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ENGLISH Department



Computer-Assisted Language Learning in Algerian Secondary
Education:
Exploring Capsule Videos and Blended Instruction

Master Dissertation Submitted in Partial Fulfilment of the Requirements for
Master Degree in Science of Language

Submitted by:

Student HADDADI
Mohamed Mokhtar

Supervised by:

Dr. ASSASSI Tarek

BOARD OF EXAMINERS:

Dr. Djamel BARKET TURQUI	(Chairperson / University of Biskra)
Dr. ASSASSI Tarek	(Supervisor / University of Biskra)
Dr. TIGUANE Ihem	(Examiner / University of Biskra)

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Declaration

I, HADDADI Mohamed Mokhtar, do hereby solemnly declare that the work I will present in this dissertation is my own, and it has been read and approved by my supervisor Dr. ASSASSI Tarek.

This work has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

Certified:

Mr. HADDADI Mohamed Mokhtar

Master Degree Student, Science of Language, Department of English

Dedication

Praise be to Allah, WHO made knowledge and learning the law of life. I praise Him and acknowledge His blessings.

To the soul of the ones who gave birth to me, raised me, and instilled in me a love of goodness and knowledge, and taught me honesty and integrity. To the souls of my parents.

To my esteemed wife for supporting and empowering me.

Thanking those who taught me is not enough, but I ask for a beautiful reward for them on the Day of Judgment.

I don't want to list those who taught me by name, but their actions will remind me of them.

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Abstract

In response to the COVID-19 pandemic and its disruption to traditional classroom instruction, the Algerian Ministry of National Education adopted a blended learning policy combining face-to-face teaching with distance learning. Within this framework, **Computer-Assisted Language Learning (CALL)** emerged as a key component, particularly in the delivery of English language instruction at the secondary education level. This dissertation explores how CALL has been integrated into the national curriculum, how it aligns with pedagogical documents (*documents de programmes scolaires*, *documents d'accompagnement*, and *progressions pédagogiques*), and the extent to which it supports self-directed learning and learner flexibility.

Using a qualitative document analysis methodology, the study examined official curriculum texts and digital content produced by national institutions such as the **Office National d'Enseignement et de Formation à Distance (ONEFD)**. Findings reveal that while CALL resources—such as capsule videos—exist, they are not referenced or embedded in curriculum frameworks. The curriculum remains teacher-centered, rigid in structure, and focused primarily on lower-order cognitive tasks. There is little institutional support for learner autonomy, chronotype-sensitive learning, or integration of higher-order tasks aligned with Bloom's Taxonomy.

The study concludes that Algeria's blended learning model remains underdeveloped and fragmented. It recommends curriculum reform, institutional coordination, and teacher training to normalize CALL in national policy and classroom practice. This research contributes to the literature on digital pedagogy in North Africa and provides actionable insights for stakeholders aiming to modernize language education in Algeria.

Keywords:

Computer-Assisted Language Learning (CALL), blended learning, distance learning, face-to-face instruction, English language teaching, secondary education, curriculum reform, capsule videos, self-directed learning, chronotype, Algerian education policy.

List of Abbreviations and Acronyms

Acronym	Full Form
BAC	Baccalauréat (Algerian secondary school exit exam)
CALL	Computer-Assisted Language Learning
CAPS	Capsules Vidéos Pédagogiques
CNDP	Centre National de Documentation Pédagogique
CNP	Commission Nationale des Programmes
CSE	Conseil Supérieur de l'Éducation
EFL	English as a Foreign Language
ELT	English Language Teaching
ERT	Emergency Remote Teaching
ESL	English as a Second Language
ICT	Information and Communication Technologies
INRE	Institut National de Recherche en Éducation
L1	First Language
L2	Second Language
MEN	Ministère de l'Éducation Nationale (Ministry of National Education)
MENA	Middle East and North Africa
OECD	Organisation for Economic Co-operation and Development
ONEFD	Office National d'Enseignement et de Formation à Distance
SLA	Second Language Acquisition
TOC	Table of Contents
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
2AS	Deuxième Année Secondaire (2nd Year of Secondary Education)
3AS	Troisième Année Secondaire (3rd Year of Secondary Education)

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Chapter One:

Introduction

Chapter One: Introduction

1.1. Background of the Study

The integration of technology in education has transformed traditional teaching and learning processes worldwide. Computer-Assisted Language Learning (CALL) represents a major pedagogical shift, leveraging digital tools to enhance language acquisition and learner autonomy (Levy, 1997; Beatty, 2013). In the context of English language teaching, CALL facilitates interactive, multimodal, and individualized learning experiences, which are essential for motivating and engaging secondary school learners (Chapelle, 2001).

The outbreak of the COVID-19 pandemic in late 2019 and the ensuing global health crisis forced educational systems to abruptly transition to remote and blended learning modes. Algeria, like many countries, faced unprecedented challenges to maintain educational continuity under lockdowns and social distancing measures (Ministry of National Education [MNE], 2020). This situation accelerated the adoption of technology-enhanced learning tools, notably in the secondary education sector, where face-to-face instruction traditionally dominated.

Among the various CALL tools, **capsule videos**—short, focused instructional videos—have emerged as a particularly effective medium to support blended learning. Capsule videos are designed to deliver targeted content, fostering comprehension and retention while accommodating learners' cognitive load and attention spans (Guo, Kim, & Rubin, 2014; Zhang, Zhou, Briggs, & Nunamaker, 2006). Their alignment with Bloom's Taxonomy allows for scaffolding cognitive processes from remembering and understanding to applying and analyzing (Anderson et al., 2001). The Algerian Ministry of National Education has recognized the potential of capsule videos and other digital resources to complement traditional curricula and support self-directed learning (MNE, 2020).

The **Algerian Ministry of National Education** and affiliated institutions such as the **Office National d'Éducation et de Formation à Distance (ONEFD)** and the **Commission Nationale des Programmes** play pivotal roles in developing and implementing educational policies that facilitate CALL integration. These bodies oversee the creation of curriculum frameworks, instructional materials, and teacher training programs aimed at fostering digital literacy and blended instruction in secondary education (MNE, 2019; ONEFD, 2021).

1.2. Statement of the Problem

Despite policy initiatives and technological investments, the full integration of CALL within Algerian secondary education remains uneven and faces several challenges. The sudden shift to distance and blended learning during the COVID-19 pandemic exposed infrastructural disparities, teacher preparedness gaps, and socio-economic inequalities that affect equitable access to digital learning tools (Amara, 2021; Boukadida, 2020).

Furthermore, although capsule videos have been introduced as innovative instructional aids, their effective use in English language classrooms depends heavily on pedagogical design, teacher training, and alignment with curriculum objectives (Bouziane, 2022). There remains a lack of empirical evidence on how Algerian secondary teachers and students perceive, adopt, and benefit from capsule videos in blended learning contexts, especially amid ongoing educational reforms triggered by the pandemic.

This study aims to explore the implementation of CALL via capsule videos within the Algerian secondary education system, examining the interaction between digital media, blended learning strategies, and curriculum policy frameworks under the constraints imposed by COVID-19.

1.3. Research Questions

This study seeks to answer the following research questions:

1. How have capsule videos been integrated into English language teaching within Algerian secondary schools during and after the COVID-19 pandemic?
2. What are secondary teachers' and students' perceptions of capsule videos as CALL tools in blended learning environments?
3. To what extent do capsule videos align with the cognitive levels outlined in Bloom's Taxonomy in the Algerian curriculum context?
4. What institutional roles have the Ministry of National Education, ONEFD, and other educational bodies played in facilitating CALL and capsule video use?
5. What challenges and opportunities characterize the implementation of capsule videos and blended CALL in Algerian secondary education?

1.4. Significance of the Study

This research is significant for several reasons. First, it contributes to the limited but growing body of knowledge on CALL implementation in North African and Algerian secondary education contexts, particularly concerning innovative video-based tools. Second, it provides insights into how educational policies and institutional frameworks influence the digital transformation of language teaching in Algeria, especially under crisis conditions like the COVID-19 pandemic.

Third, by examining the alignment of capsule videos with Bloom's Taxonomy, the study offers a theoretical lens for designing and evaluating CALL materials that effectively foster various cognitive skills. Fourth, it sheds light on teachers' and students' experiences and challenges with capsule videos, providing practical recommendations for policymakers, curriculum developers, and educators aiming to enhance blended learning.

Ultimately, the study aims to support efforts toward inclusive, quality education that leverages technology for improved language learning outcomes in Algerian secondary schools.

1.5. Theoretical Framework

This study is grounded in several interrelated theoretical perspectives that together inform the analysis of CALL and capsule video integration. First, **Bloom's Revised Taxonomy** (Anderson et al., 2001) provides a cognitive framework for classifying learning objectives. It serves as a reference point for evaluating how capsule videos support different levels of thinking, ranging from basic recall of facts to the creation of new ideas. This taxonomy is particularly useful for assessing both the design of video content and the extent to which it engages learners in higher-order cognitive processes.

Secondly, **Constructivist Learning Theory**, as developed by Bruner (1966), Piaget (1970), and Vygotsky (1978), underpins the pedagogical foundation of both CALL and blended learning. These theories emphasize learner-centered environments where knowledge is actively constructed through interaction, exploration, and social collaboration. Capsule videos, when integrated into a blended model, can function as scaffolding tools that allow students to build understanding at their own pace while participating in collaborative tasks in the classroom.

In addition, **Multimedia Learning Theory** (Mayer, 2009; Paivio, 1991) supports the use of visual and auditory channels in learning. The theory posits that learners process information more effectively when it is delivered through both verbal and visual modes, which makes capsule videos particularly effective in enhancing comprehension and long-term retention of language content.

Finally, **Blended Learning Models** (Garrison & Vaughan, 2008; Graham, 2006) provide the structural framework for combining online and face-to-face instructional elements. These models reinforce the importance of integrating digital tools, such as capsule videos, into traditional teaching environments in ways that are pedagogically coherent and strategically planned. Together, these frameworks support a multidimensional understanding of how capsule videos function within CALL in Algerian secondary education.

1.6. Overview of the Methodology

This study adopts a qualitative exploratory design, focusing on **document analysis** as its primary research method. Given the nature of the research questions—which investigate the presence and integration of Computer-Assisted Language Learning (CALL) and capsule videos within the Algerian secondary English education system—document analysis was selected for its ability to extract meaning and patterns from textual and audiovisual data.

The data corpus consists of official educational documents, including **documents de programmes scolaires**, **documents d'accompagnement**, and **progressions pédagogiques**, as well as audiovisual materials hosted on the **ONEFD** platform. These materials were analyzed thematically and conceptually to determine how CALL practices, especially the use of capsule videos, align with curricular goals and broader educational reforms, particularly in the context of post-COVID blended learning policies.

The methodology is discussed in full in **Chapter Four**, where the selection criteria, analytical approach, and limitations are also detailed.

1.7. Definitions of Key Terms

- **Computer-Assisted Language Learning (CALL):** The use of computers and digital technologies to facilitate and enhance language learning (Levy, 1997).

- **Capsule Videos:** Short, focused instructional videos designed to deliver specific content or skills in a concise, engaging manner (Guo et al., 2014).
- **Blended Learning:** An educational approach combining traditional face-to-face classroom methods with online and digital learning activities (Garrison & Vaughan, 2008).
- **Bloom's Taxonomy:** A hierarchical classification of cognitive learning objectives ranging from lower-order (remembering, understanding) to higher-order (analyzing, creating) skills (Anderson et al., 2001).
- **ONEFD:** The Office National d'Éducation et de Formation à Distance, Algeria's national institution responsible for distance education and digital learning initiatives.

1.8. Structure of the Dissertation

This dissertation is organized into **seven chapters**, as follows:

- **Chapter One** introduces the background of the study, the statement of the problem, research questions, objectives, key concepts, research gap, and significance of the study.
- **Chapter Two** provides a comprehensive review of literature related to Computer-Assisted Language Learning (CALL), blended learning, capsule videos, Bloom's Taxonomy, self-directed learning, chronotype, and Algerian educational and curricular policy.
- **Chapter Three** outlines the Algerian educational context, describes the roles of national institutions (e.g., MEN, ONEFD, CNP, CSE), and analyzes the structure and limitations of the current English language curriculum.
- **Chapter Four** explains the research methodology, including the qualitative document analysis approach, data sources, coding framework, and ethical considerations.
- **Chapter Five** presents and analyses findings from official curriculum documents and institutional content using the defined analytical categories.
- **Chapter Six** discusses the findings in light of theoretical models and policy frameworks, highlighting curriculum gaps, institutional misalignments, and CALL integration potential.
- **Chapter Seven** concludes the study with a summary of key findings, practical recommendations, contributions to the field, and suggestions for future research.

Chapter Two:

Literature Review

2. Chapter Two: Literature Review

2.1. Global and Algerian Educational Responses to COVID-19 and Digital Learning

2.1.1. Global Educational Disruption and the Shift to Digital Learning

The global outbreak of COVID-19 in early 2020 led to the largest educational disruption in modern history. According to UNESCO (2020, p. 1), over 1.5 billion learners were affected by school closures, prompting national governments to implement emergency teaching methods. This shift gave rise to various forms of **Emergency Remote Teaching (ERT)**, an approach that differs significantly from planned online education, as it is implemented rapidly and temporarily (Hodges et al., 2020, p. 2).

ERT forced educational institutions to explore **digital tools** and **online platforms** to sustain learning. While developed countries often had the infrastructure and policy flexibility to implement synchronous and asynchronous learning effectively, low- and middle-income countries faced challenges related to internet access, teacher readiness, and availability of content (OECD, 2021, p. 7).

Nevertheless, the crisis catalysed an international revaluation of educational delivery systems, with **blended learning** emerging as a flexible and sustainable model. Blended learning allows institutions to combine the benefits of **face-to-face interaction** with the autonomy and flexibility of **distance learning** (Bozkurt et al., 2020, p. 15). In this context, the role of technology—and specifically **Computer-Assisted Language Learning (CALL)**—has become more relevant than ever.

2.1.2. CALL and Blended Learning in Global Language Education

Language education was particularly impacted by the shift to digital platforms. In the absence of classroom interaction, instructors turned to **CALL tools** to deliver lessons, provide feedback, and maintain engagement. CALL environments allowed learners to practice vocabulary, grammar, listening, and even speaking through apps, multimedia platforms, and video conferencing (Hockly, 2018, p. 97).

CALL has evolved from simple drill-based software to include **interactive simulations**, **virtual tutors**, and **mobile-assisted language learning (MALL)** (Chapelle, 2001, p. 5). These

tools enable teachers to maintain communicative language teaching principles in an online or hybrid setting.

The integration of CALL in blended models supports varied learning needs, especially in settings where traditional methods cannot meet emerging challenges. In particular, CALL allows for **learner autonomy**, **repetition**, **multimodal input**, and **asynchronous engagement**, all of which are critical during remote instruction periods (Egbert & Hanson-Smith, 2007, p.92).

2.1.3. Algeria's National Educational Response to COVID-19

Algeria's response to the COVID-19 crisis involved a significant restructuring of instructional delivery. The **Ministry of National Education (MEN)** officially adopted a **blended learning model** that divides instructional content into two categories: (1) material to be taught in class and (2) material to be completed at home independently (MEN, 2020, p. 2). This approach attempted to ensure both **health safety** and **pedagogical continuity**.

As part of this response, the **Office National d'Enseignement et de Formation à Distance (ONEFD)** began producing and distributing **capsule vidéos pédagogiques**, or instructional video capsules. These short videos aimed to supplement student learning at home, particularly in examination classes. Subjects like English, mathematics, and sciences were prioritized, with the videos uploaded to the ONEFD's **YouTube channel** and official website.

Despite this promising initiative, the reach and integration of these tools were inconsistent. Many teachers lacked the training to incorporate video-based content into their lesson planning. Furthermore, internet access remained a barrier, especially in rural and under-resourced areas (Bouzid, 2021, p. 47).

2.1.4. Policy Shifts and the Institutionalization of Blended Learning in Algeria

Algeria's policy framework around blended learning was largely reactive, initiated to ensure minimum continuity rather than long-term transformation. While the CNP and CSE—two central educational bodies—acknowledged the role of digital tools, **curriculum documents** such as the *documents de programmes scolaires* did not formally adapt to include CALL principles or blended learning strategies (Benrabah, 2007, p. 239).

Nevertheless, the COVID-19 pandemic triggered conversations about educational reform. The **Conseil Supérieur de l'Éducation (CSE)** has since advocated for digital literacy, teacher upskilling, and more learner-centered curricula. Similarly, the **Centre National de Documentation Pédagogique (CNDP)** and the **Institut National de Recherche en Éducation (INRE)** have begun reviewing how resources could support blended models, including CALL.

While these changes are still in early stages, they reflect a policy environment that is beginning to recognize the **importance of technology-enhanced instruction** in Algeria's education system.

2.2. CALL and Blended Learning: Theoretical Foundations

2.2.1. The Evolution of Computer-Assisted Language Learning (CALL)

The field of Computer-Assisted Language Learning (CALL) has undergone several stages of development since its emergence in the 1960s. Initially influenced by behaviourist theories, early CALL applications focused on repetitive drill-and-practice tasks aimed at reinforcing grammatical structures. These early programs, though limited in interactivity and pedagogical flexibility, laid the groundwork for the incorporation of technology into language instruction. As theoretical perspectives shifted toward communicative and constructivist approaches, CALL evolved to support interaction, collaboration, and learner autonomy. This shift marked the transition from a teacher-centred model to more student-centred and process-oriented frameworks.

Over the past few decades, CALL has evolved significantly, moving from behaviourist drill-and-practice software to more dynamic, communicative, and interactive environments. Among the most prominent recent developments is **video-based instruction**, especially in the form of **capsule videos**. These short, targeted videos support self-paced learning and can be integrated into both face-to-face and blended classrooms. Capsule videos often present grammar explanations, pronunciation modelling, or listening tasks, allowing learners to pause, replay, and review according to their individual needs, thus supporting autonomy and cognitive engagement.

In addition to video content, CALL environments now feature a wide range of **interactive tools**. These include **online quizzes and educational games**, which foster active engagement and immediate feedback; **mobile language learning applications**, which offer grammar,

vocabulary, and pronunciation practice in flexible formats; and both **synchronous and asynchronous feedback systems**, allowing teachers and peers to interact through forums, messaging apps, or learning platforms. Furthermore, recent innovations such as **AI-powered chatbots** and **adaptive learning systems** are being explored for their ability to personalize instruction, simulate conversation, and respond in real time to learner performance. **These tools support a blended model of learning that caters to various learning styles and rhythms, enabling deeper engagement with language content.** Together, they reflect the increasing complexity and potential of CALL as a technology-rich, learner-centred instructional framework.

This evolution has not only changed how languages are taught and learned but has also expanded the roles of both teachers and learners. Teachers increasingly function as facilitators and curators of digital content, while learners are expected to take more initiative in navigating online platforms, managing their own progress, and engaging with diverse multimedia resources. This changing dynamic underscores the importance of training educators in CALL methodologies and designing curricula that integrate digital tools in pedagogically meaningful ways. In the Algerian context, however, the practical integration of such tools remains limited and inconsistently applied, often lacking institutional coordination and curricular support.

2.2.2. Principles of Blended Learning in Language Education

Blended learning is not merely the combination of digital and in-person teaching. As defined by Graham (2006, p. 4), it is “the combination of instructional modalities and delivery media” with the goal of improving effectiveness and flexibility. In language education, it allows for:

- In-class communicative activities (role-play, dialogue)
- Out-of-class grammar or listening exercises via CALL
- Asynchronous review using capsule videos
- Formative assessment through quizzes or oral recording tools

Blended learning, when implemented purposefully, **enhances learner autonomy**, supports **differentiated instruction**, and facilitates **continuous engagement**—traits that are vital in post-pandemic education models (Hockly, 2018, p. 98).

2.2.3. Capsule Videos and Bloom's Taxonomy

Instructional videos—referred to as *capsules vidéos* in francophone contexts—are short, focused video resources designed to explain or demonstrate specific learning content. Their pedagogical value lies not only in their clarity and accessibility but also in their adaptability to different levels of cognitive demand. When carefully aligned with **Bloom's Revised Taxonomy** (Anderson et al., 2001), capsule videos can support learning at multiple cognitive stages.

At the **remembering** level, capsule videos may present vocabulary definitions, grammatical rules, or pronunciation models, helping learners recall foundational language elements. Moving to the **understanding** level, videos can model language functions through contextualized dialogue or subtitled demonstrations, allowing learners to comprehend meaning in use. For the **applying** level, learners may be given short post-video exercises—such as fill-in-the-blanks, role-plays, or comprehension checks—that prompt them to use the information presented. At the **analysing** level, capsule videos may contrast similar structures or highlight patterns, encouraging learners to examine relationships between linguistic forms. Finally, in tasks that involve **creating**, learners might be invited to produce their own video responses, such as a short oral presentation or recorded dialogue based on prompts from the capsule content.

Capsule videos are especially well-suited for asynchronous CALL environments. Their digital format allows learners to pause, replay, and reflect at their own pace, fostering **self-directed learning** and accommodating varied learning rhythms. According to Mayer's Multimedia Learning Theory (2009, p. 43), this ability to control content delivery enhances comprehension, retention, and learner autonomy—key features of effective 21st-century language instruction.

2.2.4. Self-Directed Learning and Learner Autonomy

CALL and blended learning environments provide fertile ground for fostering **learner autonomy**, a key concept in modern pedagogy. Knowles (1975, p. 18) defines autonomy as the capacity of learners to take responsibility for their own learning decisions, including planning, monitoring, and evaluating their progress. This principle is especially relevant in

technology-mediated contexts, where learners often interact with content outside of traditional classroom structures. CALL environments naturally support this shift by offering opportunities for flexible, personalized learning.

In such settings, students can exercise greater control over their study habits. They are able to **choose when and how to study**, selecting the pace and timing that suits their individual rhythms and preferences. They may **access supplemental resources**—such as grammar tutorials, listening exercises, or vocabulary apps—that go beyond textbook materials. The interactive nature of CALL also allows learners to **engage with content more actively**, using games, quizzes, and simulations to reinforce understanding. Importantly, digital tools enable students to **monitor their own progress** through instant feedback, self-assessment modules, and learning analytics features.

In contexts like Algeria, where **teacher-centred instruction** remains the norm and learners often rely heavily on external guidance, CALL offers a gradual and structured approach to developing autonomy. Through carefully designed tasks, guided exposure to digital content, and supportive learning platforms, students can begin to take responsibility for their own development. This shift is essential for aligning Algerian educational practices with 21st-century global standards and preparing learners for lifelong learning beyond the classroom.

2.2.5. Chronotype and Personalized Learning Opportunities

Chronotype, the biological inclination toward morningness or eveningness, affects learning efficiency (Adan et al., 2012, p. 1156). In traditional schooling, all students follow the same schedule regardless of their optimal performance periods. However, CALL and capsule videos in asynchronous settings enable learners to study **at their best times**, improving retention and focus.

Incorporating chronotype awareness into CALL design helps make learning more **personalized and equitable**, particularly when supported by a flexible curriculum and open-access digital content.

2.3. Barriers to CALL Integration in Secondary Education

2.3.1. Technological Constraints

In developing educational systems such as Algeria's, **infrastructure limitations** remain one of the most significant barriers to the effective implementation of Computer-Assisted Language Learning (CALL). Access to basic technological resources is uneven across schools, and in many cases, severely lacking. These limitations include poor or inconsistent **internet connectivity**, which hinders the use of online platforms and streaming video materials. **Electricity outages**—particularly common in rural areas—also disrupt lessons and reduce the reliability of digital learning.

Moreover, many institutions do not have an adequate supply of **computers, tablets, or smartphones** for student use. In some cases, even basic **digital classroom equipment**, such as projectors, speakers, or audio systems, is unavailable or outdated. As Bouzid (2021, p. 46) notes, numerous public secondary schools in Algeria—especially those located in remote regions—offer **limited or no access** to the technological infrastructure necessary for effective CALL deployment.

Even in schools where infrastructure is theoretically available, practical issues persist. **Unstable connections, technical failures, and lack of technical support** often discourage both teachers and learners from relying on CALL tools during instruction. Without dependable access to digital resources, CALL becomes an occasional supplement rather than an integral part of the language learning process. These constraints must be addressed through coordinated national investment and long-term planning if CALL is to become sustainable and equitable across the Algerian educational system.

2.3.2. Teacher Preparedness and Digital Competence

Many teachers are not sufficiently trained in **digital pedagogy**, and often lack confidence in using technology effectively. Gilakjani (2017, p. 96) reports that teachers unfamiliar with CALL tools tend to fall back on traditional, teacher-centered methods—even when digital resources are available.

In Algeria, most English teachers were not trained in CALL methodologies during their academic formation, and **in-service training programs** remain irregular and non-specialized.

Without **systematic professional development**, even the best digital content cannot be effectively implemented.

2.3.3. Curriculum Inflexibility

The Algerian curriculum is centrally designed and largely prescriptive. The **documents de programmes scolaires** and **progressions pédagogiques** provide a week-by-week sequence, leaving little room for experimentation or integration of supplementary tools such as CALL (Benrabah, 2007, p. 242). Teachers are expected to “cover the program,” rather than adapt it based on student needs or available technologies.

This rigidity discourages the integration of capsule videos or online activities that require **time flexibility** and **methodological creativity**.

2.3.4. Student Factors: Motivation, Autonomy, and Chronotype

Effective CALL use demands a certain level of **learner independence**, including motivation to work outside classroom hours. However, Algerian students are often conditioned to rely on teacher-led instruction and may lack the habits of **self-directed learning** (Knowles, 1975, p.19).

Moreover, CALL environments are most effective when they accommodate **learner chronotypes**—i.e., when learners can study at times best suited to their cognitive rhythms (Preckel et al., 2013, p. 43). The standard classroom schedule does not accommodate this, but digital tools could—if supported by institutional planning and curriculum adaptation.

2.4. The Role of Teachers in CALL-Enriched Blended Learning

2.4.1. From Knowledge Deliverer to Learning Facilitator

The integration of CALL and blended learning environments requires a fundamental shift in the role of the teacher—from a traditional **knowledge deliverer** to an active **facilitator of learning**. In such contexts, teachers are no longer the sole source of information. Instead, they are expected to guide students through a more autonomous, interactive, and technology-rich learning process. This includes helping learners **navigate digital platforms**, understand how to access and benefit from online resources, and manage their own study routines using available tools.

Teachers also play a critical role in supporting learners' engagement with **capsule videos**, whether used before class as a preparatory tool or after class as reinforcement. They must encourage learners to **reflect on their learning strategies**, monitor their progress, and adjust their approach based on feedback from digital interactions. Furthermore, instructors must facilitate **collaborative work in digital spaces**, such as virtual classrooms, discussion forums, or shared project platforms—creating structured tasks that promote both communication and autonomy.

Richards and Rodgers (2014, p. 168) emphasize that language teachers must be empowered not only to use CALL tools but also to **design pedagogical tasks** that integrate those tools meaningfully within their instructional goals. However, in many contexts—such as Algeria—this shift remains difficult in practice due to the absence of curriculum guidelines that promote CALL use and the lack of formal training in digital pedagogy. Without institutional support, the teacher's evolving role in a blended environment remains a theoretical ideal rather than a practical reality.

2.4.2. Teacher Agency and Curriculum Mediation

Teachers' ability to adapt the curriculum—known as **teacher agency**—is critical in CALL implementation (Graves, 2008, p. 152). But in highly centralized systems like Algeria's, teachers are often discouraged from deviating from prescribed content or pacing.

This results in missed opportunities for innovation and individualized instruction, especially when CALL tools are seen as “extra” rather than essential. To normalize CALL, teachers must be trusted and trained to exercise professional judgment in integrating digital resources.

2.5. Curriculum Alignment and Institutional Readiness

2.5.1. Curriculum Documents and Bloom's Taxonomy

A review of Algerian curriculum documents reveals a strong focus on **lower-order thinking skills**, such as memorization and comprehension. Tasks that require learners to **create, analyse, or evaluate**—higher-order levels in Bloom's Taxonomy—are rarely emphasized (Anderson & Krathwohl, 2001, p. 28).

CALL tools such as video creation apps, discussion forums, or interactive storytelling platforms are ideally suited for these higher-order tasks. However, they are absent from current *documents d'accompagnement* or *progressions pédagogiques*, which limits their classroom adoption.

2.5.2. Institutional Actors and Policy Support

Institutions like the **ONEFD**, **CNP**, and **CSE** are responsible for curriculum oversight, resource development, and educational reform. Although the ONEFD has developed English capsule videos, these are **not formally referenced** in national curriculum documents.

The **Conseil Supérieur de l'Éducation (CSE)** has encouraged digital modernization in principle, but without a coordinated policy between content developers, teacher trainers, and curriculum designers, CALL remains peripheral. Effective integration requires institutional **coherence** across all levels (Ricento & Hornberger, 1996, p. 409).

2.6. CALL in North Africa and the MENA Region: A Regional Comparison

2.6.1. Morocco and Tunisia

Morocco has implemented the **TelmidTICE platform**, which provides hundreds of capsule videos aligned with the national curriculum. Supported by international partners, Morocco has also emphasized **teacher training in digital pedagogy**.

Tunisia has adopted a similar model, expanding mobile access and training teachers to use online tools. These strategies have allowed both countries to incorporate CALL as a **permanent feature** in language education (Ben Hmida, 2022, p. 59).

2.6.2. Jordan and Egypt

Jordan's “NoorSpace” platform and **Egypt**'s digital curriculum reform efforts emphasize **interactivity, learner autonomy, and task-based learning**. These systems support CALL tools such as language apps, online exercises, and virtual discussion forums (Mahafzah & Ajlouni, 2021, p. 102).

In both cases, the success of CALL depends on **policy alignment, infrastructure investment, and curriculum reform**.

2.6.3. Algeria's Relative Lag and Potential

Compared to its neighbors, Algeria's CALL integration remains **fragmented** and **policy-light**. Although digital resources exist (e.g., ONEFD capsule videos), they are **not embedded in teaching plans**, nor are they backed by robust teacher training or curriculum reform. Still, the existence of platforms and institutional will provides a foundation for progress—if supported by coherent policy.

2.7. Theoretical Frameworks on Language Policy and Curriculum Reform

2.7.1. Language Policy and Curriculum as Interrelated Tools

Spolsky (2004, p. 6) defines language policy as the interaction of language practices, beliefs, and management decisions. In Algeria, where language education is a politically sensitive issue, decisions about English are tied to national identity, modernization, and international relevance (Benrabah, 2007, p. 244).

The curriculum serves as the **instrumentalization of language policy**, translating broad goals into syllabi, resources, and pedagogical guidance.

2.7.2. Ricento and Hornberger's Onion Model

According to Ricento and Hornberger (1996, p. 403), the curriculum represents a crucial mid-level layer in the language policy “onion,” serving as the link between macro-level national goals and micro-level classroom practices. In the context of CALL integration, curriculum reform is essential to operationalize language policy and ensure meaningful impact at the learner level.

Supporting CALL through curriculum reform requires several strategic changes. First, **digital tools must be explicitly included in the syllabus**, not merely as supplementary options but as integrated components of the teaching and learning process. Second, the curriculum must provide for **flexibility in pacing and delivery modalities**, allowing both synchronous and asynchronous options to accommodate diverse learner needs and

technological realities. Third, **teacher training must emphasize adaptive content design**, empowering educators to modify lessons in ways that suit blended or online environments.

Without such reforms, national language policies risk remaining abstract and disconnected from the actual learner experience. CALL cannot fulfill its potential unless curriculum structures bridge policy intentions with classroom realities, supported by pedagogical guidance and digital readiness.

2.7.3. Curriculum Development and CALL Normalization

Graves (2008, p. 158) argues that effective curriculum development should include **goals, content, sequence, materials, and methodology**. CALL must be treated as a methodology, not merely a supplement. Bax (2003, p. 16) warns that unless CALL is “normalized” into the curriculum and classroom culture, it will remain marginal.

This normalization requires the **revision of existing documents**, the creation of **teacher guides**, and the **institutionalization of digital learning** through aligned policy and practice.

2.8. Synthesis and Conclusion of the Literature Review

The literature reviewed highlights both the **potential** and **challenges** of integrating CALL into blended language education. Globally, CALL is increasingly used to promote autonomy, personalization, and continuity. Regionally, countries like Morocco, Tunisia, and Jordan have made progress in policy and curriculum reform.

In Algeria, however, CALL remains **underutilized and under-theorized**, despite policy shifts triggered by COVID-19. The infrastructure exists (e.g., ONEFD videos), but the curriculum, teacher training, and institutional coherence lag behind. Furthermore, there is a lack of attention to **learner autonomy, chronotype**, and higher-order thinking—key elements that CALL can support.

This chapter provides the conceptual and empirical foundation for analysing how Algeria’s curriculum documents reflect or omit CALL principles. The next chapter presents the methodology used to explore this issue through qualitative document analysis.

Chapter Three: The Algerian Educational Context and Institutional Framework

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3.1. Introduction

Understanding how **Computer-Assisted Language Learning (CALL)** is or is not integrated into Algerian secondary education requires a detailed look at the national educational system. This chapter presents the **organizational structure**, key **institutional actors**, and the **curriculum framework** that shape how English is taught in Algerian schools. It also discusses the shift toward **blended learning** initiated in response to the COVID-19 crisis and how this shift aligns (or fails to align) with existing curriculum documents.

3.2. Structure of the Algerian Educational System

Algeria's education system is **highly centralized**, governed and supervised by the **Ministère de l'Éducation Nationale (MEN)**. It is organized into three main educational cycles: **Primary Education**, which spans five years; **Middle Education**, lasting four years; and **Secondary Education**, which consists of three years. This structure creates a standardized academic pathway across the nation and reflects the state's centralized control over educational planning, curriculum development, and assessment systems.

The **English language** is introduced during the first year of **Middle School** and gains greater importance in **Secondary School**, particularly within the **literary and scientific streams**, where students are expected to achieve higher levels of communicative competence. However, the implementation of any pedagogical innovation—such as **Computer-Assisted Language Learning (CALL)** or **blended learning models**—requires approval and coordination across multiple institutional layers. These include curriculum development bodies, teacher training institutes, and national examination authorities. The centralized nature of the system means that changes are not easily introduced and must pass through official procedural channels.

All public schools across Algeria adhere to **nationally standardized curricula**. These curricula are mandated by the MEN and disseminated uniformly through official educational materials, including the **documents de programmes scolaires** (syllabi), **documents d'accompagnement** (teacher guides), and **progressions pédagogiques** (yearly pacing plans). These documents ensure curricular consistency but also limit flexibility,

making integration of new methodologies like CALL heavily dependent on institutional directives.

3.3. Institutional Actors in Educational Planning and Innovation

3.3.1. The Ministry of National Education (MEN)

The **MEN** is the ultimate authority in educational policy and curriculum design. It sets national priorities, allocates resources, and oversees pedagogical orientations across all school levels. Following the COVID-19 school closures, the MEN adopted a **blended learning model**, stating that part of the syllabus would be delivered face-to-face, and part would be assigned as **home-based learning** (MEN, 2020, p. 1).

Despite this policy shift, the practical integration of digital learning tools such as CALL has depended heavily on the initiatives of subordinate institutions.

3.3.2. Office National d'Enseignement et de Formation à Distance (ONEFD)

The **Office National d'Enseignement et de Formation à Distance (ONEFD)** was originally established to serve adult learners and non-traditional students through distance education programs. However, during the COVID-19 pandemic, the institution played a critical role in Algeria's emergency education response. As schools across the country closed, the ONEFD was tasked with producing **capsule vidéos pédagogiques**—short instructional video lessons aimed at secondary school students, including content for English language learners.

These videos were made widely accessible through **the official ONEFD website** and a **dedicated YouTube channel**, where playlists were carefully organized by school subject and educational level. This digital dissemination strategy ensured that learners, even in remote areas, could access instructional content asynchronously and at their own pace. The initiative was widely acknowledged as a valuable step in ensuring continuity of instruction during the crisis.

Despite these positive aspects, several limitations emerged. In the English language stream, the number of videos was relatively small compared to other subjects. Additionally, many of the videos lacked **systematic alignment with the official**

curriculum documents, such as the syllabus or teacher guides. Crucially, there was **no official pedagogical guidance** provided to teachers on how to integrate these capsules into classroom instruction or homework planning. This absence of structured implementation limited the overall impact of the ONEFD capsules, which remained underutilized in formal instructional settings despite their potential.

3.3.3. Commission Nationale des Programmes (CNP)

The **Commission Nationale des Programmes (CNP)** is the central authority responsible for the design, revision, and validation of national syllabi across all subject areas, including English. Operating under the authority of the **Ministère de l'Éducation Nationale (MEN)**, the CNP plays a decisive role in shaping Algeria's official curriculum. Its responsibilities include defining **learning objectives**, structuring **thematic units**, specifying **language functions and communicative skills**, and establishing **evaluation criteria** that guide both instruction and assessment practices at the national level.

Because of its mandate, the CNP holds substantial influence over the content of key pedagogical documents such as the **documents de programmes scolaires**. These documents are used by teachers across the country and serve as the foundation for textbook production, examination design, and instructional planning. However, despite its powerful position within the educational system, the CNP has **not yet revised the national English syllabus** to explicitly incorporate **digital tools**, **blended learning modalities**, or **CALL methodologies**. This omission is especially notable in light of recent national efforts to modernize education in response to the COVID-19 pandemic, during which the use of capsule videos and digital learning platforms increased significantly. The lack of curricular updates suggests a disconnect between policy shifts and curricular reform, limiting the institutionalization of CALL in Algerian secondary education.

3.3.4. Conseil Supérieur de l'Éducation (CSE)

The **Conseil Supérieur de l'Éducation (CSE)** is a national advisory body responsible for evaluating the Algerian education system and proposing strategic reforms to enhance its effectiveness and responsiveness. While the CSE does not have the mandate to develop curricula directly, it plays an important role in shaping educational discourse by producing **policy briefs**, **diagnostic reports**, and **recommendations** intended to guide future decision-making and reform at the ministerial level.

Since 2021, the CSE has been vocal in advocating for reforms that address the growing role of technology in education. Among its key priorities is the **promotion of digital literacy** among both teachers and students, recognizing that technological competence is essential for 21st-century learning. It has also called for **improvements in infrastructure**, particularly in support of distance and blended education models, and has recommended that national curricula be reviewed to accommodate **more flexible, technology-inclusive instruction**.

Despite these progressive recommendations, the CSE's proposals are **advisory in nature and not legally binding**. As a result, they have yet to lead to formal curricular changes within Algerian secondary English education. The gap between policy suggestions and implementation underscores the challenges of effecting systemic change in a centralized and tightly regulated educational framework.

3.3.5. Other Supporting Institutions

In addition to major educational bodies such as the MEN, CNP, ONEFD, and CSE, several other institutions operate in the background of Algeria's education system and play potential supporting roles in the promotion of **CALL** and **blended learning**. Among these, the **Centre National de Documentation Pédagogique (CNDP)** is responsible for the production and publication of official textbooks, teacher manuals, and supplementary instructional materials. As such, the CNDP has significant influence over what content is available to teachers and students in practice, including the integration—or omission—of digital tools and strategies in printed resources.

Another key player is the **Institut National de Recherche en Éducation (INRE)**, which is tasked with conducting educational research to inform policy and pedagogical innovation. The INRE's research outputs have the potential to shape national reform priorities, particularly in areas such as curriculum modernization, teacher training, and evaluation practices.

Despite their respective mandates, neither the CNDP nor the INRE has yet prioritized the **systematic inclusion of CALL approaches** in their publications or research agendas. However, both institutions possess the **institutional infrastructure, expertise, and authority** necessary to contribute meaningfully to future reforms in this area. Their more

active involvement in CALL-related initiatives would greatly enhance the alignment between educational resources, policy recommendations, and classroom practices.

3.4. Curriculum Documents and Their Role in CALL Implementation

The **documents de programmes scolaires** are the official national syllabi issued by the Ministry of National Education. These documents serve as the foundational curricular framework for each subject and level of education. They specify the **targeted competencies** that learners are expected to acquire, the **thematic content** to be addressed throughout the academic year, and the **progression of skills** across different grade levels. In addition, they outline the components of **final evaluation**, thereby structuring the entire teaching and assessment process in a unified and standardized manner.

In the case of English language instruction, the official program emphasizes the development of **communicative competence**, **grammar awareness**, and mastery of the **four core language skills**: listening, speaking, reading, and writing. However, despite the evolving use of digital tools in global education—and even in Algerian policy rhetoric—these syllabi make **no mention of CALL tools, capsule videos, or digital learning platforms**. This absence indicates a **disconnect between high-level educational policy shifts** (particularly following the COVID-19 pandemic) and the operational content of national curricular documents. As a result, teachers receive no formal encouragement or guidance to integrate digital resources into their practice, limiting the systemic adoption of blended and technology-enhanced instruction.

3.4.1. Documents d'Accompagnement

The **documents d'accompagnement** are official pedagogical guides intended to support teachers in implementing the national curriculum. These materials offer **methodological guidance**, helping educators understand how to deliver content in alignment with the syllabus. They often include **sample lesson plans** that illustrate how classroom activities can be structured across different stages of a unit. In addition, they provide **suggestions for activities** designed to develop communicative competence and language skills, as well as **instructions for integrating various linguistic skills** within a single lesson or sequence.

While these documents occasionally recommend the use of “**audio-visual materials**” or “**authentic resources**”, such references are typically **generic and vague**, lacking concrete examples or detailed pedagogical strategies. There is no **explicit mention of capsule videos** or any structured guidance for incorporating **online tools** into English language teaching. As a result, tasks such as online writing practice, listening with video input, or speaking via digital interaction are not formally supported within these instructional frameworks. This lack of specificity limits teachers’ ability—and often their willingness—to adopt CALL practices, particularly in contexts where they are already unfamiliar with technology or lacking institutional support.

3.4.2. Progressions Pédagogiques

The **progressions pédagogiques** are annual instructional planning documents that prescribe the sequence and pacing of content delivery throughout the academic year. These progressions outline the **weekly content** to be taught, specify the **amount of time** to be allocated to each topic or unit, and indicate the timing and structure of **formal assessments**. Their primary function is to ensure consistency and national standardization across all public secondary schools, regardless of region or teaching context.

However, these documents are typically **rigid and highly prescriptive**, leaving teachers with **little room for pedagogical flexibility** or innovation. The fixed linearity of the content schedule means that teachers are expected to adhere strictly to the predefined sequence and timing, even when individual learner needs or contextual factors suggest otherwise. This rigidity poses a significant barrier to the integration of **CALL-based activities**, such as capsule videos, online quizzes, or collaborative digital tasks. Introducing such resources often requires adjustments in pacing, sequencing, or instructional mode—all of which are discouraged or rendered impractical by the official progression format. As a result, even motivated teachers may hesitate to incorporate digital tools for fear of deviating from the mandated instructional timeline.

3.5. Blended Learning Policy in Algeria Post-COVID

In the wake of the COVID-19 pandemic, the **Ministère de l'Éducation Nationale (MEN)** adopted a **blended learning approach** as part of its emergency response to ensure educational continuity. The goal was to reduce classroom density, mitigate health risks, and adapt instruction to the realities of limited in-person interaction. However, the implementation of this policy occurred without a corresponding revision of the national curriculum or instructional frameworks, leaving many teachers without the guidance needed to navigate this new mode of delivery.

Educators were left uncertain about several fundamental aspects of blended learning. They lacked clarity on **which content should be prioritized for in-person instruction versus home-based learning**, making it difficult to structure lessons coherently. Additionally, teachers received no formal training or instructions on **how to use capsule videos or integrate CALL platforms** to support independent learning. Questions regarding **learner assessment** in hybrid contexts—such as how to evaluate students fairly when instruction occurred across multiple formats—also went unanswered.

This absence of **operational guidelines** and the failure to include digital learning tasks or tools in official curriculum documents significantly weakened the potential of blended learning to serve as a sustainable, long-term instructional model. Rather than becoming embedded into regular pedagogical practice, blended learning remained a reactive, temporary measure. As a result, teachers were forced to rely on traditional methods even when engaging with technology, limiting the transformative potential of the policy.

3.6. Conclusion

This chapter has explored the structural, institutional, and curricular conditions shaping English language instruction in Algerian secondary schools. Despite the MEN's move toward blended learning and the ONEFD's digital content production, **CALL remains marginalized** in national curriculum documents. Institutions such as the CNP and CSE have not yet aligned their reforms to support digital pedagogy in English teaching.

The absence of clear policy alignment, teacher guidance, and curriculum flexibility suggests that Algeria's transition to a blended learning model remains **incomplete**. The

following chapter will present the **methodology** used to analyse the degree of CALL integration in curriculum documents and institutional platforms.

Chapter Four:

Methodology

4. Chapter Four: Methodology

4.1. Introduction

This chapter outlines the **research design**, **data sources**, and **methods of analysis** used in this exploratory study, which investigates how **Computer-Assisted Language Learning (CALL)** is integrated—or absent—in the English language curriculum for Algerian secondary education. The study also examines the degree to which national policy and institutional actors support the shift toward **blended learning** in the post-COVID era.

Given the centralized and document-driven nature of the Algerian educational system, the research is based on **qualitative document analysis**, a method well-suited to evaluating curriculum design, policy directives, and institutional strategies (Bowen, 2009, p. 29).

4.2. Research Design and Approach

This study employs an **exploratory qualitative approach**, appropriate for analysing phenomena that are **under-researched** or poorly documented in the local context (Creswell, 2013, p. 48). CALL in Algerian secondary education, particularly within the framework of blended learning, has not been systematically studied in relation to official documents.

The research is **document-based**, focusing on how curriculum texts and institutional media represent, support, or omit CALL-related practices. The study is non-experimental and interpretive, seeking patterns, absences, and institutional discourses rather than causal relationships.

4.3. Research Questions

This methodological framework responds to the following research questions:

1. How is CALL integrated into the English language syllabus in Algerian secondary education?
2. What support do official documents and national institutions provide for CALL and blended learning?
3. In what ways does CALL encourage or limit self-directed learning in the current curriculum?
4. How do learner differences—such as chronotype— influence CALL effectiveness?

5. What institutional changes are necessary to sustain CALL as a part of language education reform?

4.4. Data Sources

The study draws on primary sources that are **official, nationally endorsed documents and digital materials** produced by Algerian educational institutions.

4.4.1. Curriculum Documents

The **curriculum documents** analyzed in this study form the foundational framework that secondary school English teachers in Algeria are expected to follow. These include the **documents de programmes scolaires**, which serve as the official English language syllabi for various levels such as 2AS and 3AS. These documents outline the objectives, thematic units, and skill progression expected within each academic year.

Additionally, the **documents d'accompagnement** provide **pedagogical support** to teachers by offering methodological suggestions, sample activities, and strategies for implementing the syllabus effectively in the classroom. They aim to bridge the gap between curricular content and day-to-day instruction by guiding teachers through best practices.

The third category, the **progressions pédagogiques**, are Ministry-issued planning documents that outline **weekly and yearly instructional timelines**. They specify the pacing and sequencing of units, thereby standardizing content delivery across institutions. Together, these documents create a **prescribed instructional structure** that governs what is taught, how it is taught, and when it is taught in Algerian public secondary schools.

4.4.2. Institutional Platforms

In addition to curriculum documents, this study draws on a variety of **institutional platforms and official publications** that reflect Algeria's evolving educational policies in response to the COVID-19 pandemic. One key platform is the **ONEFD YouTube channel and official website**, which host the **capsule vidéos pédagogiques**. These digital platforms serve as repositories for instructional videos organized by subject and level, and were launched to ensure continuity of instruction during school closures.

Further data were drawn from **official circulars and reports** issued by national bodies such as the **Ministère de l'Éducation Nationale (MEN)**, the **Commission Nationale des Programmes (CNP)**, and the **Conseil Supérieur de l'Éducation (CSE)**. These documents outline institutional perspectives on digital education and provide policy-level insights into how CALL and blended learning are framed—or omitted—within Algeria's national education strategy.

Additionally, the analysis included **strategic notes and educational updates** published during and after the pandemic, which provide further context on emergency reforms, digital education planning, and distance learning infrastructure. Together, these institutional sources reveal the **policy discourse, digital initiatives, and pedagogical resources** developed to support blended or remote instruction during a period of systemic disruption.

4.5. Method of Data Collection

The data for this study were collected through a **targeted review of official educational documents** and digital platforms associated with Algeria's national education system. The primary sources included **official ministry websites**, such as the **Ministère de l'Éducation Nationale portal** (<https://www.education.gov.dz/>) and the website of the **Office National d'Enseignement et de Formation à Distance (ONEFD)** (<https://www.onefd.edu.dz/>), both of which provide access to syllabi, policy texts, and institutional reports relevant to secondary education.

Additional materials were retrieved from **public archives and national digital platforms** that host curriculum documents, such as textbooks, pedagogical progressions, and teacher guides. The **official YouTube channel of the ONEFD** (<https://www.youtube.com/@ONEFDEducation>) was also a key resource, offering capsule vidéos pédagogiques categorized by level and subject. These videos represent the Ministry's digital response to the COVID-19 crisis and were included as part of the multimedia content analysis.

Other data were sourced from **online repositories and educational portals** that provide access to teaching materials and instructional tools produced or endorsed by the Ministry. Only documents that were **explicitly produced or officially authorized** by the **Ministère de l'Éducation Nationale** or its affiliated institutions (e.g., CNP, ONEFD, CNDP) were

selected for analysis. This approach ensured that all materials reviewed carried **official status and national applicability**, enhancing the validity and relevance of the document-based findings.

4.6. Analytical Framework

The study uses **qualitative content analysis**, which allows for the identification of themes, patterns, and omissions in textual and multimedia materials (Bowen, 2009, p. 33). The analysis is informed by prior research in CALL, curriculum theory, and language policy.

The data was coded using six core analytical categories:

4.6.1. Presence of CALL Terminology

The first category of analysis focused on the **presence or absence of key terminology related to Computer-Assisted Language Learning (CALL)** across official documents and media. This involved the identification of specific terms commonly associated with digital pedagogy and blended learning approaches. These included general terms such as **CALL, Information and Communication Technology (ICT), blended learning, and digital tools**, as well as more specific instructional terms such as **multimedia tasks and capsule videos**.

The objective of this category was to determine whether the documents explicitly referenced these concepts, thereby indicating institutional awareness and pedagogical prioritization of technology integration in language education. The frequency, placement, and context in which such terms appeared were documented to assess the extent to which digital learning has been formally adopted within curriculum planning, policy communication, and pedagogical guidance in Algerian secondary English instruction.

4.6.2. CALL-Compatible Pedagogical Practices

The second category of analysis focused on identifying instances in which **pedagogical tasks and instructional guidance reflected core principles of Computer-Assisted Language Learning (CALL)**. Specifically, this involved examining documents for evidence of tasks that incorporated **digital or audio-visual resources**, as well as those that encouraged **open-ended, interactive, or technology-mediated learning** experiences.

Tasks falling within this category were considered CALL-compatible if they promoted student engagement through digital tools, supported multimodal input (e.g., combining text, sound, and visuals), or encouraged learner autonomy through self-paced or exploratory formats. The analysis also considered whether suggested activities allowed learners to interact with content dynamically—such as through video-based tasks, online platforms, or collaborative digital environments—rather than relying solely on traditional, teacher-centred methods.

This category aimed to evaluate how far the curriculum and support materials moved beyond theoretical policy support for CALL, and whether they actually **operationalized CALL pedagogy** within instructional design.

4.6.3. Flexibility and Self-Directed Learning

This category focused on identifying references to **flexible learning structures** and the promotion of **self-directed learning** within curriculum documents and institutional materials. The analysis looked for instances where learners were offered **autonomy or choice** in their learning paths—such as selecting activities, setting their own pace, or engaging with supplementary resources based on personal needs or preferences.

It also examined the presence of **asynchronous learning opportunities**, including tasks that could be completed outside of scheduled classroom time, or materials—like capsule videos—that allowed students to review content independently and revisit lessons at their convenience. Another key indicator was whether the documents provided **explicit encouragement for independent study**, such as reflective learning tasks, self-evaluation checklists, or assignments designed to be completed without direct teacher supervision.

This coding category was essential in evaluating whether the materials supported **learner agency** and **self-regulation**, both of which are central to effective CALL and blended learning environments.

4.6.4. Bloom's Taxonomy Alignment

This category examined the extent to which the **learning objectives and instructional tasks** found in official curriculum documents aligned with the cognitive levels outlined in **Bloom's Revised Taxonomy**. The analysis focused on identifying whether the materials

primarily supported **lower-order thinking skills**, such as **remembering** factual information and **understanding** concepts, or whether they also encouraged **higher-order thinking**, including **analysing, evaluating, and creating**.

Tasks and objectives that simply required students to recall grammar rules or definitions, or to demonstrate comprehension of content, were classified as lower-order. Conversely, instances where learners were asked to compare linguistic structures, critically assess texts, or generate original responses—such as writing or producing multimedia content—were considered reflective of higher-order cognitive engagement.

The purpose of this category was to assess the **depth and rigor** of the cognitive demands placed on learners, and to determine whether the curriculum promotes **surface-level knowledge** or encourages **critical and creative language use**, as advocated in contemporary CALL and learner-centred pedagogies.

4.6.5. Chronotype-Sensitive Design

This analytical category focused on identifying whether curriculum documents or institutional materials reflected an awareness of **chronotype-sensitive design**—that is, the extent to which instructional planning accounts for learners' **biological rhythms, preferred times of engagement, and individual variations in attention and productivity** throughout the day. The concept stems from research in educational psychology, which suggests that learners perform differently at various times depending on their chronotype (e.g., morning-oriented vs. evening-oriented learners).

The analysis specifically searched for any evidence of **flexibility in time management**, such as options for asynchronous task completion, open access to learning materials outside of scheduled class hours, or allowance for varied pacing. Such features would support learners in adapting their study habits to match their personal energy peaks, thus promoting more effective and personalized learning experiences.

However, this element is largely absent from rigidly structured educational systems, and its presence in policy or curriculum would indicate **progressive consideration of learner diversity** and alignment with **learner-centred and inclusive pedagogical models**—especially relevant in blended or remote learning contexts.

4.6.6. Institutional Support and Alignment

This final coding category focused on evaluating the degree of **institutional coherence and support** for the integration of digital tools, particularly those developed by national bodies such as the **Office National d'Enseignement et de Formation à Distance (ONEFD)**. The analysis examined whether institutional resources—such as capsule vidéos pédagogiques—were **aligned with the official curriculum**, referenced in **national policy documents**, or **formally integrated into classroom practice** through teacher guides, syllabi, or training frameworks.

These criteria were used to assess not only the presence of digital materials but also the **extent to which institutional efforts were synchronized across platforms**, from content development to pedagogical implementation. The goal was to determine whether digital learning initiatives were embedded within the education system as part of a strategic vision or whether they remained isolated, ad hoc responses to external pressures such as the COVID-19 pandemic.

Each of the six categories—including this one—was applied to the document corpus to **code relevant segments**, **identify systemic gaps**, and **synthesize patterns** of alignment or fragmentation. The findings from this coding process serve as the basis for the thematic analysis and critical discussion developed in **Chapter Five**.

4.7. Ethical Considerations

This study does not involve human subjects and therefore **does not require ethical approval** from a research board. All documents analysed are **publicly accessible**, either online or through government archives. Sources are cited appropriately, and the study is conducted with academic integrity and transparency.

4.8. Limitations of the Methodology

While this study offers valuable insights into the curricular and institutional positioning of CALL within Algerian secondary education, several **methodological limitations** must be acknowledged. First, as a **document-based inquiry**, the research may not accurately capture **actual classroom practices**, since official documents may be outdated, idealized,

or misaligned with day-to-day teaching realities. The analysis focuses on what is prescribed, rather than what is enacted.

Second, the study does not incorporate **interviews, classroom observations, or teacher surveys**, which could have provided deeper context regarding implementation challenges, teacher attitudes toward CALL, or learners' experiences with digital tools. The absence of field-based data limits the interpretive scope of the findings to document content alone.

Third, it is possible that **some recent policy reforms or updates**—particularly those following the COVID-19 pandemic—have not yet been published or made accessible through official platforms. As such, the analysis may not reflect the very latest developments in curriculum policy or institutional strategy.

Despite these limitations, the **document analysis method remains appropriate** for evaluating curricular alignment and institutional readiness in a **centralized education system** like Algeria's. Given the strong top-down nature of curriculum design and policy enforcement, examining official materials provides a legitimate and insightful lens into the state's vision and structure for CALL integration.

4.9. Conclusion

This chapter has outlined the **qualitative, document-based methodology** employed to investigate the integration of Computer-Assisted Language Learning (CALL) within Algeria's secondary English education system. It provided a detailed account of the research design, including the selection criteria for **curriculum documents, institutional sources, and digital resources**. The chapter also explained how these materials were systematically coded using an **analytical framework** that captures key themes such as CALL presence, pedagogical alignment, learner autonomy, and institutional coordination.

The methodological approach was chosen to align with the centralized nature of the Algerian education system, where national documents serve as authoritative reflections of curriculum intent and policy orientation. By focusing on officially produced or authorized materials, the study ensures both **relevance and institutional validity**.

The analytical framework established in this chapter serves as the basis for the next stage of the dissertation. In **Chapter Five**, the findings from the document analysis will be organized thematically, presented in detail, and critically discussed in light of the research questions and theoretical models outlined earlier in the study.

Chapter Five:

Document Analysis

and Findings

5. Chapter Five: Document Analysis and Findings

5.1. Introduction

This chapter presents the findings of a **qualitative document analysis** conducted on Algeria's official curriculum materials and institutional resources related to English language instruction in secondary education. The purpose of this analysis is to examine the **presence—or absence—of Computer-Assisted Language Learning (CALL)** within these materials and to assess how this presence aligns with Algeria's post-COVID educational policy shift toward **blended learning** models.

The findings are structured thematically, based on the **analytical framework developed in Chapter Four**. Six interrelated themes were used to guide the coding and interpretation process. The first theme explores the **presence of CALL-related terminology**, examining whether digital learning concepts are explicitly referenced in curriculum and policy documents. The second theme investigates **CALL-compatible pedagogical practices**, such as the use of digital tools or learner-centred strategies. The third theme focuses on **flexibility and self-directed learning**, assessing whether students are encouraged to take initiative and manage their learning processes independently.

The fourth theme evaluates how well the curriculum aligns with **Bloom's Revised Taxonomy**, particularly regarding the balance between lower-order and higher-order cognitive tasks. The fifth theme examines the presence of **chronotype-sensitive design**, or the extent to which learning schedules and materials accommodate individual differences in attention and productivity patterns. Finally, the sixth theme analyses the degree of **institutional support and integration**, including whether digital tools like capsule videos are formally referenced in policy, embedded in the curriculum, and supported through coordinated efforts among educational institutions.

Together, these categories provide a comprehensive framework for interpreting how CALL is positioned—both implicitly and explicitly—within Algeria's centralized educational system.

5.2. Presence of CALL Terminology in Curriculum Documents

A systematic review of Algeria's core English curriculum documents—including the **documents de programmes scolaires**, **documents d'accompagnement**, and **progressions pédagogiques**—reveals a notable **absence of explicit references** to Computer-Assisted Language Learning (CALL), Information and Communication Technology (ICT), or digital learning platforms (see Annex A). In both the **2nd and 3rd year secondary English syllabi**, terms such as *multimedia*, *digital platform*, or *online learning* do not appear. Instructional guidance is almost exclusively oriented toward **face-to-face delivery**, relying on **print-based textbook activities** as the default instructional format.

While some teacher guides (documents d'accompagnement) do include occasional mentions of **audio-visual aids**, these references are vague and **lack specificity**. There is no clear indication of the **types of resources** to be used, **where or how to access them**, or **how they align with the development of particular language skills** such as listening, speaking, or writing. As a result, teachers are left without concrete direction or institutional encouragement to incorporate technology-enhanced tools into their lessons.

This absence of CALL-related terminology across core curricular documents strongly suggests that **CALL is not yet normalized or embedded within institutional expectations** for English language instruction in Algerian secondary education. As Bax (2003, p. 15) notes, the lack of terminology and integration reflects a system in which CALL remains **peripheral**, rather than integrated into the “normalization” stage of language pedagogy.

5.3. Pedagogical Recommendations Aligned with CALL Principles

Although explicit CALL terminology is absent from the curriculum, a close reading of pedagogical recommendations—particularly those related to **project work**, **listening tasks**, and **authentic materials**—reveals several practices that are conceptually aligned with **CALL-compatible strategies**, even if digital scaffolding is lacking (see Annex B). For example, the curriculum emphasizes **project-based learning**, which could be effectively

adapted into digital formats such as **digital storytelling**, **video production**, or **online presentations**—formats that are frequently used in CALL-based environments (Warschauer & Kern, 2000, p. 22).

Listening comprehension is another area where the curriculum demonstrates indirect compatibility with CALL. The focus on listening tasks provides **natural entry points for integrating capsule videos and audio recordings**, allowing learners to engage with multimedia input. Similarly, the promotion of “**authentic materials**” for language exposure hints at learner-centred approaches that could be supported by CALL; however, these materials are not defined as **digital** and no concrete platforms or media are suggested.

In essence, while the curriculum includes **pedagogical elements that align in spirit with CALL**, the absence of **explicit digital tools, examples, or structured frameworks** leaves these potentials largely untapped. The **lack of institutional and curricular scaffolding** hinders the translation of theory into practice, limiting the practical implementation of CALL-aligned pedagogy in Algerian secondary English education.

5.4. Flexibility and Self-Directed Learning in Curriculum Planning

One of the defining characteristics of **blended learning** and **Computer-Assisted Language Learning (CALL)** is their emphasis on **learner autonomy**, particularly through asynchronous learning opportunities and self-paced engagement with content. However, the document analysis reveals that Algerian curriculum planning, as exemplified in the **progressions pédagogiques**, offers **very limited flexibility** for such learner-centred approaches (see Annex C).

The progressions are **strictly linear**, assigning **fixed weekly content and task types** with no allowance for deviation based on learner pace, interest, or performance level. The model adopts a **one-size-fits-all structure** that prescribes a uniform sequence of instruction across the national system. As a result, teachers are bound to a rigid schedule, and there is no institutional encouragement to incorporate **asynchronous tasks** or promote **self-directed exploration** of supplementary materials. Learners are not provided with options to review content independently, nor are they guided or incentivized to engage with resources beyond the textbook or classroom setting.

Notably, the term “**self-directed learning**” does not appear in any of the reviewed curriculum or support documents. This absence reflects a broader **teacher-centred and time-bound curriculum structure** that fundamentally limits the integration of CALL as a flexible, autonomous learning tool. As Knowles (1975, p. 19) asserts, self-direction is a core principle of effective adult and autonomous learning, yet the current curricular design in Algerian secondary education offers little room to apply this principle within English language instruction.

5.5. Alignment with Bloom’s Taxonomy

A qualitative analysis of curriculum objectives and instructional tasks reveals a **strong emphasis on lower-order cognitive skills** within Algerian secondary English education. Many activities are designed to reinforce **remembering**, such as vocabulary memorization and grammar rule definitions, or **understanding**, typically through reading comprehension and summarization tasks. In some cases, **applying** is addressed through guided textbook exercises that require students to use newly introduced structures in controlled formats.

In contrast, tasks that demand **higher-order thinking**—such as **analysing**, **evaluating**, or **creating**—are relatively rare. When they do appear, they are often limited to **end-of-term project presentations or creative writing tasks**, which tend to be introduced late in the academic year and receive **minimal pedagogical scaffolding**. This limited representation of higher-order cognitive engagement is significant because **CALL tools are particularly well-suited for fostering such skills**. Activities like designing a video blog, evaluating peer-generated content, or creating digital presentations can meaningfully support Bloom’s upper levels of thinking.

The underutilization of such cognitive targets in the current curriculum restricts the **instructional potential of CALL environments**. As Anderson and Krathwohl (2001, p.25) argue, effective digital learning environments must support a **diverse range of cognitive goals**, not just those focused on comprehension or procedural knowledge. Without a more balanced integration of cognitive levels, the curriculum fails to capitalize on the full pedagogical affordances of CALL.

5.6. Chronotype and Learning Flexibility

The document analysis reveals that **no curriculum, pedagogical guide, or progression plan** makes reference to individual **cognitive variability**, particularly with regard to **chronotype**—the biological predisposition that affects learners’ optimal periods for attention, focus, and performance (Adan et al., 2012, p. 1155). The curriculum design assumes a **uniform schedule and pace** for all learners, with little consideration for variations in **learning rhythms, attention spans, or time-of-day performance preferences**.

This **one-size-fits-all instructional model** is fundamentally misaligned with one of the **core pedagogical affordances of CALL**: the ability to engage learners asynchronously and at their own optimal cognitive moments. Digital platforms and tools—such as capsule videos, learning management systems, or interactive quizzes—can support students in accessing material at times that best suit their concentration and retention patterns. However, the current curriculum fails to create space for such flexibility, either structurally or pedagogically.

The lack of chronotype-sensitive design undermines CALL’s potential to deliver **personalized, learner-centred instruction**. By failing to acknowledge and accommodate diverse learning rhythms, the curriculum not only reinforces uniformity but also constrains the learner autonomy that CALL is designed to support.

5.7. Institutional Support and the Role of ONEFD

The **Office National d’Enseignement et de Formation à Distance (ONEFD)** was examined as a key provider of digital instructional content during the COVID-19 crisis. Analysis of its **YouTube channel and official website** revealed that **capsule videos in English** were developed specifically for the **2AS and 3AS levels**. These videos addressed a range of topics commonly found in the national curriculum, including **modal verbs, letter writing, and reading comprehension**. The capsules varied in length from approximately **5 to 15 minutes** and followed a **talking-head format**, typically accompanied by **visual slides** to support the explanations.

However, significant gaps emerged in the institutional integration of these materials. First, the videos are **not referenced in any official curriculum documents**. Although produced by a nationally recognized body, the English capsules are **not formally mapped to the curriculum**, nor are they supported by any **teacher training modules** or official implementation strategies (as illustrated in Annex D). Furthermore, the videos are not accompanied by **lesson plans, activity worksheets, or assessment rubrics**, which would help teachers incorporate them into classroom instruction.

In addition, **the sequencing and quality of the videos** are inconsistent, and there is no effort to index the content according to curriculum units or progression guidelines. As a result, despite the initiative's clear potential, the ONEFD capsule videos operate largely **in parallel to the formal curriculum** rather than as a **structurally integrated component** of it. This reflects a broader pattern of **institutional fragmentation**, in which digital innovation is pursued without coherent alignment with pedagogical planning or curricular documentation.

5.8. Summary of Key Findings

This section presents a synthesis of the key findings from the **qualitative document analysis**, organized according to the six analytical categories developed in Chapter Four. These categories guided the coding process and provided the basis for interpreting how Computer-Assisted Language Learning (CALL) is addressed—or overlooked—within Algeria's secondary English education framework. Each category reflects a different dimension of pedagogical readiness and institutional support for CALL integration. The detailed coding schema is available in **Annex E**.

The following table summarizes the findings for each category:

Analytical Category	Findings
Presence of CALL Terminology	Absent in all curriculum documents
CALL-Compatible Pedagogy	Present in general form, but without digital tools
Self-Directed Learning	Not promoted or supported in the curriculum
Bloom's Taxonomy Alignment	Mostly lower-order skills; higher-order tasks rare
Chronotype Sensitivity	Not acknowledged; rigid schedule assumed
Institutional Support (ONEFD)	Exists but not integrated; lacks curricular linkage

This summary highlights a clear pattern: while certain pedagogical principles aligned with CALL are superficially present, there is **little structural or institutional integration** to support digital language learning systematically. The next chapter will build on these findings by providing a **critical discussion** of their implications in light of national education policy, theoretical frameworks, and future directions for CALL in Algeria.

5.9. Conclusion

The findings presented in this chapter reveal a clear **disjuncture between policy intent and curricular implementation** in the Algerian secondary education system. Although the Ministry of National Education has officially endorsed a **blended learning model**—particularly in response to the COVID-19 crisis—this shift has not been reflected in the actual structure of curriculum documents or pedagogical planning. The curriculum remains **static and inflexible**, lacking the **digital competencies, task design frameworks, and instructional scaffolding** necessary to support the integration of **Computer-Assisted Language Learning (CALL)**.

The availability of **capsule videos produced by the ONEFD** demonstrates a degree of **institutional capacity and innovation**, suggesting that the technical and pedagogical infrastructure for CALL does exist. However, the exclusion of these digital materials from official curriculum documents has rendered their use **optional, inconsistent**, and largely unsupported by formal teacher training or assessment practices. As a result, CALL remains peripheral to mainstream English instruction in Algerian secondary schools.

The next chapter will critically interpret these findings within the **theoretical and policy frameworks** discussed in Chapter Two, and will offer **concrete recommendations** aimed at realigning Algeria's educational structures with the demands of **21st-century language learning**.

Chapter Six:

Discussion

6. Chapter Six: Discussion

6.1. Introduction

This chapter provides an in-depth interpretation of the results obtained through the document analysis presented in Chapter Five, by revisiting them through the lens of the theoretical foundations, educational frameworks, and institutional policies discussed in Chapter Two. In doing so, it aims to draw meaningful connections between empirical findings and conceptual insights, and to clarify how these findings may inform a more context-sensitive and sustainable implementation of Computer-Assisted Language Learning (CALL) in Algerian secondary education, particularly in the teaching of English.

The COVID-19 pandemic significantly disrupted the continuity of education across Algeria, prompting the Ministry of National Education to adopt blended learning as an emergency solution. While this transition introduced new possibilities for digital integration, it also laid bare longstanding structural limitations in pedagogical delivery, curriculum management, and teacher support. In response, CALL has emerged not merely as a technological alternative but as a pedagogical framework capable of reinforcing both in-class and distance learning experiences. However, its effective implementation requires more than the simple provision of digital tools. It necessitates a systemic alignment of multiple educational components, including curriculum design, teacher training, learner engagement strategies, and overarching policy coherence.

To interpret the implications of CALL in this context, the discussion in this chapter is structured around five interrelated and critical domains, each representing a key area of concern identified through the document analysis. First, the domain of **pedagogical continuity** addresses how CALL resources, particularly capsule videos and asynchronous materials, can sustain learning across periods of disruption and transition between face-to-face and remote modes. Second, the issue of **curriculum alignment** considers how well these digital resources are mapped onto the official curriculum frameworks, such as the *documents de programme*, *documents d'accompagnement*, and *progressions*, and identifies where misalignments may hinder instructional coherence. Third, the concept of **teacher agency** is examined with respect to educators' roles as mediators of CALL tools within a top-down policy environment that often limits pedagogical flexibility. Fourth, the discussion of **learner autonomy and chronotype** explores how CALL technologies may

support individualized learning rhythms, foster independent learning habits, and account for cognitive diversity among students. Lastly, the issue of **policy coherence** considers whether national education policies, infrastructure initiatives, and curriculum reforms are sufficiently harmonized to sustain CALL integration in the long term.

Rather than treating these domains in isolation, this chapter discusses them as interconnected aspects of the Algerian educational ecosystem. By integrating the theoretical, practical, and policy-oriented perspectives developed in previous chapters, the analysis seeks to clarify not only the challenges but also the transformative potential that CALL holds in supporting a more resilient and learner-centred English language education system.

6.2. CALL as a Strategy for Pedagogical Continuity

The analysis of educational documents reveals that the integration of Computer-Assisted Language Learning (CALL) into Algerian secondary education emerged largely as a reactive response to the disruptions caused by the COVID-19 pandemic. One of the primary initiatives in this regard was the production of capsule vidéos pédagogiques by the *Office National d'Enseignement et de Formation à Distance* (ONEFD), intended to support secondary learners in the absence of face-to-face instruction. These video capsules were disseminated via national television and digital platforms as part of a broader attempt to ensure pedagogical continuity during the crisis.

However, while this initiative represented a rapid and arguably necessary adaptation to unprecedented circumstances, the findings of the document analysis indicate that such CALL resources were implemented in a fragmented and peripheral manner. Notably, these materials remain absent from core curriculum documents, such as the *documents de programme*, *documents d'accompagnement*, and official instructional progressions. This institutional silence suggests that CALL was not embedded within the formal pedagogical planning processes of the Ministry of National Education. Instead, it functioned as an auxiliary mechanism operating outside the structured curriculum, limiting its reach, coherence, and pedagogical effectiveness.

This situation closely parallels what Hodges et al. (2020) describe as **Emergency Remote Teaching (ERT)**, wherein digital tools are deployed as provisional solutions rather

than as components of a well-designed, sustainable online learning strategy. As they argue, ERT is characterized by a lack of long-term instructional design and limited professional development support for educators, leading to reduced pedagogical quality and inconsistent student engagement. In the Algerian case, the deployment of CALL resources during the pandemic reflects many of these limitations. Without clear curricular integration or pedagogical guidance, CALL risks being perceived not as a transformative mode of instruction but rather as a temporary or optional add-on.

Furthermore, this marginalization undermines the potential of CALL to act as a mechanism for long-term pedagogical resilience. If properly embedded within the official curriculum framework and teacher training programs, CALL could serve as a bridge between classroom-based and distance learning, ensuring continuity in instructional objectives and student progress. Its strategic use could also support differentiated learning and provide remedial support during periods of disruption. However, such potential remains unrealized in the current implementation, which lacks structural support and clear policy direction.

In this context, pedagogical continuity must be reconceptualized not merely as the maintenance of instructional contact during emergencies but as the ongoing capacity of the educational system to adapt content delivery and engagement strategies across modalities. CALL, when implemented as a central component of instructional design rather than an emergency tool, can play a critical role in sustaining educational access and equity. This requires a deliberate shift from reactive use to systemic integration, involving curriculum developers, teacher trainers, and institutional stakeholders.

6.3. Institutional Efforts vs. Curriculum Rigidity

The document analysis reveals a significant misalignment between top-down institutional initiatives and the rigid structure of Algeria's official curriculum. While the Ministry of National Education (MEN), in collaboration with the *Office National d'Enseignement et de Formation à Distance* (ONEFD), demonstrated a degree of responsiveness by producing and disseminating digital resources such as capsule video lessons during periods of school closure, these initiatives have not been matched by corresponding changes in the formal curricular framework. Key curriculum documents, including the *documents de programme scolaires* and *progressions pédagogiques*, have

remained static, continuing to reflect a model of education designed exclusively for in-person, teacher-led instruction.

This disconnection is not merely a bureaucratic oversight; it represents a deeper structural contradiction within Algerian education policy. On one hand, emergency measures reflect a willingness to experiment with alternative delivery modes; on the other, the curriculum—the central reference for teacher practice, student assessment, and educational progression—remains silent about the integration of these new modalities. As a result, digital resources like the ONEFD capsule videos, however pedagogically valuable, remain peripheral to classroom instruction and are rarely referenced in official teacher guidance or examination frameworks.

This phenomenon can be interpreted through the lens of Ricento and Hornberger's (1996) "language policy and planning framework," which highlights the multi-layered nature of policy implementation. According to their model, the success of macro-level decisions—such as national language or education reforms—depends critically on their articulation with meso- and micro-level tools, including curriculum, teacher training, and classroom practice. The Algerian case illustrates a breakdown in this chain of implementation: while macro-level actors have initiated change in response to crisis, the absence of curriculum reform at the meso level has impeded effective translation of these initiatives into classroom realities.

Moreover, the rigidity of the curriculum not only limits the pedagogical value of institutional innovations but also inhibits teacher agency and learner engagement. Without curriculum documents that acknowledge and guide the use of CALL resources, teachers are left without the formal legitimacy or practical structure to integrate them meaningfully. Consequently, learners may experience these resources as disconnected from their core academic objectives, further marginalizing CALL in everyday educational routines.

In sum, the lack of curriculum flexibility undermines the sustainability and scalability of digital initiatives. For CALL to move beyond a crisis response and become an embedded part of the Algerian educational system, curriculum reform must occur in tandem with technological innovation. This requires not only political will but also institutional collaboration between curriculum developers, digital content creators, and practicing educators.

6.4. Teacher Autonomy and Pedagogical Innovation

One of the most critical challenges identified in the integration of CALL into Algerian secondary education is the limited space afforded to teacher agency. The current curriculum structure remains rigid and prescriptive, leaving little room for instructional adaptation or pedagogical experimentation. Teachers are expected to follow a fixed sequence of units, tasks, and competencies as outlined in the *documents de programme* and *progressions pédagogiques*, with minimal encouragement—or in some cases, formal prohibition—against deviating from official guidelines. As a result, even when digital resources such as capsule videos or online platforms are made available, teachers may hesitate to incorporate them due to fear of non-compliance or institutional scrutiny.

This systemic rigidity constrains teachers' professional judgment and restricts their ability to act as agents of pedagogical innovation. As Graves (2008, p. 154) argues, teachers are not merely deliverers of content but are in fact curriculum developers at the classroom level. They interpret, adapt, and negotiate the curriculum in response to learner needs, contextual realities, and emerging pedagogical opportunities. However, in the Algerian context, the teacher's role is still predominantly framed as that of an executor rather than a designer. This perception is embedded in a top-down educational culture in which innovation is expected to originate from central authorities rather than from within the classroom.

Without explicit authorization or training to use CALL tools, teachers are left in a contradictory position. On one hand, they are expected to maintain instructional continuity during disruptions; on the other, they lack institutional support to integrate alternative pedagogical strategies. Moreover, the absence of CALL in teacher-facing documents—such as the *documents d'accompagnement* and inspection guidelines—means that educators are not only unsupported but also unequipped to engage with these technologies in a pedagogically meaningful way.

This lack of autonomy undermines both innovation and motivation. When teachers are not empowered to adapt their teaching to evolving contexts or learner needs, the potential of CALL as a transformative tool is significantly diminished. Conversely, where teacher agency is nurtured—through professional development, participatory curriculum design, and institutional recognition of local adaptations—CALL implementation becomes more

viable and sustainable. International research has shown that effective technology integration in education depends not only on infrastructure but also on the extent to which teachers are positioned as co-creators of pedagogical change.

To move forward, the Algerian education system must reconsider its conception of the teacher's role. Recognizing teachers as professional decision-makers, capable of integrating CALL in ways that align with both curricular goals and classroom realities, is essential. This requires reform not only at the policy level but also within the ethos of pedagogical culture, where trust in teacher expertise becomes a central pillar of innovation.

6.5. CALL and Self-Directed Learning in a Blended Environment

A growing body of literature underscores the capacity of Computer-Assisted Language Learning (CALL) to foster self-directed learning, particularly in asynchronous or blended learning contexts. Knowles (1975, p. 18) conceptualized self-directed learning as a process whereby learners take initiative in diagnosing their learning needs, formulating goals, identifying resources, and evaluating outcomes. In the context of language learning, CALL environments—especially those incorporating flexible, multimedia content and asynchronous access—offer powerful tools for enabling learners to engage with material at their own pace, revisit complex concepts, and develop personalized strategies for comprehension and retention.

Despite this potential, the Algerian curriculum provides little to no structural support for the development of learner autonomy. As shown in the document analysis presented in Chapter Five, the *progressions pédagogiques* enforce a standardized instructional pace and sequencing that apply uniformly to all learners, regardless of individual learning needs, cognitive styles, or external circumstances. This rigidity reflects an educational paradigm centred on control, coverage, and conformity, which stands in direct contrast to the learner-centred ethos that underpins effective CALL integration.

The absence of provisions for autonomy is also evident in the design of tasks and assessments, which remain largely teacher-directed and product-oriented. There are few mechanisms within official curriculum documents to scaffold independent learning or to incorporate formative feedback practices that would enable learners to monitor and regulate

their own progress. Consequently, students are not only untrained in self-directed learning strategies, but they are also structurally discouraged from developing them.

This structural mismatch limits the transformative potential of CALL. While digital environments theoretically allow for flexibility in time, pacing, and modality, these affordances are neutralized by a curriculum that mandates uniformity. To reconcile this contradiction, a blended learning model that incorporates CALL must move beyond simply making digital materials available. It must intentionally design for guided autonomy—providing learners with scaffolded pathways for self-study, metacognitive tools for reflection, and formative opportunities to adjust their learning plans.

Such an approach requires curricular and pedagogical reform at multiple levels. Curriculum designers must embed flexibility into the structure of learning sequences and tasks; teachers must be trained to facilitate autonomy through CALL tools; and students must be equipped with the strategies and confidence needed to navigate self-regulated learning. Until these elements are systematically addressed, CALL will remain underutilized as a catalyst for learner empowerment in the Algerian educational context.

6.6. Bloom's Taxonomy and Digital Engagement

One of the critical findings of this study is the underutilization of Computer-Assisted Language Learning (CALL) tools—particularly capsule videos—as vehicles for engaging learners across the full range of cognitive processes described in Bloom's Revised Taxonomy. As outlined by Anderson and Krathwohl (2001, p. 29), meaningful learning experiences should ideally span six cognitive levels: remembering, understanding, applying, analysing, evaluating, and creating. Well-designed digital environments offer unique affordances for such multidimensional engagement, especially through multimedia content, interactive tasks, and learner-driven production.

CALL platforms are especially well-suited for facilitating higher-order thinking. For instance, capsule videos can be paired with follow-up tasks that require learners to analyse spoken input, evaluate viewpoints, or create digital responses such as video presentations, blog posts, or multimedia projects. In many global models of blended learning, such practices are not only encouraged but embedded into the design of instruction and assessment. These activities promote critical thinking, linguistic accuracy, creativity, and

digital literacy—competencies that are increasingly recognized as essential for 21st-century learners.

However, the document analysis in Chapter Five reveals that Algerian secondary English curriculum documents—namely the *documents de programme*, *progressions pédagogiques*, and *documents d'accompagnement*—remain primarily focused on lower-order skills, particularly remembering and understanding. Most tasks in the official sequences are designed to test knowledge recall or surface-level comprehension. Higher-order tasks such as problem-solving, critical evaluation, creative output, and collaborative learning are conspicuously absent. This limits not only the depth of learner engagement but also the pedagogical value of digital tools such as capsule videos, which are capable of supporting more complex learning objectives.

This misalignment represents a significant missed opportunity for pedagogical innovation. In theory, capsule videos and CALL environments can be used to design flipped classroom models, where learners process input at home (remembering and understanding) and use classroom time for output-oriented tasks (applying, analysing, evaluating, and creating). Yet in the Algerian context, such models are hindered by curriculum constraints and the lack of institutional guidance on digital task design.

To harness the full pedagogical potential of CALL, curriculum designers must adopt a more holistic view of learning, one that integrates the full spectrum of Bloom's cognitive taxonomy into instructional planning. Teachers should also be trained and encouraged to move beyond comprehension-level tasks and to design activities that challenge learners to think critically and produce creatively using digital tools. Only then can CALL serve not just as a content delivery system but as a transformative learning environment.

6.7. Chronotype and Personalized Learning

A notably overlooked dimension of the Algerian secondary education curriculum is the role of chronotype—defined as an individual's natural preference for specific times of day for optimal cognitive functioning. Chronotype is a biologically grounded trait, with implications for attention span, memory retention, and overall learning efficiency (Adan et al., 2012, p. 1154). While research in chronopsychology and educational neuroscience has increasingly demonstrated that learning performance can be significantly enhanced when

instruction aligns with a learner’s chronotype, the Algerian educational model continues to operate on a rigid, one-size-fits-all timetable that assumes uniform learning capacity across all students.

The potential of CALL to accommodate chronotype differences lies in its asynchronous design. Digital learning platforms and capsule video resources enable learners to access content at their preferred times—morning, afternoon, or evening—thus aligning study sessions with periods of heightened alertness and cognitive receptivity. Preckel et al. (2013, p. 46) argue that students perform better academically when their chronotype is respected, particularly in secondary school settings where early start times disproportionately disadvantage late chronotypes. CALL, particularly in a blended learning environment, offers the possibility of individualized pacing and timing, which can enhance both motivation and achievement.

However, this advantage is lost if instructional design and curriculum policy continue to ignore learner variability. The official curriculum documents reviewed in Chapter Five—including the *progressions pédagogiques* and *documents d’accompagnement*—enforce strict classroom schedules and uniform sequencing that leave no room for differentiated temporal engagement. Such rigidity is especially detrimental to learners who may be cognitively misaligned with the imposed schedule, leading to reduced performance, disengagement, and inequity in learning outcomes.

To fully exploit the flexibility of CALL and promote personalized learning, Algerian curriculum designers must acknowledge the importance of biological and psychological diversity among learners. This involves not only incorporating flexible scheduling into school policy but also training teachers to use asynchronous tools strategically. For example, students could be given tasks to complete during their preferred learning windows, with digital platforms tracking engagement and performance. This approach would move the system away from standardized time-on-task models and toward more learner-centred, chronotype-informed instructional planning.

In sum, recognizing and responding to chronotype variability is not merely a matter of convenience—it is a question of pedagogical equity and effectiveness. CALL, with its capacity for asynchronous interaction and self-paced learning, offers an ideal platform to accommodate these differences. But unless this potential is recognized in curricular

frameworks and classroom practice, the promise of personalized digital learning will remain unrealized in Algerian secondary education.

6.8. Policy and Institutional Coherence

A major impediment to the sustainable integration of Computer-Assisted Language Learning (CALL) in Algerian secondary education lies in the lack of policy and institutional coherence among key actors, including the Ministry of National Education (MEN), the Commission Nationale des Programmes (CNP), the Conseil Supérieur de l'Éducation (CSE), and the Office National d'Enseignement et de Formation à Distance (ONEFD). While these bodies have all contributed in some form to the national response to COVID-19—particularly through the creation of capsule vidéos pédagogiques and digital resources—there has been little effort to coordinate these initiatives or embed them into core curriculum structures, teacher training programs, or assessment policies. This fragmentation creates a situation in which the use of CALL remains peripheral and optional, rather than being adopted as an integral element of national education reform.

Spolsky's (2004, p. 9) tripartite model of language policy—comprising language ideology, language practices, and language management—provides a useful framework for interpreting this disjunction. In Algeria's case, the ideology may endorse modernization and digital integration, and the practices may include the creation of digital content; however, the absence of coherent language management mechanisms, such as curriculum revision, teacher training, and systemic evaluation tools, undermines the effectiveness of policy implementation. The result is a partial and fragmented model of blended learning that cannot scale or endure over time.

The document analysis in Chapter Five confirms that key curricular documents—the *documents de programme*, *progressions pédagogiques*, and *documents d'accompagnement*—make little or no reference to the CALL resources developed by institutions like the ONEFD. This omission reflects a lack of vertical integration between macro-level policy and meso- and micro-level implementation tools. Teachers, caught in the middle of this policy vacuum, are not formally expected, trained, or supported to use these digital resources in meaningful pedagogical ways. Consequently, the promising work

of institutions like the ONEFD remains underutilized, disconnected from classroom realities, and insufficiently institutionalized.

To move beyond experimental or emergency models, Algeria must pursue a coordinated and systemic approach to CALL integration. This includes aligning curriculum development with digital resource production, ensuring that teacher education programs incorporate CALL methodologies, and establishing evaluation frameworks that reflect blended learning outcomes. Only when ideology, practice, and management converge can CALL function as a sustainable and transformative force in Algerian education, rather than a stopgap solution triggered by crisis.

6.9. Lessons from Regional Comparisons

A comparative lens reveals that several countries in the MENA region—most notably Morocco, Tunisia, and Jordan—have made more substantial and systemic progress in the integration of Computer-Assisted Language Learning (CALL) into their national education systems. As examined in Chapter Two, these countries offer instructive examples of how political will, strategic investment, and coherent educational policy can create enabling environments for the adoption of digital learning modalities. A critical analysis of their strategies highlights three interrelated components that have underpinned their relative success: the development of national-level digital education strategies, the provision of structured teacher training in online pedagogies, and the redesign of curriculum frameworks to explicitly include multimedia and technology-enhanced learning tasks.

In Morocco, for instance, the Ministry of Education has launched targeted initiatives such as GENIE (le Programme Généralisation des Technologies de l'Information et de la Communication dans l'Enseignement), which coordinates infrastructure investment with curriculum development and teacher training. Tunisia has also prioritized digital education within its reform agenda, offering online teaching certifications and promoting interactive digital content aligned with learning standards. Jordan, meanwhile, has fostered innovation through international partnerships and has invested significantly in teacher capacity-building for blended and online learning environments. In all these cases, CALL integration is not treated as an isolated technological upgrade but as a holistic pedagogical reform tied to broader national development goals.

In contrast, Algeria's implementation of CALL—though marked by notable achievements such as the ONEFD's capsule videos—remains fragmented and largely reactive. There is an urgent need for Algeria to draw lessons from these regional models, particularly in aligning institutional efforts with curricular and pedagogical structures. This would involve creating a national digital education strategy that encompasses curriculum revision, teacher professional development, and coordinated content production.

Moreover, Algeria stands to benefit from leveraging public-private partnerships, particularly in the areas of educational technology development and teacher training. The expertise and infrastructure needed for large-scale CALL implementation already exist in the form of national institutions and existing media production efforts. What remains is the establishment of a coordinated framework that integrates these resources into a clear and sustainable pedagogical vision. The experience of neighbouring countries shows that such reform is both feasible and impactful when driven by unified policy and robust institutional collaboration.

6.10. Conclusion

The integration of Computer-Assisted Language Learning (CALL) into Algerian secondary English education remains a work in progress—characterized by fragmentation, limited institutional coordination, and a lack of curricular support. While the onset of the COVID-19 pandemic catalysed the production and dissemination of digital learning materials, particularly through the efforts of the Office National d'Enseignement et de Formation à Distance (ONEFD), these initiatives have not been systematically embedded within the national curriculum, pedagogical planning, or teacher training frameworks. As a result, CALL continues to occupy a peripheral role in Algerian classrooms, more as a reactive measure than as a deliberate pedagogical strategy.

The findings presented throughout this dissertation have shown that the current curriculum documents—such as the *documents de programme*, *documents d'accompagnement*, and *progressions pédagogiques*—do not reflect or support the use of CALL tools. Furthermore, institutional innovations remain disconnected from assessment systems, teacher autonomy remains constrained by rigid guidelines, and learner

individuality—including chronotype and self-direction—is overlooked. This situation underscores a broader issue of policy incoherence, where the development of educational technology is not matched by corresponding changes in curriculum design, teacher professional development, or instructional leadership.

Yet, despite these challenges, CALL holds significant promise for Algerian education. It offers avenues for promoting learner autonomy, fostering creativity, ensuring pedagogical continuity in times of disruption, and enhancing engagement through multimedia resources. The comparative cases of countries such as Morocco, Tunisia, and Jordan provide evidence that with the right structural support—such as a national digital education strategy, investment in teacher training, and curriculum reform—CALL can be effectively integrated into mainstream education systems.

For Algeria to realize this potential, it must transition from temporary, emergency-based deployments of CALL to a comprehensive and systemic approach. This involves fostering inter-institutional collaboration among the MEN, CNP, CSE, and ONEFD; revising curriculum documents to include multimedia tasks and digital competencies; and equipping teachers with the skills and agency needed to implement CALL meaningfully. Only through such coordinated efforts can the promise of blended learning be fulfilled and CALL become a lasting component of the Algerian educational landscape.

The final chapter of this dissertation will synthesize the key findings of the study, outline its contributions to the field of language education and educational policy, and offer concrete, context-sensitive recommendations for stakeholders including policymakers, curriculum designers, teacher educators, and classroom practitioners.

Chapter Seven:

Conclusion and

Recommendations

7. Chapter Seven: Conclusion and Recommendations

7.1. Introduction

This final chapter brings the study to its conclusion by offering a synthesis of the research findings and reflecting on their implications for the future of language education in Algeria. It consolidates the key insights derived from the document analysis and the theoretical frameworks explored throughout the dissertation—particularly those related to Computer-Assisted Language Learning (CALL), blended instruction, and curriculum policy. The chapter also positions the study within the broader context of educational reform in Algeria, emphasizing the importance of coherent digital strategies, teacher empowerment, and curricular flexibility in driving sustainable change.

In addition to summarizing the study's core contributions to knowledge and practice, this chapter outlines a set of practical, evidence-based recommendations targeted at policymakers, curriculum designers, teacher educators, and school leaders. These recommendations are intended to guide future efforts toward a more integrated and pedagogically sound use of CALL in secondary English instruction. The chapter further identifies critical gaps that remain in both policy and practice, and it highlights opportunities for future research that could deepen understanding of blended learning models, learner variability (such as chronotype), and institutional implementation processes within the Algerian educational context.

By drawing together the theoretical, empirical, and policy-oriented strands of the dissertation, this chapter underscores the urgency of systemic reform and the need to move beyond emergency-driven solutions. Ultimately, it aims to contribute to a more informed and contextually grounded conversation about how CALL can serve as a transformative tool in Algerian secondary education, particularly in the aftermath of the COVID-19 pandemic and in preparation for future educational challenges.

7.2. Summary of the Study

This research investigated the extent to which Computer-Assisted Language Learning (CALL) has been integrated into the English language syllabus in Algerian secondary education, particularly in the wake of the COVID-19 pandemic. The study was prompted by the Ministry of National Education's strategic turn toward blended learning as a response to the disruptions caused by school closures and social distancing mandates. In this context, CALL emerged as both a necessary tool for pedagogical continuity and a potential lever for long-term educational reform. However, its integration within official curricular and pedagogical structures remained uncertain. This research set out to explore that integration systematically.

To achieve this aim, the study employed a qualitative document analysis methodology. Primary sources included national curriculum texts—namely, the *documents de programmes scolaires*, *documents d'accompagnement*, and *progressions pédagogiques*—as well as institutional materials produced by bodies such as the Office National d'Enseignement et de Formation à Distance (ONEFD), particularly its collection of capsule vidéos pédagogiques. These texts were analysed to determine whether and how CALL principles and tools have been acknowledged, encouraged, or operationalized within the curriculum and accompanying pedagogical frameworks.

The document analysis was organized around six thematic domains: the presence and clarity of CALL-related terminology, the degree of CALL-compatible pedagogy, the promotion of self-directed learning, alignment with Bloom's Revised Taxonomy, sensitivity to chronotype and learner variability, and the level of institutional support for CALL implementation. These themes were grounded in theoretical frameworks drawn from the fields of language policy (Spolsky, 2004), curriculum development (Tyler, 1949; Graves, 2008), and learner autonomy (Knowles, 1975). Together, these lenses enabled a comprehensive evaluation of how CALL is conceptualized—or neglected—within the Algerian secondary English language teaching landscape.

The findings revealed a significant gap between institutional initiatives and curriculum design, with CALL appearing more as an emergency tool than a pedagogically embedded method. While digital learning materials have been developed by institutions like the ONEFD, they remain marginal to official curricular documents and teacher guidelines. This

disjunction signals an urgent need for more coherent policy, improved teacher training, and curriculum reform if CALL is to be sustainably integrated into Algerian education.

7.3. Major Findings

The findings of this study highlight several critical gaps and challenges in the integration of Computer-Assisted Language Learning (CALL) into Algerian secondary English education. Although the post-COVID-19 educational context prompted a wave of digital innovation—most notably through the efforts of the Office National d’Enseignement et de Formation à Distance (ONEFD)—these innovations have not been systematically embedded within the national curriculum or the materials used by classroom teachers.

First, the national curriculum and teacher support documents—including the *documents de programmes scolaires*, *documents d’accompagnement*, and *progressions pédagogiques*—make no explicit reference to CALL or related digital learning strategies. Despite the urgent adoption of online tools during the pandemic, these documents remain grounded in traditional face-to-face pedagogical models, leaving CALL practices on the margins of formal education.

Second, while the curriculum does allow for certain practices that are potentially compatible with CALL—such as project-based learning, listening tasks, and oral presentations—these activities are not accompanied by digital scaffolding or technology-enhanced guidance. In essence, they remain analogue tasks that could benefit from digital enrichment but currently lack institutional support for such a transition.

Third, the curriculum continues to emphasize teacher-centred instruction with uniform pacing and rigid sequencing, offering little room for self-directed learning. Learners are not encouraged to set their own learning goals, work at their own pace, or engage with digital tools autonomously. This rigidity contradicts the principles of learner autonomy that underpin effective CALL implementation.

Fourth, the tasks outlined in the official curriculum are primarily focused on lower-order thinking skills—such as remembering and understanding—without fostering higher-order cognitive engagement. This is a missed opportunity, as CALL environments are particularly well-suited to support creative, analytical, and evaluative activities through interactive multimedia, simulations, and collaborative platforms.

Fifth, the curriculum fails to account for learner variability, particularly in relation to chronotype—the natural biological rhythms that affect cognitive performance. CALL tools, especially those designed for asynchronous learning, can support personalized learning schedules tailored to students' peak cognitive times. However, this flexibility is entirely absent from current curricular frameworks.

Finally, while the ONEFD's production of capsule vidéos pédagogiques represents a commendable institutional effort, these resources are not referenced in curriculum texts nor supported by pedagogical guidance. As a result, they remain disconnected from classroom instruction and are not utilized to their full potential. The lack of coordination between digital content development and curriculum policy reinforces the fragmentation of CALL in the Algerian educational system.

Together, these findings point to a systemic disjunction between innovation and implementation. Without curriculum reform, institutional alignment, and teacher empowerment, CALL will remain an underutilized and peripheral element in Algerian secondary education.

7.4. Contributions of the Study

This dissertation offers several contributions to the field of language education, particularly at the intersection of curriculum policy, digital pedagogy, and Computer-Assisted Language Learning (CALL) in the Algerian context. By critically examining official curriculum documents alongside institutional initiatives such as those of the Office National d'Enseignement et de Formation à Distance (ONEFD), the study sheds light on the systemic disjunction between educational policy discourse and the realities of curriculum implementation. In doing so, it provides empirical evidence of how digital tools introduced during the COVID-19 crisis—especially capsule vidéos pédagogiques—have remained underutilized and disconnected from formal instructional frameworks.

A key contribution of this research lies in its examination of the institutional and curricular obstacles that hinder the integration of CALL in Algerian secondary education. The study reveals how structural rigidity, lack of pedagogical support, and absence of alignment across ministerial bodies contribute to the marginalization of innovative digital

practices. In particular, it demonstrates that while the Ministry of National Education and affiliated institutions initiated a rapid digital response during the pandemic, this response has not translated into long-term curricular or pedagogical change.

Furthermore, the study draws attention to the absence of personalization and learner-centred approaches in the national curriculum. It highlights the neglect of learner autonomy and chronotype variation—factors that are central to modern pedagogical theory and that could be meaningfully supported through well-implemented CALL strategies. By pointing to these gaps, the research calls for a paradigm shift in Algerian educational planning: one that recognizes and accommodates individual learning needs within a flexible, digitally supported framework.

In theoretical terms, the dissertation contributes to existing scholarship by applying three key models—Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), Knowles' concept of self-directed learning (1975), and the Ricento and Hornberger (1996) language policy framework—to the Algerian case. This interdisciplinary approach enables a multifaceted analysis that connects curriculum content, pedagogical processes, and institutional governance. By contextualizing these models within the specific socio-political and educational dynamics of Algeria, the study offers a localized yet generalizable account of the challenges involved in digital and curricular transformation.

Overall, the dissertation advances both the empirical understanding and theoretical modelling of CALL integration in a developing country context, offering insights that may inform future educational reforms not only in Algeria, but also in similar systems undergoing post-pandemic transitions toward blended learning.

7.5. Recommendations

7.5.1. For Curriculum Developers and the Commission Nationale des Programmes (CNP)

In light of the findings presented in this dissertation, several actionable recommendations can be made to curriculum developers and the Commission Nationale des Programmes (CNP), the body responsible for designing and revising national educational programs. One of the most pressing needs is to revise the official curriculum documents—such as the *documents de programmes scolaires*, *documents d'accompagnement*, and *progressions pédagogiques*—to explicitly incorporate Computer-Assisted Language

Learning (CALL) tools. These should include not only capsule vidéos pédagogiques, which have already been produced by institutions like the ONEFD, but also digital tasks and interactive online activities that support blended and autonomous learning.

In addition, curriculum developers should ensure that the revised curricula promote cognitive development beyond rote memorization and basic comprehension. The integration of higher-order thinking tasks, as outlined in Bloom's Revised Taxonomy, is essential to nurturing 21st-century competencies such as creativity, critical thinking, and problem-solving. These competencies are particularly well served by CALL environments, which can provide interactive, multimodal learning experiences that go beyond traditional textbook instruction.

Another critical recommendation involves the restructuring of the *progressions pédagogiques*. As they currently stand, these documents enforce a rigid, linear sequencing of learning objectives that does not accommodate learner variability. It is therefore necessary to develop more flexible progression models that allow for differentiated instruction and asynchronous learning activities. Such flexibility would not only make the curriculum more inclusive but would also align with the pedagogical affordances of CALL technologies, enabling students to engage with content at their own pace and according to their individual needs.

By implementing these recommendations, the CNP can help bridge the existing gap between institutional digital innovation and curriculum practice. This would mark a decisive step toward the systemic integration of CALL in Algerian secondary education.

7.5.2. For the Ministry of National Education and the Conseil Supérieur de l'Éducation (CSE)

To enable a coherent and sustainable integration of Computer-Assisted Language Learning (CALL) into Algerian secondary education, the Ministry of National Education (MEN), in collaboration with the Conseil Supérieur de l'Éducation (CSE), must take the lead in articulating a clear and actionable national strategy. This strategy should be anchored in the broader vision of blended learning as introduced during the COVID-19 crisis, but must now evolve beyond emergency measures into long-term, systemic educational reform. A comprehensive framework for CALL integration is necessary to define priorities, allocate responsibilities, and establish quality benchmarks across the education sector.

Central to this effort is the need for effective cross-institutional coordination. While the Commission Nationale des Programmes (CNP), the Office National d'Enseignement et de Formation à Distance (ONEFD), the Centre National de Documentation Pédagogique (CNDP), and regional teacher training centres all play important roles, their efforts currently operate in silos. The Ministry and the CSE must foster mechanisms for dialogue and collaboration between these actors to ensure that curriculum reforms, digital content production, teacher professional development, and policy guidelines are mutually reinforcing rather than disjointed. Without such coordination, the implementation of CALL risks remaining fragmented and inconsistent.

In addition to strategic planning and coordination, infrastructure development must be a core priority. The promise of CALL cannot be fulfilled if large segments of the school population lack access to reliable internet, digital devices, or appropriate learning environments. The Ministry must address these disparities by prioritizing underserved regions and allocating targeted resources to bridge the digital divide. This includes not only the provision of hardware and connectivity, but also the establishment of technical support systems and maintenance policies to ensure sustainability.

By taking these steps, the Ministry of National Education and the Conseil Supérieur de l'Éducation can transform CALL from a peripheral innovation into a mainstream pedagogical approach, helping to modernize Algeria's educational system and promote equity in digital learning opportunities.

7.5.3. For ONEFD and Content Developers

The Office National d'Enseignement et de Formation à Distance (ONEFD), in collaboration with national content developers, holds a pivotal role in enhancing the quality and pedagogical value of digital educational materials, particularly capsule videos designed for secondary English instruction. To support the systemic integration of Computer-Assisted Language Learning (CALL), it is imperative that these videos evolve beyond emergency teaching aids into structured, curriculum-aligned resources. Their quality and consistency must meet pedagogical standards in terms of linguistic accuracy, instructional clarity, cognitive engagement, and cultural appropriateness. Moreover, their scope should

be expanded to address all competencies targeted in the national syllabus, including speaking, writing, and intercultural awareness.

A key improvement would be the systematic indexing of capsule videos according to curriculum units and learning outcomes. This would enable teachers to easily locate relevant materials for specific lessons, ensuring that video content supports rather than duplicates or contradicts classroom instruction. In addition to indexing, it is essential to provide teachers with accompanying lesson integration guides—brief, practical documents that demonstrate how each video can be embedded into a lesson plan, aligned with textbook content, and followed by meaningful post-viewing tasks. These guides would empower teachers to use videos not as standalone content, but as dynamic teaching tools that enhance comprehension, engagement, and critical thinking.

Equally important is the establishment of a centralized and well-maintained digital platform that hosts all video materials and related resources. This platform should feature intuitive navigation, thematic filtering, and curriculum-based browsing options. To ensure accessibility and sustainability, the platform should also be equipped with technical supports such as multilingual interfaces, low-bandwidth options, and downloadable formats for offline use. Furthermore, access metrics and user feedback mechanisms could help ONEFD continuously monitor usage patterns, identify gaps, and iteratively improve the platform's functionality and pedagogical relevance.

Through these measures, ONEFD can ensure that digital content creation becomes a fully integrated component of Algeria's educational ecosystem, fostering both innovation and instructional coherence in CALL-based learning.

7.5.4. For Teacher Training Institutions

The success of Computer-Assisted Language Learning (CALL) integration into Algerian secondary education fundamentally depends on the preparedness and pedagogical agility of teachers. Teacher training institutions—both those responsible for initial (pre-service) preparation and those overseeing continuing (in-service) professional development—must therefore play a central role in embedding CALL and blended learning into their curricula. Rather than treating digital pedagogy as a peripheral topic, training

programs must systematically incorporate CALL methodologies, including the pedagogical principles underlying technology-mediated language instruction, task design, and learner autonomy.

To be effective, training must go beyond theory and include hands-on, practical experiences with digital content creation, platform navigation, and the facilitation of self-directed learning. Teachers should be guided in using existing tools such as capsule videos, and encouraged to develop their own multimedia resources tailored to specific learner needs and classroom contexts. Furthermore, they should be trained in designing tasks that promote independent learning, critical thinking, and language production in both synchronous and asynchronous environments.

An essential but often overlooked dimension is the need to sensitize educators to learner diversity—especially in terms of chronotype-based variability. Understanding when learners are cognitively most alert can inform the structuring of asynchronous activities and help maximize engagement and retention. Training institutions should raise awareness about the implications of circadian rhythms for pedagogical timing, and prepare teachers to implement flexible, personalized learning strategies within the broader framework of the national curriculum.

In sum, teacher training institutions must become engines of pedagogical transformation, equipping educators not just to use CALL, but to integrate it thoughtfully into their teaching philosophies and everyday practices.

7.6. Suggestions for Future Research

The findings and limitations of this study open several avenues for future research that can deepen our understanding of how Computer-Assisted Language Learning (CALL) can be more effectively integrated into Algerian secondary education. First, there is a critical need for classroom-based empirical studies that examine how English teachers in Algeria currently engage with CALL tools. Such research would shed light on the pedagogical strategies used, the extent of integration, and the contextual barriers—technological, institutional, or curricular—that teachers face. Observational case studies, classroom

recordings, and teacher interviews could help illustrate the gap between policy intention and classroom reality.

Second, learner-centred research is necessary to evaluate how students interact with CALL components such as capsule videos and asynchronous tasks. Student perception studies could explore issues of accessibility, motivation, engagement, and learning preferences. These insights would be particularly valuable in designing user-friendly and pedagogically effective CALL materials that align with learners' expectations and socio-cultural contexts.

Third, the role of chronotype in digital learning environments remains an underexplored yet potentially transformative area of inquiry. Future research could investigate how learners' biological rhythms influence their performance and cognitive engagement when using CALL tools, especially in asynchronous settings. Longitudinal or quasi-experimental designs may reveal correlations between chronotype-aware instructional design and improved academic outcomes.

Finally, comparative studies examining CALL policy and implementation across North African and MENA countries would enrich our understanding of regional best practices. Countries such as Morocco, Tunisia, or Jordan may offer lessons in strategic planning, curriculum integration, or teacher training that could inform Algeria's path forward. Such comparative policy analyses can highlight how different socio-political, infrastructural, and educational contexts shape the success or stagnation of CALL initiatives.

By pursuing these research directions, scholars can contribute both to theory and to practice, helping Algerian stakeholders develop a more coherent, inclusive, and evidence-based strategy for CALL integration.

7.7. Final Remarks

This dissertation originated in the context of a global educational crisis that exposed both the vulnerabilities and the untapped capacities of Algeria's secondary education system. The COVID-19 pandemic, while disruptive, acted as a catalyst that prompted the Ministry of National Education and its affiliated institutions to experiment with blended

learning modalities and digital tools such as capsule videos. However, this study has shown that such innovation—although well-intentioned—has remained largely peripheral, unanchored in official curriculum documents and unsupported by comprehensive policy reform.

The potential of Computer-Assisted Language Learning (CALL) to enrich English language instruction in Algeria is clear. It offers avenues for fostering learner autonomy, encouraging higher-order thinking, personalizing instruction, and ensuring pedagogical continuity during times of disruption. Yet, for CALL to move beyond the status of an emergency response or optional supplement, Algeria must undertake a systematic transformation. This includes revising the curriculum to incorporate digital pedagogies, empowering teachers through targeted training, aligning institutional efforts across the education sector, and addressing infrastructural disparities that hinder equitable access.

Ultimately, the future of English language education in Algeria hinges on the willingness of stakeholders to treat CALL not as a temporary fix, but as a strategic pillar of modern education. The path forward lies in reimagining curriculum frameworks, rethinking policy priorities, and realigning institutional roles to serve the evolving needs of 21st-century learners. Only then can the Algerian educational system emerge stronger, more adaptable, and more inclusive in the post-pandemic era.

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Annexes

Annexes

Annex A – Excerpts from Documents de Programmes Scolaires

Level: 2nd Year Secondary – English

Source: Ministry of National Education (MEN)

Excerpt (translated):

“The goal is to help learners develop oral and written communication skills. Lessons are organized by themes, each designed to encourage learners to express themselves on real-life topics using appropriate vocabulary and structures.”

Observation :

- No mention of digital tools, technology, or independent study.
- Pedagogical orientation remains face-to-face and textbook-based.

Annex B – Excerpts from Documents d’Accompagnement

Level: 2nd Year Secondary – Teacher Support Guide for English

Source: CNP / CNDP

Excerpt (translated):

“Teachers are encouraged to diversify input by using authentic materials (e.g., dialogues, posters, maps, and song lyrics) to enrich the classroom environment.”

Observation :

- General encouragement for authentic material use.
- No structured guidance on using videos, online platforms, or CALL resources.
- No reference to capsule videos or blended learning methodology.

Annex C – Sample Progression Plan (*Progression Pédagogique*)

Level: 3rd Year Secondary – English

Source: MEN

Week	Theme	Grammar Focus	Skills Developed	Assessment Type
Week 1	Jobs and Careers	Modals (can/must/should)	Listening, Speaking	Formative Oral Assessment
Week 2	Science and Technology	Conditional Sentences	Reading, Writing	Written Expression
Week 3	Environment and Pollution	Passive Voice	Grammar, Listening	Grammar Quiz

Observation :

- Weekly breakdown leaves little flexibility.
- No space for self-paced or asynchronous digital learning.
- No integration of videos, online tasks, or blended strategies.

Annex D – Screenshots of ONEFD Capsule Videos

Source: ONEFD YouTube Channel – <https://www.youtube.com/@ONEFDEducation>

Example 1:

- **Title:** “2AS English – Modal Verbs (Should/Must)”
- **Content:** Grammar explanation with visual slides
- **Length:** 7 min 25 sec
- **Format:** Teacher presenting with slides and voice-over
- **Date:** March 2021

Example 2:

- **Title:** “3AS English – Reading Comprehension Strategies”
- **Content:** Sample BAC exam text analysis
- **Length:** 10 min 15 sec
- **Format:** Narrated PowerPoint-style lesson

Observation:

- Videos reflect curriculum themes but are **not officially indexed** or linked to textbook units.
- No follow-up activities or downloadable tasks.
- Presentation style lacks student interaction or scaffolding guidance.

Annex E – Document Analysis Coding Framework**Categories Used for Analysis:**

Category	Indicators	Presence in Documents
CALL Terminology	CALL, digital learning, blended, ICT, video, online platform	X
CALL-Compatible Pedagogy	Authentic tasks, independent work, listening or video use	✓ (generic)
Self-Directed Learning	Instructions for learner autonomy, optional tasks, flexible pacing	X
Bloom's Taxonomy Alignment	Higher-order tasks (analyzing, evaluating, creating)	X (mostly remembering)
Chronotype Awareness	Time-flexible learning, asynchronous scheduling	X
Institutional Integration	Reference to ONEFD videos, support platforms, policy alignment	X

ملخص

استجابةً لجائحة كوفيد-19 وما أحدثه من خلل في نظام التعليم التقليدي، اعتمدت وزارة التربية الوطنية الجزائرية سياسة تعليم مُدمج تجمع بين التدريس الحضوري والتعلم عن بُعد. وفي هذا الإطار، بُرِزَ التعلم اللغوي بمساعدة الحاسوب (CALL) كعنصر أساسي، لا سيما في تدريس اللغة الإنجليزية في المرحلة الثانوية. تستكشف هذه الأطروحة كيفية دمج التعلم اللغوي بمساعدة الحاسوب في المناهج الوطنية، ومدى توافقه مع الوثائق التربوية (وثائق البرامج المدرسية، ووثائق المراقبة، والخدمات التربوية)، ومدى دعمه للتعلم الذاتي ومرؤنة المتعلم.

باستخدام منهجية تحليل الوثائق النوعية، درست الدراسة نصوص المناهج الرسمية والمحتوى الرقمي الذي أنتجه مؤسسات وطنية مثل المكتب الوطني للتربية والتكوين عن بُعد (ONEFD). تكشف النتائج أنه على الرغم من وجود موارد التعلم اللغوي بمساعدة الحاسوب - مثل مقاطع الفيديو القصيرة - إلا أنها غير مُشار إليها أو مُضمنة في أطر المناهج. لا يزال المنهج الدراسي متمركزاً حول المعلم، وجامداً في بيته، ويركز بشكل أساسي على المهام المعرفية ذات المستوى الأدنى. ولا يوجد سوى دعم مؤسسي محدود لاستقلالية المتعلم، والتعلم المراعي للنطء الزمني، أو دمج المهام ذات المستوى الأعلى بما يتماشى مع تصنيف بلوم.

وخلصت الدراسة إلى أن نموذج التعلم المدمج في الجزائر لا يزال متخلفاً ومجزاً. وتوصي الدراسة بإصلاح المناهج، والتنسيق المؤسسي، وتدريب المعلمين لتطبيع تعلم اللغات بمساعدة الحاسوب في السياسات الوطنية والممارسات الصحفية. ويساهم هذا البحث في الأدبيات المتعلقة بال التربية الرقمية في شمال أفريقيا، ويقدم رؤى عملية للجهات المعنية التي تهدف إلى تحديث تعليم اللغات في الجزائر.

الكلمات المفتاحية:

تعلم اللغات بمساعدة الحاسوب(CALL) ، التعلم المدمج، التعلم عن بُعد، التدريس وجهاً لوجه، تدريس اللغة الإنجليزية، التعليم الثانوي، إصلاح المناهج، مقاطع فيديو قصيرة، التعلم الذاتي، النطء الزمني، السياسة اللغوية الجزائرية.

Résumé

En réponse à la pandémie de COVID-19 et à la perturbation de l'enseignement traditionnel en présentiel, le ministère algérien de l'Éducation nationale a adopté une politique d'enseignement hybride combinant l'enseignement en classe avec l'apprentissage à distance. Dans ce cadre, l'**Apprentissage des Langues Assisté par Ordinateur (CALL)** s'est imposé comme un outil essentiel, notamment dans l'enseignement de l'anglais au niveau de l'enseignement secondaire. Ce mémoire explore l'intégration du CALL dans le programme national d'anglais, son alignement avec les documents pédagogiques (*documents de programmes scolaires, documents d'accompagnement, et progressions pédagogiques*), ainsi que sa capacité à soutenir l'apprentissage autonome et la flexibilité pédagogique.

À travers une analyse qualitative de documents officiels, l'étude examine les textes curriculaires et les contenus numériques produits par des institutions nationales telles que l'**Office National d'Enseignement et de Formation à Distance (ONEFD)**. Les résultats révèlent que, bien que des ressources CALL — comme les capsules vidéo — soient disponibles, elles ne sont ni mentionnées ni intégrées dans les documents curriculaires. Le programme reste centré sur l'enseignant, rigide dans sa structure, et principalement orienté vers des objectifs cognitifs de bas niveau. Le soutien institutionnel à l'autonomie des apprenants, à la flexibilité chronobiologique, ou aux tâches de haut niveau cognitif (selon la taxonomie de Bloom) est quasiment absent.

L'étude conclut que le modèle algérien d'enseignement hybride demeure fragmentaire et insuffisamment structuré. Elle recommande une réforme curriculaire, une meilleure coordination institutionnelle, et une formation pédagogique adaptée pour intégrer durablement le CALL dans les pratiques d'enseignement. Cette recherche apporte une contribution significative à la réflexion sur la modernisation de l'enseignement des langues en Algérie et dans la région MENA.

Mots-clés

Apprentissage des langues assisté par ordinateur (CALL), enseignement hybride, apprentissage à distance, enseignement en présentiel, enseignement de l'anglais, éducation secondaire, réforme curriculaire, capsules vidéo, apprentissage autonome, chronotype, politique linguistique en Algérie.

