**Algeria – improving English language teaching and learning**

**Context and purpose**

In response to the growing demand for English in Algeria and the associated opportunities English provides for young people to improve their employability, resilience and networking, the British Council is interested to understand from different stakeholder perspectives what systemic improvements in the teaching and learning of English are needed and how they can be most effectively implemented in the Algerian linguistic environment.

**Focus**

From preliminary discussions with key ministry stakeholders the focus of systemic improvement is centred around:

Higher Education:

* The teaching of academic subjects through the medium of English (or not)

National Education:

* The continuous professional development of teachers in order to:
* improve student performance.
* improve teacher competencies in teaching English (Subject knowledge).
* integrate 21st century skills teaching in the classroom.
* raise levels of digital literacy amongst teachers and encourage the integration of new technologies in both teacher and student learning

Vocational Education

* The effectiveness of current English language provision in the development of the level of English language proficiency required for employment

**Scope**

The assignment should consider relevant existing research and stakeholder perspectives in relation to the primary, secondary and tertiary sectors

**Consultant role**

The British Council is looking for a suitably qualified international consultant to work in partnership with a locally-based consultant to:

* review the existing relevant research into English language teaching and learning in Algeria
* investigate, using an appropriate primary data collection approach, current perspectives across a range of relevant stakeholders
* generate a draft report containing recommendations informed by the literature review and primary research

**Report**

Section 1: Context in overview

* The increasing demand for English
* Current systems of English language teaching and learning provision in the public sector
* Current systems of training and support for public sector English language teachers
* Current English language teaching provision in the private sector
* The strategic direction and current focus of other actors involved in systemic educational/English reform
* Insights into the learning of English in informal settings

Section 2: Current perceptions of relevant stakeholders

Based on primary research but informed by review of existing relevant research, report on:

(a) the current vision, ambition, strategic direction, policies and practices as they relate to systemic improvements of English language teaching as a subject and teaching subject content through English of:

Higher and national education ministries, and other relevant government departments

Employers’ bodies and professional associations

Representatives of private sector providers

(b) Prevalence of technology in public and private K12 and HE institutions. Hardware and network infrastructure. National and Regional Mobile infrastructure and preferred devices. Prevalence of personal mobile devices in education institutions. Attitude towards same. Teacher access to same. Student access to same.

(c) Detail of assessment systems, staging, relevant regional and national benchmarks for language proficiency (e.g. CEFR).

(d) The current attitudes and practice of

- teachers and teacher educators working in the public sector;

- assessment in terms of teacher standards & professional development system

- educators towards a move away from French towards English, inc. how this might affect educational funding sources from France.

Section 3 Recommendations

Based on a review of the:

* Algerian English demand context
* stakeholder perspectives
* and in relation to the relevance of selected existing models for systemic improvements in the teaching and learning of English from outside Algeria

to make **clear** and **actionable** recommendations:

* for the systemic improvement of teaching and learning English
* on where ELT efforts are likely to have greatest impact, given resource constraints

**Time frame for the assignment**

* Literature review - 3 days
* In country collection of primary data - 7 days
* Data cleaning and compilation of draft report – 3 days

Assignment to start as soon as possible after 17th March 2020, with submission of draft report by 31 March 2020

**Consultant Qualifications and experience**

* Educated to Master’s level in a field relevant to English Language Teaching
* 5 years professional experience relevant to the teaching of English as a subject, and English as a medium of instruction, and the professional development of English language teachers
* 5 years research record relevant to the teaching of English as a subject and English as a medium of instruction, and the professional development of English language teachers
* Track record in delivering high quality and actionable research in developing country contexts

**Expressions of interest:**

To express interest in this assignment please submit

* Your CV (absolute maximum of two pages)
* A supporting statement highlighting how your experience and skills match the requirements of the assignment
* An outline of your research approach in order to generate the recommendations required for this assignment
* Your daily fee rates

**Please submit your expressions of interest to** [**Jad.Hamze@lb.britishcouncil.org**](mailto:Jad.Hamze@lb.britishcouncil.org)

**by 09:00 UK time on Friday 6th February.**

**For any clarification questions around the terms of reference of the assignment, please contact** [**john.shackleton@britishcouncil.org**](mailto:john.shackleton@britishcouncil.org)