

Towards Enhanced Teacher Training: Observation, Collaboration, and Authentic Practices* **Bouchebcheb Leila**

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Abstract:

Confronted with the amplification of educational and contextual issues in higher education, future teacher preparation curricula prioritize fundamental pedagogical skills. Methodical observation of teachers in training reveals the determining mechanisms of their professional preparation, whether through authentic teaching experiences, peer interactions, or broader institutional influences. These analyses expose the shortcomings of training pathways, propose concrete improvement strategies, and demonstrate how the combination of didactic approaches and collective collaboration develops professional expertise in real academic contexts.

Keywords: Teacher preparation, pedagogical skills, systematic observation, professional development, authentic contexts.

**I- Introduction**

Today, it's impossible to ignore the fact that the training of future teachers is a major challenge for any education system, particularly in a multilingual context like Algeria's, where the teaching of French occupies a strategic position.

Pre-professional training, whether thought out or imposed, takes place mainly in the higher education institutions, and represents a crucial moment in the construction of the professional identity of future teachers of French. It is the foundation on which the pedagogical, didactic and interpersonal skills required for the teaching profession are built. However, the use of this training raises important questions about how professional skills are acquired and developed.

How do future teachers appropriate professional gestures? What are the interactional dynamics that unfold within the training environment? How do pedagogical interactions contribute to the gradual construction of the teaching posture?

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At this stage, the stakes are high, as these questions are of particular importance in the Algerian context, where future French teachers must not only master disciplinary content and pedagogical approaches, but also navigate in a complex linguistic environment.

The work we present arose from the following concern: How are pedagogical dynamics manifested in the pre-professional training of future teachers?

Recent research in the educational sciences has highlighted the crucial importance of pedagogical dynamics in professional training processes. These dynamics, which encompass all the interactions, exchanges and learning mechanisms that unfold in training situations, represent a privileged object of study for understanding how interactional skills are built. However, few studies have focused specifically on analyzing these dynamics in the context of pre-professional training for French teachers in Algeria.

The aim of this research is therefore to explore the pedagogical dynamics that characterize the pre-professional training of future French teachers in the Algerian university context. Our main objective is to analyze, through direct classroom observations, the interactions, learning mechanisms and competency-building processes that unfold during this training phase. More specifically, we seek to identify the modalities of interaction between trainers and students, as well as between students, to characterize the pedagogical strategies implemented, and to understand how these dynamics contribute to the preparation of future teachers for their profession.

In this promising context, a research hypothesis is defined as follows:

The pedagogical dynamics observed in the pre-professional training of future French teachers are characterized by a predominance of vertical interactions (trainer-students) to the detriment of horizontal interactions (between students), thus limiting the development of future teachers' autonomy and pedagogical reflexivity.

In order to provide some answers to our initial questions, this study takes a qualitative approach based on direct classroom observation, a method that enables us to grasp the complexity of pedagogical phenomena in their natural context.

By adopting this approach, we hope to contribute to a better understanding of the processes involved in teacher training, and to suggest ways of optimizing the pre-professional preparation of those who will be responsible for teaching French in Algerian schools.

This article is organized along several lines. After presenting new advances in the field of teacher training in an Algerian context, we will outline our methodological framework centered on classroom observation. We will then detail the concrete implementation of this observation before presenting and discussing the results obtained. Finally, we will suggest possible improvements for the pre-professional training of future French teachers in Algeria.

II- Theoretical foundations

The training of future teachers is based on a set of theoretical foundations that enable us to understand and analyze professional learning processes in a university context. These conceptual foundations, drawn from different disciplinary fields, shed light on the ways in which students gradually build their professional skills and develop their identity as teachers. This complementary and interdependent theoretical framework provides a structure for understanding how formative processes unfold in the specific context of university teacher training.

1- Theories of pre-professional learning: reflexivity

Theories of professional learning reflect an essential theoretical field for understanding how teaching skills are constructed. The seminal work of D. Schön (1983) on the reflective practitioner has profoundly renewed the concept of professional training, placing reflection on action at the heart of learning processes. This is particularly relevant for analyzing the training of future teachers, a profession that requires a capacity for constant adaptation and critical reflection on one's own practices.

To better understand pre-professional learning, Schön (1983, 1987) distinguished three types of knowledge: knowledge in action, reflection in action, and reflection on action. Knowledge in action corresponds to the tacit skills mobilized in the course of one's activity. Reflection in action refers to the practitioner's ability to adjust his or her action in real time, in the face of unexpected or problematic situations. Finally, reflection on action is a metacognitive process aimed at improving future practices.

The pioneering work of Tardif and Borges (2021) on the evolution of the notion of reflexivity in teacher training underlines the importance of this reflexive capacity in pre-professional development. In their view, reflexivity is not just a tool for improving practices, but represents a constitutive dimension of the teacher's professional identity. Perrenoud (2022) reinforces this perspective, showing that teachers capable of developing a reflective posture demonstrate greater adaptability in the face of pedagogical challenges and a greater capacity for innovation in their practices.

This being said, Wittorski (2020) sheds further light on professionalization in adult training by distinguishing several pre-professionalization logics. The logic of action, centered on the acquisition of practical skills, the logic of reflection, which favors the analysis of practices, and the logic of translation, which aims to articulate theoretical knowledge and professional practices. This typology gives growing importance to the challenges of training future teachers, who must navigate between these different logics to build their professional dynamics.

The collective dimension of professional learning is an important theoretical aspect, highlighted by Marcel and Dupriez's (2019) research on professional learning

communities, which shows that teachers' learning does not take place individually, but is considerably enriched by exchanges and collaborations with peers. This collective and collaborative perspective on pre-professional learning finds particular resonance in the context of university training, where student interactions are an important lever for skills development.

2. Socio-constructivist approach to classroom interactions

Today, as in the old days, the socio-constructivist approach, which stems from the work of Vygotsky (1978) and has been enriched by contemporary contributions, remains a major theoretical framework for understanding the learning processes that unfold in classroom interactions. It considers that learning results primarily from social interactions and the co-construction of knowledge between educational actors. In the context of training future teachers, this approach makes it possible to analyze how interactive dynamics contribute to the development of pre-professional skills.

Vinatier's (2020) work on didactic interactions is based on the observation that, in teacher training, mediation takes place through professional language, tools for analyzing practices, and training devices that encourage the explicitation and conceptualization of experience.

Jorro and De Ketele (2019), who have worked on professional engagement in education, emphasize that interactions between trainers and students, but also between students, constitute privileged "joints" for the construction of professional knowledge, as they enable the confrontation of viewpoints, the negotiation of meaning, and the emergence of new shared understandings.

Situated learning, updated by Filliettaz's (2021) research on pre-professional learning, is an important extension of the socio-constructivist approach. This theory postulates that progressive participation in communities of practice enables novices to gradually acquire the knowledge, know-how and attitudes characteristic of their professional group.

Contemporary research by Bucheton and Soulé (2022) on professional teaching gestures is in line with this socio-constructivist perspective, showing that professional skills are acquired through observation, imitation and the gradual transformation of professional gestures observed in trainers and peers. In this approach, classroom interactions are seen as gateways to professional learning.

3. Concept of pedagogical dynamics and analysis of practices

The concept of pedagogical dynamics is an essential conceptual framework for analyzing training processes in their complexity and temporal evolution. This notion, developed by educational science researchers, enables us to grasp the multiple interactions corresponding to teaching-learning situations and their evolution over time.

In the context of training future teachers, the analysis of pedagogical dynamics offers a framework for understanding how professional skills are gradually built up through formative interactions.

Pedagogical dynamics, a systemic approach, is defined as the result of the complex articulation between several dimensions: the trainers' pedagogical intentions, the learners' characteristics, the training content, the pedagogical modalities implemented, and the institutional and cultural context Altet (2019).

Pastré and Samurçay (2020), whose work focuses on pedagogical dynamics in vocational training. For them, the effectiveness of training systems largely depends on their ability to create dynamics that are conducive to learning, characterized by learner commitment, content relevance, and the adaptation of teaching methods to the specific characteristics of the audience and the context.

The practice analysis tools studied by Donnay and Charlier (2021) are ideal for developing the reflexivity of future teachers.

Temporality is an essential dimension of the concept of pedagogical dynamics. Lefeuve and Garcia's (2020) research on temporalities in training shows that professional learning takes place in different temporalities: the short time of immediate interaction, the medium time of skills development, and the long time of the construction of professional identity. This temporal perspective makes it possible to better understand how pedagogical dynamics evolve during training, and to adapt training devices to students' learning rhythms.

Clanet's (2019) work on classroom observation offers analytical grids that enable us to grasp the different dimensions of pedagogical interactions: verbal and non-verbal exchanges, teaching strategies, the ways in which learners participate, and how these elements evolve over the course of sessions. These methodological tools are valuable resources for analyzing pedagogical dynamics in the training of future teachers.

This contemporary educational landscape has given rise to new pedagogical approaches that are redefining teaching and learning modalities. These emerging dynamics, which are particularly relevant in the context of training future teachers, revolve around several main axes:

- Collaborative and interactive pedagogy

Collaborative and interactive pedagogy is one of the most significant developments in teacher training. This approach, which emphasizes multiple interactions and the collective construction of knowledge, responds to contemporary demands for the development of social and professional skills. In the specific context of training future teachers of French in Algeria, this approach fosters the development of cross-disciplinary skills essential to the teaching profession: the ability to communicate, negotiate, solve problems in teams, and build consensus.

Buchs and Butera (2021) have confirmed that collaborative learning improves not only academic performance, but also learners' social skills and motivation, particularly in pre-vocational training contexts.

Connac (2022) stresses the importance of structuring collaborative interactions to maximize their pedagogical effectiveness.

Desgagné and Bednarz's (2020) research on professional learning communities shows that these collaborative modalities foster the development of professional identity and strengthen the sense of belonging to the teaching profession.

Recent work by Marcel and Perez-Roux (2019) on the support of novice teachers shows that these collaborative arrangements significantly reduce difficulties in professional integration.

- The use of educational technologies

The integration of educational technologies in the training of future teachers appears to be an emerging and encouraging dynamic, accelerated by the upheavals linked to the COVID-19 pandemic, opening up new prospects for the pre-professional training of French teachers in Algeria. We cite the example of platforms for creating digital pedagogical content, which develop techno-pedagogical skills that are indispensable in contemporary teaching.

Tricot and Chesné (2020) demonstrate that the pedagogical effectiveness of technologies depends more on their didactic integration than on their intrinsic technical characteristics. This underlines the importance of training future teachers not only in the use of technological tools, but above all in their relevant pedagogical exploitation.

Furthermore, educational technologies offer remarkable opportunities for the observation and analysis of teaching practices. Video recording of micro-teaching sessions enables a detailed, reflective analysis of performance, promoting awareness of professional gestures and continuous improvement of practices.

However, the integration of educational technologies in the Algerian context is not without its challenges, as highlighted by Benzid and Madani's (2020) research on digital education in the Maghreb. The need to train trainers themselves in the pedagogical uses of digital technology is an essential prerequisite, requiring significant investment in professional development.

- Learner-centered approaches

It is widely acknowledged that, over the years, learner-centered approaches have represented a paradigmatic revolution in the conception of future teacher training.

This pedagogical orientation, which places the student at the heart of the learning process, radically transforms traditional roles and redefines the ways in which professional skills are acquired.

In the context of training future teachers of French in Algeria, this approach is of particular importance, as it prepares students to adopt practices centered on their future students.

The learner-centered approach, which has become a benchmark, is characterized by the recognition of students as the main actors in their own learning, since they actively construct their knowledge on the basis of their experiences and interactions with the environment, as Bourgeois (2021) postulates with regard to adult learning, taking learners' experience and motivations into account in the design of pre-professional training systems.

This approach is reflected in a variety of innovative teaching methods. Problem-based learning (PBL) confronts students with complex situations inspired by professional reality, encouraging them to mobilize and articulate their knowledge to develop relevant solutions. According to Poumay and Georges (2019), PBL helps develop professional skills and the ability to transfer learning.

In the context of training future teachers of French, students are called upon to analyze problematic teaching situations and propose intervention strategies adapted to the Algerian context, with the aim of fostering the articulation between theoretical and experiential knowledge Wittorski (2020).

These approaches require specific pedagogical skills on the part of trainers, who need to be accompanied in this evolution of their practices, as highlighted by Rege Colet and Berthiaume's (2019) work on university pedagogy.

The following conceptual map (Figure 1) summarizes the main theoretical foundations that underpin this study. It highlights the interrelations between three key frameworks: reflexivity, socio-constructivism, and pedagogical dynamics. These paradigms interact to shape a comprehensive understanding of pre-professional teacher training, where reflective practice, collaborative learning, and the evolving nature of pedagogical situations converge. This visual synthesis also clarifies the systemic articulation of theoretical and practical dimensions, providing a coherent structure for the methodological approach that follows.

Conceptual Map of Theoretical Frameworks in Pre-Professional Teacher Training

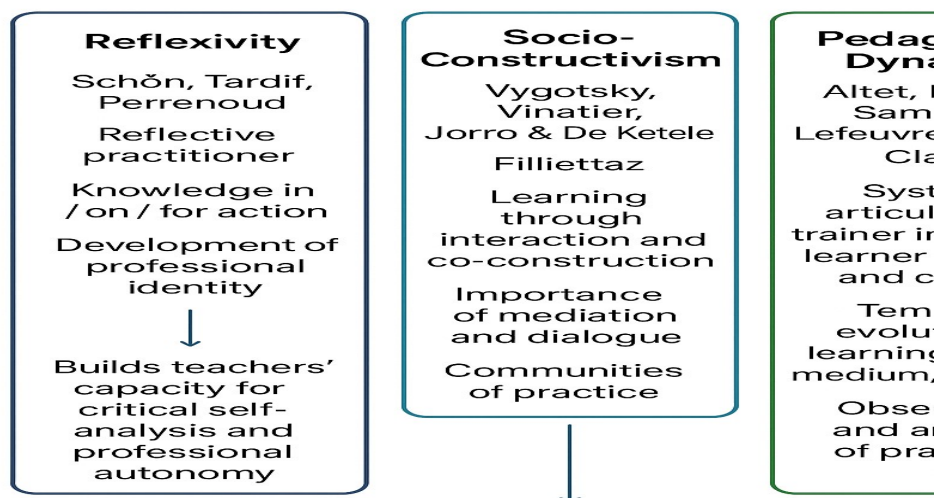


Figure 1

III- Methodology:

1. Context of the study

This research was conducted at the ENS de Constantine. This school is distinguished by its commitment to training future teachers. The study took place specifically in the French Department, which has been training future leaders in the teaching of French as a foreign language in Algeria for over two decades.

The French Department is part of an innovative pedagogical approach that favors interactive and reflective approaches in the training of its students. This pedagogical orientation, in line with current curricular changes, makes the department an ideal study ground for observing emerging pedagogical dynamics in the pre-professional training of future french teachers.

2. Study population

The study population consists of a group of 50 students enrolled in the third year of the French as a Foreign Language (FFL) degree, option/Teaching. These students, aged between 18 and 21, are at a pivotal point in their training, having already acquired the fundamental basics of the french language, and are beginning to appropriate the didactic and pedagogical dimensions of their future teaching profession.

Coming mainly from the wilayas of eastern Algeria, they have varied educational backgrounds and heterogeneous levels of proficiency in French as they enter university. This heterogeneity represents a major pedagogical challenge for trainers, but also offers a wealth of experience and perspectives that enrich classroom interactions.

The chosen year of study, the third year of the Bachelor's degree, corresponds to a crucial period in training when students begin to develop their professional identity as teachers. By this stage of their curriculum, they have already acquired a solid grounding in French and Francophone literature, French linguistics, and French and Maghrebian civilization. They are now taking up modules specifically geared to preparing them for the teaching profession, making them a particularly relevant population for observing the pedagogical dynamics of pre-professional training.

3. Training framework: modules observed and length of curriculum

The training curriculum spans five years of the Bachelor's degree leading to a diploma as a secondary school French teacher.

Observations were carried out specifically within the framework of three fundamental modules of the third year of the Licence, chosen for their relevance to the analysis of interactive and reflexive pedagogical dynamics. The first module, entitled "Didactic of FFL 1", provides an introduction to the methodologies of teaching French as a foreign language, with an emphasis on communicative and action-based approaches. The second module, "Techniques of written and oral expression"), favors interactive teaching methods: debates, presentations, role-playing and simulated professional interviews. The aim is to enable students to master the codes of professional communication while developing their fluency in oral expression. The third module, "Analysis of Professional Practices", plays a central role in the reflective training of future teachers. This module introduces students to the observation and analysis of teaching sessions, based on video support, observation grids and collective analysis of practices.

It aims to develop the reflective posture essential to professional practice, and prepares students for the teaching internships they will undertake in the Master's program.

These three modules were selected because they perfectly embody the department's pedagogical philosophy, which favors an interactional and reflective approach to training future teachers. They are ideal spaces for observing pedagogical dynamics, enabling us to analyze how professional skills are gradually built up through formative interactions.

The observation period spanned a full semester (16 weeks), enabling us to track the evolution of pedagogical dynamics and identify the factors that promote or hinder the development of professional skills in future teachers. This extended

temporality is an important methodological asset for understanding training processes in their complexity and temporal progression.

4. Observation grids for pre-service training dynamics

Our study uses complementary observation grids adapted to the Algerian university context, assessing trainer-student interactions, collaborative peer dynamics, modes of participation and engagement, integration of educational technologies, learner-centeredness, and preferred teaching strategies in a qualitative and quantitative approach to analyze pedagogical practices in pre-service training for future French teachers.

To ensure scientific rigor, the following observation grids were applied to systematically analyze pedagogical dynamics in the pre-professional training of future French teachers at ENS de Constantine. Each grid corresponds to one dimension of pedagogical dynamics, with coding applied over observation period.

a- Teacher-Student Exchanges

-Qualitative observations of trainer-student interactions

Criterion	Indicator	Coding / Scale	Notes / Comments
Type of question	Closed / Open	F / O	Example: Q1, Q2...
Solicitation of personal examples	Yes / No	1 = No, 2 = Yes	Tracks whether trainers invite students to share experiences
Feedback provided	Encouragement / Correction / Explanation	E / C / Ex	Notes form and tone of feedback
Development of reflexivity	Low / Medium / High	1 / 2 / 3	Observes students' reflective thinking
Verbal interaction	Monologue / Dialogue / Discussion	M / D / Di	Measures student participation and engagement
Use of visual or technological support	Yes / No	1 / 2	Includes board, slides, videos
Adaptation to student	Individual / Collective	I / C	Evidence of differentiated teaching strategies

Table 1: Observation of Teacher-Student exchanges

Commentary:

This grid captures the form and quality of trainer-student interactions. It evaluates whether teaching practices encourage reflection, engagement, and autonomy, or rely on vertical, teacher-centered approaches, as shown in Figure 2

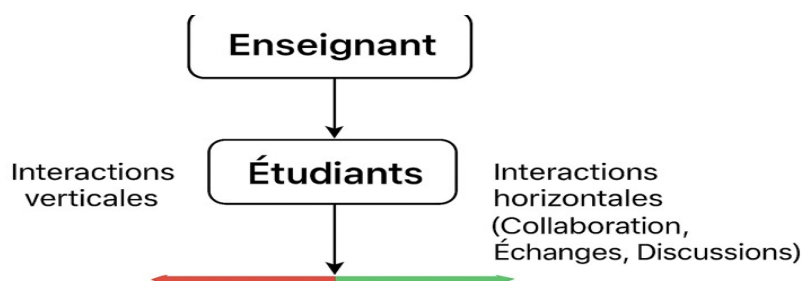


Figure 2: Teacher-Student exchanges

b. Students interactions and engagement

Criterion	Indicator	Coding / Scale	Notes / Comments
Voluntary participation	Low / Moderate / High	1 / 2 / 3	Spontaneous contributions
Collaborative work	Absent / Partial / Present	0 / 1 / 2	Observed in pairs or groups
Mutual aid / Peer support	Low / Medium / High	1 / 2 / 3	Assistance during tasks
Initiative / Decision-making	Low / Medium / High	1 / 2 / 3	Ability to propose solutions
Active listening	Low / Moderate / High	1 / 2 / 3	Attention to peers' contributions
Compliance with instructions	Low / Moderate / High	1 / 2 / 3	Adherence to trainer directives

Table 2: Student interactions and modes of engagement

Commentary:

Evaluates horizontal interactions among students. Highlights autonomy, collaboration, and self-regulation skills essential for future teachers.

c. Observed teaching strategies

Criterion	Indicator	Coding / Scale	Notes / Comments
Active method used	PBL / Case Study / Debate / Role-play	PBL / CS / D / RP	Main method per session
Encouragement of reflection	Low / Medium / High	1 / 2 / 3	Stimulates critical thinking
Use of metacognition	Absent / Partial / Present	0 / 1 / 2	Exercises promoting awareness of own practice
Alignment of content and objectives	Low / Medium / High	1 / 2 / 3	Relevance to learning goals
Collective interaction	Low / Medium / High	1 / 2 / 3	Level of debate, discussion, teamwork

Table 3: Teaching strategies observed

Commentary:

Assesses trainer strategies for active, reflective, collaborative learning. Measures alignment of objectives and actual practice.

d. Pedagogical integration and technology

Criterion	Indicator	Coding / Scale	Notes / Comments
Technology usage	Yes / No	1 / 2	Examples: video, software, boards
Alignment with objectives	Low / Medium / High	1 / 2 / 3	Does technology support learning goals?
Accessibility for students	Low / Medium / High	1 / 2 / 3	Ease of use for all participants
Real contribution to learning	Low / Medium / High	1 / 2 / 3	Pedagogical added value
Trainer's mastery	Low / Medium / High	1 / 2 / 3	Confidence and skill in use

Table 4: Teaching strategies

Commentary:

Evaluates integration of educational technologies. Differentiates between superficial use and meaningful, pedagogically relevant use.

e. Learner-centeredness

Criterion	Indicator	Coding / Scale	Notes / Comments
Student speaking	Low / Moderate / High	1 / 2 / 3	Frequency and quality of contributions
Reflective posture	Low / Medium / High	1 / 2 / 3	Self-analysis and reflection
Questions asked by student	Low / Medium / High	1 / 2 / 3	Depth and relevance of inquiries
Information-seeking	Low / Medium / High	1 / 2 / 3	Initiative to deepen knowledge
Autonomy in activities	Low / Medium / High	1 / 2 / 3	Ability to perform tasks independently
Collaboration with peers	Low / Medium / High	1 / 2 / 3	Teamwork and mutual support

Table 5: Learner-centered approaches

Commentary:

Focuses on student-centered learning. Highlights active, reflective, autonomous behavior and obstacles to learner-centered practices.

f. Climate and motivation

Sub-indicators	Description	Coding Scale	Observation / Result
General classroom atmosphere	Quality of the classroom environment: participative, anxiety-inducing, neutral	1 = anxiety-inducing, 3 = neutral, 5 = participative and positive	3
Student motivation	Intrinsic (personal interest) vs extrinsic (obligations)	1 = low motivation, 3 = mixed, 5 = high intrinsic motivation	3
Reactions to collaborative activities	Active engagement in group work	1 = passive, 3 = occasional participation, 5 = regular and proactive participation	2
Reactions to educational technologies	Use and interest in digital tools	1 = indifferent, 3 = partial use, 5 = enthusiastic and relevant use	4
Conflict / disruption management	Ability to handle tensions or interruptions	1 = not handled, 3 = partially handled, 5 = effectively resolved	3
Psychological safety / expression	Students feel free to ask questions or express ideas	1 = not at all, 3 = sometimes, 5 = freely	2

Table 6 : Classroom Climate & Motivation

Commentary:

The observations recorded in this table provide insight into the broader contextual and affective dynamics of the classroom. Overall, the classroom atmosphere appears moderately positive, with a balance between participation and moments of student hesitation. While some students demonstrate intrinsic motivation, a significant portion rely on extrinsic factors such as instructions or grading incentives, which may limit their engagement in more autonomous learning activities.

IV. Results and Discussion of the different tables

We propose an analysis of the data based on our observation of students in both groups (50 students).

Observation of “table1” reveals a pedagogical dynamic characteristic of in-transition teacher training contexts. On the one hand, the trainers demonstrate a resolutely professionalizing orientation through frequent encouragement of reflective posture, the systematic solicitation of personal examples and reformulations, and the constant valuing of student contributions, practices that testify to a desire to develop the autonomy and critical analytical capacity of future teachers. On the other hand, the predominance of closed questions to the detriment of open ones, combined with moderate direct questioning, reveals the persistence of a traditional pedagogical approach favoring the control of answers and the vertical transmission of knowledge.

This tension between pedagogical innovation and the reproduction of traditional models is probably due to the fact that trainers, while aspiring to train reflective teachers, remain influenced by their own representations of pedagogical authority and systemic constraints.

This situation calls for metapedagogical support to help trainers develop coherence between their professionalizing intentions and their actual practices, in order to train teachers truly capable of developing authentic, reflective interactions in their future French classes.

The second table reveals a student engagement profile characterized by a marked dependence on institutional framing, reflecting the specificities of the training context. The results show a striking dichotomy between excellence in directed modalities (high levels of directed work and directed speaking, exemplary compliance with instructions) and weakness in autonomous initiatives (low levels of collaborative work and voluntary speaking), revealing future teachers with little inclination for pedagogical self-regulation.

This configuration suggests the internalization of a traditional educational model in which the learner excels in reception and reproduction, but struggles, as illustrated by the average levels of spontaneous debate, mutual aid and active listening between peers. The contrast between the high level of commitment to explicit instructions and the reluctance to take collaborative or discursive initiatives raises crucial questions about the ability of these future teachers to generate authentic interactive dynamics in their own classrooms, especially as their current training seems to reproduce the vertical patterns they will have to overcome if they are to encourage spontaneous expression and effective collaboration among their future students of French as a foreign language.

Looking at “table 3”, we can see an ambivalent pedagogical configuration that testifies to a selective appropriation of innovative methods in the training of future teachers. On the one hand, trainers overwhelmingly favor traditional active approaches (problem-based learning and case studies often used) which generate satisfactory student receptiveness, suggesting a technical mastery of these methods and their cultural acceptance in the Algerian context. However, this apparent pedagogical modernity masks some worrying strategic shortcomings: students' resistance to practice analysis, which is fundamental in professional teacher training, reveals a difficulty in developing the reflective posture necessary for professional development, while the rare use of explicit metacognition constitutes a major pedagogical paradox, since students are receptive to it when it is proposed. This configuration suggests that trainers, while adopting participatory methods, avoid the approaches that are most destabilizing for the professional identity under construction, and neglect the metacognitive tools that would nevertheless enable future teachers to develop their pedagogical autonomy, thus creating a hiatus between technical training and authentic professional development.

Table 4 reveals contrasting integration of pedagogical technological integration, characterized by a duality between mastery and improvisation. The results show a successful integration of educational technologies on two fundamental aspects: coherence with module objectives and facilitation of learning, testifying to thoughtful pedagogical planning in which digital tools create genuine added value rather than a mere fad. The improvisation observed from time to time compromises the overall effectiveness of this integration, particularly worrying in the context of pre-professional training, where future teachers must acquire transferable digital skills.

Analysis of table 5 reveals a concerning teacher-centered profile, characterized by general student passivity and a pedagogical dynamic that is still largely transmissive rather than participative. With four indicators rated as “weak” (speaking up, reflective posture, questions asked by the student, and seeking new information) against only two “moderate” (answering questions and showing

interest), the results testify to a structural resistance to the adoption of learner-centered approaches, particularly problematic in a pre-professional training context where future teachers must develop their pedagogical autonomy and reflective capacity. This low level of active participation can be explained by several factors specific to the Algerian university context: language barriers, which inhibit speaking in French, and large class sizes, which discourage individualized interaction. The two “moderate” indicators, responses to questions and expression of interest, nevertheless suggest a latent potential for engagement that could be activated by more incentive-based pedagogical strategies.

To transform this dynamic, it is imperative to implement participatory facilitation techniques adapted to the local cultural context, to develop students' linguistic confidence, and to create safe spaces for expression and reflection, thus enabling a shift from a teacher-centered training model to one that is authentically learner-centered, a sine qua non condition for training teachers capable of adopting these innovative approaches themselves in their future professional practice.

-visual synthesis of the pedagogical dynamics observed

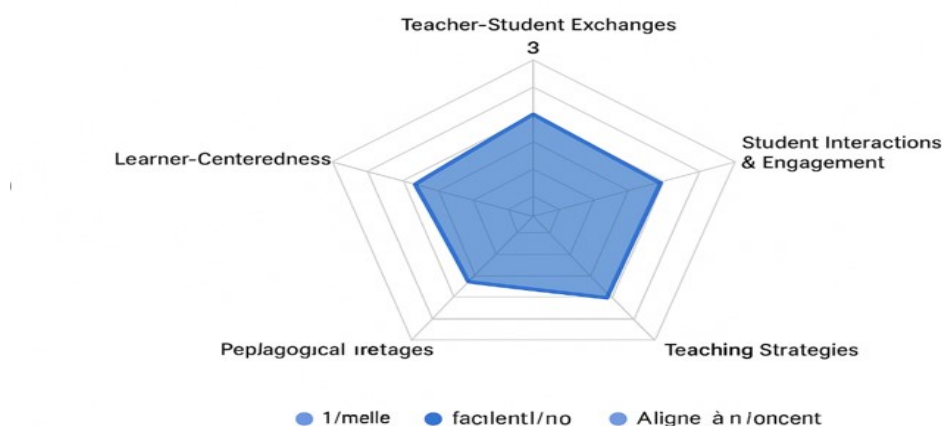


Figure 3

a. Teacher-Student Exchanges:

- Dual pedagogical dynamic: encouragement of reflection and autonomy vs. predominance of closed questions.
- Indicates the need for metapedagogical support to align intentions and practice.

b. Student Interactions and Engagement:

- High compliance with directed tasks but low autonomous or collaborative initiative.
- Limited horizontal peer interactions; reveals internalized traditional educational patterns.

- Highlights challenge of fostering learner-centered behaviors.

c. Observed Teaching Strategies:

- Predominantly active yet traditional methods (problem-based learning, case studies).
- Limited metacognitive and reflective practices.
- Selective adoption of innovative methods creates a gap between technical mastery and reflective skill acquisition.

V. Conclusion

This observational study of pre-professional teaching dynamics in the algerian university context reveals a complex training ecosystem where creative adaptation and systemic reproduction, technical innovation and cultural conservation combine.

A convergent analysis of the interactions, mechanisms and strategies observed paints a picture of a training system which, despite its efforts to integrate contemporary pedagogical approaches, remains structurally organized around a paradigm of controlled transmission that limits the development of future teachers' professional agentivity.

The results highlight a triple structural tension: between technical mastery of innovative pedagogical tools and avoidance of formative reflective approaches; between directed execution and weakness of collaborative initiative; between cultural adaptation and the need to develop pedagogical autonomy. This configuration reveals future teachers who are technically competent but insufficiently prepared to generate the interactive and reflective dynamics required by modern French language teaching.

The Algerian university context appears to be a singular pedagogical laboratory where linguistic, cultural and institutional specificities produce original adaptive mechanisms: the linguistic benevolence of trainers compensates for Francophone inhibitions, informal solidarity between students makes up for the shortcomings of formal collaborative arrangements, and the situational intelligence of learners enables them to navigate between pedagogical modernity and cultural tradition.

Nevertheless, however creative these adaptations may be, they fail to fundamentally transform the relationships to knowledge and authority that condition the emergence of a truly collaborative pedagogical culture.

The pedagogical and pre-professional dynamics identified argue in favor of a systemic approach that respects contextual specificities while activating the potentialities observed: development of devices for securing speech to transform strategic passivity into authentic commitment, training of trainers in culturally situated reflexive approaches to overcome avoidance of critical analysis, and creation of institutional spaces for collaborative construction to enhance the informal dynamics observed.

This research thus opens up avenues of transformation that are not aimed at importing exogenous pedagogical models, but at activating the endogenous resources identified, contributing to the emergence of a teacher training model that reconciles technical excellence and pedagogical innovation, a necessary condition for training French teachers capable of creatively adapting contemporary approaches to the realities of their professional context.

A longitudinal study would shed light on the evolution of these future teachers' pedagogical skills from their initial training through to their first years of professional practice. This research could analyze how the pedagogical dynamics observed in training are transformed or reproduced in their actual practice, and consequently identify transfer factors and obstacles to pedagogical innovation.

It would be relevant to examine how the gradual introduction of metacognitive and practice analysis tools influences teachers' long-term professional posture, particularly their ability to adapt to pedagogical changes and their propensity to develop learner-centered practices to put themselves in the shoes of their future students.

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