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The Effectiveness of Initial Teachers' Professional Training

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Acknowledgments

Dedications

To my beloved parents, who have been supporting me, encouraging and helping me to realize

my dreams.

To my friends and sisters: Warda, Khadidja, and Sara.

To my brother in law: Mohamed

To my Family, Brahmi and Boualami.

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Abstract

The teaching profession is a challenging process that needs specific skills. This fact lets beginner teachers face various challenges when they move from the status learners to that of the teachers. However, teachers who undertake a good teacher education are expectedly those who achieve satisfactory learning outcomes. Therefore, this study, based on action research seeks to investigate the problems novice teachers encounter at the beginning of their career, and to figure out to what extent the present teacher training schools (after the suppression of the official training institute) are effective and helpful to the new entrant teachers. The study was carried out with a sample of English high school teachers at Sidi Bel Abbes, those who have just succeeded in the teaching contest and were called by the Ministry of Education to be teacher trainees first. Novice teachers face difficulties when they start teaching dues to the lack of training. To confirm or disconfirm this hypothesis, the researcher conducted a study based on a mixed method approach, where classroom observation and questionnaires were administered to the novice EFL teachers besides the interview which was accomplished by some university teachers (faculty of Letters, Arts and Languages) who used to be teacher trainers and high school educators. The study revealed a deficiency in teacher training course design. Subsequently, a number of recommendations and solutions were suggested to the novices who need to be prepared, sufficiently knowledgeable about their subject matter and efficient in their teaching practice.

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General Introduction

Education, due to globalization and many other factors, plays a vital role in broadening one's knowledge background. It permits the learners to judge and see things from different angles in order that they can reach progress in any field. Education, as enlightenment to the illiterates, enables the individuals to see things from other perspectives. It also aids them to fight illiteracy and to be responsible citizens. As a part involved in the learners' learning process, educators must awaken the learners' curiosity and eagerness to know what the difference between knowledge and ignorance is.

Knowing English as a foreign language, from the other hand, paves the way to literate people to understand what is happening around the world and how to defend themselves against their enemies. Due to the valuable importance of English nowadays, Algeria has already included English as a subject matter to be taught in educational schools (middle and secondary) and even at universities, either as English for General Purposes (General English) or as English for Specific Purposes (ESP) in order to widen the learners' knowledge and aid them to acquire the most needed skills for being academically and professionally proficient. However, teachers as guides and facilitators would determine how successful learners will be in the school.

The challenge of today's novice teachers is to apply theoretical background in real life situations and respond to today's demands and needs. As a result, prospective teachers have to be well trained to hold their responsibility over the future generation. For that purpose, Algeria has opened an official training institute for some time named: "The Institute of Technology and Education" that has been working for 27 years i.e. from 1969 to 1996, according to Bensalem. (2000:240-241). The Institute of Technology and

Education (ITE) is a type of polytechnic university which specializes in education and prepares bachelors or high school graduates for being future teachers.

ITE essentially provides professional training to novice teachers in terms of classroom management, preparation f lesson plans, etc. Later, the institute closed its doors and it did not work anymore due to the appearance of universities and higher teachers training schools in Oran, Algiers and Laghouat. Algerian government then has authorized educational schools (primary, middle or secondary schools) as official training settings and asked retired and experienced teachers (more than 20 years of experience) to assume the role of trainers in preparing the novices for their professional carrier.

Like learning, teaching is an ongoing process which is supposed to be always updated. Teachers need to be equipped with relevant resources besides to their creativity in developing practical strategies for achieving the learners' goals, like how to implement games or technologies in their lessons and activities. Teachers' training is then perceived as an important part that leads to a successful teaching/learning process, especially for the novices who face numerous difficulties at their initial years of teaching: such as the misbehaviour of students, the change in educational programs, a lack of support from their colleagues, so on and so forth.

Due to the importance of training for novice teachers, the present research was conducted to explore the needs and problems that new teachers come across during their induction phase, attempting to propose a number of effective in order to reach valuable teaching quality. This study also aims at demonstrating the role of novice teachers and their awareness about the requirements and the demands of the teaching profession. In addition, it will determine whether the beginner teachers have been equipped with

sufficient and adequate knowledge and skills that enable them overcome their initial difficulties.

The main questions that this research endeavours to answer are:

1-   How will novice teachers cope with the difficulties and the challenges they encounter in their teaching profession?

2- Does the ongoing teacher training meet the beginner teachers' needs ?

3- Does teacher training have positive impacts on the student teachers and on pupils' achievements?

Based on the above-mentioned research problematic, the researcher postulated some hypotheses as tentative answers which are as follows:

1-   The novices are supposed to overcome the first challenges of teaching easily if they are well-prepared and well-trained for their job.

2- With the suppression of the official training institute (ITE), the present teacher training may *to some extent* provide the novice teachers with the most necessary teaching materials and aid them to achieve their educational goals.

3- Yes, teacher training makes a difference to both teachers' performance and pupils' achievements.

The investigator relies on triangle research instruments; observations (pre- and in-service), questionnaires (pre- and in-service) in addition to the interview. The target population, to which the results would be analyzed, are determined by beginner EFL secondary school instructors and former ITE teacher trainers, who have altogether contributed to gather adequate data for the present study.

As stated above, the research explores two main notions: the novice EFL teachers' problems and challenges during the early years of teaching and the efficiency of training courses, both initial and continuing, besides the alternative ways for a variety of obstacles

that can help to minimize learners' school failure. The present work, then, is composed of four main chapters.

The first chapter presents an overview about teaching in its broad term, and the implication of English language teaching in Algerian secondary schools. As a closure, a research situation analysis is assigned to show how the researcher has conducted the research; starting by the aim of the study, research questions and their hypotheses to specifying the target population (novice EFL secondary school teachers) that was chosen to participate in the selective research instruments at Boukhari secondary school.

The second chapter is mainly theoretical, meant to deal with the literature review of that topic (teacher training). It highlights the importance of training on the novices and how they handle their induction and mentoring period, citing a number of different induction program models, and the responsibilities of trainers over their English teacher trainees.

The third chapter is analytical as it presents and analyzes the results obtained from the research instruments (questionnaire, observation and interview) applied with EFL novice secondary school teachers and former English teacher trainers at ITE previously. The fourth chapter is mainly practical; it takes place at the end of the research framework in order to set some outstanding or probable solutions, namely recommendations and suggestions that may hopefully resolve the research questions.

Some limitations were encountered during the conduction of this thesis. There were not many EFL trainee teachers; only twelve novice teachers have passed the teaching contest and were able to respond to the designed questionnaires. Though these participants accepted to do so, they refused on the other hand to re-answer the questionnaires as a form

of a pilot study. Moreover, the investigator could not carry out an interview with the English language secondary school inspector; s/he did it with ITE former English teacher trainers instead so as to see how trainers view teacher training and its value for the neophyte teachers.

Chapter One:

Overview of Teaching and Research Situation Analysis

1.1. Introduction:

Education has always been the concern of all ages, It concerns both teachers and learners, in the sense that teachers guide and pave the way to learners, however, learners are not only supposed to follow this way, but also to rely on themselves and find what is suitable for them. As the Chinese proverb claims: "*Teachers open the door, but you must enter by yourself*". This study explores the needs and problems that new teachers face in the induction period of teaching. The first chapter begins by presenting a general description about teaching and learning English in Algerian educational schools, pointing out the current teaching method that is required in the educational system. After outlining the research aims and the questions that underpin the study, the implemented research instruments were introduced. The chapter ends by setting out the organization and limitations of this thesis.

1.2. The Full Term of Education:

Learners' success can be partly influenced by teachers, if the latter are not ready to meet the requirements of this profession (teaching). Effective educators must have special teaching skills that help them to conduct their mission appropriately, and this creates a first-hand challenge for new teachers to serve as role models.

1.2.1. Definition of Education:

Defining what is education has already been a controversial dispute as it goes beyond knowing how to write and read. Broadly speaking, education in its first terms stands as a starting point in letting children get used to ethical habits, and to a well acceptable behaviour when treating people. Likewise, education in its second term refers to knowledge transformation through a well-chosen pedagogy. Krishnamurti (1953:6) points

out: "*Education is not merely acquiring knowledge gathering and correlating facts; it is to see the significance of life as a whole*".

Taken from the Latin word "educare", education means bringing the essence of learning and wonder into birth, the curiosity to know, and that thirsts for knowledge. To educate and impart knowledge to others is not an easy undertaking, as Duckworth (1987:?) put it: "*teaching is complicated, large-scale, hard to define, and close to the soul*". UNESCO (2002:?) records that educators must be knowledgeable of the subject matter they are interested in, have an idea about what learning is and what their students' level and needs are, in addition to developing the practical skills and competencies.

Education, at its first stages, is done through planning, laying on knowing what and why you are teaching something, what the learning outcome is, and how teaching matches the goals of the students, as Gordon and Burch (2003: 15) insisted "*no other person in the school organization has as much potential for influencing students for better or worse, than the teacher*". Education can be redefined as the presentation of stimulus by the teacher in a situation or an environment where learning and developed correct behaviour are risen.

Doing so, the teacher will be feeding his/ her apprentices with relevant materials, and indirectly guiding them towards their goals. In the same lines, education has mainly two varied settings, formal and informal. The formal refers to well-ordered education system, which begins from primary to tertiary school where training must be provided. However, the informal education is when one learns unwillingly from his/her surroundings (neighbours family members, friends, mass media, etc.), in what is commonly known as a subconscious learning or acquisition.

Those people who transmit an informal education must be knowledgeable, as UNICEF and UNESCO (2007:87) quoted: *"The creation of a sustainable and rights-respecting education for all children requires that the concept of education is understood and owned by parents, families and all members of the community"*. Simply put, people ought to know what education is and to filter the information they have (what is needed to be known and what is irrelevant) when learning from each other.

Such genre of education may also be gained through one's daily life experience. Inevitably, Formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process. Another definition of education's term came up with Rousseau (1996:?) who saw education as a term that has three basic sources: nature, humans and objects.

> *"The spontaneous development of our organs and competences is education provided by nature. The day-to-day utilization of these competences is the education transmitted to us by other humans. The personal experience gained from the tools and things surrounding us, is the education provided by objects".*
>
> Rousseau (1996:?)

Sociologically, Young (1971:?) gave another definition to education. He wrote that education is the fact of imparting and organizing information from the available knowledge at a particular time, either consciously or unconsciously. Education, as a science, demands from the educators to be more than teachers, but psychologists also. That is good teachers are absolutely good psychologists, this reflects their succession in knowing when, where and what to teach, how to consecutively transmit information to their slow or less able learners.

In the similar vein, Durkheim (1956:71) explained education as the control and influence that adults perform on those who are not ready for social life, to be good citizens as well as good future breadwinners. He had further continued to state the objective of education proclaiming: "*Its object is to arouse and develop in the child a certain number of physical intellectual and moral states which are demanded of him by both the political society as a whole and the specific milieu for which he is specifically destined*", meaning that education contributes to change people and society economically, politically and culturally too.

1.2.2. Importance of Education:

First and foremost, the role of education in fighting the illiteracy that breeds ignorance is widely recognised today. Schooling helps people have the ability to think creatively and critically as well to gain sufficient academic qualification, so that they get suitable employment at a later stage. According to Shapiro and Purpel (1998: 2) "*Schools ... are cultural sites that attempt to socialize children in the reigning values, beliefs, meanings, and knowledge required to live and work in this kind of society*".

Simultaneously, thanks to education that new technologies keep coming up. People nowadays are living in a more advanced and technological world that is moving fast. As opposed to an uneducated person, an educated one can easily have access and adaptation to all these new changes. As far as English language is concerned, many people today are willingly learning it, because in a world that is multilingual, one cannot stay monolingual therefore, it is taught in every educational domain, either as English for Specific Purposes (ESP) or English for General Purposes (EGP).

The importance of education in modernization can also be seen in the teaching and learning ways and methods. From early 1960's till the 21st century i.e. from early Situational Language Teaching (SLT) method to Content Based Instruction (CBI) method, many teaching methods have been raised to satisfy both teachers and learners. Also, learning nowadays occurs through different ways, using internet and emails for example, in what is called E-learning. Educators must adapt with recent trends that occur in teaching methods and approaches to best meet the needs of learners.

Moreover, one can gain confidence on himself and respect from others through education. In here, an illiterate person will not have as much chances of being heard as an educated one, because the former will hardly express his views and opinions, may be either due to lack of confidence or lack of his knowledge on the subject that is talked about. Hence, education is the key to be heard, respected and taken seriously, in addition to the growth and development which will occur in many areas, including decision-making, analytical awareness, reasoning, creative expression, verbal expression, and more.

Another way of identifying the education's importance is through outlining its challenges. In effect, education aims to:

A- Value human dignity and develop individual self-respect and respect for others.

B- Ensure genuine gender equality and equal opportunities for women and men in all spheres.

C- Empower people towards more active citizenship.

D- Promote democracy, development, social justice, communal harmony, solidarity and friendship among people and nations.

E- Develop children's confidence in their ability to take action and their skills to defend and promote human rights.

Schools, as institutions where people receive education, are not settled on their own, far from the rest of society, they are rather at the heart of the social system. In other words, schools reflect the image of all what is happening outside the learning environments, being it bad or good reflection. This is what Lakehal (2008:86) justified:

> *"Everything that happens in society is instantly mirrored in schools ─ be it lay-offs, unemployment, uncontrolled expansion of towns and cities or factory closures. What happens in schools can only be explained by what happens in the wider world, in the economic and social systems"*.
>
> Lakehal (2008:86)

1.2.3. Teacher as an EFL Educator:

It is truly believed that teachers are not born, they are rather made. Countless teachers emulate their past teachers whom they most admire for some of their best traits. The new teachers then had better not fully imitate their first teachers; they may be more creative in adapting some activities in order to add their personal touch in their teaching practice. This notion of imitation might be viewed as eclecticism, which means diversity in having and choosing what seems best. Hereby, the Cambridge English dictionary defines eclecticism as *"methods, beliefs, ideas that combine whatever seem the best or the most useful things from many different areas or systems, rather than following a single system"*.

In an English foreign language (EFL) classroom, either ESP class or EGP one, the instructor is supposed to make his learners acquire different English language competences (socio-linguistic, communicative, grammatical), by mastering the underlying rules of that language. The teacher will be there as a leader, helping them gradually produce correct language structures and be able to use the language on their own.

Undoubtedly, teachers might contribute their own experiences as language learners, to shape their language classroom and their teaching process as a whole and this is what Kennedy confirmed in (1991:7): *"Teachers acquire seemingly indelible imprints of teaching from their own experiences as students and these imprints are tremendously difficult to shake"*. Teachers' effectiveness lies partly in their high expectations for their students' learning. In other words, teachers are not supposed to be courage destroyers they have to praise their students expecting them to go further, rather than always criticizing them in a manner that makes them hate studies. As Rose (1989:26) put it simply: "*students will float to the mark you se*t"".

Another aspect of teaching competence is the ability to get all the language learners involved in classroom communication and participation. Attention must be paid to all learners in the class, not only to those who understand, treating them as a whole and sometimes as individuals by giving them a voice in each activity, because the most inspiring classes are those where students are treated as a part of a learning process. The needed role that the EFL teacher performs here is that of a motivator, encouraging them broadening their knowledge.

Teacher/ learner relationship is obviously admired in the learning and teaching progression. To have a supportive classroom atmosphere, EFL educators make efforts to treat all their English Language Learners (ELL) like their own children. They closely get attached to them, aiming to know how their learning environment is (troubled, motivating/ unmotivated, furious, confused, etc.), and even detecting what their personal traits are (shy, anxious, curious, encouraged, etc.), so that to let them be heartily involved in their language learning process.

The contrary is also true. Negative aspects of teachers' relationship with their learners lead to unsatisfied students outcomes, therefore, learners' desire to study becomes weaker and they will lose concentration in the class if they hate their teacher. Regarding teachers' quality, the absence of open communication with students might also affects the EFL teachers in gaining their students' attention. In this respect, Khine and Atputsahamy (2005: ?) went to say that "*teacher- student interactions in the classroom are thought to mediate the relationship between instructional characteristics and students' academic achievement*".

Most English lessons are planned through identifying and posing a problem, to make students actively involved in problem solving activity. Bailey (1993:?) reported that in problem posing, EFL instructors must give a word to their students to have a shared problem, which is familiar and significant to them so that to get a motivating debatable lecture. The following schema demonstrates the main important steps that must be followed when solving a problem:
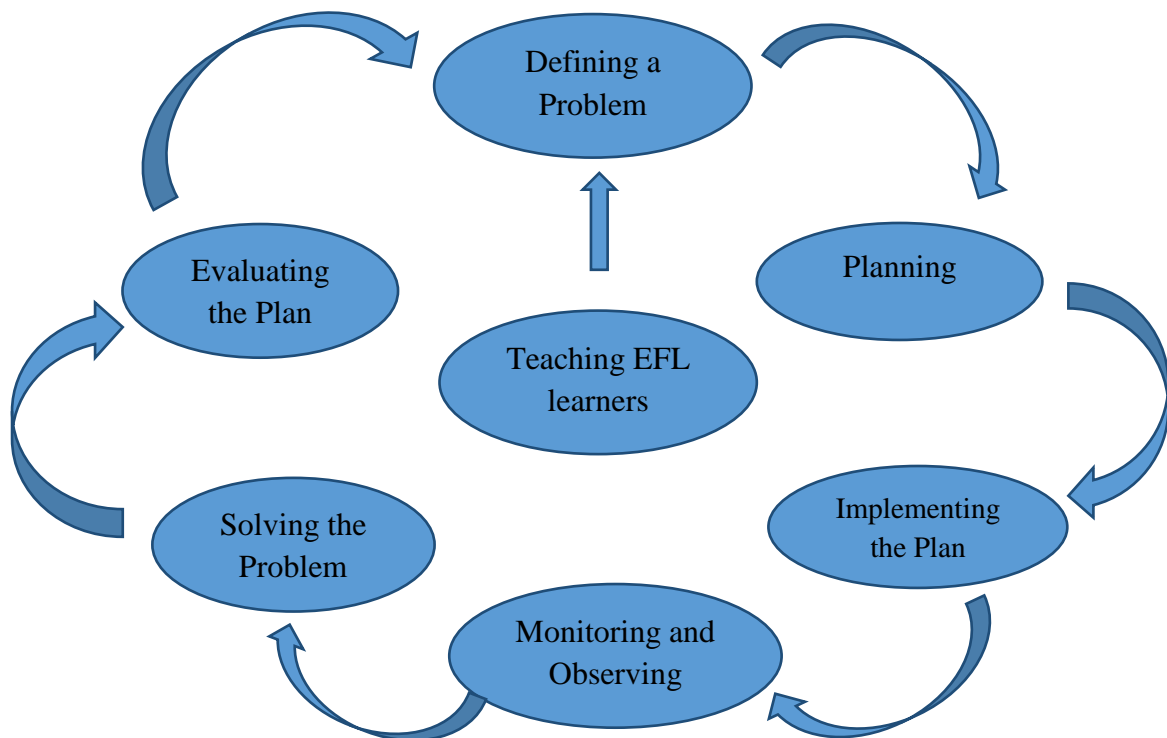
Figure1.1: Problem Solving Activity Steps

Moreover, EFL educators in applying their lesson plan perform numerous roles which surely facilitate the students' progress in some way or other. These roles changes depending on the functions the educator performs in different activities, as a motivator, classroom manager controller, observer leader, and psychologist, co-learner, evaluator, facilitator, etc. what teachers believe about teaching influences their classroom practices, as McDonough (1995: 9) suggested: "*what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, how we prefer to solve problems, form the basis for our personal decisions as to how to proceed*".

Another aspect of English language teaching process is the teachers' styles. Surely EFL teachers differ in their teaching mode which may be known as a teacher's preferred way in providing knowledge to others*, a preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching*, as it was reported by (Fan & Ye, 2007: 255). Correspondingly, Grasha (1996:132) sees teaching style as "*those enduring personal qualities and behaviours that determine how teachers conduct their classes*". Here are some of the teachers' teaching styles with their characteristics:

Teachers' Teaching Styles	Characteristics
Laisser-faire teacher	Unorganized, uninvolved, usually loses control of his/her class members (indulgent). Gastil (1994) said that it is better not to place the laisser-faire teacher in milieus in which the members entail feedback, direction, oversight, flexibility, or praise.
Authoritarian teacher	Too austere, domineering, likes discipline, gives no praise and encouragement, has a stressed classroom atmosphere in which students experience a kind of *hostility, feelings of powerlessness, competitiveness, high dependency, and alienation from the subject matter* (Schmuck, 1988).
Authoritative teacher	Positive, motivator, comprehensive, supportive, organized friendly, and he/she has a warm learning atmosphere.

Table1.1: Teaching Styles and their Characteristics

Then, students of laisser- faire teachers are the ones who control the class, since they are allowed to do what they want. Basically, the overall effect of laissez-faire leadership seems to be negative because it can only lead to chaos, and inefficiency. Unlike the laisser-faire teaching style the authoritarian one lets learners feel powerless, bored and anxious; as a consequence, they tend to give up in their learning route.

Best of all, students in an authoritative class feel at ease, satisfied, able to aim high and to achieve their goals as well. However, these styles can be blended together depends on the activity the teacher sets. Almost every teacher has his own style; nonetheless, any teaching event will be more successful if the teacher is enthusiastic, has a feeling for the subject and knows every child's level. Regarding the teaching styles, teachers' personal characteristics, age, gender, teaching experience and educational qualification may also affect teacher job satisfaction.

1.3.   What is Good Teaching?

Kaur (2012:4) drew a clear distinction between the successful and the unsuccessful teacher, he claimed: "*Successful teachers have an edge over the less successful teachers on the variables namely personality characteristics, achievement motivation and adjustment level*". He, then, added some of the features that better describe a good teacher. He said:

> *"The successful teachers were significantly more expressive, ready to cooperate, generous impersonal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable conscientious, persevering, responsible and dominated by a sense of duty, socially aware spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers".*
>
> <div align="right">Kaur (2012:3)</div>

Effective teaching makes a difference to learning. Any teacher hopes to be competent enough in his/her profession. Yet, some work extremely hard to get better on a daily basis, and some others do not strive to improve. Then, it is rather easy to recognize a good teacher from an unsuccessful one, just because the latter has permitted herself/himself to fall into bad habits and poor qualities. There are numerous qualities or strategies that make a teacher good if not a perfect professional.

1.3.1. A Good Mastery of Teachers' Pedagogical and Content Teaching:

Teachers who do not master their language properly may be seen as less able ones. Many features determine what a good or poor mastery of teaching content is (both pedagogical and content knowledge). Inconsistency, for example, makes the teachers unorganized; as a result they lose their teaching efficiency. This feature is explained under the selection of activities that are not related to the learning objectives (random), giving unclear explanations that create ambiguity for the learners, inhibit and lead to boredom in learning.

The only way that teachers may follow to overcome poor mastery of their teaching is through planning and careful preparation, i.e. good practitioners prepare written daily lesson plans with objective and intended outcomes, to guarantee their credibility with their pupils. Presenting well-defined instructions and reviewing the previous lessons as a warm-up are important components of a meaningful learning climate. Effective teachers are also those who accommodate activities that serve both able and less able learners, since pupils develop at different rates.

Effective teachers are inspiring. When they have a thorough knowledge of their subject matter and skills, they "*inspire in their pupils a love of learning*". They also know how and when their pupils best learn concepts, taking into consideration their different learning styles and strategies. They use their knowledge to determine which learning process will be most effective to help the learners attain their aims. When a pupil is having a difficulty, the teacher targets the knowledge that is troubling him and provides remediation as necessary to fill in that gap.

Within the same idea, Harmer (1998:2) pointed out "*successful teachers are those people who can identify with the hopes, aspirations and difficulties of their students while they are teaching them*". Hence, effectiveness in teaching is directly related to a good mastery of the subject matter in the selected teaching field, because "*when teachers' knowledge falls below a certain level it is a significant impediment to students' learning*". The competent teacher is the one who is knowledgeable and skilful; who's professional needs change over time to be up to date. Moreover, the well-able teachers as opposed to the less able ones possess knowledge about the culture and literature of the target language, fluency accuracy and a correct pronunciation of English too.

Educational psychology does also equip the teachers with skills that will enable them to administer the teaching and learning process effortlessly. Therefore, an efficient teacher, in fact, uses the Educational psychology in order to meet their targets and aid the learners to be fully involved in their learning process. Most teachers misconceive between knowledge and ability to teach; being good language speaker and listener is one thing but how to transmit the teaching competency to pupils is another thing.

1.3.2. Creativity:

Maley and Peachey (2015:115) regard teachers who do not work creatively are "*those who are unable to do much more than follow a course book without appropriate changes to make the material more accessible to their learners*". From this definition, creativity is viewed as going beyond what is in the book, and "*thinking 'out of the box', coming up with fresh, divergent responses original ideas and objects, new solutions to problems, or ways of looking at problems*", Maley and Peachey (2015:29). Simply put creative teachers are those who have the ability to invent and develop original ideas which produce interesting results.

Well-able teachers come up with more than one way to explain facts, events or activities also, aiming at producing more ideas which enable them to vary and be eclectic in their teaching methods. Teachers with these creative ideas do not treat learners as "*empty vessels to be filled with knowledge*", but rather as "*fertile fields which can be cultivated and harvested*". Maley and Peachey (2015:150) postulated that creativity "involves a change in something and the use of something in a new way in order to produce interesting and positive results.

Creativity means the ability to come up with and use new ideas to get an artistic work at the end. Maley and Peachey (2015:150) suggested some clues on how teachers might be creative. They suggested "*spontaneity, music, colour, variety, fun, humour, movement, unpredictability and a balance between relaxation and tension*". All together seem to stimulate and satisfy the learners in a deep sense. Maley and Peachey (2015:30) cited seven major components that guide the teachers to develop creativity in their classrooms, what they called "the seven pillars of creativity":

The seven pillars of creativity	The "how" and the "why"
Build up positive self-esteem	Through recognising their individual strengths, valuing their contributions respecting divergent views and establishing a classroom community in which collaboration and interaction are the norm.
Model creativity themselves	Encourage children to see things in new ways, explore ideas and come up with original outcomes, it also helps if you model creative processes in the way they teach
Offer children choice	The choice in who to work with, the format of their works, which topics to study about develop autonomy and have control of their learning
Use questions effectively	Direct questions encourage participation and extend thinking,
Make connections	Making connections and seeing relationships between things generates ideas and underpins creative thinking.
Explore ideas	Provide frameworks and stimuli that encourage learners to explore, experiment and vary their ideas.
Encourage critical reflection	It is only through critical reflection that children can assess the validity and value of their own creative work.

Table 1.2: The Seven Pillars of Creativity

1.3.3. Socio-Affective Skills:

Socio-affective skills refer to the skills which are related to sociability and affection, that both maintain the educational process effective. Yazici et al (2013:3) proposed this term for those who create a safe learning atmosphere pointing out: "*These skills include a wide range of items such as motivating students, sparing time for students when they ask for help being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere*". Accordingly, a positive learning climate is characterized by high expectations, understanding to the needs and feelings of others, equality, treatment of all persons with dignity and respect, and enthusiasm for teaching and learning.

Teacher's role is not only restricted to present information, but also maintain an orderly learning environment. They need to create an environment which is conductive to pupils' practice of different participatory and intellectual skills because learning would never take place in atmospheres where learners cannot express their ideas freely without being penalized by their teacher. Harmer (2001:70) confirmed: "*Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting*".

To create a supportive learning environment means to have a climate where pupils feel secure and confident enough to try new tasks even if they are unsure about how to tackle them. Besides, such a kind of environment supports pupils to build relationships with their classmates and other teachers. In this regard, the teacher fosters autonomy and independence in learning, by teaching learners not to rely only on teachers, but get valuable knowledge from other members, like classmates.

It is in fact the teachers' duty to create an effective atmosphere inside the language classroom, a condition that may favour the learning operation and encourage collaboration between peers, as well as improve the teachers/ learners relationship. If there is a friendly relaxed atmosphere, much better chances arise. Subsequently, better outcomes take place. Doing so, the teacher may assume the role of a facilitator whose "*job is to create a safe space within which people can work and then get out of the way*".

A stress- free classroom created by positive relationships and affection characterizes the good teacher. It is there where pupils feel self-confident and more able to assume some responsibility for their learning. Zombwe (2008:5) put forward that "*the teacher's love to the pupils will facilitate creation of the democratic teaching and learning process. At the same time, learning will be more interactive and natural*". Moreover, having fun in the classroom motivates the pupils in some ways or other to try things out and take chance. Humour which should be related to the material being covered in the class relieves tension and gets learners easily involved in their process.

One other feature that determines a good teacher within a conductive learning environment is the evaluation of learners' progress through the offer of feedback. Successful teachers closely monitor each pupil's achievements and this enables them to provide every one of them with regular feedback on their performance, and gives them valuable information to assess the impact of their teaching. Feedback, from another perspective, helps pupils to develop creativity and imagination as well as encourage them to take pride in their achievements inside and outside the school.

To provide positive reinforcement and feedback implies encouraging learners to better their performances in their learning practices. Yet, the teachers have to measure what is appropriate for a particular pupil in a particular situation. Through praise and feedback, pupils are encouraged "*to believe that they can improve their performance and achieve better outcomes through their own effort, persistence and hard work*". Verbal and non-verbal Feedback increases the learners' motivation to learn and achieve positive academic outcomes.

Proficient instructors are successful ice-breakers too. They do not enter the class only for the purpose of transmitting knowledge to pupils, but also for making them enjoy and improve their learning operation within pleasant tasks, like telling stories, especially the moral ones which might be from their own life experience, riddles and games. They can make discoveries or excursion and visits, or cover walls with pupils' work, signs, memos and calendars of their events. This is for the reason that pupils enjoy being entertained and amused, and that the sense of humour or pleasant tasks contributes to reduce routine to its lowest level.

1.3.4. Personality:

The character and the personality of the teacher are critical issues in the classroom. Kaur (2012:4) saw personality as a combination of unique pattern of traits that include "*the whole individual; his physique, temperament, personal traits, skills, interest, involving his emotions, maturation and ways of perceiving, intelligence and achievement*". As far as the physical appearance is concerned, Harmer (1998:1) stated: "*Teachers who look fed up or unhappy with what they are doing tend to have a negative effect on their students*".

He then described the ones who feel content in their job as good teachers, "*when you observe good teachers you will notice that even when they are feeling terrible (outside the classroom), they put on a good teachers' face when they enter the classroom*". Good teachers love their job even if it seems hard and complex for them. A teacher's attitude towards the teaching profession is very important because it reflects his teaching. Effective teachers are those who are likely to have good personal qualities, such as integrating the sense of humour in their teaching.

Good personality features rely basically on the charisma the teachers possess, their compassion, a good sense of humour, innovation and honesty. Smile is the least trait that drives the teachers towards good personality qualities. Such a trait helps both teachers and learners in breaking the monotony of the class as it can also diminish anxiety to be better performers. Yazici et al (2013:5) listed some personal characteristics of good teachers such as "being *tolerant, patient, kind, sensible and open-minded, flexible, optimistic enthusiastic, having positive attitudes toward new ideas, and caring for students*".

Good personality traits in teaching do also include tolerance and fairness between all pupils. In this vein, skilled teachers are supposed to hold the feature of fairness and equality between the learners, whatever their gender, marital status and race are. Following such procedure, the learners will feel safe and have a strong will to carry on learning. In other words, teachers must look carefully at their classes to be certain that they are considering everyone equally in order not to have a discouraging atmosphere.

Scheepers et al (2014: ?) categorized personality traits in five comprehensive domains named "*The Five Factor Models*", these five categories are: conscientiousness extroversion emotional stability, agreeableness and openness. Conscientiousness refers to independence and includes traits as being responsible, organized, orderly and diligent

whereas extraversion refers to being sociable, conversational, friendly and active. However, emotional stability involves high levels of self-esteem, positive affect and low levels of stress and anxiety.

In addition, the trait of agreeableness refers to friendliness and includes being kind cooperative flexible and tolerant, and that of openness relies to being open and receptive to experience. Therefore, the teacher as a person is a significant variable in the teaching-learning process because personality traits have a strong relationship with teaching performance and these are what make it good and efficient even on the learners. Thus, satisfying learning outcomes will be reached out.

1.4. Competency Based Approach (CBA)

There are a number of methods that a teacher follows when teaching learners a foreign language. Competency Based Approach (CBA) is considered as the recent method that concerns all school cycles today. This method enables the learner to manage unexpected situations referring to his background knowledge. It also aims at achieving autonomy and making the learner active and involved in his foreign language learning process. Boudebouda (2010 :105) declared: "*l'état Algérien a décidé, il y'a longtemps, de procéder dans une révision profonde et complète des démarches d'enseignement, des programmes, des contenus et des manuels scolaire…L'approche par Compétence et son adoption dans le système éducatif Algérien*"[1].

1.4.1. Definition of Competency Based Approach (CBA)

A competence, in relation to English language, means to be able to make use of the language skills effectively, and to have a critical mind so that to analyse every task pupils

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[1] My translation: "A long time ago, the Algerian state has decided to proceed in a deep and complete revision of teaching approaches, programs, contents and textbooks ... The Competency-based approach and its adoption in the Algerian educational system"

do. Ennis (2008:5) noted: "*a competence is the ability to apply or use a set of related knowledge skills and abilities required to successfully perform critical work, functions or tasks in a defined work setting*". In the same lines, Oughlis and Ouanoughi (2016:11) said: "*En effet l'élève sera mis dans une situation de communication déterminée qui nécessite un savoir-faire, une matérialisation de la pensée, qui fait preuve d'une performance, d'une capacité et de ce fait d'une compétence installée*"[2].

Here, foreign language learners should have sufficient capacities when undertaking tasks in real life situations. English language teaching has founded different methodologies, one of which is Competency based approach. Previous scholars linked the notion of competency based approach with a whole range of labels, namely Competency Based Approach (CBA) Competency Based Education (CBE), Competency Based Education and Training (CBET) Competency Based Learning (CBL), Competency Based Programs (CBP) and so on. The underlying objective behind the implementation of CBA is to develop the competencies that are necessary to cope with contemporary issues.

Therefore, CBA is an approach that integrates different competencies to be reached by the learners, such as communicative competence, linguistic competence, social competence, pedagogical competence, etc. Competency Based Approach (CBA) or Competency Based Education (CBE) does not focus only on skills, but also on the outcomes of learning, as it imposes the teacher to design a syllabus according to the competency the learners are going to require.

Chelli (2012:47) asserted: "*The theoretical roots of the CBA lie in the behaviourist models of human psychology from the 1950s*". Then, it was presented in USA in the late

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[2] My translation: "Indeed, the student will be put in a determined communication which requires a know-how, a materialization of thoughts, which shows a performance, a capacity and thus of an installed competence"

1960s to be spread after in all Europe where they consider it as a powerful trend in teacher educational system. And since, several countries have begun to adjust their educational systems according to the principles of this approach. As stated previously, the major goal of CBA is to develop certain skills, knowledge, attitudes and behaviours among learners so that to enable them perform a real world task effectively.

Teaching methodologies is a dynamic field; researchers always bring changes in it with regard to the learners' needs and interests. The Competency based approach is an evolutionary approach that is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real -life situations, such as giving directions, asking for a job, apologizing, seeking and giving information by interacting with people in hospital, school, office through listening, reading, writing and speaking.

Several learning approaches have influenced the evolution of CBA. Harris et al (1995:36) have said that: "*In the 1970s, there were five approaches related to the design of CBE teaching. These were mastery learning, criterion-reference testing, minimum-competency testing, competence in education and programmed learning*". Indeed, the CBA appears on the track to impose itself in all spheres of human activities. The Competency Based Approach was first adopted by the Behaviourist theory (N. Chomsky) that develops the notion of competency on the basis of performance.

1.4.2. Characteristics of Competency Based Approach:

Modern society (the 21st century) witnesses a rapid change in the educational system, many approaches and methodologies were adjusted according to the learners' wants. In this respect, the CBA, under particular circumstances, took place as a universal remedy of some instructive issues. Numerous features made it an innovative approach, some of which are:

- Giving importance to the four skills.

- Focusing on problem solving when designing a lesson.

- Minimizing teachers' speaking time to maximize learners' one.

The most important characteristic of competency based education is emphasising on the outcomes of learning rather than on the input itself. In other words, it permits the learner to know what s/he can do rather than what he/she learns about. USA department of education proves that CBA "*organizes academic content or delivery according to competencies – what a student knows and can do – rather than following a more traditional scheme, such as by course*". As a result, the learners will be able to develop their abilities in English communication skills inside and outside the classroom context.

The CBA is a problem solving approach in the sense that it provides learners with difficult situations which push them to think creatively, aiming at assessing their competence to overcome obstacles and problems that they may face in their real life. For example, they may find themselves in a situation where they use their English language to give directions, write a curriculum vitae (CV) to ask for a job, order a menu or food in a restaurant, make a doctor's appointment, write complaining letters, etc. These patterns can be taught in a way that makes a sense to pupils who can perform them through role plays.

CBA is learner centred approach, i.e. teachers interfere less than learners. Rather than feeding them, teachers only give instructions and let their pupils take an active role towards their learning outcomes, and be responsible for their own knowledge. The approach also encourages autonomy for learners to direct their own learning, ask questions and complete tasks independently. It ultimately creates a comfortable, fruitful learning atmosphere in the class; each learner must feel himself as being one of his classroom members.

Another way to describe the CBA characteristics is to mention how to design a CBA lesson plan, as did Nkwetisama (2012: ?). He cited that there were four features to be called when planning a lesson:

1- Presentation of the problem solving situation.

2- Systematisation.

3- Application.

4- Partial integration activities.

The teacher first clearly states the problem and defines it through questions, drawings, or pictures, for his pupils to discover the new notion. He can then give instructions after confirming that every learner gets acquainted with the situation, and sets them into groups or pairs if not individually to analyse the new problem, compare it with the previous learned lesson to come out with rules at the end. As CBA is an action-oriented approach, the teacher at this stage performs the role of a guide as he goes around the groups to help them find the solution.

The following step in this method requires English language learners undertake tasks where they practise the new problem to come up with the final solution. The teacher repeats the instruction once again, analyses their results and answers, rejects what is wrong and justifies what is right, then introduces new concepts as well. At the end, the teacher with his pupils works on integration activities that correlate the new knowledge with the previous learned lesson so that to be able to solve complex situations. The lesson will be totally effective if it has a good closing (assessment and remediation) in order to check to what extent the pupils got the new learning.

1.5. Information and Communication Technologies (ICT):

Technological innovation is essential for human development. From the printing press to the computer, people have developed devised tools to facilitate both learning and teaching. Pelgrum and Law (2003: ?) stated that near the end of the 1980s, the term 'computers' was replaced by "Information Technology" (IT) to focus on the shift from computing technology to the capacity to store and retrieve information. This was followed by the appearance of the term "Information and Communication Technology" (ICT) around 1992.

1.5.1. Definition of Information and Communication Technologies:

N. Ul-Amin, (2013:2) stated that The 1990s was the decade of computer communications and information access, particularly with the popularity of electronic mail and the World Wide Web (WWW), a service that could share files, documents, graphics information and more. After the introduction of the WWW services, other types of services began to appear on the World Wide Web at the beginning of 2001, such as Google Wikipedia facebook, twitter and so many others which provided their services remotely and freely. The skills of using the WWW are critical to learning, education and to the creation of knowledge as well.

ICT might be also named as Computer-Based Instruction, Computer Assisted Language Learning (CALL) or Web Enhanced Language Learning (WELL). ICT, whatever its name might be, is seen as a varied set of technological resources used for the purpose of communicating, storing, retrieving and managing information. From one hand, it facilitates learning and teaching process, and from the other hand it raises the addiction of pupils and teachers to it, they may trust blindly the material without checking what the computer for instance has done to find any errors.

ICT is not associated only with computers, but it does also encompass other technological devices like radio, television, cell phones, etc. All together are referred to as "*forms of technologies that are used to transmit, store, create, share or exchange information*". It basically calls for e-learning to be occurred as a teaching or learning system that consist of videos, audios, and written materials designed to use in studying a subject at home. Then, ICT is beneficial for both teachers and learners.

They can access to online courses anywhere and at anytime that is convenient for them (morning, late nights, weekdays, or on weekends. ICT does also provide new opportunities for pupils to work collaboratively with their classmates and for educators to work and conduct research together, share problems, innovations and lesson plans. Moreover, they can get access to information through various and different online resources. ICT often serves as an effective means of supporting educators and learners in developing their work practices.

Teachers, in order to advance in their careers, they can infuse their classroom lesson plans with a variety of technology and assign activities that involve pupils to use brochures PowerPoint presentations, videos, audios, etc. Rose (2008:2) asserted: "*Today teachers have access to innovative tools with which to enhance their curriculum*". The influence of technology is ever increasing in the field of education as it decreases teachers' anxiety motivates the pupils and gets them more involved in the lesson.

In comparison with old times, technology tools today are more available to teachers and learners than ever before. The use of technology as a learning tool can make a measurable difference in student achievement. Alharbi (2014:61) explored the main positive impacts that ICT gives to the learners. He said "*Learning inside the ICT*

environment entails more excitement and amusement regarding lessons, more enjoyment of the learning experience gaining control on their own learning process, more self-confidence and more self-esteem".

1.5.2. Advantages of Information and Communication Technologies:

The integration of educational technologies is considered as a crucial factor in improving the quality of education and enhancing the level of student educational learning performance. In this regard, Richey (2008:?) defined technology as "*the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources*". The development of education is therefore, expressed by integrating new ways of technology to attract the learners and to also break the ice in the classroom.

The use of technology is widely acknowledged in teaching language skills. As far as reading skill is concerned, Rose (2008:2) stated that pupils could have access to "talking books" as a model to improve reading skill development. The narrator reads expressively and animations aid them to understand much better because textbooks might be somehow difficult for pupils to decode and analyze the content of the text in which long sentences and extensive vocabulary exist. "*Talking books stimulate because of sound, animation and the opportunity for children to be in control, a key issue for these authors*".

When dealing with the writing skill, word processing as Microsoft Word, pupils easily identify their deficiencies in Grammar and spelling mistakes. In this regard, Rose (2008:17) recommended teachers to lead pupils to what is called "writing to learn" rather than "learning to write". They can use their mobile phones to look for definitions or synonyms of any difficult word that may come up while practicing the receptive (reading,

listening) and productive skills (writing, speaking). Like reading and writing, listening is also an important skill to be better at in learning a foreign language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. This means providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. The best ways to introduce pupils to listening teachers are supposed to integrate listening activities related to their lessons (pollution, for instance) using multimedia technology (songs, films or documentaries via audios or videos). Learners, then, use their own strategies to decode, interpret messages and predict meaning.

Learners in listening activities will first guess which topic they are going to discuss. After that, they move to use their own prior knowledge to understand the text in order to engage in activities later on, like gap filling. At the end, pupils will be able to produce a written production (summary, essay, report, etc) as a post listening activity to see whether they have understood the lesson or not. These listening activities aids the learners to know about the different accents in English, how to use stress and intonation while speaking.

The use of technology has a great impact on learners' speaking ability as well. It helps them interact and practise the language inside as well as outside the class. Apart from computers, another technological device can be of help in speaking activities which is the digital camera or recording the task using the phone. As Toumi (2015:33) mentioned, role playing or storytelling are two activities, among others, that can be recorded to be corrected later on by the teacher or even by the learner herself/ himself as a kind of self-evaluation.

Educators may come across some barriers in using ICT in their classrooms, for instance lack of time, training and support, or even high costs of equipment. The lack of teacher training and expertise is a major barrier to using the computer and related equipment. However, with adequate training, technology tools can be quite effective in the classroom. Rose (2008:20) declared: "*Many times, the training may focus on how to use equipment but misses the importance of how to integrate the technology into the curriculum*". Simply put, training has to raise teachers' awareness of the need to become ICT literate.

Crowl (1993:?), as cited in (Rose, 2008:26), found that "*teachers who had received professional development with computers during the last five years were more likely to use computers in effective ways than those who had not participated in such training*". They stressed the importance of professional development to language teachers in order to help them select the most appropriate tools and instructional strategies to meet their targets. Yet before getting access to computers, teachers should believe that they have control over this technology.

With the use of technological tools in a foreign language classroom, students learn more in less time, like their classes more and develop more positive attitudes towards computers. One of these technology tools is the internet, which has given students a new way to do research, allowed teachers to offer a wider topic range, and made available an endless amount of information. Additionally, email connects teachers and students from all over the world so they can work collaboratively with other teachers and students anywhere in the world.

ICT particularly enhances the learning of pupils by providing them with the opportunity to work at their own pace. Being independent learners, they seek to recognizing and correcting their errors and mistakes by themselves. This mostly raises their motivation and self-confidence which are often accompanied by an increase in self-esteem, and pupils' learning is enhanced as Guemide et al (2012:58) pointed out that increased capability in the use of ICT promotes initiative and independent learning. Hence ICT is a significant part to be settled in the educational system.

1.6. Challenges of the Teaching Profession:

The classroom is the stage of teachers where they are going to be actors, involving their personal characteristics and instructional repertoire that they make use of it to manage the learning process. Unlike experienced teachers, the beginner ones face several and varied challenges in their first years of career. These problems have direct influence on the learning process, some of which are presented below.

1.6.1. Heterogeneous Classes:

The prime concern of teachers is to focus on choosing effective teaching methods in addition to the establishment of good working environment to foster and facilitate learning. Different learning needs and individual differences arise in these heterogeneous classes. Bokdam (2014:24) mentioned one challenge in teaching heterogeneous classes, he said: "*A specific challenge is teaching classes that increasingly include pupils with special educational needs*". Therefore, they may be unable to diagnose learning difficulties and to provide additional care and assistance.

According to Ainslie (1994: ?), heterogeneous classes are "*those classes consisting of learners who have different personalities, skills, interest, and learning needs*". Teachers of mixed heterogeneous classes may find it difficult to provide content and activities that

are motivating and interesting to all learners in the same class; every learner has his own interests and needs which form his attitude towards learning. Some may find the lesson boring, maybe the topic is not familiar to them, while others are challenged and interested.

Class size is an extremely complicated issue that can be explained in terms of proficiency, needs, motivation and age as examples to many other factors. Bokdam (2014:24) pointed out that instructors need time and training to move from a focus on additional needs to offer learning chances for all the foreign language learners. The teacher is regarded as the facilitator and guide of pupils' learning, who assesses the individual needs of each pupil and responds appropriately to them by setting specific aims.

To teach in a large class is not easy at all since it needs much patience for the obstacles that the heterogeneity presents. These obstacles are summarized as follows:
- Hard to find the psychological side of each pupil.
- A lot of noise
- High level of anxiety: some teachers feel anxious being so outnumbered by the pupils. Besides, learners feel afraid to ask questions or to even participate and take part in their learning.
- Different educational levels: some are below level, some at level, and some others above level.

Large classes may be seen as the main cause which contributes to the happening of the other problems. Salem al-amarat (2011:37) went to say that "*The most important reason which takes part in the occurrence of problems from the teachers' point of view is the large numbers of students in the classroom*". Hayes (1997:31) shared the same idea about the difficulty in monitoring what happens inside the class when the number of group passes a certain exact number.

He classified the problems associated with teaching in large classes into five categories:

- Discomfort caused by the physical constraints.

- Control problems (discipline features)

- Lack of individual attentions.

- Difficulty on evaluation and assessment.

- Problems of charging learning effectiveness.

Hence, heterogeneous classes are regarded as a negative impact in the sense of being a real struggle for better achievement. There is no best way to teach large classes apart from developing the approach that works best with the teacher, his/her learners' characteristics and the goals of their lessons in order to keep balance in this class as well as to create a positive learning environment. Motivation is also an ideal solution to deal with difficulties in large classes. Simply put, whenever motivation increases, heterogeneity decreases.

1.6.2. Maintaining Pupils' Discipline:

Beginner teachers may feel themselves not prepared sufficiently to deal with disruptive classroom behaviour by pupils. Warm, positive relationships in the classroom allow instructors to manipulate their learners. First, they have to respect their pupils so that to be respected in turn, so do their values, rules and opinions. Moreover, teachers may have fun together with their pupils to break the routine from time to time in addition to a touch which can be used cautiously to encourage students and let them feel at ease and comfortable while learning.

Discipline problems arise when learners who are advanced and complete the task quickly get impatient in waiting their less able classmates to terminate the task. As a result they get bored, lose concentration and behave in a disruptive manner, like Bousbia (2015: 14) proclaimed. The school behavioural problems may lead to low achievement due to the existence of frequent absence lack of attention, inappropriate talk in the classroom, etc. Moving around the rows permits the teacher to reach those pupils at the back. This way they allow the shy pupils to ask questions quietly without the fear of embarrassment, as well as check their work and help them.

There are many causes that push the learners to misbehave in the classroom. Corzo and Ramírez (2011:61) related the lack of interest or enthusiasm with the pupils' misbehaviour. They said "*The lack of interest or motivation lead learners to get engaged in activities different from what they are instructed like chatting, playing, walking around, sleeping, throwing paper balls, or littering*". For this reason, pedagogical processes are an essential part to be taught to people who work in education so that to keep control of the class and to create a calm proper atmosphere for pupils' learning development.

Many behavioural aspects interpret what is meant by indiscipline, some of which are hyperactivity, talkativeness, aggression, violence and disobedience. If teachers hope to have well-managed classrooms, they must master some techniques such as establishing fairness between pupils. Said differently, to avoid discrimination between pupils because of sex differences or something else is also another solution to solve the discipline problems in class. Instead, they try to understand the changes proper to puberty and adolescence.

Another way for teachers to come with this challenge is to supply the pupils with an outline (behavioural guideline) that contains what behaviours their teacher consider as appropriate and what they are seen as inappropriate. Before setting limits and instructions from the beginning of the lesson and informing the pupils about what penalties they will have for their faults, instructors must be a role model for the behaviour required of their pupils, like being on time themselves. Consequently, pupils surely will follow these codes of conduct in order not to be punished.

Discipline is then an issue that deserves attention and immediate actions in order to achieve the standards of quality the educational system aims at. At last, disruptive behaviour can be understood as frequent, and multiple student attitudes that hamper the ability of instructors to teach and pupils to learn. Instructors must serve as a model by demonstrating appropriate and respectful behaviour in all interactions with the learners; they also need to be prepared pedagogically and academically to overcome such disciplinary problems.

1.6.3. Instructional Challenges (Didactics):

Eligible teachers are supposed to equip themselves with high instructional needs so that to be capable to perform their job in better ways, i.e. they work strategically otherwise they unconsciously lose control over what they do. Classroom management is one of these needs that teachers always try to cope with, varying in their teaching because some pupils like to learn individually, in pairs, in groups or sometimes as a whole (lockstep teaching). Classroom management, however, is one of the competences that grow with time and experience.

Salem al-amarat (2011:37) stated that the classroom management and mastering order inside the classroom are considered as fundamental problems inside the classroom, and they are sensitive, important and critical factors for the teacher's success or failure in his/her job. Effective body language, like eye contact, tone of voice, facial expression and gestures can also maintain the order in classroom. Also, the appropriate use of humour is a very powerful way to rehabilitate the learners' attention.

A good lesson plan is the most productive tool that leads a teacher towards an effective teaching career. Teachers here must update their lessons and make them lively and enjoyable through the integration of ICT in terms of videos, songs, games, etc because when teachers follow traditional methods in teaching pupils feel bored and stressed. Teachers can also add their personal touch while delivering their lessons, i.e. they do not need to be textbook slaves.

A great deal of novice teachers struggle with the teaching context because they might be not prepared to handle any situation that arises. Benhalima (2013:46) recommended teachers to be flexible in their teaching, by acquiring strategies and knowing how to implement them as beginners. For example, teachers can use remedial works for their learners as one way to strengthen their learning abilities, aid them to overcome their difficulties and weaknesses. Moreover, teachers must be self-confident and well-prepared; they might anticipate questions which their pupils might ask to avoid any ambiguity during their sessions.

Learners' assessment is another problematic task in instructional challenges. New teachers find it most difficult to design tests, quizzes, and other instruments to evaluate what their pupils have achieved. As the class sizes go up, pupils have to be active in their own assessment; they may for example be given an opportunity to evaluate their written

productions, by being grouped to correct each other's work. At this level, assessment is to be seen as a moment of learning and a strategy to attract pupils' attention.

1.6.4. The Need for Professional Support:

Professional support in teaching is fundamentally needed in order to reduce, if not put an end to, the above problems. Peer Interaction and consultation with other teachers help the perspective teachers to enhance their level of confidence and develop their skills in doing meaningful works. These key items are highly recommended to be approached by the teacher for the purpose of being a skilled practitioner with a wide repertoire of teaching methodologies to suit the variety of learning styles within any classroom.

Teachers, mainly those who teach for the first time feel nervous and anxious about their first session with any new class. Those need further support from their school or inspectorate. This support can be taken in the form of a mentor program that suits the individual teacher's needs over the year, but experience is really the best teacher. Pupils will often be the true educators every day for the first year teacher. The least thing that experience aids the teachers with to overcome their challenges is to lead them to make adjustments in their teaching practice as they reach and realize an unorganized plan.

To build relationships is a vital component for a teacher to learn how to handle his/her classroom. These relationships are formed with teachers, administration, parents and pupils themselves. Meador (2017:?) said that educators would have a different relationship with each of these groups but each does have advantages on their careers to be successful language teachers. Administrative relationships are basically referred to the gain of the administrators' trust by being professional in all aspects, such as to be a hard worker, always punctual, present enthusiastic, etc.

All first year teachers seek for help from old teachers who have had long experience in the education field to assist and guide them to the straight path in their career, "*each teacher has a particular area of expertise that the new recruited teacher will likely need at some point*". There is so much responsibility that lands on the teacher all at once. Mentors or e-mentors as experienced teachers can provide valuable help to those who are new; they guide them with curriculum, teaching strategies, successful scheduling and communication skills.

Guest (2000:?), cited in Williams et al (2012:110) argued that mentoring involves "*sharing experiences, offering encouragement, developing insight, and experiencing growth through a two-way relationship*". E-mentoring, however, is similar to the traditional one in terms of guidance and leadership but via electronic devices. Within the same context (beneficial relationships) contact with parents is rather different. The latter relies on two key factors: to allow the parents to keep a watch over their child and to prepare them academically whereas the second factor permits the teacher to provide the parents with both positive and negative feedback about their child and what is going on in his/her classroom.

As far as learners' relationships are concerned, the feelings they have about their instructors influence their overall successfulness. "*Most students do love and respect teachers who are consistent, fair, humorous, compassionate, and knowledgeable*". Said differently, if teachers do not care about being liked by their learners they unconsciously set themselves up for failure. They might start exceptionally strict and harsh and then ease off as the year progresses.

1.7. Algerian Educational System:

The Algerian school system consists of three main cycles: primary, middle, and secondary cycle. Pupils spend five (5) years of studies in the primary cycle. Pupils pass from one class to another on the basis of their monthly and yearly evaluation (formative and summative). At the end of the fifth year, they sit for a national exam, named The Sixth Grade Exam through which they pass to the intermediate cycle. The latter consists of four years pupils move from one grade to another on the basis of their scores examinations, as in the previous cycle.

At the end of their fourth year, they are examined nationally for the purpose of getting their BEM certificate by which they move to the following cycle. The Secondary Cycle which lasts three years permits the pupils to get access to university after sitting for the Baccalaureate exam (BAC) at the end of the third year grade. This exam is an opportunity for pupils to either be students at the university or trainees in vocational training schools.

1.7.1. Teaching/ Learning English in Algerian Secondary Schools:

Theoretically, in secondary education the school age ranges from 15 to 18 years old, but in reality this age extends from 14 to 21 years old. Pupils do no not have to pay tuition fees, education is free for all pupils. Teaching and learning in Algerian secondary schools lasts mainly for three (03) years. As opposed to middle schools, pupils in their first year of secondary school have the chance to go on the track they want, i.e. they can specialize themselves either in literary or scientific stream, and this depends on their results of their BEM exam.

Pupils are assessed three times in a term, two tests (formative assessment) and one exam related to the program of the whole term (summative assessment). The first term test

is on the main subjects, like Science, Mathematics and Physics for the scientific stream and History, Arabic and foreign languages for the literary one. Unlike the first test, the second one deals with all the subjects matters whatever the stream is. When they pass to their second year, those of literary stream may go to either foreign language class (LLE) or literature and philosophy class (L.PH). However, Management (GE), Experimental Science (EXP.SC) mathematical branch (M) and Mathematical Technical (TM) are branches of those who belonged to scientific stream in the first year. Pupils, in their third and final school year have to set for their Baccalaureate exam.

Language of the world, English is a compulsory subject taught in middle and secondary schools. Besides French, it is the second foreign language Algerian people. Teaching English as a foreign language in secondary schools aims at providing the learners with maximum input (vocabulary, grammar, phonetics) to go further in their future job, being it business, medical science, translation, so on and so forth. It also intends to:
- Raise the pupils' intercultural awareness and encourage them to accept other civilisations.
- Enable them to broaden their intellectual capacities of analyzing, evaluating and synthesizing.
- Provide them with opportunities to exploit their English at work, if they would be likely to work with foreigners.

Nonetheless, English syllabus varies from one stream to another within each grade. For example, scientific learners are supposed to learn scientific themes (lessons) related to their field, and literary learners learn English according to their specialty also. Therefore, the syllabi are designed to meet the needs and wants of every group of learners. This makes a difference in the time devoted for each class, as it is shown in the table above:

1st year Secondary School	Number of Allotted Hours	
Streams	Per Week	Per Year
Literary	4 h	108 h
Scientific	3 h	81 h

Table1.3: Time Allocation of ELT for First Year Secondary School

Streams	2nd Year Secondary School		3rd Year Secondary School	
	Time Allotted per week	Time Allotted per year	Time Allotted per week	Time Allotted per year
LLE	5 h	135 h	4 h	108 h
L. Philo	4 h	108 h	4 h	108 h
GE/M/TM/SE	3 h	81 h	3 h	81 h

Table1.4: Time Allocation of ELT for Second and Third Year Secondary School

The tables above demonstrate that secondary school pupils, from their first year to the third year study English more than two hours per week. Speaking about the common core of first year pupils, the time allotted for literary stream is four hours and for scientific one is three hours per week. The number of allotted hours for pupils of the scientific stream does change, neither in their second year nor in their third year (3h).

Moreover, second year pupils in the literary stream will be divided into two classes; Literature and foreign languages (LLE) study English five hours (5h) per week and Literature and Philosophy are supposed to learn English four hours per week. When they pass to the third year, the time devoted for English learning remains the same for both classes (4h). However, the general aim of English teaching is the same along the three years of school.

The overall objective is to enable the learners acquire more knowledge in the four linguistic skills (reading, listening, speaking and writing). In other words, the aim is to consolidate and enlarge the learners' competencies acquired in the previous years, and get

them involved in other new contexts. By the end of the third year, the learners will be able to reach a certain level of performance when using that foreign language (English).

1.7.2. Description of the Training Setting:

Teachers' training took place in Boukhari Abdelkader Secondary School which is located in Sidi Bel-abbes. Its construction lasted for one year and a half; it started in the first of January 1996 (01/01/1996) to be finished and ready to welcome pupils on the fourteenth September 1997 (14/09/1997). This school receives learners coming from the middle school after being set for their BEM examination. Afterwards, pupils who are supposed to spend three years (03) in this school will move to the tertiary level (university) to be subjected with Ministry of Higher Education and Scientific Research. Other pupils may either go to vocational training centres or move directly into employment. The academic year is from September to July, with a 15-day break in December and another in March.

Boukhari Abdelkader School is composed of six administration offices (Director, Counsellor, Secretary, investor, etc), twenty classes (20), four laboratories (04), one amphitheatre (01), one teachers' room (01), bathrooms for schoolgirls and schoolboys, a library. It also has one cloakroom and three large playgrounds, one for football and handball one for basketball and the third is for volleyball.

1.8. Research Methodology and Tools:

Research does simply mean finding solutions to a well-defined problem. Walliman (2011:1) regarded a research as "*a term used liberally for any kind of investigation that is intended to uncover interesting or new facts*". Research methodology refers to the steps taken to answer the research questions. It is different from research methods. The former

has many component parts that explain and justify the overall approach a researcher took in gathering and analysing the primary data while the methods are the tools used to collect the data and are just one component part of the methodology. Therefore, it is important to give a careful consideration to describe the methodology on which the research is based.

The researcher has thoroughly followed what is termed "a mixed method approach". Such methodology seemed to be referred to as a mixture of both qualitative and quantitative data the fact that it gives a clear-cut understanding of the research work, as Heyvaert et al (2011:1) claimed:

> "*Mixed methods research encourages the combined use of qualitative and quantitative research elements to answer complex questions... researcher collects qualitative and quantitative data directly from the research participants, for example through interviews, observations, and questionnaires, and combines these diverse data in a single study*".
>
> Heyvaert et al (2011:1)

Hence, the current research comprises an observation (pre-service and in-service), two questionnaires (pre-service and in-service) and an interview through which the research could collect, analyse and interpret qualitative and quantitative data. Qualitative data is meant to be "*a form of systematic and empirical inquiry*" done with a specific group of participants through interviews which explore their behaviours, attitudes and beliefs. The researcher, here, made use of unstructured observation and a semi-structured interview with former English teacher trainers at the Institution of Technology and Education (ITE), to gain more information about what their views were towards the effectiveness of teacher training on novice teachers.

As opposed to qualitative data, quantitative ones fall on gathering the novice teachers' opinions on their first year teaching experience and the way their training was

undertaken. Questionnaires appeared to be the most exclusive and suitable tool in this (these) quantitative data since it has statistical analysis (numbers and percentages). Kumar (2005:34) has explicitly clarified the difference between the two enquiries: "*a qualitative research describes the variation and diversity in a phenomenon, situation or attitude whereas quantitative research helps to quantify the variation and diversity*".

Going through a quantitative mode of enquiry, the researcher designed structured questionnaires, mixed of open and open-ended questions, to English secondary school teacher trainees to see how many of them have beneficiated from their training. Neither quantitative nor qualitative data collection is enough by itself, but when used complementarily they explore further and enhanced informative issues, both are important in portraying valid and reliable figures. Thus, the overall aim behind the use of a mixed method approach is to affirm whether the collected qualitative and quantitative data yield the same results and to develop more complete understanding of the research problem.

1.8.1. Aim of the Study:

Any investigation contributes to get solutions to its research questions and to its suggested hypotheses as well. The present work identifies the significance of training to the English language teachers as it develops both their pedagogical skills and their language competencies in order to get good results with their learners. Training is one helpful instruction that undoubtedly guides the teachers towards good learners' outcomes or achievements. In these recent years, teachers' training has received less attention as opposed to the previous years when teachers used to have a valuable internship as soon as they finish their studies in ITE.

Thus, the primary concern of this study is to highlight the importance of training to EFL novice teachers and to find out what benefits the training gives to teachers. The

second objective of this research is to scrutinize the problems that most beginner teachers face in the beginning of their teaching career as they find themselves less prepared for what this job includes, like how to plan a lesson, evaluate their learners' works, etc. Simultaneously, this study looks for resolutions that can be used to solve these problems in case of training inadequacy.

1.8.2. Research Questions:

This study will remain incomplete without paying some attention to what difficulties teachers may find in their initial stages of teaching. English language learners' success is less achieved than it was before due to the lack of training. In other words, learners' performance is measured by teachers' performance, i.e when teachers are competent enough in delivering their lessons, learners might be inspired and do their best to reach good learning results at the end of their learning process.

Any research tends to have questions. Therefore, this study is carried out under the following research questions:

1- How will the novice teachers cope with the difficulties and the challenges they encounter in their teaching profession?
2- Does the present teacher training fulfil the beginner teachers' needs?
3- Does teacher training have positive impacts on the student teachers and on pupils' achievements?

1.8.3. Research Hypotheses:

Among several hypotheses' definitions given by EFL scholars, Kumar (2011:86) referred to them as single provisional guesses or hunches, tested through a well-conducted study in order to collect specific information which will either confirm or disconfirm the stated hypotheses. Training is beneficial for teachers to achieve better quality outcomes. It

enables them to get acquainted to different contexts where teaching and learning take place. Thus, this study is designed to test the following hypotheses:

1- The novices are supposed to overcome the first challenges of teaching easily if they are well-prepared and well-trained for their noble job.

2- With the suppression of the official training institute (ITE), the actual teacher training may *to some extent* provide the novice teachers with the most necessary teaching materials and aid them to achieve their educational goals.

3- Yes, teacher training makes a difference to both teachers' performance and pupils' achievements.

1.8.4. Target Population:

In dealing with the practical section, after the theoretical one, the present work has to choose a study-case sample population. Richards (2011:?) referred to case study as "*an individual, a small group, an organisation, community, or even a country*". Undeniably, the most interested people when dealing with educational contexts are learners and teachers of foreign languages in general and of English section in particular. Thereby, novice English language instructors were chosen as the target population of this investigation.

The sample consists of twelve trainee teachers (12), one male and eleven females. They are teachers of English, from different secondary schools of Sidi Bel-abbes, whose age ranges between 25 to 34 years old and they were all graduated with Master degree of LMD system. Those instructors who receive training before and while teaching were the most closed population to take their responses into account in order to solve the previous identified problems.

1.8.5. Research Instruments:

Any academic investigation should present appropriate tools to gather data and make it reliable. Because the present work aimed first at diagnosing the teachers' initial teaching obstacles (difficulties), then proving that they really need a kind of special training to develop their teaching skills, the researcher has opted for the following data gathering tools: observation, two questionnaires and an interview. The combination of the three tools (triangulation) is used in order to crosscheck the results for the present investigation.

Chelli (2012:10) argued that "*Triangulation, the use of different methods, from this perspective is a strategy that gives the research more credibility and is likely to produce more accurate and comprehensive data*". She, then added "*it enhances the validity and reliability of the information gathered*". Therefore, each research instrument in combination with other effective tools provides consistency to the gathered data.

1.8.5.1.   Pre-Service Observation:

Observation is an important tool used to collect data in both quantitative and qualitative studies. Its value relies on its capture of "*live data from live situation*". It is often less costly and more accurate if the behaviour is observed. For this study, observation has been used to observe how pre-service novice teachers receive their pre-service training in August 2015 in Boukhari secondary school in terms of its program and activities. It also aims at noticing how teachers feel when they attend to their training courses and how they work and participate with their trainers and their friends as well.

There are different types of observation which can be employed. This pre-service observation falls under the unstructured observation genre that gives the researcher freedom to note down what it seems suitable for the study. In this vein, the investigator

enters the training setting (Boukhari school) with some general ideas of what might be notable, but not of what specifically will be observed that is he/she intends to collect data randomly, without planning any scheme beforehand.

1.8.5.2.   Pre-Service Questionnaire:

One of the most practical research instruments, questionnaire requires little time with straightforward answers and the findings can be quickly examined as well. It is very popular among educational researchers in general and English language teaching (ELT) research in particular. Reid (2006:?) clarifies the definition of a questionnaire as: "*an important and popular technique that is widely used to study the attitudes, opinions, perceptions and preferences in the field of educational research*".

The pre-service questionnaire that is a set of well-arranged questions aims at gathering specific data about how the novice teachers undertake their first training, the pre-service one, and to see what their attitudes towards their training are. The questions are set according to what the researcher observed in his/her pre-service observation. Put it differently, the pre-service questionnaire acts as a follow-up instrument to the observation. It simply pushes the researcher to get answers to what has been unexplained when dealing with the first instrument.

In August 2015, this tool was used with a sample of all novice EFL teachers of Sidi bel abbes secondary schools, those who won the teacher recruitment competition of 2015 for teaching. The sample consists of twelve (12) pre-service English teachers, those with whom the researcher did the observation. They respond voluntary to the questionnaire of this research and they were also able to express their opinions freely. Some of the teachers asked for clarification about some questions.

The questionnaire contains ten questions. Some of which are dichotomous questions, those of "Yes/No", a middle perspective is not possible. Multiple choice queries where respondents are restricted to choose among any of the given answers. These questions are ideal for calculating statistical data as the answers set is known. By including open questions and open-ended ones, the researcher easily gets unexpected suggestions from the pre-service trainee respondents.

1.8.5.3. In-Service Observation:

For the credibility of the work, the researcher conducts a second observation as a pilot study, with the same sample in the same setting. In other words, the investigator tackled her in-service observation with in-service trainee teachers in Boukhari secondary school. The main objective of this observational phase is to see how well the novice teachers receive their second type of training. Within this purpose, the investigator will notice whether the trainers brought changes to their courses and workshops or not, that is to say if they adjusted their teaching according to what their student teachers want.

The in-service observation was structured one that works according to a specific plan. The researcher needed to consider multiple factors, such as: the number of the observed, the time allotted for the observation and how to gather data according to the targets and aims of the research questions. The structured observation sets some pre-defined rules and procedures which are relevant to the investigatory purposes. It helps the researcher to collect data which other instruments fail to provide.

1.8.5.4. In-Service Questionnaire:

In order to obtain a general perception of the teachers' in-service training, a second questionnaire format was designed. The in-service questionnaire has the advantage of finding out whether the in-service training was effective in achieving the trainees' aims. It

was distributed with the purpose to confirm what has been already seen in the in-service observation. Consequently, this designed survey authorized the researcher to check and validate the already interpretive data in order to reinforce the empirical research.

While the in-service observation provided a general overview about the training, the in-service questionnaire went deeply in collecting detailed information from the participants' responses. The questionnaire was given to in-service trainees in April 2016 in Boukhari Abdelkader Secondary school. The questions were worded in simple English but to ensure that the respondents understand them and that they are able to supply meaningful answers, the researcher has to stay in the classroom to answer any questions raised.

The present questionnaire comprises nineteen (19) questions. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives. Creswell (2008:?) stated: "*Questionnaires may give three types of data about respondents which are factual, behavioural and attitudinal*".

Therefore, the first item required from the entire sample to give factual information, like gender. Then, behavioural queries were clearly set to report what the trainees' perceptions of their job and training were, i.e. they tried to identify the trainees' hindrances both in their training and their current job. After that, the attitudinal questions as their name implies, have to do with attitudes and opinions of the trainees, they intended to see what their thoughts and views were. Nonetheless, the anonymity of the respondent was respected.

1.8.5.5. Interview:

Another way to get accurate data interpretation is to use an interview as a more powerful tool to gather relevant information and to get qualitative data as well. An interview focuses on qualitative research "*can assist the researcher to gather valid and reliable data pertinent to the research questions and objectives*", Cohen et all (2011) in Vongxay (2013:35). It mainly "*involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions*". The main advantage of interviews is that they involve personal and direct contact between interviewers and interviewees.

A semi-structured interview was conducted with two former English language teacher trainers. The interview was held at Djilali Liabes University on April 2018 in the morning, one took 35 minutes while another lasted for 7 minutes. Its main concern was to survey their attitudes, feelings and opinions towards the benefits of training to beginner teachers. Simply put, it aims at seeing what they think about the utility of teacher training to English novice teachers as they were once novice teachers. The interviewer was obliged to ask supplementary questions for more clarifications.

1.9. Significance of the Study:

To be a teacher is to be responsible for delivering well-rounded education for the coming generation. With renewing the instructions of teaching methods and approaches, the process of teaching becomes more complex, especially for those who are beginners in this job. Thus, this study would allow a pedagogical design that helps student teachers to develop a rich understanding of how they can be effective teachers for the future.

On the one hand, this study diagnoses the problems teachers face in the beginning of their profession. On the other hand, it explores the role and the importance of teacher

training in educators' professional experiences. It even leads student teachers to discover what successful and valuable pedagogical techniques to be followed when a desire to overcome an obstacle rises. Subsequently, it will help the novice teachers to be special and to unleash their creativity in order to augment their teaching quality.

1.10. Structure of the Study:

The present dissertation is organized systematically into four chapters as follows: The first chapter is introductory. It states the objectives, the questions as well as the hypotheses of the research. The chapter also includes methodological work of the research and its limitations. The second chapter is concerned with the theoretical framework; it reviews the relevant studies and literature regarding the usefulness of training to novice teachers. These chapters delimit the theoretical framework, and consequently, lead to practical implications.

The third chapter deals with the practical part of the investigation. It brings together the results and the findings of the used research tools. It simply analyses and interprets the gathered data with tables and figures. The fourth one is eventually devoted to pedagogical implications. This last chapter sets suggestions and significant recommendations with some indications for future studies. Despite the limitations of this study, all the four chapters could contribute in either confirming or disconfirming the above hypotheses. The following is a figure that illustrates the framework of the study:
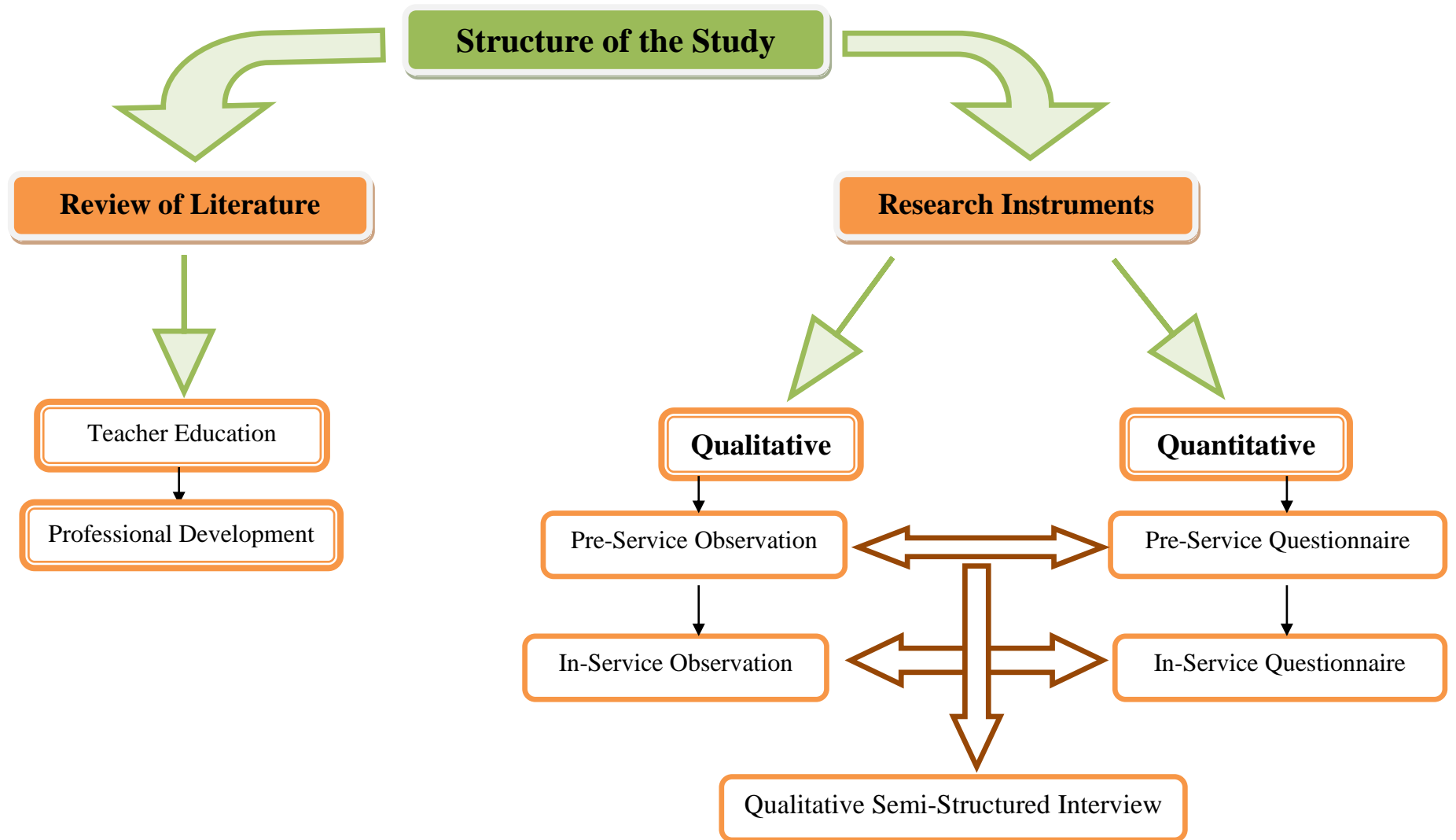
Figure 1.2: Structure of the Study

1.11. Limitations of the Study:

Throughout the design and execution of this research, a number of limitations were met. There are mainly three limitations that need to be cited and addressed: First, it was not possible for the researcher to cover a larger number of trainee teachers for making generalisations. Only twelve EFL teachers succeeded in the contest required for teaching.

Second, the investigator could not carry out an interview with the English language inspector who would have given rich information concerning the problematic. That was due to some academic problems which make the researcher reluctant to take part in this challenge. Nevertheless, the researcher turned to interview with university English teachers who were former teacher trainers at ITE. Third, the data couldn't be piloted as the participants refused to take part in the questionnaires again, like the female student teacher who did not accept to answer the second questionnaire (in-service).

1.12. Conclusion:

This analytical, introductory chapter is set to review a number of aspects concerning education and to provide an overview about teaching and learning situation in Algerian secondary schools. It starts first with the definition of education and its fundamental value in life. It also discusses what standards the ICT and CBA have when designing effective lessons and creating good teaching/learning environments as teachers come across different challenges during their professional career. In addition, the chapter goes to introduce the design of the research, in order to guide the reader towards its structure. Objectives and research questions and hypotheses were then outlined. The following chapter, namely literature review, will present how previous scholars and researchers set about the professional development of teachers.

Chapter Two:

Review of Literature: Introduction into Training and its Effectiveness on Novice Teachers

2.1. Introduction:

The literature review begins with an overview of what training is through which varied scholars' definitions were recognized. Teacher education or internship was further explored by looking at its different sorts. Typically, novice teachers are advised to contact the veterans with any problems that arise so that to gain more self-confidence and self-satisfaction. The literature review is also devoted to different benefits the new teachers can get during their professional training which does not just mean exposing them to a set of lectures, with no links to professional practice. It rather involves them in real life teaching to guarantee that they make use of the acquired knowledge. New teachers must acquire new abilities and competences that help them to control and adjust their teaching when coming across difficult problem situations that might lead them quit their profession.

2.2. EFL Teacher Training:

Once an English foreign language (EFL) student completed his/her studies and got the qualification, he/ she will be accepted to teach English language as a beginner teacher. The latter in his profession, needs certain skills and competencies that help him to fulfil his profession as appropriate as he should, such as being competent in planning, managing and assessing learning, sustaining learners' interest, providing feedback, and being capable of evaluating his own teaching strategies. Therefore, the teacher preparation program is strongly essential either before entering the profession or while one is already in the work.

2.2.1. Definition of Teacher Training:

It is helpful to first explore what the term training means then to see its meaning within the field of education. Oxford Advanced Learner's Dictionary defines the word "training" as "*the process of learning the skills that you need to do a job*". However, as an educational movement, training is the process that equips student teachers or trainees with

tools, skills and practical knowledge needed at work. It always requires learning by doing, in the sense that the learned or acquired skills will not be efficient if they are not put into practice. Training thus is a key to success for teachers, especially for the beginners.

The concept of teacher education, or what is typically known as "training", sets out in relation with four symbiotic spheres: professional teacher as a trainer, prospective teacher as a learner of teaching (trainee), schools and schooling as social contexts of teacher learning, and the pedagogical process of language teaching and learning. Consequently, the student teacher will surely get an intensive impression about what teaching and learning will require.

Nwanchukwu (1990:?) perceives training "*as the process of increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work*". Entrant teachers then will develop a deep understanding of pedagogical knowledge and conditions that would enhance teacher professionalism so that they can make a difference. Hence, teacher training might be a component teacher development but not vice versa.

Almost all instructors need further professional education and training as they work because sometimes they found themselves faced with a situation, in which they had no academic preparation on it. The National Academy of Education Committee's Report Darling-Hammond and Bransford (2009:31) wrote that teachers regularly come across complex decisions that depend on many different kinds of knowledge and judgment, and that can lead to high stakes outcomes for students' future.

Regarding the difficulties faced by the English teachers, the demand for training had become urgent so that teachers would be allowed to develop their competencies in dealing with different teaching aspects. Elliott (2009:?) claimed: "*any activity in which teachers participate in order to learn to teach or improve their teacher is teacher education*". It is there where teachers develop certain skills and new teaching strategies to make changes in the educational system as they can also ameliorate their personal practice by determining the strengths and weaknesses in their profession.

Teacher education program consists of many varied courses, done by the experts or the professionals to the new generation of teachers. It has three major phases, as displayed on table 2.1:

Teacher Training Stages		
Teaching Skills	Pedagogical Theory	Professional Skills (what would help them be professional)
Practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, such as lesson planning, class management skills, using materials, etc.	Deals with the philosophical, sociological and psychological considerations, as defining students' obstacles, cooperating with them, helping them achieve their goals, etc.	Include the techniques, strategies and approaches that would help teachers to grow in the profession, for instance, computer skills, information retrieving and management skills, etc.

Table2.1: Teacher Training Stages

It is worth noting that an admixture of these three phases are for the good of teachers, it would work for creating the right knowledge, attitude and skills in teachers, thus promoting full development.

Furthermore, all teachers at all levels of education, primary, middle school, secondary and the tertiary education are concerned in teacher preparation process. No matter which subject matter they teach, they will all learn about what the teaching job will

require, as skills and aptitudes of teaching are involved. The Report of the Commission on National Education (1959), in Shafqat and Saeed (2009:83) further adds, "*The teacher should be academically well trained in subjects he teaches and have had sound professional training to teach his subjects*".

Benhalima (2013:27) does not fail in explaining what training means. She goes on to say that training is a policy which puts focus on development of teaching skills of a student teacher who will be in charge of his/her profession. Afterward, she added:

> "*It involves understanding basic elements, concepts, and principles as essential for applying them in teaching process, which give novice teachers the ability to demonstrate principles and practices in the classroom*".
>
> <div align="right">Benhalima (2013:27)</div>

Teachers, following a training program learn some basic skills, conduct their classes confidently, especially at their initial years of teaching, for instance, knowledge about learning (learning styles and strategies, cognitive psychology individual differences etc.) and teaching (curriculum theory, assessment and evaluation, etc.). Teacher training does not only focus on a range of activities that prepare teachers to deal with an educational programme, it rather trains them on how to identify, understand, adapt and adjust their teaching practices according to the needs of a diverge population of learners.

Teacher education is definitely attained through a program. The latter is seen as "*activities directly focused on teacher' responsibilities*", designed by trainers or specialists with the contribution of trainees or students teachers. This teacher training program offers the new teachers a chance to build their own personality and professional occupation so that to be able to face the difficulties they may find in their teaching job. So, the production of high quality teachers imperatively requires good preparation of the trainee teachers.

Indeed, good teaching comes out of good teachers who have a high cultural level honourable knowledge of subject and praiseworthy personal traits (shyness, confidence patience respect motivation, etc). However, scholars saw teaching as "*a dual function that ensures not only a competency to know, but also a competency to know how to teach*". So, Teacher training was set not just to enable teachers cope with unforeseen situations, but also to improve their knowledge "*about the contemporary major didactical issues by referring to the contributions of the latest scientific research*".

2.2.2. Teacher Training between Theory and Practice:

The gap *between* the *theory and practice* of teaching is an issue of concern in *teacher education*. The ultimate goal of teacher internship is setting up bridges between what is theoretical and practical to awaken critical and creative awareness among those beginner teachers so that to be able to deal with different school life requirements. Theoretical knowledge when it is separated from the practical works becomes useless and unbeneficial for professional training. In fact, the trainers when presenting their courses and lectures try to correlate and complement the theoretical training with the practical one in the field.

Theory and practice are unavoidable components of teacher training due to the fact that they aid teachers tackle difficult cases and situations in both learning and teaching process as they are supposed to be teachers and learners at the same time. Perrenoud (1994:22) claimed "*in a professional training articulating both theory and practice, the worst would be that some trainers are completely on the side of the theory and the others are completely on the side of the practice*".

The two aspects of knowledge are important for a professional educator: theory and practice. For this reason, teacher education does not just demonstrate teaching techniques but it also develops a more complex combination of theory and practice. It provides an alternation between moments of theoretical learning and effective implementation on the ground to encourage the novices enter the profession confidently. Not surprisingly, researchers abandoned the separation of theory and practice as Clark (1988:5) admitted: "*theoretical models are a source of reading patterns that can modify the teachers' perception*".

Trainers are encouraged to equip these perspective instructors with competencies to cope with the evolution of knowledge about learning and its implications on professional practice. A valuable means for continuous development, practice alone is not sufficient to update teachers' knowledge and assume suitable solutions for each and every classroom situation. In other words, teacher education program let the teachers acquire new knows and how to put these knows into practice.

Linking theoretical knowledge to experiential one is a case-based approach in teacher education program. "*A given practice may reflect several different theories...at the same time, belief in a particular theory might give way to numerous ways of approaching instruction*". Importantly, teacher education program must neither neglect theory nor practice where teachers continuously negotiate uncertainty. At this level, student teachers learn new knowledge and then apply it through practice based inquiry.

Teacher trainers model the teaching program and let student teachers get practised on it after. At first, student teachers watch, listen and ask questions. The next step is to allow the students conduct the activity on their own owing to the positive impact that active involvement gives to the novices, which is enhancement of learning and stimulation

of brain functioning. The goal is to help teachers understand the link between educational theory and the practice of teaching as something that is complex and ambiguous rather than clear and distinct.

Theory defines the problems that new teachers face, clarify their confusions and suggest possible solutions to these problems, taking into account the various particulars of each classroom situation. To construct theory after getting practice on some facts is sometimes beneficial to the point that teachers discovered things or tricks that they had not previously considered. This is what Gordon and Brien (2007:2) thought: "*constructing knowledge of a scientific concept begins with the learner gathering accurate, valid data and from these data constructing the concept*".

Learner teachers who know how to learn from their teaching are able to closely make a difference in their learners' outcomes. Alongside with theoretical knowledge, practical one remains also an important component that underlies all teachers' actions. Simply put, theory is not enough to meet all expectations of the teachers. A balanced integration of theory and practice must be set by the trainer teachers. Eraut (1994:70) proved that instructive theory encompasses concepts and principles that may be needed to interpret, explain or even judge intentions, actions, and experiences in educational-related settings.

Student teachers are asked to construct theoretical knowledge and to know how their experiences and beliefs shape their teacher learning process; they are offered the theory to be integrated in their own practice in order to see what went on right and what deficiencies they met during their lesson presentation. In this regard, teacher trainers select useful knowledge on the basis of their teaching experience to lead their trainees draw their own critical thinking. Practice, then, is regarded as a learning environment in which

profession is practised. The professional worker in that environment has been trained on how to put their knowledge on stage.

Gordon and Brien (2007:2) stressed the importance of linking theory with practice, i.e. there should be no gap between theory and practice in an appropriate teacher training program. They assured that the theory and practice of teaching and learning to teach are inseparable. Hence, future teachers should be given the opportunity to construct their own theories from their own practices and to thoughtfully generate practice from their own theories. Theory which is described efficiently enough to re-occur, it definitely influences the practice of teachers who did not directly experience the development process.

Undoubtedly, the nature of the theory-practice gap in teacher education can influence pre-service and in-service teacher education. Still some student teachers experience a lack of coherence between theory and practice, as it was mentioned by Stevens (1996:70). He said "*Previous research has identified the student as dealing with this dilemma by developing a mindset which places theory in one compartment and practice in another*". Student teachers should be equipped with pedagogical principles that will be monitoring their own performance someday.

A long-standing goal for teacher education programs is to link theory to practice for the novice instructors and provide an environment in which they can share knowledge experience and develop progressive methods of instruction as well. According to Gardner (1999:?), learning is promoted when knowledge is applied and integrated in the real world. He proclaimed: "*Learning is enhanced when teacher candidates are provided with multiple opportunities to apply what they have learned in meaningful contexts*".

2.2.3. The Authenticity of Training Programs:

Authenticity is defined as the quality of being true and real. The loss of authenticity is equal to the loss of genuineness and creativeness. Prospective teachers, then, construct information by working cooperatively with their colleagues rather than just waiting for the theory to be transmitted to them directly. In other words, practice in classroom presents real situations and teaches them real life experiences. This calls for workshop activities as authentic material to be found in a foreign language teacher training program.

To make use of authentic materials in foreign language teacher training programs is one way to develop the prospective teachers' skills and knowledge related to teaching profession, as Oguz and Bahar (2008:330) stated: "*The use of authentic materials in teacher training has an important role in their future professional lives*". They illustrated their statement with an example of newspapers or TV and radio broadcasts as valid materials to be used in class management course, these broadcasts or news might hold a discussion between a teacher and the principle of the school or the inspector showing the foreign language teachers' behaviour in class and how to manage their pupils and time as well.

Teachers who get used to materials in their training, they can carry on using and varying materials when they once enter their classrooms. In such an environment, both teachers' and learners' motivation will increase and good learning outcomes will be reached. However, these materials should be chosen taking the instructional aims and learners' individual needs and differences into account. Oguz and Bahar (2008:334) added "*The competency level of foreign language teachers in using authentic materials is dependent on the education they have taken*". The more teachers connect their lessons to the real world, the more authentic these lessons will be.

Another material to be used for training teachers is videos that deal with another aspect of teaching, for instance a misbehaving pupil and how his teachers treat him. At first the trainers try to give them signals to brainstorm and give their student teachers a chance to guess what this video will be about. Then, they play the video to just show them the behaviour of this pupil with his instructors. The trainers stop the video playing for a while and raise a discussion about this problem through questions and answers.

Some questions can be set as follow: "what would you do if one of your pupils behaved as such?", "According to you, what might be the pupil's problem that pushed him to be undisciplined with his teachers?" Doing so, the trainees directly start making some analyses and comments on the video, and each one will get an idea about the other's experience. After that, the teacher trainers go on playing the last fraction of the video to present different teachers' reaction with this misbehaviour.

At this stage, the topic will be under discussion again, one open question may come into play: "why English teacher has treated this pupil in this way and why Mathematic teacher was so harsh with him?" The trainees begin to make guesses, predicting that this learner likes neither mathematic nor his teacher for example. At the end of this lecture, the trainers ask their trainee teachers on how to give much importance and extra care to such kind of pupils here, many suggestions and other different treatments and behaviours may arise.

Therefore, it is critical that teacher educators set good models for the prospective teachers to help them acquire theory and its application too. Oguz and Bahar (2008:328) confirmed that authentic learning environments must be organized in pre-service teacher training and future educators must have a connection to the real world. This teaching

approach supports constructivism, "*learning constructed by the learner in an active, meaningful cooperative and authentic way*".

The constructivists elaborated learning as "*an active process in which meaning is developed on the basis of experience...it must be situated in a rich context, reflective of real world contexts*". Applefield et al (2000:25) added that significant conversations between the teacher and the learners and among the learners too are to be ensured after the completion of authentic tasks and case-based experiences. This kind of interactions aim at making the learners uses their pre-existing knowledge to further develop their understanding.

Constructivism advocates that learners construct their own understanding and knowledge through experiencing things and reflecting on those experiences. This means that learners should be encouraged to be independent. When they encounter something new, they have to reconcile it with their previous ideas and experience. Teachers before were transmitting information to learners who passively listen and acquire facts. Now, the learners are being actively involved in their learning to reach new understanding.

Learners in constructivist classrooms always challenge themselves to become more active learners and knowledge seekers through interaction with their peers and their teachers who aim at promoting their learners' thinking skills. Applefield et al (2000:30) asserted that if a constructivist uses authentic problems in a learning environment and stimulates interaction, learners will be able to discover or invent new rules that help them negotiate meaning. As a result, the learner becomes a more competent communicator in the target language than if he/she learns language only through inauthentic texts.

Authentic materials help entrant teachers to bridge the gap between their training and their capacity to face real world- events in their classrooms. They also increase teachers' motivation and self-satisfaction. For this reason, teachers demand effective training that poses authentic instructional challenges which encourage them to do a fairly good job in the future. Therefore, teacher preparation programs should prepare pre-service teachers for the experiences they will have as they begin and while they continue their careers.

Trainer teachers can set different authentic materials to be used in teacher education program, among them are magazines, films, audios, newspapers, letters, advertisements, so on and so forth. Trainee teachers prefer to be better taught through these materials which offer a valuable source of input rather than theory to be transmitted without any practice on stage. Accordingly, the trainers aid their student teachers to combine real resources and daily experiences with pupils' textbook in classroom.

2.2.4. Types of Training:

Training of teachers supplies them with the knowledge, skill, and ability that are relevant to the professional life of a teacher. Newly educators are trained by professional and highly qualified teachers following a well-planned curriculum. These student instructors might not develop themselves at work, in just one session or one period of training, but they rather need to participate in two periods of that training. Hence, teacher education consists of two types, pre-service and in-service teacher education.

2.2.4.1. Pre-Service Training:

As a first genre of teacher education, pre-service training is an important segment that any teacher should normally get; it pushes the trainees to really understand what teaching means, and to demonstrate abilities that they are expected to. Pre-service teacher training is well-defined as "*the training that occurs before teachers enter the profession and/or take up employment in a range of different education institutions*". Its programme helps future teachers for the teaching job, as required by the Ministry of Education.

Then, setting the program of this initial teacher education will be based on a needs analysis which take into account, beginner teachers' subject matters, their general level of education, level of language competence, level of professional competence, and beliefs about education, as Cross (1995:?) puts it: "*initial teacher education programs should be based on an ideal teacher profile*". Pre-service teachers are asked to follow regular courses in a formal institution for a specific period of time.

Not all the trainees are in the same pace, some are competent others are may be less competent, some may have an experience in teaching, some others may be not, therefore, needs scrutiny helps the trainers know what to teach. Pre-service training is, therefore, the education provided to new teachers before they have undertaken any instruction or teaching. However, before entering into any pre-service education, all teachers must be obtained a degree in a subject of their choice (English, Mathematics, History…etc.).

Pre-service trainees as beginner teachers need to be well-prepared on how to recognize and address problems in a complex classroom. Effective teacher education program takes charge of this need because it is supposed to show them how to use different teaching strategies for different purposes. In addition, training and internship system are necessary to update and adapt to the changes affecting nowadays society under the effects

of globalization. Initial teacher education must not only supply teachers with knowledge, but also help them to reflect on their practice.

The most important objective that the educational teacher training has to work for it is to equip teachers with essential professional competencies for a constant adaptation to changes in the educational system and the success of all pupils. It must provide the teachers with consistent support in all areas of their professional practice. A good balance between theory and practice enables foreign language teaching to be highly successful and the learning process to be sustainable for the learners inside and outside the school.

Initial teacher education is of great help because it supports the teachers to shift towards new working cultures and to set the main foundations to adapt to changing contexts and circumstances. It purposefully plays a key role in achieving two goals: improving the development of teaching practices and achieving satisfactory learning outcomes. During initial education, the programs need to support student teachers to make a change and transfer self-responsibility to their learners.

Hagger and McIntyre (2006:?) suggested three key priorities in preparing novice teachers for the teaching job:

1. Enabling teachers to attain basic classroom teaching competence needed to do honourable work from the start of the career.

2. Preparing them for situations where they will need to keep on learning on their own on the basis of classroom experience.

3. Get them ready to respond decisively to demands for modernism and perfection.

Pre-service training is seen as a process by which individuals wish to enter into some type of professional work. Perron (1991), in Benabed (2015:52) considered pre-service training as "*a variety of activities and practices in which teachers are involved in order to expand their knowledge improve their skills and to evaluate and develop their professional approach*". This initial training requires the trainees to adapt the role of both learners and teachers at the same time under the name of "student teachers". Then, a well-rounded education depends on the type of teacher education that new instructors undertake in order to promote learners' critical thinking and creativity.

The role of pre-service teacher trainers is to form well-educated teachers with relevant knowledge, attitudes and competencies that enable them to perform their teaching practice in an efficient way. Caena (2014:1) affirmed that pre-service training or the so-called initial teacher education is the first step teachers follow in their professional journeys; it "*lays the foundations of a professional mindset and provides the new teacher with a basic toolbox to make meaningful learning happen in the classroom*". It also offers the opportunity to teachers to know about teaching "*within a safe and supported environment where teachers can discuss, reflect, share ideas or experiences with peers and experts*".

Most educators, if not all, search and advocate for more support in their first years of teaching, may be because they are afraid of their performance or of not being loved and understood by their school pupils. That is why it is considerably important for the trainers "*to emphasize the teaching of content in the initial preparation and the pedagogy in the practicum and the induction programmes for new teachers*". As a result, once these teachers are engaged in schools to teach, the subject matter will be taught with little, if any, emphasis on the practical applications of such knowledge.

Although this initial teacher internship remains the first supporting step for the entrant teachers, it adopts some challenges and limitations. Reimers (2003:52) mentioned a list of problems that exist in initial teacher education programmes. Among these impediments:

> "*Curricula of poor quality, too much emphasis on theory and little or none on practice, programmes that are too short, lack of attractive characteristics of the teaching profession (such as low status and low salaries) which in turn, affects who enters the profession, who stays and for how long*".
>
> <div align="right">Reimers (2003:52)</div>

Since the pre-service training, do not adequately prepare teachers for classroom responsibilities, the need for in-service teaching preparation program becomes necessary, if not obligatory.

2.2.4.1.1. Novice EFL Teacher as a Pre-Service Trainee:

A novice teacher is the one who must have an academic qualification that permits him/her to work as a newly qualified teacher, after being trained on different aspects of teaching. It is in that period, that the novice teacher moves from being a student to a teacher an important community member, who is supposed to bring change to the future generation. With no prior teaching experience, novice teachers are required to fulfil their teaching roles in a correct manner.

Yet, the first teaching experience is a challenging period for all beginner English foreign language (EFL) teachers, because of, for instance, heterogeneous classes, large number of students, and inadequate teaching materials, etc. They all witness certain amount of fear, thinking about which responsibilities and roles are to be taken and performed in teaching. A view supported by Benhalima (2013:27) who went on stating "*Sometimes beginning year of teaching is difficult experience for most new teachers*".

The Initial training helps student teachers' understand that teaching is different from what they remember from being students. For that reason, EFL teachers have to be supported by a kind of pre-service training done by professionals; otherwise, their beginning year of teaching will be more overwhelming. As Richards (1990: 15) declares, "*the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use*".

As it has already been mentioned, entrant teachers must learn about learners' styles and ways of learning, subject matter and the art of real teaching. Ozturk (2008:23) affirmed this:

> "*Beginner teacher should acquire three areas which conducted by National Academic Education (NAE). These areas of knowledge are: **knowledge of learners** and how they learn and develop within social context; understanding the **subject matter** and skills to be taught in the light of social purpose of education, and understanding **teaching** in light of the context and learner to be taught as informed assessment and supported by productive classroom environment*".
>
> Ozturk (2008:23)

However, what EFL student teachers receive as pre-service courses in their preparation can be the opposite of what they are going to find as unexpected situations in English foreign language classrooms. This is what Veenman (1984:?) affirmed in his statement: "…*because of the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life*". In the same vein, Tarone and Allwright (2005:12) added:

> "*The differences between the academic course content in language teacher preparation programs and the real conditions that novice language teachers are faced with in the language classroom appear to set up a gap that cannot be bridged by beginning teacher learners.*"
>
> Tarone and Allwright (2005:12)

Therefore, the English entrant teachers, after completing their teacher education period transit to their "*career entry years*", or what Veenman (1984:?) calls "*the period of reality shock*". The teachers being on the stage, during this transition period, may anticipate and discover things that were not found or taught in their training program, because reality is totally different from what is ideal. Initial teacher education needs to provide student teachers with the opportunity to engage in reflective discussions with experienced teachers and teacher educators. The knowledge that is necessary for expert teaching (planning and thinking before, during and after action) is embedded in the context of the classroom.

Almost all novices, in their first years of teaching, assume that all what to do is to apply the knowledge they accumulate during their preparation, and all will be well, which is far from the truth. Educators are also supposed to control their learners' behaviour, and balance lesson content and delivery, matching the content of what they are teaching to whom they are teaching, constructing and rebuilding up new knowledge and theory through participating in specific social contexts, and engaging in particular types of activities and processes.

Thus, educating pre-service English language teachers in how to build social formal relationships is still crucial, since it increases their efficacy during their first years, helps them comprehend and get control over their learners, conduct their classrooms, develop their strategies as well as their teaching techniques. At this stage, Brannan and Bleistein pointed out:

> "*Support from a mentor alone may not be sufficient to meet the needs of novice teachers; rather, the combination of support from multiple sources (such as mentors, co-workers, and family) may be needed if they are going to survive their first years*".

> Brannan and Bleistein, in Thomas (2012:437)

The first experience years for a language student teacher is generally accomplished with a mentor, defined as an experienced, and a proficient teacher who guides, helps and supports a less experienced teacher over a period of time (mostly for one (01) year), to be evaluated by the end. Rosenfeld (1969:?), sees mentors as "*established classroom teachers who volunteer to share their day with a teacher to be over the course of a semester*".

One plausible reason for selecting mentors to the English beginner teachers is to be encouraged and supported in their profession, in the sense that they are offered various means of support. The latter is identified in teaching the same classes, planning lessons together sharing teaching ideas and materials. This notion of mentoring teachers is called by Borg (1999:220), "***the practicum***" which is a distinctive part in language teacher education programs. Borg discovers the practicum as:

> "*a period of practice teaching in real classrooms…in which teacher candidates are usually supervised, i.e. they are observed while teaching and receive feedback on their performance; the practicum is also normally assessed*".
>
> Borg (1999:220)

2.2.4.2. In-Service Training:

As previously cited, the initial practicum was so insufficient that the in- service training comes into play, aiming to compensate for what is lacking. Such in-service education includes:

> "*those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively*".
>
> Reimers (2003:55)

Likewise, Alan (2003:2) considers in-service training as a complementary element to pre-service teacher education, that is, the in-service training comes to complete what the initial training begins. This what he wrote in his master of art: "*Since initial teacher*

training may not prepare novice teachers in terms of what really happens in the classroom, in-service teacher training programs are used to accomplish this task". Therefore, initial training despite of its importance, might not teach all what future teachers need, additional training courses are likely to consolidate teachers' continuous improvement during their job.

Chisthi et al (2011:152) see in-service training as those activities "*reading educational generals, participating workshops, seminars, conferences and visits to educational institutions*" that "*give the employee a sense of security and a feeling of self-confidence*", and by which s/he achieves educational change. In-service education, then, may be provided to teachers for improving the effectiveness of teaching.

Another way of understanding this concept (INSET) is through stating its four categories which were described by Greenland (1983:?). In effect, in-service education is undertaken:

- For unqualified teachers (mainly certification courses).
- To upgrade teachers.
- To prepare teachers for new roles, such as teachers educators and principals.
- Curriculum related, particularly when there are curricular changes in the system, or when teachers require some form of refresher course.

The ongoing training is a process of staff development in order to improve their performance. Malone (1984:209) described it as "*a program that is intended to strengthen the extension agents' competencies while they are on the job*". In other words, it can help English perspective teachers handle complex requirements of their work. It supplies learner teachers with much information about their practices at the level of didactical techniques on the one hand, and at the level of their relationships with their learners on the other hand especially as these relationships directly affect the learners' behaviour.

In-service training courses addressed two main objectives: improve and update teachers' first training and seek learners' success, besides teachers' professional quality enhancement. They lead teachers to:

1. Analyse, identify and exchange with each other teaching practices.
2. Develop the learners' potential competencies.
3. Complete and update initial training so as to meet new needs.
4. Establish learning atmospheres where instructors work collaboratively to improve themselves.

In-service trainers must involve trainees in selecting which topics to be discussed in their in-service teacher preparation program, Muhamad and Abdelaziz (2010:24) have already clarified this point, saying "*Teachers who attended or are currently attending in-service training courses must be given some role in determining the training topics and activities that they actually need*". In-service training courses aim to prompt teachers to speak about the "how" and the "what" of learning techniques that are put to use in the language classroom.

Additionally, in-service teacher training, or on-the job preparation program provides teachers with new updated techniques and methods of teaching for those who want to bring modernity in their work to avoid monotony, it lets them progress and change their own teaching practice when deficiency is recognized. As Alan (2003:13) argued: "*Through in-service training programs, teachers have an opportunity to be aware of the latest innovations and may be able to adapt them to their situations and their teaching*".

In-service training orients new comers to this honourable profession. It is appropriate in a sense that if little or no supervision and support is available, in-service preparation can help fill this need. New materials and methods will be experienced, opportunities will be provided to meet peers and exchange ideas, to upgrade knowledge

and, without doubt, to work with more professional teachers. Hereby, entrant teachers can seize the opportunity to exchange ideas, and learn from each other's experience, because no teacher education program can prepare teachers for all the situations they will encounter.

Attending a limited number of school sessions with other experienced teachers is a part of in-service education. Observation, here, has an important part to play in this process where in-service trainees will take into account everything or detail related to their instruction. Devos (2014:17) put it simply: "*In all subject fields of teacher education classroom observations are a significant component for the professional growth of student-teachers (ST) during teacher training*". This classroom observation allows novice teachers to grow as professionals, having the possibility to observe, analyse, and learn about classroom life.

Within the same context, Richards & Farrell (2005:94) in their saying "*the purpose of the observation is to help narrow the gap between one's imagined view of teaching and what actually occurs in the classroom*" clarifies the aim of attending some lectures with qualified instructors. The focus in observation, however, will be both on the way the skilled teachers teach and on the pupils' behaviour and their actions in the classroom as well. For example, pupils' reactions to teacher questions, the use of the target language, the use of the body language, teachers' way in error correction and in evaluating and praising the learners.

Zacharias (2012:134) believed that learning from other teachers in their classes has a great benefit on the new teachers' first year experiences. This part of training will provide the trainees with "*an opportunity to see how others deal with problems teachers face on a daily basis*". He, then added that they "*can learn effective (or new) strategies*

they themselves have not seen or tried, and reflect on their own teaching practice".
Additionally, teachers are not only asked to observe others teaching, but also to be observed by others. During their learning the art of teaching, "*trainee teachers are observed during the teaching process by mentors and university lecturers who visit them for supervision*".

Therefore, there will always be a need for in-service education, which is seen according to Alan (2003:11) "*a form of teacher development*", since pre-service training courses usually presents general theoretical knowledge, and can never give the teachers an image about what they will have as difficulties or weaknesses in their classrooms. In this regard, he said: "*Teachers may encounter problems or difficulties in their teaching contexts…teacher development help teachers to overcome those difficulties through on-the-job training*".

2.2.4.2.1. Novice EFL Teacher as an In-Service Trainee:

In-service training as it was defined previously is a training that is given to employees during the course of employment. Wide spectrums of in-service training events are in the form of sharing sessions, workshops and seminars. The latter give trainees several opportunities to question others and discuss the presented ideas. Osamwonyi (2016:85) saw seminars as "*academic forums whose major purpose centres on a reflection or discussion of problems*". Workshops and working sessions are also supportive in a sense that skilled consultant are appointed to each group of teachers in order to solve their problems that are closely related to their field

Therefore, in-service education is concerned with activities in which an instructor may take part for the purpose of upgrading his professional skills, knowledge and interest subsequent to initial training. In this case, in-service education is designed to fill the gap of

professional inadequacies of a teacher. At this level, the new teachers will be able to reflect on the knowledge they have got from their pre-service training sessions through these follow-up courses. They should also be able to try-out effectiveness and appropriateness of the proposed techniques and strategies in their own classrooms.

In-service trainee teachers are supposed to reflect upon their own experiences in the light of different theoretical views and experiment with new approaches. As opposed to pre-service teacher education, new teachers in in-service training witness cooperative teaching regardless cooperative learning. In other words, they are asked to work collaboratively within school or outside school professionals during a particular period of time. Such an activity would help them to implement systematic ways in their teaching through the use of agreed-upon rules and incentives.

Teachers in in-service training acquire knowledge, learn more other skills and develop more other attitudes through interactions both in workshop settings and in schools as well (internal or external visits). According to Gunawardhane (2011:8), in-service trainees must be taught:

1- Programmes of general pedagogy (fundamentals of education, education theory, teaching in general)
2- Teaching of the specialization area/teaching methodology.
3- Curriculum theory, school management
4- Advanced training.

As the expression of "in-service training" refers to training of teachers who are already in service, teachers must be provided with a program which deals with the problems and difficulties that educators have come across from the day that they take up their first appointment. Teacher educators as facilitators must then organize tasks and activities with their student teachers where the relationship between language curriculum

and resourceful material is analyzed. Moreover, they must also be motivators pursuing to enhance and reinforce student teachers' confidence, see appendices (N°XIII, XIV, XV,XVI, XVII).

Teachers who take part in in-service training have to be able to find out what their learning needs and concerns are so that to be tackled before they can direct their attention to other parts of the training. In-service training is best accomplished when specific learning objectives are identified on the basis of findings of a needs assessment. Consequently, they develop their individual theories of teaching by their own, identifying their classroom practices and fostering strategies for reflection and change.

2.3. Induction Period in Teaching:

When teachers finish their pre-service training and they enter into their classrooms, the very first years are mainly named as "induction period in teaching". This induction teaching is considered as a stage in a continuum of teacher development as instructors are supposed to transform their personal knowledge into shared one. It also integrates new teachers into a teaching learning community where chances for reflection are sustained and valued as well.

2.3.1. Definition of Induction in Teaching:

In this early career period, a starting teacher is in charge of and responsible for a class for the first time (even if on a partial basis). The induction period seems to be an integrated part in training, and by time it contributes to improve the novices in their profession. This was borne out by Wong (2004:42) who defined the induction period as a coherent comprehensive training and support process which ranges from 2 years to 6 years, and then ultimately becomes part of the continuous professional development which keep new teacher teaching, and improving towards increasing their experience.

A specific phase in teacher development, induction is seen as "*a period of transition from teacher education to becoming a qualified, practicing teacher*". Wong (2003:?) limited this induction period from the first days before the start of schooling to two years or more. Induction is then a long term process that provides novice instructors with a systematic structure of support that enables them to be "*efficacious, become familiar with their school and district, refine their practice, and to better understand their professional responsibilities*".

An induction period is understood as a program which train teachers on stage to be aware of and address common challenges in teaching, like the examples provided by Benhalima (2013: 8) managing classroom and getting to know systems of the school and its procedures. She went further in her definition to distinguish between what is induction program and its difference from pre-service and in-service training program. She said:

> "*Induction program distinct from pre-service programs that prepare trainees to become teachers and from in-service programs which are professional development opportunities to develop teachers' skills after they settled into their career… Induction program is called comprehensive which is a way to enhance intensity and strengthen the overall effectiveness of an induction experience*".
>
> Benhalima (2013: 8)

The induction program aids the novices to be in creative, supportive learning environment aiming at bridging the gap between the theory and the real life of practice. In other words, it is the only way that drives teachers to make a correlation between their pre-service and in-service training, especially the first year when they enter to the workplace which is the most important induction year of the profession, because the first year of teaching is somehow difficult, it was described as "*sink or saving scenario*".

Successful teacher induction is a vital investment in the future of the teaching profession and the education sector. It is primarily based on what teachers have learners in their universities besides their pre-service training and it provides them with more experience to teach confidently in any school and at any time. Holdsworth et al, (2010:5) argued that newly qualified teachers are in need of both personal and professional support during their first years of their careers. They added:

> "*Any induction system should meet new teachers' needs for three basic kinds of support: personal, social and professional. A structure based upon four interlocking sub-systems: for mentoring, expert inputs, peer support and self reflection is proposed*".

<div align="right">Holdsworth et al, (2010:7)</div>

Such support for new teachers in secondary education may include assistance with the planning of lessons and their assessment, classroom observation and meetings with their supervisors for the discussion of problems. Induction takes place directly when teachers have completed their initial teacher education program and after "*they have obtained the relevant licence or permission to teach*" what is called in Arabic "تعيين". Differently put, the term of "induction" refers to various processes by which novice teachers are inducted into teaching and is normally associated with the first years of teaching after completing a programme of initial teacher education.

Induction programs are more likely to be productive when they occur in settings where more experienced teachers are committed to supporting their new colleagues, where collaborative works and openness are fostered. With the presence of a shared language, shared practices, tools and experiences, an effective teaching performance is stimulated. Therefore induction as a highly organized form of staff development emphasizes collaboration due to the numerous positive impacts that it has on teachers, especially the novices. Wong and et al (2005:384) asserted: "*Isolation is the common thread and*

complaint among new teachers...New teachers want more than a job. They want to contribute to a group".

When novice teachers accomplish their pre-service training and start their induction period of teaching, they are likely to be observed by experienced teachers to know about different standards of teaching (class management, evaluation of tests and homeworks, preparation of exams, lessons delivery, etc), (see appendices N° XIII, XIV, XV, XVI, XVII). Trainers, as they are the most experienced teachers, have to note down all what goes on right and wrong in the class so that to make the trainees aware of their weaknesses and to remediate them.

2.3.2. Models of Induction Program:

Quality induction programs focus on improving the instructional practice of new teachers as they incorporate the opportunity to engage in ongoing learning through in-service development and participation in professional learning communities. Most induction teaching programs rely basically on three models: Basic orientation model, beginning teacher development model, and transformation induction model. Each model contains specific instructions. Here is how each model intends to serve the novice teachers:

2.3.2.1. Basic Orientation Model:

This model focuses on getting the new teachers ready to settle into their workplace and understand their responsibilities. It usually introduces teachers to general procedures, for examples issues related to classroom management the program and the system of school and other topics like holidays, reports, parents relationships and their colleagues relationships as well. This model is used as mentoring, in which "*a mentor serves as a point of contact when issues arise rather than as a role model for instructional practice*".

2.3.2.2. Beginning Teacher Development Model:

The most popular model, the Beginning Teacher Development Model, aims at helping the teachers bridge their knowledge of theory and practice. It also provides the new teachers with opportunities to reflect upon their experiences and compare their practices with the schools' teaching standards. Benhalima (2013:10) stated that this model lasts from three to five years to be realized. This model organizes teachers in cohorts through which teachers "*learn best by studying, doing, collaborating, and reflecting together with other teachers*".

2.3.2.3. Transformation Induction Model:

Going beyond mere orientation, the transformative model helps new teachers to be actively engaged in school reform efforts and that connects quality professional growth to improved student learning. It makes novice teachers recognize that they do not need only knowledge and skills but also the capability to build an appropriate teaching environment where they can perform well. In this model, teachers are expected to be more than instructors i.e. teacher leaders to promote equity as a part of a larger professional learning community. This model sees teachers as active learners and it stimulates interaction between the novice and the experienced teachers to help them offer their contributions to group and to school.

2.3.3. Mentoring: A Part of Induction Program:

Mentoring as an induction preparation program, is designed to "*offer support guidance and orientation for beginning teachers during the transition into their first teaching job*". Mentoring, then, prepares the novices for the demands of the teaching profession which is often learned on the job. Mentors, as "*established volunteer classroom teachers*", are asked to work together with their mentees in order to deepen their

understanding of teaching theories and approaches. Little (1990:?) confirmed that "*mentors can offer new teachers various means of support*". Similarly, Feiman-Nemser (2001:?) said "*mentors can offer new teachers opportunities to further educate themselves through their classroom practices*".

Mentoring is a very important component in the induction process as it is supposed to be the beginning phase of professional development. Mentoring "*provides opportunities to inductees to visit demonstration classrooms*", it is a reciprocal process in which the new teachers are supposed to visit other teachers' practice (as mentors) and being observed in their classes in return (as mentees) to provide systematic help and assistance. At this time, the induction program supports connection and interaction between new and veteran teachers. So the relation between mentoring, induction and in-service teacher training is presented in the figure below:
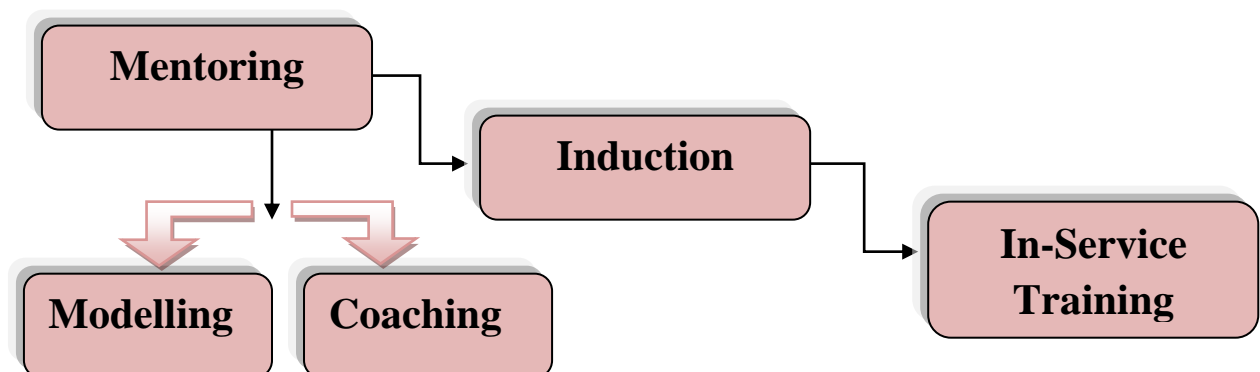
Figure 2.1: In-Service Training Models

Coaching and modelling are intertwined terms used interchangeably in education though they are different in meaning. Each one of this term takes place within mentoring which signifies that the mentor performs the role of a coach and a model at the same time. Koki (1997:3) insisted on the mentor to be both a model and a coach for their mentees. He said that the mentor must be able to serve as a model in education and that the mentoring process has to incorporate coaching as an instructional technique used in activities such as sports at the work place.

The induction program ensures that instructors have mentor support, coaching and guidance. All the instructors are expected to demonstrate a variety of applicable skills and competencies in collaboration with their mentors. When the mentoring session is over, they start negotiating the effectiveness of that lesson on pupils to adjust planning and achieve pupils' high expectations. Induction program tailored to the needs of teachers should involve a variety of tasks and build in adequate time for reflection. One positive aspect of pairing up with a mentor of a similar interest is that the material being studied will be identical to what the student teacher will be required to teach.

Mentoring is one strategy which directs both teachers and learners towards better results in their learning and teaching environments. When teaching, teachers often concentrate on what they are required to teach. After that, they turn their focus to how to reach efficient teaching process. With mentoring in place, however, the new recruited teachers can start their careers addressing both "the what" and "the how," as they rely on veterans to exchange and share best education practices and instructional knowledge. Thus, matching mentors with beginner teachers is a very relevant process that must be taken into consideration in teachers' induction period.

Beginning teachers can benefit enormously from engaging with an experienced educator in a structured way on a regular basis. Proficient mentors value the assumptions and beliefs held by the student teachers through questioning and keeping dialogue open to differences of opinion for a productive and valuable learning to take place. Mentoring process moves through three stages, mainly pre-observation, during observation and post observation. In the first phase, the student teachers note what aspects they are going to base on in their learning, they start then observing the mentor following the plan they wrote, for

example how the mentor motivates his/her pupils, the way he evaluates and tests them, deals with disruptive behaviours, the way he interacts with them, etc.

The post observation stage is, then, designed for the student teachers to talk with their mentors about what they saw during the observation and to discuss both on the strengths and weaknesses of the lesson or the material being presented. This operation raises the mentees' self-confidence as he sees that things do sometimes go wrong even with experienced teachers but they still continue to improve their own practice. The mentor, therefore, is seen as a role model for the student teacher, in their development of a self-evaluative and reflective approach to teaching.

Instructors, together with their mentors, will be able to develop certain behaviours and skills, like:

1- Associating what is learned with their own work context.

2- Analyzing and reflecting on practice.

3- Varying their instructional approaches while delivering their lessons.

4- Making their teaching explicit rather than implicit by articulating their assumptions and evaluating them against new knowledge.

By the end of the mentoring process, the mentees will be able to define clear-cut goals as well as to conduct continuous self-assessment of their practice.

Teachers will stay in teaching if the mentoring program involves teachers in learning from each other. Wong (2004:50) pointed out:

> "*Teachers remain in teaching when they belong to professional learning communities that have, at their heart, high-quality interpersonal relationships founded on trust and respect. Thus, collegial interchange not isolation must become the norm for teachers*".
>
> Wong (2004:50)

Doing so, the new teachers feel that quality in teaching is not just an individual responsibility but also a responsibility of the whole members in teaching.

2.3.3.1. Mentors' Duties and Responsibilities:

By establishing teacher mentoring programs, novice teachers are given a strong boost at the beginning of their careers, and experienced classroom teachers serving as mentors receive appreciation and incentives. The mentor has a crucial role in teacher education. Essentially, the mentor's responsibilities for a student teacher are to:

- Act as a positive role model, as it was mentioned previously.
- Assist the student teacher with an understanding of how the school's context affects practice.
- Aid the student teacher to develop in a structured way using an appropriate balance of support and challenge.
- Be familiar with the aims and expectations of the teacher education program.

It is very important to induct and give professional support to the novice instructors because many teachers are leaving the profession. The Board of Education (2000:7) insisted on that: "*Losing a well educated and talented teacher in the first year of teaching because of inadequate support and guidance is a tragic loss that can be avoided*". Mentoring, as it extends beyond induction and guidance, it makes a difference for teachers. Mentors as empathetic and flexible teachers should take part in communication active listening, models of supervision and coaching.

One of the mentors' primary responsibilities is to set up a trusting relationship with the new teacher. In other words, mentoring will be most effective if the mentors create a learning atmosphere where beginner teachers feel free and do not hesitate to take risks in their actions. A mentor teacher must know how to assess the performance of each beginner teacher without any embarrassment just because of the advantage that the ongoing

assessments have on the teachers in guiding them towards establishing, pursuing and achieving professional development goals.

The mentoring relationship can be very rewarding for both the beginning teacher and the mentors themselves. The beginning teacher, from one hand, "*is helped to make a successful transition into teaching by relying on the expertise of veterans to provide a clinical real-world training process*" and the mentors, from the other hand, are given a chance to be recognized as strong educators and leaders within their school. Mentors must facilitate the starting year of teaching to their mentees by relieving their stress, encourage them and share with them different practices and responsibilities. Mentor teachers may introduce new strategies and concepts to the new teachers so that they get acquainted to diverse practices of teaching.

Mentors' duties in coaching their learner teachers are countless. They help, guide support their developments, supply feedback and information as much as they can. Doing so the new educators do not only gain professional support, but even personal one, including self-confidence, low stress, and an increase in motivation and learning. Matheson et al (2016:9) hypothesized that teachers learn best through collaborative works. They claimed: "*New teachers become reflective thinkers and co-learners if mentoring conditions and understanding are based on principles of collaboration*".

Maphalala (2013:127) cited one of the mentors' responsibilities, he said that they must be able to discover student teacher's strengths and weaknesses and use them to promote further professional development and a feeling of accomplishment in learning the field. However, the mentors also should be knowledgeable and proficient in their specialization as well as reflective practitioners. Good and successful mentoring goes back to the quality of the mentor teachers. Achinstein (2006:126) claimed: "*mentors need*

knowledge, skills and commitment themselves and the ability to foster these in new teachers".

In short, mentors' overall responsibility is to nurture the new teachers and give them such a strong start that enables them to overcome the sink or swim experience because *"new teachers ought to emerge from their first few years of teaching feeling empowered, supported and capable in all roles of the classroom teacher*". So, mentors as experienced teachers who have completed a significant period in their service, are usually appointed to take responsibility in assisting and guiding the new teachers who "*have completed zero years of full time teaching experience at the time of employment*".

2.3.3.2. EFL Novice and Experienced Teachers:

Early years of teaching seems difficult and fighting for the two kinds of teachers; novices and experts, as they are supposed to teach effectively and learn how to teach successfully. They both pass through this step, in which they find teaching stressful, difficult needs much time investment and energy, in addition to other discouraging factors, and as a consequence, they may quit teaching. Yet, teachers through time and experience in addition to the support of colleagues they can overcome their difficulties and be brilliant and competent educators as well.

Thomas (2012: 437) saw novice teachers, as educators who come to teaching as beginners, and who have already had a previous teaching practice in workshops during the teacher education program, which usually lasts 3 years, following his view. He went on to define the novices as:

> "*Those who are sometimes called newly qualified teachers, who have completed their language teacher education program, and have commenced teaching English in an educational institution (usually within 3 years of completing their teacher education program)*".
>
> Thomas (2012: 437)

Teachers who are at the beginning of their career may hold several and different names, such as beginning teachers, novice teachers, neophyte teachers, entrant teachers and new teachers. The main distinction between the novice and experienced teachers is drawn by the Board of Education (2000:19) that considers beginning teachers as those who "*have completed zero years of fulltime teaching experience in a public or an accredited non-public school at the time of employment*" and experienced teachers as those who "*have completed at least one year of full-time successful teaching experience*".

The very first years of teaching English for a novice teacher are known as "***career entry years***" that researchers have not yet agreed on how many years they may last. According to Thomas (2012: 437), this novice period may last from one (01) year to five (05) years maximum, three (03) years seem accurate and adequate enough, as he assumed in his article:

> "*There is no full agreement as to the exact definition of when teachers cease to be novices in terms of time teaching; it can be from as little as 1 year to as many as 5 years in different research articles. I see 3 years as realistic.*"
>
> Thomas. (2012: 437)

Following preceding researchers, Johnson (1994:?) and Numrich (1996:?) found that entrant teachers do really extract some things from what their earlier teachers had, and from what they receive in their own experiences as language learners. Johnson (1994: 450) proclaimed that: "*pre-service ESL teachers' beliefs may be based largely on images from their formal language learning experiences, and in all likelihood, will represent their dominant model of action during the practicum teaching experience*".

Unlike new teachers, the skilled ones are able to motivate students and hold their attention, know how to manage their classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance student

learning. In this respect, Feiman and Nemser (2001:1026) puts it concisely "*new teachers have two jobs, they have to teach and they have to learn to teach*". In fact, what is surprising and controversial nowadays is that few, if not some experienced teachers are not found as good and competent enough as new teachers, as it was previously stated by McKay et al (2010:1):

> "*Some experienced teachers are not as receptive to professional development as are new teachers, even though they might benefit from opportunities to reflect on and enhance their knowledge and refresh their enthusiasm for teaching*".
>
> McKay et al (2010:1)

The reason behind the experienced teachers' failure is that either they did not start their job correctly right from the beginning, or that they taught effectively before they had become tired of the teaching profession. Then, EFL new teachers can attentively get control over their learners, teach much effectively, and manage their classes much wisely than the experienced ones. Another study found that "*teachers with 20 years of experience are not much more effective than those with 5 years of experience*".

Though some experienced teachers are less effective than the novices, experience always remains an important feature in teachers' professional development. Jensen et al (2012:22) asserted that "*The early experience of teachers therefore shapes their development, not only influencing their effectiveness in their initial years but their effectiveness throughout their careers*". Eggen (2002) and Harrison (2001), quoted in Alan (2003:22) differentiated the novices from the experienced instructors in terms of pedagogical factors, classroom management, and need for support.

Pedagogical aspects are referred to as ways by which experienced and novice teachers approach their lessons (moral lessons, games, jokes, humour…etc.), whereas class management lies in how teachers manage and control their classes (giving and checking

instructions, working individually, in pairs or groups, controlling the students' discipline…etc.). Jensen et al (2012:28) said that "*new teachers…reported a greater need for professional development in classroom management and more class time being lost to factors such as student disruptions*".

The need for support is another important issue. English novice teachers, in their first years of teaching, need help from their colleagues, administrators, mentors, trainers, students and their parents as well. Alan (2003.22) refers to the need of support as "*the help that novice teachers need in terms of their workload, the feedback that they receive on their teaching, and socialization in order not to feel isolated from the school community*". Isolation, inadequate support and guidance may lead to the loss of talented teachers during the early years of their teaching.

Yin and Mayall (2006:?) found that the qualified teachers managed their classrooms more effectively than less experienced ones, in the sense that, "*they took more control than did novice teachers in establishing classroom routines, monitoring group work, and were less controlling and reactive in dealing with individual student behaviour*". Similarly, Gatbonton (2008:?) found that novice English Second Language (ESL) teachers were more pre-occupied with student behaviour and reactions than with pedagogy and student outcomes.

2.3.3.3. Inspectors' Reflection on Teachers' Performance:

Inspectors are the persons who carry out an inspection which is seen as a visit to a factory or other building to view, observe and check if the rules are being followed in their proper condition. As far as education is concerned, school inspection is carried out by school inspectors not only to analyse and test teachers' performance but also to provide them with the necessary advice and support for better school development. Inspectors'

supervision on the novices is highly demanded if they want to achieve quality education and have an impact on learners' learning process. They may determine the trainees' strengths and weaknesses encourage and guide them to how to improve and realize educational goals through desirable practices.

One technique for increasing the use of effective practices is providing feedback to teachers, i.e. feedback and guidance are essential components of learning and development. In this respect, Wanzare (2002:?), mentioned in Ololube and Baldwin (2014:95) postulated: "*the lack of feedback from inspectors frustrated teachers and their efforts to improve*". Feedback, to some extent, determines the purpose of the inspectors' supervision which is to provide academic guidance in different school subjects so that newer or junior teachers will be able to improve their skills and capacities.

Teacher appraisal and feedback occurs when a teacher's work is reviewed by the school principal, an external inspector or the teacher's colleagues. This appraisal can be conducted in ways ranging from a more formal, objective approach to a more informal subjective approach (e.g. informal discussions with the teacher). Both positive and negative feedback is efficient in identifying the strengths and addressing the teachers' weaknesses in order to be professionally developed. Thus, feedback is beneficial to them as teachers since it increases their job satisfaction by reflecting their practices and learning more about why and what they do.

The student teachers may receive a surprise inspection, an inspection that occurs when the inspectors arrive unexpectedly, only the headmaster who knew he/she was coming. Such a kind of inspection is conducted when the inspector wants to know the spontaneity of teachers in their performance. Educators need to know what is expected of them and understand that the inspector is offering feedback (positive or negative) to help

them improve their teaching. Ololube (2014:92) said: "*Inadequate inspection and supervision in teacher preparation programs results in teachers' inability to demonstrate adequate knowledge and understanding of the structure*".

Ojelabi (1995:?), in Ololube and Baldwin (2014:96), cited ten different kinds of school inspection, some of which are to be mentioned. Clinical visit takes place when the inspector analyses information with the teacher during and after the visit. Creative visit is described by Ololube (2014:96) as the best type of inspection as it permits both the teacher and the inspector to work together, collaborate, elaborate, evaluate and describe each other's work. Ololube (2014:96) said: "*this visit encourages teachers in all respect*". Follow-up visit, on the contrary, allows the inspector to verify and make sure whether the teacher made use of the corrections and recommendations that he/she gave him/her during the previous visits.

Moreover, there exists another genre of inspection, named as preventive visit. In this type of visit, the supervisor beforehand anticipates problems, as such, try to assist teachers to stay away from those problems and deficiencies. Another form of inspectorial visit is that of routine visit which is regarded as "*short visit made to schools in which no formal reports are written but brief comments are made*". It aims at evaluating different features which are related to teaching, such as to evaluate the teacher's punctuality level or his/her relationship with his/her learners.

There are basically two types of inspection: external (out-of-school) supervision and school-based or internal supervision which is realized by the school principals. They aimed at monitoring and controlling teachers' performance according to what they have been asked for. Traditionally, inspection was used as an important tool to ensure efficiency and accountability in the education system however the terminology of "inspection-

inspector" has changed through time to "supervision-supervisor". Whatever the term is, instructional supervision become effective when supervisors focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally enabling them to be responsible for helping learners to be effective.

As far as Algerian context is concerned, the inspectors' responsibility is not limited only to the supervision of the teachers in the classroom activities, but they also ensure other tasks like the elaboration and design of official examinations (BAC) participation in recruitment juries as part of its discipline, supervision and correction of these examinations and contests. Inspectors, in collaboration with other partners, should contribute in the novice teachers' successful induction. The inspector- teacher relationships should be built on reciprocal respect and understanding rather than pressure and sarcasm. They attend seminars pedagogical days and half-study days when they deal with topics based on a diagnosis made by the inspector during the orientation visits.

New entrant teachers need supervision more than any other teachers, as Kutsyuruba (2003:4) declared: "*beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help*". As it is designed to help instructors improve and get better results in their work, most inspectorates of education expect from visited instructors improvement actions and better results which are related to the feedback given during the inspection visit and in the inspection report. Yet, supervision should be done by professionals who have the knowledge and skills of supervision.

2.4. The Effectiveness of Training on Teachers' Professional World:

The first support for English beginner teachers, namely training, helps teachers understand the world of education as knowledge givers, and to develop their skills repertoire as continuous learners. Teacher Effectiveness Training, or simply T.E.T, was first introduced as a training program in the United States in 1966, and in forty three (43) foreign countries, through which skills and methods have been taught to hundreds of thousands of different school teachers (elementary, middle, and secondary school teachers).

2.4.1. Empowering Teacher Trainees' Competences:

Building teacher competence is an essential part in teacher preparation programs. Competence is understood as the ability to perform defined tasks at a high level of excellence.

Competent teachers are the ones who own personal learning responsibility, have the ability to act with greater autonomy and assess their own knowledge. In order to empower and reinforce trainees' competence, teacher trainers must reflect on their trainees' deficiencies in terms of dealing with different learners, motivating them and identifying their learning difficulties.

Teacher trainers are able to listen and judge their trainees' difficulties so that to enable them to reflect upon themselves, in other words, they push them to find out their own solutions. It is trainers' responsibility to support their student teachers in expressing themselves, giving their opinions or arguments as well. As Gavriel (2011: 630) claimed, the trainees will be able to develop within a positive environment if they are given supporting and challenging tasks with adequate opportunities to meet them.

Teacher educators can also help the trainees to bridge what may be perceived as the gap between theory and practice. It can be helpful to explain that all educators work from theories and that drives the way they teach. Consequently, both trainers and trainees must engage in collaborative works during their teacher education preparation because when new teachers work alongside with their trainers, they gain confidence and expertise. This means that they educate themselves by regarding the work of others as developmental and effective for a good practice.

Teacher competence grows with practice and experience. Christodoulou (2010:11) relates and surrounds teacher competence with "*the four pillars of education*" which are identified as learning to know, to do, to live and to be. What results from this description is that teachers must have essential teaching skills that foster pupils' learning, such as having a good lesson presentation, a well-arranged classroom and a targeted assessment of pupils' works. Together with the teacher trainers, the new instructors will detect and realize their weaknesses and strengths.

Teaching autonomy and self-responsibility to new teachers is fundamental as it helps them to increase their self-confidence in being professional and brilliant future teachers because once entering the classroom, teachers are on their own, isolated from their colleagues. As a result, they might feel anxious in facing their pupils, inspector and even their colleagues. At this stage, teacher trainers' role is to support their trainees on how to stand on their feet and fight these obstacles, convincing them that there are other teachers who encounter similar problems in the classroom.

Being good models for trainee teachers is another important feature to develop their proficiency. Trainers as professional teachers can be good examples for their trainees themselves, they are supposed to treat their trainees as if they are their learners in class, i.e. they inspire, motivate them and raise their aspirations through their enthusiasm and knowledge. They are also asked to plan and deliver effective teacher education program to facilitate progression. The teacher trainees if they admire their trainers' works and behaviour they will surely imitate them in their classrooms.

Providing quality induction and support is critical to improving learner outcomes and developing the teachers' skills at the start of their career. Therefore, training takes place to "*encourage the new teachers to reflect on and take greater responsibility for their teaching as well as become more innovative in their classroom practice*". Teacher trainers are selected to provide valuable courses on how manage, implement and evaluate their works in their education settings (school).

The trainers' ultimate goal may be to aid the new teachers reduce barriers to teaching. This can be achieved through supportive leadership in their training program. They create several opportunities for beginning teachers to observe and be observed by experienced teachers (see appendices N° XIII, XIV, XV,XVI, XVII) , a chance for them to network with each other, share their experiences and develop problem-solving strategies. Yet, mentors as well must participate in their own training to learn how to meet the needs of new teachers, because if the mentors aren't trained, the teacher education program will be less effective.

The major role of the trainers is to unite all the trainees as a cohesive team to better learn from each other, share their experiences together and learn to respect each other's work. As a result, trainees will be able to finally nurture their personal abilities and achieve good teaching outcomes.

> "*We want new staff to feel wanted, valued, and respected by the way we support them through the induction process. We want them to be comfortable to take the risks of trying new things and learning from their peers and their coaches*".
>
> Wong (2003: 5)

Trainers are responsible for helping their student teachers develop certain competencies, skills and attitudes that educational society regards as vital in teaching. Legault (2001:50) suggested that competency "*should be regarded as a work-in-progress more of an ongoing process than an achievable goal*". Competency is certainly not limited to controlling trainees' works, but includes judgements that direct them towards achieving good learning/teaching outcomes. Trainers may plan considerable interventions that will encourage the trainees to compare and evaluate their knowledge at different stages.

Legault (2001:86) affirmed that the ability to "*implement and maintain an effective, harmonious group operation in the classroom, based on the learning to be acquired, is a vital competency for teachers*". The entrant teachers, then, build their abilities and form their pedagogical knowledge from the trainers, the colleagues and from the situation itself in which a teaching obstacle may come into existence. By judging trainees' works, the trainees will identify their progress and even be able to undertake the next steps confidently.

2.4.2. Collaboration:

As a first positive side of training, Burton (2015:2) affirmed that collaboration *"involves two or more individuals working together to accomplish a task or produce a product in a particular way"*. Collaboration in teaching is seen as a central element in learning how to teach. It occurs with two or more teachers who share a variety of experiences, pedagogies and instruction in an effort to improve individual student learning.

Seemingly, new teachers become more effective and fruitful if they only learn and work together to achieve common goals. Burton (2015:3) then added, *"When effective collaboration occurs, teachers' knowledge and experience are diffused and instruction is enhanced"*. In other words, learning stems from the exchange of ideas and interactions. One reason of the leave of teachers from the profession is that perhaps they did not find somebody to motivate them or to help them go beyond the limits and the obstacles.

It is through making relationships and contact with training participants that the collaboration is attained. These training participants, apart from directors and inspectors, may be either trainers, or student teachers. Student teachers do benefit from their trainers' as well as from other student teachers' experience, as Boling and White (2007: 47) suggested it: *"Pre-service teachers need the opportunity to interact and question masterful teachers to gain knowledge related to the teaching profession. Pre-service students usually don't have this opportunity until they enter their student teaching experience"*.

Student teachers may work collaboratively in sharing plans for upcoming events, and discussing what is expected from the pupils while doing the lecture. Each one can ask the other a direct and clear question, as to say for example, "what are the behaviour problems that you faced or the questions that you have been asked to answer in this

lesson?", asking even for how did they react toward this raised problem or behaviour. By planning, a surprising countless number of problems can be eliminated beforehand.

Moreover, some researchers perceive teacher efficacy as a benefit of teacher collaboration. Williams (2010:?) advocated: "*Collaboration builds self-efficacy by allowing teachers to exert competency of their professional lives*". Effective collaboration among teachers works best when it is directed by members of the professional community themselves (trainers, for example) and this what mainly makes teachers' training favorable for the new instructors.

In addition, collaboration has a significant role in helping the novices making exams or test papers will all their kinds that are may be considered as another challenge for them. It is not an easy task to realize since there are principles and standards to be taken into consideration. Such to regard the language level of their pupils, the way the exam questions will be given, for example, will it be from the easiest to the most difficult? From the direct questions to the indirect ones and to also see how to score the test, study the time you want to be allotted for the test, so on and so forth.

At this step, apprentice teachers will take advantage of the training period to working in partnership aiming at putting an end to this challenge. As Hammond et al (2013:13) reported: "*Scoring sessions typically begin with an orientation process that helps teachers learn to use standards as a reference for evaluating students' responses*". They claimed that this task will not be accomplished by only the novices themselves, they will rather be "*aided by a facilitator, teachers, working in small groups…Together, teachers examine sample student responses, referencing the scoring guide also known as a rubric for descriptions of what the completed work looks like at different levels of proficiency*".

Learning to evaluate pupils' work with a clear, objective eye also keeps new language teachers far from biases that may have about pupils' capabilities. Besides, contacting experienced teachers to partake in scoring motivates them to reinforce their practice, not only to better prepare their learners for examinations, but also to improve the teaching and learning that goes on in their classrooms. Hammond et al (2013:13) stated that "*Teachers' discussions about students' work in scoring conferences offer opportunities to learn from each other about new practices and educational processes and to validate their knowledge as competent professionals*".

One mathematician teacher was asked about his attitude towards assessing his students' work, he replied saying:

> "*At first when we were training to learn to score the mars task, I was very sceptical about the process. There were a lot of concerns among the teachers… But after going through the standardizing papers and especially after spending the full day scoring tests, it became very obvious we were focusing on what the students really knew and could explain. We all seemed to discover the same problems the students were having doing real math*".
>
> Hammond et al (2013:18)

Hence, teachers must be provided with coaching on examining and scoring pupils work focused on teaching strategies to implement the new standards.

2.4.3. Individual Teachers' Personal Characteristics:

Training does not influence only teachers' ideas and beliefs about teaching, but it also affects their personalities, such as strengthening their confidence on themselves, being able to take decisions, and avoiding unnecessary anger. Literature has previously illustrated the effectiveness of training in shaping the teachers' personality, saying "*Teacher training molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted*". The personality, in turn,

Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen.

The successful use of a teacher's personality is vital in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner, even in the absence of the spoken word (nonverbal communication), as it also lets them be good decision makers. As a result, teachers can easily get students engaged in the lesson, attract their attention and make them participate as classroom members. Arif et al (2012:162) have proclaimed that "*the personality of the teacher influences his/her association with pupils*".

Self-efficacy, for example, is another significant notion that is considered as one of the teachers' individual differences. According to Salovaara et al (2008:12), self-efficacy is "*the conviction and expectation of being able to implement tasks and plans successfully based on one's own abilities and resources*". In other words, self-efficacy is the fact of trusting one's capacities in doing a duty as right as it is supposed to be, to successfully accomplishing a task and reaching the desired goals. Moreover, it aids them measure and assess their performance in terms of success and failure.

English efficacious teachers "*will invest a lot of energy in a goal and also tackle challenges which, if successful, will significantly boost their personal development*". Conversely, teachers with low expectations of self-efficacy may not be able to fight and overcome their difficulties. As a result, feeling of failure and disappointment will be raised. Therefore, the more teachers get good experiences in teaching, the more their self-efficacy develops, as it was declared by Salovaara et al (2008:12) that "*Their expectation of self-efficacy is reinforced by further successful experiences*".

Self-esteem is probably the universal aspect of any human behaviour. It is believed that no fruitful activity can be carried out without some degree of self-esteem, self-confidence, knowledge of oneself, self-efficacy, and belief in one's own capabilities to successfully perform that activity. The following is a well-accepted definition of self-esteem given by Coopersmith (1967:4-5):

> *"By self-esteem we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses and attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy…It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour".*
>
> Coopersmith (1967:4-5)

Gee (2007:?) told that "*training is highly important in building the teachers' self-confidence and in improving the employee's performance*". Student teachers will see their trainers as models, who gives them the power and patience to keep in their professional works, as such the new teachers builds their self-confidence based on their trainers 'experience. It means that they can be as good teachers as their trainers could be though the obstacles and the difficulties they also met in their first years of teaching.

Gaining confidence in teaching is not just the concern of experienced teachers, but also of new teachers when they develop their teaching abilities, in meeting new challenges. The more confident they become, the better prepared they are to move on to the next difficulty. In addition, teachers should try not to allow personal problems to affect their teaching or feel discouraged when facing new challenges, which at first may seem unsolvable. They should enjoy themselves when teaching, treat themselves to something nice when they achieve their aims, and take a well-deserved rest when they have the opportunity to do so.

2.4.4. Impact on Pupils' Achievement:

Students' achievement is strongly believed to be determined by teachers' efficiency in teaching, that is, teachers may bring either positive or negative influences to students' work. Thereby, teachers should have a well- chosen pedagogy (quality of teaching), based on maximizing learning opportunities, and promoting learner autonomy, since "*A teacher's most important task is contributing to and enhancing the learning and achievement of his or her students*".

Moreover, training also makes EFL teachers learn how to get good learning outcomes of students, through presenting new techniques and teaching methods, as that of Competency Based Approach (CBA) that aims at instructing pupils how to use the language in authentic situations likely to be encountered outside the classroom. For instance, filling out an application form, making phone calls, giving directions, etc. In Competency Based Approach, teachers are required first to do need analysis, determine pupils' language level in performing a task or solving a problem, to be evaluated by the end on their ability.

Numerous experienced teachers have criticized former education of teachers, as it familiarizes the instructors with theoretical concepts, terms and ideas without teaching them how to put all these concepts in practice, like respect for the students' needs and wants, establishment of affective classroom climate, democracy in the classroom and so on. Therefore, training comes to afford teachers with opportunities to practice their learning of these notions, and to gives attention to what scientists call "*operational definitions*". The latter are operations, which identify what to do, and what not to do when facing an obstacle.

Take, for example, the concept of "democracy in the classroom". What is lacking is specific operations teachers can perform that would show equality in classroom. It means that teachers, here, have to listen to all the pupils' voices without any segregation, as well as to give them all freedom to learn, to participate, to say a word and to never let one pupil dominates the class. Sometimes, the classroom holds well able pupils, but because of their affective personality factors, as shyness or hesitation, they do not want to be involved in participation in order not to make mistakes and being laughed at.

One dimension of classroom management, discipline is a major component in education, without maintaining it, the teaching and the learning cannot be accomplished. Every member in education says that discipline in the classroom is important, but no one says how to maintain it. There are teachers who still rely too heavily on disciplining by means of threats, punishment, verbal shaming and blaming, and these methods simply do not work well today. It is because that today's pupils are stubborn and sometimes they become violent.

In this vein, Gordon and Burch (2003: 15) assert that "*Repressive, power-based methods usually provoke resistance, rebellion, retaliation*". They also declared that even the term "discipline" in itself came with new vocabulary items, and it is called now "*problem solving, conflict resolution, negotiating*". Thus, discipline is an art that requires knowledge, non-power methods as skill, sensitivity, and the so-called "tricks of the trade"**.** Like any art, classroom discipline is one concept that beginner educators, through training and experience, will learn how to deal with it.

In the training period, teachers will absolutely get contact and make relations with each other so that they cooperate in the success of the teaching mission. From that starting point, the new teachers will learn how to establish good relationships with their pupils who

are freed to learn only when the teacher- schoolchildren relationship is good. According to previous studies, many teachers want to have closer relationships with their pupils but, on the other hand, they are afraid to do so fearing their students would not respect them anymore and they would lose control over them.

However, this situation will not occur if the teachers make a balance between their affective emotions (compassion and mercifulness) and their professional work. In other words, teachers can be more caring and helpful to their pupils in understanding their individual differences, personality traits, learning hindrances, but not closer when it comes to their duties, i.e. what they are asked to do, as home works, projects, tests, exams, etc.

Additionally, when EFL trainee teachers learn how to demonstrate through their words an inner feeling of acceptance toward a student, they are in possession of a tool that can produce some startling effects. To accept another "as he is", is truly an act of love, and this is probably the most effective way to avoid misunderstanding and discipline problems. Gordon and Burch (2003: 56) illustrated this perception by the words of a thirteen-year old girl who was just starting to rebel against adult standards:

> "*They tell me so often how bad I am and how stupid my ideas are and how I can't be trusted that I just do more things they don't like. If they already think I am bad and stupid, I might as well go ahead and do all these things anyway*".
>
> Gordon and Burch (2003: 56)

Then, when a child is told often enough how bad he is, he will most certainly become bad. It is through this way of behaviour with the students that the teachers inhibit their learners' abilities and capacities in performing a task or achieving success. Only through formal training and experience do effective teachers acquire some specific communication skills, because talk can cure, as it can also be destructive.

On the contrary, giving positive evaluations to the pupils, praising and rewarding them from time to time will surely promote their learning. Student teachers are supposed to be taught how to develop active listening in the classroom, so as to make pupils feel their ideas and efforts are respected, understood and accepted. Active listening or feedback puts the pupils in the frame of mind of being willing to listen to their teachers and lets them be in perfect harmony as well. Thus, teachers are sometimes obliged to use "**carrot and stick method**", like Cambridge Dictionary defines it "*a system in which one is rewarded for some actions and threatened with punishment for others*".

The most obvious outcome of teaching a foreign language class is an improvement on learners' attitude towards the target language. Giving chances for pupils to talk makes them realize how much they know about the subject and that they can talk in the target language. This feeling of enjoyment and achievement is vital for them to develop self-confidence and self-esteem. Therefore, to nurture and maintain learners' confidence, teachers should be taught how to provide a safe learning environment in which pupils know that they are respected despite their individual differences and language proficiency.

2.4.5. Professional Development:

"*The concept of teacher development is quite new in Algeria*". This professional development, which refers to the improvement of the skills needed at work. Within the teaching profession, teacher development is viewed as "*the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically*". Nonetheless, it is perceived as a long-term process, because one cannot reach the top without learning over time, adding new experiences and new information to the prior knowledge.

Professional development can be first achieved through changing the already existing beliefs about teaching and learning. Student teachers, in their career entry years, may come for example, with the belief of success is based on transmitting knowledge, and information in a way that makes sense to students. However, this is no more the case, since "*Teachers were no longer seen as mere transmitters of knowledge, but as active agents in the act of teaching*". In other words, teachers must pay attention not only to their knowledge transmission, but also to their students' capacity of perceiving that knowledge, regarding their psychological affects, individual differences…etc.

In addition, a self-lifelong learning aids the instructors to keep their minds fresh, and stay up-to-date in all what concerns teaching and learning processes. Teachers are supposed to be continuous learners, and follow what is called "*self-training*". They can be creative and developed teachers if they only read academic journals, attending conferences, and other professional projects. Brown (1994:425) claims that "*one of the most interesting things about teaching is that you never stop learning*".

Taha (2013:64) proposes different movements that teachers can take part in for the purpose of enhancing their professional knowledge, skills and attitudes. These movements are numerous, out of the set, there are "*reflective mentoring, interactive professionalism, distance learning, self-directness, action research and teacher as a researcher*". As a consequence English instructors, apart from developing their instructional practice, they are able to affect their students' learning outcomes positively, if they only keep doing researches.

Seemingly, the lifelong learning process will not be fruitful if the teachers do not reflect on their practice. They are rather asked to put what they are learning at work, analyse, evaluate, recognize their weakness to remedy and find solutions to their problems. Salovaara et al (2008:10) pointed out that:

> "*Lifelong learning is a very complex process: the learner has to set himself relevant and realistic goals, seek out and select opportunities and offerings. He may have to contact institutions, teachers or trainers, has to cope successfully with the learning process, maintain his motivation overcome difficulties and obstacles etc....Without basic skills and appropriate resources, organising and implementing all these processes is very difficult or even impossible*".
>
> <div align="right">Salovaara et al (2008:10)</div>

Moreover, the training sessions and the first years of teaching induce and stimulate EFL novice teachers to become reflective ones. A teacher's existing framework of beliefs influenced by received knowledge and experiential knowledge, are followed by practice and reflection, resulting in professional competence. House (2001:34) claimed that "*novice teachers in pre-service teacher preparation courses are often encouraged to first engage in the moment reflection during lessons i.e. taking the pulse of the classroom: are the students engaged? Are they completing the tasks successfully?*"

English trainee teachers in reflecting their practice can use several and diverse tools such as connecting past learning experiences and observations with present ones, lesson reports, action research. In-service teachers, for example, may keep journals of their teaching experience, documenting their thoughts or reactions to how a particular lesson went. Following these suggested phases, and through time and experience, EFL student teachers will gradually reach their professional progress.

There are mainly five stages in teacher development process: the novice, advanced beginner, competent, proficient and the expert. The novice stage is concerned with all student teachers and first year that have just been recruited in their job. Smith (2001:?)

said that the novice teacher at this stage may follow some rules, instructions and guidelines for designing a syllabus, delivering a lecture, leading a discussion and providing feedback. Teachers who taught for two or three years are to be called advanced beginner teachers. Competent teachers however, are those who taught three or four years. In this stage teachers "*become able to set priorities and plan in deciding their goals, and choose sensible means for achieving those goals*".

At the proficiency stage, teachers will find themselves thinking systematically and analytically about what to do. Taught more than five years proficient instructors intuitively identify a problem then consciously analyse options to remedy it. Teachers in their last stage expertise, reach seven years of teaching experience. It is the time when high levels of performance occur, teachers will act flexibly, effortlessly, and without conscious they choose what they can do when problems arise. They use deliberative and analytic ways to hold those problems and effectively reflect and learn from their modest experience.

2.4.6. Reducing the Teacher Drop-out Rate:

Lack of support offered to new teachers may lead to drop-out of work. New entrant teachers can leave the profession if they receive no help from their colleagues and trainers. The primary goal that the inductors insist on is that they prevent the newly educated teachers from leaving the teaching profession after only a few years. Kearney (2011:2) went to say that teacher education is one way to lower the teacher turnover. He stated: "*involvement in an induction program reduces the probability of teachers leaving the school or the profession by up to 20%*".

Teacher drop-out signifies teacher turnover which means the fact of leaving a workforce and to be replaced by other employees. Karsenti and Collin (2013:141) considered drop-out among young teachers as a voluntary, a precocious departure and an

early quitting time from the teaching profession. He added that veteran teachers with less than seven years experience are the ones who are most likely to quit their job. There exist several factors that underlie teacher drop-out, like management of difficult classrooms, low salaries, control over disruptive learners, unsatisfactory working conditions, inappropriate teaching subjects, in addition to what Karsenti and Collin (2013:142) mentioned "*failed relations with educational and social actors*".

The new teachers, then, who experience unsuccessful relationships with either their colleagues or trainers, leave their profession prematurely. The expansion of this departure depends on the training teachers have received, the level of responsibility they experience and the support they are given. Stokking et al (2003:331) claimed: "*it may be that during training, teachers receive insufficient preparation and that many leave the profession as a result of the inevitable shock that occurs from entering practice*". Beginning practitioners become highly motivated to quit their profession if they find difficulties to cope with their real classrooms.

New teachers should possess a greater tendency to remain in the teaching profession that can be achieved through an effective training program. The latter allows the educators to have better classroom organization and management skills, more sophisticated instruction strategies, more effective planning, greater self-confidence, more positive attitudes towards being a teacher and more contact with other teachers. Voluntary Service Overseas (VSO), voluntary people who work together to share skills and knowledge in Mozambique declared (2011:12): "*lack of training opportunities lead to teacher resignations*".

Therefore, the lack of teacher education and the inadequate professional support are viewed as the primary motives for teacher turnover and thus the failure of quality education. New teachers, specifically, prefer not to stay in a school where they are marginalized and isolated from their colleagues and their presence is ignored while decision making. For this reason, they need social relationships and assistance beyond the safe and resourceful teaching environment. They lack experience and they rely heavily on knowledge and skills they acquired in their teacher preparation programs.

Hassan (2013:29) cited some issues which drive the educators to be social with more experienced teachers, like learning from them how to manage overcrowded classes deal with overwhelming schedules, plan lessons and evaluate the classroom activities. He said: "*it is very hard to retain teachers in such frustrating and stressful conditions, particularly with no or lack of organizational and professional support*". He carried on to hypothesize that novice teachers will either quit their job altogether or try to transfer to other schools if they do not get help and autonomy to practice their knowledge.

Hassan (2013:32) along the same line confirmed that beginning teachers who receive help during their first years of teaching would more likely to stay in their work for longer. Professional support is very crucial for novice teachers as it aids them to easily shift and transit from being a teacher learner to a professional. He pointed out that the novices feel more confident and motivated to carry on teaching if "*senior teachers welcome them to their culture and help them adjust to the environment*". Johnson (1990:?), quoted in Hassan (2013:32) raises the same concern. He said: "*Such an environment not only helps novices to get acquainted with their working environment but also convince them to stay in the profession*".

Therefore, one of the benefits of teacher education among others is to decrease turnover rates especially for newly entrant teachers. It has a key role in minimizing the rate of teacher attrition and in improving teacher retention as well. Little (1990:297) argued that mentoring programs provides assistance and help which in turn "*mediates the difficulties of the first years of teaching*". Alongside Little (1990:297), Hassan (2013:89) insisted on the presence of teacher training in order to keep teachers far from being failed in their profession and to enable them deliver quality education. He asserted that teacher training capacity, both pre- and in-service needs to be increased.

2.5. Balance between Training and Teaching:

The quality of education depends on the ability and the competence of a teacher. It means that if a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. It is for this reason that the Ministry of National Education designed a training program for the teachers to assume their responsibilities in delivering not only information, but also modelling good behaviours attitudes and spreading moral values to pupils who wish to be good members in society. As Manuela et al (2008:3) put it: "*education at all levels is supposed to prepare individuals for life in a democratic society*".

Education and training are two different terms, yet they are intertwined. Training, as it is seen by Waters (2005:210), contributes in equipping teachers with practical classroom-based skills, whereas education, on the other hand, is viewed as background theories. In other words, education where learning is set comes in the first stage in which teachers get a theoretical view about teaching, and training as a second stage to perform the receptive knowledge (theories).

According to Feiman-Nemser (2001: 25), the process of learning to teach (training) aids the instructors to bridge the gap of teaching and move beyond its notions as the "delivery of information", and begin to critically reflect on, and seek to actively develop stronger links between their teaching and their own learning to teach. In other words, teacher training further improves teachers' professional and personal knowledge that shape their performance in their classroom. Simply put, teacher training, or what Maynard and Furlong (1993:29) considered as "mentoring", nurtures the teachers' knowledge.

Freemen (1996:75) in his book 'Teacher Learning in Language Teaching', said that teacher education courses should help student teachers "*to be in more control of their professional development and provide them with the opportunity to approach the profession from a much broader perspective than as merely a method*". It is there when a more skilled teacher serve as a role model, teaches, counsels, encourages, sponsors and befriends a less experienced teacher in order to promote the latter's professional and personal development.

Many factors are responsible for shaping the quality of teaching. Among which are academic qualifications, knowledge of the subject matter, competence and skills of teaching etc. Teacher training being an integral part in education system form teachers to get adequate competencies and skills needed for their teaching practice. Teacher training, as it was explained by Jumani et al (2011:151): "*enables teachers to reflect critically on their practice and approach new knowledge and beliefs about content, pedagogy, and learners*".

Training is helpful for teachers so that they might, in turn, improve the learning of pupils. Training teachers is more likely to lead to diversity in practice at all levels of instruction. A teacher can easily become an educational leader; can create positive change in the classroom and in the lives of his/her pupils and can shape the environment, or even the future of the country. Contemporary teacher must be an expert on the subject and conveys his innovations and changes that occur in his profession, to choose forms, tools, methods and techniques adequate in a given hour lesson, but also to be a good example to his learners.

While teaching means to impart knowledge of a specific subject, training is to make teachers prepared for this skill or ready to perform such a task. Yet, teaching and training are two terms used interchangeably in the field of education. Training itself encompasses teaching i.e. trainers are all teachers but not all teachers are trainers. Orakwo (1994:?) proclaimed: "*there is indeed an intimate connection between teaching and learning. Learning to teach and teaching to learn are simultaneous activities for student teachers as well as for reflective practitioners who seek to improve themselves*".

The first and foremost purpose of education is to educate and give everyone equal opportunity as a means to succeed in life. It is one way of enlightening the thought of an individual and making them better future workers and professionals in society. New teachers in their first years of teaching seem unable to take this mission in charge until they undertake a particular internship because "*When they first enter the classroom, they do not possess all the knowledge and skills they will need to become highly effective. With experience, practice assistance and training however, novices can learn and improve to become better teachers*".

Instructors must possess the ability to convey ideas clearly and convincingly, to create effective learning environments, to foster productive teacher-pupil relations, to be creative and enthusiastic, and to work effectively with colleagues. Given the complexities of teaching and the challenges facing teachers in today's society, the teacher training is a demanding activity nowadays since it is seen as the launching-point for the continuing professional improvement of teachers. Therefore, teachers especially the beginners should not limit themselves and their learning only in their classrooms, because practice in classrooms is not enough for them to develop as social professionals.

2.6. Conclusion:

This chapter could present trainers' roles towards their student teachers during their teacher education and explain what makes the teacher training program effective for the novices by highlighting its relationship with teaching and extending its several positive impacts, among which is the combination of theoretical knowledge (learning to teach) and experiential knowledge (practice in classrooms). Teacher education, then, can only be successful if it targets the trainees' both personal and professional needs. Being newly qualified teacher is not such an easy task to perform especially in the first years of work. This demands a beneficial training program to be designed and delivered. With different purposes pre-service and in-service teacher education play a key role in getting teachers ready for delivering effective education to the new generations.

Chapter Three:

Data Analysis and Discussion

3.1. Introduction:

Informed by the theoritical framework presented in the previous chapter, this section covers the analytical side of the research, in which the researcher intended to analyse the collected data about how new EFL teachers conduct and see their professional training in their first year of teaching. The data collection that combines both qualitative and quantitative research methods stands as an attempt to either confirm or disconfirm the stated hypotheses. There is a variety of research instruments, among them, are two questionnaires, two unstructured observations and an interview. The investigator, then, has employed all these triangle tools to both gather information and get reliable results from the selected respondents. The findings presented in this chapter demonstrate the potential for merging theory and practice.

3.2. Data Analysis and Results:

The present research is about eliciting new teachers' opinion about the effect of training on their first teaching experience, since they are the major variable of this study. The data collection procedure of this research took place in the following chronological order. First, a pre-service training observation was conducted to get a general overview about this professional training. In order to go deeply inside the research, the researcher investigated a pre-service training questionnaire (see appendix N°XIX) for the novice EFL teachers, as they were pre-service trainees.

Before ending with an interview with two former Institute of Technology and Education teacher trainers (ITE), the researcher followed an in-service training observation and an in-service questionnaire (see appendix N°XXI) to identify whether the teacher trainees reached what they have lacked in the initial training phase or they were still in the

same rate. Once these research tools were administered, the investigator attempted to suggest some remedial measures and solutions to novice teachers in case they did not reach their objectives and meet their needs.

3.2.1. Pre-service Training Observation:

Observing the new English foreign language (EFL) teachers in their pre-service training was very useful in understanding the way they carried out their initial instruction. The Pre-service training observation was divided into two parts; one for the theoretical part and the second for the practical one (workshops). Descriptive note taking accompanied the observer, to be interpreted and analysed in a way that makes others draw a comparison between the findings of observation and the respondents' answers of the designed questionnaire.

The pre-service training observation took place in Boukhari Secondary School, where the English student teachers fulfilled their initial internship. Ninety-five (95) newly recruited teachers were studying in an amphitheatre, they were of different disciplines as it is shown in the table:

Subject Matters	Number of Teachers
Physics	10
Mathematics	14
Biology (natural science)	11
Islamic sciences	06
Philosophy	05
Economics	07
Arabic	09
English	12
History	07
German	03
Spanish	03
Sport	08
Total	95

Table 3.1: The Number of the Trainee Teachers at Boukhari Secondary School

The trainees started their pre-service training in the mid of July for a period of fifteen (15) days. The first week was during the last days of the Holy Ramadan and the second was after the feast (l'Aid El-fitr). Inevitably, there was a time planning to be followed in these 15 days, which was divided into theoretical lectures and workshops as well. The former last for three (03) hours, they commence at half past eight to be finished at ten o'clock (from 8:30 to 10 am). During this hour and a half, the trainers provide their veteran teachers with different topics that are related to their fields (teaching), this truly raises discussions and opens debates between them. The observer, here, could attentively

notice that though there were interesting topics to discuss, few trainees did not show any interest, they seemed passive learners.

At ten (10 am), both trainees and trainers took fifteen to thirteen minutes break. Then, student teachers came back to their academic lectures directly after the short break, before getting in workshop lectures at midday. The latter were accomplished in one hour, from midday until one o'clock (12 pm to 13 pm). Here, the directorate of education with the agreement of Boukhari Secondary School headmaster have decided to separate 95 student teachers into five groups, each one consists of approximately 19 teachers. Respectively, each workshop welcomed a group that two mentors will be responsible of, scientific subject groups from one side, and literary subject groups from the other side.

In the second part of the observation, the investigator was interested to attend sessions with literary student teachers, exactly that of the foreign languages. The trainers and trainees in workshops were trying to develop and broaden each didactic issue raised in their academic lecture. The afternoon session was completed in a form of questions and answers and those who had any other information to add, were welcomed. While presenting their lectures, the trainers were providing their student teachers with concrete and real examples from their experience, which the observer saw as a motivational and beneficial item that will indirectly influence their views on the teaching process within the Competency-based Approach. At the end, two trainees were randomly chosen to write a review or a summary of all what they have studied and discussed.

3.2.2. Pre-service Training Questionnaire:

The survey, typically in a form of a questionnaire, is one of the most used data collection instruments, which is a set of questions that permits the researcher to gather information from a large group of contributors within a short period of time and with less

energy. For the sake of reliability, the enclosed questionnaire was distributed as an extra research tool. The pre-service training questionnaire (see appendix N°XIX) consists of ten different questions under which sub-questions exist; all are arranged in a logical way. They are either closed questions requiring from the teachers to choose "yes" or "no" answers, open-ended, open questions in addition to multiple choice questions that demand from the teachers to choose the appropriate answer from a number of choices.

This questionnaire was administered to twelve (12) new English language teachers at Boukhari secondary school, one (01) male and eleven (11) females. The selection of such sample was based on the consideration that these teachers were treated as trainees since they succeeded at the teaching contest, therefore, these kind of teachers will benefit us more than other ones as they are preparing themselves to be involved in a new experience which is teaching English for adult learners. For this purpose, the primary objective that the data collector set was to perceive:

- The teachers' motivation towards teaching English at the secondary school.
- The teachers 'view about the pre-service professional training as they were meant to be trainees and novice instructors.
- To which extent that training was helpful and beneficial for them.

   To achieve all these three aims, the researcher intended to analyse each question separately.

Question 1: Do you see yourself motivated enough to teach English?

The first yes/ no question asked the trainees to tick on the suitable answer that shows either their fear or interest towards teaching English as a foreign language to secondary school pupils. The following table indicates clearly the percentage of each gender in answering that question.

Possibilities	Males		Females	
Yes	1	100%	11	100%
No	0	0%	0	0%
Total	1	100%	11	100%

Table 3.2: Percentages of Trainees' Motivation Towards Teaching English

Observing the table above, all the twelve trainees declared that they were driven by a strong will to teach English since motivation is the first factor of success. Happily, this will let them do their jobs in a good way.
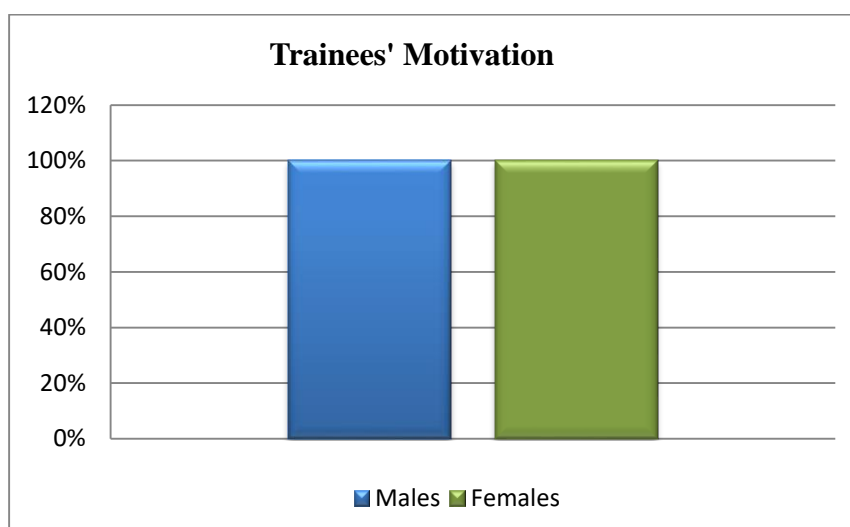
Figure 3.1: Trainees' Motivation Towards Teaching English

One hundred percent (100%) of both male' and females' respondents saw themselves ambitious, and interested in making secondary school pupils learn English as much as they can.

- **If not, why?**

This open question aimed at discovering why the English teachers were not excited to teach English since they want to be instructors. However, it was not countered by the whole sample, as the teachers were all encouraged to be in class, giving and taking information from their learners.

Question 2: Was your pre-service training beneficial?

The researcher designed the second yes/no question to find whether the pre-service training was well organized, with well-defined objectives or it was working on without any plans beforehand.

Possibilities	Males		Females	
Yes	1	100%	11	100%
No	0	0%	0	0%
Total	**1**	**100%**	**11**	**100%**

Table 3.3: Percentages of Trainees' Points of View about Their Training

The table reports that all the participants appreciate their first step of their internship. The only male and the eleven females ticked on the "yes" column.
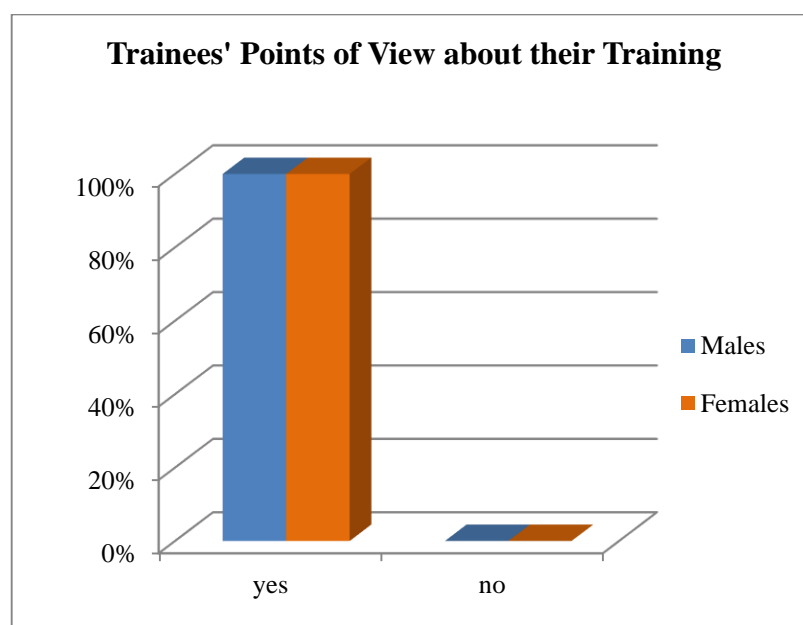
Figure 3.2: Trainees' Points of View about Their Training

Following the above bar graph, (100%) of male and female trainees agreed on the success and the usefulness of their pre-service training. This proves to the examiner that their training was certainly well structured with clear objectives.

- **If yes, how much?**

This multiple-choice question was given to figure out how much beneficial the training was. The coming pie charts clarified the participants' answer.

Possibilities	Males		Females	
Little	1	100%	10	91%
Great deal	0	0%	1	9%
Total	**1**	**100%**	**11**	**100%**

Table 3.4: Percentages of How Much Beneficial the Pre-Service Training Was

The male apprentice, it means (100%) assumed that the training had not much benefit on him. Nevertheless, according to females apprentice, one of them said that it was truly helpful in her new profession, and the ten others (10) said that it was little beneficial.
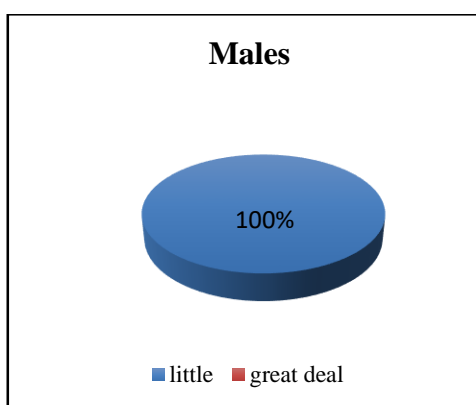
Figure 3.3: Training Benefits on Males
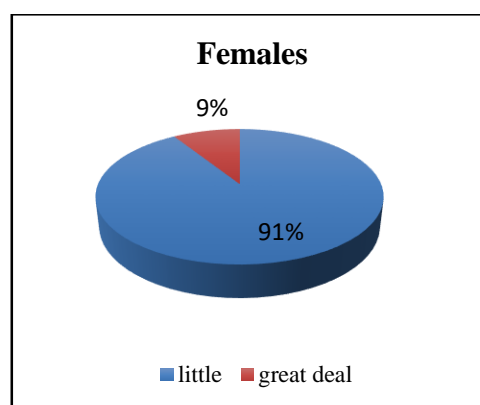
Figure 3.4: Training Benefits on Females

(100%) of male population did not agree with the trainees who saw the training's helpfulness in their job. In the females', the majority (91%) agreed with the male population and (9%) of them disagreed.

- **If not, why?**

The investigator proposes this second sub-under question to an exceptional member of the EFL teachers, the ones who said that the training did not provide them with relevant courses. Yet, no EFL teacher trainee answered that question, since the whole participants claimed that the pre-service training was valuable to some extent.

Question 3: Are you satisfied of your pre-service training courses?

The third question has a strong relation with the one before. It justifies the answers given to the previous question, as it further explores whether the training classes were of assistance or not.

Possibilities	Males		Females	
Yes	0	0%	7	64%
No	1	100%	4	36%
Total	**1**	**100%**	**11**	**100%**

Table 3.5: Trainees' Satisfaction Concerning Their Pre-Service Training Courses

The table shows that the EFL male teacher is not satisfied as he answered previously that the training was little beneficial. It did not fulfil his expectations in the act of giving courses. However, seven (07) EFL female teachers were happy of what the training provides to them, including its courses. Four (04) of them were unhappy in comparison to their friends.
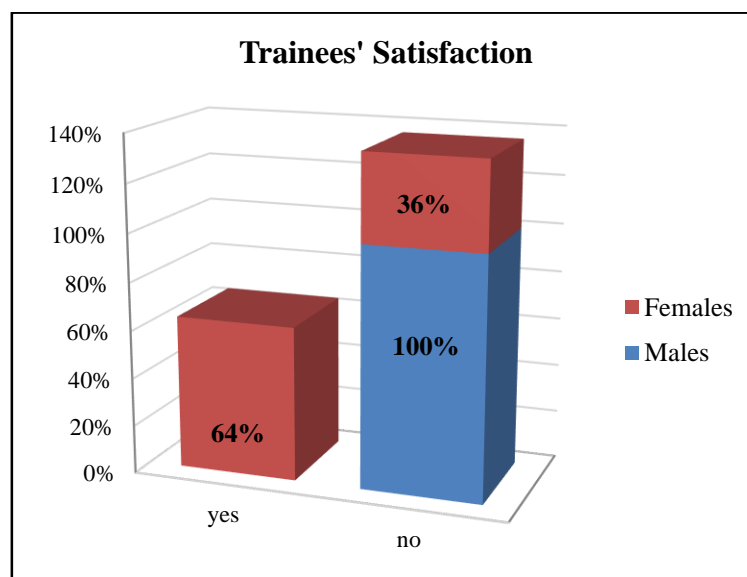
Figure 3.5: Trainees' Satisfaction

While the male reached (100%) of his discontent concerning the lectures of training, (64%) of the females liked what their trainers provided them with information related to their teaching field.

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Question 4: How do you evaluate your trainers?

Trainees, as they were learning about what teaching concludes could see the difference between their trainers and their former teachers in forming them on how to be a teacher. Then, what do the trainees think of their trainers?

Answers	Males		Females	
Qualified trainers	0	0%	4	9.09%
Not specialized trainers	1	100%	1	9.09%
Theoretical trainers	0	0%	1	36.36%
Less able trainers	0	0%	3	27.27%
Less objective	0	0%	1	9.09%
void	0	0%	1	9.09%
Total	1	100%	11	100%

Table 3.6: Percentages of Trainees' Opinion About Their Trainers

The results obtained from the only open-ended question shows that 100% of males saw their mentors as not specialized teachers, they teach other subject matters instead of English. Females in comparison to males, 36.36% perceived their trainers as skilled instructors only when dealing with theory while 27.27% of them thought they are less able since they gave them irrelevant courses.
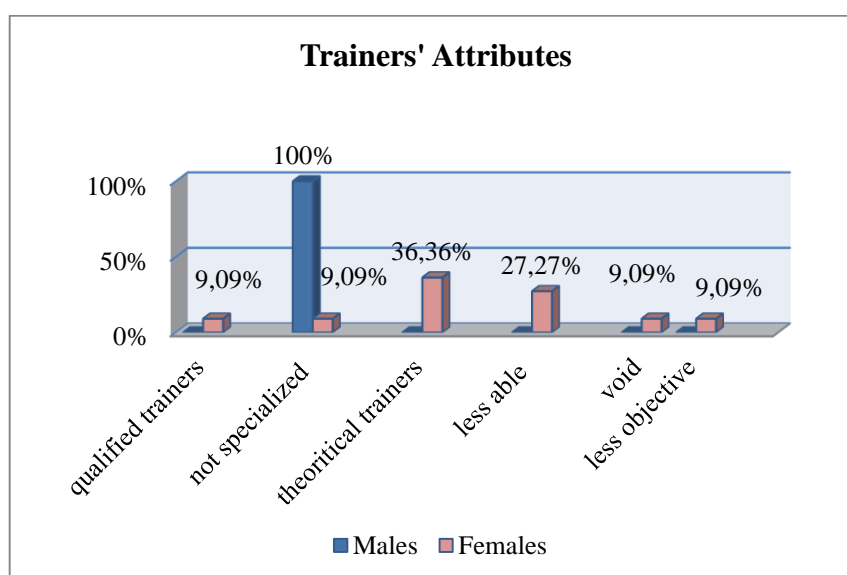
Figure 3.6: Trainers' Attributes

It appears from the bar graphs that most of female population agreed on trainers are less able but qualified only in theoretical knowledge. The other features witnessed the same percentage, 9.09% works for not specialized, less objective teachers. One teacher did not answer on that question.

Question 5: Did you find what you were searching for?

Teachers as they are supposed to be continuous learners, always look for something new to update their knowledge and information. As a result, this inquiry was set to know if the trainees were looking for something in their training, and if they have reached their goals. The table 3.7 will reveal the answers of that yes/ no question.

Possibilities	Males		Females	
Yes	0	0%	6	55%
No	1	100%	5	45%
Total	1	100%	11	100%

Table 3.7: Percentages of Trainees' Goals Achievement

100% of males did not find what they were missing in their training as opposed to females, who some of them (55%) did and some others (45%) were unpleased because of the lack of information about English language teaching and learning that they have found.
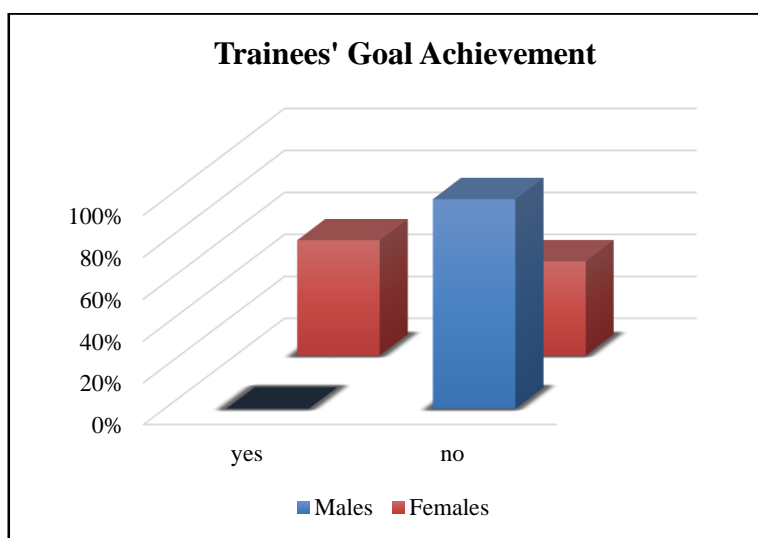
Figure 3.7: Trainees' Goal Achievement

As shown in the figure 3.7, (55%) of the questioned novice female teachers reported that they did find what they were looking for; it means that the lecturers have

fulfilled their expectations whereas the rest of them (45%) as well as (100%) of males said

the opposite.

- **If yes, give example:**

This question was posed to identify the trainees' objectives in their training, surely,

for those who replied by "yes",

and they were only females. They did not come to be trained without planning to

reach an aim.

Answers	Females	
School legislation	2	18.18%
Course design and daily copybooks preparation	2	18.18%
Classroom management	2	18.18%
Selection of teaching materials	2	18.18%
Pupils' treatment	1	9.09%
Teaching strategies	1	9.09%
Learning styles	1	9.09%
Total	**11**	**100%**

Table 3.8: Percentages of Females in Goals Achievement Examples

The table 3.8 above clarifies the percentages of female trainees in goals

achievement examples, which witnessed the same percentage. 18.18% goes for those who

were searching to know about school legislation, course design and daily copybooks

preparation, Classroom management, and selection of teaching materials. 09.09% lies on

those who studied about learners' treatment, teaching strategies in addition to learning

styles as well.
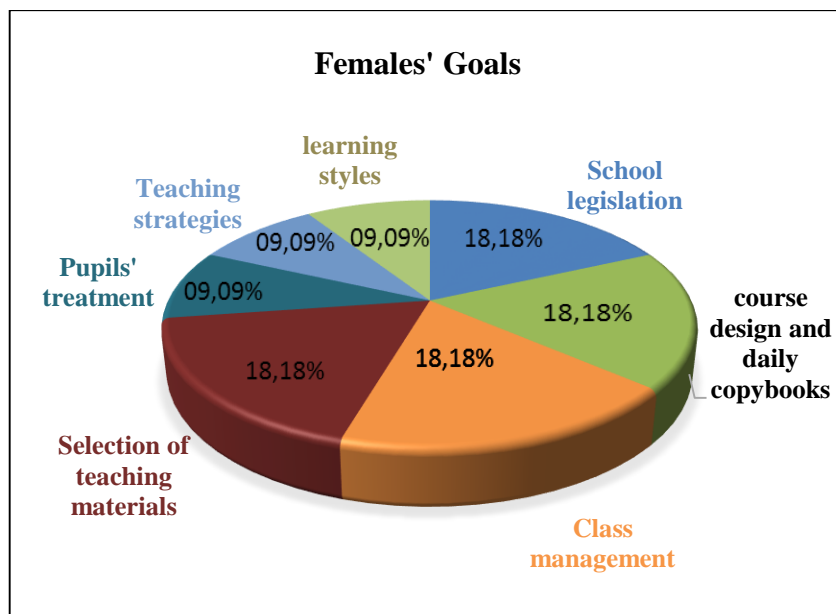
Figure 3.8: Females' Goals

It seems from the above pie chart that female trainees were emphasizing on having adequate information about school legislation (18.18%), i.e. to know what the laws of the schools are, including the rights and duties of both teachers and pupils. The same percentage goes for those who aimed at knowing how to manage their class, select expedient teaching materials and to prepare their daily lessons.

Question 6: Did you appreciate the exchanges of ideas between trainers and trainees, and between trainees themselves?

Providing that the training is beneficial in terms of ideas and opinions exchanges, the purpose of this question will see whether this assumption was applicable in this pre-service training or not. What follows is an illustration of trainees' answers to that query.

Possibilities	Males		Females	
Yes	1	100%	11	100%
No	0	0%	0	0%
Total	1	100%	11	100%

Table 3.9: Trainees' Estimation of the Interchange between the Training Members

All the surveyed EFL teachers have appreciated the act of giving and taking information while the trainers were on stage. This affirmed that the pre-service training

helps novice teachers to get out from their dilemmas by asking questions and adding extra information to benefit from each other.
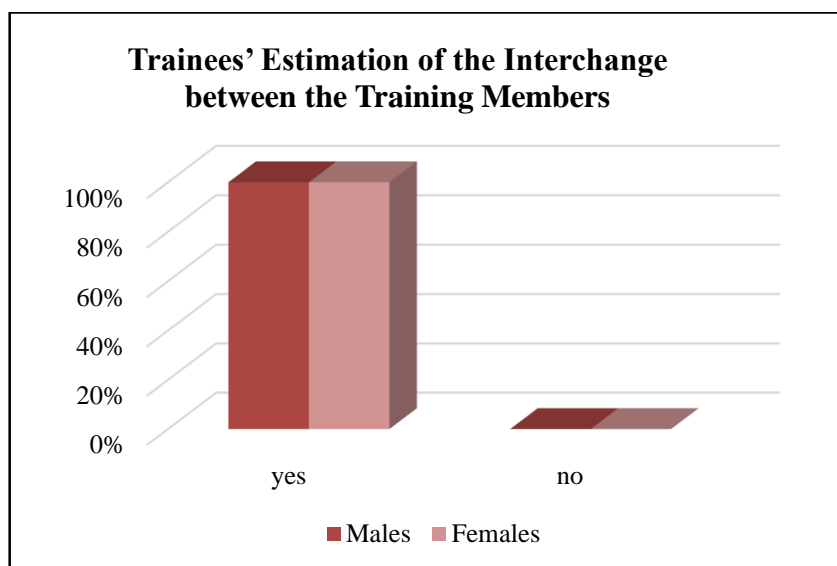
Figure 3.9: Trainees' Estimation of the Interchange between the Training Members

The ninth figure clearly indicates that the whole sample estimate the mutuality of skills and knowledge between the training members. This proves to the researcher that the trainers were creating some debateful issues and relevant discussions between them and their trainees.

Question7: Does the training planning suit you?

The seventh question aimed at finding whether the training timetable was well managed regarding the trainees' free time.

Possibilities	Males		Females	
Yes	1	100%	9	82%
No	0	0%	2	18%
Total	**1**	**100%**	**11**	**100%**

Table 3.10: Trainees' Appreciation of the Training Schedule

Out of eleven (11) female student teachers, nine (09) claimed that the training plan helps them to be present, that is they were free to come and study at the scheduled hours. Only two (02) of them were not happy since they were busy with other affairs.

The above bar graphs demonstrates that 100% of males agreed on the timetable of their training lectures, and nearly all females (82%) do so as well. 18% of female trainees were forced to come and study though they refused the planned schedule.

Question 8: How was your pre-service training environment?

With this multiple-choice question, the researcher expects getting a clue on the environment in which the training courses were set, as he/ she has already asked the trainees or the students teachers about the benefits of training and its courses as well as its time planning.

Possibilities	Males		Females	
Comfortable	0	0%	3	27%
Less comfortable	1	100%	6	55%
Uncomfortable	0	0%	2	18%
Total	1	100%	11	100%

Table 3.11: Features of the Pre-Service Training Environment

The table 3.11 indicates that all the male population was less comfortable in their professional training so were the majority of female student teachers. The coming pie chart illustrates these findings.
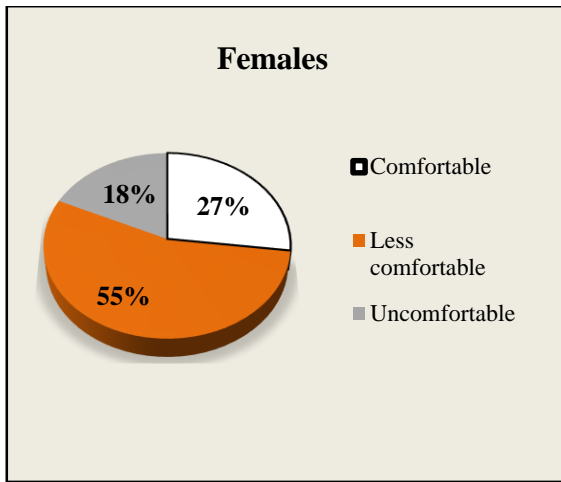
Figure 3.11: Females' Opinion about the Training Training Setting
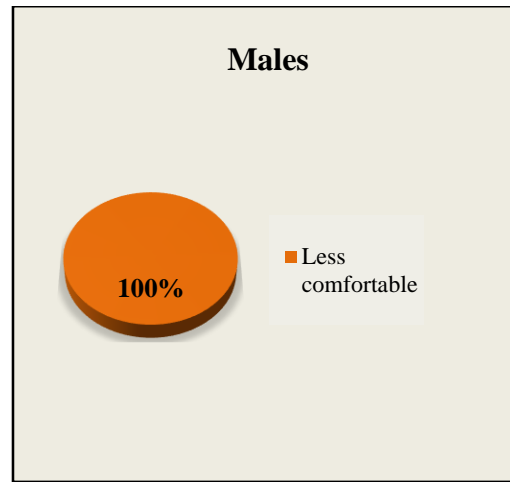
Figure 3.12: Males' Opinion about the Setting

Apparently, more than a half of female population (55%) have claimed that they were not feeling at ease in their internship. Another percentage of them estimated at 27% stands for less comfortable setting, in comparison to those who saw the training environment as uncomfortable and they were only 18%. Figure 3.12 proves that 100% of male teachers, for unknown reasons, were neither comfortable nor happy of their internship setting.

Question 9: Does the existence of many subject matters (History, Philosophy, Science Languages, Economics, Sport, etc.) in pre-service training help you to get adequate knowledge?

This question has, to some extent, a relation with previous questions, in a sense that if the surveyed teachers did not like the presented courses or they were not comfortable, the existence of other subject matters would may be one reason or a burden for their learning.

Possibilities	Males		Females	
Yes	0	0%	4	36%
No	1	100%	7	64%
Total	1	100%	11	100%

Table 3.12: Teachers' Attitudes Towards the Existence of Other Subject Matters

The results point out that the male teacher has justified his answer to the third preceding question, which means that he was not satisfied of his training lectures due to the existence of other specialties. However, female teachers have witnessed a shift in the percentage comparing to the third question.
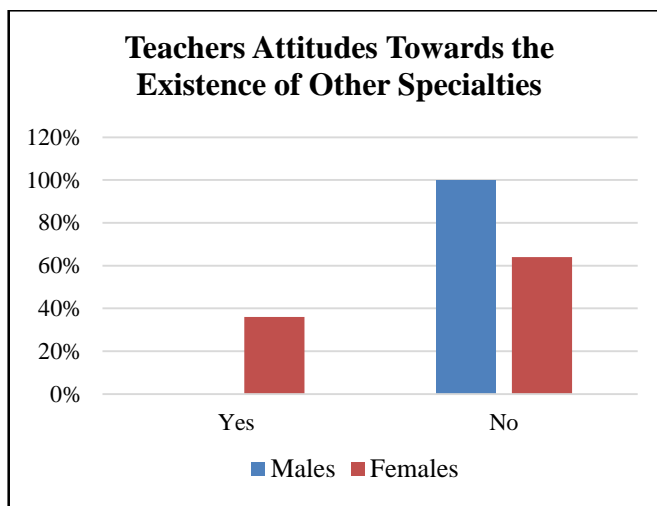
Figure 3.13: Teachers' Attitudes towards the Existence of Other Specialties

The vast majority of teachers answered with no, 64% for females and 100% for males which signifies that the presence of different teachers of different specialties did not aid them to get adequate knowledge of their teaching profession.

Question 10: After having your fifteen (15) days training period, are you ready to teach now?

Behind this inquiry, there were some subtle questions, which aim at exploring the motivation of teachers, to see whether they were equipped with adequate knowledge and enough tricks to be professionally successful teachers. The subsequent table displays the EFL new teachers' answers.

Possibilities	Males		Females	
Yes	0	0%	8	73%
No	1	100%	3	27%
Total	1	100%	11	100%

Table 3.13: Trainees' Readiness to Teach

It seems from the table above that only the minority of the trainees said that the period of fifteen days was insufficient to get what they were searching for.
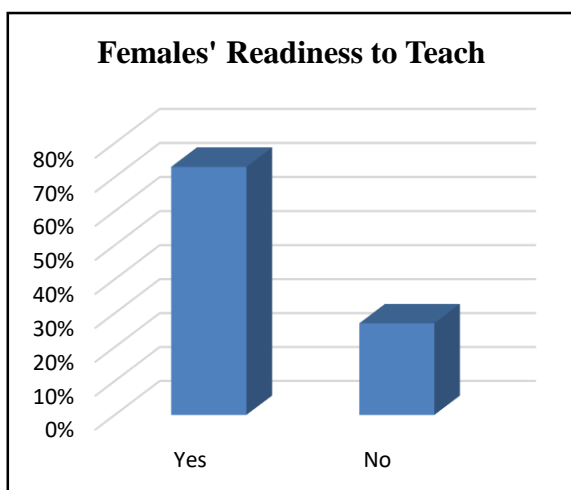
Figure 3.14: Females' Readiness to Teach
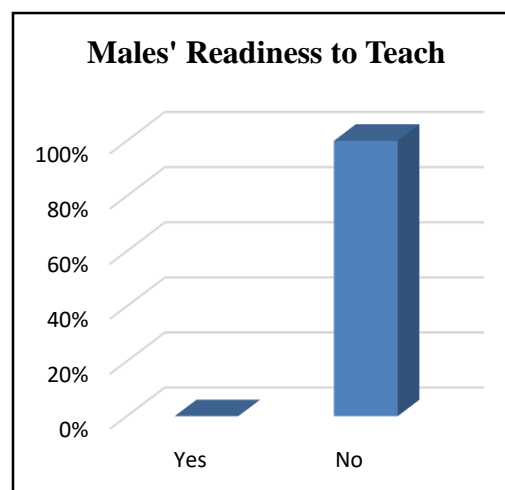
Figure 3.15: Males' Readiness to Teach

The figure 3.14 reveals that all male sample were not excited to start their teaching job, by contrast to females in figure 3.15 who almost all of them (73%) were waiting for the moment to be on stage (in their classrooms). However, the rest of female trainees (27%) ticked on the "no" column that signifies unpreparedness.

- **If not, why?**

This question-item is a follow-up question, which is intended to verify the causes behind the trainees who are not willing to teach. Starting with the male teacher (100%), his answer was void. For females (27%), one teacher was witnessing a fear of teaching for unknown reasons. Another teacher added that the pre-service training was not as he/ she expected, it did not fulfil his/ her wishes as it was declared "*the training courses did not shed light on our relevant awkward questions and wonderings*".

3.2.2.1. Discussion:

The analysis of the trainees' questionnaire throughout their pre-service teacher education revealed that the reason behind teaching English as a foreign language in secondary school classroom is that (100%) of the sample found themselves excited and enthusiastic in doing such a noble job. In addition, (17%) of them reported that their initial teacher education was extremely beneficial to them while (83%) of the trainees did not notice any great advantages or many positive sides in it.

Going further with these answers, the investigator indirectly piloted these questions and went to ask them if they are happy of their pre-service training classes. The results were that (58%) of them were satisfied of the lectures given by the trainers whereas (42%) felt discontent about the input they received in their internship. Therefore, there seems a kind of misunderstanding by the trainees. According to the preliminary results, (83%) out of (100%) saw training unbeneficial and then (58%) were satisfied of their classes, how come?!

Following the whole informants' opinions, the pre-service trainers who are supposed to be expert and competent teachers were just less able, less objective; few of them were not specialized in some of the subject matters. Nevertheless, (36.36%) saw them as good trainers in theory. The trainees could get rid of their fears and reach some of their aims in their education though the trainers were not at the top as they previously claimed. They learned how to prepare their lessons and select appropriate teaching materials, use their daily copybooks, manage their classes, etc.

Moreover, all the surveyed novices appreciated the relationships they built with their teacher trainers. Eventually, they could know and get in touch with more experienced teachers than them which are regarded as one factor that leads to improvement in their

future teaching experience. Minority of them (16%) were disturbed with their training timetable due to work pressure or other affairs when many of them (83%) found the training timetable suitable for them.

The majority of the interviewees also complained about the training atmosphere in which their learning process took place. Seven participants, out of 12 claimed that they were less comfortable due to the existence of other subject matters, i.e. all teachers were gathered at once for the same training lectures. (66%) of the sample replied saying the presence of different teachers of different specialties did not aid them to get adequate knowledge of their teaching profession.

Moving to the last query, more than a half of the informants (66%) said that the period of pre-service training (15 days) which the education ministry had put was sufficient to the extent that they became well-prepared to start their job with high level of motivation and confidence. By contrast, (34%) of the other informants found themselves unready to begin their work due to the fear they had at their first time and the inadequacy of teacher training lectures or the unfulfilment of the trainees' expectations and goals.

3.2.3. In-service Training Observation:

In-service training is considered as an important element in the educational process. Its advantages are varied, from which are:

- Aids teachers to solve the problems and the difficulties that they have in class.

- Gives opportunities to get in touch with skilled teachers in order to ameliorate the educational process.

- Raises the pragmatic thinking and the level of competency as it contributes in building a good teacher's personality.

Therefore, the twelve (12) English teachers did not want to miss any of these advantages since they become well informed about the in-service training influence on their teaching career. The pre-service trainees met again at Boukhari Abdelkader School after they had been called from the Directorate of Education to carry on the second part of their internship, known as in-service training. The observer, then, accompanied them from the beginning to the end. She found that the in-service training lasted for six months, from October to March and it consisted of about 170 hours of study. That is, Boukhari School opens its doors every Saturday and in the first weeks of winter and spring holidays.

It was on October 17th, 2015 and after being involved in classrooms, every teacher (95 teachers) was asked to fulfil his / her training from half past eight in the morning to half past one in the afternoon (08:30 to 13:30), keeping the same timetable in the holidays. As the pre-service training, the in-service one has theoretical and practical lectures that have the same goals but differ in content as well as in time planning. At half past eight, student teachers were asked to put on their white pinafores and to stand for the national hymn. Afterwards they directly enter the amphitheatre to attend theoretical classes that pushed them into a learning atmosphere, which was all about teaching and learning English as a foreign language.

At 11:30, all the training members were permitted to rest for half an hour, sitting around a table of coffee so that to discuss conversely with their colleagues ambiguous and confusing points. At midday, they split the ninety-five (95) teachers into eleven groups, each specialty in a class with an expertise mentor. Outstandingly, this is what the trainees were looking for in their first part of training; each field in one class and with a mentor who is specialized in it. Thus, the English trainees can communicate and understand easily.

It is true that languages are taught in a similar way, but when it comes to real examples here is the question.

Getting into workshops, both trainers and trainees commence the practical side of training. In other words, the trainers were giving lectures based on what their trainees experience in their daily world (classrooms). In the first sessions, the mentor told his/ her English novice teachers about the needed materials, and how they can take advantage of technology, for example, their academic books, lesson plans, pictures to illustrate, videos using data show, etc. Authentic materials bridge the gap between classroom language use and real life language use, in addition to the fascination of the English learners' attention.

Moreover, the educators did not neglect the existence of learners' individual differences as well as their behaviour. Rod Ellis in his book "The Handbook of Applied Linguistics" illustrated the importance of considering these differences since they can predict success or failure in language learning. He said, as mentioned in Davies and Elder (2004:526): "*Interest in individual differences has grown since the 1970s to the point where it has become a major area of enquiry in Second Language Acquisition*". They also tackled the topic of teachers' roles, especially, a teacher as a psychologist; it means teachers need to know first who their pupils are, and what kind of pupils they have (pupils' living conditions).

After some sessions, the mentors started the real practical side in which they were learning about how to prepare a lesson plan, which without; the trainees' performance will be complicated. With their academic books to follow on, the novice teachers dealt with various units and sequences of different streams or levels. The teacher has to be well prepared at home before he comes in the class, otherwise, he will not be able to face

his/her students and answer all their incoming questions. As a result, he will be embarrassed and insulted by his/ her pupils.

As far as evaluation is concerned, the English trainers did not forget to train their student teachers on the preparation of the exam and test papers and on how to do the mark scale as well. Working in groups of two to four members, the trainees with their mentors as observers were organising a sample of an exam paper with its corrected questions, then the groups change their draft with one another to correct the mistakes by themselves. Doing so, the teachers have discovered that the pupils may come up with different and convergent answers. After this try and effort, the mentor gave them the final exam paper to print and to be done in their classes if they would like to.

At the end of that training, student teachers had to set for some exams by April in order to take their final academic training diploma. Trainers wanted to see what their trainees have learned so far, therefore, each trainer prepared an exam topic on the subject he/she has already been teaching. The exam lasted for one week, two exams per day from 8:30 am to 13:00 pm from Saturday to Thursday. Again, student teachers were separated into groups, each specialty in a class, some with one, some others had two observers.

3.2.4. In-service Training Questionnaire:

The investigator undertakes in-service training questionnaire as a follow-up instrument to the pre-service inquiry form (see appendix N°XXI). While the latter had been achieved before the teachers got into their classrooms, the former was definitely done after they had been settled in their high schools. By the end of English trainees' in-service training (March 2016), the questionnaire designer has kindly asked the trainees to fill in the survey forms as they were supposed to be student teachers at Boukhari Abdelkader high

school. Unlike the pre-service questionnaire, the in-service one contains 19 wide-ranging questions; each one has a precise objective.

The respondents of the first questionnaire were not all who participated in the second questionnaire, only eleven of them responded, one male and ten females, though the total number of the teachers were twelve. The twelve respondent refused to help the researcher in her study, proclaiming that it was too much to answer all the nineteenth queries. Thus, this fact might be viewed as one limitation of the in-service questionnaire. The present survey includes eight closed-ended or what are known as multiple-choice items that require the teachers to select what is right from among various options that are presented to them.

The present questionnaire is also composed of one open question and ten yes/no questions in what are called closed questions. The overall objective of this enquiry was to know much more about what the trainees think of their in-service training, as they have previously affirmed that the pre-service one was to some extent restricted (91%). It also aimed at whether that training has helped the novice instructors to build their pedagogical experiences and enhance their teaching practices. Some answers were considered as void because of the hesitation of the participants in giving their own opinions or their personal judgement in open-ended questions.

Question 1: After being involved in teaching, do you still see yourself motivated to teach English in secondary school?

This interrogation was a yes/ no question and it does exist in the first questionnaire. However, the researcher was afraid of those who were excited to teach lost their self-confidence and motivation when they came in into their classrooms and met their pupils.

As a result, he/ she handed that question again for all the teachers, not only for those who were motivated.

Possibilities	Males		Females	
Yes	1	100%	8	80%
No	0	0%	2	20%
Total	**1**	**100%**	**10**	**100%**

Table 3.14: Percentages of Trainees' Motivation Towards Teaching English

Indeed, out of eleven English teachers, two of them (females) have lost their enthusiasm and motivation after being involved in teaching. This may be the consequence of some anonymous factors, which will be identified in the coming question.
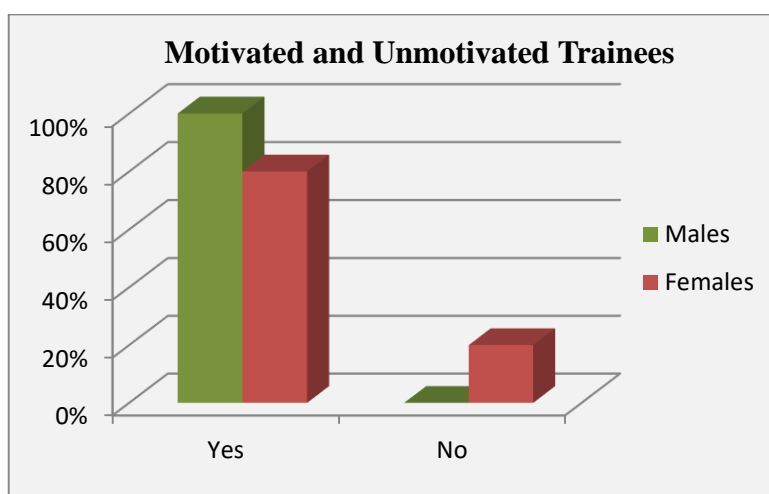
Figure 3.16: Motivated and Unmotivated Trainees

The bar graphs demonstrates that the whole male population do still keep their motivation in teaching, while the female participants represents only 80% from the whole number of the sample.

- **If not, why?**

As it was expected to find unmotivated teachers, the researcher did not hesitate to look for the reasons that pushed them to lose their strong will towards educating English to adult pupils. She oriented this open question to two female trainees so that to clarify what was wrong with them. The answers were as follows:

One of them stated that teaching as a profession, is the hardest job ever. Then, although teaching is a noble occupation, it remains the most tiring job because the success of a teacher lies in the success of others. By that, it meant that the educator has lots of work to do both at home and in class to make the learning environment more effective.

The second female English trainee said that she was not motivated to teach because she could not manage a class of thirty pupils. Hereby, the problem of behaviour and noise comes into play. They hinder the teacher and the learners as well, for instance, the teacher finds difficulties to transmit the message to her learners.

Question 2: Are you closely attached to Competency Based Approach (CBA)?

As far as teaching methods are concerned, the researcher tries to show to the readers what methods are the novice teachers working with. Therefore, with this question, he/she expects getting a clue on how the trainees deliver their lessons in class.

Possibilities	Males		Females	
Yes	0	0%	5	50%
No	1	100%	5	50%
Total	1	100%	10	100%

Table 3.15: Percentages of Competency-Based Approach Users

The table 3.15 reveals that male population do not follow the CBA method while instructing. For females, half of the sample is interested in teaching with CBA while the other teachers who represent the other half of the sample are not closely attached to that process.
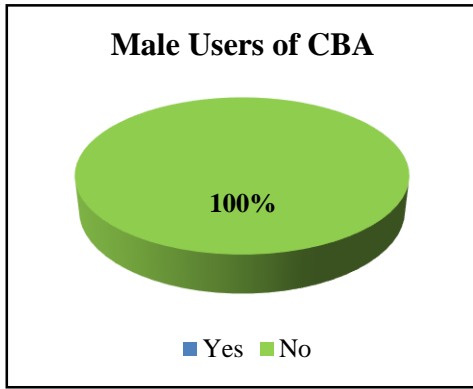
Figure 3.17: Male Users of CBA
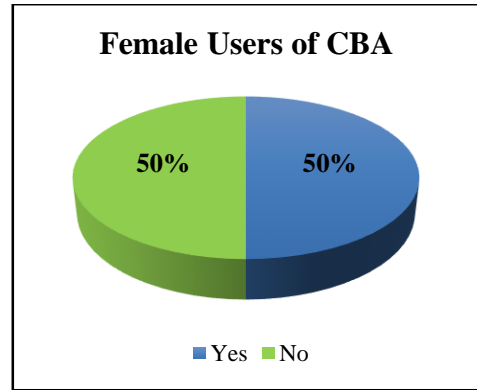
Figure 3.18: Female Users of CBA

According to the statistics, females who use the CBA method and those who do not are in the same rank (50%). The highest percentage (100%) appears to be that of male participant who does not show any interest towards teaching English using Competency-Based Approach.

- **If yes, why?**

At this level, out of 50% female respondents, 10% of them declared that the CBA method is so convenient that it helps the teacher to transmit the message easily for his/her pupils, and makes them understand more as he/she provides them with authentic materials and examples from the real life. Another 10% goes for those who said: **"*we have to be updated to teaching methods*"**. Nevertheless, three answers (30%) were considered as void, their respondents have skipped that open question.

- **If not, what is the alternative method are you working with?**

Speaking about the trainees who have not appreciated teaching with CBA method, they are likely supposed to have another way or method of teaching that they use instead. This is what the investigator is going to prove in the following table.

Possibilities	Males		Females	
CLT	0	0%	2	40%
Eclecticism	1	100%	1	20%
Void	0	0%	2	40%
Total	1	100%	5	100%

Table 3.16: Percentages of Trainees' Teaching Methods

As it is shown in the table above, 100% of males and 20% of females, like to make use of different methods instead of following only Competency-Based Approach (CBA). However, 40% of females prefer to work with Communicative Language Teaching (CLT). Two females did not provide the researcher with any answer.
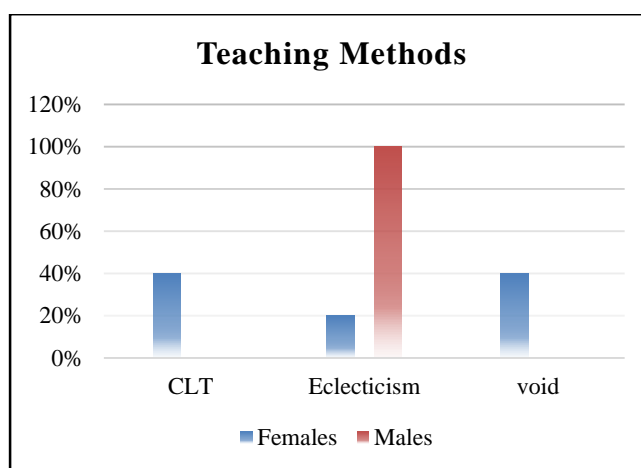
Figure 3.19: Teaching Methods

The bar-graphs displays that big percentage of female trainees (40%)teach their learners with CLT method that puts emphasis on the right use of English language in terms of accuracy and fluency, whereas male trainees (100%) rely on multiple teaching methods that go in accordance with their learners' needs and with the aims of the lesson.

Question 3: Do you play the role of a teacher as a facilitator?

Teachers are best known for the role of educators. Beyond that, they may serve many other roles in the classroom, such as being facilitators. Therefore, this question aims at proving this assumption.

Possibilities	Males		Females	
Yes	1	100%	10	100%
No	0	0%	0	0%
Total	1	100%	10	100%

Table 3.17: Percentages of Teachers as Facilitators

Definitely, the table reveals that the entire sample is acting the role of a teacher as a facilitator in simplifying the courses and activities to their pupils.
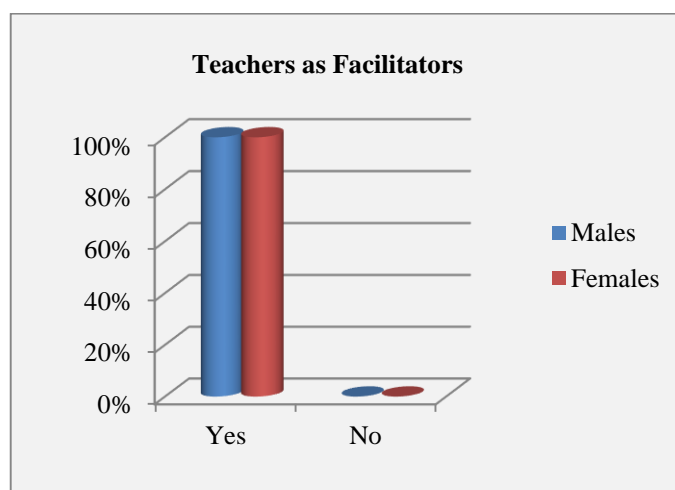
Figure 3.20: Teachers as Facilitators

The figure 3.20 ascertains that both males and females of the same percentage (100%) do not make learning hard and difficult for their pupils, they all facilitate the work for them to let them feel they are making progress.

- **If yes, how often?**

Regarding the English language level of pupils besides their individual differences in the class, the question of how often does the teacher facilitate learning to them varies from one teacher to another. Thus, the questionnaire designer has put this query into existence to see how many of them do always make learning easier for their learners.

Possibilities	Males		Females	
Always	1	100%	6	60%
Rarely	0	0%	0	0%
Sometimes	0	0%	4	40%
Total	**1**	**100%**	**10**	**100%**

Table 3.18: Percentages of How Often Teachers are Facilitators

The statistics above show that a great number of teachers stop teaching in order to let the pupils learn. 100% of males and 60% of females do always ease the learning process.
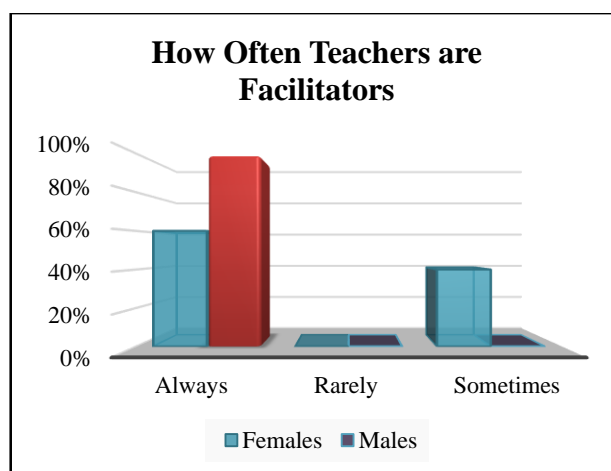
Figure 3.21: How Often Teachers are Facilitators

The bar graphs of figure 3.21 illustrates that the whole percentage of males (100%) always facilitate the learning process to their learners. In comparison with males, not all females do always play the role of facilitator, only 60% of them. The remaining 40% stated that they shift from educators to facilitators from time to time, it depends on the task the learners are asked to do. However, "rarely" did not get any percentage from the questionnaire respondents.

Question 4: How do you see your pupils?

This fourth question is a multiple-choice question, which aims at knowing what the most common kind of pupils classrooms hold nowadays. Pupils are supposed to be well-disciplined, intelligent and autonomous learners. However, the individual differences does also matter (shyness, motivation, age, etc). Pupils' learning is seen from different perspectives; here is how EFL student teachers (trainees) see their pupils.

Possibilities	Males		Females	
Careless	1	100%	3	30%
Dependent	0	0%	4	40%
Independent (Autonomous)	0	0%	3	30%
Total	**1**	**100%**	**10**	**100%**

Table 3.19: Percentages of Pupils' Characters

(100%) of Male trainees and (30%) of females regarded their pupils as being careless learners, they do not care and worry about their learning. The other female trainees saw their learners as being dependent (40%) and independent (30%).
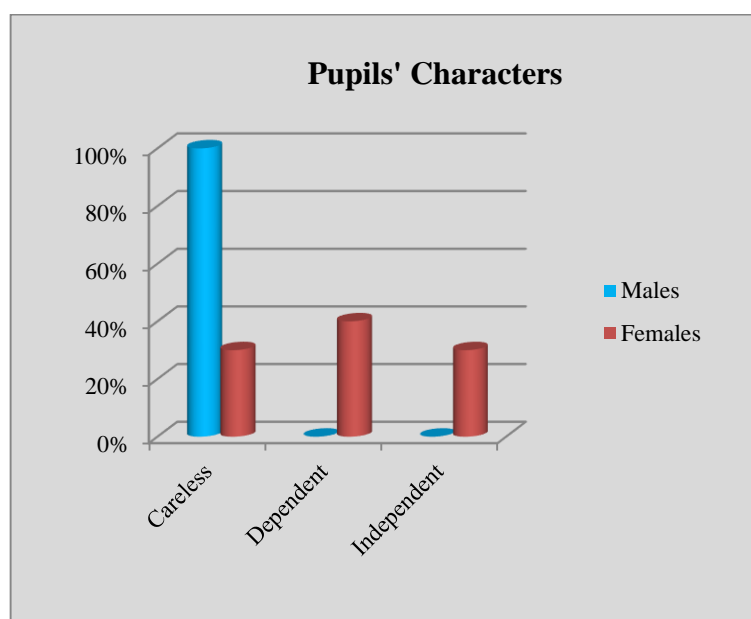
Figure 3.22: Pupils' Characters

As exposed in figure 3.22, the highest percentage in male participants went for pupils as careless (100%) whereas in females, pupils who are dependent hold higher percentage (45.45%) than those who seem dependent (45.45%) and careless (27.27%) learners.

Question 5: As an EFL beginner teacher, do you experience any discipline problem in your classes?

Almost all beginner teachers thought that they will find ideal pupils once they come in into their classrooms. Some pupils may misbehave in their schools due to either social problems, or psychological dilemmas. The language teacher can also be the reason for that.

Possibilities	Males		Females	
Yes	0	0%	9	90%
No	1	100%	1	10%
Total	**1**	**100%**	**10**	**100%**

Table 3.20: Percentages of Teachers who have got Disruptive Pupils

The results shown in the table above clarifies a bare truth. Pupils do not behave badly with their male teachers; all male novice teachers answered with "no". Unlike males, out of 10 females, 09 of them pass through discipline problems in their classes.
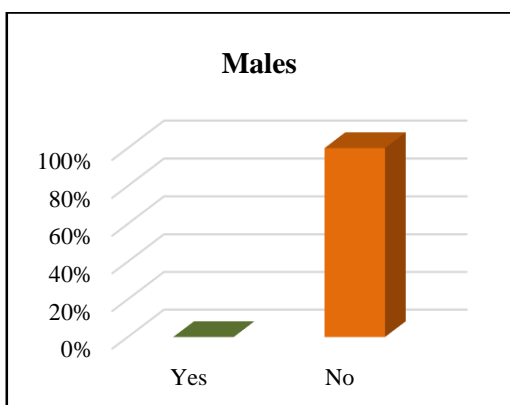
Figure 3.23: Problems with Disruptive Learners
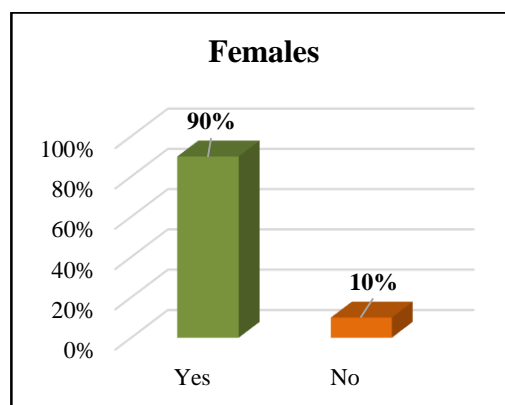
Figure 3.24: Problems with Disruptive Learners

Speaking about male English teachers, 100% of them admit that they have no discipline problems with their pupils. They are all good. By contrast, the majority of

female English teachers (90%) suffer from the misbehaviour of their learners while the last proportion (10%) experiences only few problems with them.

- **If yes, mention one:**

This open question is the first sub-under question. It was asked to the respondents in order to go deeply with their answers and know what discipline problems do they experience exactly.

The results obtained from this question item shows that "noise" was the most common problem. Out of 90% teachers, some of them (56%) stated that their pupils talk too much in the class, they are careless and they do not show any willing in learning. Moreover, they are not polite. In other words, they have a lack of respect to the teacher and to their classmates as well.

The other 44% of teachers, all of the same rank (11%) have mentioned different examples. One teacher said that her pupils do not like to write the lesson on their copybooks. Another one claimed that one day, two pupils left the class without her permission. With the invention of phones and internet, a female teacher stated: "*my learners always use mobile phones to chat in the classroom*". The last member finds difficulties in the number of learners, the fact that leads them to make noise and chat with each other during the lesson.

- **How do you deal with it?**

Certainly, teachers were taught in their in-service training how to treat learners. There are many and varied techniques that one can use to overcome their problems. Thus, this open question was designed to see how the teachers react whenever they come across a trouble and what technique or a track they use to solve the problems faced by learners.

A big percentage (44%) was given to those who said that they have warned their learners before they called their parents to complain about their sons' or daughters' misbehaviour. One of these teachers saw that this solution was a futile attempt, which means that the learners did not change their behaviour though their parents have been informed.

(11%) of teachers declared that they sometimes involved the noisy pupils in the lesson by asking them questions to make them interact in interesting topics and from time to time they ignore them. For the ones whose pupils do not write their lessons, teachers ask them angrily to write otherwise they will be punished. At this level, these teachers did not provide the researcher with any example of such punishments. The other participant tried to teach them in groups. Two answers were void; their respondents did not reply to that question.

Question 6: What aspect of teaching do you find the most problematic or difficult?

To this question item, the investigator offered the questionnaire respondents multiple choice answers since teaching does not involve only one factor, it rather includes several aspects of different registers. Teachers in their initial period of teaching do not have experience in some of teaching dimensions. The following table will depict what dimensions the beginner teachers could not master.

Possibilities	Males		Females	
Preparation of tests and exam papers	0	0%	0	0%
Putting the scoring scale of tests and exams	0	0%	0	0%
Dealing with discipline problems	0	0%	4	40%
Explanation of lessons	0	0%	1	10%
Correction of pupils' tests and exams	0	0%	2	20%
Time management in class	1	100%	3	30%
Total	**1**	**100%**	**10**	**100%**

Table 3.21: Teacher Trainees' Hindrances

According to male population, it is hard to manage the time in class. Much time is wasted in waiting for pupils to gather and to keep silence so that the teacher can start his/her lesson. For female population (10), three teachers (03) find difficulties in time management, and two of them (02) in the correction of pupils' tests. One teacher (01) finds new topics to teach, on which she does not have enough information about. The big number of female teachers (04) went for dealing with discipline problems.
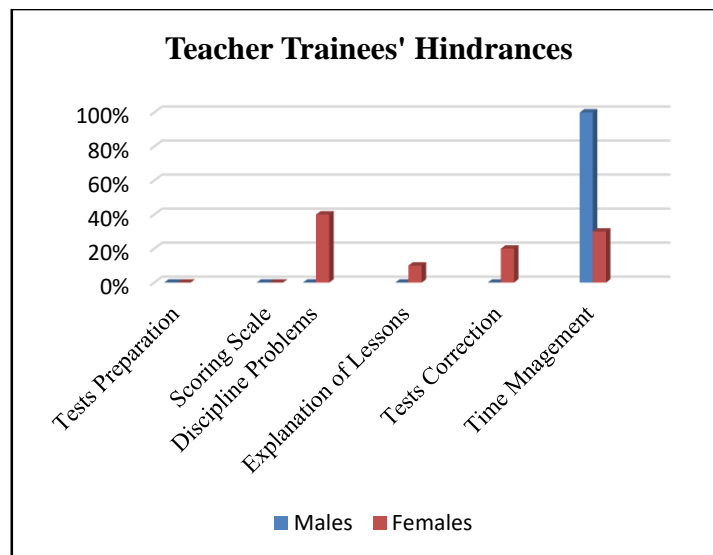
Figure 3.25: Teacher Trainees' Hindrances

Speaking about male teachers, the whole sample (100%) suffered from time management in class, so do (30%) of female teachers. Referring to the sixth question, (90%) of females found discipline problems with their pupils. Out of this percentage (90%), (40%) did not know how to handle their misbehaviour.

Question 7: As you are an in-service trainee, what type of training do you find the most effective?

Pre-service and in-service training are two types of training undertaken in a different time and for a different period also. While the pre-service training was undertaken in July for a period of fifteen days, the in-service one started from October to March. Then, there must be one of these two types; teachers think to be the most beneficial and effective.

Possibilities	Males		Females	
Pre-service Training	0	0%	3	30%
In-service Training	1	100%	7	70%
Total	**1**	**100%**	**10**	**100%**

Table 3.22: Percentages of Training Efficiency

In- service training was the most appreciated genre by male teachers who represent 100% in the table above. Out of ten female respondents, three of them (03) show satisfaction to their pre-service training and seven of them (07), which reveals 70% were satisfied about their in-service one.
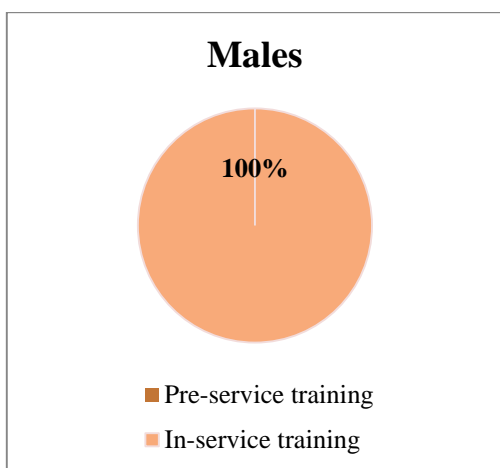
Figure 3.26: Males' Opinion about Training Efficiency
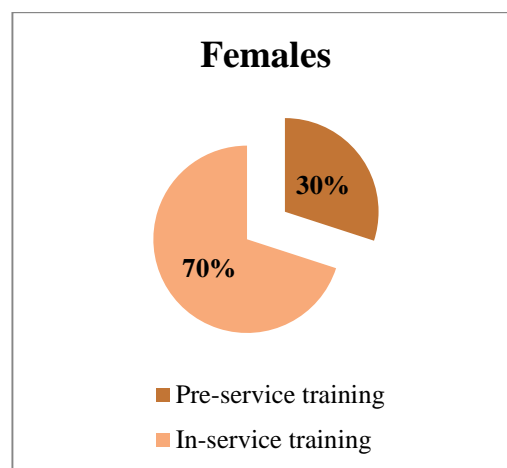
Figure 3.27: Females' Opinion about Training Efficiency

The first pie chart portrays that all males (100%) find the in-service training the most effective. The second pie chart demonstrates that (70%) of females, which is the

majority, said that the in-service training was more beneficial than the one before. (30%) of them did not agree with what their colleagues have said.

Question 8: Did in-service training accomplish what pre-service training lacked?

This yes/no question is a follow up question, done for two main reasons. Firstly, the researcher wanted to indirectly test whether the teachers took this questionnaire for granted or not. Secondly, as there was one type of training, which trainees liked most, this means that the other type did not supply the trainees with all what they needed. Thus, the researcher, here, intends to clarify this dilemma.

Possibilities	Males		Females	
Yes	0	0%	7	70%
No	1	100%	3	30%
Total	**1**	**100%**	**10**	**100%**

Table 3.23: The Extent of In-Service Training Accomplishments

Indeed, the results of male participants seem to be unreliable.(100%) of males claimed that the in-service training did not reach what pre-service training lacked. Yet, they have stated previously that the in-service training was the most effective type of training. Then, how come the in-service training was the most beneficial if it did not reach the trainees' needs?
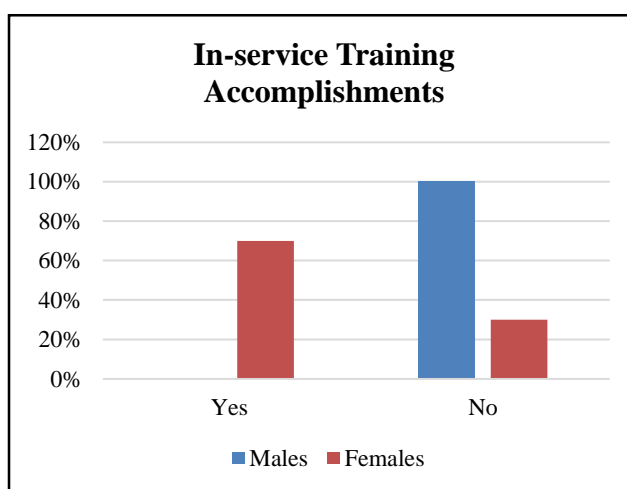
Figure 3.28: In-Service Training Accomplishments

Regarding females' answers to the seventh question, all of them (70%) appreciated mostly their in-service training because it dealt with all what they need. (30%) of them disagreed totally with them since they did not witness any difference between the two types, no one of the two types reached their necessities.

- **If yes, give example:**

Learners' needs differ from one another, so do the teachers'. This query was designed to see what the teachers were in need of.

One teacher (14%) said that during their in-service training, they learned how to deal with problems in the classroom. Two teachers (29%) stated that the in-service trainers taught them how to prepare lessons plans, tests and exam papers. Another (29%) of teachers were happy of the in-service training workshops, where an English experienced teacher was teaching them about what their job includes. One teacher proclaimed that the pre-service training lacked concrete examples; it provided the trainees with theories only and this what his/ her colleague affirmed: "*the pre-service training lacked practice*".

Question 9: Tick the suitable answer: I am satisfied of my in-service training ?

This question has also a relation with the two previous surveys. Its objective is to give a precise answer on whether the in-service training was the most beneficial in terms of its theoretical sessions or workshop ones.

Possibilities	Males		Females	
Theoretical courses	1	100%	1	10%
Workshop sessions	0	0%	8	80%
Void	0	0%	1	10%
Total	**1**	**100%**	**10**	**100%**

Table 3.24: Trainees' Preferences

The results in the table above show that the majority of trainee teachers were satisfied of their workshop sessions. In other words, these results confirmed the respondents' statements to the question (n°8). The tenth female teacher wrote on her paper that she was neither happy of her training theory nor of her training practice (workshops).
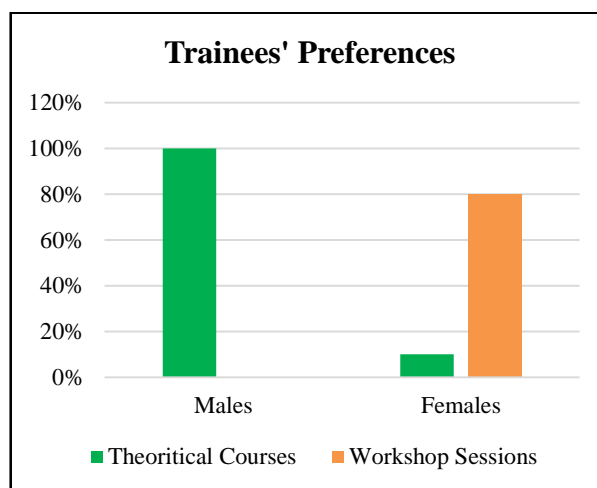
Figure 3.29: Trainees' Preferences

Males' preference is different from that of females'. (100%) of males preferred theoretical courses more than workshop sessions. By contrast, (80%) of females, out of (100%) were satisfied about the practical side of their in-service training while the other proportion (10%) was dissatisfied. The other (10%) claimed that the in-service training, either with its theory or with practice, was not beneficial at all.

Question 10: How do you find the period of in-service training? (Six months)

The English novice teachers were attending their in-service training from October to March. The researcher, here, intends to know if this period of learning was enough for the trainees to be teachers or not.

Possibilities	Males		Females	
Sufficient	1	100%	9	90%
Insufficient	0	0%	1	10%
Total	**1**	**100%**	**10**	**100%**

Table 3.25: Sufficiency of In-Service Training Period

The findings in the table illustrate that (100%) of male trainees and almost all females (90%) considered the period of six months learning as a sufficient period.
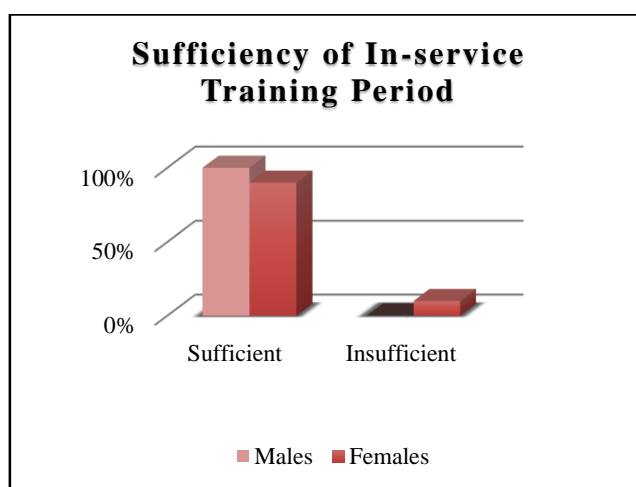
Figure 3.30: Sufficiency of In-Service Training Period

The figure presented that (100%) of males and (90%) of females found in-service training period sufficient and adequate. Strangely, (10%) of female teachers did not get enough. In other words, the period of six months was not sufficient for them.

Question11: Currently, did you learn how to prepare your daily lesson plans?

To prepare a lesson plan is not an easy task to do, especially for the novices. One must know which useful methods they should apply in planning their lessons. For example, how to start a lesson (warm up), end a lesson, the way he/she gives activities, the right allocated time for each task, etc. The eleventh question tries to find if the trainers did involve these notions in their program because the teacher needs to be well prepared before entering his/her classroom.

Possibilities	Males		Females	
Yes	1	100%	9	90%
No	0	0%	1	10%
Total	**1**	**100%**	**10**	**100%**

Table 3.26: Knowledge about Lesson Plan Preparation

The table above notes that all male population (100%) and more than a half of female teachers (90%) have learned how to design a lesson.

Teachers who Learned How to Plan Lessons
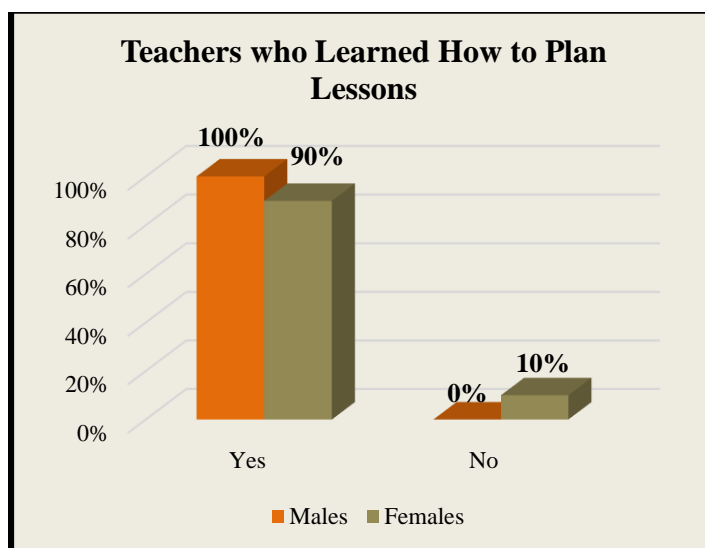
Figure 3.31: Teachers who Learned How to Plan Lessons

The results point out that the teachers who know how to plan their lessons took the highest percentage, (100%) for males and (90%) for females. The rest of females (10%) did not know which techniques they use to prepare their daily lesson plans.

Question12: Did in-service training help you to build your personality as a teacher?

Teachers in their first years of teaching face some obstacles that may let them quit this honourable job. This might be one reason for getting them trained before and while teaching so that to make them aware of different possible problems with different solutions to get out of these problems. Consequently, teachers' training contributes, to some extent, in shaping the personality of a teacher, such as getting them used on how to be patients and comprehensible persons.

Possibilities	Males		Females	
Yes	1	100%	4	40%
No	0	0%	6	60%
Total	**1**	**100%**	**10**	**100%**

Table 3.27: Whether Training Has Contributed in Shaping Teachers' Personality or Not

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Surprisingly, the majority of females opted for "no". They assumed that the training did not shape their personalities. Nonetheless, the whole sample of male population and few female teachers indicated that their personalities were affected by the way trainers train them.
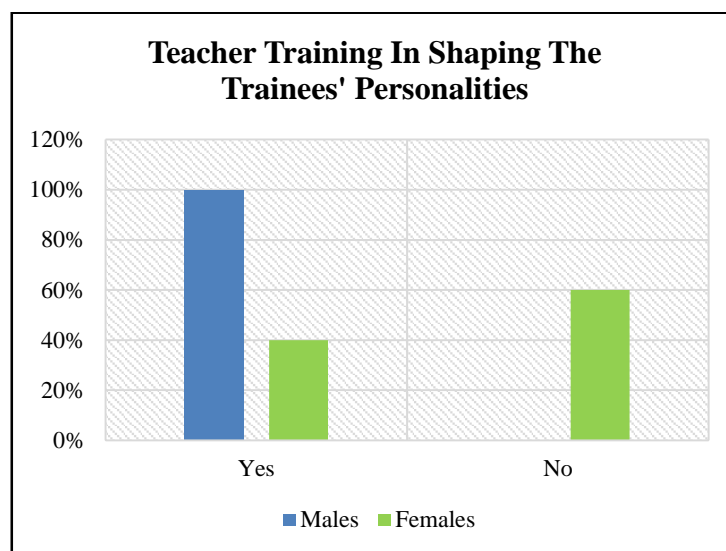
Figure 3.32: Teacher Training In Shaping The Trainees' Personalities

The in-service training did not influence the majority of females (60%) whereas the rest of the females (40%) said the opposite. Similarly, (100%) of males affirmed that in-service training helped them in building their personal traits.

Question13: What have you appreciated most in your teacher training?

To this multiple-choice question, the researcher did not cite which type of training he/she was talking about. He/ she wanted to gather trainees' opinion about what they liked most in their training in general.

Possibilities	Males		Females	
Student teachers collaboration	1	100%	6	60%
Theoretical lectures	0	0%	0	0%
Workshop sessions	0	0%	4	40%
Total	**1**	**100%**	**10**	**100%**

Table 3.28: The Most Exciting Part In Teacher Training

This table reveals teachers' opinion about which part of their training they were satisfied of, which were as follows: (100%) of males and (60%) of females were happier of their relationships and collaboration with their classmates than of their theoretical or workshop courses.
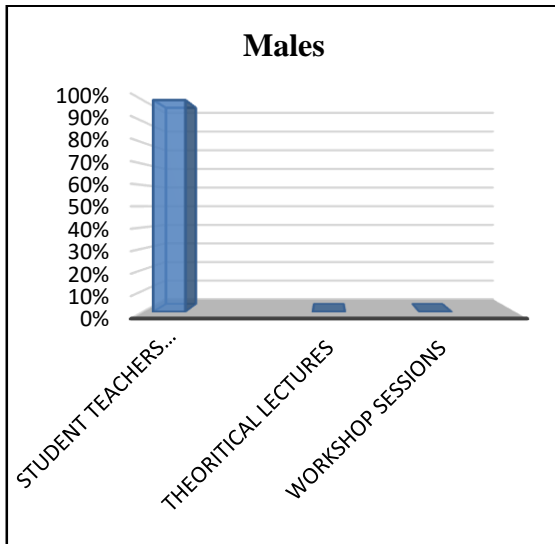
Figure 3.33: The Most Exciting Part for Males
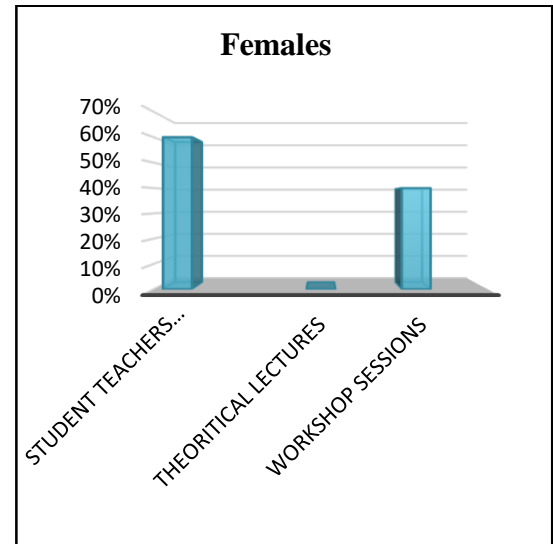
Figure 3.34: The Most Exciting Part for Females

The figure of male participants shows that the exciting part of training for them was the students teachers collaboration, they enjoyed being together to share their responsibilities and to learn from one another. (60%) of females did also appreciate the cooperation between themselves and (40%) were interested in workshop sessions than being with their colleagues. Neither males nor females have esteemed the theoretical lectures of their in-service training.

Question14: What difficulties did you find in your in-service training?

Teachers were not comfortable with their pre-service training, they complained about many things in the first questionnaire. Therefore, in the second questionnaire, the investigator was expecting to find teachers as uncomfortable as in their pre-service training, struggling a bit with their follow-up training sessions (in-service training).

In this open-ended question, three teachers (03) did not provide the researcher with any answer; their answers were regarded as void. Majority of teachers (04) had the same complications, from which are: lack of organization, the uselessness of theoretical lectures (they have received lectures in Arabic). In addition to training's period, (long time), i.e. they felt as if they were wasting their time in a meaningless mission.

Some other respondents (02) said that the conditions in which they embarked on their in-service training were not good at all. They had uncomfortable seats in the amphitheatre where they were receiving the theoretical side of the training. In the same place, they were not only English teachers, but also teachers of different specialties as well. These two teachers have found that as an obstacle since they did not feel free to interact or communicate.

For the remaining teachers (02), they claimed that they could not learn enough from workshop sessions because of lack of materials. What is mysterious here is that they did not say which materials they are talking about or they are in need of. As a result, their practical side, which they expected to be beneficial enough, was limited to some extent. The teachers, then, came to Boukhari Abdelkader School without any motivation; they came only because they are obliged to.

'

Question15: Were you asked to attend school sessions with other experienced teachers?

One of the training's advantages is that it provides novice teachers with several opportunities to learn from more experienced and qualified teachers. For this purpose, the researcher put this question to see whether the trainers or inspectors asked the novice English teachers to go to other schools and attend some sessions with another teacher who has taught for many years. The trainees had the right to choose either "yes" or "no".

Possibilities	Males		Females	
Yes	1	100%	9	90%
No	0	0%	1	10%
Total	1	100%	10	100%

Table 3.29: A Call to Observe Experienced Teachers

The table indicates that almost all teachers were asked to be with experienced teachers in their classes, except one female teacher.
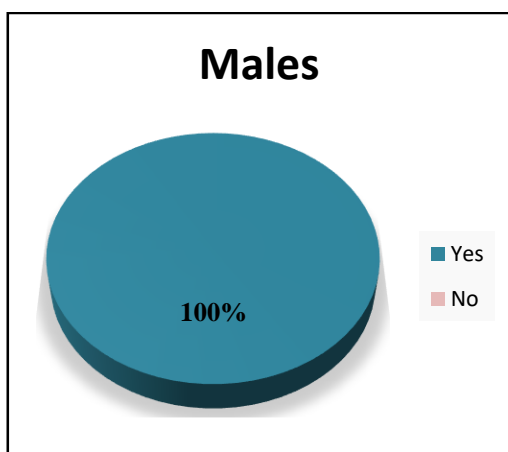
Figure 3.35:Males Who Were Asked to Attend School Sessions
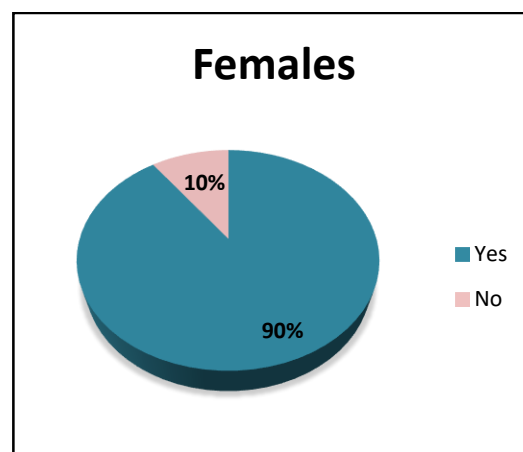
Figure 3.36: Females Who Were Asked to Attend School Sessions

While figure 3.33 shows that all male participants (100%) were asked to join other intellectual teachers in their classes, figure 3.34 indicates that not all of female participants were asked to do the same, only (90%) of them. The other remaining proportion (10%)

claimed that their trainers or inspectors did not require them to go to other schools and try to learn from other teachers.

- **If yes, did you go and attend to these sessions?**

Most of English trainees have a mission to accomplish in their in-service training, which is going to other high schools to observe how qualified teachers address their learners and to see which method they use to deliver their lessons. However, some of them might not fulfil their assignment. As a result, the researcher went further with the fifteenth question (quest n°15) and asked this yes/no question to only see if there exist studious trainees or not, i.e. trainees who are serious, autonomous and responsible for their learning.

Possibilities	Males		Females	
Yes	1	100%	7	70%
No	0	0%	2	20%
Void	0	0%	1	10%
Total	**1**	**100%**	**10**	**100%**

Table 3.30: Attendance of School Sessions

(100%) of male respondents and out of (90%) of females, (70%) chose the "yes" answer. It means that they have accepted to be trained with other teachers in their classes. (20%) of females did not take this learning part into account as they refused to go. One answer was void.
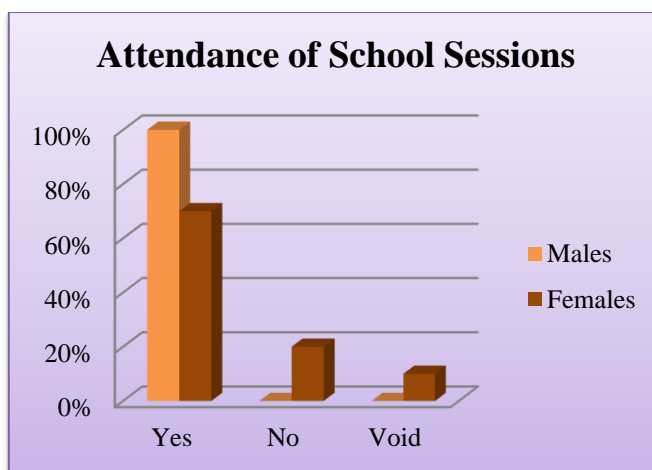
Figure 3.37: Attendance of School Sessions

The bar graph reveals that the whole male sample (100%) and the majority of female sample (70%) were serious teachers. They went to learn from skilled teachers on how to teach English as a foreign language to learners of high schools. However, (20%) of other female participants did not do their efforts to broaden their knowledge for unknown reasons. They refused to benefit from their colleagues as much as they could.

Question16: Were you asked to be supervised and observed by other experienced teachers?

The novices, alongside their attendance of some lessons with experienced teachers, must welcome their trainers (experienced teachers) in their classes for an orientation visit. Thus, the research study investigator designed this question to discover whether the in-service training fulfil the teachers' expectations or not. Undoubtedly, to observe and to be observed are two learning parts that belong to in-service training.

Possibilities	Males		Females	
Yes	0	0%	6	60%
No	1	100%	4	40%
Total	**1**	**100%**	**10**	**100%**

Table 3.31: A call to be observed by Experienced Teachers

Male participants (100%) and (40%) of females were only asked to observe how their trainers teach, not to be observed by them in their own stage.
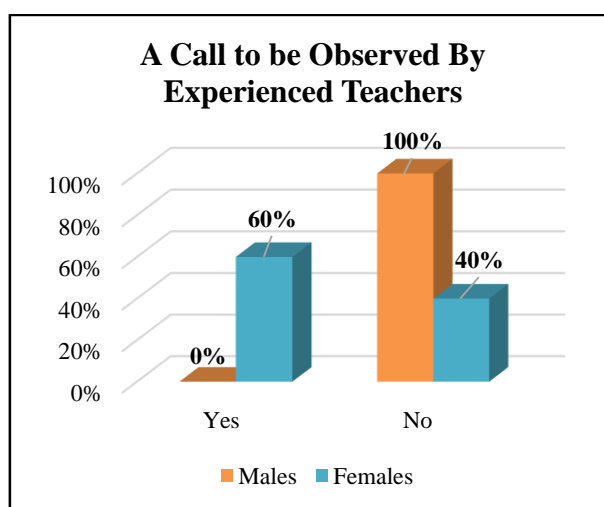
Figure 3.38:A Call to be Observed by Skilled Teachers

(60%) of female trainees claimed that they were in touch with their colleagues, they invited their trainers to some lessons so that to be observed by them. (40%) of them, together with (100%) of male trainees, were not asked to welcome skilled teachers in their classes and show them the way they teach their learners.

Question17: How do you see your training school sessions as parts of in-service training?

This multiple-choice question attempted to have teachers' perceptions about the effectiveness and the usefulness of training school sessions, through which they observed and have been observed by skilled teachers in return. In fact, they gave different answers which included different opinions.

Possibilities	Males		Females	
Helpful to a great extent	1	100%	5	50%
Helpful to some extent	0	0%	5	50%
Useless	0	0%	0	0%
Total	**1**	**100%**	**10**	**100%**

Table 3.32: Efficiency of Training School Sessions

In this regard, (50%) of females thought that the fact of observing and being observed is beneficial for them to learn more about teaching process. However, half of female sample (50%) found training school sessions as helpful to some extent; they did not get enough from them.
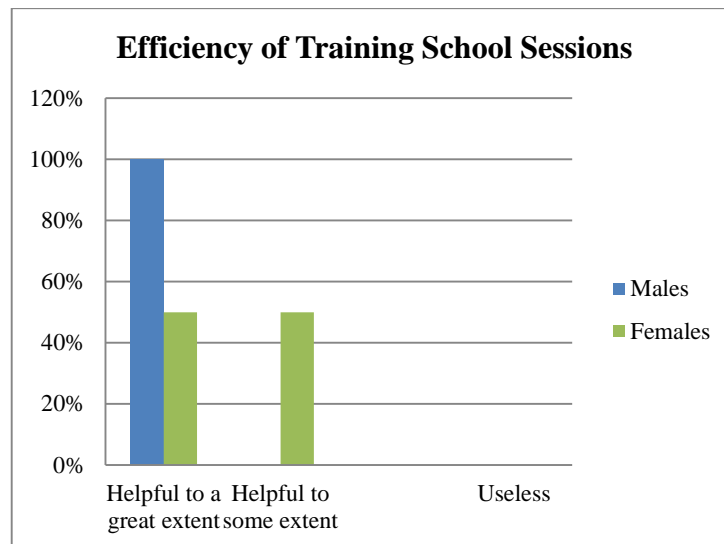
Figure 3.39: Efficiency of Training School Sessions

As the bar graph indicates, these training sessions could satisfy (100%) of males and (50%) of females since they ticked on the "beneficial" column. Half of female teachers (50%) answered by "helpful to some extent", which means that their sessions with their trainers were neither useful nor useless. "Useless" received "0%".

Question18: Teachers are continuous learners. Do you agree or disagree?

Teachers should consider the concept of "lifelong learning" because they are supposed to be researchers. This query aims at finding teachers who agree with this assumption and those who do not.

Possibilities	Males		Females	
Agree	1	100%	10	100%
Disagree	0	0%	0	0%
Total	**1**	**100%**	**10**	**100%**

Table 3.33: Teachers' Agreement to be Continuous Learners

The obtained results show that all participants agree with the idea of "teachers are considered as learners even if they have finished their studies".
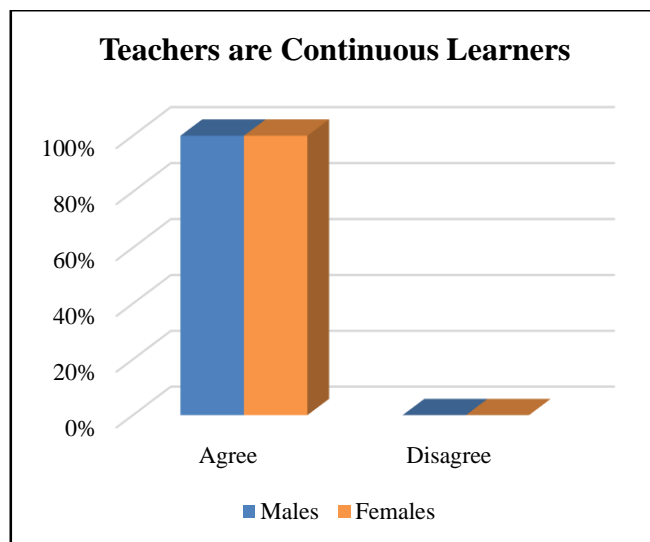
Figure 3.40: Teachers are Continuous Learners

The bar graph shown on figure3.35 reveals that (100%) of male and (100%) of female participants agree with the assumption of "teachers never stop learning".

Question19: In your opinion, does teacher training (pre-service and in-service) help novice/new teachers to be professionally expert?

In other words, the question stands as follows: what is the teachers' opinion about teacher training and its advantage in helping the novice teachers to be professionally competent?

Possibilities	Males		Females	
Yes	0	0%	4	40%
No	1	100%	6	60%
Total	1	100%	10	100%

Table 3.34: Teacher Training in Helping Teachers Being Professional

The table demonstrates that the "no" answer takes the highest percentage in both males (100%) and females (60%).
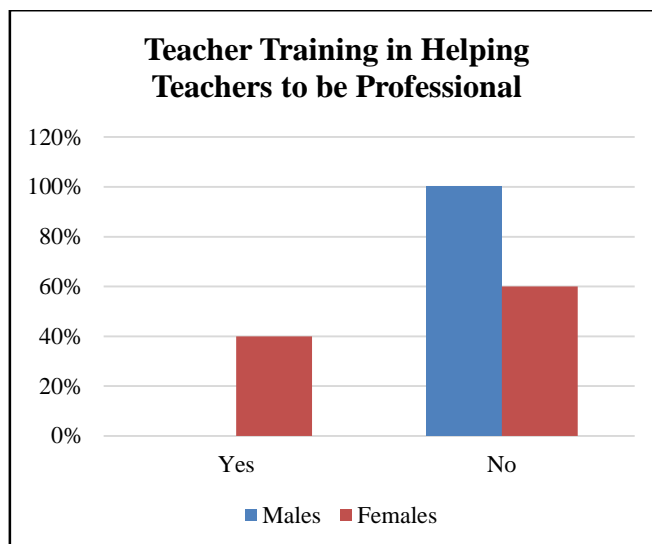
Figure 3.41: Teacher Training in Helping Teachers to be Professional

The findings appeared in figure 3.35 that only few participants, which present (40%) of females, declared that teacher training can aid them to be good teachers.

- **If yes, explain:**

This open question has been answered by 40% of females. Half of them said that teacher training, with all its types, helped them to design lesson plans and exams regardless the relationships with different types of learners (individual differences). However, the other half saw the benefits of training in providing them with new tricks and new teaching methods and approaches to be professionally developed.

3.2.4.1. Discussion:

Drawing on the results analysis of English student teachers' in-service questionnaire interpretative discussion and explanatory attempts can significantly be made to see if the hypotheses confirm or invalidate the theoretical framework chosen. This second type of the questionnaire aims at deepening the understanding of how teacher training is going on in Algeria. It tried at the same time to find out whether there existed some changes in trainees' thoughts and judgements or they kept the same opinions concerning the usefulness of teacher training on the novices.

The number of teachers who were motivated to teach (100%) during their initial training has decreased. After the beginning of the school year, nearly all student teachers (82%) still had a great will to be English teachers at secondary schools as opposed to those (18%) who lost their enthusiasm directly after being in their real world (classrooms). Half of them (9%) presumed that teaching is not an easy profession as the teacher is asked to have a good and high rate of pupils' achievements and successes whereas the other half complained about the overcrowded and heterogeneous classes which hinders both teaching and learning.

It has also been noted that not all newly recruited teachers are closely attached to Competency Based Approach (CBA) while presenting their lessons. Some of them (54%) do work with it proclaiming that the teacher must get used to recent and updated teaching approaches. However, (28%) used Communicative Language Teaching (CLT) and Eclecticism as alternatives methods for CBA. In fact, educators who performed the role as facilitators in their classes represented the whole sample, they helped their pupils to better care for their learning needs and make enhancements in the target language.

Besides these marked negative traits (laziness, carelessness, etc), pupils show other features that surprised the teachers and bothered the whole class members, some of which are bad behaviour and impoliteness. More than a half of the participants (75%) suffered from discipline problems with their pupils, such as lack of respect to both their classmates and the teacher, noise, they use of cell phones to chat as they also refuse follow instructions and to write their lessons.

Then, these features seemed to be classified as the most difficult aspects of teaching to the novices. When the trainees were asked about what aspect of teaching they found unbearable, they were given six suggestions. The answer of that question was detected by

the order the trainees' answers according to their percentages. The aspects which took the high percentage (36%) were that of "*dealing with discipline problems*" and "*time management in class*". Minority of them chose "*correction of pupils' tests and exams*" and "*explanation of lessons*".

Additionally, (73%) of the student teachers admired the in-service training while the rest (27%) liked the pre-service one. So, the majority admitted that in-service training came to accomplished what pre-service teacher education missed, it helped them to get successfully in teaching, avoiding induction difficulties and dealing attentively with academic programs using some relevant materials (lesson plan, daily copybook, textbook, grade marks copybook, syllabus, etc).

They also appreciated the practical side that in-service training arranged, giving an opportunity to each student teacher to contact an experienced educator, an inspector or even a retired teacher in his/her field to study and learn from him/her how to conduct a heterogeneous classroom efficiently. They claimed: ""*the pre-service training lacked practice*". Their responses were implicitly piloted in the following query, which obliged them either to tick on "satisfied of my in-service training theoretical lectures or workshop sessions".

In fact, there were no void answers i.e. the same percentage (73%) voted for "*workshop sessions*". In other words, eight participants, out of 11, stated that they felt happy about in-service teacher education, especially its workshops or practical sides. Concerning the time allotted for such training, nearly all the sample (90%) saw six months of studying and accomplishing the in-service training as a sufficient period for them in which they were able to support each other and learn from each one' s short term experience after starting to teach.

(90%) of trainees have learned how to design a lesson in their internship when only few of them (10%) did not know which steps or methods they follow to prepare their daily lesson plans. The teacher trainees who were affected by the collaboration that was between themselves and between the trainers and the trainees as well represented (64%) of the sample and those who were influenced by workshop sessions were (36%). Still, there existed some complications while they were studying, i.e. some complained about the lack of organization and materials in workshops, the uselessness of theoretical lectures as they were presented in Arabic language when some others felt uncomfortable due to the existence of different subject matters in their training (Islamic Science, Physics, French, Philosophy, etc).

Teacher training prepares the newly recruited teachers to be more well-rounded educators by allowing them to extend their experiential learning through the attendance in other teachers' classes who are more experienced and qualified to observe and to be observed. Then, the collected answers revealed that (90%) of the English teacher trainees have been asked teachers to go to other schools and attend some sessions with another teacher who has taught for many years. Yet the majority, (73%) out of (90%), refused to take part in such sessions, they did not manage themselves to broaden their knowledge.

Moreover, half of them (55%) claimed that they were called in return to be observed by other experienced teachers when (45%) did not get the opportunity to welcome skilled teachers in their classes and show them the way they teach their learners. Speaking about to which extent these school training sessions were effective, some said that they were beneficial to a great extent while others put a cross on helpful to some extent i.e. none of them has said that these sessions were useless.

The results of whether teachers are said to be continuous learners showed that the whole sample (100%) agreed on this statement, they all affirmed that teachers had better not stop learning if they want to develop their teaching and widen their background knowledge. Coming to the last question (N°19), just few respondents (36%) saw that teacher training (pre-service and in-service) helps the novices to be professionally expert since it taught them how to design lesson plans and exams regardless the relationships with different types of learners (individual differences) as well as it provided them with new tricks and new teaching methods and approaches to be professionally developed.

3.2.5. Former ITE Teacher Trainers' Interview:

Interviews have widely been used as methods of data collection in researches. They generally enable the researcher to get high return rate, i.e. he/she can gather all the responses he/she was looking for without any selection or segregation, he/she may get other unexpected questions to be addressed in addition to the control of answering order. As interviews are relatively flexible, the researcher can reformulate his/her questions according to the interviewee's understanding. According to Dörnyei (2007:140), "a good qualitative interview has two key features; it flows naturally and it is rich in detail".

Within the same context, Ho (2006:11) claimed that interviews go hand in hand with other data tools to provide in-depth information about participants' inner principles and beliefs. The researcher, then, implemented a semi-structured interview besides the observations and questionnaires to understand how former teacher trainers see teacher training and what views they hold about its effectiveness. The interview was divided into three sections: the first deals with professional experience of the teachers and the second with what instructional skills they worked with during their teaching experience whereas

the third, the last section, concerned their personal views about training and what ways can orient the new teachers towards the right path.

The data collector designed yes/no questions, open and open ended questions. The interview contains only one unexpected question out of fifteen (15) planned ones (see appendix N°XXIV). These interview questions were conducted with a sample of two university teachers (a male and a female) who were previously teacher trainers in the Institute of Technology and Education (ITE). The first interview that was structured lasted for thirty five minutes while the second, unstructured, was for six minutes. . The collection of data for this part was conducted mainly during interviews (see audio CD attached to this research work).

The first part of the interview, professional experience, had mainly seven planned questions that clarify teachers' experience in both teaching and training.

Question 1: Did you teach English at the Secondary School before? How long have you been teaching it?

This first question merged two questions at the same time; the first was yes/no question and the second was open ended (closed) question in which interviewees' answers differ. Both questions give a clue on the teaching experience the participants had throughout their lives.

- **Did you teach English at the Secondary School before?**

The question aims at seeing whether the teachers taught previously in a secondary school or not. Their answers upon this question were really taken into consideration since they help the researcher to value the experience these teachers have already got.

Possibilities	Population	Percentage
Yes	2	100%
No	0	0%
Total	**2**	**100%**

Table 3.35: Percentages of Teacher Trainers as Former Secondary School Teachers

The table above demonstrates that the "yes" column took the full percentage, all the sample answered with "yes".
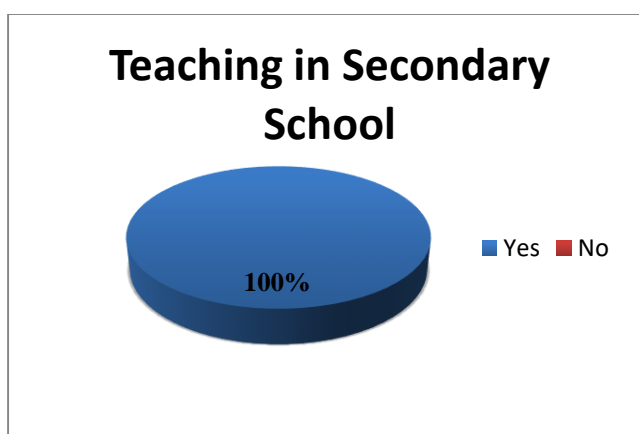
Figure 3.42: Teaching in Secondary School

All the interview participants were former English secondary school teachers, they taught English there for some time that will be denoted in the following question.

- **How long have you been teaching it?**

This open ended question reveals the teaching experience the secondary school teachers had throughout their work. They surely did not teach for the same time, there will be one teacher who worked for more years than the other one. The answers are as follow:

Teacher N°1 (T₁) said: "*I taught English at a secondary school for fifteen years*".

Teacher N°2 (T₂): "*I taught English at a secondary school for eleven years*".

Both teachers were once novice teachers at a secondary school before they had valuable teaching experience and became veterans. Yet, the difference between the two teachers is in the four missing years; **T₁** is more experienced teacher than **T₂** since he/she taught for fifteen years as opposed to **T₂** who taught English there for only eleven years.

Question 2: Beginner teachers almost face some difficulties and fears in their first years of teaching. Would you please describe the fears you have got, if there was any?

The researcher put this open question into practice so that to prove that all teachers begin their first years with difficulties and fears which make them stressed and feel like they are going to quit the job.

At this level, no one of the two teachers provided a concrete answer. Although they have confessed that beginner teachers almost face some difficulties and fears in their first years of teaching, they did not mention their own fears that they have got while working at a secondary school. However, they have only focused on one common point, "*the contact*" with the learners as they have also claimed that there were more experienced teachers than them who helped them in overcoming their fears. But which fears they have got? The question is still raised.

Question 3: Did you receive any training before (pre-service or in-service)? What did you like most in it?

The third question is made up of two other questions: yes/no question and open ended question. The question checks the positive side of training regardless of its drawbacks or obstacles.

- **Did you receive any training before (pre-service or in-service)?**

All the interviewees answered with yes as it is shown in the table below.

Possibilities	Population	Percentage
Yes	2	100%
No	0	0%
Total	**2**	**100%**

Table 3.36: Percentages of Teachers Who Have Been Teacher Trainees

According to the obtained results, the researcher found that the whole sample (100%) undertook a kind of training.
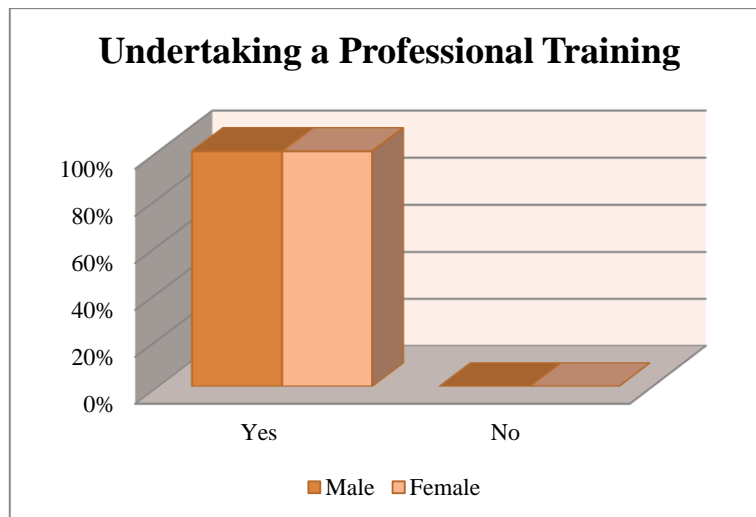
Figure 3.43: Undertaking a Professional Training

The pie-chart, here, confirms what has already been cited by the instructors. No one of them has missed teacher training, neither pre-service nor in-service training, they all set for it before they started to teach. Nevertheless, which facts did they appreciate in this training? The answer is in the upcoming question.

- **What did you like most in it?**

This question reveals what aspect of training attracted the instructors while they were trainees. The answers were that the training they undertook was in the ITE (Institute of Technology and Education) at that time. One of the teachers (50%) said that the contact between teachers and the collaboration when dealing with lesson plans and so on were among the primary influential parts that he/she liked most. The other 50% claimed that he/she has undertaken a teacher training for one year during two semesters. He/ she said that he/she liked it very much because it aided him/her to manage his/her classroom environment effectively and efficiently.

Question 4: What does the term "teacher training" mean to you? Is it useful to novice teachers? In what ways can it be helpful?

After introducing the subject to the interviewees, the researcher went on to see how they define and consider teacher training. The fourth question starts with the training

definition, then whether it is useful to beginner teachers or not in order to identify its positive sides by the end.

- **What does the term "teacher training" mean to you?**

At this level, the answers may differ because each teacher holds a definition of his/her own. The interviewee answered as follows:

While trying to define the term "teacher training", **(T₁)** mentioned some advantages of teacher training which he/she saw as important in teaching profession:

> "*teacher training means to prepare teachers to work, how to prepare the lessons, how to held on disruptive pupils, how to take care of some problems which may emerge before, during and after the lesson presentation and how to attract pupils*"

Unlike **(T₁)**, **(T₂)** hold another view about teacher internship. He/she said: "*Teacher training means having training so as it can be easy for the teachers to facilitate their work at school*". He /she then added: "*without training, it is not possible to teach*".

- **Is it useful to novice teachers?**

When the researcher got the teachers' responses about the training definition, he/she could know half of the answer to the following question. Yet, he/she carried on putting it into practice so that to be sure of his/her assumptions or guesses.

Possibilities	Population	Percentage
Yes	2	100%
No	0	0%
Total	2	100%

Table 3.37: Percentages of Teacher Training Usefulness

The present findings display that all teachers found teacher training as the most important thing or step to do before starting to teach.
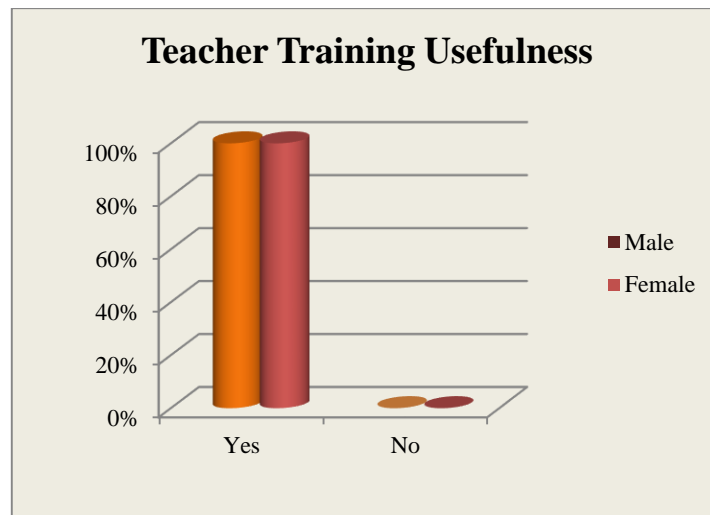
Figure 3.44: Teacher Training Usefulness

The above figure clarifies the participants' responses. 100% of the sample regarded teacher training as a useful and successive step for those who want to enter their classrooms comfortably (with no stress).

- **In what ways can it be helpful?**

Since the instructors confessed that teacher internship is helpful for the novices, the investigator, then, asked them a follow-up open ended question so as to be able to justify and cite their ways which they thought they are helpful. The following are some of the comments they made.

(T1) said that training keeps "*educators acquainted with modern technologies*" just because the most approaches teachers are working with nowadays are: Information and Communication Technologies (ICT) or Computer Based Instruction (CBI). Thus, teacher training helps the novices to learn how to manipulate computers when teaching and how to make use of other technological devices, like cell phone. As opposed to **(T1)**, **(T2)** stated that teacher training is helpful in every aspect of teaching being it the preparation of lesson plans contact with the learners or something else.

Question 5: Were you a member in the Institute of Technology and Education (ITE)? What do you think is the reason for its suppression?

The fifth query treats the real side of the interview that seeks for the difference between the earlier training (ITE) and the present one. Therefore, the participants were asked if they had been members in this official institute (trainers) and what their opinion was for its elimination. This query is made up of two questions: a yes/no question and an open ended one.

- **Were you a member in the Institute of Technology and Education (ITE)?**

Here, the teachers would surely answer with either yes or no.

Possibilities	Population	Percentage
Yes	2	100%
No	0	0%
Total	**2**	**100%**

Table 3.38: Percentages of Teachers as Former ITE Trainers

The findings above confirm that all the respondents were once members in the Institute of Technology and Education, where they worked as teacher trainers in equipping prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in their classrooms.
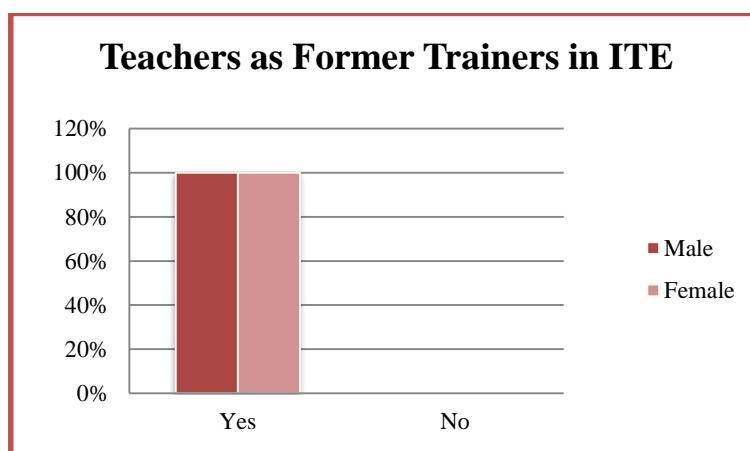
Figure 3.45: Teachers as Former Trainers in ITE

It is shown on the bar graph that 100% of the sample did teach in ITE before; they contributed as English teacher trainers or even supervisors. (50%) said that they taught there for three years.

- **What do you think is the reason for its suppression?**

Up to here, the question intends to find out why this institution has come to an end and stopped from being at service (nonoperational anymore). Half of the sample (50%) said that the suppression of this institute really had a negative effect on the learner teachers because with it, the trainees became terrifically competent in their teaching. The other half (50%) started to speak about what modules trainers were teaching in this institute, for example "*methodology, both written and oral expression Psycho-pedagogy, etc*".

In this regard, an unexpected close-ended question rose up:

- **How long did the training in ITE last? What was the period/duration of it?**

The teacher stated that training lasted for one year of two semesters for teachers who were going to teach in primary school and for those who were supposed to work in middle schools followed three years of study. In their second year, they spent two training periods one in the first semester and another in the fourth semester to be evaluated at the end by the teacher trainers. He/ she added that these training periods were a mixture of theory given by the trainers and practice done by the trainees.

After that, the respondents provided the data collector with a common answer concerning the abolition of this training school; they all referred to political reasons. The teachers then thought that the reason for that "*might be the number of the students they want to be teachers*", i.e. the trainees were numerous. One of them added that most of the teachers who were graduated from it did not directly find a job, which means they remained jobless for some time.

Question 6: Could you draw a slight distinction between today's teacher training and ITE?

This query intends to confirm that there really exists a distinction between nowadays teacher training and the previous one, the so-called ITE. All the respondents preferred ITE than today's training, proclaiming that there are no guidelines provided to the novices. They also added that teacher training in the Institute of Technology and Education previously succeeded to create a family atmosphere though the trainees were not allowed to be absent from their classes.

(T1) carried on saying that "*students whom she taught at ITE are really able to conduct their classrooms more effectively than those whom she has now at the university due to the excessive freedom*". She optimistically called for the restoration of such kind of training, ITE. She said: "*we should think of restoring it, we need it*".

Question 7: Do you think that teacher training decreases the dropout of teachers?

When future teachers receive sufficient preparation during training, they are likely to stay at work and continue to teach several generations till their retirement. In other words, a well-rounded teacher education lowers the drop-out of prospective teachers. Therefore, the researcher decided to confirm with the participants whether training reduces the teachers' thoughts about leaving the teaching profession or not.

While **(T1)** piteously confessed about the existence of the term "drop-out" in teaching when teachers feel themselves weak or unable to manage their classes and to treat their pupils following smart and tricky manners as well, **(T2)** was not sure about the decreasing of teachers' dropouts, he answered by: "*may be, 80% I can say that it decreases the rate of dropout*".

The second part intended to mention the instructional and pedagogical skills that teachers used while teaching, i.e. what strategies and methods they followed during the delivery of their lessons and what tricks they put into practice in case of behavioural problem. This part contained three questions.

Question1: What teaching method or approach did you use with your learners? Does Competency Based Approach (CBA) fit the Algerian learners? How?

The first starting point while being in classroom is to know who the learners are (physical traits, individual differences, etc) so that to select the best teaching method or approach through which information can be highly achieved (received). Therefore, the first question is made up of three questions:

- **What teaching method or approach did you use with your learners?**

The researcher designed this question as he/she believed that the participants as they were among the first trainers in an official institute in the earlier days actually have older teaching methods in comparison to the ones which Applied Linguistics asked to be applied in today's schools.

(T1) asserted that the teacher must not stick to one specific method or approach, but instead draw upon multiple theories, styles or ideas to gain better outcomes. He/she personally was eclectic, she said: "*I have always been eclectic; there are methods from each one I take something which suits my classroom environment*". She then added that the way of delivering her lesson to scientific classes was different from the one through which the lesson was given to literary classes. Unlike **(T1)**, **(T2)** directly and explicitly claimed that he followed the "Communicative Approach" because "*CBA did not exist at that time*".

- **Does Competency Based Approach (CBA) fit the Algerian learners?**

The latest teaching approach that the scholars in field have developed is that of "Competency Based Approach". This yes/no question was chosen in order to see the interviewees' point of view about the use of CBA in learning as far as the Algerian educational system is concerned.

Possibilities	Population	Percentage
Yes	0	0%
No	1	50%
Void	1	50%
Total	**2**	**100%**

Table 3.39: Percentages of CBA Appropriateness in Teaching

Concerning that query, only 50% of the sample could answer it. One answer was void.
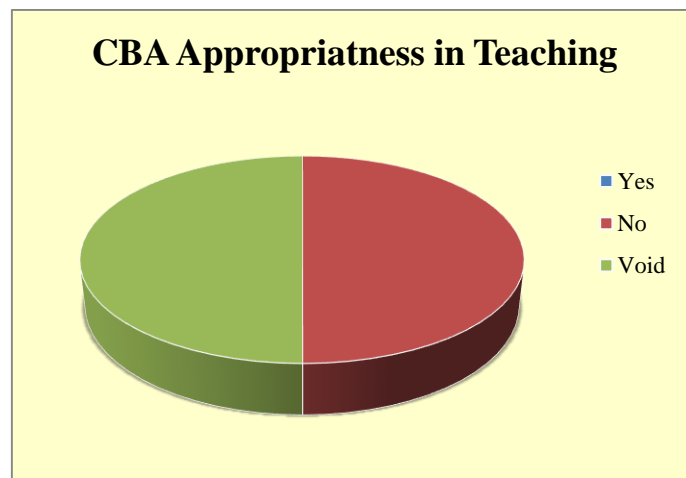
Figure 3.46: CBA Appropriateness in Teaching

The results obtained clarify that half of the sample who chose to be eclectic said that CBA does not suit the Algerian learning contexts while the other half's answer was valid, he/she avoided to give his/her opinion since he/she has already stated that he/she used another method to give his/her lessons. The teacher who voted for the "no answer" affirmed that CBA could have fit the Algerian learners if the instructors had adjusted and adapted it.

Question 2: Have you ever experienced any discipline problem with your learners in secondary school? What was the most challenging one you have encountered and how did you handle it?

The second question does also aim at seeing how these participants reacted when they came across a behavioural problem with their learners if there was any.

- **Have you ever experienced any discipline problem with your learners in secondary school?**

The above yes/no question affirms whether the target sample faced discipline problems the time they were beginners or not. **(T1)** answered with "*yes, so many*". However **(T2)** was not sure of his answer, he answered by "*I do not think so*".

- **What was the most challenging one you have encountered and how did you handle it?**

This open ended question does mainly concern **(T1)** participant since **(T2)** did not provide the interviewer with any valid answer. Hence, **(T1)** said that discipline problems are nearly the same because youngsters are always in conflict with authoritarian teachers; they refuse authorities and following the teacher's instructions. The **(T1)** interviewee mentioned a serious problem that he/she faced when he/she was explaining the lesson. He/she stated:

> "*One day when I was presenting my lesson on the board, one of the pupils started talking and whispering. The pupil directly began to shout while I asked him to stop talking; he used very insulting words in the classroom pretending that I was not going to react but in fact I was as harsh as he was, I just pushed the table on his face and he fell down on the floor, then I called the administration to take him and his friend out of my class*"

He/she added another behavioural problem that he/she has encountered during his/her experience. The participant said that they were two boys fighting in the class; one of them injures the other, she called the administration to take them out. After that, the police and their parents came to know what the problem was and what punishment they are

going to have. Hereby, an unplanned question came into play to further understand the factors which led the pupils to become disobedient and undisciplined. This question stands as follows:

- **What reasons do you consider as the most leading ones to such disruptive behaviours?**

The **(T₁)** mentioned two causes to such bad attitudes. The first major cause is the age; secondary school pupils are seen as adolescents who majority of them do not like instructions, like: "stop talking, open your copybooks, follow on the board". The second cause is that of social environment, i.e. some of the pupils live in poor family, under pressure with divorced parents, drunkard father or violent mother, with their fathers in law or mothers in law. All these causes let the pupils to be in complete revolution that drives them to speak, to be naughty or even aggressive in the class.

Question 3: In case your lesson plan is not going well, what do you do?

The third question was an open-ended one that permitted the interviewer to gain specific information about how the teachers are going to react whenever their lesson presentation failed to reach its objectives. In other words, what roles are they going to perform when their lesson plan is not going well?

The respondents gave different replies. **(T₁)** claimed that he/she changed her lesson plan by the time he/she entered in classroom due to the mood of his/her learners, he/she either presented something higher than the level which has lied on previously or vice versa (to lower level), and he/she sometimes write down what his/her learners did not assimilate (grammar points or vocabulary) so as to work on it again and recapitulate it moving through a bridge to join the next lesson.

Besides, he/she relied on the quality not on the quantity, i.e. he/she preferred to give them only one activity playing the role of "a guide and controller" to be sure that everyone has understood the lesson in general and the activity in particular. Like **(T1),** **(T2)** asserted that he/she always used the daily copybook to note down what his/her learners did not understand and planned a remedy lesson in order to facilitate their language learning process.

The third portion of the interview identified the interviewees' personal qualities, how they saw teaching and what pieces of advice they could give to novice teachers.

Question 1: Do you think that teachers' performance makes a difference to students' achievement? "How?"

The first issue obliged the former trainers to answer either with "yes" or "no", then to justify their answer if they see that teachers' performance really matters in learning process. Nonetheless, only one of them was able to give a straightforward reply. While **(T2)** agreed with this assumption, saying "*yes, of course*", **(T1)** stated that students' achievements take place only if the educators are totally convinced about their work presuming that "*teaching is not an easy job, it is rather physically, mentally and morally demanding*".

(T1) found that the learners are the first judges to teachers; they are the first persons who recognize the teacher is fair and competent enough or unjust and less able educator. **(T2)** said that learners will not reach their goals unless the teacher helps and motivates his/her learners because the teacher is supposed to be a motivator and a guide to the learners regardless to other roles that he/she is asked to perform in his/her class.

Question 2: How do you stay up-to-date in your field?

The investigator merely put this open question so as to stimulate novice teachers and let them be aware of what ways they should follow to stay up to date in their job. The entire sample referred to "*internet*" as the foremost technological invention that keeps instructors close to new researchers and new things which give them a will to develop the content of the official educational book by their own. It also leads them to develop their English language as teachers whose first goal is to make their learners learn and acquire the target language simultaneously.

Question 3: Could you please describe an outstanding teacher?

The researcher has successfully been able to put this open question into practice since the goal was to mention some characteristics of a good instructor and to notice which qualities a good teacher should possess. Put it differently, what makes an educator outstanding?

When **(T₂)** said that an outstanding teacher is "*a talented and competent one*", **(T₁)** saw that this issue has to do with the first one, i.e. an outstanding teacher is the one who loves his job leads to better communication (understanding) and to ultimately achieve good results. He/she then, added:

> "*An outstanding teacher is the one who listens to pupils, orient them. He/she is the one who allows them to express themselves, to ask questions and he/she must be ready to answer them the majority of time besides keeping his/her promise*"

Question 4: What pieces of advice would you give to novice teachers?

This query does purposely target the beginner teachers whom at first want to quit their job as soon as they find difficulties and obstacles. As a consequence, these interviewees who were once trainers have been kindly asked to give some pieces of advice to those novices in order to keep them motivated and excited about teaching. so, the trainers' recommendations were as follow:

(T2) advised the novices to "*be up-to date, motivate and listen to the learners, to be patient specially and to have contact with experienced teachers*". Similarly, **(T1)** recommended them to:

> "*be honest, love what they do, cope with each situation, update their information, not to ridicule their learners, to motivate and simplify things put schedules for their works in order to deserve the money they get by the end of their mission*".

3.2.5.1. Discussion:

From the interview analysis which was addressed to university teachers that were once former trainers and secondary school educators, it was confirmed that beginner teachers almost face problems and difficulties in the first years of their professional career. But teachers will be able to resist if they only have good contact with their learners and get in touch with more experienced teachers. It has also been mentioned that the whole participants took part as trainees in teacher training in the Institute of Technology and Education (ITE) and they were happy with their both pre-service and in-service teacher education program. They found it influential as it guided them on how to prepare their lessons and manage their classroom atmosphere efficiently.

After the introduction of the topic, the interviewees were asked to define the term "teacher training" which they saw as a professional preparation that future teachers undergo in order to become highly qualified. It has several advantages, some of which are

how to design their lessons plans and held on undisciplined pupils. The whole sample saw the usefulness of teacher training in its acquaintance of teachers with technological inventions and the contact they get with veteran educators. The interviewees, as former trainers in (ITE) thought that the closing and the decline of this Algerian official training institute was due to political reasons or even to the excessive number of the trainees (future teachers).

Moving to the difference between former training (ITE) and today's training, the interviewees admitted that (ITE) succeeded to provide supportive guidelines to the novices and was able to create a warm family atmosphere where one helped and supported the other without any complications or perplexities. Their answers showed that they do miss such training since they called for its restoration. Speaking about the decreasing of teacher training in the dropout of new teachers, here is the difference in the participants' replies. While some found the contribution of teacher training program in reducing teachers' dropout, the other half was not sure about that. Yet, they gave a high percentage (80%) to the "yes".

Concerning the teaching method or approach, no one of the teachers depended on Competency Based Approach (CBA); they instead leaned on Eclecticism and Communicative Approach while presenting their lessons in order to make their learners involved in their learning process. It was advisable by the respondents to use the daily copybook when realizing their lesson plans so as to highlight the lesson deficiencies and try to re-work on it, to make adaptations and to plan for remedies as well. Noting what has gone wrong in the class may help the instructor to tune up the plan for the new class.

The participants confirmed the hypothesis of teachers' performance determines learners' achievements. It is up to the teachers' skills and personality to motivate his/her pupils become curious and active learners. That is why teachers' professional knowledge are said to be developed through training programs to achieve high outcomes because a learner having an ineffective teacher can have less abilities and skills than the one who learns with a highly effective and knowledgeable educators. From this point, teachers especially the beginners (trainees) must up-date their theoretical knowledge to develop the experiential one in return.

The interviewees considered the improvement in teaching as one feature, among others, that defines the teacher as "outstanding". Nevertheless, they cited other several characteristics, like: the love and enthusiasm that the instructor has for his/her job, creativity equality and fairness that he/she set between pupils. The participants at the end of the interview advised the trainees or the novices to upgrade their knowledge, to make relationships with experienced teachers, to inspire their learners, to share what they have as well as to be patient and honest.

3.3. Conclusion

This chapter was a practical part of this research since it focused on the analysis and discussion of the collected data starting from observation by the researcher, moving to the questionnaire of the trainees to end with an interview held by former teacher trainees. The results were analyzed quantitatively and qualitatively than the general interpretation of the collected information were discussed. As a result, the collected data shed a light on the difficulties that novice EFL teachers face in their induction period (first years of teaching) and what negative effects they have n their achievement. These results will open the door to suggest practical activities in the following chapter.

Chapter Four:

Suggestions and Recommendations

4.1. Introduction

In this study, the research literature has truly explained what benefits the teacher training has on the novice educators following some tools to either confirm or disconfirm such hypothesis. Then depending on the results discussed in chapter three, the present section is concerned with suggestions and recommendations that may help EFL teachers to manage their continuous professional development on their own i.e. to be independent in case of having inadequate training. For that reason, various practical activities and strategies will be suggested.

4.2. Self-Assessment Processes

Self assessment as a synonym to self evaluation means an evaluation of oneself or one's actions and attitudes especially of performance at a job or learning task. As far as teaching is concerned, Akram and Zepeda (2015:138) defined self-assessment as "*a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge, performance and pedagogical skills for the purpose of self-improvemen*t". When evaluating, teachers may refer to assessment of content knowledge effectiveness, teaching strategies, learners' performance, having effective communication with them and so on.

Self-assessment in education makes teachers aware of their strengths and weaknesses. Because teaching stimulate thinking, teachers should extend life wide learning chances to be able to recognize what good characteristics they have and what poor ones they need to alter objectively. New teachers, in particular, need to have an image about what they do in the class therefore they must not hesitate to make use of self-assessment processes that allows them to demonstrate their own competence, one of which is reflection which itself consists of several evaluation tools.

4.2.1. Reflection on the Teaching Practice:

Novice teachers serve as a powerful group of workers to support future development of a school. But, they are often facing unpredictable situations where their work is judged and evaluated by others. The heavy workloads, difficulties with learners and teaching as a profession can impact their desire to continue in the field. Therefore, responsible EFL teachers need to reflect upon their teaching which in fact allows them to apply the concepts learned from the courses studied to teach in addition to bringing about meaningful changes in their teaching act and learners.

Reflection in teaching participates in teacher learning development. It is thinking over and analysing teaching practices and how these practices might be adjusted for better learning outcomes. So, beginner teachers must be critical thinkers to identify problems, analyze and assess information, consider and evaluate alternatives, and choose the most effective solution to the problems. Reflection then can be used as a way to simply learn about teaching, enrich their knowledge and react accordingly in order to reach professionalism. But, how can this reflection be fostered?

Reflecting upon one's performance means to ensure that new and existing knowledge structures are integrated in a meaningful manner and learning goals are being met. Critical reflection is not an unconscious activity; it rather requires self-awareness to be able to move from a teacher to an observer or a critic. In other words, reflection might be considered as a method for self-assessment. To reflect on teaching, educators have to consider three important steps: reflection in action (while working), reflection on action (after the work) and reflection for action (before work).

Reflection according to Van manen (1977), as cited in Yaacob (2014:2), is classified into three different categories: Technical reflection, practical and critical ones. On the one hand technical reflection allows the teacher to focus on himself/herself in addition to what works in his/her classroom so that to identify either the success or the failure of tools and techniques employed by him/her. Practical reflection, on the other hand, focuses on the learners i.e. the teachers test their understandings, goals, assumptions and outcomes. The critical reflection, then relates the two previous kinds of reflection as it puts its emphasis on the context.

Critical reflection has to do with learning for it requires correlation between theory and practice. Doing critical reflection means revising classroom practice "*analysing the experience, drawing inferences from the learning and planning a revised procedure based on the learning achieved*", Pickering and Gunashekar (2015:97). It then encourages the student teachers to challenge their teaching practices, looking for how they will grow toward greater effectiveness as teachers.

4.2.1.1. Reflection in Action:

Schön (1983), mentioned in Benabed (2015:152), developed reflection into reflection in action and reflection on action, as opposed to that is teachers can think about their teaching during and after a lesson or a set of lessons. Reflection in action is a deliberate, purposeful and structured activity to be done while teaching. It occurs without interruption leading the educator to reflect on how to reorganize an activity while being in progress like answering a number of questions including: are my learners interactive /involved? Is my classroom atmosphere motivating or not?

Reflection in action is the starting point of the next session plan through answering the questions or the notes the educator has already taken, such as: what can I incorporate

from my reflections? Shall I try something new? What works with these learners on this lesson? It thus encourages the teacher to understand his/her learners because every learner is different and there are likely to be varying interpretations of what to say and do within any group of learners. Reflective practice is then a key to improvement in a sense that one cannot develop his/her professions if he/she does not think about it, analyse it and evaluate it.

Johnson (2005:215) renamed reflection in action as "*on-the-job reflection*" while Kottkamp (1990:?) used the term "*online*" to call for reflection in action. This activity engages the teacher to revise his/her lesson plan in midstream, to think about what he/she is going to do next as he/she is doing something else, etc. In this regard, Schön (1987) described it as "*the capacity of professionals to consciously think about what they are doing while they are doing it*". Doing so, the newly recruited teachers can expand their skills and competencies of teaching.

Dewey (1933:9) described reflection as an "*active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends*". Student teachers, therefore, should be made not only to give lessons but also to analyse the context of the school, to bring up matters for discussion and to talk about their intentions and ideas. Simply put, teachers learn much about teaching when doing; seeing what was successful and what is needed to be improved.

Reflection as a process of self-examination, reflection in action in particular permits the teacher to make spot improvements while teaching i.e. if something doesn't seem to be working correctly toward a certain goal, the teacher then reflects intentionally on this and makes instant modifications so as to attain the goal. In here reflection in action was

described as "*the process in which teachers can reshape or redirect the lesson as they deliver it*". It is then a source of feedback since it explores the areas for improvement (needs, strengths, weaknesses, etc).

Purposely, teachers stop in the midst of action when they engage in reflection-in action in order to make essential adjustments, and, if necessary, revise their methods to improve their practice. Simply put, when teachers reflect during an action they intend to make immediate changes. This is what Schön (1987:29) proved when he further saw the difference of reflection in action from other kinds of reflection in its immediate significance for action. To reflect in action, one may involve many strategies, like: observing oneself, monitoring and immediate note taking.

VanManen (1991:512) described reflection in action as "*stop-and-think reflection*" for it allows the reflective practitioners to make instant decisions and adjustments while they are confronting with unexpected situations or problems. The educators who employ such type of reflection are the ones who challenge their negative personal traits (anxiety, fear, inhibition, etc) while being on stage because some teachers cannot really control their actions or teaching performance when they come to face their learners.

Reflection is one way to self-directed development which is a process by which an educator thoroughly participates for his or her professional development in teaching. Pickering and Gunashekar (2014: 21-23) stated different models of reflection that have already been reported in educational literature. The reflection models include:

- Bloom's taxonomy (1956): Remembering, understanding, applying, analysing evaluating, creating.

- David Kolb's Experiential Learning Model (1976): Concrete experience observation and reflection, formation of abstract concepts, testing in new situations.

- Gibb's reflective cycle (1988): Description, feelings, evaluation, analysis conclusion, action plan.

Though reflection could be time consuming, it still provides an opportunity for enhancement to those who want to be effective educators. Besides, it allows them to continually update their skills and knowledge while reviewing their works. In this context, Day (1999:229) indicated:

> "*Without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives directions, and achievements of those whom we nurture and teach*".
>
> Day (1999:229)

4.2.1.2. Reflection on Action:

Johnson (2005:215) called reflection on action "*off the job reflection*" while Kottkamp (1990:?) used the term "*offline*" to speak about reflection on action. It is the process in which teachers look back into past actions and events to be well prepared for the next sessions. This genre of reflection was seen as the most useful reflective practice by teacher trainees assuming that it is very challenging and difficult to concentrate and reflect while being engaged in teaching a lesson due to many circumstances, among which are anxiety, large class sizes and lack of resources.

Reflection on action is generally a follow up activity to that of reflection in action because it allows the educator to reflect upon his/her practice after completion of his/her work, thinking about what went right, what and why things went wrong what things he/she can add for future planning, etc. Teachers reflect their own instructional goals by setting intended outcomes. When reflecting on action, they are supposed to select the skills they wish to improve, place their plan in writing revising books and articles and thinking about activities to be set.

Through reflection on action, teachers can consciously see their personal actions from a different viewpoint and be able to reinterpret them in a way that makes them discover new knowledge and understanding. However, they must partly be critical to themselves otherwise they will not see what was missing or what went wrong in their classrooms. In other words teachers when re-examining their work must be convinced that teaching is vital as well as a challenging task which always renews theoretical and practical knowledge, i.e. both professional and pedagogical skills.

While Schön (1983:?) referred to reflection on practice as thinking about a particular situation or event outside of its occurrence, Day (1999:28) saw it as a more systematic process that enables the instructors to deliberately analyse reconstruct and reframe their actions in order to plan for further teaching and learning. Unlike reflection in practice, reflection on practice may involve collaborative learning or planning for the coming lessons if the educators ask and discuss their problems with their colleagues.

Among the advantages that reflection on action has, it turns the teachers' attention away from their deficiencies towards enhancing their skills and talents. It also makes the teachers challenge their failures; strengthen their theoretical knowledge and the professional one as well. Reflection on action asks the student teachers to retrieve their background knowledge and to remember what they have already learned in their studies or even their training in order to be able to define the problem which needs to be treated by convenient solutions.

Reflections lead to "*professional artistry*" as Schön (1990:?) noted. This notion will arise when teachers find themselves in a conflict or an ambiguity and they try to define the problem to look for better improvements and solutions. Teachers then should engage in reflection on action as they are supposed to be creative and imaginative in finding new

ways through which their lesson plans will be developed for future sessions. Reflections on past reflection in action and on action indirectly shape future actions and lead to what is named as "reflection for action".

4.2.1.3. Reflection for Action:

Reflection in and on action were both gathered in what was labelled as "*reflection for action*" which is defined as the process of analyzing events of before during and after a lesson with the aim of making changes in the future. Additionally reflection for action demands from the educators to assess the information collected from what actually occurred in the class and what they have found after the class to think about positive future experience, as Olteanu (2017:?) proved "*reflection-for-action is thinking about future actions with the intention of improving or changing a practice*".

Following Farrell's statement (2013:?), to reflect for action also means to guess what will happen during a lesson that is to anticipate what evens they might come across in the future how learners might respond and what misconceptions might occur. In this regard Olteanu (2017:?) pointed out that reflection-for-action has a strong correlation to reflection-in-action, they are interrelated. By engaging in reflection for action, teachers can deal with the uncertainties and unforeseen situations in the classroom as well as they can discover new perspectives, new ways of looking at their own actions and behaviours.

Therefore, reflection for action can be named as reflection before action as it obliges the instructors to think about their actions before entering into their classrooms. Working with that kind of reflection, trainees become attentive to their actions before they take place and this is so helpful to them in a sense that they can filter or alter any activity or practice which seems is going to be difficult for their learners before it becomes too late for such modifications.

Like reflection after practice, reflection before practice does also guide newly entrant teachers towards collaborative learning, like Freemen stated in his book "*Teacher learning in language teaching*" (1996:79): "*collaboration gives teachers an opportunity for heightened reflection*". The novices lack experience; as a result they work together with their colleagues who are more experienced than them to determine the nature of the problem, reframe it more appropriately as needed, and decide on a potential solution as opposed to reflection during practice which is an individual process.

This process of reflection is as one of the most influential approaches to teacher learning since it forces the teachers to think back over what has been done or what is going to be done in order to understand and make a sense to their teaching. Reflection, as structured thinking, provides the student teacher with a chance to clearly look at their successes and struggles, considering options for change that greatly impact pupils' learning. More importantly, reflective thinking keeps teachers as lifelong learners as they always revise their practices throughout their career.

According to what has been said about reflection, it is understood that reflection is an active process of witnessing one's own experience in order to examine it more closely, give meaning to it and learn from it. So, instructors are in need to think about what is going to happen before the action takes place, reflect their practices when teaching and to reconstruct their performance after the completion of their working time. The reflective practice then can be summarized in this upcoming scheme:
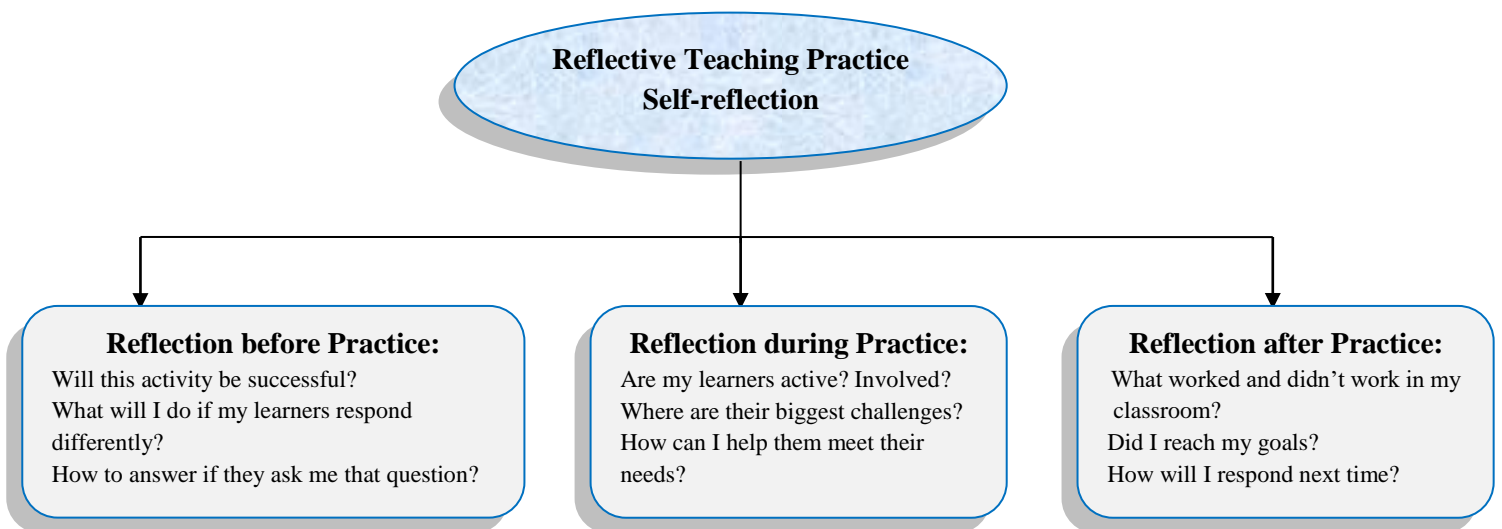
Figure 4.1: Reflective Teaching Practice

Reflecting and reshaping past and current experiences can lead to improvement in teaching. They also push the teacher to look objectively at their actions, taking into account their emotions and experiences. Doing so, every teacher has a different style or strategy to observe and evaluate himself/ herself. Video recording, journals, portfolios and logs are among different reflective strategies that facilitate the reflective practice to the teachers.

4.2.1.4. Video Recording:

Reflection can be encouraged by having teachers view themselves on video which is a relevant tool in teacher professional development process. It has a positive impact on teacher preparedness as it lets the educators "*gain insights into classroom management skills, teacher talk and student talk time, and formative assessment procedures*". One must focus on some particular behaviours when he/she wants to video tape himself/herself aiming to look for a change over the academic year.

What is meant by recording a video is to film a lesson using a specific technological device (cell phone, camera, tablet, etc) that records sounds and moving images which can be heard and seen later on. Video recording is also seen as a storage device on which information (sounds or images) have been recorded visually and audibly.

Videotaped lessons enable the teachers to see themselves as their learners see them. For example, they can notice learner talking time, teacher talking time, learner teacher talking time, how loudly they speak and what their pupils are doing when they were speaking.

Video recordings are reflective strategic means that gives the educators insights about things which they are not aware of or they do not normally see as teachers. This helps them to remember what they have found as obstacles during the delivery of the lesson and to see how effectively they are performing. Such a reflective aid develops the habit of self-reflection and self-assessment. Yet, it must not be dealt only with negative aspects of teaching because thinking about how well the teachers do in their classrooms raises their self-confidence and keeps them motivated in fulfilling their job.

Videotapes have greater impact on teacher learning because when teacher film their teaching sessions, they would be able to monitor their performance in the next lessons. According to Dillon (2010:?), video recordings assess the educators remotely i.e. they help them get a chance to revise themselves when they finished acting. It also means that videotapes can be sent to experienced teachers or supervisors to remotely evaluate the beginners' performance without visiting their classrooms.

In such videos, teachers' behaviour, learners' behaviour and learners-teacher interaction need to be seen and analysed to be able to change performance or any attitude that seems awkward. When trainees record their instructions, they get an accurate picture of what happens in the class, but they may jot down some questions or notes about how the lesson was in order to be able to draw a comparison or know whether the session was as they expected or not before they view the tape. Stannard (2016:13) confessed that "*a video analysis tool can be useful for promoting reflection with his/her own eyes*".

Videos, as visual medium, can be influencing in changing teachers' decisions. Differently put, they make the teacher learners maintain some attitudes or actions that they have been wishing to modify, as reported by West and Turner (2015): "*video feedback can be easier to comprehend and act upon*". One fundamental characteristic which the videos have is that they can be stored and replayed so many times, that is whenever the teachers want to change their lesson plans as opposed to handwritten feedback forms which can be lost or damaged.

Videos are also privileged in giving details and a full description of one's performance; as a consequence teachers can get more meaningful feedback about their teaching. Since video recording investigate instruction in detail, teachers can play it and replay it again and again in order to be sure about the areas for improvements. In addition, it would be a good initiative if teachers arrange several recording sessions throughout the semester (e.g. one at the beginning, one in the middle and one at the end of semester) to check their progress.

With video recordings, teachers reflect on their practice the time they have been in class, they can consciously and easily identify important issues that went unnoticed while teaching a lesson. Hougham (1992:?) has confirmed such assumption, claiming that videos offer opportunities to student teachers "*to self-reflect and analyze the teaching segments, seeing themselves "in action"*. Though reflection on videos is time consuming, they are still significant in capturing the essential things happening in the class, showing how teachers teach and what roles they perform.

After all, videos have positive effects on the performance of the trainees. Simply put, they aid them to set constructive and appropriate plans to systematically overcome the problems. To that point, reflective instructors need to use videos to demonstrate change in

practice as well as to diagnose areas of need, as reported by Jenson (1994:?): "*videos enable student teachers to reflect on the quality of their work, to assess their strengths and to identify areas in need of their attention*".

4.2.1.5. Learners' Feedback:

Learners' feedback may add a different and valuable viewpoint over the teachers' actions, as it was defined by Black et al (2004:?): "*Feedback is a pedagogical framework of assessment, for learning not of learning*". Similarly Chalmers and Hunt (2016:30) declared that learners input learners' achievement, peers and colleagues and self-assessment have been acknowledged as four evident sources for the evaluation of teaching for more than half a century. Afterwards, they went to define to learners input as "*learners' feedback, perception surveys, and a range of formal and informal information that is collected from students about their experiences of learning and teaching*".

Learners' achievement is a very powerful tool for measuring teacher quality. In other words, when pupils do not grasp what their teacher wanted to say, they get low marks in tests and exams as a consequence to his/her way of planning or explaining the lesson. At this level, the teacher had better revise his/her practice thinking about future decisions if again faced with a similar situation either with the same or another class. In addition to the learners' achievement, both oral (discussions, interactive communications) and written feedback (questionnaire) would be of great help to teacher education improvement.

Moreover, it is better for the teachers to orally reflect upon their practice together with their pupils, as asking them about what they have learned that day what was easy or hard for them, asking them to briefly review the lesson to each other, etc in a form of discussions at the end of the lesson. Any feedback from pupils being positive or negative

gives valid information to teachers and leads them towards good teaching experiences. But, learners cannot evaluate the teaching content or the educational learning program.

Written feedback, in addition to oral one, also seems appropriate when teachers administer a simple anonymous questionnaire to their pupils concerning how the lesson was and how they feel with their teacher. UNESCO (2015:48) believed that unidentified questionnaires create a safe environment for learners to tell the truth about their feelings and problems with the class. Learners themselves can be a motive for high quality teaching and their feedback is efficient in collecting information for developmental purposes.

Good teachers are those who talk to their pupils and care for their learning. For instance, they may ask them if the classroom environment is suitable for them to learn or it some instructions are needed to be set, how they find their assignments and activities, etc. In here, the learners can come up with suggestions that help the teachers to see how effective their teaching is. Likewise, "*students develop a useful sense of participation in the teaching of the class*".

Doing so, teachers are in some way or another contributing to raise their pupils' motivation and develop what is called "independent learning", thus successful teachers need reflect on their teaching not on the problems of having brilliant and weak or less able learners. They think about all what concerns their teaching and they use whatever means to improve upon it. Learners' feedback then is more helpful as it allows teachers to modify instruction and learning activities to meet the needs, necessities and wants of the learners.

4.2.1.6. Teachers' Narratives:

Teachers' daily experiences and stories might be of use to others for reflecting upon their performance. Ershler (2001:163) reported: "*using novice teachers' own stories is an extraordinarily powerful tool to promote teachers' growth and development in their career*". Teachers may learn from others' mistakes and get new skills when they reflect and review their written narratives that describe different events or instances of their teaching practice.

Narratives as stories of individuals reveal the knowledge, ideas, perspectives understandings and experiences that guide other teachers' work. In fact, they describe some teachers' rewards and complexities of their practice to reflected and reviewed by some others for the purpose of controlling their own thoughts and acts. Johnson and Golombek (2002:7) argued: "*narrative inquiry enables teachers to make significant and worthwhile change within themselves and in their teaching practices*".

Moreover, "*Narratives offered exceptional support in that the story-based format opened the teachers to future topics for engagement*". In the same regards Johson and Golombek (2002:7) proposed for novice teachers who engage in narrative inquiry not to look for simple or quick answers and solutions, they rather have to open further discussions through which they can gain insights into themselves to change and grow throughout their professional lives. Reimers (2003:112) confirmed:

> "*Usually teachers focus first on the specific event that is being reported and then go a step further and begin to establish connections and observe the isolated event within a larger context*".

Experienced teachers are supposed to store their experiences and conceptions about teaching to share them with inexperienced ones that help them to identify their individual professional learning needs. As an educative tool for beginners, teachers' narratives are

served to support the new teachers in their induction period since teaching is said to be stressful experience at the initial years. Smith (2012:160) declared that educators, whether novices or veterans, ought to comprehend that dialoguing with and seeking help from one another is not a sign of weakness, but rather an indication that one is willing to learn and grow.

Teachers' own stories let the novices be connected, supported and empowered since they aid them "*to move from feelings of disillusionment and isolation to feelings of hope, confidence and a sense of connectedness to a meaningful profession*". In other words, teachers' stories have the privilege in rebuilding the confidence of beginning teachers, break down the feelings of isolation and enable them to reflect upon their teaching performances. Narratives, as seen by Schwarz (2001:37), allow the new teachers to construct knowledge about teaching both individually and collaboratively besides the acknowledgement of diverse voices in education.

Personal teaching experience stories are central to the improvement of teachers, i.e. they prevent them from failure in their profession as they set and try to read experienced teachers' journals and ask them about what face or how they deal with particular problems. So, these narratives that narrate teachers' career stories throughout their professional lives are as a form of professional development to the novices. Teachers, for instance, may inform each other about the incidents of the day during breaks, briefings or when they come to the teachers' room.

Kainan (2002:47) saw that such professional stories that the novices benefit from, are generally about the relationships between the teachers and their pupils or between the teachers themselves. She said:

> *"The stories generally relate what has happened to the teachers in the classroom, with reference to individual pupils, a group of pupils, or the whole class. Another group of stories centres on the relationships between the teachers themselves in the workplace"*.
>
> Kainan (2002:47)

By reflecting on other teachers' narratives, the novices can pay a close attention to different reactions which emerge from each teacher's daily experience. They then examine these reactions and adapt them into their classes for the purpose of being creative and professionals. Participating in dialogues with veteran teachers is fundamental to the process of learning how to teach effectively and creatively, as reported by Beattie et al (2000:4): *"Through respectful dialogue and conversations with multiple others, individuals come to know themselves and others, to know what they know and to construct professional identities"*.

Therefore, when student teachers engage in conversations with their colleagues can get perspectives other than their own that might give them support and continuous feedback. New instructors learn from and with others in order to bring about positive change. They here develop their abilities for active participation in sharing their ideas, decisions and solving problems together so that to have a sense of reflective teaching. *"With such effort, these teachers create conditions for their own ongoing learning and for the continuous creation and recreation of the narratives they tell and enact in their lives"*.

4.2.1.7. Logs/ Portfolios/ Journals:

Teacher trainees are required to write their comments and views about events problems, achievements that need to be given extra attention during their school based experiences. Beginner teachers will not be proficient if they don't manage to develop and describe their own assumptions and beliefs, to analyze and make judgments about the choices that they make in their teaching and to revise their attitudes which may affect both their and pupils' motivation and performance.

Teachers evaluate themselves through portfolios which are seen as the establishment of a file or collection of records, photos, and other materials to represent some aspect of the classroom program and teaching activities. Teachers especially the novices, can build portfolios by saving their lesson plans, activities worksheets, quizzes, exams, etc to be reflected afterwards. Hopkins and Antes (1990:?) saw portfolio as:

> "*A favourite tool in pre-service teacher education because it encourages beginning teachers to gather significant actions for the purpose of critical reflection on professional growth over time*".

Used for formative assessment, summative assessment and self assessment portfolios are usually used by educators as collected items gathered over a certain period of time to illustrate different aspects of teachers' wok. They are successful tools since they provide new instructors with an opportunity to reflect on their own work, goals and activities in and out of the classroom. Like portfolios, "*journals can be kept private or shared with colleagues for response, feedback, interpretation or comment*".

Portfolios are seen as every document relevant for teachers' work that provides them with an opportunity to undertake a systematic evaluation and assessment to their teaching. Richards and Farrell (2005:98) recognized professional portfolios as:

> "*Evolving collections of carefully selected or composed professional thoughts, goals, and experiences that are threaded with reflection and self-assessment. They represent who you are, what you do, why you do it, where you have been, where you are where you want to go, and how you plan on getting there*".
>
> Richards and Farrell (2005:98)

A source of review and reflection, portfolios allows the teachers to adjust their teaching and add new items to it while identifying their thoughts and reactions in their classroom. They can either be hand typed or electronically typed and registered to present different formats by which teachers can introduce their work. Richards and Farrell (2005:99) detected two diverse genres of portfolios: A working portfolio as items that follow a teacher's journey towards a definite objective and a showcase portfolio which is created with the purpose of presenting the teacher at his/her best and could be functional when applying for a new teaching position.

When using reflective writing aids like journals among others, educators must develop a detailed description of an event to be given a full attention, i.e. reflection is not a random activity to be done. Taking notes and writing thoughts after each lesson aids beginning teachers to monitor self-development and raise self-awareness. Fuller (2012:13) said that reflection practice gives birth to self-awareness which in turn enhances instructors' self-confidence and makes them thrive and grow in their chosen occupation.

Journal writing, appreciated as "*a widely used method designed to enhance reflection and facilitate critical thought*", can be a valuable tool for a first-year teacher. It is rewarding to look back and reflect on how far teachers have come at various points throughout their career. Therefore, they should take notes after each class could it be positive or negative on what

was taught and how learners responded. Teachers' note taking can also be described in a set of questions their own reactions and their learners' feelings at that time, were they motivated? Were they taking part in learning? Were they anxious?

As a great instrument for reflection, journals permit teachers to record their thoughts, feelings and reactions to teaching and to even share them with their colleagues as another possible way to work on problem solving. Christodoulou (2010:24) summarized the usefulness of journals in noting some their advantages, saying:

> "*Journals are easy to keep; they increase the teacher's knowing of the way he/she teaches; serve as a source of questions and hypotheses about teaching; offer direct record of classroom events and experiences which is undisturbed by an outside observer*".
>
> Christodoulou (2010:24)

Written logs are regarded as important components in reflective strategies as they aid the teachers to see if they made progress in their teaching experience, what things they want to realize next week or month, like Yaacob et al (2014:2) claimed reflective skills can be enhanced best only when teacher trainees learn how to write down their thoughts, feelings, experiences and attitudes related to their job as educators. Teachers then are likely to be reflective practitioners when write about any dilemmas that rise in their classrooms and pursue means to resolve them.

Thus, effective teaching requires teachers to be professionally developed and professional development will take place only if teachers continue to reflect upon their teaching practices. Reflective practice as an integral part of creativity, it promotes deep learning and further understanding of own beliefs, values and attitudes. Day (2001:1) clearly explained the importance of reflection in professional improvement, he said: "*Continuing professional development is essential if teachers are to remain up to date in*

their knowledge of the curriculum, wise in their selection and use of a repertoire of pedagogical skills".

4.3. The Use of Microteaching

Koross (2016:290) declared that microteaching has been used as a method in teaching and learning environments since 1960s and that its overall purpose is to enhance future teacher's instructional experiences. It was seen as "*as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour*". Going further with this definition, microteaching as a term used in educational contexts signifies a teaching practice session through which potential instructors review their teaching techniques and receive feedback from fellow teachers.

In the same lines, Koross (2016:291) described microteaching as "*one of the efforts by the pre-service teachers to transfer the knowledge and skills into action, and thus, they try to bridge the gap between the theory and practice*". Often videotaped for subsequent evaluation, microteaching offers the new teachers numerous and different chances to learn about the planning and operation of new instructional strategies, as reported by (2016:291): "*microteaching helps the novice teachers to learn the art of teaching at ease and to the maximum extent*".

In microteaching, all the faults of the educator are observed though teaching is simplified in some systematic ways: class size, time allotted, content. Wahba (2003:44) confirmed such assumption; he said that teaching may be scaled down into three varied stages:

1. The teacher's task may be simplified and made very specific.
2. The length of the lesson may be shortened.
3. The size of class may be reduced.

Koross (2016:292) hold the same view too. He argued that microteaching diminishes the complexities of real teaching with respect to number of learners in a class (not more than twenty), scope of content, and timeframe (five to twenty minutes). Microteaching possesses other benefits besides the reduction of these previously mentioned complexities, some of which were outlined by Wahba (2003:44):

- Helps instructors scrutinize their own teaching in order to find out their strengths and weaknesses.

- Enables them to reflect on their own teaching styles, focus on certain areas of teaching and view them from other points of view.

- Obliges them to pursue self-initiated, self-directed and self-observed growth.

A well-planned microteaching programme surely ensures high quality teaching practice, student teachers for instance will possess the ability to prepare lesson plans by their own, choosing the right teaching goals and assignment activities, check and control pupils' attention in addition to managing time effectively. If the micro lesson, presented by the beginners, does not satisfy the demands desired, there will normally be another chance to be planned again and represented until the desired requirements are met.

This process was developed by Peker (2009:?) when he mentioned the following stages of microteaching:

Figure 4.2: Microteaching Stages

Bok (2002:1) found the aim of microteaching in "*giving future instructors confidence, support and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their learners*". Microteaching, according to Slabbert (1983:110), generally lasts ten to thirty minutes and with not a large class of over forty pupils. So, Peer observation can be explored within the term of "microteaching" as the later is "*a practice based approach in which candidates plan a lesson and teach it in front of their peers*".

The presenter of the lesson needs to be informed about the day of his first microteaching lesson to be well-prepared to teach for five or ten minutes, if not more, on the scheduled day. During the presentation, the observer takes notes on how the lesson is flowing (running) to end by giving the presenter an evaluation checklist when he/she finishes the session. After the microteaching lesson, the peer observers "*first offered positive feedback by praising the teacher's enthusiasm*" before starting to speak about constructive criticism, like saying lesson's objectives were not obvious.

Instructional observation or what is also called "supervision" become effective when supervisors (principals, senior teachers, even trainee teacher) focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping learners be effective. Kutsyuruba (2003:4) said that new teachers are in need of more frequent use of instructional supervision that meets their needs, promotes trust and cooperation and that gives them support, help and advice.

4.3.1. Peer Observation:

Speaking about peer observation meaning, Hendry and Oliver (2012:1) described it as "*the process of colleagues observing others in their teaching, with the overall aim of improving teaching practice*". It is thus absolutely vital for language teacher trainees to work together with their peers (the coordinator teacher), planning for regular meetings to confer on lesson planning, talk about assessment and to share resources and ideas. If peer observers have common teaching situations with that of the presenter, this would be of vital importance in examining each others' practice.

Gosling (2002:?) claimed that peer observation has mainly three models which have been developed according to the purpose of the observation. These three models are: an evaluation model, a developmental model and a peer review model. In the first model, it is the senior staff that is in charge of the observation while in the developmental one, an expert or teaching practitioner are the ones who observe the trainees. Unlike the two first models, the last model (peer review) are conducted by teachers of a similar status (may be all novices, or all experienced) for only discussion and self reflection.

As peer observation "*allows the teachers a window onto the way someone else teaches, how another class is conducted or how certain materials might be used*", beginners need to arrange their time to observe another teacher who is known to be more experienced and effective opening a discussion after the end of the session so that to demonstrate the strengths and weaknesses that let them grow professionally. Peer observations offer chances for teachers to work collaboratively by becoming critical friends to each other's practice.

As previously cited, trainees should accept to peer observe and be observed. The more teachers team up, the more team spirit develops among teachers and the more ideas are interchanged. The following notes are some benefits of observing a peer, and being observed by a peer mentioned by Robinson (2017:6):

a) Why to observe a peer:	b) Why being observed by a peer:
- To get ideas for techniques, lesson structure, resources, classroom management.	- To get feedback techniques, lesson structure, resources, classroom management.
- To help them deal with any problems they might be having with their own teaching.	- To have the chance to discuss critical incidents with someone
- To observe learners from a different perspective.	- To get the opportunity to share.
- To build support between them all as teachers.	- To lead to team teaching where appropriate.

Table 4.1: Observing and Being Observed by a Peer

In this sense, observation is a very valuable tool for both the observed and the observer as they share practice, impartiality and peer support. Rowe and Handal (2010:11) saw that peer coaching is similar to peer observation since it is "*accompanied by continuous support, encouragement and feedback as the less experienced academic adopts the new skill*". Ali's proposition (2007:18) of model for reflective teacher observation programme was as follows:

Analyse trainees' observation needs

↓

Prepare trainees for observation procedures

↓

Trainees observe trainers teaching (focused questions)

↓

Observers contact trainees' school to build rapport

↓

Observers observe trainees and trainees reflect on teaching

↓

Summative assessment
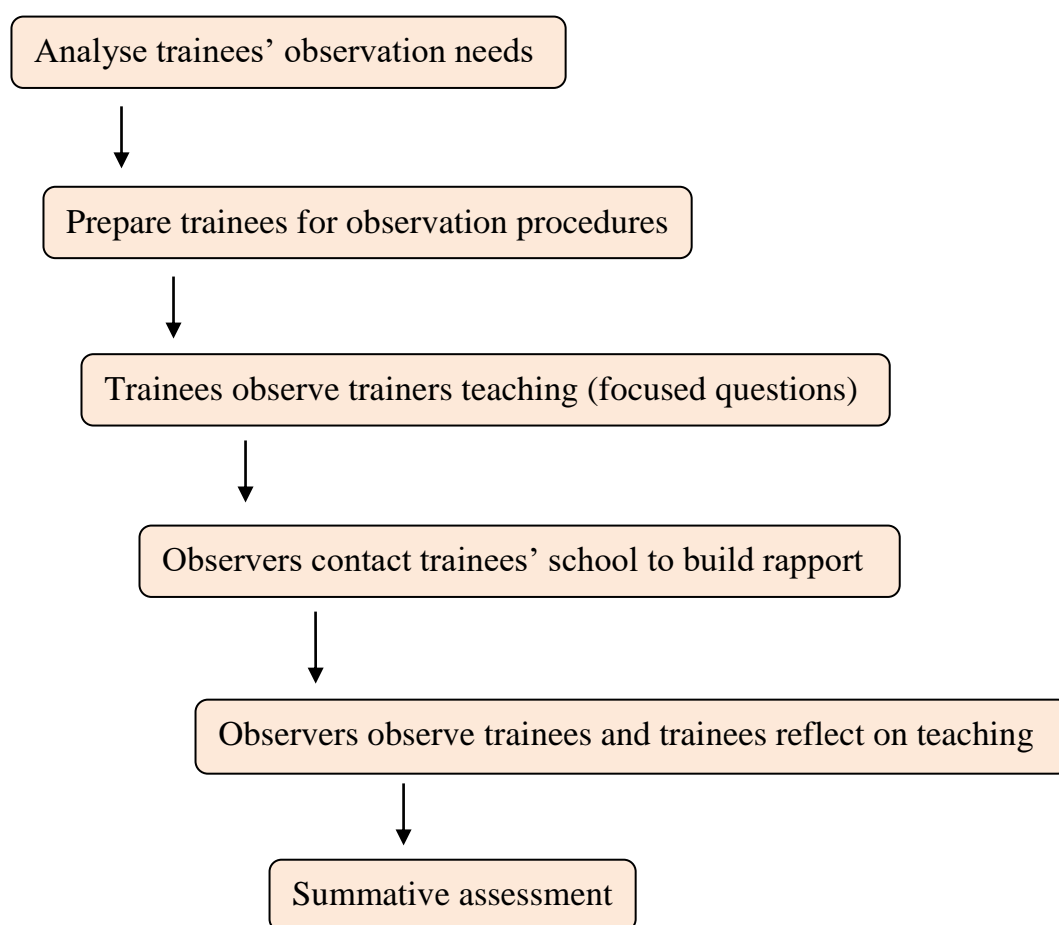
Figure 4.3: Reflective Teacher Observation Programme

As the first move of the teacher observation program, observers have to scrutinize the needs of the learner teachers regarding the upcoming observation. Then, they begin to gather data about the trainees' level of knowledge and what they hope to achieve by teaching an observed lesson to effectively put the observation procedure together with their

supervisees. This includes deciding on the number of observations, materials to be used, scheduling of the feedback sessions and the assessment criteria.

After moving through these steps, the learner teachers adopt the role of observer and observe their peers teaching pupils in various contexts. Trainees had better set goals to make their observations more meaningful, as reported by Ali (2007:19): "*focused observations are more meaningful when the trainees are informed of what they are supposed to be looking for*". He then added some examples of how a focused observation can be achieved, like a set of questions specifically related to methods and techniques, the use of materials, learners' participation and the nature of error correction.

Many teacher educators like Wallace (1991:?) advised the observers not to neglect the educational context, i.e. they ought to coordinate with trainees' schools to fully comprehend the situations under which the trainees are required to teach. Next, the observers come to visit the school and observe the trainees teach their pupils. Ali (2007:19) said that this step involves a pre-observation conference, the actual observation and a feedback session. Taking place at the end of the observation, a summative assessment allows the teachers to benefit from their teaching practice.

One of continuing professional development approach, peer learning or peer observation system could have one of three main purposes: individual development performance management, and evidence of quality assurance. Peer observation is described by Robinson (2010:1) as: "*the involvement of academic colleagues giving and receiving feedback on the effectiveness of teaching practices for promoting student learning*". It is then seen as the task of visiting and commenting upon a taught session aiming at professional development for teaching staff.

Peer observation is one example of how ongoing professional development is achieved, however teachers do often hesitate to take part in observation once they finish their initial training. Besides, it plays a key role in gaining teachers' confidence being sure to get as positive experience as possible when sharing and developing practice. Three important stages, first published by Goldhammer (1969:?), are to be considered when dealing with peer observation:
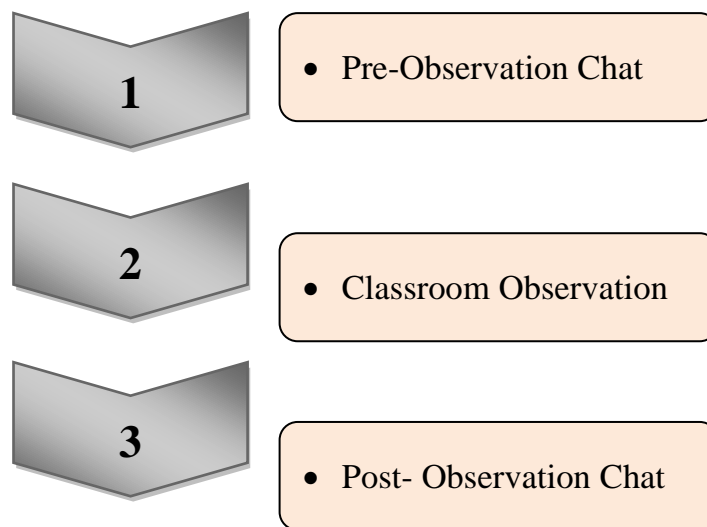
Figure 4.4: Peer Observation Model

Pre-observation may be as simple as five or ten minutes discussion whereby both the observer and the learner teacher take time to look at the lesson plan and devise the observation task list before engaging in the lesson (on what to focus, how and when it is going to be discussed afterwards). After that, each one of them begin to perform the needed roles moving to what is called classroom observation to be followed by post-observation chat through which the presenter gets his/her feedback and the observer explains and develops the notes taken in his/her sheet.

4.3.1.1. Pre-Observation Planning:

Pre-observation planning is the most crucial needed part for successive peer observation process as it leads both the peer (observer) and the teacher (observed) to develop a clear understanding of how this process will be done. Race (2009:11) reported: "*Whatever kind of peer observation you are planning, it is really useful to arrange a pre-meeting with your observer*". He then added: "*it's best to have the pre-meeting a few days before the observation, rather than try to squeeze it in ten minutes before the observation itself*".

The observers must discuss the observation plan with their peers well before they start presenting their lessons. Topics discussed in this plan may include the lesson plan for the session, the teaching objectives, the teaching approaches or methods be implemented, the class and the time (when and where). There was a clear cut difference among teacher educators in how to achieve the pre-observation planning. When Gosling (2000:?) found that contact by email or phone may replace the pre-observation meeting, other teacher educators saw that this phase should be face to face.

One of pre-observation meeting's benefits is that it reduces anxiety of the novices and their fear of being observed or being disrespected by their pupils. In here, the trainees had better inform their pupils beforehand that there will be an observer on that day and at this time, and explain to them that the observer is not there to assess them rather they are there as part of the professional development of the academic staff. Such act will keep the trainees away from being under a mess. For those reasons, this first meeting must be undertaken for the success of the whole process (peer observation) as it helps them to feel comfortable and get used to their observers otherwise they would not learn from the experience.

If the trainees do not want to be evaluated on their competence (how well their lesson plans are?), they can be evaluated on their performance instead, that means planning a lesson together with the observer beforehand and then come on stage to see how well they are going to be. The supervisor in this stage aids the supervisee to improve and refine his/her lesson plan and makes him/her convinced about the different observer's roles, he/she is there not only to evaluate but also to help.

4.3.1.2. During the Observation:

This phase requires from the observers to observe and make notes about things that have been identified or agreed on by the observed and the observer in the briefing session. Most importantly, the observed must be well prepared for the presence of the observer as they have already discussed about the date and the time of such observation process. Moreover, the actual observation narrows the gap between one's imagined view of teaching and what actually occurs in the class.

Like learners, educators differ in their personal psychological traits; some of them fear the task of being observed, they may feel embarrassed, stressed and frustrated when they only notice that there is somebody at the back who is in complete charge of observing him/her. At this stage, they "*should see themselves as co-researchers collaborating for each others' benefit rather than viewing peer observation as an evaluative procedure*", as pointed by Richard and Lockhart (1992:5).

Stone (2017:19) pointed out that no professional development occurs without exposure. She then put an emphasis on the mutual trust that must be in presence while being evaluated, she said: "*an exposing weakness is tricky unless there is complete trust*". In order to get fruitful results, the trainees must be good listeners, open-minded and even

critical to themselves, saying for example (we are learning, we are lucky to have observers, we are reflective teachers, etc) instead of doubting about the observer's comments (seeing them as ridiculous, helpless observation, etc).

Thus, supervision would be effective if the trainee, from one hand, is open to critics and the observer, from the other hand, choose the most suitable moments for intervening in the session in a way that does not threaten or frighten the teacher who has to present the lesson to their pupils in front of an observer who is considered more experienced. This was one of the suggestions that Ali (2007:17) gave, he stated: "*classroom observation, under the appropriate guidance of trainers and observers can give trainees the confidence to discover how to apply the new ideas they learn*".

Moreover, the observers may adopt the role of a participant and a partner in this process through their intervention in group works for example, or even co-teaching. In other words, during the observation, a shared practice may occur. As a result, the observer may discover other teaching strategies that s/he has never tried. Ali (2007:20) provided the teacher educators and the learner teachers with a reflective observed lesson plan sample that they can rely on during the observation (see appendix N°XVIII)

4.3.1.3. Post Observation Debrief:

Siddiqui et al (2007:299) that peer observation process without having a debriefing session at the end is of no use, they said: "*Observation itself does not lead to improved teaching; rather, it is the process of debriefing and feedback that is so helpful*". It is in this stage where both the observer and the lesson presenter highlight good and weak practices, what new things they have learned and what things they would do differently in the future. The observer at the end can elaborate a written feedback report signed by him/her and by the observed as well who can get a copy of it for future reflective observations.

It is important to include reflection at the end of the session to enable teachers clarify what they have learnt and what they might be taking away. Discussions are to be opened so as to illustrate and explain the points or notes taken during the observation, such as: are the teaching materials used appropriately? How might they adapt such activity for low level learners? because it may be difficult for trainee teachers to see how they can relate activities to their own classes.

Likewise, Ali (2007:17) confirmed that classroom peer observation could not be of significant help unless post observation debrief is raised. He claimed: "*A teacher observation programme is developmental when it incorporates detailed post-observation sessions*". Such process calls for "*learning by doing*" i.e. new teachers learn and get theory from their practice. Thus, post observation discussion involves a "*collaborative reflection because it is usually the most difficult part of the peer observation process and demands professional tact and sensitivity by both parties*".

Denman (1989), in Ali (2007:19), preferred delayed feedback more than immediate one, since it "*gives the trainee the opportunity to come to a more mature, more balanced appraisal of the lesson*". By contrast, Wallace and Woolger (1991:320-327) divided post observation into four feedback stages: establishing the fact, objectives and achievements, generating alternatives and self evaluation. They further explained that in the first stage both supervisor and supervisee go over each step of the lesson in detail, answering the question of what happened?

The second phase, however, treats the objectives the teacher had in mind for the lesson. Achievement of the objectives is discussed along with what the pupils got from the lesson and how their learning outcomes were. Speaking about generating alternatives, the

supervisor and supervisee can think about what else could have been done in this session. Ali (2007:20) claimed that this third stage fosters the beginners to consider the positive and negative effects of teaching alternatives they might have worked with.

Coming to the last stage, self-evaluation, the supervisees can see what they have learned so far. In here, it is advisable to the observers to listen attentively to trainees when they talk about their interpretation of what they have learned because such discussion will indicate their ability to self-evaluate and their capacity for self improvement. This forces the learner teachers not to find readymade answers or works; they have to try first to depict what practices they feel and see as good and efficient and what areas they see like they need improvement.

In this regard, there exist some workable tips to use when the observers and the observed are having their debrief session. Differently put, the observers are supposed to help the observed to check their own understanding and notice their own reactions before they provide them with any reflective information. These guidelines are as follow:

- To focus on behaviour rather than on the person being observed.
- To be specific (give examples).
- Feedback must be confidential.
- Be aware of the balance between positive and negative feedback.
- What is important is how and when you give feedback not just a matter of what you say.
- Allow those being debriefed to say something about their session first before you give feedback, i. e "How do you think the session went?"
- Allow them to highlight problems and possible solutions first.
- Always be polite and respectful of each other.

A good feedback session will permit the instructor to self-diagnose any possible limitations in their own teaching performance. In this session, there should be less emphasis on the teaching content and more on the exploration of what works and what areas are in need of enhancement. In this regard, when reflecting upon the performance of the teacher observed, it is better to address the question of why rather than how i.e. thinking behind the process of teaching rather than evaluating teaching itself.

4.3.2. Reciprocal Teaching:

In helping and encouraging novice teachers to overcome teaching complexities, they may work on a class together for the purpose of what is called to be "cooperative teaching or team teaching". Carr (2007:45) described cooperative teaching as "*an approach to teaching and learning where two teachers work together to service a group of heterogeneous learners in a classroom*". Aiming at perfecting pupils' learning, teachers are required not to work on isolation anymore but are expected to engage in more collaborative processes instead.

Carr (2007:44) presumed that ideas can be shared, problems can be solved and better strategies can be improved when teachers cooperate and work together. For successful cooperative teaching, each teacher has to contribute with the needed documents, resources or materials, assume their responsibility for fey decisions and have a common goal. In addition to these conditions, Carr (2007:44) cited other prerequisites on which effective collaboration is based:

- Reflecting on one's personal belief system.
- Refining interaction skills with both colleagues and pupils.
- Contributing to a supportive environment.

The above prerequisites demands from the collaborative team to value the shared ideas and tolerate change in one's classroom, conduct effective meetings to resolve conflicts, support each other without any embarrassments. When the instructors co-teach, they need some minutes to plan the lesson or overview it besides the demonstration of the lessons' goals and objectives. Carr (2007:45) said: "*The principal teacher can promote the idea of co-teaching by providing information on the process and making time for planning and assessment*".

Due to the exposition of one's strengths and weaknesses that co-teaching comes up with, the educators' team should trust each other and establish a safe teaching learning environment at an early stage otherwise they would be unable to reach positive results and thus an absolute failure. An evaluation session of such process (team teaching) is supposed to be done at the end of the lesson to see how effective it was for the pupils, what went well and what did not. As Carr (2007:46) pointed out:

> "*Short term evaluation is also very important if co-teaching is to succeed. Daily debriefing, immediately after the pupils leave, is seen as the most effective method of reflecting on the day`s events and planning for the following day*".
>
> Carr (2007:46)

Various approaches to team teaching are being suggested: parallel teaching station teaching, alternative teaching and team teaching or what is called tag team teaching. Concerning the first model, here the educators' team split the class into two groups and each will be working simultaneously on his/her own with one group covering the same content and information. By contrast, station teaching is when learners are also put in groups but of different stations, this means that the content is divided between the educators themselves; each holds a small group teaching them a small portion of the lesson and learners will move from one station to another to get the full lesson.

Alternative teaching which is the third approach to co-teaching is also named as 'differentiated teaching'. In this one, learners who need extra attention are put into a smaller group that is handled by one of the educators independently while the other works with the bigger group. However, in team teaching or tag team teaching educators work together at the same time, filling each other's gaps. One teacher may begin a lesson by introducing vocabulary while the other provides examples to place the words in context. Hence, co-teaching lets teachers realize other approaches and methodologies they might not have considered if teaching alone.

Teachers collaborate in sharing resources, ideas and best practice with a view to enhance their own teaching and get high pupils' learning outcomes. Being united in cooperative teaching, the novices especially release their anxiety and may feel unstressed in facing their learners and thus creative teaching will take place. Carr (2007: 65) stated: "*Collaboration enhances teaching primarily in that it has the potential to remove the pitfalls inherent in working in isolation.....it helps discover better ways of achieving common goals and bring that same collective wisdom to help any individual in difficulty*".

The development of teaching skills and practices could be reached through cooperation that gives birth to the spirit of working together in order to share and exchange ideas, opinions and talents. Carr (2007: 70) saw that working together contributes in the skills' improvement of less experienced teachers. He said: "*Cooperative teaching has the benefit of developing professional practice through mutual observation and the interaction of the participants*".

Therefore, co-teaching, team teaching, reciprocal teaching, cooperative and collaborative teaching are all interchangeable terms which mean the fact of two or more instructors teach together with a joint delivery of information and shared responsibility to

select materials or to take any decisions for reciprocal benefits. Some benefits of cooperative teaching, among others, were recognised by Vandrick (2009:137) like:

> "E*xchange of information and ideas, drawing on each member's individual area of expertise, giving each other feedback on ideas and drafts, providing a regular time to meet and move forward on projects and more*".

<div align="right">Vandrick (2009:137)</div>

Chanmugam and Gerlach (2013:114) regarded cooperative teaching as "*a learning model for novice instructors in the early stages*", especially when they shift from being learners to educators without any experience. It is then seen as an opportunity to learner teachers to develop both personally and professionally as new educators. Yet, senior teachers should work to make the novices a part of collaborative communities of practice they can see effective teaching practice and their competencies will be absolutely enhanced.

With cooperative teaching, newly entrant teachers break the routine of confronting on their own with classroom complexities and enjoy teaching to the point that they may not think about leaving the profession i.e. they will love their work more than ever before. Simply put, such practice participates in reducing dropout rate. Besides, cooperative teaching approach leads to construction of new understandings among the co-teachers and support of each other in achieving good quality teaching.

Pitronaci and Ricatti (2006:4) believed "*the presence of a second teacher for one hour per week in a four hour course adds a sense of novelty to the lesson*". In other words, when teachers team up, they participate in increasing the degree of enjoyment and happiness in the classroom. Thus, the presence of two teachers (often) in the class allows each of them to feel safe and cheerfully immersed in their teaching profession as it also keeps the lesson away from being heavy and dull or boring. Co-teaching as it should be

highly collaborative must reach good learning results and good teaching as well otherwise it will be considered as useless.

Teachers who work collaboratively need to bring their best strengths and practices to the team while remaining flexible to adapt to new methodologies that can benefit student learning. Collaboration then is of an immense help to the teachers especially in their initial years of teaching, they should not assume full responsibility for designing and implementing their lessons, evaluating teaching and pupils outcomes. Worek et all (2015:15) claimed that the isolation of teachers prevents them from being engaged with colleagues during their daily work and puts pressure on them as they cover all the possible competencies required by them.

In this similar vein, Chamberlin (1969:11) claimed that the fact of being united as one team depends on the desire of the teachers in accepting the process of 'give and take', exchanging the skills and talents, having shared decisions and sharing the same feelings and emotions. He argued:

> "*The success of a team teaching program seems to depend more on the willingness of the staff to plan and work together than on the details of structure. Communication, Cooperation, and Collaboration seem to be the important "three C's" of team teaching*".
>
> Chamberlin (1969:11)

Many educators may enter into co-teaching with different expectations about what their exact role is. So a good collaboration must be undergone with definite aims from both sides of the teachers because engaging in such attempt without having clear goals will inevitably lead to problems like Adams (1970:12) pointed out: "*No team-teaching plan is likely to be successful unless it starts from detailed and lengthy discussion by the staff concerned and unless it has a clear-cut aim to begin with*".

Student teachers are then granted the opportunity to learn from one another through team teaching experiment, as Friend (2007:51) said that one tip for co-teaching is to make professional relationships and find opportunities for instructors to discuss their strengths and weaknesses. Pugach and Winn (2011:39) continued to say "*personal compatibility, as well as volunteering, was central to the success of co-teaching*". Thus, teachers learn best from other teachers when they only take part in collaboration and professional meetings.

Collaboration and cooperative teaching then leads to what is called "action research" that helps teachers do some researches in their own classrooms to identify variables that could give an explanation the low level of achievement of some learners. In other words, it brings teachers together to address the problems which they experience in their work, and thus be professionally developed as individuals and as groups.

4.4. Self Development Processes:

Professional development will certainly take place when a person makes improvement in knowledge, competencies and skills that are related to his/her job. In education, professional development according to Glatthorn (1995:41) may be used in reference to "*the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically*". Professional development activities must be sequential in giving effective and regular support to teachers in order to directly address their instructional challenges.

There has been a shift over the past years in what form professional development would be in; the only form of it was 'in-service training" that usually comprises a set of short term courses that give teachers new information on a particular aspect of their work as opposed to its nowadays' form which was identified under a long term process that

includes regular chances and experiences planned systematically to promote growth and development in the profession.

This shift of professional development has been emerged as a "*new image of teacher learning and a new model of teacher education*". In here, teachers are not supposed to be passive learners since they are engaged in tasks that always lead them over learning and experiencing new things related to their noble job (teaching) and that aid them to build new pedagogical theories and practices. Thus, successful professional development opportunities have significant positive effects not only on the teachers but also on learners' performance (higher learning achievements).

An important factor in a teacher's career, Continuous Professional Development (CPD) leads teachers back to make their own path and have their own interests within the wide variety of teaching topics and issues. Yet, teachers' development is usually voluntary and should continue during the whole teacher's career in contrast to teacher training. Christodoulou (2010:13) intended to define teacher development as "*a term used in the literature to describe a process of continual intellectual, experiential, and attitudinal growth of teachers*".

Professional development consists of all formal and informal learning experiences that directly enhance education in the classroom. It goes beyond teacher training as it asks teachers to change the way they teach, may be using new technologies to support new modes of instruction, assessment and classroom organization. Effective professional development consists of ongoing activities in which teachers regularly engage and collaborate, contribute to learn and enhance skills and competencies in order to fill specific achievement gaps. In other words, it is a long process that helps teachers to grow as instructors and to advance in their careers as professionals.

Following Ololube's belief (2006:37), continuous professional development starts right from the beginning of teachers' career, i.e. from their recruitment to their retirement. He said:

> "*The process of continuous professional development (CPD) otherwise called staff development or teacher development starts with the recruitment process of the initial students of teacher education, and consists of the following closely related components: initial teacher education, induction, in-service teacher education, and further education*".
>
> Ololube (2006:37)

In the same lines, Day (1999:4) advocated that teacher development involves any further learning opportunities that guide teachers, either alone or with others towards new knowledge and extension of skills and emotional intelligence essential to good professional thinking, planning and practice that is effective professional development enables educators to develop the knowledge and the skills they need for a good quality teaching. When educators try to make advancements in their profession, they better their performance and raise learners' achievements in return.

Teachers can either decide themselves to work on their development or they can be required to do so by the institutions they work for. When teachers continue to develop prosperously on their own, the term "*bottom-up development*" raises by contrast to "*top-down development*" that appears when teachers are required and forced to participate in professional development communities by the outside world (inspectors, trainers, headmasters, so on and so forth). Both bottom-up development and top-down development aim to reach good teaching quality.

Teachers who intend to follow professional development communities on their own pace are likely to be more competitive and stay enthusiastic about their work than those who are only interested in presenting lessons and assessing their learners till they get retired. Moreover, taking part in professional development activities can also help teachers to realize that there are other teachers who encounter similar problems in the classroom as teaching seems to be complex for those who are new in it. Novice teachers then should work on and follow self development processes to gradually become more competent and confident as well.

As teachers are considered to be active participants in their own growth, they obviously develop on their own pace starting from their training (pre-service and in-service) and continuing throughout their professional lives, as Reimers (2003:95) suggested: "*beyond traditional pre-service and in-service training, models and cases of teachers' professional development*". This means that teachers should take part in several activities that foster improvement in their work, like official seminars national and even international conferences, etc.

England (1998:18) said: "*Effective English language teachers are obliged to look carefully at their professional development in order to improve their experiences in classrooms and to minimize burnout*". In order for teachers to keep excited about teaching, they need not to neglect their own continuous learning process, they rather need to participate in ongoing development and change in their own professional lives so that not to be passive teacher learners in working in a dynamic occupation (teaching).

Komba and Nkumbi (2008:70) explored the teacher professional development as a process that "*improves teachers' academic standing and acquisition of greater competence and proficiency in discharging their professional obligations in and outside the class*".

Teachers who perceive it positively are likely to attain new knowledge, attitudes and values, team spirit, self-esteem and creativity as a consequence reaching high standards of teaching and higher ranks in the career will be promoted.

Leithwood (1992:?) recommended that programmes which promote professional development should put a greater emphasis on:

- *Developing survival skills.*

- *Becoming competent in the basic skills of teaching.*

- *Expanding one's instructional flexibility.*

- *Acquiring instructional expertise.*

- *Contributing to the professional growth of colleagues.*

- *Exercising leadership and participating in decision making*.

In relation with these programs, Komba and Nkumbi (2008:75) advised inspectors and head teachers to facilitate professional development for the new teachers, by inviting them to attend seminars and sensitizing them to take the initiative of upgrading themselves. Mizell (2010:5) pointed out that professional development usually mean a formal process like a conference, seminar or workshop through which newly entrant educators improve their teaching learning process. It can also occur in informal contexts such as discussions among colleagues independent readings and researches, observations of a colleagues' work or other learning from a peer.

Huberman (1989:56) described professional development in five stages:

1- Career entry (1 to 3 years): a time for survival and discovery.

2- Stabilization (4 to 6 years): devotion to teaching as an occupation and achievement of instructional mastery.

3- Divergent period (7 to 18 years): some see it as a period of experimentation and activism and others as a period of self-doubt i.e many educators quit teaching as their level of frustration with the system increases.

4- Second divergent period (19 to 30 years): for some, it is a time for self-assessment, relaxation and new awareness while others see it as time for criticism to the system, administration, colleagues and even the profession.

5- Disengagement (41 to 50 years): reflection and serenity for some and bitterness for some others.

4.4.1. Academic Seminars and Conferences:

For teachers to keep themselves informed of the latest theories in teaching, have the support of experienced teachers, they should attend seminars and conferences if not being participants there. Several key reasons are outlined below to show why such professional meetings are useful for teachers' education improvements:

- Feel integrated into academic community.

- Finding future collaborations: relationships with experienced teachers.

- Get excited about progress in field.

- Stay current in teaching: learn new ideas, theories, strategies and approaches to problems.

- Practice communication skills through presentations and individual interactions.

Seminars and conferences permit the teachers to get some input that may facilitate their teaching and add novelty to it. They all together are conducted by professionals or experts in the field as they spent and witnessed several situations through which they could get insights and tricks on how to overcome teaching complexities. So, their major role is to

transmit what they have learned so far from their experiences to the novices in order to be able to challenge any difficulties they may come across.

Attending conferences is a professionally rewarding experience because they provide an important channel for exchange of information between researchers. Listening to different talks and work presentations, teachers will be able to see what others are doing and how they are performing their teaching roles with different teaching styles and be eager to ask questions deliberately, more clearly than they do in readings. Participation in conferences and seminars does also affect the teachers in a sense that it increases their confidence and motivation, but it is quite different from just attending because it should result from learning new ideas, solutions and problems and above all, the willingness to participate.

As teaching and learning sessions, seminars can be quite successful if they are designed to engage teachers in an ongoing learning process and every seminar must have a clearly defined goal. Teachers and principals can take part in a seminar discussing an issue and trying to find alternative ways to it so that to reflect about it in another seminar (follow-up seminar), held for the second time to see whether they could manage it or not. Teachers who come unprepared for a conference or a seminar will receive little benefit in exchange as there will be fewer chances to ask questions and get new ideas that permit them to reflect on their practices and they work quietly on their own.

Successful academic professional meetings (seminars, conferences, so on and so forth) consist of a varied mix of activities such as presentations, exercises, discussions as well as an exchange of experiences among participants. Additionally they help instructors to develop an understanding to the challenge they face while being in conversations and in breaks too. Principles (inspectors, experts, veteran teacher) as chairpersons who are at the

head of the seminars must dedicate some minutes as a break for teachers to have a chance for network.

In such meetings, student teachers must first focus on the person speaking or talking before they start asking questions, they listen and take notes to be discussed after the presentations. When the participants come to the end of these seminars and conferences, they may ask the presenters for their PowerPoint presentations to be shared and reflected upon in their coming teaching practices. Conference attendance is hen empowering as it exposes teachers to a wide scope of presentations in different disciplines. Seminars or conferences tend to fail if they do not reach teachers' needs and necessities.

Learning with others the latest trends in the field would be better than learning with self-study because socialization makes educators see where they are standing. Totally inspiring and incredibly helpful, seminars and conferences participate in pursuing professional development for teachers to meet their needs. Through such meetings, new educators continually expand their knowledge and skills to implement the best educational practices. Besides, they lead educators to form new relationships and have fun with them as these meetings add a sense of joy and enjoyment to manage their career growth.

Woodward et al (2016:4) declared: "*Appropriate books blogs and conferences can contribute to the continuing professional development of the teacher*". Likewise, Myrdal et al (2013:25) classified conferences among the things which lead to self-regulated learning and then continuous professional development is reached. They said:

> "*Teacher trainees can also widen their professional knowledge through self-regulated learning that requires high quality resources like national and international conferences, national and international journals, books and web resources*".
>
> Myrdal et al (2013:25)

Furthermore, conferences as one way to development keep the teacher updated in their field and let them renew their excitement about teaching, try new ideas and make new friends as well. This is what Harmer (2001: 349) admitted in his book 'The Practice of English Language Teaching'. His admission was as follows: "*attending conferences, meetings and workshops allows us to hear about the latest developments in the field, take part in investigative workshops and enter into debates about current issues in theory and practice*".

Therefore, being participants in conferences or even associations helps new teachers find their way to reflective thinking and to enlightenment in their teaching practices, as reported by Harmer (2001:350): "*Submitting a paper or a workshop whether regional, national or international is one of the most powerful catalysts for reflecting upon our practice*". Doing so, teachers will be able to renew their knowledge and to evaluate their actions on their own through engagements in open discussions in which "*The challenge of a future audience sharpens their perceptions*".

Unlike conferences, seminars are basically arranged to discuss current issues and problems or to share ideas generated from listeners. Besides, mutual trust and camaraderie are two notions developed in seminars where new teachers get the chance to meet others with the same interest and problems to renew hope and inspiration. Keeping teaching current, seminars force teachers to stand back from teaching to revisit their classroom events. They then can be significant supplements for the adjustments of new teachers and updates for senior teachers.

4.4.2. Distance Education Approach:

Perraton (1995:25) referred to distance education as "*an educational process in which a significant proportion of the teaching is conducted by someone removed in space and time from the learner*". It can be undertaken through a variety of means, such as telephone, written and recorded materials computers in addition to electronic communications. Reimers (2003:85) noticed that distance education was firstly based on self-study guides and readings as well as on the use of radio and television. This gives inspiration to electronic library accessibility as a key factor in these professional programmes.

Through distance education, student teachers can meet their needs related to their job either through vocal and verbal communications or through texts, videos and pictures with each other. Gultekin (2006:101) knew distance education as "*a model that brings education into reality by rescuing student teachers from time and location limitations*". Distance education has a significant role in supporting teachers' continuous professional development, raising their professional quality and their level of education and "*teachers do not have to leave their work while studying by means of distance education*".

Furthermore, Gultekin (2006:115) suggested that distance learning communities had better be efficiently used "*to inform teachers about contemporary knowledge and skills, make them follow innovations in their fields and give them the chance for their further carrier studies*". Distance learning engages teachers in their teacher learning processes, motivates them and empowers them for professional growth, i.e. it is opened for the purpose of strengthening teachers' knowledge of the subject and as a guide towards good classroom practice.

Distance education programs have been described as "*one step ahead for technology and two steps back for pedagogy*" since they aid teachers to retrieve the instructional practices they best fit their learners and develop practical skills and pedagogies they personally try to implement within their own classrooms. Then, these programs are made for teachers to upgrade the needed knowledge and skills for their teaching practices in order to be innovators, not only recipients of theories without adding modernity in their practice.

Offering enhancement and enrichment for teachers to be professionally developed, distance educations is meant to be a planned learning experience or a method of instruction that happens far from one's location (at a distance). It can be accomplished via different and numerous models, like web-based models, mobile models, audio or video based models, etc. When teachers' competencies are improved, learners' achievements are also increased. Burns (2011:5) claimed: "*Distance education is ultimately about improving the quality of teaching so that we can improve student learning*".

With globalization and new technologies, the use of computers and access to the internet for educational purposes replace the use of television and radio as the most common form of distance learning in recent years. Teachers nowadays can be engaged in online discussions as they can also be able to follow teleconferencing or experienced teachers using interactive whiteboards. For teachers to follow such activities must be at least knowledgeable of their subject matter and content because distance education does not take their prior education into account.

Helps teachers to broaden and refine their content and theoretical knowledge, internet "*provides access to experiences, resources, and interpersonal professional interactions that would be impossible in a non-networked environment*". Remote teachers

for instance can publish their work or problems online and their colleagues try to solve them separately and then electronically to be evaluated or even criticized by experts. So, online learning directed by an online instructor or facilitator as form of continuing education can help teachers build understanding of general pedagogical concepts and techniques.

Though teacher education at distance might not fit Algerian learners yet it somehow leads to improved classroom practices, as Reimers (2003:85) claimed that student teachers who learn at a distance at least develop self-confidence and the ability to be self-independent learners, a skill that is definitely beneficial in their roles as teachers. She then went to say that distance education permits teachers to be more flexible and free to access information and work on specific projects at their own pace and in their own time.

Web-based learning as the only form of distance education offers access to such a wide range of resources and experiences. It presents:

> "*Real-time communication and collaboration capabilities, ability to provide audio- and video-based examples of good instruction, complex, content-based simulations and multimedia and capacity for interactivity with content, people, and experiences*".
>
> Burns (2011:87)

From these above advantages, web-based distance learning is about online instructors and learner teachers interacting in a virtual learning space, "*in which the how, where and when of working and learning are highly unstructured and where human support is more important for teacher success, especially for novice online learners*".

Distance education leads to the emergence of online coaching and mentoring as Kim and Koehler (2012:224) argued: "*distance education technologies have the potential of connecting beginning teachers with mentors*". However, distance education has to be adopted and shaped according to the learner teachers' needs to enable them transfer their

new acquired knowledge and skills into daily life practices. Eventually, the availability of distance learning and access to technology for the delivery of education allow continuous and lifelong professional growth.

4.4.3. Action Research

Among the above mentioned recommendations, action research is viewed as an effort done by a team of teachers to collaboratively identify problem solving, know where the problem lies on and try to develop workable solutions for it. Yaacob et al (2014:15) have mentioned some positive aspects of the action research. They asserted: "*action research allows prospective teachers to see their own behaviour, monitor their practice and outcomes*". They added that it also enables them to raise their perception of their values, attitudes and beliefs about teaching and learning.

This idea of action research was first recommended by Corey (1953:?) as a way of solving school problems. Glatthorn (1987:34) showed how teachers can embark on action research, he said that this process works as follows: first, the research team members (teachers) recognize where the problem they would like to research is to decide on which research questions and methodology they would follow in their work. After, they carry out the research design attending sufficiently to the classroom's complications and use the results they found to put an intervention to be implemented in the school.

So, teachers focus on one specific problem in their classrooms, inquire about it in a regular way, draw a conclusion based on collected data and develop a strategy for improvement. After employing the strategy being developed, they find out whether it was effective. Richards and Farrell (2005:171) claimed that the term "action research" defines itself, it expresses two features:

> "R*esearch, as a systematic approach to carrying out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice, and action, meaning taking practical action to resolve classroom problem*".
>
> Richards and Farrell (2005:171)

Action research is meant to be a systematic examination of some teaching issues or concerns as problems to be addressed, analyzed and interpreted in order to determine whether the problem is solved or another examination would be necessary. In here, action research can be served as a means of critical self-reflection by carried out by teachers themselves with the aims of enhancing their understanding of the assumptions or theories that their teaching practice lies on as well as improving their practice by solving problems.

Such notion provides opportunities for educators to continue to improve their knowledge and talents so they can aid learners achieve better results. Among others action research is one way to improve both teaching and learning process in schools as it gathers instructors to do research in their own classrooms, like Watters et al (2001:115) said: "*the conduct of action research by beginning teachers represents a way of fostering their professional growth*". In other words, teachers by conducting research on themselves will be able to examine and check their own knowledge and skills needed for effective instruction.

Similarly, other education researchers like Levin and Rock (2003:135) considered collaborative action research as "*an effective professional development tool that promotes inquiry, reflection, and problem solving which results in action or change*". So, Levin and Rock (2003:135) together with Watters et al (2001:115) saw that action research authorizes apprentice instructors to seek deep understanding of their practice, assert control over their own situation and promote critical reflection on their teaching performance.

Levin and Rock (2003:135) summarized the conduct of action research saying that significant action research engages teachers in a cycle of questioning planning, reflecting, acting, observing, reflecting, re-planning and often questioning further. Furthermore, teachers enhances the effectiveness of their own teaching when they get in collaborative relationships that promotes teacher centred learning as Levin and Rock (2003:136) stated:

> "*Providing opportunities for pre-service teachers and experienced educators to work collaboratively through the action research process may help establish effective professional development school practices and lay the groundwork for productive pedagogical partnerships in these settings*".
>
> Levin and Rock (2003:136)

They will also become reflective and analytical about their teaching behaviours if they participate in shared dialogues that result in greater learning experiences. Teachers, in addition to their pre-service and in-service teacher training should look for opportunities and occasions to develop themselves as active learners within the classroom setting i.e. they should actively engage in collaborative action research whereby meaningful learning emerges. This is what Friesen (1994:252) have found: "*action research promoted relationships within the student teaching triad that were characterized by dialogue and collaborative inquiry*".

Levin and Rock (2003:145) reported that collective involvement in action research projects came out to ameliorate both social and professional aspects of the collaboration between experienced and inexperienced teachers, which after all enhance their communication and their relationships. Differently put, action research strengthens educators' relationships and allows their voices to be heard. But conversations and communications in which teachers take part must be centred or based on what they are doing and on what suggestions they have for growth.

Lieberman (1986:?) cited some positive features that action research can have on the teachers, some of which are:

- Facilitate reflection about teaching.

- Unite teachers and promote collegial interaction.

- Close the gap between 'doing research' and 'implementing research findings'.

- Give teachers an opportunity to assume new roles and gain a sense of empowerment.

- Legitimate teachers' practical understanding and professional concerns.

Reimers (2003:109) believed that teachers are not seen only as professionals who only consume knowledge created by expert researches, they are rather considered to be researchers and creators of that knowledge too. However this does not imply to complete a research project in isolation, they had better form collaborative groups instead so that their knowledge is widened, their understandings are deepened and ideas are shared. Therefore, action research can be carried out either by a teacher on his/her own or with the cooperation of other colleagues.

Hancock (2001:127) noted that a large number of teachers refuse to be researchers and continuous learners, most are reluctant to write about their teaching practice. This may refer to some difficulties which teachers consider as preventions in being involved in action research, like:

- Lack of expectations.

- Lack of professional confidence.

- The demanding nature of teaching which leaves little time and energy for research.

- The mismatch between many research methodologies and teachers' professional ways of working in classrooms.

Action research, as advocated by Richards and Farrell (2005:171), need to be "*intended to help resolve problems rather than be research for its own sake*". Instructors need to approach their work as researchers and knowledge developers to keep pedagogical studies integrated so that to be able to tackle any leaning problem or hindrance. If learners are to achieve high levels of productivity and succeed in their learning process, then it is due to teachers' high quality of teaching and eagerness or curiosity that they have over their further learning.

Up to here, Bacchus (1995:7) referred to 'quality of education' as the fact of "*raising the level of academic performance of pupils, usually as measured in test scores, in the various subjects which form part of their school curriculum*". Then performance of the teachers which may be gained through professional development and expertise is one condition for quality teaching because pupils' behaviour is affected by that of educators who must be as models for them. Ololube (2006:98) asserted:

> "*The very best teachers are lifelong students who never stop learning themselves; they are the folks who never quit reading new books, listening to new voices, or discussing new ideas, and whose quest for understanding is never finished*".
>
> Ololube (2006:98)

Teachers' improvement and the concept of school effectiveness are complemented, one affects the other. One the one hand, when good teachers get better learning outcomes, school effectiveness is reached and schools on the other hand will be successful learning places when they facilitate learning among teachers like Owens (2004:406) said: "*We will not have better schools without better teachers but we will not have better teachers without better schools in which teachers can learn, practice, and develop*".

4.4.4. Online Mentoring and Coaching:

Robbins (1999:40) considered the mentor as the one who supports, guides and gives feedback to the newcomer as he/she also provides him/her with a network of assistants who share resources, insights, practices and materials. Teachers learn when they teach other teachers, i.e. mentoring as a way towards professional development affects both mentees and mentors who have many roles to fulfil, like: "*sharing information, providing access to resources, role modelling, counselling coaching, encouraging reflection, advising in career moves and supporting new teachers*".

Reimers (2003:118) declared that traditional mentoring could be done within the same institutions and now with the developments of new technologies, a new model has come into existence named 'telementoring' which is implemented through electronic mails. Once new information or events is added to a site in which teachers are registered, they received them in their email inboxes or "*to a media application such as iTunes where they can read, listen to, or view the information at their own convenience*".

Mentor, for instance, uses e-mail in order to evaluate his/her mentee's understanding after sharing information or Skype to provide a rich and enhanced communication opportunity with gestures and body language. E-mail can offer participants extra time in order to think about what they write and send each other. Therefore, e-mail might offer a flexible way in which mentors can monitor and review their mentee's responses, and participants can reflect on their selves after the conversation.

With tele-mentoring, also named electronic mentoring, e-mentoring, virtual mentoring, internet mentoring, cyber mentoring, teachers can partner with colleagues across the globe via tele-collaborative activities and tele-research activities. At any time and at any place, this is so fundamental to novice teachers as they get accredited online courses, resources, experiences and inspirational materials to be used in their classrooms that might not be available elsewhere.

E-mentoring "*is designed to support novice teachers through differentiated experiences based on mentees' needs and immediate concerns*" aiming at nurturing professional expertise. That is, e-mentors in a different town, region or state provide the novices with instructional, pedagogical and why not even emotional support so that they can face and challenge any unpredicted event. Therefore e-mentoring is of high importance for addressing a number of needs of beginning special educators

Online mentoring is being used by new teachers not only to connect with experts in their field, but also to work with other beginning teachers who experience the same things as they are. They would have the opportunity to contact and interact with peers to build self-growth at a time which is convenient for them. With help available at their convenience, beginning teachers can gain a sense of confidence and security as they go forward in their professional development. Then online mentoring can be as an effective tool as face to face mentoring to gain feedback on teaching issues.

Burns (2011:73) pointed out that coaching may be done by a peer who have equal than the person who is coached as opposed to the mentoring that is expected to be achieved by more experienced professionals who "*share their body of experience impart knowledge, offer wisdom, and generally help novices learn the ropes*". Though online coaching and mentoring are slightly different from each other, they are "*increasingly common forms of web-based professional development, particularly for novice teachers*".

With the modern technologies, there has been a great deal of interest in integrating new approaches to learning, involving freely available online resources and social media and this fact led to the emergence of the so-called MOOCs (Massive Open Online Courses). As far as foreign language teaching is concerned MOOCs has been renamed as LMOOCs or Language MOOCs to refer to refer to "*participants with a general interest in languages as well as attracting pre- and in-service language teachers eager to come up to speed with current developments in the field*".

Online teacher learning replaces face to face teacher learning process particularly when it is not carried out successfully. Burns (2011:66) viewed online learning as an enhancement to the face to face learning activities that produces outcomes measurably superior to those resulting from face to face instruction alone. Therefore, new teachers can

observe different instructional styles in classrooms that are similar to and different from their own through online professional courses like those presented in webinars, webcasts, web-based videos and so on.

According to Burns (2011:81), a webcast is a video broadcast of audiovisual information presented by an instructor via web-based platform while a webinar is a seminar conducted over the internet, known as "*virtual seminars, online conferences, live meetings and web meetings*". She then went to describe different positive features of webinars by stating how they are accomplished, she said:

> "*Webinars facilitate interaction between instructors and students via voice and chat, allow students to ask questions via text or audio, provide quick formative assessments via an electronic "show of hands", and enable document exchanges*".
>
> Burns (2011:81)

As a fairly recent development, online conferences are as effective as face to face conferences as both of them provide teachers with occasions to meet other trained teachers from whom they learn and construct new knowledge. This is what Burns (2011:82) said: "*in online conferences, teachers can access and interact with a global array of colleagues and experiences much as they would in a place-based conference*". Online conferences may involve keynote presentations concurrent sessions and even intensive workshops.

Attending online conferences cannot be of a similar help as presenting projects or participating in its events because being a part in it can be more inspirational as they get evaluation and criticism of their own questions and problems that they find in their own classrooms. when educating online, student teachers share and participate in the creation of new items or documents by being together with other teachers in computer mediated meetings where all of the "*teachers around the world work together for change, a*

collaboration that can lead toward social action". Such a process was the starting point for integrating ICTs into learning.

Furthermore, online mentoring, as an alternative form of teacher self-development process, "*has been shown to reduce isolation experienced by new teachers which is one of the major contributors to teacher attrition*". These beginners can get free learning education via blogs as well, which are defined as "*online journals usually maintained by one person, they are typically free and they allow subscribed users to read, comment on existing ideas, and share new ideas*".

Facebook, among many other social networking sites (youtube, flirck twitter), raises conversations and collaborative works that are seen to "*mirror much of what we know to be good models of learning, in that they are collaborative and encourage active participatory roles for users*". Teachers may enter in such social media sites either by using their computers (desktop-personal) or portable phones that have been classified among mobile networked devices.

As Burns (2011:107) stated, mobile technologies or networked devices involves cell phones, smart phones, tablets, and portable media players that are used alternatively to engage teachers and students in the teaching and learning process. Widely spread, mobile technologies can deliver audios, videos and texts and they are easy to use. Moreover, they allow lecturers to "*offer better academic support and counselling to student teachers and enable them to contact knowledgeable resource who could answer their questions immediately*".

In this regard, new teachers maintain their motivation and lower their feelings of isolation when they find themselves together with peers and colleagues in charming professional meetings conversations, reading documents, exchanging opinions, producing magazines and articles via technological tools. E-books or what is called e-readers, seen as another teacher education tool that enables them to store and save hundreds of books and documents as a result access to an entire own library that might be cost efficient and portable will be available.

At last, professional development, whether conducted face to face or at distance, can be effective enough "*to redress weaknesses in overall teacher quality*". Like face to face learning activities, distance teacher learning environments help novice teachers get rid of isolation and disconnections from peers and experts in their field. When successful teacher learning opportunities are reached, teachers' turnover, particularly for the novices, is likely to be reduced, if not stopped at all.

4.5. Conclusion:

If new EFL teachers intend to be more effective and professionally developed on their own, then the suggestions given before may contribute to the promotion of their improvement. The difficulties that they face in their first years can negatively affect their achievements in addition to having insufficient teach training which may as well prevent learners from achieving their targets and reaching good learning outcomes. Therefore it is important for novice EFL teachers to reflect on their teaching practices, following various strategies (individually or in collaboration with) to identify the problems and try to look for suitable solutions. In order for them to attain professionalism, expertise and high quality teaching in all educational levels and settings, they need to seize every opportunity that teams them up with experienced teachers to work together, to learn from each other.

General Conclusion

This present study entitled "*The Effectiveness of Teacher Training on Novice English Teachers*" was tackled to examine the problems faced by novice teachers during their induction process, and to highlight the positive sides of teacher education program. It has focused mainly on three problems:

1- How will the novice teachers cope with the difficulties and the challenges they encounter their teaching profession?

2- Does the actual teacher training fulfil the beginner teachers' needs, wants and necessities?

3- Does teacher training have positive impacts on the student teachers and on pupils' achievements?

Teacher training, as a process undertaken to improve teachers' performance, is highly recommended to the novice teachers when they first get recruited. It is a kind of an internship that is planned to be presented by teacher trainers (retired or more experienced) at the beginning of the novices' career and while they are on their job. In the initial training teachers find the opportunity to know the different features that teaching holds, like how to design a lesson plan, what to write on their daily copybooks, how to do a needs analysis to their learners, etc.

In the in-service training, novice teachers can negotiate with their trainers and colleagues about their teaching challenges that they come across once they are in their classrooms. Participation in different topics helps the novices to benefit from each other's experience and to get informed about everyone's way in dealing with each obstacle

(pupils' behaviour, tests and exams preparation, lessons delivery, getting learners' feedback, etc).

A variety of in-service teacher training activities enable the beginner teachers to learn new skills and adapt their teaching methods that correspond with their learners' English level. Some of which are, workshop sessions, interaction with the trainers themselves, attendance in professional seminars where the novices get in contact with their inspector and more experienced teachers, attendance in school sessions with other teachers, etc. A good in-service training program has the potential to improve the quality of school education and to achieve better learning outcomes.

According to the analysis of the statistical data, a fairly common opinion has been raised between the English language teacher trainees: the in-service training was more advantageous than the pre-service one, as its workshop courses dealt with what teachers were in need of and that there was a kind of professional support "collaboration between student teachers themselves". It has also helped them to get successfully in their teaching challenging tasks due to their attendance in some training school sessions.

From one hand, it has been confirmed that pre-service teacher training was supportive to some extent, as the presented theoretical lectures offered limited benefits to the trainees. From the other hand, in-service teacher education program has created an appropriate atmosphere where EFL student teachers have learned from their colleagues in workshop sessions more than they did with their trainers in theoretical lectures. In other words, teacher education program provided the beginner EFL teachers with an occasion to share their ideologies, exchange their teaching experiences and have reciprocal benefits.

Thus, the results obtained in this study confirmed the hypotheses mentioned in the first chapter that were as follows:

1- The novices are supposed to overcome the first challenges of teaching easily if they are well-prepared and well-trained for their noble job.

2- With the suppression of the official training institute (ITE), the actual teacher training may *to some extent* provide the novice teachers with the most necessary teaching materials and aid them to achieve their educational goals.

3- Yes, teacher training makes a difference to both teachers' performance and pupils' achievements.

EFL newly entrant teachers, however, can develop their teaching practices on their own via several and different paths. In order for teachers to attract their learners' attention, they should clarify and facilitate the learning tasks to them, arouse motivation among them, increase their eagerness and curiosity, set fairness between all the learners, be well-prepared and able to answer all their questions. Such efforts shape teachers' personality and allow them to set up good relationships with their learners, if not even with their parents.

Teachers can also work in collaboration with their either internal or external colleagues to have a kind of "reciprocal teaching". The latter is advantageous both to the teachers and the learners as it breaks the classroom routine (being always taught by one teacher) and demonstrates every teacher's strengths and weaknesses. Filming themselves in class is one way to self-assessment as it helps teachers perceive what goes on right and wrong when they reflect on their daily teaching practice. Interactions and discussions with their learners are also regarded as other astute solutions which prompt learners about what

knowledge they have got, whether they understood the lesson or not, and this demonstrates if the lesson plan was achieved successfully.

Peer observation is an important component in teacher learning career. It essentially provides the instructors with specific feedback that they can use to improve professionally. If teachers want to have progressive teaching results (reach high quality teaching), they can fully take part in online seminars, conferences and mentoring which are meant to introduce the beginner teachers to professional development and to facilitate teacher learning process for them.

Teachers' professional development activities have short-term goals and long-term ones. Concerning the short term goals, the professional development of the teachers contribute in the growth of experienced teachers as they are always supposed to renew their teaching process, assume new challenging roles and reach rewarding learning results. As far as long term goals are concerned, competent teachers have the potential to make a difference in learners' achievements if they truly reflect on their teaching practices and look for opportunities to reshape these practices according to their learners' needs and level.

Though the researcher has effortlessly tried to demonstrate the importance of teacher training on beginner EFL teachers, still other gaps are not revealed. New perspective research could be opened for future study. To present a good teacher education program, teacher trainers should also be trained. So, how would teacher trainers' training be accomplished successfully to get high teacher trainees' training outcomes in turn?

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Appendices

Appendix1: Training School Sessions' Papers

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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية:......................

رزنامة مرافقة الأستاذ المتربص

الأستاذ المتربص:...................... **مؤسسة العمل:**......................

الأستاذ المكون:...................... **مؤسسة العمل:**......................

الحصص	التاريخ المقترح	التاريخ البديل	ملاحظات (سبب تغيير التاريخ)
الحصة 01			
الحصة 02			
الحصة 03			
الحصة 04			
الحصة 05			
الحصة 06			
الحصة 07			
الحصة 08			
الحصة 09			
الحصة 10			
الحصة 11			
الحصة 12			
الحصة 13			
الحصة 14			
الحصة 15			

1- تحدد هذه الرزنامة تواريخ اللقاءات المبرمجة بين الأستاذ المكون و الأستاذ المتربص .

2- تحدد هذه التواريخ في بداية السنة الدراسية أثناء اللقاء الذي يجمع الأستاذين بالمفتش كما ورد في دليل مرافقة الأستاذ المتربص.

3- في حالة تعذر احترام موعد من المواعيد يعوض بتاريخ آخر(تاريخ بديل).

4- تسلم نسخة من هذه الرزنامة للسادة مديري المؤسستين اللتين إليهما كل من الأستاذ التربص و الأستاذ المكون.

إمضاء الأستاذ المكون   **إمضاء الأستاذ المتربص**   **ختم المفتش وإمضاؤه**

</div>

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشة العامة للبيداغوجيا

> **بطاقات مرفقة الأستاذ المتربص**

	معلومات خاصة بالأستاذ المتربص
	الولاية:.............البلدية:............المؤسسة:..............
	اسم الأستاذ المتربص:............ لقبه:.......... اللقب الأصلي للمرأة:............
	تاريخ و مكان الميلاد:.................
	تاريخ بداية التربص:......... تأشيرة الوظيف العمومي: رقم:...........بتاريخ:........
	الشهادة المتحصل عليها :......... بتاريخ:........ من جامعة:.........
	الأستاذ المرافق(المكون):............مؤسسة العمل:.............
	المفتش المشرف:........... المادة:..............

	الحصة الأولى : التعرف على وثائق الأستاذ
إمضاء الأستاذ المرافق	التاريخ...........الفترة: من الساعة:............الى الساعة............
	تعقد جلسة بين الأستاذ المكون والأستاذ المتربص بغرض التعرف على وثائق عمل الأستاذ وكذا السندات الرسمية لاسيما: المنهاج, الوثيقة المرافقة, الكتاب المدرسي, دليل الكتاب المدرسي, المذكرة البيداغوجية كراس التنقيط, التوزيع السنوي, دفتر المراسلة, كشف النقاط الفصلي,.........إلخ
	ملاحظات الأستاذ المكون :...........
	....

	الحصة الثانية : استغلال السندات التربوية " وضعية تعليمية "
إمضاء الأستاذ المرافق	التاريخ...........الفترة: من الساعة:............الى الساعة............
	تعقد جلسة بين الأستاذ المكون والأستاذ المتربص بغرض التعرف على كيفية استغلال السندات التربوية لتحضير " وضعية تعليمية " (درس) ولاسيما: المنهاج و الوثيقة المرافقة وكذا الكتاب المدرسي ودليل الأستاذ.
	ملاحظات الأستاذ المكون :...........
	....

	الحصة الثالثة : تحضير بطاقة تسيير حصة (مذكرة بيداغوجية)
إمضاء الأستاذ المرافق	التاريخ...........الفترة: من الساعة:............الى الساعة............
	تعقد جلسة بين الأستاذ المكون والأستاذ المتربص بغرض التعرف على كيفية تحضير مذكرة بيداغوجية (بطاقة تسيير حصة) وفق ما تقتضيه المقاربة المعتمدة (المقاربة بالكفاءات) , مع تقديم نماذج مختلفة.
	ملاحظات الأستاذ المكون...........
	ملاحظة: يطلب من الأستاذ المتربص تحضير بطاقة تسيير حصة (مذكرة درس)

	الحصة الرابعة : مناقشة " بطاقة تسيير حصة " المعدة من طرف الأستاذ المتربص
إمضاء الأستاذ المرافق	التاريخ :.......... الفترة : من الساعة :.......... إلى الساعة :.......... خلال هذه الحصة تتم مناقشة بطاقة تسيير حصة (المذكرة البيداغوجية) المنجزة من طرف الأستاذ المتربص لاسيما تنظيم خطوات الحصة, منهجية التقديم , إدراج التقويم بأنواعه,....... الخ ملاحظات الأستاذ المكون • النقاط الإيجابية في تحضير الحصة:.......... • النقاط التي تستوجب التحسين:.......... ملاحظات أخرى :.......... ....
	الحصة الخامسة : متابعة " وضعية تعليمية " (درس) ومناقشتها (1)
إمضاء الأستاذ المرافق	التاريخ :.......... الفترة : من الساعة :.......... إلى الساعة :.......... عنوان الحصة :.......... نوع النشاط :.......... القسم :.......... يقوم الأستاذ المكون بتنشيط " وضعية تعليمية " بحضور الأستاذ المتربص . خلال هذه الحصة تتم مناقشة الوضعية التعليمية من جميع جوانبها مع التركز على: مراحلها, الوقت المخصص لكل مرحلة. أهمية التقويم التكويني, أهمية التسجيل على السبورة, ما يكتبه التلاميذ على كراريسهم , استغلال الوسائل خلال الحصة..........الخ **ملاحظات الأستاذ المكون:**.......... • <u>**ملاحظة هامة:**</u> يطلب من المتربص تحضير " موضوع الحصة " (الدرس) القادمة.
	الحصة السادسة : متابعة " وضعية تعليمية " (درس) ومناقشتها (2)
إمضاء الأستاذ المرافق	التاريخ:.......... .الفترة: من الساعة:.......... إلى الساعة:.......... عنوان الحصة :.......... نوع النشاط :.......... القسم :.......... بعد متابعة الحصة التي ينشطها الأستاذ المكون تتم المناقشة كالأتي: • مقارنة ما حضره المتربص مع ما حضره الأستاذ المكون متبوعا بمناقشة مستفيضة . • مناقشة الحصة من جميع جوانبها , مع التركز على مراحلها , الوقت المخصص لكل منها , أهمية التقويم التكويني, أهمية التسجيل على السبورة, ما يكتبه التلاميذ على كراريسهم , استغلال الوسائل التعليمية خلال الحصة,..........الخ. **ملاحظات الأستاذ المكون**.......... • <u>**ملاحظة هامة:**</u> يطلب من المتربص تحضير " وضعية تعليمية " لتقديمها أمام الأستاذ المكون
	الحصة السابعة: تحضير " وضعية تعليمية " وتنشيطها (1)
إمضاء الأستاذ المرافق	التاريخ:.......... .الفترة: من الساعة:.......... إلى الساعة:.......... عنوان الحصة :.......... نوع النشاط :.......... القسم :.......... بعد متابعة الحصة التي ينشطها الأستاذ المتربص تتم المناقشة كالأتي: - مقارنة ما حضره المتربص مع ما حضره الأستاذ المكون متبوعا بمناقشة مستفيضة . - مناقشة الحصة من جميع جوانبها , مع التركز على مراحلها , الوقت المخصص لكل منها , أهمية التقويم التكويني, أهمية التسجيل على السبورة, ما يكتبه التلاميذ على كراريسهم , استغلال الوسائل. ملاحظات الأستاذ المكون:.......... **<u>ملاحظة هامة:</u> يطلب من المتربص تحضير " موضوع الحصة " (الدرس) لتنشيطها أمام الأستاذ المكون**
	الحصة الثامنة: تحضير " وضعية تعليمية " وتنشيطها (2)
إمضاء الأستاذ المرافق	التاريخ:.......... الفترة: من الساعة:.......... إلى الساعة:.......... عنوان الحصة :.......... نوع النشاط :.......... القسم :.......... بعد متابعة الحصة التي ينشطها الأستاذ المتربص, تتم مناقشتها من جميع الجوانب ولاسيما: الربط بين الكفاءات المستهدفة و المضمون, النشاطات المختارة ومدى تحقيقها للأهداف المستهدفة, أهمية التخطيط للدرس, مكانة التقويم في الفعل التعليمي/ التعلمي, مدى جعل التلميذ محور العملية التعليمية/ التعلمية,....الخ • النقاط الإيجابية في تحضير الحصة:.......... • النقاط التي تستوجب التحسين:.......... ملاحظات الأستاذ المكون حول النقاط الواجب إثارتها لتلبية حاجات المتربص المتربص:.......... **<u>ملاحظة هامة:</u> يطلب من المتربص تحضير " وضعية تعليمية " لتنشيطها أمام الأستاذ المكون**

	الحصة التاسعة : تحضير " وضعية تعليمية " وتنشيطها (3)
إمضاء الأستاذ المرافق	التاريخ :.........................الفترة : من الساعة :....................إلى الساعة:....................... عنوان الحصة :........................ نوع النشاط :....................القسم :....................... بعد متابعة الحصة التي نشطها الأستاذ المتربص : تتم مناقشتها من جميع الجوانب ولاسيما: تنظيم الأفواج, تقويم أعمال التلاميذ, مراقبة كراريس التلاميذ , استغلال و استعمال الوسائل البيداغوجية: الاهتمام بالفوارق الفردية,......الخ. • النقاط الإيجابية في تحضير الحصة:... • النقاط التي تستوجب التحسين:... ملاحظات الأستاذ المكون حول النقاط الواجب إثارتها لتلبية حاجات المتربص:... .... **ملاحظات:** **يطلب من الأستاذ المتربص تحضير بحث قصير حول أهمية التقويم و أنواعه و وسائله**

	الحصة العاشرة : مناقشة موضوع التقويم
إمضاء الأستاذ المرافق	التاريخ :.........................الفترة : من الساعة :....................إلى الساعة :....................... في هذا اللقاء يناقش الأستاذ المكون رفقة الأستاذ المتربص موضوع " التقويم" , ولاسيما: • التقويم كعنصر من عناصر المنهاج • التقويم جزء لا يتجزأ من الفعل التعليمي/ التعلمي • أنواع التقويم : التشخيصي, التكويني, ألتحصيلي • أهمية التقويم المستمر ـ قراءة المنشور الخاص بالتقويم المستمر و تحليله . • قراءة لكشف النقاط و كيفية حساب معدل المادة و المعدل السنوي ملاحظات الأستاذ المكون حول النقاط الواجب إثارتها لتلبية حاجات المتربص فيما يخص موضوع التقويم .... • **ملاحظة:** **يطلب من المتربص تحضير موضوع فرض للتلاميذ (تعيين المستوى) .**

	الحصة الحادية عشر : مناقشة موضوع الفرض
إمضاء الأستاذ المرافق	التاريخ:.........................الفترة: من الساعة:....................إلى الساعة:....................... في هذا اللقاء يناقش الأستاذ المكون "الفرض"المحضر من طرف الأستاذ المتربص يطرح مجموعة من الأسئلة - هل ثم إبراز الكفاءات المراد تقويمها و كذا المحتوى العلمي ؟ - هل غطى موضوع الفرض جزءا من المنهاج الدراسي المقرر ؟ - هل كان منسجما مع الوقت المخصص له ؟ - هل كان مناسبا للتلاميذ ؟ - هل كانت الأسئلة واضحة ومحددة المطلوب و غير قابلة للتأويل ؟ - هل خلت الأسئلة من الأخطاء اللغوية و العلمية ؟ - هل كانت البيانات و الرسوم واضحة (في حالة توفرها) ؟ **تنبيه:** يجب مناقشة الإجابة النموذجية المقترحة من الأستاذ المتربص و تحليلها و كذا سلم التنقيط. **توجيهات الأستاذ المكون:**... • **ملاحظة هامة:** **يسلم الأستاذ المكون لزميله المتربص مجموعة أوراق إجابة التلاميذ (فرض منزلي أو فرض محروس) ويطلب منه تصحيحها وفق نموذج الإجابة والسلم المتفق عليهما.**

	الحصة الثانية عشر: تصحيح أوراق إجابات التلاميذ
إمضاء الأستاذ المرافق	التاريخ:.........................الفترة: من الساعة:....................إلى:....................... خلال هذه الحصة يراجع الأستاذ المكون رفقة الأستاذ المتربص مجموعة من أوراق الإجابات , ويشرح له كيفية استنتاج النقائص الواجب معالجتها و كذا المعالجة المقترحة. **ملاحظة:** يطلب الأستاذ المكون من المتربص إعداد بحث قصير حول **"مفهوم المعالجة البيداغوجية"**

	الحصة الثالثة عشر : إدارة حصة "المعالجة البيداغوجية"
إمضاء الأستاذ المرافق	التاريخ :.........الفترة : من الساعة :.........إلى الساعة :......... خلال هذه الحصة يحضر المتربص حصة تعني بالمعالجة البيداغوجية ينشطها الأستاذ المكون . عقب الحصة تتم المناقشة من جميع الجوانب التربوية و البيداغوجية , ولاسيما النقاط الآتية: - كيفية الإعداد لحصة "المعالجة البيداغوجية". - كيفية تنشيط هذه الحصة. - التقويم قصد التثبت من تحقيق بلوغ الأهداف المسطرة. **ملاحظات الأستاذ المكون:**......... <u>**ملاحظة هامة:**</u> يطلب من الأستاذ المتربص إعداد حصة "المعالجة البيداغوجية" لتنشيطها .
	الحصة الرابعة عشر : تنشيط حصة "المعالجة البيداغوجية"
إمضاء الأستاذ المرافق	التاريخ :.........الفترة : من الساعة :.........إلى الساعة :......... خلال هذه الحصة ينشط الأستاذ المتربص رفقة مجموعة من التلاميذ حصة "المعالجة البيداغوجية" ملاحظات الأستاذ المكون حول : - النقاط الإيجابية في التحضير:......... - النقاط السلبية في التحضير :......... - نقاط القوة في إدارة هذه الحصة وتنشيطها:......... - نقاط الضعف في إدارة هذه الحصة و تنشيطها:......... **ملاحظات أخرى وتوجيهات:**......... • <u>**ملاحظة:**</u> يطلب من الأستاذ المكون تحضير بحث حول "أهمية إدراج المعلوماتية في تدريس المادة "
	الحصة الخامسة عشر : إدراج المعلوماتية في تدريس المادة
إمضاء الأستاذ المرافق	التاريخ:.........الفترة: من الساعة:.........إلى:......... يقدم الأستاذ المتربص عرضا حول البحث الذي أنجزه . تتم مناقشة الموضوع من مختلف جوانبه مع تبيان أهمية إدراج المعلوماتية في تدريس مختلف المواد ومدى مساهمتها في تحقيق الأهداف المسطرة لحصة تربوية أو مجموعة حصص . يقدم الأستاذ المكون أمثلة واقعية و ملموسة من المنهاج. **ملاحظات توجيهات الأستاذ المكون:**.........
	ملاحظات توجيهات
إمضاء الأستاذ المرافق	في نهاية عملية المرافقة يسجل الأستاذ المكون مجموعة من الملاحظات و التوجيهات. ....

ختم المفتش وإمضاؤه

ختم مدير المؤسسة وإمضاؤه

(المؤسسة التي تمت فيها عملية الموافقة)

Appendix2: A Reflective Lesson Plan

Reflective Teacher Observation Model for In-Service Teacher Trainees

Date _____   Time _____   Class _____

Trainee _____   Observer _____

Lesson Plan	**Observers' Reflective Notes and Comments**
Objectives: **1.** Recap use of present tense in summary writing. **2.** Offer general guidelines on summary writing. **3.** Encourage peer review. **Procedures:** **1.** warm up (10:00 – 10:05) Quickly recap previous lesson. Tell today's aims	A good start
2. Review verb tenses in summaries (10:05 – 10:15) Distribute handout (tenses in summary). Learners complete the handout individually	Activity was difficult for some pupils: next time it should be done in pairs.
3. Pupils' discussion (10:15 – 10:25): return their first drafts, put them in groups, and decide what should be included in the summary and what should not. Make changes in their drafts.	This took longer than 10 minutes
4. Group revision (10:25 – 10:35): Ask pupils to read and discuss in groups if their summaries include the points mentioned in the handout.	This activity (n°4) could have been merged with the following one (n°5): pupils, in groups, check their mistakes and evaluate each other's work at the same time.
5. Peer review (10:35- 10:50): shuffle and give pupils their handouts to review each other's work using the checklist. They may discuss within groups to confirm their opinions/decisions.	Seize the opportunity to do correction of the task together on the board, stimulating pupils' participation.
6. Homework: Write a paragraph using present tense	Mention when it will be corrected.

Additional Notes:

Organization/ Clarity: ....

Enthusiasm/ Motivation: ....

Interpersonal relationships/ Teacher's and Learners' Roles: ....

Professional Characteristics: ....

Observer's Signature   *Trainee's Signature*

Appendix 3: Trainees' Pre-Service Questionnaire

This questionnaire is for the purpose of a scientific study to fulfil the requirements of a partial Ph.D research, you are kindly asked to answer the following questions.

Gender: female ☐ male ☐

1. Do you see yourself motivated enough to teach English?

   Yes ☐ No ☐

- If not, why?

………………………………………………………………………………………………………

2. Was your pre-service training beneficial?

   Yes. ☐ No ☐

- If yes, ☐ little ☐ great deal

- If not, why?

   ………………………………………………………………………………………………

3. Are you satisfied of your pre-service training courses?

   Yes ☐ No ☐

4. How do you evaluate your trainers?
   ………………………………………………………………………………………………

5. Did you find what you were searching for?

   Yes ☐ No ☐

- If yes, give example:

   ....

6. Do you appreciate the exchanges of ideas between trainers and trainees, and between trainees themselves?

   Yes ☐ No ☐

7. Does the training planning suit you?

   Yes ☐   No ☐

8. How was your pre-service training environment?

   ☐ Comfortable   ☐ Less comfortable   ☐ Uncomfortable

9. Does the existence of many subject matters (History, Philosophy, Science, Languages, Economics Sport, etc) in the pre-service training help you to get adequate knowledge?

   Yes ☐   No ☐

10. After having your 15 days training period, are you ready to teach now?

    Yes ☐   No ☐

- If not, why?

   ....
   ....

Appendix 4: Trainees' In-Service Questionnaire

This questionnaire is for the purpose of a scientific study to fulfil the requirements of a partial Ph.D research, you are kindly asked to answer the following questions.

Gender: female   ☐   male   ☐

1. After being involved in teaching, do you still see yourself motivated to teach English in the secondary school?

   Yes   ☐   No   ☐

   - If not, why?
   …………………………………………………………………………………………………

2. Are you closely attached to Competency Based Approach (CBA)?

   Yes   ☐   No   ☐

   - If yes, why?
   …………………………………………………………………………………………………

   - If not, what is the alternative method you are working with?
   …………………………………………………………………………………………………

3. Do you play the role of a teacher as a facilitator?

   Yes   ☐   No   ☐

   - If yes:
   Always   ☐   rarely ☐   sometimes   ☐

4. How do you see your pupils?

   careless   ☐   dependent   ☐   independent   ☐

5. As an EFL beginner teacher, do you experience any discipline problem in your classes?

   Yes   ☐   No   ☐

   - If yes, mention one:
   ....

   - How do you deal with it?
   …………………………………………………………………………………………………

6. What dimension of teaching you find the most problematic or difficult?
   a- Preparation of tests and exam papers ☐
   b- Putting the marking scale of tests and exams ☐
   c- Dealing with discipline problems ☐
   d- Explanation of courses ☐
   e- Correction of pupils' tests and exams ☐
   f- Time management in class ☐

   Others:…………………………………………………………………………………

7. As you are an in-service trainee, what type of training do you find the most effective?

   The pre-service training ☐   the in-service training ☐

8. Did in-service training accomplish what pre-service training lacked?

   Yes ☐   No ☐

   If yes, give example:
   …………………………………………………………………………………………………….

9. Tick the suitable answer: I am satisfied of my in-service training
   Theoretical courses ☐   workshop courses ☐

10. How do you find the period of in-service training? (six months)

    Sufficient ☐   insufficient ☐

11. Currently, did you learn how to prepare your daily lesson plans?
    Yes ☐   No ☐

12. Did in-service training help you to build your personality as a teacher?
    Yes ☐   No ☐

    If yes, how?
    …………………………………………………………………………………………………

13. What have you appreciated most in your teacher training?
    Student teachers' relationships and collaboration ☐   theoretical lectures ☐
    workshop sessions ☐

14. What difficulties do you find in your in-service training?
    …………………………………………………………………………………………………

15. Were you asked to attend school sessions with other experienced teachers?

Yes [ ]   No [ ]

If yes, did you go and attend to these sessions?

Yes [ ]   No [ ]

16. Were you asked to be supervised and observed by other experienced teachers?

Yes [ ]   No [ ]

17. How do you see your training school sessions as parts of in-service training?

Helpful to a great extent [ ]   helpful to some extent [ ]   useless [ ]

18. Teachers are continuous learners:

Agree [ ]   disagree [ ]

19. In your opinion, does teacher training (pre-service and in-service) help novice/new teachers to be professionally expert?

Yes [ ]   No [ ]

If yes, explain:

……………………………………………………………………………......................

Appendix 5: Former ITE Trainers' Interview

This interview is for the purpose of a scientific study to fulfil the requirements of a partial Ph.D research, you are kindly asked to answer the following questions. April 03rd, 2018 at 10 a.m

A- *Professional Experience:*

1- Did you teach English at the Secondary School before? How long have you been teaching it?

2- Beginner teachers almost face some difficulties and fears in their first years of teaching. Would you please describe the fears you got, if there was any?

3- Did you receive any training before (pre-service or in-service)? What did you like most in it?

4- So, what does the term "teacher training" mean to you? Is it useful to novice teachers? In what ways can it be helpful?

5- Were you a member in the Institute of Technology and Education (ITE)? What do you think is the reason for its suppression?

6- Could you draw a slight distinction between today's teacher training and ITE?

7- Do you think that teacher training decreases dropout of teachers?

B- *Instructional Skills:*

1- What teaching method or approach did you use with your learners? Does CBA fit the Algerian learners?

2- Have you ever experienced any discipline problem with your learners in secondary school? "What was the most challenging one you have encountered and how did you handle it?"

3- In case your lesson plan is not going well, what do you do?

c- *Personal Qualities:*

1- Do you think that teachers' performance makes a difference to students' achievement? "How?"

2- How do you stay up-to-date in your field?

3- Could you describe an outstanding teacher? "What makes an educator outstanding?

4- What pieces of advice would you give to the novice teachers?