The impact of Knowledge Management on English Language Teaching quality: Exploratory Study about Teaching Staff Views in English Division, Biskra University

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أثر إدارة المعرفة على جودة تدريس اللغة الإنـجليزية: دراسة استطلاعية لآراء عينة من أعضاء هيئة التدريس بشعبة اللغة الإنـجليزية بجامعة بسكرة

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Abstract:

Nowadays, Knowledge Management becoming necessary, for higher education institutes. To pay more attention to enhance the quality of teaching staff Performance. Through applying a set of stages of Knowledge Management. Which will affect positively the quality of the university outcomes. This Research aims to develop a framework for identifying the relationship or the impact of Knowledge Management process, on the English Language teaching in English Language Department, Biskra University, in the academic Year 2017/ 2018. In order to achieve the objectives of the Study. We designed a Questionnaire to collect the initial information consisting of 56 statements on the sample members of the Study, which are 47 Teachers. In light of this, the data have been collected and analyzed. In addition, we tested the hypotheses. For that, we had used the statistical Packages of social Sciences (SPSS.V 17). There is Significant Statistical impact at the Significance Level of (0.05), for the Knowledge Management variable with its different dimensions on English Language teaching quality, at English Division, Biskra University, and we have found that, there is a positive correlation between the two variables (Km and the English Language teaching quality).

Keywords: Knowledge Management. ; English Language teaching Quality؛ Higher Education. English Language Division؛ Biskra University.

Jel Classification Codes : M10. A20. A23. D83. 121.

ملخص:

أصبحت إدارة المعرفة ضرورة لمؤسسات التعليم العالي من أجل الاهتمام بتحسين جودة أعضاء هيئة التدريس من خلال تطبيق مجموعة من مراحل إدارة المعرفة، والتي سوف تؤثر إيجابيا على جودة نتائج المؤسسة الجامعية. ويهدف هذا البحث إلى تحديد وتوضيح تأثير عمليات إدارة المعرفة على تدريس اللغة الإنجليزية في قسم الإنجليزية بجامعة بسكرة للعام الدراسي 2018/2017. ومن أجل تحقيق أهداف الدراسة، قمنا بتصميم استبيان لجمع المعلومات الأولية التي تتكون من 56 عبارة تم توزيعها على أعضاء عينة من الدراسة، البالغ حجمها 47 أستاذ جامعي، وفي ضوء ذلك تم جمع البيانات وتحليلها، وتم اختبار الفرضيات. وتم استخدام الحزم الإحصائية للعلوم الاجتماعية.(SPSS.V 17) . وقد توصلنا إلى أن هناك تأثير إحصائي كبير عند مستوى الدلالة 0.05 لمتغير إدارة المعرفة بأبعادها المختلفة على جودة تدريس اللغة الإنجليزية بجامعة بسكرة. كما توصلنا إلى وجود تأثير وترابط إيجابي بين عمليات إدارة المعرفة وجودة تدريس اللغة الإنجليزية بقسم اللغة الإنجليزية بجامعة بسكرة.

الكلمات المفتاحية: إدارة المعرفة، جودة تدريس اللغة الإنجليزية، التعليم العالي، قسم اللغة الإنجليزية، جامعة بسكرة

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I- Introduction :

1. Statement of the Problem

The knowledge economy, has really taken part into improving the world. By creating, acquiring, distributing and using knowledge. Especially the importance of the information and communication technologies. To offer great and several opportunities for growth.

The application of Knowledge as a Concept is not limited to productive business Organizations. However, extends to various Service Sectors. Education is one of the important Service Sectors.

2. The Aim

The essential Objective of this Research is to attempt to uncover the influence of Knowledge Management on the Quality of teaching English by achieving the following Objectives:

- Preparation of a theoretical framework for this Study.
- Identifying the Level of application of Knowledge Management at the University in general and at Biskra University in particular.

3.The Significance

This Research derives its Significance from the following:

- The importance of the variables investigated and the characteristics of Knowledge Management and the learning Organization (profit Organizations, non-profit Organizations such as University).
- The importance of the results of the relationship and impact between the variables of the Study that will explain the picture to Decision makers in the Ministry of higher Education and Scientific Research to develop the performance of teaching at the University.

4. Research Question

The research aims to answer the following main question:

- Is there an impact of Knowledge Management with its different Dimensions on teaching Quality in general, and on English Language teaching Quality at English Division, Biskra University in particular?

The main question raises the urge to answer other sub-questions:

- What is the Level of the concept of knowledge Management in English Division at Biskra University?
- What is the Level of English Language teaching quality in English Division at Biskra University?
- What is the Nature of the existing relationship between the Level of Knowledge Management and the Level of English Language teaching in English Division at Biskra University?

5.Hypotheses

Regarding to the above research questions, we suggest the following hypotheses:

H0: There is no Significant Statistical impact at the Significance Level of ($\alpha = 0.05$), for the Knowledge Management variable, with its different dimensions on English Language teaching quality, at English Department - Biskra University.

This hypothesis contains the following Sub-assumptions:

H01: There is no Significant Statistical impact at the Significance Level of ($\alpha = 0.05$), for the creating Knowledge dimension, on English Language teaching quality at English Department, Biskra University.

H02: There is no Significant Statistical impact at the Significance Level of ($\alpha = 0.05$) for the storing Knowledge dimension on English Language teaching quality at English Department, Biskra University.

H03: There is no Significant Statistical impact at the Significance Level of ($\alpha = 0.05$) for the sharing Knowledge dimension on English Language teaching quality at English Department, Biskra University.
H04: There is no Significant Statistical impact at the Significance Level of ($\alpha = 0.05$) for the implementing Knowledge dimension on English Language teaching quality at English department, Biskra University.

II– Methodology and Data Sources:

1. Research Limits and Methodology:

This research is determined by the following

A. Research Limits

- Human Borders: English Language teaching staff at English Division, Letters and Languages Faculty, Biskra University conducted the field Study.
- Objective Limits: The Research was limited to studying the relationship between Knowledge Management and teaching Quality.
- Spatial Boundaries: The field Study was done at English Department.
- Time Limits: The field Study was done during the academic Year 2017/ 2018.

B. Research Methodology: We adopted a mixed Method Approach. We used the quantitative approach to deal with percentages that we have got from the SPSS. V17output. We also used the qualitative Approach to explain the obtained results. Moreover, we relied on the descriptive Study. To describe and analyze the phenomenon, and to derive its Significance in order to reach the results and generalizations of the Phenomenon under Study.

2. Research Population and Sample

A. Research Population: The target research Population consists of 53 Teachers to teach English Language at English Language Division according to 2017/ 2018 statistics.

B. Research Sample: We used the simple random sampling in selecting the Sample of the Study, which reached 47 Teachers. The Questionnaires were distributed to them through several field visits. 35 were retrieved. None of these Questionnaires had ruled out because they met the correct answer requirements.

3. Methods of Data Collection

The data was obtained through books and articles related to the subject of the research. It was also obtained through the design of Questionnaire and its distribution on the Sample of the research, and then unloading and analyzing them by using SPSS Program and the appropriate statistical tests to reach meaningful indicators supporting the research topic.

4. Research Tool

The Research Tool is the Questionnaire, which is based on several Studies:

- Ruba Jaza AL-mahamed. 2008. The role of Knowledge Management in achieving higher Education Quality assurance. Applied Study at private jordanian Universities. This Study relied on the following dimensions: the first Dimension is E-Library. The second Dimension is Quality assurance (leadership with strategic vision, academic and Professional reputation….).
- Suzan Saleh Darwazeh.2008**.** The Relationship between the Requirements of Knowledge Management and Processes and its Effect on the Excellence of Institutional Performance an applied study on the Ministry of higher education in Jordan. This Study relied on the following dimensions: the first Dimension is Knowledge Management. The second Dimension is Knowledge Management requirements. The third Dimension is institutional Performance.

The Questionnaire of our Study was subdivided into two main Sections:
First Section: includes Background information (academic and professional Career) of English Language teachers.

Second Section: includes the Parts of the Questionnaire or the Study, contains 56 statements distributed on two main parts.

- First parts: related to Knowledge Management and it contains Twenty Two (22) Statements distributed on Four (4) Dimensions.
- Second parts: related to Teaching Quality and it contains Thirty Four (34) Statements distributed on Six (06) Dimensions.

The Likert scale was used to measure respondents' responses to Questionnaire Statements.

5. Statistical Methods used in Data Analysis

To achieve the Objectives of the Research and to answer its Questions, and test the Hypotheses, the statistical Packages of social Sciences (SPSS.V 17) were used through the following appropriate statistical Methods.

A. Descriptive statistic Measures: Describing the research Population and showing its characteristics based on Percentages and frequencies, and answering the research Questions. Ordering the Research variables according to its relative importance based on Means and Standard Deviations.

B. Analysis of Variance of Regression: To ensure the Validity of the proposed Model.

C. Multiple Regression Analysis: To test the impact of the following independent variables (creating Knowledge, storing Knowledge, sharing Knowledge, implementing Knowledge) on the dependent variable this is teaching Quality.

D. Kolmogorov –Smirnov Test (K-S 1- Sample): To see whether the data follows normal distribution or not.

E. Cronbach's Coefficient Alpha: To measure the Stability of the Research Tool.

F. Coefficient of Truthfulness of the Test: To know the Truth of the Research Tool.

6. Validity and Reliability of the Research Tool:

A. Validity of the Research Tool: means the ability of the Questionnaire to measure the variables that are designed to measure it and to verify the validity of the Questionnaire used in the Research, we rely on the following:

A.1. The Validity of the Content: The Tool and its Statements were validated, and this after presenting them to a number of Referees in the Field of Management.

A.2. Truthfulness of the Test: this Coefficient was calculated by taking the square root of the stability Cronbach's Coefficient Alpha, as shown in the following table (1). The total honesty Coefficient of the research Tool is was 0.973 which is good and suitable for the purposes and Objectives of the Research**.**

B. Reliability of the Tool: From the following Table, we observe that the total Stability Coefficient of the Research Tool is 0.947, which is a suitable Stability Coefficient for Research Purposes (table 1 shows the validity and reliability coefficient).

7 .Generalities about Knowledge Management.

A. Knowledge Management Definitions: It can pave the way to obtain the right information to the right people at the right time so that employees can create, share and reuse knowledge (Holm,2001). Ramanujan and Kesh (2004) claimed that Knowledge Management as "an organization's ability to gather, organize, share and analyze the knowledge of individuals and groups across the institution in ways that directly affect performance". From the above definitions, we can say that: Knowledge Management is related to people and learning Organizations, technologies and systems, techniques, processes, and methods, managing the assets of knowledge, a wholistic initiative across the entire Organization, and it is an integral part of every knowledge worker's daily responsibilities.)

B. Types of Knowledge: It can be classified into two major types: tacit and explicit..

B.1. Tacit Knowledge: is connected with a person, context-specific knowledge that is not easy to give something a formal or official standing, record, or express ideas in words; it is existed and stored in the heads of people. The tacit element is chiefly and gradually grown through a process of trial and

error met in practice (Tiwana, 2000, p.76). It is intensely and strongly being in an individual's actions and experience as well as in the values, emotions, or ideals, he/she includes. Nonaka and Konno declared that there are two dimensions of the tacit mode (Nonaka, 1998, p.42).

Technical Dimension of Tacit Knowledge: related to "the informal personal skills or skills at making things with hands (crafts) it is also called as 'know-how.'

Cognitive Dimension of Tacit Knowledge: "Values, beliefs, ideals, schemata, and mental models which are intensely fixed and instilled into us and which we often take for granted. It really shapes the way we view the world."

B.2. Explicit knowledge: This element can be codified and passed in a systematic and formal language: databases, documents, emails, webs, charts, etc (Tiwana, 2000, p.76).

So we can say that Tacit knowledge is knowledge kept in the mind of the person who holds, uses, and shares what he/ she knows about things and how to do what he/ she does. Explicit knowledge is knowledge that we can find written down and contained in documents.

8. Knowledge Management Processes.

This part describes the various processes; processes for creating knowledge, processes for storing knowledge, processes for sharing knowledge, and processes for implementing knowledge.

A. Creating knowledge: Nonaka and Takeuchi (1994) argued that new organizational knowledge is happened through four conversion processes that include tacit and explicit knowledge: socialization, externalization, combination, and internalization. They showed how tacit knowledge and explicit knowledge undergo conversions and connected with organizational knowledge creation with the SECI (is an acronym of the above elements) model, and it is the core part of Nonaka Theory.

A.1. Knowledge Conversion: : Nonaka and Takeuchi assured that knowledge conversion has four modes (Dalkir, 2011, pp. 65-66): It refers to a social process between people in which knowledge transformation is not easily a unidirectional process, however, it is involving people working together and influencing each other (interactive) and spiral. The figure 1 shows the process of knowledge conversion.

The four modes of knowledge conversion processes are:

. Process of socialization: From tacit knowledge to tacit knowledge
. Process of externalization: From tacit knowledge to explicit knowledge
. Process of combination: From explicit knowledge to explicit knowledge
. Process of internalization: From explicit knowledge to tacit knowledge

Socialization (tacit-to-tacit) is related to experiences that sharing between individuals, that is to say, mental models and technical skills. This word is used "to assert that tacit knowledge is exchanged through common and collective activities – like being together, living in and sharing the same environment, spending time – rather than through written or verbal instructions". Therefore, it contains sharing experiences through imitation, observation, and practice. Externalization (tacit to explicit) means the conversion of tacit knowledge into explicit knowledge. People attempt to articulate their tacit knowledge eliciting their beliefs and experiences. It expresses transformation processes. Combination *(*explicit to explicit) refers to recollecting discrete pieces of explicit knowledge element into a new form. It takes place when concepts are sorted and systematized in a knowledge system. It is a new representation (or combination) of existing or already explicit knowledge. As a matter of example, into improving a curriculum or training course for a university course, existing, explicit knowledge would be recollected into a form that better lends itself to teaching and to transferring this content (Dalkir, 2011, p.68). Internalization (explicit to tacit) refers to "learning by doing." As Nonaka and Takeuchi state, "when experiences through socialization, externalization, and combination are internalized into people' tacit knowledge bases in the form of technical know-how or shared mental models, they will be worthy and useful valuable assets".

A.2. Knowledge Spiral: refers to an ongoing activity of knowledge flowing, sharing, and conversion by people, communities, and organizations.

B. Storing Knowledge: The knowledge produced needs to be stored in simply accessible structure and format. The process of storing knowledge items as per the taxonomy that explains the way the data is stored in the back end systems of the knowledge management repository.

B.1. Taxonomy: This mechanism that comes up with the structure to organize documents information, and libraries in a harmonious and coherent way. This structure helps people to competently and effortlessly move between web pages or menus, store, and retrieve information and needed data across the organization. It constructs knowledge needs and a natural workflow and in an intuitive structure (Young, 2010, p.40). It provides a classification of the way the data is catalogued (Ganesh, 2014, p.90), see the table 2 as an example of taxonomy structure.

The construction of this involves identifying, defining, comparing, and grouping elements. It helps achieve the goals of the organization by helping knowledge workers communicate better, code knowledge better, and organize this coded knowledge in such a way that it can be used by everyone today and by workers of the future when they need to retrieve and make use of this knowledge.

B.2. Repository: Also called Organizational memory**,** corporate memory. The organizational memory expands the knowledge and broadens this asset by trying to catch, organizing, distributing, and reusing the knowledge created by its employees. Knowledge repository could specially either be populated with documents or data. Progressively, this element (repository) has been resolved and planned to catch graphical information as an example audio and engineering drawings, video and multimedia documents. The tendency is to promote repositories capable of boosting content that is less structured and of greater richness. Technology-enabled repositories also take part to build the basis for backing up knowledge management processes, especially creating knowledge and reusing it (Mohapatra, 2016, p.174).

C. Sharing Knowledge: According to experts knowledge sharing is necessary and crucial because it makes organizations able to foster innovation performance and reduce redundant learning efforts. Bartol K, Srivastava A (2002) claimed that KS refers to the activities in which employees distribute information to other members across the organization. It is an essential matter to organizations, helpful for firms to develop skills and competences, adequate to increase value, it is also important to support competitive advantages (Uden, 2014, p.548). There is a set of elements to impact on employee knowledge sharing activities, as a matter of example individual, organizational, and technology factors.

C.4. Ba: This word is a Japanese term "ba" to emphasize the importance of the shared context, which participants in a knowledge creation process need to have an interaction and effect on each other. It is in the form of a physical, virtual, or mental space (Rollet.T, 2003, p.47).

D. Implementing Knowledge: refers to a real use of accessible and obtainable knowledge needs to be promoted. Successful knowledge management will require some enablers when implementing KM in organizations (Ganesh, 2014, pp.7-8):

- Knowledge audit: This type includes recognition and cataloguing of key knowledge assets and knowledge competencies, as well as identification of experts in different knowledge domains within the organization, and categorization of knowledge assets into groups like “general,” “strategic,” and “proprietary.”
- Knowledge vision: refers to the “knowledge roadmap” or “knowledge vision” document identifies the existing knowledge capabilities of the organization and the capabilities that need to be acquired in the short term and long term to stay competitive.
- Knowledge mapping: this exercise includes “mapping” all the knowledge assets that the organization has

- Knowledge architecture: It is necessary for managing explicit knowledge mainly in the form of documents and reports in databases and file cabinets..
- Knowledge infrastructure: Organizations try to invest in adequate infrastructure facilities involving; open spaces, libraries, computers, telephones, talk rooms, intranet, groupware, and Internet..
- Creating enabling contexts for knowledge management : They take the form of knowledge fairs, communities of practice, talk rooms, awards and incentives, brainstorming sessions, idea contests, and open houses so as to help employees to open-out and openly express their thoughts and benefit from their experiences.
- Knowledge leaders involve the force of personality and presence (charisma) to recruit believers, both upstream and downstream. It is necessary to be seen to practice what they proclaim and advice (Rollet.T, 2003, p.23).
- Organizational culture is an essential factor for all knowledge management projects.

9. Teaching Quality

Teachers should develop and enhance material resources, classroom activities, pedagogical techniques, and practical insight into learning, development, and human relations.

A. Quality definition: The quality of teaching and learning in institutions of education becomes presently of major concern. Harvey, L. and Green, D (1993) differentiate three definitions of quality that are related to the quality assurance: as value for money, as fit for the embraced purpose, and as converting; Quality as value for money. A "quality" institution in this view is one that complies with the demands of public accountability. It achieves, as a matter of example, more graduates for fewer public dollars, more peer-reviewed publications per capita of academic staff, has more Ph.D.s on its staff, and a shrewd plan that indicates high levels of self-funded activities. Quality as fit for the purpose. The "purpose" is that of the institution. Universities have many purposes, with teaching and research as the most important. Quality as transforming; refers to quality teaching to change students' perceptions of their world, and the method they take about applying their knowledge to real world problems; as well as it changes teachers' conceptions of their role as teacher, and the culture of the institution.

B. The Dimensions of teaching quality: Teaching process involves some ways so as to enhance the teaching quality:

- Planning for Teaching; the teacher should identify the general objectives of teaching the syllabus, behavioral goals, and identifies the methods and means expected to be used in teaching.

- Applying the Teaching Plan; Teacher should allow enough time for preparing of the lecture, determine the general goals of the lecture and the specific objectives (cognitive, affective objectives).

- **Teaching Methods and Techniques;** Teacher chooses the appropriate method for the subject of the lecture and according to the number of students, and th**ey** should have the ability to design and produce some educational techniques

- **Interaction and Communication with Students:** Teacher should know the names of his/her students and called them by name, Teacher discusses clearly and properly. They also should deals fairly with their students.

- **Criteria for Assessing Student Learning:** Teacher asks open questions to identify students' thinking, and the exam questions are appropriate for the time allotted. The content of the evaluation should be linked to the objectives of the course.

- Creative Activity: Teacher Collaborates with other teachers to publish works related to the course and useful for students. They should organize scientific seminars in partnership with other teachers**.**

III - Results and discussion :

1. Natural distribution Test and Analysis of the axes of the Questionnaire.

We will make sure that the data is subject to normal distribution or not. Then we analyse the axes of the Questionnaire.

A. Natural Distribution Test. (Kolmogorov –Smirnov Test): Kolmogorov –Smirnov Test is used to see whether data is tracking normal distribution or not. The table (3) shows the results of the test, where the value of the calculated level of significance is greater. Than the approved level (0.05), and this indicated that the data follows normal distribution.

B. Analysis of the Axes of the Questionnaire: In this part, we will analyze the axes of the Questionnaire. To get answers on research Questions. The descriptive statistical measures were used to derive the Mean and the standard deviation (on the Likert scale 1 – 5) for the responses of the sample on the Questionnaire statements related to Knowledge Management and teaching quality, and it was decided that the Mean of the responses of the respondents for each of statements (From 1 to less than 2.5) at a *low* level of acceptance, (from 2.5 to less than 3.5) at an *average* level, and (from 3.5 to 5) at a *high* level. These results appear as follows.

B.1. Analyzing the First Axis: We have the following question about identifying the Level of knowledge Management in English Division at Biskra University.

To answer this question, the results shown in the table (4) should be studied and analyzed.

The table (4) shows that:

.1. Creating knowledge Dimension: came in the first order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.51 with a standard deviation of 0.572. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of creating Knowledge dimension that they constitute acceptance between the average and the high. The Means also ranged between (3.03 – 3.92) with standard deviations that were limited between (0.657 – 1.339). The result is that the English Division is interested in converting tacit Knowledge into explicit Knowledge in the form of researches and articles, etc. In addition, the Division encourages Teachers to generate new creative ideas. Moreover, The Teachers rely on Teachers with competence and experience to create Knowledge.

2. Implementing Knowledge Dimension: Came in the second order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.49 with a standard deviation of 0.592. According to the Study scale, this dimension indicates an average acceptance rate. We also note that the responses Mean of the research sample members to statements of implementing Knowledge dimension that they constitute acceptance between the average and the high. The Means also ranged (2.97 – 4.00) with standard deviations that were limited between (0.642– 1.043). This result shows that the teachers of the English Division have an intention to publish articles and research, and they seek to create a distinctive contribution to the teaching and research process. The Teacher also apply new teaching methods.

3. Storing Knowledge Dimension: Came in the third order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.18 with a standard deviation of 0.829. According to the Study scale, this dimension indicates an average acceptance rate. We also note that the responses Mean of the research sample members to statements of Storing Knowledge dimension that they constitute acceptance at the average Level. The Means also ranged between (3.09 – 3.34) with standard deviations that were limited between (0.981– 1.132). This result shows that The University is keen to classify information and document it in a way that is accessible to teachers. Moreover, The Faculty depends on modern technology to store knowledge.

The University is also interested in valuing the outstanding contributions of teachers in the faculty and the documentation of their knowledge.

4. Sharing Knowledge Dimension: Came in the fourth order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.03 with a standard deviation of 0.778. According to the Study scale, this dimension indicates an average acceptance rate. We also note that the responses Mean of the research sample members to statements of Sharing Knowledge dimension that they constitute acceptance at the average Level. The Means also ranged (2.69 – 3.26) with standard deviations that were limited between (0.900– 1.120). This result shows that the faculty utilizes modern technology in the transmission and exchange of information. In addition, the faculty relies on the work teams as a means of exchanging experience and knowledge among teaching staff members. It is keen to offer special electronic platforms to share knowledge among teachers.

Based on the above, it is clear that the level of Knowledge Management in the English Division was average according to the Study scale. The responses Mean of the respondents to the Knowledge Management dimensions together is 3.34 at Standard deviation 0.572.

B.2. Analyzing the Second Axis: We have the following Question: What is the Level of English Language teaching quality in English Division at Biskra University?

To answer this question, the results shown in the table (5) should be studied and analyzed.

The table (5) shows that:

1. Interaction and Communication with Students Dimension: came in the first order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 4.08 with a standard deviation of 0.537. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of interaction and Communication with Students dimension that they constitute acceptance at the high level. The Means also ranged (3.71 – 4.29) with standard deviations that were limited between (0.561 – 0.910). This result shows that the Teachers avoid using sarcastic or depressing expressions when they teach and communicate with their students. The Teachers are keen to deal fairly with their students.

2. Criteria for Assessing Student Learning Dimension: Came in the second order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 4.01 with a standard deviation of 0.496. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of Criteria for Assessing Student Learning dimension that they constitute acceptance at the high level. The Means also ranged between (3.63 –4.34) with standard deviations that were limited between (0.514 – 0.942). This result shows that the statement 'content of the evaluation should be linked to the objectives of the course' is the main criterion to asses student learning by the teacher. Then the exam questions prepared by teachers are appropriate for the time allotted. The Teachers are also interested to take advantages of student evaluation results and try to change teaching methods, to suit students.

3. Applying the Teaching Plan Dimension: According to the relative importance of teachers' choices, this dimension came in the third order. The Mean of the answers for this dimension is 3.87 with a standard deviation of 0.553. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of - Applying the Teaching Plan dimension that they constitute acceptance at the high level. The Means also ranged (3.60 – 4.17) with standard deviations that were limited between (0.684 – 0.946). This result shows that the Teacher advise perpetually their Students to additional tasks such as reading books, preparing research, summarizing articles, etc. The Teachers seek to use a variety of

discussion methods (group discussion, small groups, etc.). They determine the general goals of the lecture and the specific objectives (cognitive, affective objectives).

4. Planning for Teaching Dimension: Came in the forth order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.72 with a standard deviation of 0.442. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of Planning for Teaching dimension that they constitute acceptance between the average and the high. The Means also ranged (3.43 – 4.00) with standard deviations that were limited between (0.594 – 0.750). This result shows that the Teachers emphasize to determine the general objectives of teaching the syllabus. The Teachers also clarify the course plan with its objectives, content, activities, etc, and make it easier to understand.

.5. Creative Activity Dimension: Came in the fifth order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.68 with a standard deviation of 0.560. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of Creative Activity dimension that they constitute acceptance between the average and the high. The Means also ranged between (3.40 –3.83) with standard deviations that were limited between (0.618 – 0.867). This result shows that the Teachers are keen to organize scientific seminars in partnership with other teachers. They collaborate with other teachers to publish works related to the course and useful for students.

6. Teaching Methods and Techniques Dimension: Came in the sixth order in terms of the relative importance given to it by the research sample members. The Mean of the answers for this dimension is 3.65 with a standard deviation of 0.573. According to the Study scale, this dimension indicates a high acceptance rate. We also note that the responses Mean of the research sample members to statements of Teaching Methods and Techniques dimension that they constitute acceptance between the average and the high. The Means also ranged between (3.31 –3.89) with standard deviations that were limited between (0.531 – 1.008). This result shows that the Teachers pick up the appropriate method for the subject of the lecture and according to the number of students. They are also able to design and produce some educational techniques. Moreover, Teachers are interested in benefiting from the Information and Communication Technologies (performance of the task of researching, communicating with teaching staff members, etc.).

Based on the above, it is clear that the level of Teaching Quality in the English Division was high according to the Study scale. The responses Mean of the respondents to the Teaching Quality dimensions together is 3.86 at Standard deviation 0.393.

2. Hypotheses Test

A. The Main Hypothesis Test:

H0: There is no Significant Statistical impact at the Significance Level of (0.05), for the Knowledge Management variable, with its different dimensions on English Language teaching quality at English Division, Biskra University.

The results of Variance analysis of regression were used to confirm the validity of the model to test this hypothesis, and the table (6) shows that. The results of the Table show the validity of the model. To test the main hypothesis, where the calculated value F is 7.567. With a probability of 0.000 which is less than the level of significance adopted ($\alpha = 0.05$). In addition, it is clear from the same table that the independent variable in its overall form the knowledge Management in this model, interprets 50.2٪ of the variance in the dependent variable of teaching quality. Therefore, we can say that there is an ***accepted*** explanatory force, indicating that there is a statistically significant impact of Knowledge Management with its different dimensions in the English language teaching quality level.

Based on the validity of the model, we can test the main hypothesis of its different branches as shown in the table 7. The Multiple regression analysis has been used to test the main hypothesis, and the results of this analysis showed the following:

- There is Significant Statistical impact at the Significance Level of (0.05), for the Knowledge Management variable, with its different dimensions on English Language teaching quality. At English Division, Biskra University. The value of T is 5.311 at the Significance Level of 0.000, and the correlation coefficient (R = 0.709) indicates that there is a positive correlation between the two variables. The Knowledge Management variable explained 50.2٪ of the variance in the English language teaching quality based on the value of the determination Coefficient R^2. Therefore, we reject the hypothesis as zero and accept its alternative at the level of significance (0.05).
- When looking for the impact of each dimension of Knowledge Management independently, on the level of English language teaching quality. There was a statistically significant impact found, at the level of significance (0.05) of all independent variables. (Creating Knowledge, Storing Knowledge, Sharing Knowledge, Implementing Knowledge), on the English language teaching quality level, in terms of the high rates of (Beta) that reached respectively (0. 478, 0.664, 0.639, 0.567), and respectively T value calculated (3.124, 5.106, 4.778, 3.950) and with potential values of respectively (0.004, 0.000, 0.000, 0.000) which are less than the significance level ($\alpha = 0.05$).

Based on all this, we reject the first, second, third, fourth subordinate hypotheses, and accept their substitutions at a significant level (0.05).

IV- Conclusion:

In our Fieldwork, we found that that there is an *accepted* explanatory force, indicating that there is a statistically significant impact of Knowledge Management with its different dimensions in the English language teaching quality level in English Language Division, Biskra University. This is according to the statistical analysis that the independent variable in its overall form the knowledge Management in the model, interprets 50.2٪ of the variance in the dependent variable of teaching quality.

After testing the Hypotheses of our Study, we found that:

- There is Significant Statistical impact at the Significance Level of (0.05), for the Knowledge Management variable, with its different dimensions on English Language teaching quality at English Division, Biskra University.
- There is a statistically significant impact of significance (0.05) of creating Knowledge independent variable on the English language teaching quality level.
- There is a statistically significant impact of significance (0.05) of storing Knowledge independent variable on the English language teaching quality level.
- There is a statistically significant impact of significance (0.05) of sharing Knowledge independent variable on the English language teaching quality level.
- There is a statistically significant impact of significance (0.05) of implementing Knowledge independent variable on the English language teaching quality level.

Recommendations and Pedagogical Implications

Arrange meetings between all teachers to understand the need for personal change and the importance of knowledge sharing. In addition, emphasize the importance of knowledge cafés. The role of senior management in promoting the cultural values of the university institution, through the activation of information technology systems and making comprehensive changes in the organizational climate and management style towards a system that respects the experience and interaction between professors. Establishing an organizational structure in line with the organization and management of knowledge to make maximum use of knowledge, and use it to support decision-

making, by appointing a staff member or knowledge manager. Establishing a special group for knowledge management or a work team with specific and declared roles and responsibilities to perform its functions. Allocating significant amounts of budget funds to knowledge management processes and building their own technological systems. The Human Resources Strategy should pave the way for the exchange of knowledge and innovation, the recruitment of appropriate personnel and set a clear remuneration system. Taking advantage of the experiences of the leading countries in the field of knowledge management in the university institutions.

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Appendix:

Table (1): Validity and Reliability Coefficient

Section	Number of Statements	Cronbach's Coefficient Alpha	Validity Coefficient
Knowledge Management	22	0.913	0.955
English Language Teaching Quality	34	0.919	0.958
Questionnaire in general	56	0.947	0.973

Source: Prepared by the Researchers based on the SPSS. V17output

Table (2): Example of Taxonomy Structure

Dimension (Level 1)	Management Domain			
Description of Dimension	This a repository of all knowledge assets relevant to management			
Level 2	Level 3	Level 4	Level 5	Comments
Knowledge Management				Contains all reference materials relating to KM
	General Concepts			
		KM Frameworks		Contains all reference materials relating to KM Frameworks
		Implementation Approaches		Contains all reference materials relating to Implementation Approaches
	Tools & Techniques			
		Cop		Contains all reference materials relating to Cop
		Storytelling		Contains all reference materials relating to Storytelling

Source: (Young, 2010, p.40)

Table (3): Natural distribution Test. (Kolmogorov –Smirnov Test).

Axis	Z Value	Level of calculated Significance (Sig)
Planning for Teaching	0.973	0.300
Applying the teaching plan	1.082	0.192
Teaching Methods and Techniques	0.685	0.735
Interaction and Communication with Students	1.079	0.194
Criteria for Assessing Student Learning	0.880	0.420
Creative Activity	1.006	0.263
English language Teaching Quality	0.833	0.491

Source: Prepared by the Researchers based on the SPSS. V17output.

Table (4): Mean, Standard deviation, and the relative importance of the responses of the research sample members to the statements of Knowledge Management Section.

N	The dimension of knowledge managements and its statements	Mean	Standard deviation	Relative Importance	Level of Acceptance
1- Creating knowledge		**3.511**	**0.572**	**1**	High
1	Teacher relies on the identification of knowledge of teachers who have experience and competence.	3.74	0.657	3	High
2	The faculty provides training programs to create knowledge	3.03	1.339	8	Average
3	Teacher has relied on seminars and conferences to create knowledge	3.23	0.910	7	Average
4	Teachers are encouraged to generate creative ideas and bring new ones.	3.86	0.912	2	High
5	Teachers are involved in solving various problems of the pedagogical process .	3.31	0.963	5	Average
6	The University supports Research& Development programs to create knowledge.	3.71	0.926	4	High
7	Teaching staff voluntarily embark on discussions and collective dialogues outside the field of work to contribute to the creation of knowledge.	3.29	1.152	6	Average
8	Teachers endeavour to transfer their implicit knowledge to explicit knowledge appearing as researches, articles, etc.	3.91	0.702	1	High
2- Storing Knowledge		3.18	0.829	3	Average
9	The university works to classify information and document it in a way that is accessible to teachers.	3.34	0.998	1	Average
10	The faculty has an information system that fits the work developments.	3.09	0.981	4	Average
11	The faculty depends on modern technology to store knowledge.	3.20	1.132	2	Average
12	The University is interested in the outstanding contributions of teachers in The faculty and the documentation of their knowledge.	3.11	1.022	3	Average
3-Sharing Knowledge		3.03	0.778	4	Average
13	The faculty offers special electronic platforms to share knowledge among teachers.	3.09	1.011	3	Average
14	The faculty uses modern technology in the transmission and exchange of information.	3.26	1.120	1	Average
15	The faculty has an organizational culture that facilitates the distribution of knowledge among teachers.	2.69	0.900	5	Average
16	The faculty relies on training programmes to disseminate (distribute) knowledge and increase the value of its human resources	2.94	0.968	4	Average
17	The faculty relies on the work teams as a means of exchanging experience and knowledge among teaching staff members	3.20	0.994	2	Average
4-Implementing Knowledge		3.49	0.592	2	Average
18	The teacher seeks to create distinctive contributions to research.	3.74	0.741	2	High
19	The teacher intends to publish scientific articles.	4.00	0.642	1	High
20	The teacher is applying new teaching methods	3.51	0.951	3	High
21	The faculty is keen to keep up with the teacher for the latest developments in his/her work	2.97	1.043	5	Average
22	The dominating culture among The faculty, teachers supports the application of new ideas in the field of work	3.26	0.852	4	Average
knowledge managements in general		**3.34**	**0.572**	**-**	**Average**

Source: Prepared by the Researchers based on the SPSS. V17output.

Table (5): Mean, Standard deviation, and the relative importance of the responses of the research sample members to the statements of English Language teaching quality Section.

N	The dimension of Teaching Quality and its statements.	Mean	Standard deviation	Relative Importance	Level of Acceptance
1	**Planning for Teaching**	**3.72**	**0.442**	**4**	High
1	Teacher defines the general objectives of teaching the syllabus.	4.00	0.594	1	High
2	Teacher defines behavioral goals	3.43	0.698	5	Average
3	Teacher identifies the methods and means expected to be used in teaching	3.71	0.750	3	High
4	Teacher identifies supporting references to the course	3.51	0.612	4	High
5	Teacher demonstrates to students the course plan with its objectives, content, activities, etc.	3.94	0.639	2	High
2	**Applying the Teaching Plan**	3.87	0.553	3	High
6	Teacher has enough time for preparing of the lecture.	3.60	0.946	6	High
7	Teacher determines the general goals of the lecture and the specific objectives (cognitive, affective objectives)	3.94	0.684	3	High
8	The lecture begins on time and in interesting expressions.	3.69	0.758	5	High
9	The teacher tackles the subject deeply.	3.71	0.750	4	High
10	Using a variety of discussion methods (group discussion, small groups, etc.)	4.14	0.733	2	High
11	Students are advised to additional tasks such as reading books, preparing research, summarizing articles, etc.	4.17	0.785	1	High
3	**Teaching Methods and Techniques**	3.65	0.573	6	High
12	Teacher emphasises the need to benefit from the Information and Communication Technologies (performance of the task of researching, communicating with teaching staff members, etc.)	3.71	0.893	3	High
13	Teacher has the ability to use modern teaching methods during the lecture	3.57	1.008	4	High
14	Teacher Emphasises on the need of electronic design of the content of the course.	3.31	0.963	5	Average
15	Teacher Chooses the appropriate method for the subject of the lecture and according to the number of students	3.89	0.832	1	High
16	Teacher Has the ability to design and produce some educational techniques	3.80	0.531	2	High
4	**Interaction and Communication with Students**	4.08	0.537	1	High
17	Teacher Speaks clearly and properly	4.26	0.561	3	High
18	Teacher Masters nonverbal language in dealing with students (gestures, and facial changes)	4.06	0.725	5	High
19	Teacher is keen to know the names of his/her students and called them by name	3.71	0.789	7	High
20	Teacher Keeps in mind the feedback received from students regarding their attitudes of studied module and the way of presentation	3.77	0.910	6	High
21	Teacher respects students' personality and does not underestimate their abilities	4.20	0.833	4	High
22	Teacher does not use sarcastic or depressing expressions	4.29	0.667	1	High
23	He deals fairly with their students	4.29	0.667	2	High
5	**Criteria for Assessing Student Learning**	4.01	0.496	2	High
24	Teacher determines the evaluation criteria used and presents them to students	3.91	0.742	6	High
25	Teacher asks open questions to identify students' thinking	4.03	0.514	4	High
26	The content of the evaluation should be linked to the objectives of the course	4.34	0.539	1	High
27	Exam questions are appropriate for the time allotted	4.11	0.832	2	High

28	Discusses with students the results of the evaluation	4.00	0.642	5	High
29	A part of the evaluation grade is allocated to scientific research	3.63	0.942	7	High
30	Takes advantages of student evaluation results and tries to change teaching methods, to suit students	4.06	0.765	3	High
6	**Creative Activity**	3.68	0.560	5	High
31	Teacher intends to Introduce modern teaching methods	3.69	0.867	3	High
32	Teacher Publishes books and scientific examination for the course	3.40	0.736	4	Average
33	Teacher Collaborates with other teachers to publish works related to the course and useful for students.	3.83	0.747	2	High
34	He is keen to organize scientific seminars in partnership with other teachers.	3.83	0.618	1	High
Teaching Quality in general		**3.86**	**0.393**	**-**	**High**

Source: Prepared by the Researchers based on the SPSS. V17output

Table (6): The results of Variance analysis of regression to confirm the validity of the model to test the main hypothesis.

Source of Variance	Total Squares	Degrees of freedom	Average Squares	Value of F calculated	Significance Level
Regression	2.643	4	0.661	7.567	0.000*
Error	2.619	30	0.087		
Total	5.262	34	-		

* was statistically significant at level ($\alpha = 0.05$)

Coefficient of determination $R^2 = 0.502$

Coefficient of correlation $R = 0.709$

Source: Prepared by the Researchers based on the SPSS. V17output

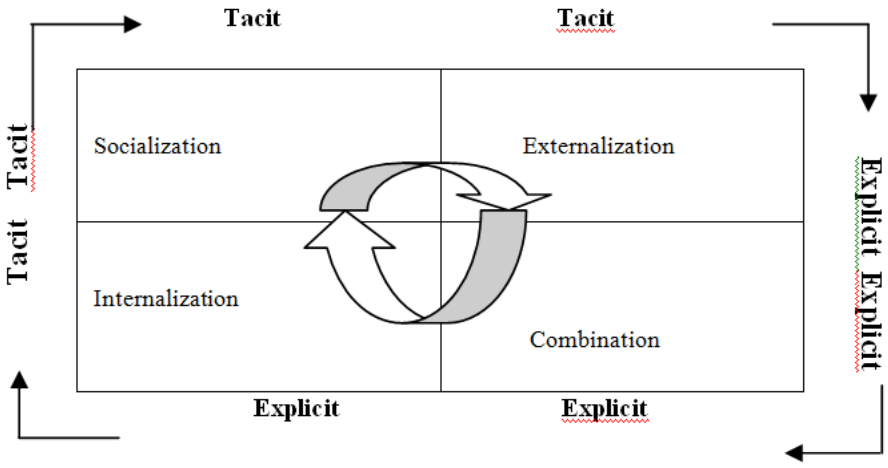
Table (7): Multiple regression analysis results to test the impact of Knowledge Management dimensions on English language teaching quality.

independent variables	B	Standard Error	Beta	T value calculated	Significance Level calculated T
Constant	2.482	0.343	-	7.227	0.000*
Creating Knowledge	0.329	0.105	0.478	3.124	0.004*
Storing Knowledge	0.315	0.062	0.664	5.106	0.000*
Sharing Knowledge	0.323	0.068	0.639	4.778	0.000*
Implementing Knowledge	0.376	0.095	0.567	3.950	0.000*
Knowledge Management in general	0.466	0.088	0.679	5.311	0.000*

* was statistically significant at level ($\alpha = 0.05$)

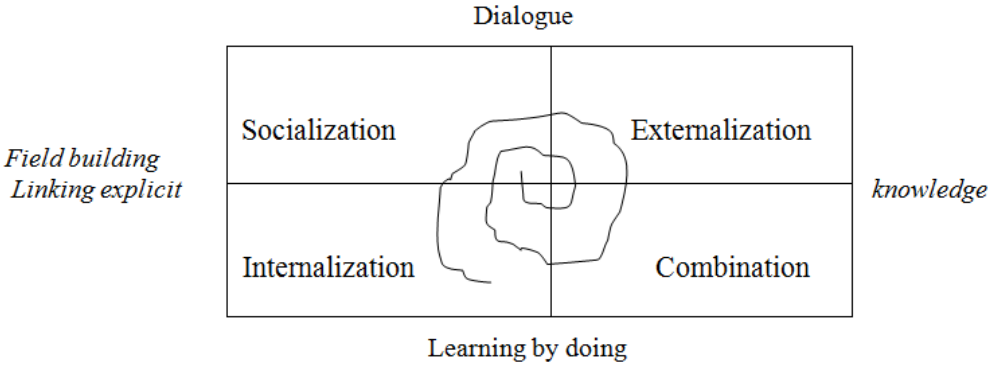
Source: Prepared by the Researchers based on the SPSS. V17output

Figure (1): knowledge conversion model .



Source: (Seilder-de Alwis, 2008, p.136)

Figure (02): Knowledge Spiral process (Dalkir. 2011:70)



Source: (Dalkir, 2011, p.70)

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