: Which means, uh, and I don't know why this, let's say, uh, uh, uh, uh, this phenomena or phenomenon happens.

[09:02] Speaker 1: Happens, exactly. Yeah.

[09:03] Speaker 2: Mm-hmm.

[09:04] Speaker 1: Yeah.

[09:04] Speaker 2: Why? Because it... maybe, you know, I don't know why they are doing this even or, uh, in spite that we see if a person is getting specialized in something, you know, I'm sure that, you know, he is leading to perfection.

[09:20] Speaker 1: Yeah.

[09:21] Speaker 2: Right?

[09:21] Speaker 1: Yeah. That's it. I mean, that's-

[09:23] Speaker 2: You know, I'd like to give you another example.

[09:26] Speaker 1: Yeah.

[09:26] Speaker 2: I- and if you excuse me-

[09:27] Speaker 1: Sure, yeah, yeah.

[09:27] Speaker 2: ... if I interrupt you.

[09:28] Speaker 1: No, no, it's okay.

[09:29] Speaker 2: For example, in ESP.

[09:30] Speaker 1: Yeah.

[09:31] Speaker 2: We have different stages.

[09:32] Speaker 1: Yeah.

[09:33] Speaker 2: You know, they started from, let's say, the data collection to the needs analysis, the last one, it is about the va- uh, the, uh, syllabus design.

[09:41] Speaker 1: Yeah.

[09:42] Speaker 2: But it's not an end in itself.

[09:44] Speaker 1: Exactly.

[09:44] Speaker 2: After the syllabus design, we need what we call the progressive assessment and evaluation.

[09:50] Speaker 1: Exactly.

[09:51] Speaker 2: Like, this year, I, you know, I... uh, this year, you know, I teach, for example, listening and speaking skills. Next year, I will develop it. The other year, you know, I would develop it more.

[10:02] Speaker 1: Mm-hmm.

[10:03] Speaker 2: So this is what we call, you know, it is not, let's say, ready-made products.

[10:08] Speaker 1: Exactly.

[10:09] Speaker 2: But it is an ongoing or progressive, uh, production of that-

[10:14] Speaker 1: Exactly.

[10:15] Speaker 2: ... uh, content.

[10:15] Speaker 1: It's, it's, uh, it's like a- a cycle where you get to-

[10:19] Speaker 2: Yeah.

[10:19] Speaker 1: ... present something and then evaluate and then re-adapt-

[10:23] Speaker 2: Yeah.

[10:23] Speaker 1: ... and then-

[10:23] Speaker 2: Yeah. Yeah.

[10:23] Speaker 1: ... it goes on.

[10:25] Speaker 2: Yeah.

[10:25] Speaker 1: Exactly. That's why, uh, for example, for this study, what I hypothesize, for example, when it comes to this, like, linearity of years-

[10:33] Speaker 2: Yeah.

[10:33] Speaker 1: ... uh, studying at university-

[10:35] Speaker 2: Mm-hmm.

[10:36] Speaker 1: ... there is this fragmented instruction.

[10:39] Speaker 2: Mm-hmm.

[10:39] Speaker 1: You could feel it. Uh, in a year, you would study something, the next year-

[10:43] Speaker 2: Mm-hmm.

[10:43] Speaker 1: ... it's something totally different.

[10:45] Speaker 2: As if-

[10:45] Speaker 1: When, when you feel like you are not even specializing the thing that you've been studying that year, so...

[10:50] Speaker 2: Mm-hmm. And even, uh, you know, based on Vygotsky-

[10:54] Speaker 1: Yeah.

[10:54] Speaker 2: ... he said that, you know, knowledge, it is socially constructed.

[10:59] Speaker 1: Yeah.

[10:59] Speaker 2: Like, this year, I will study something-

[11:02] Speaker 1: Yeah.

[11:02] Speaker 2: ... you know, it's easy. Then I try to develop it. I will study something the same, in the same line-

[11:08] Speaker 1: Exactly.

[11:09] Speaker 2: ... which means I am building my knowledge.

[11:11] Speaker 1: Exactly. And this is the- the basis for constructive learning.

[11:15] Speaker 2: Mm-hmm.

[11:15] Speaker 1: You would always build on prior conceptions.

[11:18] Speaker 2: Mm-hmm.

[11:18] Speaker 1: Whatever you learn in this year, next year, I will use it in order to build onto something else.

[11:23] Speaker 2: Yes. Exactly.

[11:24] Speaker 1: Yeah. Yeah. Um, okay. So the- the interaction, I mean, in these meetings would revolve around the content itself specifically, not the, uh, methods or strategies of teaching?

[11:39] Speaker 2: Well, the m- methods.

[11:40] Speaker 1: Mm-hmm.

[11:40] Speaker 2: So here, you know, we'd like to give you, uh, okay, what I believe.

[11:47] Speaker 1: Yeah.

[11:48] Speaker 2: Okay. For, you know, the, when we design a syllabus, right?

[11:53] Speaker 1: Mm-hmm.

[11:53] Speaker 2: Because here, it's not exactly about the content.

[11:57] Speaker 1: Yeah.

[11:57] Speaker 2: Right? For example, teachers, okay, you know, they share a workshop.

[12:03] Speaker 1: Yeah.

[12:03] Speaker 2: Or let's say they prepare a workshop in order to design program.

[12:08] Speaker 1: Mm-hmm.

[12:09] Speaker 2: For example, like first year, right, in the first year, they will have a different subjects.

[12:13] Speaker 1: Yeah.

[12:14] Speaker 2: ... for linguistics, they want to design, let's say, a course- Yeah. ... for it. But exactly, they don't design a course, they design only syllabus. Okay. As if, you know, it is a table of content. Like, these are the axis that we want to teach. Why? We are not getting, okay, the teachers, uh, let's say, uh, let's say, you know, uh, fettered or embraced or un-independent. Mm-hmm. Right? Yeah. You know, they should have the same, uh, syllabus, but they don't have the same content- Exactly. ... which is the course. Exactly. Which means why? We don't have to put it as an ideology like every teacher should follow this teaching method- Mm-hmm. ... this teaching evaluation, this teaching. Mm-hmm. And the reason why we say that, you know, for example, teaching, it's not only scientific, it's on the artistic. Yeah. Which means that, uh, a teacher has his own personal touch. Exactly. Mm-hmm. Definitely, definitely, yeah.

[13:26] Speaker 2: Um, uh, earlier you have, like, uh, pointed that I've missed, uh, one question. Mm-hmm. And the reason that I didn't ask it, because the first one focused on syllabus, the second one's focused on lesson plan. Mm-hmm. And then once you've mentioned like the, the resources you use... Yeah, it's okay, Sam. Hmm. Okay. It's all right. Just to make sure that, you know, it's recording. Yeah, it's recording. It's recording. Uh, the reason I, I didn't ask the second question, because you've mentioned references for the syllabus. You said books, articles, et cetera. Mm-hmm I believe they are the same when it comes to lessons- Mm-hmm. ... once you are planning the lesson. So that's why I wanted to skip it. That's right? Yeah, yeah, it's all right. Mm-hmm. It's correct. Okay. Um, do you conduct pre-needs analysis before developing your syllabus? Uh... okay. A pre-needs analysis before? Well, sometimes, you know, I don't use it. Mm-hmm. Yeah.

[14:34] Speaker 2: Like when I say pre-needs analysis, you know, it takes time. Yeah. However, for example, sometimes, you know, I just, you know, guess, right? Or propose to myself that these are,

you know, the first year, right? Mm-hmm. And I have what we call, you know, Boost. There is a series. Mm-hmm. It's, uh, titled Boost. Mm-hmm. It starts, for example, from level one to level, I think, nine. Yeah. I choose to th- to them, for, you know, the fifth level, which means I see that this level is suitable for them. Ah, okay. Right? However, if... why I should take the syllabus, or let's say the, the, the pre-needs analysis, why should I take it? Mm-hmm. They are not specialized. Oh, okay. Yeah Right? Which means all of them, they need to develop their speaking ability. Speaking abilities. Yeah. Right? It's not really specialized English... Yeah ... but it's general also Yeah, yeah. Yeah. Yeah. I do agree with you.

[15:36] Speaker 2: But, uh, what I've noticed is that most teachers actually, uh, I mean, they, they do agree on the idea of ha- having needs analysis prior to, to conducting, uh, lesson plan. Yeah, yeah. Uh, something, something... Why, why here, huh? One moment, I like to, uh, to explain this. Yeah. So needs analysis, the needs, you know, whenever we want to initiate syllabus, okay, design, recourse design, those, let's say, needs- Mm-hmm. ... will turn to be objectives. Mm-hmm. For example, and we have different types of needs. Yeah. Okay? We have, uh, necessities, we have wants, and we have gaps. Yeah. Right? Definitely. But this one, why do we use needs? Mm-hmm. We use needs analysis for, uh, let's say, professional- Mm-hmm. ... or academic target situations. Mm-hmm. For example, I have these students, but, okay, their aims or their purpose is to work in, uh, let's say, specific, let's say, uh, marketplace. Exactly. Right? Yeah. They want to do that. What do I need?

[16:55] Speaker 2: I need to analyze that situation, like linguistic analysis- Mm-hmm. ... task analysis, human policy, et cetera. All of these- Mm-hmm. ... right? Then I need to analyze both of their learning analysis and, uh, the present situation analysis. Like- Yeah. ... what is the level of student? Mm-hmm. What do they know and what do they don't know? Mm-hmm. In order to start from that point- Yeah. ... however, if my students, right, let's say the first year- Yeah. ... I want to teach them listening and speaking skills. Okay, let's say, okay, in my program, I always teach them, uh, okay, the, uh, the listening skills first- Mm-hmm. ... right? Like to listening for the main idea, listening for the topic, listening for who and what, listening for... I'm just giving them generalities. It is about general English. Yeah. Maybe in the beginning, I could diagnose their level- Mm-hmm. ... just to have an idea, right? Yeah, definitely. Yeah. Mm-hmm.

[18:05] Speaker 2: I mean, that's, that's the, the core principle of having, like, needs analysis prior to. Yeah. How would you... uh, we have been sp- spoke of, uh, like, uh, workshops. Mm-hmm. How would you characterize the effectiveness of workshops?Well, the, you know, the effectiveness of workshops, you know, vary from one group to another since, okay, in workshops or, you know, the time when we were, let's say, um, sharing or creating workshops, it depends. For example, you know, I took my example with, let's say, research methodology. It was very effective.

[18:43] Speaker 1: Mm-hmm.

[18:44] Speaker 2: Right? How ... for listening speaking, we have different teachers, they have different views. Like each teacher sees himself that, you know, "My research," uh, let's say, "My," let's say, "syllabus is more appropriate or more suitable for students."

[19:03] Speaker 1: For students, yeah.

[19:05] Speaker 2: Right.

[19:05] Speaker 1: So it all depends on the pedagogical perspective of the teacher.

[19:08] Speaker 2: Yeah, yeah.

[19:09] Speaker 1: Mm-hmm. Uh, do you consider that workshops can bring primary objectives for teachers' professional development? I mean-

[19:17] Speaker 2: Yes.

[19:17] Speaker 1: ... does it help teachers, uh, progress, uh, fast in their expertise in teaching?

[19:23] Speaker 2: Mm-hmm.

[19:24] Speaker 1: It does?

[19:25] Speaker 2: Yeah, I believe that.

[19:26] Speaker 1: Mm-hmm. Okay. Are your attitudes positive towards workshops in here? I mean, at the level of our university?

[19:38] Speaker 2: Well, mm, you know, I, you know, I can say here for attitude, considerably positive.

[19:48] Speaker 1: It is positive.

[19:49] Speaker 2: Not ... Very positive.

[19:50] Speaker 1: But for ... in a scale, like from one to 10, how effective is it here?

[19:55] Speaker 2: Yeah. But here, what I w- would like to say, okay, for, you know, for the workshops, at least they are coordinating.

[20:04] Speaker 1: Exactly. That's the-

[20:05] Speaker 2: Which means, it's like, you know, the first step.

[20:07] Speaker 1: Exactly, yes, sir.

[20:08] Speaker 2: Right? Mm-hmm.

[20:08] Speaker 1: Yeah. But the effectiveness varies-

[20:11] Speaker 2: Yeah.

[20:11] Speaker 1: ... from workshop, one workshop to another.

[20:14] Speaker 2: Uh-huh. Yeah.

[20:15] Speaker 1: And, uh, from one person to-

[20:16] Speaker 2: At least they are sharing some experiences.

[20:18] Speaker 1: Exactly.

[20:19] Speaker 2: Mm-hmm.

[20:19] Speaker 1: Yes, sir. Okay, what do you ... What benefits do you perceive in collaborative work with peers for syllabus design, content development, and pedagogical practices?

[20:32] Speaker 2: Mm-hmm. So for example, I'd like to give you only my experience here.

[20:40] Speaker 1: Yes, sir.

[20:41] Speaker 2: For example, you know, my experience, okay, with, let's say, okay, when you mean, like, uh, peer learning, collaborating-

[20:50] Speaker 1: Exactly, exactly.

[20:50] Speaker 2: Uh-huh. Well, you know, I'd like to give you my experience.

[20:57] Speaker 1: Mm-hmm.

[20:57] Speaker 2: But okay, so this is like, you know, teacher students, okay, experience. You know, in the beginning, when I, uh, started to, let's say, uh, to teach my student listening skills, you know, I taught them different skills.

[21:14] Speaker 1: Mm-hmm.

[21:15] Speaker 2: Like for example, when we listen to the topic, main idea, then who, what, et cetera, like the details, right?

[21:21] Speaker 1: Yeah, yeah.

[21:22] Speaker 2: Then after that, I taught them how to, let's say, take an IELTS Listening Test.

[21:30] Speaker 1: Yeah.

[21:31] Speaker 2: Right. So in the beginning, I used to give them three, uh, okay, part one and part two. Okay, we have four parts.

[21:42] Speaker 1: Mm-hmm.

[21:42] Speaker 2: Part one and part two and part three.

[21:44] Speaker 1: Yeah.

[21:45] Speaker 2: Then after that, since, you know, I, I, I've noticed, okay, the level of English is decreasing. Like, only like three or two students, you know, they have a higher degree or higher, let's say, uh, level of English-

[21:58] Speaker 1: Mm-hmm.

[21:59] Speaker 2: ... compared with the other mates.

[22:01] Speaker 1: Yeah.

[22:02] Speaker 2: So I just kept only part one and part two. They are nearly like B1, okay, A1 to B1.

[22:12] Speaker 1: Mm-hmm.

[22:13] Speaker 2: Which means I try to make it, let's say, encouraging and make it accessible for them. So, uh, I'm speaking about, let's say, teacher student experience.

[22:24] Speaker 1: Exactly. Hmm. Okay. Um, I mean, do you interact with other teachers-

[22:34] Speaker 2: Mm-hmm.

[22:34] Speaker 1: ... besides, like, the, the official meetings?

[22:36] Speaker 2: Yeah.

[22:37] Speaker 1: You do interact-

[22:38] Speaker 2: Internet.

[22:38] Speaker 1: ... with teachers. How would you, uh, interact with other teachers? Via Moodle, social media, face-to-face?

[22:45] Speaker 2: Okay. You know, uh, most of the time, you know, I, uh, let's say, interact with teachers, but, you know, uh, the number is few-

[22:55] Speaker 1: Mm-hmm.

[22:55] Speaker 2: ... okay, uh, through, uh, WhatsApp.

[22:58] Speaker 1: Yeah.

[22:58] Speaker 2: Okay, social media. And also, uh, most of the time it was like face-to-face.

[23:05] Speaker 1: Face-to-face. Yeah, that's what I've seen with most of the other teachers.

[23:08] Speaker 2: Yeah, yeah.

[23:10] Speaker 1: Yeah. What would your interaction revolve around once you communicate with the other teachers?

[23:15] Speaker 2: Mm-hmm.

[23:16] Speaker 1: Is it about content development, uh, students' learning behavior, research?

[23:23] Speaker 2: My interaction?

[23:24] Speaker 1: Yeah.

[23:24] Speaker 2: My interaction with whom?

[23:26] Speaker 1: With the teachers.

[23:28] Speaker 2: Okay, with teacher, yeah. Specifically it is about, okay, the teaching method-

[23:33] Speaker 1: Yeah.

[23:33] Speaker 2: ... and the content.

[23:34] Speaker 1: Yeah.

[23:35] Speaker 2: Yeah.

[23:35] Speaker 1: So you try-

[23:36] Speaker 2: But for the teaching method, specifically, we were discussing how to evaluate, let's say, uh, speaking abilities of students, right?

[23:46] Speaker 1: Yeah. Yeah.

[23:47] Speaker 2: And also how to assess them.

[23:49] Speaker 1: Yeah.

[23:49] Speaker 2: Usually how to assess them, it's okay.

[23:51] Speaker 1: Mm-hmm.

[23:51] Speaker 2: But about, you know, the evaluation-

[23:53] Speaker 1: Mm-hmm.

[23:54] Speaker 2: ... okay, uh, you know, uh, uh, a colleague, you know, he told me that he preferred, okay, to do what we call, you know, the overall evaluation. Like the teacher or, let's say, the student during, let's say, the exam, he is, uh, he is-... taken the exam while the teacher is only, let's say, guessing or listen to him, then he take him mark-

[24:22] Speaker 1: Yeah.

[24:23] Speaker 2: ... or a score. And however, for me, uh, I had another view or perspective.

[24:29] Speaker 1: Mm-hmm.

[24:29] Speaker 2: Since, you know, I always prefer to record-

[24:33] Speaker 1: Yeah.

[24:33] Speaker 2: ... what, you know, the, uh, the test takers-

[24:36] Speaker 1: Mm-hmm.

[24:36] Speaker 2: ... are saying.

[24:38] Speaker 1: Yeah.

[24:38] Speaker 2: And after that, you know, at home, you know, I try to take some of the criteria, for example, like, uh, f- fluency, pronunciation, lexical resource, uh, grammar range and accuracy. You know, there are, uh, different criteria on which I based or I count my scores.

[25:00] Speaker 1: Exactly.

[25:00] Speaker 2: Why? The reason, in order to know where the student is weak or strong.

[25:07] Speaker 1: Definitely.

[25:08] Speaker 2: Yeah.

[25:08] Speaker 1: Definitely. That's the basic core, I mean, element in evaluation-

[25:13] Speaker 2: Mm-hmm.

[25:13] Speaker 1: ... is where the teacher gives the feedback-

[25:15] Speaker 2: Mm-hmm.

[25:16] Speaker 1: ... to, uh, the lacks of the students, for example.

[25:20] Speaker 2: Mm-hmm. Yeah.

[25:20] Speaker 1: Exactly. Yeah, mm-hmm.

[25:23] Speaker 2: Um, how often do you engage in interactions with other teachers regarding your progress instruction?

[25:30] Speaker 1: When it was like, uh, when I say seldom.

[25:34] Speaker 2: Yeah.

[25:35] Speaker 1: Not often.

[25:36] Speaker 2: Yeah.

[25:37] Speaker 1: Yeah. Most of the time it's evaluations or-

[25:39] Speaker 2: Most of-

[25:39] Speaker 1: Yeah.

[25:39] Speaker 2: Yeah.

[25:39] Speaker 1: Yeah. Especially when I'm speaking about, uh, Dr. Rembeza. Mm-hmm

[25:44] Speaker 2: Since, okay, like, uh, I meet him, like, nearly weekly.

[25:49] Speaker 1: Yeah.

[25:49] Speaker 2: Huh?

[25:50] Speaker 1: Yeah. Yes, sir. Okay. To what extent would you engage in cross-modular coordination for the sake of students' success?

[26:00] Speaker 2: Well, I don't think, you know, we, uh, okay, so we, uh, engage, let's say, most of the time, but only, uh, I think we're, like, twice per year or once per year.

[26:14] Speaker 1: Uh, you mean the official meetings?

[26:15] Speaker 2: Only, yeah, the official meeting. And, um-

[26:17] Speaker 1: Yeah.

[26:17] Speaker 2: ... I would like just to tell you the reason and, you know, the, the timing.

[26:23] Speaker 1: The timing.

[26:24] Speaker 2: You know, I experienced that we, uh, let's say, uh, we participate in workshops only when the Ministry of Higher Education, okay, sent some of the, let's say, the, uh, the ad- adaptation or some of the changes that should be done on, let's say, the program.

[26:51] Speaker 1: Mm-hmm.

[26:52] Speaker 2: Which means and it's, it is ministerial.

[26:54] Speaker 1: Yeah.

[26:55] Speaker 2: It's not internal.

[26:56] Speaker 1: Exactly. Yeah.

[26:58] Speaker 2: And so the-

[26:59] Speaker 1: Do teachers-

[26:59] Speaker 2: So the teachers, you know, they, uh, let's say prepare. We have workshops just to do those changes.

[27:07] Speaker 1: Yeah.

[27:08] Speaker 2: How, how, um, uh, do teachers-

[27:09] Speaker 1: For example, okay, the last time, okay, the last time, okay, you know, um, uh, you know, the English department, they received, right, ministerial, uh, uh, order. Yeah, instruction

[27:27] Speaker 2: Yeah. Okay, so what did they say? They say just to, uh, let's say, integrate, take, to integrate the, let's say, artificial intelligence, and to, to integrate another, let's say, um, which means just to be updated.

[27:45] Speaker 1: Yeah.

[27:45] Speaker 2: Right?

[27:46] Speaker 1: Yeah.

[27:46] Speaker 2: However, only, uh, uh, let's say the necessary changes that was imposed by ministry.

[27:54] Speaker 1: Mm-hmm.

[27:55] Speaker 2: Mm-hmm.

[27:56] Speaker 1: They said, like, uh, I mean-

[27:58] Speaker 2: Which means it's not voluntarily or it's not, uh, it's not, uh, departmental changes, or let's say, uh, correction-

[28:12] Speaker 1: Mm-hmm.

[28:12] Speaker 2: ... right? Or amelioration of, okay, the, uh, the EFL or ELP programs.

[28:19] Speaker 1: Mm-hmm. And do you, do they specify, like, here's where you are going to add AI, for example-

[28:27] Speaker 2: Mm-hmm.

[28:27] Speaker 1: ... integrate AI? Or do they give it, like, the floor for, like, teachers to, uh, integrate it however they want?

[28:36] Speaker 2: Well, even, and okay, so, uh, so the question here is-

[28:40] Speaker 1: Yeah.

[28:41] Speaker 2: ... some of the, let's say, teachers, you know, they debated this. Like-

[28:45] Speaker 1: Yeah.

[28:45] Speaker 2: ... some of them, if they, okay, they, uh, okay, you know, the problem lies in when we received, like, ministerial instruction-

[28:56] Speaker 1: Mm-hmm.

[28:56] Speaker 2: ... or order, they didn't give a detailed, let's say, uh, strategy-

[29:04] Speaker 1: Exactly.

[29:04] Speaker 2: ... or let's say the mechanism how to do it.

[29:08] Speaker 1: Yeah.

[29:09] Speaker 2: Right? They give only some of the access.

[29:12] Speaker 1: Mm-hmm.

[29:12] Speaker 2: "We need you to integrate, let's say, AI in, let's say, teaching."

[29:17] Speaker 1: Yeah.

[29:17] Speaker 2: "Let's say, for example, statistics in teaching."

[29:19] Speaker 1: Yeah.

[29:19] Speaker 2: But how can we integrate it? As module or subject, separate subject? Or we use it as a tool in a different subject?

[29:31] Speaker 1: Different.

[29:31] Speaker 2: For example, like-

[29:32] Speaker 1: Exactly.

[29:32] Speaker 2: ... how to use artificial intelligence in writing-

[29:35] Speaker 1: Exactly.

[29:36] Speaker 2: ... in research methodology-

[29:38] Speaker 1: Yeah.

[29:38] Speaker 2: ... in, for example, listening and speaking.

[29:40] Speaker 1: Mm-hmm. Exactly.

[29:41] Speaker 2: But they didn't give any details about it.

[29:43] Speaker 1: Mm-hmm. Okay. Um, uh, going back to the question, I mean, uh, to what extent would you engage in cross-modular-

[29:53] Speaker 2: Mm-hmm.

[29:53] Speaker 1: ... coordination? Uh, I mean, uh-

[29:56] Speaker 2: I said-

[29:56] Speaker 1: ... do you engage, like, frequently or...

[29:58] Speaker 2: No, no, no, no, rarely. I said, okay, that's why it's only ministerially, uh, performed.

[30:06] Speaker 1: Yeah, only when the ministry gives-

[30:08] Speaker 2: Yes.

[30:08] Speaker 1: ... the instruction.

[30:08] Speaker 2: Yes.

[30:08] Speaker 1: Exactly. Okay, in your opinion, what would be the impact of teachers' coordination, both positive and negative, on teachers' instruction?

[30:20] Speaker 2: You know, I think, you know, it has a little, let's say, impact.

[30:24] Speaker 1: Yeah.

[30:24] Speaker 2: Yeah. But we need a something else, okay, that pave the way-

[30:30] Speaker 1: Mm-hmm.

[30:31] Speaker 2: ... for, uh, let's say, an effectiveness of the coordination for a c- let's say, designing program or the course.

[30:41] Speaker 1: Yeah.

[30:41] Speaker 2: Right? How? They need first that each teacher should be specialized-

[30:49] Speaker 1: Yeah.

[30:49] Speaker 2: ... in a certain or a specific subject.

[30:52] Speaker 1: Mm-hmm.

[30:53] Speaker 2: Right?

[30:53] Speaker 1: Yeah.

[30:54] Speaker 2: The other thing, we need to know how to, let's say, design a syllabus, a course, or a program.

[31:02] Speaker 1: Yeah.

[31:02] Speaker 2: Because some of the teachers, okay, they have only an experience about how to design it, but they don't have exactly how to, to do it or how to create it.

[31:13] Speaker 1: Exactly. Yeah. Uh, thank you so much for your answers, sir.

[31:19] Speaker 2: Yeah, welcome.

[31:19] Speaker 1: They were, they were very insightful.

[31:21] Speaker 2: Mm-hmm.

Transcription – Teacher F

[00:00] Speaker 1: Well, first of all, I just would like to give an overview about what I'm going to-

[00:04] Speaker 2: All right.

[00:04] Speaker 1: ... ask in the interview. Uh, my work is related to, uh, regarded with teacher and content coordination. Uh, so basically, I'm exploring, uh, the collaborative and cooperative-

[00:17] Speaker 2: Between teachers and ... Yeah.

[00:19] Speaker 1: ... between teachers-

[00:19] Speaker 2: Yeah.

[00:19] Speaker 1: ... in terms of developing their programs-

[00:21] Speaker 2: Yeah.

[00:22] Speaker 1: ... and in terms of their, uh, pedagogical practices inside or outside the classroom.

[00:27] Speaker 2: Yeah.

[00:28] Speaker 1: All for the sake of, uh, improving or enhancing the e- educational outcomes.

[00:33] Speaker 2: Yeah.

[00:34] Speaker 1: So, you see that there is the connection between the coordination and the educational outcomes. Uh, I'm trying to investigate that, uh, at, uh, our local university-

[00:46] Speaker 2: Yeah.

[00:46] Speaker 1: ... and then make, like, a generalizable, um, findings, generalize it towards, like, the Algerian higher education, for example.

[00:55] Speaker 2: In Algeria context.

[00:56] Speaker 1: Exactly.

[00:57] Speaker 2: Yeah.

[00:57] Speaker 1: Uh, so the first question that I would like to ask is, what are the primary sources, uh, that you use for the development of your course syllabus, uh, for example, academic literature, uh, ministry standardized curricula, etc.?

[01:15] Speaker 2: Yeah. So fir- first of all, I, uh, I try by the beginning to, um, to test the program.

[01:24] Speaker 1: Mm-hmm.

[01:25] Speaker 2: Whether it, uh, fits the students' needs or not.

[01:28] Speaker 1: Sure.

[01:29] Speaker 2: But, uh, then I w- uh, for example, I'm teaching methodology, for example, for M1 or M2.

[01:36] Speaker 1: Mm-hmm.

[01:36] Speaker 2: I'm going to see, uh, with teachers who teach, uh, the, for example, in the third year or in the M1 level or, uh, L2 level, uh, where, uh, the teacher, uh, stopped, uh, in the program.

[01:51] Speaker 1: Mm-hmm.

[01:51] Speaker 2: For example, uh, he stopped at teaching literature review section-

[01:56] Speaker 1: Mm-hmm.

[01:56] Speaker 2: ... for example. Uh, he didn't dealt with teaching the, with how to write a review of the literature.

[02:03] Speaker 1: Mm-hmm.

[02:03] Speaker 2: Okay. So I'm going, even though, uh, it is not part of my, uh, in the program-

[02:09] Speaker 1: Mm-hmm.

[02:09] Speaker 2: ... in program, but I'm going to teach them.

[02:12] Speaker 1: Yeah.

[02:12] Speaker 2: Because here-

[02:13] Speaker 1: Exactly.

[02:13] Speaker 2: ... I can't proceed with other, uh, units and lectures, and my student, uh, doesn't understand how to write a literature review section. Okay?

[02:21] Speaker 1: Okay. Exactly. So you-

[02:21] Speaker 2: So taking into account students' needs-

[02:23] Speaker 1: Mm-hmm.

[02:24] Speaker 2: ... and, uh, link in my program to the previous one-

[02:29] Speaker 1: Okay.

[02:30] Speaker 2: ... to the previous level. Okay. To say.

[02:31] Speaker 1: Yeah.

[02:31] Speaker 2: Uh, for sure that I will be late and, uh, so I need to, if I'm, uh, I will be late, I, I, I need to, to, to, to add, uh, some sessions-

[02:41] Speaker 1: Mm-hmm.

[02:41] Speaker 2: ... to finish the program. There is no, uh, the, the, the, the central, uh, main, uh, goal for me is that my students will acquire a good knowledge of, for example, thesis writing.

[02:51] Speaker 1: Exactly.

[02:51] Speaker 2: Okay. Thesis.

[02:52] Speaker 1: So, so you take into consideration the cohesion of the program to previous years?

[02:57] Speaker 2: Previous one, yeah.

[02:58] Speaker 1: Exactly.

[02:59] Speaker 2: Previous one. Then within the same level, for example, I'm teaching academic writing, I'm teaching, for example, uh, research methodology.

[03:08] Speaker 1: Mm-hmm.

[03:08] Speaker 2: So I'm te- I'm teacher of research methodology, and there is another teacher who is teaching, for example, research techniques.

[03:14] Speaker 1: Mm-hmm.

[03:14] Speaker 2: Uh, or I'm teaching research techniques, for example, uh, so I'm going to check with, um, uh, sometimes you find that there are some units within the, because research techniques, for example, and research methodology are closer to each other. Okay?

[03:27] Speaker 1: Exactly.

[03:28] Speaker 2: So I'm going to, uh, to see, uh, what units the teacher of research methodology, uh, has included.

[03:37] Speaker 1: Mm-hmm.

[03:37] Speaker 2: So that I'm going to avoid them or I'm going to focus more on, on practice.

[03:42] Speaker 1: Exactly.

[03:43] Speaker 2: Okay?

[03:43] Speaker 1: Mm-hmm.

[03:43] Speaker 2: So, coordination at this, uh, at the level of, um, uh, introducing, uh, uh, teaching, introducing programs and teaching them is very important.

[03:54] Speaker 1: Exactly.

[03:54] Speaker 2: It's very important.

[03:55] Speaker 1: Mm-hmm.

[03:55] Speaker 2: Okay?

[03:56] Speaker 1: Yeah.

[03:56] Speaker 2: Then after finishing the program, mm, the program, I'm going to sit with my colleagues, those programs or their, those modules are closer to see, uh, what can be added to improve the program by the end of the year.

[04:12] Speaker 1: Yeah.

[04:12] Speaker 2: Yeah.

[04:13] Speaker 1: Mm-hmm. Okay. So, so, uh, it is clear that you, you take into consideration the cohesion-

[04:21] Speaker 2: Yeah.

[04:21] Speaker 1: ... not just, uh, with the previous years' teachers or the work that the previous year teacher had, uh, done with the students, but you also consider the, the teachers of the, the, the same-

[04:34] Speaker 2: Same.

[04:35] Speaker 1: ... same level.

[04:35] Speaker 2: Yeah.

[04:35] Speaker 1: Exactly.

[04:36] Speaker 2: The same level.

[04:37] Speaker 1: Uh, you consult, for example, teachers that, that tackle the same objectives. Is that it? Or, uh, the teachers that have similar topics to tackle?

[04:47] Speaker 2: Similar topics. So we are going to see, to, um, uh, to see whether, uh, to see, uh, in which, uh, point I have the, for example, the same, uh, the same, uh, lecture, for example, teaching language policy-

[05:04] Speaker 1: Mm-hmm.

[05:04] Speaker 2: ... in psycholinguistics and in language acquisition or diglossia in, uh, in, uh, psycholinguistics. So I'm going to see whether, uh, here, uh, the teacher focused on, uh, uh, on, uh, diglossia with Ferguson.

[05:20] Speaker 1: Mm-hmm.

[05:20] Speaker 2: So, for example-

[05:20] Speaker 1: Yeah.

[05:20] Speaker 2: ... diglossia with Fer- I'm not going to teach again diglossia with Ferguson.

[05:24] Speaker 1: The same thing.

[05:25] Speaker 2: W- what comes after Ferguson.

[05:27] Speaker 1: Exactly.

[05:27] Speaker 2: Example, uh, diglossia revisited. Okay?

[05:31] Speaker 1: Exactly. Yeah.

[05:32] Speaker 2: Yeah.

[05:32] Speaker 1: Okay. So-

[05:33] Speaker 2: So that it will not be a redundancy in the, the programs.

[05:37] Speaker 1: The program.

[05:37] Speaker 2: Yeah.

[05:38] Speaker 1: Exactly. Yeah. So what resources and references do you consult when designing lesson plans?

[05:44] Speaker 2: Designing lectures? Yeah. So mainly books.

[05:48] Speaker 1: Books.

[05:48] Speaker 2: Mainly books.

[05:49] Speaker 1: Mm-hmm.

[05:49] Speaker 2: Um, handouts of teachers.

[05:52] Speaker 1: Mm-hmm.

[05:52] Speaker 2: Uh, online lectures posted on model and so on by, uh-

[05:56] Speaker 1: Exactly.

[05:56] Speaker 2: ... after taking the, taking their permission, of course.

[05:58] Speaker 1: Exactly.

[05:58] Speaker 2: Not taking the, taking their lectures.

[06:02] Speaker 1: Definitely.

[06:02] Speaker 2: Uh, yeah.Books, pedagogical books-

[06:10] Speaker 1: Mm-hmm.

[06:10] Speaker 2: There are many pedagogical books in different modules.

[06:13] Speaker 1: Definitely.

[06:13] Speaker 2: And if they are not, uh, available, I'm going to, uh, buy them, uh, and use them. Yeah.

[06:19] Speaker 1: That's great.

[06:20] Speaker 2: Mainly-

[06:21] Speaker 1: Okay.

[06:21] Speaker 2: ... focusing on books.

[06:22] Speaker 1: Definitely.

[06:23] Speaker 2: Yeah, books and course, uh, pedagogical, uh, guides. Yeah.

[06:29] Speaker 1: Mm-hmm. Guides.

[06:30] Speaker 2: You find them more practical rather than, for example, if I'm teaching a grammar, for example-

[06:36] Speaker 1: Yes.

[06:36] Speaker 2: ... and you find the gra- grammar books how long the lectures. And so, yeah, it's preferable to go to a guide-

[06:44] Speaker 1: Mm-hmm.

[06:44] Speaker 2: ... and using a guide to prepare my lectures instead of reading the book, a reader, for example, about, for example, the past, how to teach the past, uh, simple or the present simple.

[06:55] Speaker 1: Mm-hmm.

[06:55] Speaker 2: If I read here, for example, advanced grammar book and so on, all books, Oxford Grammar books and so on-

[07:01] Speaker 1: Mm-hmm.

[07:02] Speaker 2: ... I find it, I find it too long to, uh, include it, in- include it in- in my lecture.

[07:09] Speaker 1: Mm-hmm.

[07:09] Speaker 2: And now I'm going to make my lecture boring. Okay. So I'm going to switch using guides.

[07:14] Speaker 1: Definitely.

[07:15] Speaker 2: Guides. And they are, of course, pedagogical handouts which are graded on by scientific committee and published.

[07:21] Speaker 1: Definitely.

[07:21] Speaker 2: Yeah.

[07:23] Speaker 1: Uh, I, I mean, that's, that's what eclectic teaching is-

[07:26] Speaker 2: Yeah.

[07:26] Speaker 1: ... basically, yeah. Uh, recognizing that pedagogical design-

[07:30] Speaker 2: And sometimes I depend even on AI to give me, um, references, recent-

[07:35] Speaker 1: Mm-hmm.

[07:35] Speaker 2: ... references, uh, and even IDs.

[07:39] Speaker 1: Mm-hmm.

[07:39] Speaker 2: Uh, some, some, uh, points that I missed in the lecture.

[07:45] Speaker 1: Mm-hmm.

[07:45] Speaker 2: It means that reviewing my lecture.

[07:47] Speaker 1: Exactly.

[07:48] Speaker 2: When I fi- finish my lecture, I can depend on AI to review what is missing in my lecture to add it.

[07:54] Speaker 1: It's like, uh-

[07:55] Speaker 2: Yeah.

[07:55] Speaker 1: ... it's like an external evaluator for-

[07:59] Speaker 2: Yeah.

[07:59] Speaker 1: ... your performance (overlapping speech) [00:04:06) .

[07:59] Speaker 2: Yeah. Sometimes share here, uh, sometimes even taking pieces of advice from colleagues.

[08:04] Speaker 1: Definitely, yeah.

[08:05] Speaker 2: Mainly if the module is, uh, new for me.

[08:08] Speaker 1: Mm-hmm.

[08:08] Speaker 2: Okay.

[08:09] Speaker 1: That's great.

[08:09] Speaker 2: What happens to me, uh, in teaching translation. Yeah.

[08:13] Speaker 1: Yeah. That's great.

[08:13] Speaker 2: Yeah.

[08:14] Speaker 1: Okay. So recognizing that pedagogical design is influenced by personal interpretation, uh, what are the tools that shape your perspective and decision-making process during lesson planning? Uh, for example, like prior experiences, assessment of student needs, as you said previously. Um, I mean, do you take those into consideration?

[08:39] Speaker 2: Yeah, I'm taking into account by the, the ve- very beginning, the students' needs.

[08:44] Speaker 1: Definitely.

[08:45] Speaker 2: Yeah.

[08:45] Speaker 1: Mm-hmm.

[08:45] Speaker 2: Students' needs, then, uh, assessing, uh, their level by, uh, as a first step to see their level. Then, uh, I'm going to see what, uh, to-

[08:55] Speaker 1: To do next.

[08:56] Speaker 2: ... to do next.

[08:56] Speaker 1: I mean, I mean, uh, just for the sake of relevancy, for example, in, in, uh, in, uh, lectures to, to the students and their context, etc., uh, what do you do in that case? Do you rely, for example, on previous experiences of teaching that you've made or-

[09:17] Speaker 2: Yeah, I'm taking into account previous experiences in teaching.

[09:20] Speaker 1: Mm-hmm.

[09:21] Speaker 2: Okay.

[09:21] Speaker 1: Mm-hmm.

[09:21] Speaker 2: Yeah.

[09:21] Speaker 1: Okay. Um, so, so you've, you've mentioned also that you, you consult teachers, so you clearly interact with teachers.

[09:31] Speaker 2: Yeah, yeah.

[09:32] Speaker 1: Excellent.

[09:33] Speaker 2: Uh, we make, uh, discussions about lectures. Um, they gave, uh, uh, pieces of advice, what should be included, exclude this, uh, and so on.

[09:45] Speaker 1: Mm-hmm.

[09:45] Speaker 2: And mainly if here, uh, you are coordinating-

[09:50] Speaker 1: Mm-hmm.

[09:50] Speaker 2: ... in teaching the same module.

[09:51] Speaker 1: The same module.

[09:52] Speaker 2: Yeah, the same module. Yeah.

[09:53] Speaker 1: Exactly, yeah. Because I noticed that also, for example, in the creative writing and reading, there are two teachers for third year.

[10:01] Speaker 2: For third year, yeah.

[10:02] Speaker 1: Yeah.

[10:02] Speaker 2: Yeah.

[10:02] Speaker 1: So, so it's, it's, uh, great to coordinate in that sense.

[10:05] Speaker 2: Yeah, it's very, um, very important.

[10:07] Speaker 1: Mm-hmm.

[10:07] Speaker 2: Yeah. Very important. There are, uh, even for the field or for the module of linguistics, you are going to find the two or three teachers or expression, grammar and so on.

[10:18] Speaker 1: Mm-hmm. Yeah.

[10:19] Speaker 2: Yeah.

[10:20] Speaker 1: What, what means of communication do you use, for example, to, uh, contact teachers?

[10:28] Speaker 2: Uh, so, uh, so either face to face, and it's-

[10:31] Speaker 1: Yeah.

[10:31] Speaker 2: ... uh, for me, the most preferred one.

[10:33] Speaker 1: Exactly.

[10:33] Speaker 2: Okay. Or, uh, through phone calls, but rarely through emails.

[10:38] Speaker 1: Mm-hmm.

[10:38] Speaker 2: I want my message that the, the, my, the, the, our colleague will understand it, and I will get, uh, uh, good feedback.

[10:48] Speaker 1: Exactly.

[10:48] Speaker 2: Yeah.

[10:48] Speaker 1: So face to face, like in, in our university, uh, I mean-

[10:53] Speaker 2: They are not, uh, organizing meetings and so on as other universities, perhaps, uh, because the teachers, most of our teachers are, uh, living far from Saida.

[11:01] Speaker 1: Definitely, yeah.

[11:01] Speaker 2: But in, uh, what I noti- notice in other universities, uh, for example, we are teaching modules like written expression.

[11:08] Speaker 1: Mm-hmm.

[11:08] Speaker 2: So teachers, uh, every week, teachers teaching the, the module, every week they, uh, have meeting and discuss the main and major points to be included in the lecture.

[11:20] Speaker 1: In the lecture.

[11:20] Speaker 2: And there is, uh, someone who, who takes into account, uh, to be the, um, uh, the president.

[11:28] Speaker 1: Mm-hmm.

[11:28] Speaker 2: Okay. The, the president. So when, for example, we want to prepare the test, it will be, the test will be for all groups and the exam for all groups.

[11:38] Speaker 1: Yeah, mm-hmm.

[11:39] Speaker 2: So teachers, and of course here the teacher who is taken in charge of the module will be-

[11:44] Speaker 1: Yeah.

[11:44] Speaker 2: ... the professor.

[11:45] Speaker 1: Yeah.

[11:45] Speaker 2: So-

[11:46] Speaker 1: Definitely.

[11:46] Speaker 2: ... uh, other teachers, uh, who, whose grades between MCB and uh, MC, MCI and so on-

[11:53] Speaker 1: Mm-hmm.

[11:54] Speaker 2: ... they tend to send the, him or her their propositions for, uh, the skeleton of the lecture, uh-

[12:02] Speaker 1: Mm-hmm.

[12:02] Speaker 2: ... the included activities, the included activities for the test and the exams.

[12:07] Speaker 1: Exactly.

[12:07] Speaker 2: And he's going to select, uh, a final version of the test and the exam.

[12:12] Speaker 1: Mm-hmm.

[12:12] Speaker 2: But at, uh, at this stage at our university, it, it is not the case.

[12:16] Speaker 1: It is not the case.

[12:17] Speaker 2: Yeah, it is not the case.

[12:18] Speaker 1: Mm-hmm.Okay.

[12:19] Speaker 2: Yeah.

[12:19] Speaker 1: Uh, now, speaking of workshops, um, how would you characterize-

[12:25] Speaker 2: We had, uh, from 2010 now, three workshops.

[12:30] Speaker 1: Three workshops.

[12:31] Speaker 2: Yeah.

[12:31] Speaker 1: Related to the programs?

[12:33] Speaker 2: All the programs.

[12:34] Speaker 1: Yeah.

[12:34] Speaker 2: Because we had the Canva, uh, uh, in 2020, we had the Canva without programs.

[12:41] Speaker 1: Oh, okay.

[12:41] Speaker 2: So, it, it is free for the teacher-

[12:43] Speaker 1: For the teacher.

[12:44] Speaker 2: ... to teach, uh, what he sees, uh, important for the student. So, we find that there are some lectures in some modules that are repeated in different levels.

[12:54] Speaker 1: Mm-hmm.

[12:55] Speaker 2: So, we turn to organize mainly in civilization, literature, and the research methodology.

[12:59] Speaker 1: Research methodology.

[13:00] Speaker 2: Yeah. And written, and written expression.

[13:02] Speaker 1: I believe it's a, it's a great, uh, occasion for teachers, for example, to, um, try to, to coordinate their work and develop like a, a ... like a ... what is it called? Um, a program that is for, for example, the university itself.

[13:23] Speaker 2: Yeah.

[13:24] Speaker 1: It could be even suggested afterwards, I mean, to-

[13:27] Speaker 2: For the ministry.

[13:27] Speaker 1: ... yeah.

[13:28] Speaker 2: And, uh, this is what, uh, it was done last year, suggestion we can run new modules.

[13:33] Speaker 1: Mm-hmm.

[13:35] Speaker 2: With the introduction for AI.

[13:36] Speaker 1: Yeah.

[13:37] Speaker 2: Module, a whole module called AI.

[13:39] Speaker 1: Mm-hmm.

[13:40] Speaker 2: Uh, but it was done in rush.

[13:44] Speaker 1: In rush.

[13:44] Speaker 2: And there is no, there was no coordination between teachers when it comes to some modules. And I gave you the, the example of TEFL, teaching methodologies and, uh, psycholi- uh, psycholinguistics, and, uh, um, what is called, um, applied linguistics-

[14:00] Speaker 1: Applied linguistics.

[14:00] Speaker 2: ... and, uh, language acquisition.

[14:02] Speaker 1: Mm-hmm.

[14:02] Speaker 2: Yeah.

[14:03] Speaker 1: Okay. Now, speaking of the workshops, how do you, uh, um, how would you characterize the effectiveness of workshops?

[14:12] Speaker 2: They are very effective.

[14:14] Speaker 1: They are?

[14:14] Speaker 2: Because we are, we are going to, uh, organize the modules. Uh, sorry, organize the programs. It means that what, what, what, what is taught in first year is not going to be taught in the second year and so on.

[14:27] Speaker 1: Exactly.

[14:28] Speaker 2: Okay? And these programs were developed according to students' needs.

[14:33] Speaker 1: Different.

[14:33] Speaker 2: Depending on teachers' experience in teaching, because there are some teachers who, uh, who teach the module for four or five years.

[14:39] Speaker 1: Exactly, yeah.

[14:40] Speaker 2: So you are going to have good experience in the module and, uh, y- you are aware of what should be included and shoul- what shouldn't be included.

[14:49] Speaker 1: Mm-hmm. Okay. Do you consider that workshops can bring primary objectives for teachers' professional development? That means if they help teachers-

[14:59] Speaker 2: I see them effective, uh, each year, not only whenever we have a new Canva, but every year we should have workshops.

[15:07] Speaker 1: Exactly.

[15:08] Speaker 2: Yeah.

[15:08] Speaker 1: No, no, I, I mean, what I meant is that, for example, for you as a teacher, do you see that it is effective in, in the professional development of the teachers?

[15:17] Speaker 2: Yes, they are effective. Yeah. We are going to learn many ... so through research.

[15:21] Speaker 1: Mm-hmm.

[15:21] Speaker 2: You are searching, making research to develop a program.

[15:24] Speaker 1: Yeah.

[15:24] Speaker 2: So, uh, you are learning, okay?

[15:27] Speaker 1: Exactly.

[15:27] Speaker 2: So this is very important for your professional development.

[15:29] Speaker 1: Exactly.

[15:30] Speaker 2: Yeah.

[15:30] Speaker 1: Definitely. Yeah. Okay. What benefits do you perceive in collaborative work with peers for syllabus design, content development and pedagogical practices?

[15:43] Speaker 2: So, benefits, as benefits?

[15:45] Speaker 1: Yeah. In collaborative work.

[15:48] Speaker 2: So, I see collaborative work is very effective.

[15:51] Speaker 1: Mm-hmm.

[15:52] Speaker 2: Mainly if I'm teaching a module with, uh, the same module with, uh, many teachers.

[15:56] Speaker 1: Mm-hmm.

[15:57] Speaker 2: Okay? So, I will, um, now, uh, hear different needs of, uh, students from different groups-

[16:05] Speaker 1: different, yeah.

[16:05] Speaker 2: ... as one point. Uh, we are going to discuss different units, uh, that build a given program.

[16:12] Speaker 1: Mm-hmm.

[16:12] Speaker 2: And we are going to see whether to, uh, uh, to improve these units or not.

[16:18] Speaker 1: Yeah.

[16:18] Speaker 2: And what can be excluded from, uh, the whole program.

[16:22] Speaker 1: Definitely, yeah.

[16:22] Speaker 2: We see it as necessary to, uh, to include.

[16:26] Speaker 1: Mm-hmm.

[16:26] Speaker 2: Yeah.

[16:27] Speaker 1: Okay. I, I've noticed that teachers make discussions, uh, I mean, whenever they meet, uh, outside, for example, the classroom, et cetera. I've noticed multiple times where teachers like, bump into each other and speak to each other. Um, n- now, something that made it contradictory for me and hard to understand is that teachers, when they, uh ... when I was observing, for example, they asked, for example, "Who's your teacher of literature?" Within like, the third year, because I'm ... my study is concerned with third-year students.

[17:02] Speaker 2: No.

[17:03] Speaker 1: They asked, "Who's your teacher of literature?" Or the literature teacher is, "Who's your teacher of oral expression?"

[17:08] Speaker 2: They, they do not know each other.

[17:10] Speaker 1: Exactly.

[17:10] Speaker 2: Yeah.

[17:11] Speaker 1: Although the... I see them-

[17:12] Speaker 2: The way-

[17:12] Speaker 1: ... for example, they communicate-

[17:13] Speaker 2: ... yeah, you can notice that there is no coordination.

[17:15] Speaker 1: Yeah.

[17:16] Speaker 2: Yeah.

[17:16] Speaker 1: That's, that's something that made it weird. Uh, I mean, you as a teacher, you, you, you seldom, like, meet other teachers. What would your interaction revolve around? Uh, I mean, would it be, for example, about content development status, learning, uh, behavior, or students' learning behavior-

[17:36] Speaker 2: So, we discussed students'-

[17:37] Speaker 1: ... research?

[17:37] Speaker 2: ... behavior, uh, students' attendance-

[17:40] Speaker 1: Exactly.

[17:40] Speaker 2: ... participation, uh, their needs, mainly their needs.

[17:45] Speaker 1: Exactly.

[17:45] Speaker 2: Uh, mainly in, uh, writing and, uh, or expression and, and methodology.

[17:51] Speaker 1: Definitely, yeah.

[17:52] Speaker 2: Yeah.

[17:53] Speaker 1: Mm-hmm. Okay. To what extent would you engage in cross-modular coordination for the sake of students' success?

[18:02] Speaker 2: Can you repeat?

[18:03] Speaker 1: Uh, yeah. I said to what extent would you engage in cross-module coordination, I mean, with other teachers, for the sake of students' success? It's just like a scale. I mean, from-

[18:15] Speaker 2: Mm-hmm.

[18:15] Speaker 1: ... one to 10, what would you rate it?

[18:17] Speaker 2: Ten.

[18:18] Speaker 1: Ten?

[18:18] Speaker 2: Ten.

[18:18] Speaker 1: ... exactly.

[18:19] Speaker 2: For the sake of, uh-

[18:20] Speaker 1: The students.

[18:21] Speaker 2: ... my students. Yeah.

[18:21] Speaker 1: Yeah, definitely.

[18:22] Speaker 2: Yeah. Although, for- for example, uh, uh, here, there are many problems with, uh, with colleagues, but for, uh, the benefit of the student-

[18:33] Speaker 1: Mm-hmm.

[18:35] Speaker 2: ... my, m- my, uh, my primary goal is the student.

[18:39] Speaker 1: Mm-hmm.

[18:40] Speaker 2: So I'm going to, to forget clashes and so on. I'm going to coordinate.

[18:48] Speaker 1: Definitely.

[18:48] Speaker 2: Yeah.

[18:48] Speaker 1: Yeah. So, uh, in w- in your opinion, what would be the impacts of teachers' coordination, both positive and negative?

[18:58] Speaker 2: So from negative point of view, of course, um, coordination is very important, mainly if you are teaching the same module with different teachers, so at the level of the same module here, uh, if it is done as other universities, here, uh, there will be unity in teaching-

[19:18] Speaker 1: Mm-hmm.

[19:18] Speaker 2: ... the same module, not, uh, I'm teaching some points and you are teaching some, uh, other points.

[19:24] Speaker 1: Mm-hmm.

[19:25] Speaker 2: And it happened, uh, for grammar, uh, module for L2, we found during the exam two, uh, suggestions, two exams.

[19:34] Speaker 1: Mm-hmm.

[19:35] Speaker 2: And, uh, the, the, in the room, uh, where I, I was, uh, I found, uh, here, uh, different groups.

[19:47] Speaker 1: Mm-hmm.

[19:47] Speaker 2: Different groups. So I was, uh, uh, I found difficulties in, uh, giving them the subjects-

[19:54] Speaker 1: Mm-hmm.

[19:54] Speaker 2: ... who is teacher. So asking them, "Who i- who is your teacher?" So then I give it, uh, the students the, the subject.

[20:00] Speaker 1: Mm-hmm.

[20:00] Speaker 2: But if there is coordination here between teachers, um, and there is someone who, uh, control, uh, the coordination as, uh, a, as a responsible for the module, this will not take place.

[20:16] Speaker 1: Mm-hmm.

[20:17] Speaker 2: So they will agree on one subject, on teaching the same points, uh, and excluding some, uh, the s- uh, di- different points from the program, and, uh, of course, this leads, uh, by the end to a unified version of the test and, uh, the exam.

[20:34] Speaker 1: Definitely.

[20:34] Speaker 2: And a unified and improved version of the program.

[20:38] Speaker 1: Definitely.

[20:38] Speaker 2: Yeah.

[20:39] Speaker 1: Yeah.

[20:39] Speaker 2: The choice of the activities and so on, and this will, uh, um, this will, uh, motivate the, the teacher even to make research.

[20:47] Speaker 1: Mm-hmm.

[20:48] Speaker 2: So my colleague introduces these points. I'm going to make research to introduce other points.

[20:54] Speaker 1: Yeah.

[20:54] Speaker 2: Yeah.

[20:55] Speaker 1: Definitely.

[20:55] Speaker 2: So this will, uh, coordination will even motivate, uh, teachers for more research.

[21:02] Speaker 1: Definitely.

[21:02] Speaker 2: Yeah.

[21:03] Speaker 1: Yeah. Definitely.

[21:03] Speaker 2: So if we stuck to one program and say, uh, teach, uh, the same teaching method and approach, and, uh, so we are teaching at the level of secondary or, uh, middle school.

[21:14] Speaker 1: Definitely. It will be fragment.

[21:16] Speaker 2: This is it.

[21:17] Speaker 1: Yeah.

[21:17] Speaker 2: This is it. Yeah.

[21:18] Speaker 1: Miss, uh, I just have, like, one question. During I, uh, during my research, I, I started noticing that there is, like, uh, teachers, for example, once I've been asking them, they, they prefer to not engage in coordination with other teachers.

[21:36] Speaker 2: Yeah, there are some, some colleagues, yeah.

[21:39] Speaker 1: And, and, and I don't know, like, whether they had, some of them, they s- they said that it might cause a problem for them.

[21:46] Speaker 2: Yeah, because there are some, some, some colleagues who do not want, um ... they see the, um, uh, they see their, the, the, the, that, that they are, they are perfect.

[21:58] Speaker 1: Yeah, yeah.

[21:58] Speaker 2: So they do- do not want any changes. St- they want to be stucked, uh, to, um, a teaching method, to, uh, the same conte- uh, content and so on.

[22:12] Speaker 1: Mm-hmm. Yeah, they, they don't share, like, unified objectives when it comes to-

[22:16] Speaker 2: Yeah.

[22:16] Speaker 1: ... teaching, for example.

[22:16] Speaker 2: This is it. This is it. Uh, so they, uh, uh, uh, some are teaching for the sake of teaching.

[22:22] Speaker 1: Exactly.

[22:23] Speaker 2: Getting salary by the end, not for the sake of they love teaching.

[22:27] Speaker 1: Exactly.

[22:27] Speaker 2: Yeah.

[22:29] Speaker 1: Are there administrative procedures, for example, when it comes to coordination, uh, that, for example, im- support or prohibit some-

[22:37] Speaker 2: So, uh-

[22:38] Speaker 1: ... some coordinating -

[22:38] Speaker 2: ... of course, the administration, uh, uh, encourages, uh, coordination between teachers. Uh, although it is, um, uh, it is, uh, a part, uh, from, uh, of the pedagogical organization.

[22:54] Speaker 1: Mm-hmm.

[22:54] Speaker 2: If we take, for example, uh, meetings, we've got pedagogical meetings.

[22:59] Speaker 1: Yeah.

[22:59] Speaker 2: So since here the, not all teachers coordinate.

[23:03] Speaker 1: Mm-hmm.

[23:04] Speaker 2: So they, uh, the lead coordination between teachers of the same module.

[23:08] Speaker 1: Yeah.

[23:10] Speaker 2: Uh, how to say it? Uh, it is compulsory to have a pedagogical mea- uh, meetings of the same, for the same level. And this is not, uh, done here, uh, within the same module, if there are many teachers within the same. And this i- this is done in other universities.

[23:30] Speaker 1: But, uh, yeah?

[23:31] Speaker 2: In, uh, in, uh, in our case, only of the same level. For example-

[23:35] Speaker 1: Mm-hmm.

[23:35] Speaker 2: ... pedagogical meter for, uh, for, uh, for L1, for L2, and so on.

[23:43] Speaker 1: And is it, like-

[23:44] Speaker 2: And when they discuss, they discuss only superficial things, for example, uh, students' attendance, participation, uh, percentage of advancement in program, uh, percentage of, uh, posted lectures and more and so on.

[24:03] Speaker 1: Mm-hmm.

[24:03] Speaker 2: So, so-

[24:03] Speaker 1: But, uh, is it like, uh, there are, like, uh, restrictions for teachers to not go beyond, like-

[24:10] Speaker 2: No, there are no restrictions. Okay.

[24:12] Speaker 1: ... these topics? Normally, they can talk about anything.

[24:14] Speaker 2: Yeah. So when, for example, uh, it happened, uh, last time about the module of psycholinguistics, um, applied linguistics, uh-

[24:22] Speaker 1: Mm-hmm.

[24:22] Speaker 2: ... here, the issue was raised.

[24:24] Speaker 1: Mm-hmm.

[24:24] Speaker 2: So they are going to have a workshop for that.

[24:27] Speaker 1: Definitely, yeah.

[24:28] Speaker 2: Yeah. The issue, for example, for, uh, civilization, the same lectures repeated in L2 and L3, so they, uh, they, uh, uh, of course in- introduced, uh, the problem, and, uh, uh, workshop was organized by Professor Benadlah.

[24:46] Speaker 1: Mm-hmm.

[24:46] Speaker 2: For the field of civilization.

[24:48] Speaker 1: Yeah. Well, thank you so much for these-

[24:51] Speaker 2: You're welcome.

[24:53] Speaker 1: ... helpful answers. Uh, thank you for your time, Miss -

[24:55] Speaker 2: You're very welcome. Anytime.

[24:57] Speaker 1: -- and a good topic.

Transcription – The Administrator

[00:00] Speaker 1: Enseignant qui partage la même matière, ok ? Qui partagent la même matière. Donc, il y a un groupe d'étudiants qui sont enseignants 1, un autre groupe enseignants 2. Quand il n'y a pas la coordination, parce que normalement, il y a un seul programme. Le ministère envoie le canevas avec les programmes. Quand l'enseignant ne met pas en place le programme, coordination avec les autres enseignants qui ont la même matière, pour qu'ils sachent ce qu'on va aborder dans le semestre 1. Normalement, il y a 12 semaines, 12 cours. Quand ils n'abordent pas la même chose, quand chaque enseignant donne son opinion, non seulement les étudiants n'auront pas accès au même niveau de formation, mais ils n'auront pas non plus un sujet commun. Parce que normalement, quand on lit l'écrit, s'il y a trois enseignants, logiquement, grâce à la coordination, le jour de l'examen, il n'y aura qu'un seul sujet. Mais si chaque enseignant dit : Ah non, je n'ai pas abordé cet cours, je n'ai pas abordé cette notion.

[01:00] Speaker 1: Donc, la coordination, c'est la... Donc, sans coordination, l'étudiant, s'il n'a pas la même formation, il n'aura pas accès aux mêmes cours, aux mêmes contenus. Donc, ça l'influence, bien sûr. Par exemple, s'il y a un enseignant, il va aborder des cours très simples. Donc, cet étudiant va

obtenir de bonnes notes. L'étudiant de l'autre professeur, s'il a appliqué le programme ou il l'a respecté à la lettre. Oui, parfois, c'est technique. Donc, Se dit-il, 17, il peut faire 12 ou 13. Donc, la coordination est très importante entre les enseignants. Comme ça, ça peut garantir le même contenu, le droit d'accès à la même formation.

[01:48] Speaker 1: Voilà les résultats

[01:50] Speaker 2: Mais moi, ce que je n'aime pas chez les profs, c'est que... Oui, le canvas ou le curriculum, il vient seul. Mais c'est vrai qu'avec le contenu, c'est eux qui créent.

[02:02] Speaker 1: Non. Ici, il y a le ministère. Je vais te montrer. Le ministère qui est-ce maintenant ? Qui est-ce qui nous a envoyé le canevas ? Parce que le ministère, il décide. Il nous a envoyé le canevas avec les programmes. C'est vrai que les programmes sont détaillés. Il n'y a que les axes qui disent que la matière... Par exemple, je ne sais pas si c'est en français ou en anglais. C'est celui qui commence en 2022. Français et anglais. Voilà le canevas. Il y a le volume horaire, s'il y a cours ou TD et le mode d'évaluation. 40-60. Ok ? Et il nous envoie aussi le programme. C'est vrai que c'est en anglais. Le programme, chaque matière. Il y a des tableaux. Regardez, il y a... L'objectif de l'enseignement. Les connaissances préalables, normalement, ils doivent être là pour que l'étudiant puisse suivre la matière. Mode d'évaluation, contenu de la matière. Regarde, le contenu de l'écrit de la S1, c'est ici.

[03:14] Speaker 1: Donc, s'il y a deux enseignants ou trois qui partagent la même matière, ils doivent respecter ces points. Donc, le contenu, mais... Le contenu, les exercices ne sont pas les mêmes. Je suis avec toi, ils ne font pas les mêmes phrases.

[03:29] Speaker 2: C'est tout.

[03:29] Speaker 1: Mais le contenu en lui-même, genre l'intitulé de la matière, ils sont tous pareils. Ils n'ont pas le droit de changer.

[03:38] Speaker 2: Si ils changent le contenu, est-ce que c'est garanti ?

[03:39] Speaker 1: Ils n'ont pas le droit de changer le contenu. J'ai seulement ce que j'ai dit.

[03:45] Speaker 2: Non, ce n'est pas l'objectif. Le contenu, comme les exercices, comme les textes.

[03:54] Speaker 1: Est-ce qu'ils peuvent les changer ?

[03:56] Speaker 2: Oui.

[03:57] Speaker 1: Alors, parce que... Laissez-moi vous parler de l'enseignement. Chaque professeur qui veut sortir en grade, il trouve ce qu'on appelle un polycopier. Ça veut dire que tout le programme, je l'ai lu. Maintenant, s'ils ont mis les mêmes exercices. Donc, après, quand quelqu'un veut mettre le CSF, il dit : C'est du plagiat. Eux, ils doivent appliquer la matière. S'il veut, je ne sais pas, elle a le commentaire de l'écrit. Comment faire un commentaire. La matière est là. Mais le contenu, les exercices, les définitions, personne n'est obligé de mettre les mêmes définitions. Mais s'il respecte bien le cours, il a le commentaire. Chacun aborde comme il veut. Mais l'intitulé, il ne change pas. Par exemple, si quelqu'un dit : Là, le commentaire aborde tel S2, donc je vais leur faire un résumé. Non, j'ai le droit. On doit respectter. En S1, oui, j'aime l'étudiant, en S2, oui, j'aime l'étudiant. Et quand il y a la coordination, bien sûr, tu as les résultats des étudiants. Et on le voit, on le voit.

[05:10] Speaker 2: Ma deuxième question est sur les résultats des étudiants.

[05:14] Speaker 1: Comment savez-vous pourquoi un étudiant échoue dans plusieurs matières ? Est-ce à cause du contenu, de l'enseignement ou de problèmes personnels ? Généralement, quand on fait les examens, on dit : Délibération. Dans les départements, il y a des réunions pédagogiques où tu as été délégué. Tu sais que... Parce que dans chaque réunion de ce comité pédagogique de coordination, le délégué est présent. Oui. Le délégué est là. Il n'est pas là pour prendre une décision. Il n'est que représentant. Il a attaqué la fiffle et la fifeltelle. Il veut voir où sont les problèmes. Donc, les départements, normalement, ils doivent respecter la consigne. À chaque fois, il y a une réunion de la CPC. Avant la réunion, le chef de département fait une réunion avec les délégués.Bien à eux, pour qu'il sait où est-ce que ça ne va pas ?

[06:03] Speaker 1: Parce que beaucoup de talibés, ils ne veulent pas qu'ils parlent dans le réunion devant le S et Tida, qu'ils ne veulent pas qu'ils comprennent l'un l'autre, l'un n'est pas réuni comme les autres, et puis ils ont peur. Donc, le chef de département a ce rôle, tailler l'information. Un jour, le réunion avec le sativa, il regarde l'étudiant en général. On peut faire une comparaison. Le chef de département, par exemple, dit qu'un étudiant, en écrit, la majorité ne ranne que la moyenne. Et en grammaire, la majorité ne ranne que la moyenne. Ce n'est pas logique. Parce que oui, flétri, on applique la grammaire. Donc, est-ce que l'enseignant ne prend pas en considération les fautes d'orthographe ou les accords ? Ça m'a quand même dit : Rire en généralité, flétilité. Parce que hadith ratenna, quand j'étais dans le département de français, le stade qui fait un infogramme, mais j'ai bouge un dien quatuor, qui fait flétilité, c'est pas logique. C'est pas logique.

[07:03] Speaker 1: Donc, il y a l'évaluation Les enseignants, ils n'évaluent pas de la même manière, alors que normalement, ils connaissent des critères d'évaluation. Ils connaissent des critères

d'évaluation. Pour revenir discuter des résultats, le chef de département discute avec les enseignants, on essaye de comprendre où ça n'a pas marché. Est-ce que le problème ? Non, je vais vous dire que les étudiants n'ont pas de base, n'ont pas de prérequis. Ça veut dire que quand ils viennent au lycée ou quand ils vont en troisième année, en première ou deuxième, ils parlent sans base. C'est ça le problème. Il y en a qui ne les révise pas pour les examens. Pourtant, ils font une révision, un modèle d'analyse. Donc, toutes les situations qui se passent. Les problèmes personnels, en tant que vice-doyante. Parfois, les jours, on dit des étudiants. Ils jouent au lit, voilà, manacna, w la magineche. Qui nous Qu'est-ce qui se passe ? Beaucoup d'étudiants qui couvrent des problèmes personnels.

[08:12] Speaker 1: Beaucoup d'étudiants qui n'ont pas les moyens financiers pour venir tous. Beaucoup d'étudiantes, surtout, qui couvrent des dépressions, qui couvrent un traitement. Ou parfois, ils cherchent le mot chez Goulouha, chef département, parce que le chef département ne coule pas. Il coule un dossier médical, il y a le dossier médical, il y a un terrain. Parce que les étudiants kiffent kiff. Il y a un dossier médical, il se fait traiter un de psychiatre ou un dossier médical physique. Donc, l'ESM, on le prend en charge. Est-ce que tous les chefs de département sont des louhans Je ne sais pas. Mais il y a normalement, ça devrait se faire. Qui m'a récemment, le médecin de la Jamia, qui a un dossier médical, qui a un problème. Il a dit: Une prise en charge totale, l'assistance, c'est celle-là. Donc, derrière le chef de département, il y a un derrière le chef de département. Ils ont pris en charge le cas.

[09:11] Speaker 1: Par exemple, il y a un problème avec Irini, mais il ne cherche pas l'exposé de Terre à Hadikeituba. Donc, il y a Salam, bien celui-là. Donc, Isma des vidéos et lui pose des questions avec les vidéos d'Isma. On s'est adapté à la le chaleur, à la sériétère. Vous répondez à une sage ou la femme pleine. Identifiez les problèmes. Quand les résultats d'un étudiant baisse et que les enseignants ne partagent pas leurs notes. Comment distinguez-vous si le problème vient de l'étudiant ou de l'enseignant ? Hadji Goutel. C'est bon. Alors, rôle du vice-doyant. En tant que vice-doyant, quelles actions claires pourriez-vous prendre pour améliorer le partage d'informations sur les résultats des étudiants ? Après votre chaque délibération, une réunion avec les chefs de département. On a besoin de départements par département. Il faut les résultats à L1, les résultats à L2 On discute bien maintenant. Sahmem Baad, c'est le rôle du chef de département. Houwa niche avec les enseignants.

[10:11] Speaker 1: Parce qu'on respecte la hiérarchie. Ana, mana, chef directement, fessio on ta Osted. Ou Nahfes, Allah la Salahiyed, ta chef de département. C'est ça ? Donc, si tu veux, c'est le chef de département qui est l'intermédiaire, Bini ou Bine el Assétita. Ah, Nahad, esh chef de département, yout lobboumani, bach nadakhal, madh nadakhal. Mais bach nahr directement, non. Salahiyed, il te besse, Ana, mea le chef de département. Ou le talaba, bien sûr. Nestable le carte talaba, on dit même des réunions. Tu as les délégués, on chauffe le machin qui est lié à un homme. Toujours, quand je prends note, ma gauche, flan ou flottante, c'est en anonyme parce qu'elle a malheureusement qu'un tabac est grave fou. Elles ont dit: C'est une réalité, donc on essaye de ne pas désigner, de ne pas ou on essaie de régler le match. Alors une action coordonnée.

[11:08] Speaker 1: Si vous pouviez demander aux enseignants une seule action coordonnée pour suivre les étudiants, quelle serait-elle et comment vérifier aussi cela aide les résultats des étudiants. J'aimerais bien que le LMD L'évaluation, c'est le contrôle continu. Ça veut dire que l'enseignant, il n'est pas seulement le semestre ou la période de l'examen TD. Non, c'est le contrôle continu. Ça veut dire normalement, après chaque séance, l'enseignant, il essaye de faire une activité. Là, chaque deux semaines, il dépend d'une évaluation écrite, une évaluation filmoudle. Et c'est comme ça que l'inn est génial avec le niveau de ses étudiants. C'est comme ça que l'inn est génial avec Où est-ce que ça bloque ? Est-ce que houwa, il n'arrive pas à vulgariser l'information, mais il ne simplifie pas au point où l'étudiante, je n'ai jamais fait ça. Ça m'a fait que je ne parle pas le niveau.

[12:02] Speaker 1: Parce qu'il y a normalement, on est à la table du niveau des étudiants, on voir comment lui faire passer l'information dans le coursA l'étudiant. Marach dak mak fixé là le cours qui maraque, c'est l'étudiant qui est, c'est vrai, les étudiants, ils font des efforts ou ils disent ça la plupart du temps, ou d'où leur niveau, on simplifie au maximum. C'est ça un bon pédagogue, un bon enseignant. Il faut simplifier au maximum le cours pour que les étudiants comprennent. Même adapté à leur niveau. Voilà, parce qu'ils sont faibles. On leur donne par exemple des exercices simples, mais après, j'observe, j'observe, mais je n'ai pas besoin de regarder. Je fais intermédiaire, après, je suis attelle. Mais Anna, pour le suivi des résultats des étudiants, je suis en coordination avec les chefs de département. Les chefs de département, oui. Et encore une fois, le rôle des délégués est très important quand il y a la coordination.

[13:02] Speaker 1: Tu sais, parfois, nous sommes responsables, nous entendons les enseignants et nous entendons les délégués. Mais le délégué, parfois, n'a pas une responsabilité très importante. Il ne voit que ce que l'enseignant dit dans le groupe. Alors que non, il a été délégué à la promotion. Donc, parfois, le étale n'a pas de problème avec le professeur. C'est pour ça qu'il ne travaille pas avec lui dans la matière. Parfois, le étale est tellement sévère que les étudiants bloquent. Ils oublient la matière, ils disent que s'ils vont à Darsh ou à Hadarth, c'est comme s'ils allaient à Nishadar. Ils ne se cassent plus la tête. Donc, le rôle des étudiantes, les déléguées surtout, est très important quand il y a la coordination. Parce que parfois, c'est le cas de la coordination. Si tu veux, 50% des autres, on les donne à des étudiants.

[14:04] Speaker 1: Est-ce que tous les groupes, tu sais, le groupe 1, l'autre dans le cercle, l'autre dans le cercle, vous allez lire le même contenu

[14:10] Speaker 3: Justement, la deuxième chose que tu as remarquée, c'est que les étudiants, même les délégués, n'ont pas la situation actuelle. Ils n'ont pas le rôle de délégué qui peut parler ou de présenter même dans les réunions administratives. C'est vrai. Quelle est la solution à cela ?

[14:36] Speaker 1: Il y a normalement... Les séances... Il y a, regarde, il y a le délégué. Ce n'est pas le département qui dira, ou là, en tant que vice-doyen. C'est les étudiants qui votent pour le représentant. Donc, les étudiants, à chaque niveau, ils votaient que flan ou flan, parce qu'avant, on faisait deux, eux,

ils représentent. Il y a normalement, la majorité, ceux qui voient que Galma a gagné, n'a pas besoin d'aller à l'administration. Donc, les délégués ne font plus l'affaire. Donc, ils doivent en parler à l'administration. Besh, ils te remplacent par d'autres.

[15:10] Speaker 3: Mais, Anna, ce que j'ai remarqué, les étudiants ne s'en rendent pas compte. Dernièrement, quand des étudiants m'ont donné la cour, ils m'ont dit : « On a tous commencé le 9 et on est jusqu'au 21 ». J'ai dit : « Laisse-les. Tu ne les as pas vus pendant le Ramadan. Si tu les as apportés, tu ne les as pas vus pendant le Ramadan ». Il a dit : « Non, je ne les ai pas vus pendant le Ramadan ». Je lui ai dit : « Tu dois savoir une chose. Tu viens ici, tu fais ton examen, tu le passes et tu y vas ». J'ai dit : « Après, dans trois ans, tu auras la chance de te former, c'est ta formation. Une fois que tu auras le diplôme, tu pourras travailler. Est-ce que tu as le temps de recommencer ton étude ? Non, tu n'as pas le choix. Dans ce semestre, tu vas étudier 12 semestres. Beaucoup d'enseignants disent : Nous avons donné le programme sur 8 semestres. Que vas-tu faire avec 8 semestres ? Le programme, ici, à l'EMD, il est sur, normalement, 16. Après, il t'a dit 14.

[15:59] Speaker 3: Réellement, toutes les universités donnent 12 semaines par semestre. Donc, logiquement, le programme, il est étalé sur 12 semaines. Donc, beaucoup d'enseignants disent : On t'a donné le programme alors qu'on ne t'a pas donné que 8 à 9 semaines.

[16:15] Speaker 1: Mais eux, C'est comme si ils pensent qu'ils vont passer. Le peu qu'ils donnent ici, ce n'est pas suffisant. L'important, c'est de faire les examens et tout ça. La responsabilité des étudiants, elle est importante.

[16:28] Speaker 3: C'est quelque chose de culturel. Ils ont leur propre culture. Ils ne comprennent pas qu'il faut qu'ils soient...

[16:37] Speaker 1: Qu'ils aient une bonne formation. Normalement, l'étudiant, c'est lui qui sert l'enseignant dans la salle. Il ne comprend pas. Le professeur ? Je n'ai pas compris la notion. Moi, je sers l'enseignant. Et même l'enseignant, tu sais, quand l'étudiant ne comprend pas ce qu'on dit. L'enseignant va analyser ce qu'il y a dans la classe. C'est-à-dire qu'il y a des gens qui lisent très bien, il n'a pas besoin. Et qu'il y en a d'autres. Donc, il va adapter sa méthode pour que tout le monde soit égal.

[17:11] Speaker 3: C'est ce qu'on appelle les différences individuelles des étudiants, et ça s'appelle l'instruction différenciée. Même si le professeur a des différences individuelles, il faut que son instruction soit différente d'un étudiant ou d'un autre.

[17:28] Speaker 1: Exactement. Comme ça, il saura comment faire. Il faut qu'ils se manifestent, les étudiants. Comme ça, quand un étudiant se tait et que l'enseignant pose des questions, ou : « Vous

avez compris ? » ou bien : « Non, je n'ai pas compris ». Il ne peut pas savoir. Donc, on est obligé de nous tenir tenir, de faire nos examens. Même si nos notes sont catastrophiques, au moins, on essaie de le faire. Alors que durant le semestre, si l'enseignant dit que les contrôles continuent, l'étudiant ne peut rien faire l'enseignant. Donc, c'est comme ça que les étudiants ne sont pas assez responsables par rapport à ça. Ou bien, s'ils vont à l'école et que l'enseignant dit que le cours, vous ne pouvez pas le faire, ils ne participent pas. Ils reviennent et nous fait faire les examens. C'est un vrai problème. À la fin de l'année, on compte nos notes. On va prendre un point, on va prendre deux points, on va prendre neuf points.

[18:22] Speaker 3: C'est ça. C'est vrai.

[18:22] Speaker 1: Donc, c'est ça.

[18:24] Speaker 3: Merci beaucoup, madame.

[18:25] Speaker 1: De rien. Je t'en prie. Bon courage.

Translation of the Administrator's Interview

[00:00] Speaker 1: Teachers who share the same subject, okay? They share the same subject. So, there is one group of students with Teacher 1, another group with Teacher 2. When there is no coordination—because normally there is only one program. The Ministry sends the framework with the programs. When a teacher does not implement the program in coordination with the other teachers who teach the same subject, they don't know what will be covered in semester 1. Normally, there are 12 weeks, 12 lessons. If they don't cover the same things, if each teacher gives their own opinion, then not only will students not have access to the same level of training, but they also won't have a common exam subject. Because normally, when we read written work, if there are three teachers, logically, thanks to coordination, on exam day there should be only one subject. But if each teacher says: "Oh no, I didn't cover that lesson, I didn't cover that concept…"

[01:00] Speaker 1: So, coordination is… Without coordination, the student, if they don't have the same training, won't have access to the same lessons, the same content. Of course, that influences them. For example, if one teacher covers very simple lessons, that student will get good grades. Another student with a professor who strictly follows the program will find it more technical. So one may get 17, the other only 12 or 13. That's why coordination is very important among teachers. It guarantees the same content and equal access to the same training.

[01:48] Speaker 1: That's the result.

[01:50] Speaker 2: But what I don't like about professors is that… Yes, the framework or curriculum comes from the Ministry. But it's true that with the content, they are the ones who create it.

[02:02] Speaker 1: No. Here, it's the Ministry. I'll show you. The Ministry sends us the framework with the programs. The Ministry decides. The programs are detailed. They only give the axes that define the subject. For example, whether it's in French or English. The framework includes the teaching objectives, prerequisites, evaluation methods, and course content. For semester 1, the written content is specified.

[03:14] Speaker 1: So, if two or three teachers share the same subject, they must respect these points. The content, yes—but the exercises are not the same. I agree with you, they don't use the same examples. But the subject title itself is the same. They don't have the right to change it.

[03:38] Speaker 2: If they change the content, is it guaranteed?

[03:39] Speaker 1: They don't have the right to change the content.

[03:45] Speaker 2: No, that's not the objective. The content, like exercises, like texts…

[03:54] Speaker 1: Can they change those?

[03:56] Speaker 2: Yes.

[03:57] Speaker 1: Well, let me explain. Each professor who wants to advance in rank prepares a course booklet. That means the whole program is written. If they use the same exercises, later someone might accuse them of plagiarism. They must apply the subject. For example, if it's commentary writing, the subject is there. But the exercises, definitions—no one is obliged to use the same ones. As long as they respect the course outline. Coordination ensures students' results are consistent.

[05:10] Speaker 2: My second question is about student results.

[05:14] Speaker 1: How do you know why a student fails in several subjects? Is it because of the content, the teaching, or personal problems? Usually, during exams, there are deliberations. Departments hold pedagogical meetings with delegates present. The delegate doesn't decide, but represents students and identifies problems. Departments must respect the guidelines. Before the coordination committee meeting, the head of department meets with delegates to identify issues.

[06:03] Speaker 1: Many students don't want to speak in meetings. They're afraid. So the head of department gathers information. For example, if most students only get average marks in writing and grammar, that's not logical. Writing requires grammar. So maybe the teacher isn't considering spelling or agreement errors. That's why evaluation criteria must be consistent. Teachers know the criteria, but they don't always apply them the same way. The head of department discusses results with teachers to understand what went wrong. Sometimes the problem is lack of prerequisites—students come without a solid foundation. Other times it's personal problems, financial difficulties, or even medical issues. Departments should take these into account.

[09:11] Speaker 1: For example, when results drop and teachers don't share grades, how do you distinguish whether the problem comes from the student or the teacher? That's the role of the vice-dean. After each deliberation, there's a meeting with department heads to review results by year. The head of department is the intermediary between administration and teachers. Delegates also play an important role in coordination.

[11:08] Speaker 1: If I could ask teachers for one coordinated action to follow students, it would be continuous assessment. Not just exams at the end of the semester, but regular activities and evaluations every two weeks. That way, the teacher knows the student's level and where they struggle. A good teacher simplifies lessons to match students' level, gives exercises adapted to them, and gradually increases difficulty.

[13:02] Speaker 1: Delegates are important in coordination. Sometimes students block because a teacher is too strict. Delegates help communicate issues. Coordination solves about 50% of problems.

[14:04] Speaker 1: Do all groups study the same content?

[14:10] Speaker 3: Another issue is that students, even delegates, don't fully understand their role. They don't speak up in meetings. What's the solution?

[14:36] Speaker 1: Normally, delegates are elected by students. If they don't fulfill their role, they should be replaced. They must communicate with administration.

[15:10] Speaker 3: What I noticed is that students don't realize the importance of completing the full program. Some teachers only cover 8–9 weeks instead of 12. But the program is designed for 12 weeks per semester. Students must understand this is their training, their future.

[16:28] Speaker 3: It's cultural. They don't realize they need proper training.

[16:37] Speaker 1: Exactly. Students must engage with teachers, ask questions, and show when they don't understand. Teachers must adapt their methods to individual differences. Continuous assessment helps identify problems early. But students also need to take responsibility. At the end of the year, they can't rely only on exams.

[18:24] Speaker 3: Thank you very much, madam.

[18:25] Speaker 1: You're welcome. Good luck.

Appendix D – Lecture Content
Topics of Lectures of L3 – Modules of Literature and Creative Writing & Reading

Creative Writing and Reading Lessons for Undergraduates –Semester One

Original Sequence of Topics

1. Introduction to creative writing and its significance
2. What are writing activities?
3. Benefits of Writing Activities
4. More Fun in class Writing Activities
   - Write about your own love story from the perspective of your best friend
   - Write about the most vivid dream you have and change the ending
   - Describe your dream destination
   - Write a paragraph about the following words: "Fair", "Eccentric", "Turbulence", and "Myth"
   - Think of one of the most memorable events of your life and turn it into a news script
   - Create a narrative about different materials or items
   - Develop a specific distinct character with one detail
   - Craft a dialogue between two characters arguing about a silly story
   - Narrate a story of a main character on a fairy tale quest
   - Write a letter to your future self
   - Write two-sentence horror stories

- Develop a story that is derived from one word only
- Draw out a story map for a short story
5. References
6. Creative writing warm-up
- Choose your ending
- Word Swap
- Build your Biography
- Story Reversal
- Different Scenario Reactions
- Different Voices
7. references
8. Exploring poetic forms and creative expressions
9. Understanding the Basics of Poetry
- Defining Poetry: An Overview
- The Role of Poetry in Creative Writing
10. The Art of Using Metaphors and Similes
- The Power of Metaphors in Poetry
- Enhancing Imagery with Similes
11. The Rhythm and Rhyme Scheme in Poetry
- Understanding the Importance of Rhythm
- Mastering the Rhyme Scheme
12. Exploring Different Types of Poetry
- Sonnets and Their Structure
- The Freedom of Free Verse
- The Compact Power of Haikus
13. The Use of Alliteration and Assonance in Poetry
- Adding Depth with Alliteration
- Creating Mood with Assonance
14. references

15. Techniques for creating evocative poetry

16. How To Find Inspiration

17. The Writing Process

- Brainstorming and Exploring Words

- Writing the First Draft

- Importance of Line Breaks and Word Choice

- Other Techniques (Crafting Imagery, Editing and Refining, Read Aloud)

18. Exploring Poetic Forms and Styles

- Traditional Forms (Sonnets, Haikus, Villanelles)

- Free Verse Poetry

19. Editing and Refining Your Poem

- Strategies for the Editing Process

- Attention to Single Words and Overall Structure

- Tips for Refining the First Draft

20. Writing Exercises and Prompts

- Stimulating Creativity (Word Association, Sensory Descriptions)

- Using Specific Words or Themes

- Encouraging Regular Writing (Daily Journaling, Free Writing)

21. Sharing Your Poetry

22. Embracing the Journey of Poetry

23. references

24. New to Haiku

- What Is Haiku?

- Five Senses

- Seasonal Reference

- Two Parts

25. references

26. Haiku Starter

27. references

28. Hey...Come in....It's Poetry Haiku Day

29. Students' Presentations of their Haiku Poems/ Part 2

30. references

31. Elements of short story

32. Defining characteristics of Short Stories

33. Key Components of Short Stories (by Travis Rozier)

- Plot
- Point of View
- Character
- Setting
- Theme
- Symbol
- Style and Tone
- Irony

34. references

35. short story starter/ brainstorm your story

36. 10 Steps to Outlining a Short Fiction Story (by Jill Williamson)

- 1) Do You Have a Small Moment Idea?
- 2) Setting
- 3) Main Character
- 4) Secondary Character
- 5) Main Character's False Belief
- 6) Plot Point 1
- 7) Plot Point 2
- 8) Turning Point
- 9) Wrap-Up
- 10) Revise and Increase the Tension

37. In Conclusion

38. References

39. Semester Two

40. Explanation of personal essays and memoirs

41. Reading and Discussion

42. The article: The Art of Writing Memoir & Personal Essays

43. References

44. The First Workshop/ Writing Memoirs

45. Classroom debate about the subjects or topics students can choose to write their memoirs

46. How they can choose the topic?

47. Where they can find their topics?

48. What about your Memoir?

49. The session is devoted to students to present their memoirs

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Literature Lectures – Semester One

Original Sequence of Topics

1. Structure of a literary analysis

2. How to Analyse a Literary Text

   1. Introduction

   2. Preliminary Steps: Reading and Context (Active Reading, Understanding the Context)

   3. Structural and Formal Analysis (Genre and Form, Point of View and Narrative Voice, Setting, Characters)

   4. Language and Style (Diction, Imagery and Symbolism, Tone and Mood, Figurative Language)

   5. Thematic Analysis (Identifying Themes, Universal and Specific Meaning)

   6. Critical and Theoretical Perspectives

   7. Building a Critical Argument (Formulating a Thesis, Supporting with Evidence, Coherence and Conclusion)

   8. Checklist for Literary Analysis

9. Suggested Critical Vocabulary

10. Conclusion

3. Excerpt from James Joyce's Dubliners - The Dead (1914)

4. Literary Analysis of The Dead (1914)

1. Overview

2. About James Joyce and Dubliners

3. The Setting of "The Dead"

4. Main Characters Introduced

5. Key Themes (Introduced in the Opening Scenes)

- A. Social Performance

- B. Class and Gender

- C. Identity and Nationalism (to develop later)

- D. Paralysis

6. Joyce's Style

7. Discussion and Reflection

5. Exploring "The Dead" -- Structure, Symbols, and Inner Conflict

1. The Structure of "The Dead"

2. Key Symbols and Their Meanings

3. Gabriel Conroy: The Modernist Anti-Hero

4. Style and Technique

5. Discussion Questions

6. "The Dead" -- Stream of Consciousness and the Final Epiphany

1. Stream of Consciousness: A Modernist Innovation

2. The Final Page: A Lyrical Epiphany

3. Interpreting the Passage

- a. From the Personal to the Universal

- b. Snow as Symbol

- c. Tone and Rhythm

- d. Epiphany and Transformation

4. The Stream of Consciousness at Work

5. Themes Culminating in the Ending

6. Discussion Questions

7. Excerpt of Joseph Conrad's Heart of Darkness (1899)

8. Introduction to Heart of Darkness -- Empire, Exploration, and the Human Condition

1. Introduction

2. Historical and Colonial Background

3. Setting and Narrative Frame

4. Early Modernist Features

5. Central Themes Introduced

6. Character Focus: Charlie Marlow

7. Discussion Questions

9. Narrative Technique and Framing in Heart of Darkness

1. Conrad's Narrative Technique

- a. The Frame Narrative

- b. Marlow as a Narrator

2. The Journey as Symbol

3. The Theme of Imperialism

- a. The Illusion of "Civilization"

- b. Africa as a Mirror of Europe

- c. The Role of the "Other"

4. Language and Imagery

5. Discussion Questions

10. Imperialism and Colonialism in Heart of Darkness (1899)

1. Historical and Literary Context

2. Imperial Ideology and the "Civilizing Mission"

3. The Company as a Symbol of Empire

4. Kurtz and Absolute Colonial Power

5. Marlow's Disillusionment

6. Europe and Africa: A Disturbing Parallel
7. Postcolonial Criticism

11. Heart of Darkness as a Geo-Psychological Journey into the Human Psyche
    1. Introduction: Geography as Psychology
    2. The River as a Psychological Path
    3. Civilization as a Fragile Mental Construct
    4. The Wilderness and the Unconscious
    5. Kurtz: The Psyche Without Restraint
    6. Marlow as the Conscious Observer
    7. Fog, Silence, and Mental Uncertainty
    8. The Lie to the Intended: Psychological Self-Preservation
    9. Proto-Psychoanalytic Dimensions
    10. Conclusion
12. Topic 1 - Essay Answer Template -- Heart of Darkness
13. Topic 2 - Essay Answer Template for "The Dead"

Creative Writing and Reading - Semester Two

Original Sequence of Topics

1. Explanation of personal essays and memoirs
2. Personal essays and memoirs (definition and differences)
3. Reading and Discussion
4. The article: The Art of Writing Memoir & Personal Essays
5. References
6. The First Workshop/ Writing Memoirs
7. Classroom debate about the subjects or topics students can choose to write their memoirs

8. How they can choose the topic?

9. Where they can find their topics?

10. What about your Memoir?

11. The session is devoted to students to present their memoirs

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Literature - Semester Two

Original Sequence of Topics (as they appear)

1. Advertising, Consumer Culture, and the Making of the Postmodern World
   1. What is Postmodernism?
   2. Advertising as a Cultural Engine
   3. Key Characteristics of Postmodern Culture (Influenced by Advertising)
      - a. Simulacra and Hyperreality
      - b. Fragmentation
      - c. Pastiche and Recycling
      - d. Collapse of High and Low Culture
   4. From Consumer Culture to Globalisation
   5. Literary Response: Resistance Through Narrative
   6. Key Idea to Remember
   7. IMPORTANT Reflections
2. Literary Resistance to Globalisation and Colonial Narratives
   1. What is Postcolonialism?
   2. Colonialism and Cultural Representation
   3. Globalisation as a New Form of Cultural Power
   4. Postcolonial Literary Strategies of Resistance
      - a. Rewriting History

- b. Writing Back to the Canon
- c. Hybridity
- d. Recovering Memory and Oral Tradition

5. Texts
6. Key Idea to Remember
7. IMPORTANT Reflections

3. Excerpt from "Things Fall Apart" by Chinua Achebe (1958)
4. Literary Analysis of "Things Fall Apart" by Chinua Achebe (1958) Part I
   1. Plot Summary of Things Fall Apart
   2. Characters
   3. Setting
   4. Narrator
   5. Narrative Style
   6. Target Audience
   7. Literary Techniques
      - a. Proverbs and Oral Traditions
      - b. Foreshadowing
      - c. Symbolism
      - d. Irony
      - e. Tragic Hero and Aristotelian Tragedy
5. Literary Analysis of "Things Fall Apart" by Chinua Achebe (1958) Part II
   1. Themes in Chapter 7 of Things Fall Apart
      - 1. Masculinity and Strength
      - 2. Tradition vs. Change
      - 3. Betrayal and Loss of Innocence
      - 4. Fate vs. Free Will
      - 5. Foreshadowing the Collapse of Igbo Society
6. Excerpt from Jean Rhys' 'Wide Sargasso Sea' (1966) Part Three (P.106-107)
7. Literary Analysis of "Wide Sargasso Sea" by Jean Rhys (1966)

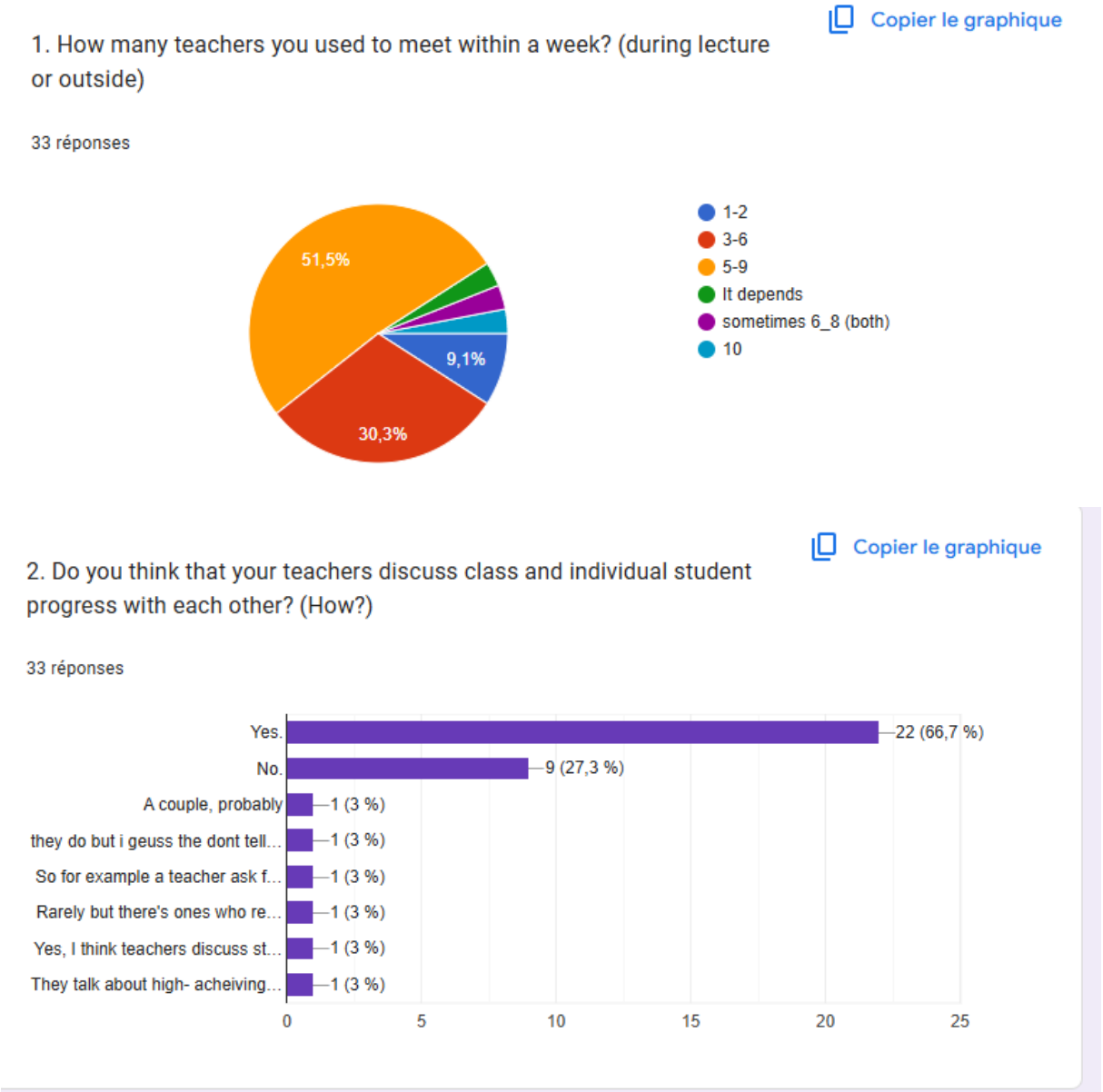
- (Summary, Theme, Setting, Characterization, Point of view, Literary devices, Figures of speech, Symbols, Magic realism, Intertextuality, Conclusion)

8. Excerpt from "Beloved" by Toni Morrison (1998)

9. Literary Analysis of "Beloved" by Toni Morrison (1998)

- Context, Summary, Themes, Setting, Characterization, Point of view, Literary devices, Diction, Figures of speech (Allusion, Intertextuality, Personification, Metaphors), Symbol, Magical realism, Historical fiction, Structure, Conclusion

Appendix F –Graphs



3. Do your teachers coordinate test dates and assignment dues to avoid scheduling conflicts?

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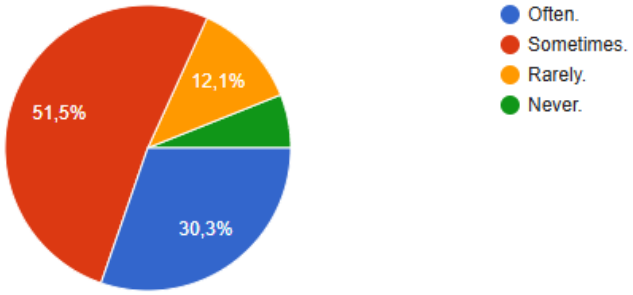
33 réponses



4. Do your teachers (from different modules) agree on important deadlines, assignment rules, and grading policies?

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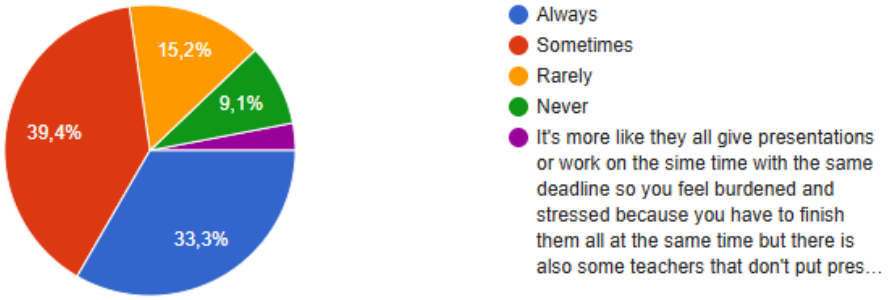
33 réponses



5. Do teachers coordinate to avoid giving you too many assignments or exams in the same week?

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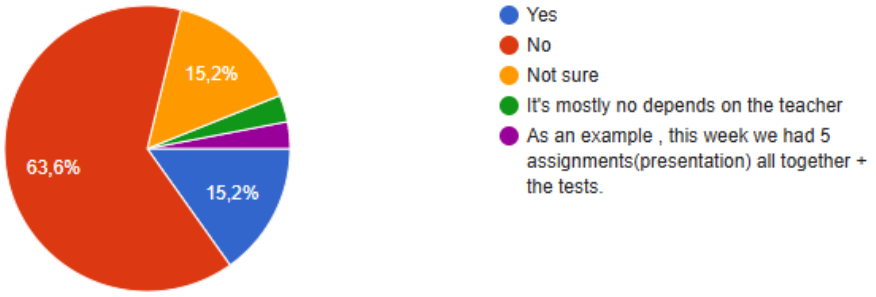
33 réponses



6. When one teacher is absent, does another teacher inform you about what to do or how to catch up? (Give an example)

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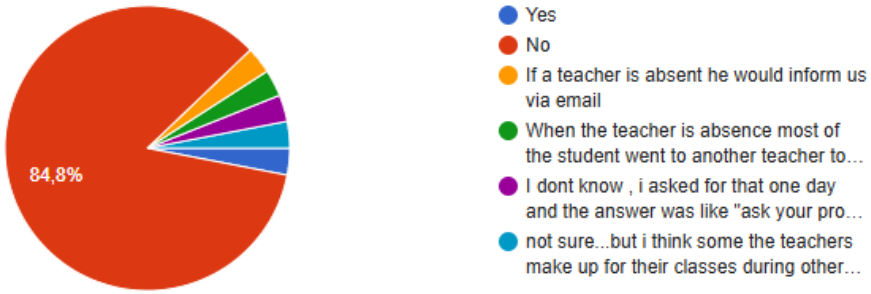
33 réponses



7. Do you think that the content of modules is interrelated? (Jusrify your answer!)

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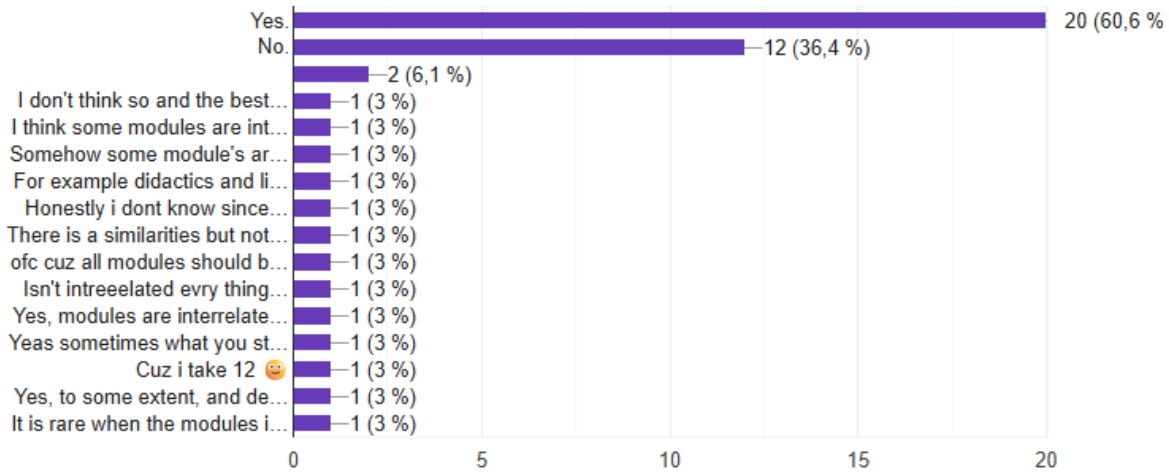
33 réponses



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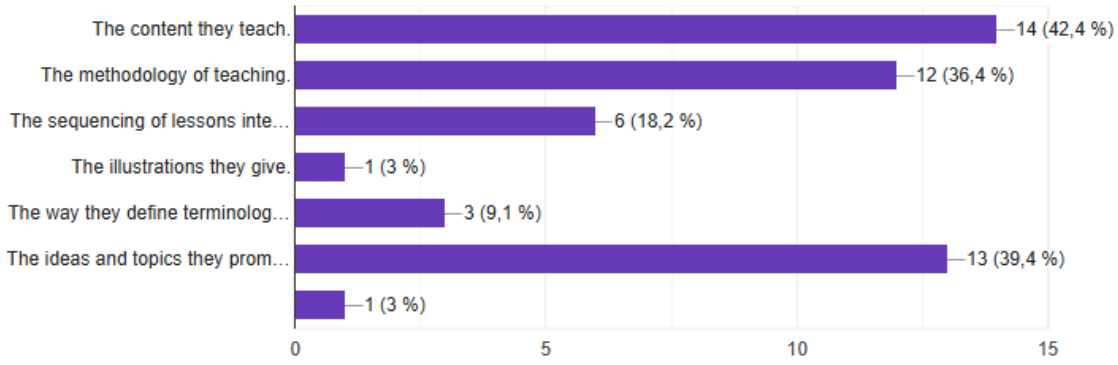
8. Where did you observe this relationship/ connection?

33 réponses



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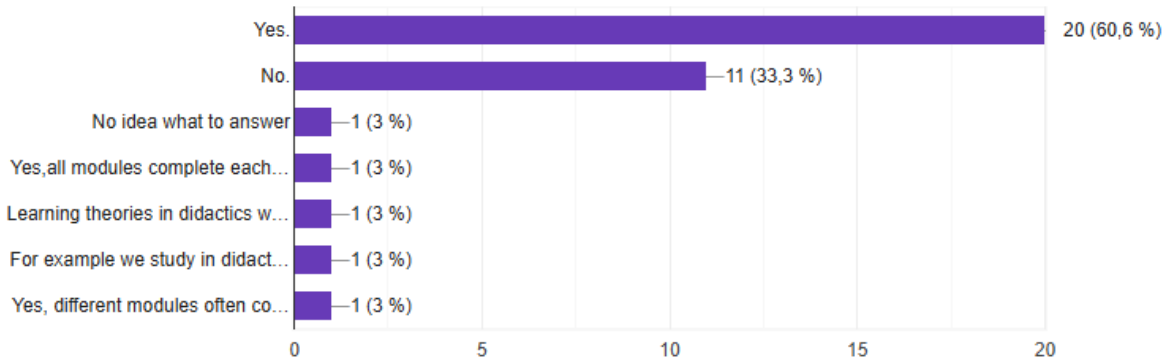
9. Have you observed any hint of clear connections regarding the content of the modules? (Justify your answer!)

33 réponses



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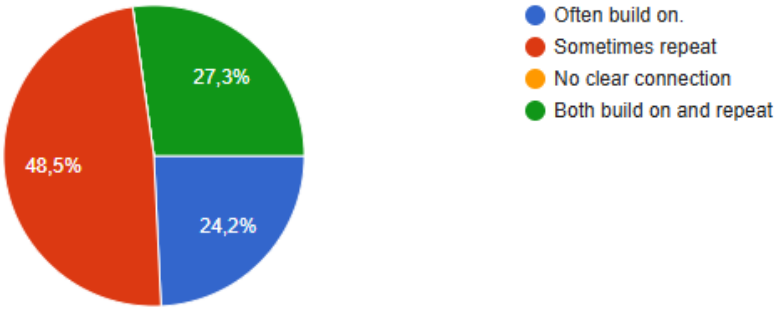
10. Do topics/lessons covered in one module ever feel like they "build on" or "repeat" content from another module or previous years' programs?

33 réponses



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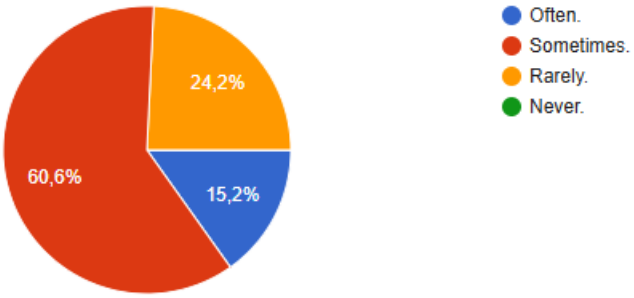
11. How often do teachers use conflicting/ inconsistent terms for the same concept across modules?

33 réponses



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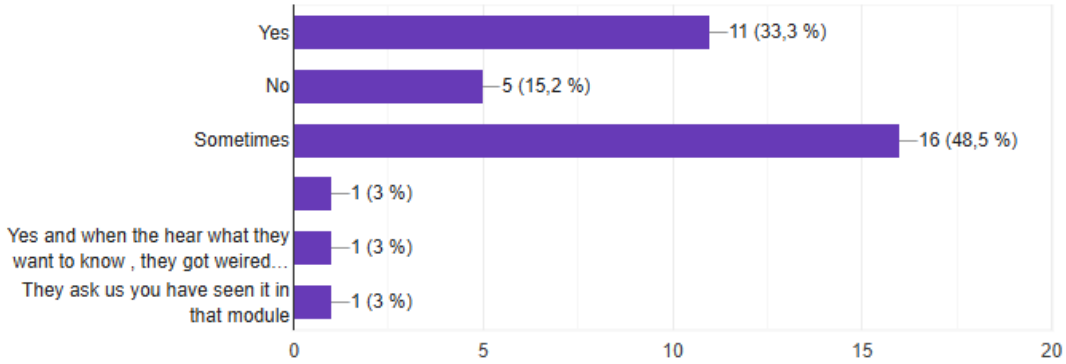
12. When one teacher refers to something you studied in another module, do they seem aware of what you already covered?

33 réponses



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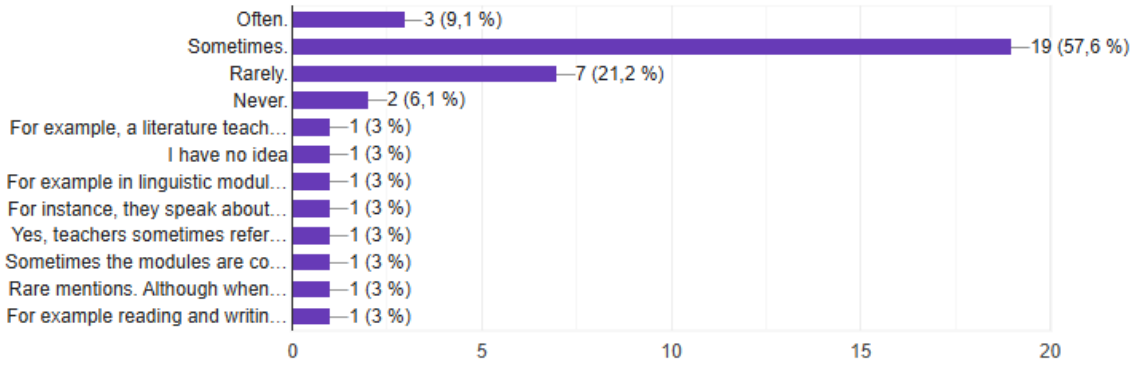
13. Do teachers refer, depict or illustrate from content of other modules/teachers? (If yes; How?)

33 réponses



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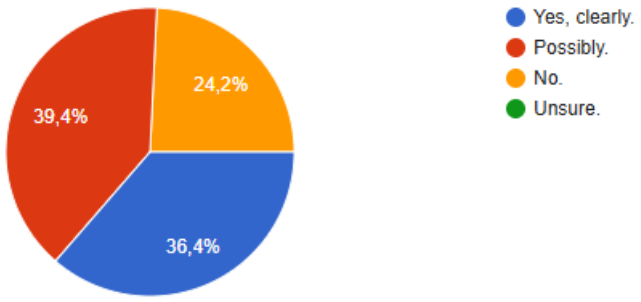
14. Have you noticed teachers adjusting their lessons based on what's taught in other modules? (e.g., skipping basics already covered elsewhere)

33 réponses



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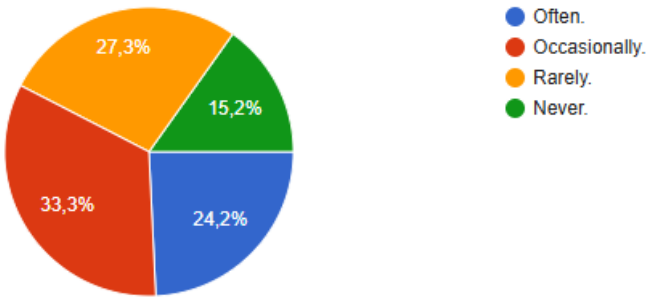
15. Do teachers ever mention how your work in one module relates to another?

33 réponses



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16. If teachers planned certain topics together, how might it affect your learning?

33 réponses

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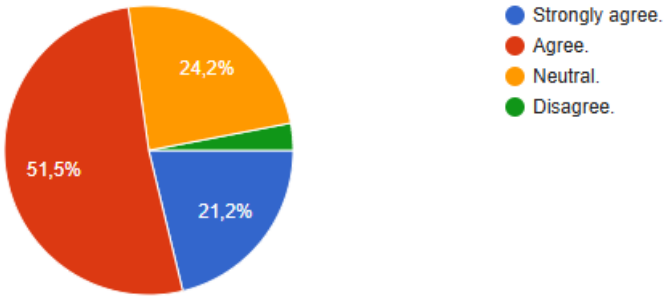
17. Would you benefit from more shared projects or assignments across modules?

33 réponses