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**University Teachers Self-Evaluation:**

**Case of the English Language Department- University of Tlemcen**

*Dissertation Submitted to the English Language Department as a Partial Fulfilment for  
the Requirements of the 'Magister' Degree in "Assessment and Testing in English  
Language Education"*

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## **Declaration of Originality**

I, Oirda BENSOUNA, declare that the dissertation entitled "*University Teachers Self-Evaluation: Case of the English Language Department-University of Tlemcen*" is my own work, and that it contains neither materials previously published or written by another person nor materials which have been accepted for the qualification of any other degree or diploma of a university or other institution. It also certifies that the present work contains no plagiarism and is the result of my own investigation within the scientific and academic research.

**April 23<sup>rd</sup>, 2017**

**Signature**

**Ms. Oirda BENSOUNA**

## ***DEDICATIONS***

***In memory of my dear father***

***To my lovely family***

***To all my teachers***

***I dedicate this humble work***

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## **ABSTRACT**

This dissertation is written out of the conviction that professional development is very important in teaching in general and language teaching in particular. Therefore, the researcher as a foreign language teacher strongly believes that one of the largely effective ways of solving professional development or teaching practices' problems, training teachers or preparing them for innovation and change is through reflection on one's teaching/professional practice. This reflection can be done, of course, through self-evaluation. The latter is very useful for both teachers' development and growth and learners' better achievement. To tackle the investigation, the researcher used a number of research instruments to collect data. It was done through a questionnaire which was designed for EFL university teachers at the University of Tlemcen. An interview was used to collect data again, in this case the head of the department and the teacher trainer were concerned. According to the results found in this dissertation, on one hand, although EFL university teachers in the University of Tlemcen use self-evaluation for their growth, they still face difficulties because they have not been trained how to become reflective practitioners. On the other hand, those teachers use self-evaluation for better learning achievement; according to the results found in this study, EFL learners are the first who will benefit from teacher's self-evaluation. A number of suggestions were proposed to solve the problem, such as reflective teacher training, the use of portfolio or e-portfolio according to the case study.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

**CELTA:** Certificate of English Language Teaching to Adults

**CPD:** Continuous Professional Development

**DELTA:** Diploma in English Language Teaching to Adults

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**FLT:** Foreign Language Teaching

**ITE:** Initial Teacher Education

**MOODLE:** Modular Object-Oriented Dynamic Learning Environment

**NCLB:** the act of 'No Child Left Behind'

**NEA:** National Education Association

**OECD:** Organisation of Economic Co-operation and Development

**OPD:** On-going Professional Development

**PD:** Professional Development

**RIM:** Reflective Improvement Model

**SWOT:** Strengths, Weaknesses, Opportunities, Threats

**TED:** Teacher Education Development

**TEFL:** Teaching English as a Foreign Language

**TESOL:** Teaching English to Speakers of Other Languages

**TSA:** Teachers Standards Audit

### General Introduction

Professional development has gained much more importance in the 21<sup>st</sup> century education, since it helps a lot in the improvement of education quality. It is very important in teaching in general and language teaching in particular. Thus, it is at the core of this dissertation. Therefore, the researcher as a foreign language teacher wants to shed light on its importance, and on the fact that one of the largely effective ways of solving professional development (PD) or teaching practices' problems is through reflection on once teaching/professional practice and training teachers or preparing them for innovation and change.

Hence, there are different ways to improve the teachers practice through reflection or reflective teaching. It can be done through peer teaching, peer observation, peer review or self-evaluation. The latter is the one which the researcher has chosen in the dissertation, aiming at proving that through self-evaluation the teacher may develop his/her qualifications to a great extent in parallel with his/her teaching practices and therefore, better learning achievement can be reached at the final stage of this development.

According to the previous researchers, the reflective approach to professional development cannot be applied by everyone. Thus, many teachers avoid reflection simply because it is time demanding and it also requires from the teacher to be objective and detached to a great extent and to look at evidence of his/her own teaching practices. Therefore, all the professional insights that are helpful and interested for teacher professional development can be reached if teachers start to reflect on their own teaching practices.

Thus, ELT professionals can improve their competences, competencies and qualifications through extended research in their field of study (that is to say that the EFL teacher as a practitioner may never stop learning from the other experiences especially in the field of ELT). It can be done through workshops, seminars, conferences or group discussions with colleagues or other abroad teachers

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taking the example of Moodle teachers where teachers exchange their experiences with different teachers in the globe. Therefore, exchanging experiences between teachers is very helpful because it leads them to reflection through comparing between their own professional action and the remaining teachers practices.

Learning how to teach and aiming at becoming a good or excellent teacher is a long term process that requires from the teacher acquiring new skills and specific knowledge. This can be done through the supervision and guidance of specialists and experts. Therefore, professional development of teachers is a life-long process which requires from the teacher acquiring more competences and experiences. This process begins with a particular and initial preparation of teachers which is known as pre-service teacher training, it continues through in-service training, and finishes by the teacher retirement. Thus, learning new experiences and skills may enhance to a great extent teachers' professionalism and practices throughout their careers. Those new experiences can be gained through both teacher training and teacher development, by which teachers become professionals.

Through this dissertation, the researcher aims to shed light on the importance of self-evaluation, and how much it is useful for both teachers' growth and learners' achievement. Although it is useful, some EFL university teachers in the University of Tlemcen either do not know how to use it for their professional development, or still face difficulties in using it. A number of research questions which are related to teacher's self-evaluation and professional development have been asked in order to tackle an investigation about the problematic. The latter is related to the use of self-evaluation for better professional development and learning achievement. To undertake the research the following questions have been asked:

1. Do EFL teachers in the University of Tlemcen use self-evaluation for their professional development?
2. How can self-evaluation become beneficial for the improvement of EFL university students?

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3. Why do those teachers face difficulties in using self-evaluation to foster their growth?

4. What kind of suggestions can be made to facilitate teachers' self-evaluation?

To continue the investigation the researcher provided the following hypotheses to answer the research questions which are as follows:

1. EFL teachers who are teaching at the University of Tlemcen use self-evaluation for better professional development and growth.

2. EFL students benefit to a great extent from teacher self-evaluation, because it fosters their learning achievement.

3. Teachers were not trained how to become reflective that is why they face difficulties in applying self-evaluation.

4. A number of suggestions can be made to facilitate the process of self-evaluation such as reflective EFL teacher training, and other suggestions that are related to effective teaching practices.

Therefore, this dissertation is organised in four chapters, and each chapter has been devoted to particular elements of the research. The first chapter is related to the literature review. Thus, it deals with the overview of the process of teacher's professional development, its significance and concepts' definition. It emphasises on the main principles of teacher professional development. Therefore, the researcher tried to mention in this chapter the most important elements that shape teacher professional development. This may help the reader to find out and understand the main concepts and the relationship that exists between them.

The second chapter presents information on the impact of teacher's professional development on students' learning. It sheds light on the relationship which exists between teacher professional development and effective teaching; reflecting on the teaching profession. It also discusses in some details the process of

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pre-service teacher education, and describes the main models of professional development. It also deals with the concept of self-evaluation which is at the core of this dissertation. Within this chapter, the researcher tried to clarify and explain the relationship between teachers' self-evaluation, teaching practices, and professional growth.

The third chapter is devoted to the methodology of the research, mainly research instruments, data collection, analysis and the interpretation of the results. To tackle this research, the researcher used some research instruments to gather data. First, a questionnaire to teachers was used to collect the main important information on EFL university teachers' profile (of course they are the case study of this investigation), their teaching practices and all the information related to their training and development process. Second, an interview was used also with the head of the department of English where those teachers are working. This interview helps the researcher to have the general idea about the case study as well as the whole staff development. Finally, another interview was conducted with the teacher trainer at the University of Tlemcen that helped the researcher to have a clear idea about the nature of the training at the university. The reader can find also in this chapter the data that were collected through the previously stated research instruments, their analysis and interpretation.

Finally, the fourth chapter is related to the suggestions that are related to the research problematic. Those suggestions have been built upon the results that have been found in this research, and of course after the interpretation of those results. After a trial of deep understanding of the topic of this research, the researcher provided a number of recommendations that seem useful in relation to the problematic of the research. In gross, those suggestions have been provided to decrease the effects of the problematic and to make teachers' more effective.



# **Chapter One**

## **Teacher Professional Development: Literature Review**

### **1.1 Introduction**

### **1.2 Scope of Professional Development**

### **1.3 The Importance of Teacher Education and Development**

### **1.4 Professional Development and Teacher Education throughout Teacher Career Cycles**

#### **1.4.1 Definition of Professional Development**

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### **1.5 Teacher's Quality**

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#### **1.6.1 Models of Effective Teaching**

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### **1.7 Teacher Training and Teacher Development**

#### **1.7.1 Teacher Training**

##### **1.7.1.1 Pre-Service Teacher Training**

##### **1.7.1.2 In-Service Teacher Training**

#### **1.7.2 Teacher Development**

#### **1.7.3 The Difference between Teacher Training and Teacher Development**

### **1.8 Conclusion**

## 1.1 Introduction

No one can speak about the development of any country without reference to its educational system and quality since the quality of education may lead to the progress of all the domains of life. Therefore, the basic element that is at the core of education is the 'teacher' because he/she has unlimited roles within the process of teaching, although the learners' role can never be denied, and they are seen as a variable that plays a great role in the success or failure of the teaching/learning process. Thus, the qualities and competences of a teacher are very important. They can be gained through both teacher training and education until reaching the status of a professional teacher/practitioner. One may say that teacher training, teacher education, and teacher development are sometimes used without any reference to the difference that exists between them. Thus, the nature of all these concepts, other concepts, and the difference between them will be illustrated in this chapter.

## 1.2 Scope of Professional Development

Although teachers are thought to be the source of knowledge and the ones who can transmit that knowledge, they are considered as active learners within professional development (Lieberman, 1994; McLaughlin and Zarrow, 2001), in this case, teachers as learners are fully engaged in the concrete tasks of teaching, assessment, observation and reflection where they are supposed to teach and at the same time to keep learning about their profession (Darling-Hammond and McLaughlin, 1995; King and Newmann, 2000; Dadds, 2001). The process of professional development is perceived as a long term process during which teachers learn over time that will result in acquiring more new experiences that allow them to be more effective through relating the prior knowledge with the new experiences (Cohen, 1990; Lieberman, 1994; Ganzer, 2000). Professional development is also perceived as a process which takes place within a particular context by relating

training to classroom experiences; in this sense, the most effective form of professional development is required to be related to daily activities of teachers and learners that are based in schools (Abdal-Haqq, 1996; Darling-Hammond, 1998; Baker and Smith, 1999; Ganzer, 2000; Ancess, 2001; McLaughlin and Zarrow, 2001).

Giving much more importance to education and its outcomes has recently increased throughout the world; the power of education is well recognised in the fact that it reduces poverty and improves the lives of individuals and groups to transform societies for better (Grubb & Lazerson, 2004). Many national and international organisations have supported improving professional skills and knowledge of teachers. In this case teacher education is identified as being a key issue in economic development (Cobb, 1999).

Professional development is considered as an integral part of teacher education because only a continuing learning and training assures a high level of expertise and enables the teachers to keep their professional skills and knowledge up-to-date. In 1994, teacher professional development was added to the original six National Education Goals that underscored the importance of involving competent teachers in education reform efforts (Dilworth and Imig, 1995).

Professional development is conceived as a collaborative process, in doing so, the role of professional development is to help teachers in building new pedagogical theories and practices (Darling-Hammond and McLaughling, 1995), and to aid the teachers develop their expertise in the field (Dadds, 2001). Although some isolated works and reflection can be found, most effective professional development happens when meaningful interactions occur (Clement and Vandenberghe, 2000), these interactions cannot be only among teachers themselves but also between teachers, parents, administrators, and other community members (Grace, 1999).

### 1.3 The Importance of Teacher Education and Development

Teacher education and development has become at the core of education. Many scholars agree on the great importance of teacher professional development and teacher's competence within the teaching/learning process which places the teacher at the heart of classroom instruction. Thus, teacher academic and pedagogical competences are behind his/her effective teaching. Therefore, many chances and opportunities can be provided for teachers by professional development to develop their practices, play more roles, and acquire more competencies (Komba and Nkumbi, 2008).

In fact, Teacher Professional Development is influenced by conceptual, contextual and methodological factors which have been identified by Villegas-Reimers (2003). Conceptual factors are related to the teacher's perception of teacher development, teaching as profession and change. Contextual factors refer to the role of the school leadership, organisational culture, and to what extent they are encouraged. Methodological factors are related to processes or procedures that have been designed to support Teacher Professional Development.

Thus, the importance of teacher professional development lies in the competences that the teacher can acquire from his/her education which will lead to the learner's success. This importance lies in the fact that this success is twofold; it is beneficial for both teachers in acquiring new competences, and for learners in terms of better learning achievement. This importance is well illustrated in the European Commission's communication "Rethinking Education" which invited its member states, as well as all teachers to the reform of education and training systems since it is essential to achieving higher productivity and the supply of highly skilled teachers:

**...revise and strengthen the professional profile of all teaching professions. Key actions are reviewing the effectiveness as well as the academic and pedagogical quality of Initial Teacher Education, introducing coherent and adequately resourced systems for recruitment, selection, induction and professional development of teaching staff based on clearly defined competences needed at each stage of a teaching career, and increasing teacher digital competence**

**(European Commission, 2012a: 15)**

Research has shown that student achievement can be raised by the quality of teaching as well as the school leadership, therefore, teacher professional development requires from teachers to continually broaden their skills and knowledge in order to be effective in their educational practices. Hence, teams of teachers are engaged by professional development teachers to focus on their student's needs (Mizell, 2010).

#### **1.4 Professional Development and Teacher Education Throughout Teachers' Career Cycles**

There are different ways in which Professional development and teacher education are employed during the long period of teachers' careers; starting by pre-service teacher training (before teachers begin teaching), in-service teacher training (within the teaching career) until reaching the state of profession or well qualified teachers. In other words, Professional development and teacher education play a great role in enriching and strengthening teachers' skills in order to achieve particular goals within the educational system. The latter is the most essential factor behind encouraging or neglecting professional development and teacher education programmes policy. Therefore, teacher's career consists of several parts and stages. Recent research has shown that within professional development teachers' needs may change along the different stages of their career (Eros, 2011).

Briefly speaking professional development or teacher education is well illustrated in the following table:

<b>Type</b>	<b>Pre-service Education</b>	<b>Induction/ Mentoring</b>	<b>Ongoing Professional Development</b>	<b>Evaluations and Resulting Professional Development</b>
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Prepare future teachers to teach public school students</li> </ul>	<ul style="list-style-type: none"> <li>• Assist new teachers in transitioning to classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• Keep teachers abreast of new curriculum and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Assess teachers' continuing professional growth and provide ongoing assistance</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Quantity of subject matter coursework</li> <li>• Field experience and student teaching</li> <li>• Methods of holding teacher preparation programmes accountable for teacher quality</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum length of participation</li> <li>• Mentor eligibility criteria</li> <li>• Resources provided to beginning teachers</li> <li>• Resources provided to mentors</li> <li>• Completion requirements</li> <li>• Link to Licensure</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum professional development credits/hours in specific amounts of time</li> <li>• Approval of professional development standards</li> </ul>	<ul style="list-style-type: none"> <li>• Plan requirements (i.e., inclusion of student performance)</li> <li>• Frequency of evaluations</li> <li>• Actions following unsatisfactory review</li> <li>• Evaluator</li> </ul>

**Table 1.1 Professional Development Goals and State Strategies Adopted from Loeb et al. (2009: 215)**

However, Table 1.1 illustrates the four types of professional development and their associated goals and strategies. Thus, in pre-service programmes would-be teachers acquire the knowledge that enables them to teach their learners. The aim of induction and mentoring policies is to strengthen and foster teachers' transition from the pre-service step to the workplace during their first years of performing the job of a teacher. Ongoing professional development programmes help teachers to expand their experiences (Loeb et al., 2009), however, it is required from the teacher to participate in workshops to develop new experiences during ongoing professional development which is illustrated in the following quotation:

**Professional development workshops, in the form of study days or colloquia, should become frequent approaches to help language teachers supplement their formal training to improve their classroom effectiveness**

**(Benmostefa, 2013: 170)**

Nevertheless, one can say that teachers' abilities to teach and students' abilities to learn are affected, to a large extent, by teacher education and professional development.

### **1.4.1 Definition of Professional Development**

In a broad sense, professional development refers to the progress and development of a person's profession role. When being linked to education, professional development means the development of a teacher in his or her profession role. Many scholars defined professional development in different ways. Glatthorn, more specifically, defines it as follows: "**Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically**" (1995:41).

Fielding and Schalock (1985) affirm, in the same vein, that the one who looks at professional development has to examine the content of the experiences, the processes of professional development, and the contexts in which it will take place. However, Ganser (2000) claims that professional development includes formal and informal experiences; formal experiences are all about mentoring, attending workshops and professional meetings, whereas, informal experiences are related to reading the professional publications and expanding the knowledge that is related to the academic discipline.

Glatthorn also differentiates the concept of professional development, as being much broader, from career development. He defines the latter as: "**the growth that occurs as the teacher moves through the professional career cycle**" (Glatthorn, 1995:41). He also mentions, in the same book, the difference between professional development and staff development, the latter is much more important than career development because within staff development all teachers learn from each other and share their own experiences leading to school or faculty development. Therefore, he describes the difference between them as follows: "**The provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development**"(ibid).

Furthermore, professional development or teacher development, and teacher education are two concepts that are mentioned interchangeably since they mean the same thing according to many scholars. What makes teacher development too important in education is that it is seen from a new perspective. In this regard Hookey has defined professional development as "**a change in a teacher's knowledge base and actions... the set of activities designed to promote personal professional change...a lifelong project.**" (Hookey, 2002:888).



Many years ago, professional development had only one form which was staff development or in-service training; based on short-term courses or workshops aiming at making teachers acquire the knowledge about teaching. Recently, there was a paradigm shift in education. Professional development changed from a short-term process to a long-term process containing regular opportunities and experiences that are planned systematically to foster the profession's growth and development (Cochran-Smith and Lytle, 2001). This shift in professional development is considered as a dramatic one, the fact that it is referred to as 'the new image' of teacher learning, a 'revolution' in education, a new model of teacher education and a 'new paradigm' of professional development (Walling and Lewis, 2000). Therefore, this new model of teacher education is particular by its long-term acquired and practiced experiences. However, it is argued that success of any professional development activity is dependent on its systematic evaluation especially in terms of its long-term effects on participant learning (Guskey, 2000).

It is also argued that EFL teachers trainers or educators (teachers who train EFL students for teaching English) either prepare student teachers to be active agents in their own professional development and in determining the direction of schools, or in supporting the efforts of teachers who were already engaged in doing so. There lie the numerous reasons why the government should make teacher development, teacher learning, and teacher empowerment absolute priorities in the efforts that are made to improve schooling. Therefore, policymakers and stakeholders may design a set of activities that may enhance professional development and to enable teachers to acquire new knowledge and skills (Eros, 2011). The same idea was clarified by Gardner (2010) who clarifies that teachers' PD is highly affected by teachers' trainers as well as school administration. They will become more interested to be involved in the PD programmes if they find much administrative support which may lead to job satisfaction.

Even with all of the talk of teacher empowerment and teacher development, and all the advantages that they bring to education, we can still recognize a general disregard for the craft knowledge of good teachers in the educational research establishment which has attempted scholars to call it the "knowledge base" for teaching minus the voices of teachers as the following statement refers to:

**Conspicuous by their absence from the literature of research on teaching are the voices of teachers, the questions and problems they pose, the frameworks they use to interpret and improve their practice, and the ways they define and understand their work lives**

**(Lytle and Cochran-Smith, 1990: 83)**

Ingvarson (1998) refers to in-service training as the 'the traditional system of professional development' where the goals are established by the government, turned into action by the universities or consultants, and usually the models used are short-term courses or workshops which are rarely related to practical issues. However, he refers again to another model of professional development which is broadly different from the traditional one as the 'standard-based system', in which the professional bodies have control to establish the goals and help in implementing the models on one hand. On the other hand, opportunities are designed and based on specific and real needs that are identified by teachers during their daily activities.

Thus, one may say that even if the traditional system of professional development is essential for successful teacher education, it is still considered as being no longer sufficient. It was argued by many researchers that the majority of PD programmers are ineffective (Ball & Cohen, 1999; Lieberman, 1996; Little, 1999). However, the shift in teacher education or professional development will be related to the kind of activities that may facilitate gaining knowledge and skills for the entire career cycle. Therefore, the traditional system of PD may lead teachers to

what Huberman (1993) called as the 'danger zone' due to the inappropriateness and insufficiency of PD programmes. The same idea has been confirmed by Breg et al. as follows: “...**teachers who become frustrated by their attempts to experiment and grow tend to leave**” (Breg et al., 2005:4). Thus, the insufficient knowledge about the profession may become the principal factor that leads teachers to leave their profession.

Thus, teacher professional development can determine the quality and credibility of a teacher. Maloney & Barblett (2001) affirm that many researches have shown that credibility and trustworthiness are considered as important issues if the standards are to be accepted by teachers themselves in the field (teaching). Ingvarson (2002) claims in the same vein that credibility refers to whether the descriptive content of the standards do indeed identify accurately what teachers should know and be able to do so.

### **1.4.2 Models and Systems of Professional Development**

Ingvarson (1998) differentiates between professional development system and a professional development model. Models of professional development are particular processes and opportunities that are previously planned to provide professional development to teachers from the commencement of their preparation. However, a professional development system is considered as an approach, which requires a wider perspective.

According to Villegas-Reimers (2003:16) the perspective of professional development has to include the interconnections between:

- the goals, objectives, and purposes of professional development;
- the context in which professional development is to take place;
- the personal and professional characteristics of the participants of the system;

- the models, techniques, and procedures to be implemented;
- the costs and benefits of professional development;
- a determination of who is to make which decisions;
- the process to evaluate and assess the effectiveness of professional development on different constituencies;
- the determination of infrastructure support of professional development.

Another classification is offered by Cochran-Smith and Lytle in which they describe three systems (approaches) of professional development that **"co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning"** (2001:47). These systems were cited in Villegas-Reimers (2003:17), they are:

- a) Knowledge-for-practice: Assumes that university-based researchers generate formal knowledge and theory for teachers to use in order to improve practice.
- b) Knowledge-in-practice: Some of the most essential knowledge of teaching is perceived as 'practical' knowledge, or knowledge that is embedded in practice.
- c) Knowledge-for-practice: Knowledge is not divided into formal and practical knowledge. Teachers gain knowledge for teaching when they have the opportunity to reflect on their practice and use of process of inquiry in their own environments to learn about effective teaching.

Therefore, from the previously stated approaches of professional development, we can say that professional development approaches put stress on the teacher's knowledge (knowledge acquired in pre-service training), and also on teacher's reflection aiming at reaching the stage of effective teaching. Another important variable within PD is the school administration which plays a great role in increasing awareness of teachers' career cycles (Leithwood, 1992). Gardner, in the same vein, claims the important role that administration plays within PD as

follows: “...teachers, regardless of their experience, appreciate supervisors’ interest in their endeavors, which may have positive effects on their perceptions of administrative support and their job satisfaction” (Gardner, 2010:120). Therefore, PD can be achieved by both teachers and administration and stakeholders.

### 1.4.3 Successful Factors of Teacher Professional Development

Many scholars wrote much about successful factors leading to teacher professional development such as: Ball and Cohen, 1999; Desimone, 2009; Garet et al., 2001; Hochberg and Desimone, 2010. They indicate that these factors are:

- Focus on content: typical problem areas of the modules.
- Opportunities for active learning: independent work on problem areas with input from experts.
- Collective participation: collaboration among schools or classrooms within the same school, at least two teachers from each school.
- Coherence: modules and organisations.
- Duration of professional development programme: time advocated to the programme.

The previous features may affect the teacher's acceptance and perceived support, teacher's knowledge and beliefs, transfer to classroom practice, and students' learning and competences. Therefore, they will lead to successful PD. Fullan (1987) maintains that there are four factors that lead to successful teacher development. They are as follows:

- ✓ Redefinition of staff development as a process of learning;
- ✓ The role of leadership at the school level;
- ✓ The organisational culture at the school level.

In Guskey's (1995 a) view, there are specific guidelines for successful teacher education and development that must be followed in the planning and implementation of teacher professional development programme, and can give more opportunities to teachers. These opportunities are as follows:

- To recognise change as being both an individual and an organisational process;
- To think big but start small;
- To work in teams to maintain support;
- To include procedures for feedback on results;
- To provide continuous follow-up, support and pressure;
- To integrate programmes.

However, Corcoran (1995) proposed other principles for experts that design and implement professional development programme, the latter must:

- Stimulate and support site-based initiatives;
- Be grounded in knowledge about teaching;
- Model constructivist teaching;
- Offer intellectual social and emotional engagement with ideas, materials, and colleagues;
- Demonstrate respect for teacher as professionals and as adult learners;
- Provide sufficient time and follow-up;
- Be accessible and inclusive.

## **1.5 Teacher's Quality**

Improving the quality of education has become one of the increasingly important demands of work in all over the world. Teaching is regarded as such a complex craft that one lifetime is not enough to master it, but by rigorously focusing on practice, teachers can continue to improve throughout their career. Teaching for a long period of time such as ten years cannot assure the quality of a

teacher as being a good teacher. From teachers, therefore, a commitment is needed (not only to attend a certain number of hours of professional development) but a career-long commitment to the continuous improvement practice, and an agreement to develop in their practice in ways that are likely to improve outcomes for their learners. Ingvarson (1999) claims in this regard that teaching standards across the world have shown to impact on teacher effectiveness and influence positive outcomes for students.

Many scholars agree that PD could largely improve teacher quality if it is implemented in the right way. The standard model of teacher professional development is based on the idea that teachers lack important knowledge or they are not skillful enough to tackle the job of teaching. Therefore, most PD has been designed to address those deficits; it has resulted in having teachers who are more knowledgeable, but no more effective in practice. In this regard Huberman states the following:

**It is during this period that one makes a durable commitment to teaching....One also enjoys a sense of belonging to a professional peer group, and begins to consolidate a basic repertoire of pedagogical skills and materials at the classroom level....[T]his phase also includes a greater ease, a feeling of relaxation, and increased psychological comfort**

**(Huberman, 1993:244–45)**

Moreover, changes in what teachers know or believe will not make students benefit from unless teachers also change what they do in classrooms. In other words, they have to change their practices and the way in which they apply in the classroom their previously acquired knowledge about teaching in order to become good teachers. The latter can be reached through broadening the 'teaching repertoire'. Wasley, Hampel, and Clark define the teaching repertoire that all teachers need to better their teaching practices and promote students learning as:

**"...a variety of techniques, skills and approaches in all dimensions of education-curriculum, instruction and assessment-that teachers have at their fingertips to stimulate the growth of the children with whom their work"** (Wasley et al., 1997:45). Hence, teacher's educators urge to focus on getting teachers to think their way into a new way of acting, whereas it would be far more effective to get teachers to act their way into a new way of thinking.

Teachers need to know and well understand their profession as well as their students from a pedagogical perspective, and to change their practice according to their learners needs (Wilson et al., 1987). However, changing teacher's practice is not easy at all, because it involves changing long established habits and practices. For example, if teachers have been teaching in one way over many years, it would be very difficult to make them doing it in a different way. This can be considered as the first obstacle against making professional development successful which makes many scholars urging to improve teacher's practice through making teachers change their habits of teaching rather than acquiring new skills or knowledge. This can be, to some extent, true because teaching can be a mirror of the teacher's habits of teaching rather than putting the acquired knowledge into practice.

Many researchers indicate that the quality of teachers and their ways of teaching are the most common factors that affect not only students' outcomes but also the government policy (OECD, 2005). Therefore, the quality of teachers varies markedly according to their effectiveness, that is why it is referred to teaching as a demanding job, and it is not possible for everyone to be an effective practitioner during the long-term job. However, the general approach to teacher selection and employment tends to focus on the number of teachers rather than the qualities that they have or could develop as stated by (Martin, 2001:5):**"Teachers operating...their professional knowledge and experiences in real contexts and develop their approach to teaching and learning through ongoing reflection on practice"**. Thus, teachers cannot have particular qualities without the help of the



remaining teachers of the same school or faculty. They may develop all together leading to the school development as it is clarified as follows:

**With the support of colleagues, these teachers experiment with different approaches to teaching and learning as they work to establish professional credibility within the school community. While focus for teachers working...on their own classroom environments, they are aware of and participate in broader school curriculum initiatives**

(Martin, 2001:5)

Thus, teacher's quality is very important in education and it can be reached through the efforts of all teachers of the same school. It is related to a great extent to school development and learning achievement.

## **1.6 Teacher's Effectiveness**

Richard Elmore (2009) from Harvard University claims that the only way to make students' learning improved is not to change the structure but it is rather to change the instructional practices of teachers. The schools that are considered to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it. Therefore, the challenge that schools have is not that they do not know what teaching effectiveness is, but the challenge is how to ensure that these practices are in every classroom and in every teacher's repertoire of professional practice.

Thus, professional development is based on the principles and behaviours of teaching effectiveness. The latter can be understood through studying the models of instruction that define what effective teachers know and do also by understanding the set of behaviors that effective teachers incorporate into their daily professional practice. To do so, a deep understanding of subject matter is required, also involving the learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student

understanding and proficiency with learning outcomes. Campbell et al., confirm that: **"A teacher is effective if he/she can accomplish the planned goals and assigned tasks in accordance with school goals"** (Campbell et al., 2004:61). Also taking into consideration the teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development.

Effective teaching is not a new term, in fact, it was used many years ago and many associations urged scholars and educationalists to apply what is known as effective teaching in all grades of teaching aiming at gaining better results in learners' achievement. A Study of Fifty Effective Teachers in Each of Four School Types in Project Star was presented at the American Educational Research Association conference in San Francisco in 1989. The findings are still applicable today in many schools all over the world. Bain et al., assert the following:

**A variety of instructional planning activities, teaching strategies, and materials were found to be common in the repertoires of effective teachers:**

- **They had high expectations for student learning;**
- **They provided clear and focused instruction.**
- **They closely monitored student learning progress.**
- **They retaught using alternative strategies when children didn't learn.**
- **They used incentives and rewards to promote learning.**
- **They were highly efficient in their classroom routines.**
- **They set and enforced high standards for classroom behaviour.**
- **They maintained excellent personal interactions with their students.**

**(Bain et al., 1989:1)**

Though there have been much studies and literature that have led to the focus on teaching effectiveness, it is not a new topic in educational research as stated before. The fact is that a great deal about what makes a teacher effective and how to train him to be effective are much known but rarely applied (Robert, 2010).

Though particular studies and models for teacher effectiveness have subtle differences, all of them agree that the gauge for teacher effectiveness is student learning.

Thus, many scholars give much importance to effective teaching aiming at enhancing students' learning. In doing so, they relate the teacher's way of teaching to students' learning. Other scholars state that relating teacher's way of teaching to students' learning is problematic itself. Fenstermacher and Richardson illustrate the problem as follows:

**In the passive recipient view... learning on the part of the student is indeed a direct result of actions by a teacher. Yet we all know that learners are not passive receptors of information directed at them. Learning does not arise solely on the basis of teacher activity. Assuming that the formulation offered above has merit, then it follows that success at learning requires a combination of circumstances well beyond the actions of a teacher.**

(Fenstermacher and Richardson, 2005:190-191)

Campbell et al., on the other hand link between teacher's effectiveness and students' performance in the classroom as follows: **“Teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students’ performance”** (Campbell et al., 2004:3). This definition takes into consideration what occurs in the classroom, but the measure of effectiveness is still the students’ performance. However, a number of researchers contend that there are other important outcomes besides students’ performance that define effective teachers. Other external factors may affect to a great extent teachers' performance, such as: governmental policies and planning, school culture, staff development, syllabus design, students' motivation/ behavior, classroom management, and the local policy that is applied in TED. Moreover, the governmental policies and strategies usually make great emphasis on planning, notably of higher education,

but it is still questionable whether it meets the demands for the job market or not (Figueiredo, 1987; Figueiredo & Cowen, 2004). Therefore, teachers' quality and performance in relation to learners' achievement remains debatable.

In their review of "Process-Outcome, Research Linking Teacher Behaviour to Student Achievement", Brophy and Good make the following statement about their work:

**What constitutes "teacher effectiveness" is a matter of definition, and most definitions include success in socializing students and promoting their affective and personal development in addition to success in fostering their mastery of formal curricula.**

**(Brophy and Good, 1986:328)**

Therefore, one can say that there exist different view concerning teacher effectiveness and students/learners achievement. Many scholars insist on making student achievement the important component in evaluating teacher effectiveness, since the main goal of teacher effectiveness is to reach a better achievement in students' learning. In other words the goal of a teacher is to make his learners learn. Borko (2004) maintains that the first aim of any professional development is to improve classroom teaching and foster student learning.

However, student learning and development of academic proficiencies is considered as a highly complex process, shaped and influenced by a multitude of factors: personal characteristics (both cognitive and non-cognitive), physical and mental maturation, home environment, cultural sensitivities, institutional and informal community resources, and, of course, the formal process of schooling as well as teaching. Thus, one may say that teacher professionalism is at the core of successful learning since it helps in increasing teachers' capacity to meet both students' needs and the school demands (Elmore, 2002).

### 1.6.1 Models of Effective Teaching

A twenty-first century definition of effective teaching has been provided by Danielson (1996, 2009) and Marzano (2007) in their suggested teaching and learning models, which are implemented in many schools over the world. These models these models of instruction incorporate research findings of effective teaching past and present. Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*, outlines some measures that are related to effective teaching. These are organized into four domains, each with several observable teacher behaviours: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities (Danielson, 1996).

In her model of effective teaching, Danielson identifies the aspects of a teacher's responsibilities that have been documented by empirical studies and theoretical research as promoting improved student learning. Danielson makes much stress on the interconnectedness of a teacher's decisions, experiences and behaviours his/her effectiveness with his/her students and his/her growth and development in teaching skills. Danielson's framework identifies flexible domains that can be applied in different classroom settings, subject matters or with different ages of students, she says:

**Of all the approaches available to educators to promote teacher learning, the most powerful is that of professional conversation. Reflective conversations about practice require teachers to understand and analyze events in the classroom. In these conversations, teachers must consider the instructional decisions they have made and examine student learning in light of these decisions**

**(Danielson, 2009:5)**

The previous Danielson's quotation was cited in her work *Talk about Teaching: Leading Professional Conversations*, in which she further refines the imperative to define effective teaching and the importance of giving teachers

opportunities to engage in professional conversations about it. In this model of promoting professional learning the focus is on conversations which centre on big ideas tied directly to student's learning. These include: the importance of learning, the causes of learning, the way how students are motivated, and what is intelligence and the influence of students' views on their actions.

Danielson aligns effective teaching principles with ways for educators to discuss and evaluate the effectiveness of their own practices with a common understanding of what constitutes effective teaching and professional behaviour. This can be done through illuminating these ideas and creating a model of professional development through which teachers engage in professional conversations and by linking it to her Framework for Teaching.

Another model of teaching effectiveness was provided by Robert Marzano's work entitled: *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, that articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design. It includes: establishing learning goals, students interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectation for students, and effective, standards-based, formative and summative assessment practices which use multiple measures of students' proficiency (Marzano, 2007).

Goe et al., (2008) offer another model for effective teaching. Their Five - point definition focuses measurement efforts on multiple components of teacher effectiveness:

- Effective teachers have high expectations for all students and help students learn
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness
- Effective teachers collaborate with others to ensure student.

Goe et al., in their work entitled "The National Comprehensive Center for Teacher Quality" 2008 report, affirm again that approaches for evaluating teacher effectiveness makes a compelling argument for a much broader definition of teacher effectiveness. It is through a similar alignment of the practices of teacher hiring, mentoring, and expanding the career opportunities of teachers; professional development and performance evaluation in a continuum of professional practice that will offer schools their own framework that creates consistency and the common promotion of effective teaching. The alignment of these systems and tasks focused on student learning and effective teaching should guide the ways teachers are selected, the ways they are mentored, the ways through which their skills are developed during the course of their careers and the manner in which their performance is evaluated.

### 1.6.2 Reflection and Professional Development

Reflection plays a prominent role in effective classroom decision making as referred by Cooper (1999:8):" **reflection is the decision-making system's way of correcting itself"**. Reflection may take place before or during teaching, but the most important reflection occurs after teaching and away from classroom interactions. According to Cooper (1999), reflection involves self-evaluation through a critical analysis of teaching decisions and their outcomes to determine how effectively each of the three teaching functions (planning, implementing, and evaluating) were handled.

Scholars argue that the first who promoted reflection as a means of professional development in education was John Dewey who believed that critical reflection is the most important quality a teacher can have and that it has a great impact on the quality of schools and instruction than the teaching techniques one uses (Dewey, 1916). When teachers speculate, reason, and contemplate using open-mindedness, wholeheartedness, and responsibility, they will act with foresight and planning rather than basing their actions on tradition, authority, or impulse (Dewey, 1933). Schon (1987) affirms that the ability to reflect on one's actions is a defining characteristic of professional practice in which he refers to the strong relationship that exists between reflective teaching and professional development. In the same vein, Osterman (1990) argues that reflection is an essential part of the learning process because it results in making sense of and extracting meaning from experiences. Snowman et al., (2012) add that reflection is an essential component of professional development and it can put a novice teacher on the path to becoming an expert teacher.



Scott (2010) specifies that for teacher professional development to be effective it must:

- take a problem solving orientation;
- incorporate opportunities for teachers to work together, and with experts;
- facilitate exposure to innovations in knowledge, teaching practice, and supporting technologies;
- enable teachers to try out in whole new teaching strategies and skills;
- promote the creation and sharing of resources;
- enable ongoing and purposeful reflections and discussion;

Many scholars suggest that the most effective forms of teacher professional learning are those that require teachers to engage in reflective practices, through sharing experiences with colleagues (Carr & Chambers, 2006). However, many studies found that effective teachers are those who regularly interact in social and professional ways with other educators or professionals in contrast to those who perform their job in isolation (Havelock, 2004). This led to a growing awareness of the necessity of making collegial interaction and shared reflection an integral part of teacher professional development and making teachers acquire new skills and knowledge to develop their competences.

### **1.7 Teacher Training and Teacher Development**

Teacher training and teacher development are considered as the two fundamental goals within the scope of teacher education. Taking into consideration that there is a difference between them. It lies in the fact that teacher training is a short-term programme which is related to both theory and practice in a particular field of study; and teacher development is a life-long process that leads to the general growth of a teacher.

### 1.7.1 Teacher Training

Training is a short-term programme, mainly pre-service training, which is considered as a preparation for induction into the first teaching experiences. It involves understanding the basic concepts and principles of teaching as prerequisite for applying them when tackling the job of teacher. Teacher training programmes help the teacher to acquire the ability to demonstrate the principles and practices in the classroom environment. The latter is considered as the practical field where the teacher tries out new strategies usually with supervision, monitoring, and getting feedback from other teachers in their practices. The experts' job is to determine the content of training with specific goals such as:

- Learning how to use effective strategies to start and finish a lesson.
- Using effective questioning techniques.
- Adapting the textbook material, and using classroom aids and resources.
- Learning how to use group activities.
- Techniques for giving learners feedback on performance.

Therefore, teacher training is considered as an important step within teacher professional development due to the fact that it enables the teacher to acquire new skills and knowledge about teaching. Teacher training is composed of two phases: pre-service training and in-service training.

#### 1.7.1.1 Pre-service Teacher Training

Pre-service teacher education may differ and vary from one country to another in all over the world in different aspects such as: institutional context, content areas, time allocation and forms of practical experiences for the students (Ben-Peretz, 1995). It can also vary according to how its purpose is perceived by societies as well by the educational policy. Some educationalists consider pre-

service training as the only preparation that is needed by students (would be teachers) to be able to tackle the job of teaching. However, many scholars consider it as the first step in a longer process known as professional development. In this sense Calderhead and Shorrock (1997:8) state that **"during initial training and their first few years in the classrooms many teachers, perhaps even the majority, experience difficulties in learning to teach"**, that is why many scholars and educators give much importance to teacher education, mainly pre-service training as being the most important step in teacher professional development.

Teacher pre-service education programmes, all around the world, are offered in special institutions in universities or colleges. In many countries pre-service education varies according to the programme's duration, the content of the preparation, and the model followed to train teachers. Therefore, the length of teacher education programme and the practical experience period may vary largely in different countries around the world. The content of teacher preparation programmes emphasizes on different components in the curriculum, however, most programmes include courses and experiences that are needed in the teaching practice.

The goal of pre-service training is to make future teachers able to meet the school needs. However, different components may appear in the training programme as identified by Stuart 1999, Lewin and Stuart 2002 cited in Lewin (2004: 7-8). They are:

- Subject content: knowledge and understanding of school subjects in the primary curriculum.
- Pedagogic content knowledge (often known as methods courses): teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners ( Shulman 1987).
- Professional Studies/Education Studies: understanding of how children learn and how cognitive, affective, psychomotor, and social

development take place, knowledge and skill in classroom management and pastoral care, craft knowledge of effective techniques to promote learning, acquisition of professional identities as a teacher, awareness of relevant educational history, psychology, sociology, philosophy, legislation, responsibilities etc.

- Teaching Practice/Practicum: in school and in college opportunities to practice teaching under supervision with support from experienced mentor teachers.

### **1.7.1.2 In-service Teacher Training**

In-service teacher professional development contains a large and particular variety of programmes that are designed to foster the professional learning of teachers who are already employed and working in classrooms. Those teachers must have been trained before at the level of university. The goal of in-service professional development is to improve the knowledge, skills, and commitments of teachers so that they are more effective in planning lessons, teaching, assessing students' learning, and undertaking other responsibilities in the school community. Achieving this goal is not easy at all because the teacher plays an important role in contributing to high-quality education and successful student learning. For better teaching quality and meeting students' needs within new curricula, teachers have to update and broaden their knowledge and skills to become effective (Perron, 1991).

However, in-service teacher training is considered as a complex phase within the process of teacher education and development, because in this phase teachers usually put into practice the previously acquired knowledge about theories of teaching as well as methodologies. Therefore, teachers may fail to put these theories into practice.

In-service teacher training programme usually refers to a prescribed and extended course of study, mirroring the pre-service teacher education curriculum and leading to some level of formal qualification for “unqualified” teachers (Blackburn & Moisan, 1987). So, it is seen as a bridge between pre-service education and teacher qualification. In-service programmes help teachers acquire and deepen their knowledge about the subject matter content, teaching skills, and assessment methods required to implement an existing or a new curriculum as well as assist them in working effectively with parents and other community members. Therefore, we can say that in-service teacher training plays a great role in shaping the teacher's competence and knowledge, and also in determining the teacher's quality, as well as effectiveness.

For instance, the shift from promoting rote forms of learning based on memorization of facts, where learners are described as being passive and rely largely on the teacher (the source of knowledge), to facilitating more-active forms of learning emphasizing critical, analytical, and problem-solving skills can be successful only if all teachers, regardless of the nature of their initial pre-service preparation, understand and have the knowledge and skills to implement new practices in the classroom (Ginsburg, 2010). However, every teacher must know the pedagogical reasoning skills which denote the teachers' ability to make informed choices before, during, and after class. These skills are shaped by the actions, beliefs, knowledge, and opinions teachers have of themselves, their learners and their contexts (Richards, 2011).

### 1.7.2 Teacher Development

Professional development (PD) is very important for language teachers, especially for EFL teachers. However, it became a must in the 21st century education. This is due to the nature of the expertise where teachers as professionals should develop their qualifications in a progressive way as they continue in their occupation. The latter as stated before develops in a continuum that requires a continuous professional development (CPD). Moreover, teachers' improvement can be expected after a period of practice in relation to the value of 'experience'. However, it is not limited only to the profession of teaching but also to other occupations in which the experience may be gained after a short or long period of time where professional development depends on the level of the acquired competence which also depends on the complexity of the tasks that are involved within the profession (Wallace 1998).

The difference between teacher training and teacher development lies in the fact that the former is seen as a short-term programme and the latter is considered as a life-long process related to the general growth of the teacher. Therefore, it serves as a long-term goal which seeks to make the teacher understand what is his/her job as well as teaching as a profession. Kárpáti asserts that: "**The experiences of the EU working group on teacher training point to the conclusion that a *new professional profile* needs to be created for teacher training, and training practices should meet the new challenges and tasks**". (Kárpáti, 2009: 204). However, it relates the teaching practice with reflection based on the following goals and principles:

- Making decisions during the lesson (how and when).
- Understanding the changing role of a teacher according to his learners.
- Developing different styles of teaching according to the learners.
- Determining learners' perception of the teaching practice.

### 1.7.3 The Difference between Teacher Training and Teacher Development

A clear distinction between teacher training principles and professional development was made by Benmoussat (2003:262) in the following table:

Teacher Training	Teacher Development
Imposed from "above"	Initiated by self
Pre-determined course structure	Structure determined through process
Not based on personal experience	Based on personal experience
Externally determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from experts	Input from both participants and external sources
Unthinking acceptance of information	Personal construction of knowledge
Isolated	Collaborative
Stress professional skills	Stress both personal development and professional skills
Disempowers individual teacher	Empowers individual teacher

**Table 1.2 Difference Between Teacher Training and Teacher Development**

Many scholars have made a clear distinction between what is called teacher training, teacher education and teacher development such as Wallace (1991) and Freeman (1989). The difference between the concepts is due to the particular principles and goals related to each one of them. However, a distinction between education and training is illustrated as follows: "**Training is a process of preparation towards the achievement of a range of outcomes which are specified in advance**" Semmoud (2008:52). Thus, teacher development is

considered as a continuous process which requires and necessitates a pre-service training and teacher preparation. Hence, we may consider teacher training and teacher development as two unseparated components that complement each other within the process of teacher education.

## **1.8 Conclusion**

This chapter has presented a brief overview about the concept of teacher training, education, and development. It has also shown the difference between the concepts and their different use. To sum up according to all what have been said in this chapter, one may say that supporting teachers in their professional development leads to improved outcomes for learners since the major goal of professional development is to meet the learners' needs and feedback, aiming at improving the quality of learners' achievement. Good-quality training and reflective professional development are essential parts of a teacher's professional life. A considerable number of routes is offered for teachers according to their experiences and needs, ranging from subject-specific training to professional development qualifications. Thus, the approach to professional development and training supports teachers to become confident, responsible, reflective, innovative and engaged in teaching. The next chapter also presents an overview about the relationship between teachers' education, self-evaluation and professional development with an emphasis on the models of teacher education and development that may help the teachers to self-evaluate their teaching practices.



## **Chapter Two**

### **Teacher Education/Development and Self-Evaluation**

#### **2.1 Introduction**

#### **2.2 Language Teaching and Teacher Education**

#### **2.3 Models for Teacher Education**

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##### **2.3.3 The Reflective Model for Teacher Education**

###### **2.3.3.1 Received Knowledge**

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#### **2.7 Self-Evaluation and Teaching Practices**

#### **2.8 Conclusion**

## 2.1 Introduction

This chapter highlights the relationship between teacher's self-evaluation and professional development and students' achievement. It takes into account teacher development and teaching practices as being variables within the process of teaching and learning. It also sheds light on some models of teacher education taking into account their strengths and weaknesses. It ends up with an overview of self-evaluation, its importance, process and its contribution to teachers' growth.

## 2.2 Language Teaching and Teacher Education

Teachers have been at the core of the success or failure of the process of teaching, especially in the 21st century education or pedagogy. Hence, many scholars refer to teaching as a 'profession' and teachers as 'professionals' (Wallace, 1991). Therefore, the development of teaching as a profession cannot be reached without teacher development. The latter can be done only through effective teacher education, which has been mentioned in the first chapter.

Different models for Teacher Education Development (TED) exist. The shift from one model to another was due to the drawbacks of the previous one(s). Therefore, the aim of TED is to make teachers more effective and excellent in parallel to students achievement, what still remains debatable is what a novice teacher ought to know and be able to do (Fullan, Hill & Crevola, 2006; Leithwood, McAdie, Bascia & Rodrigue, 2006). There are different models for teacher education, mainly Initial Teacher Education (ITE) such as the craft model, the applied science model, and the reflective model. The latter, is a combination of the strengths of the two remain models. Therefore, it is regarded as the most efficient one to reach effective teaching, in general, and effective language teaching, in particular, in parallel with the advent of teacher training and teacher education.

However, the researcher through this dissertation does not urge the readers (mainly trainers) or the faculty (in relation to the case study) to apply a particular model for teacher education, but rather does urge the teachers to reflect on their teaching practices in relation to their education and professional development, taking into account the nature of language teaching and language teacher training. Sometimes the researcher uses the terms 'teacher education' and 'teacher development' interchangeably as many scholars did before with no clear cut or distinction between them. However, one may refer to the difference between the two terms, as it was mentioned by Edge (1988), that teacher training or education can be done or managed by others where the teacher trainer is very important and the trainees are dependent to the trainer, whereas, teacher development can be done by the teacher him/herself only (*oneself*).

### **2.3 Models for Teacher Education**

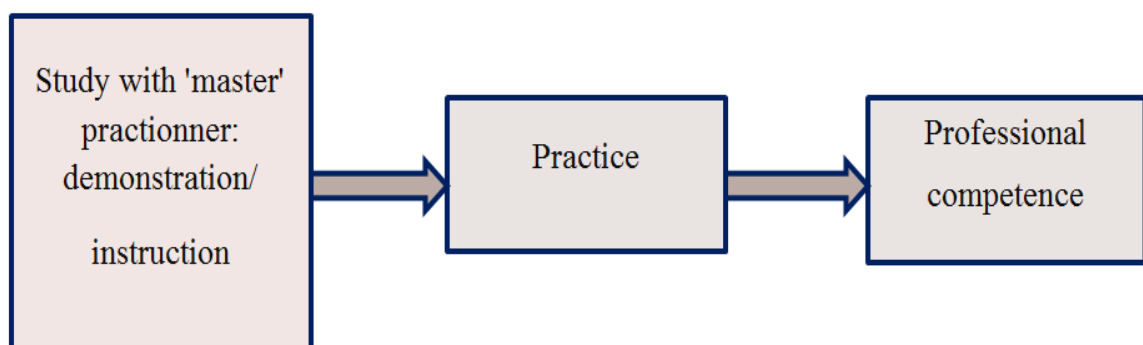
There are three models of teacher education that are well known especially in language teacher education. They are "the craft model", "the applied science model", and "the reflective model" and each model has its own characteristics and principles aiming at reaching particular objectives through applying a particular model for teacher education. However, many researchers have shown that such models and approaches to teacher education and professional development do little to improve teachers' practice, and most of them make a great emphasis on the theoretical part (Garet, Porter, Desimone, Birman, & Yoon, 2001; Hawley & Valli, 1999; Little, 1993; Smylie, 1996). This is the case of teachers of English, although the field of TEFL/TESOL is not an exception) where teachers generally receive theoretical knowledge about the nature of teaching/learning foreign languages, or only methods of language teaching. Moreover, research has shown that the majority of teachers suffer from the disconnectedness that exists between what teachers learn during their ITE and what they have to do in the

classroom (Desimone, Porter, Birman, Garet, & Yoon, 2001; Borko, 2004). Another problematic that has been central to the debate is the nature and kind of knowledge teachers are supposed to receive during TED (Santos, 2002).

The next sub-titles will better illustrate the mostly used models for TED all over the world, with reference to the main characteristics and principles of each one. Although peer-coaching is a new model for teacher education which is widely used and implemented to help teachers in acquiring new instructional strategies in their profession (Neufeld & Roper, 2003), the present study does not include it due to one reason which is related to the lack of empirical research. Little research has been done to support or deny the effectiveness of this model that is why the researcher has avoided speaking about it due to the lack of references.

### 2.3.1 The Craft Model

This model puts a great emphasis on the wisdom of the teacher and his experience. The latter is acquired through imitating all the expert's techniques without putting them into question, since the trainer is the source of knowledge of both theory and practice. Therefore teaching is passed from one generation to another as the following figure demonstrates:



**Figure 2.1 The Craft Model of Professional Education (Wallace, 1991: 06)**

According to this model teaching is traditionally organized and the master teacher tells his trainees what to do and how to do it (Stones and Morris, 1972). Therefore, the pre-service or in-service teacher has to imitate his master (trainer) in all his teaching practices, and not according to his learners needs.

Therefore, many criticisms have been made on this model since teachers have to teach in parallel with the needs of their learners and the society as a whole. Therefore, the question which may rise here is as follows: is teaching a craft or a science? The researcher may answer this question according to the previous reading of the literature that has been written about teacher education and development by claiming that teaching is purely scientific rather than being a craft. However, it can be a craft-like profession in few cases where the teacher is going to imitate his former effective and reflective teachers.

### **2.3.2 The Applied Science Model**

This model is considered to a great extent as being the most prevalent (relevant) model which may underlie most of the teacher training or professional programmes in almost all the field of education. In this framework the practical knowledge can be reached by making a relationship between the most appropriate means of anything and the decided objectives. Therefore, the practice of any profession, mainly teaching, is instrumental in its nature. Many scholars think that this model is useful in teacher education because it is helpful in the way of using the scientific knowledge aiming at achieving specific defined objectives.

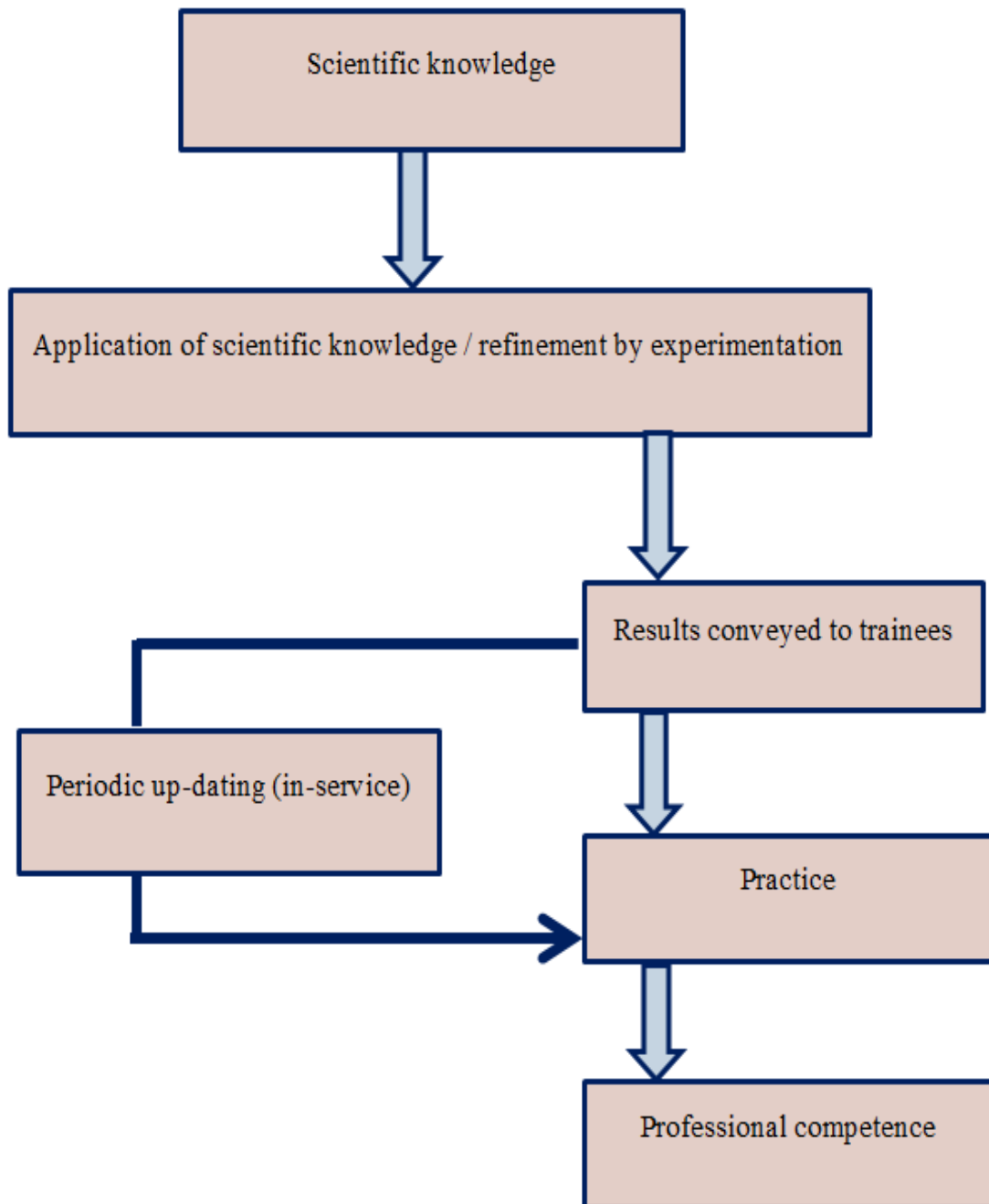
Stones and Morris were favour to the craft model and revived it in the 1970's they rejected it later on in favour of a more scientific approach as follows:

**...the important area of classroom and group management has received detailed empirical study, and a body of theoretical and practical knowledge has been amassed which begins to put the problems of discipline on a scientific footing...**

**(Stones and Morris, 1972:14)**

Therefore, teaching' problems, according to the previous authors, can be solved through applying the empirical science on teacher education programmes.

Again, Wallace uses the critical schematization of the applied science model as follows:



**Figure 2.2 The Applied Science Model Wallace (1991:09)**

Therefore, this model is seen as useful in training teachers because trainees are supposed to put their own conclusions from the scientific findings into practice, and that the failure of the trainees may be related to either a lack of understanding of the findings or the findings were not applied properly according to the principals of the applied science method.

Although this model is regarded as useful in teacher education, the researcher has asked again some questions such as: what areas of scientific knowledge necessity from the teacher to focus on more? Does the mastery of scientific knowledge lead to teachers' competence and therefore making them good teachers? If not, what is required to reach the status of a good or effective teacher? Therefore, the researcher may point out that all those questions reflects the drawbacks of this model, and suggests that the reflective model may be the only model which can cope with all those weaknesses, as the reader may discover in the next sub-title.

### **2.3.3 The Reflective Model for Teacher Education**

This model, as it was mentioned in the beginning of the chapter, is a combination of the two other models' the craft model' and 'the applied science model'. Hence, the reader may put it into question since it is a combination of the two models, taking into account their weaknesses. However, this model combines with all the strengths of the other models. One may say that this model answers all the questions that have been asked in the previous sub-title by providing a new kind of knowledge which is related to a great extent to the social aspect that the profession depends on, it is called the professional knowledge. Thus, one of the main principles of this model is how to make the teacher able to reflect on his/her teaching practices, what has been refered to as 'reflection on action' (Schon, 1983).

Therefore, this model considers the trainee as a life-long learner who will develop what he/she learned from the training in the profession, Nóvoa says in this context:

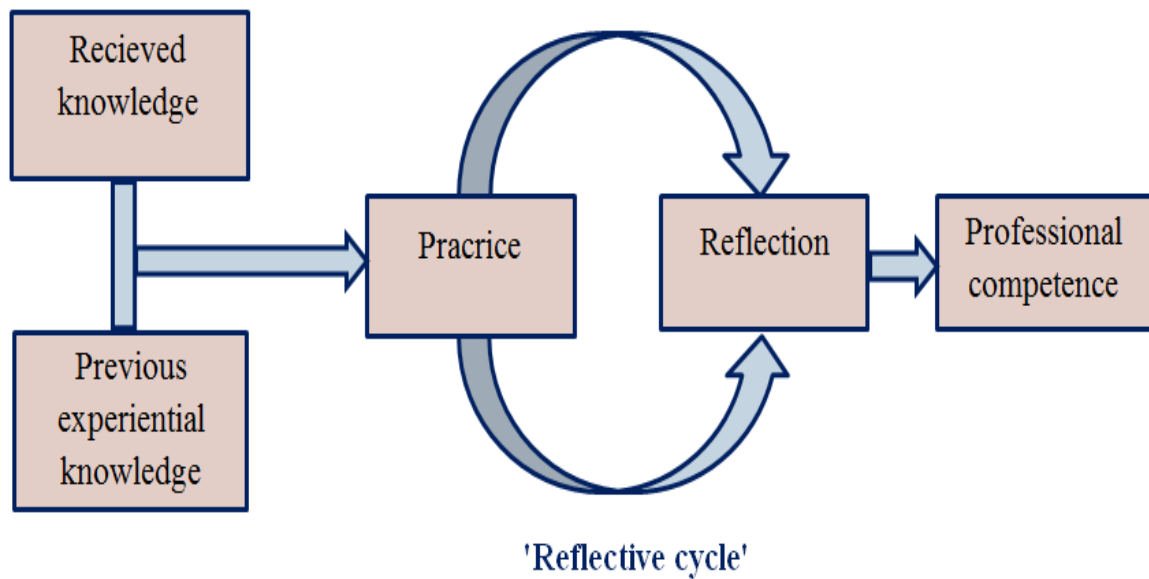
**...articulation of initial training, induction and in-service training in a perspective of lifelong learning; attention to the early years of profession and to the integration of young teachers in schools; appreciation of reflective teacher and teacher training based on research; importance of collaborative cultures, teamwork, monitoring, supervision and evaluation of teachers**

(Nóvoa, 2009:13; qtd in Bergmann and Silva, 2013:1002)

In this respect, Schön (1983) points out that professional knowledge is very important especially for language teachers. This knowledge may be related to some linguistic concepts such as grammar or intonation, morphemes and sentences. Within this model, teachers have also to be familiar with the science of assessment such as validity and reliability, and many other concepts that are related to language teaching.

According to Wallace (1991:15) the reflective cycle can be well illustrated in the following figure:





**Figure 2.3 Reflective model (preliminary) (adopted from Wallace 1991)**

Therefore, this model tries to make teachers able to rethink their own teaching practices. This can be done through using their schematic knowledge and their previous experiential knowledge which they acquired before during their training, that is to say both pre-service and in-service training, in their actual teaching practices and to reflect on the latter (teaching practices) by thinking back to some incident or unexpected things that happened in the class which was not planned before, such as a disciplinary problem, an unexpected lack of understanding, and changing a technique or a teaching material suddenly. Hence, the action of reflection can be done through asking the following questions: what was the problem? Why did it happen? How can I deal with it? What solutions shall I provide to cope with such a situation again? And many other questions that can be asked according to the situation.

Nevertheless, the whole process that has been mentioned may help the teacher in acquiring a new competence which is known as the professional competence which is highly needed in effective teaching for better teaching and learning, especially in higher education. However, what is problematic with reflective teaching is how can those teachers reflect on their own teaching practices. This is what the researcher has been looking for through this dissertation, and provided reflective training to solve the problem.

Therefore, professional education is very important within this model. It can be acquired through what we have mentioned in figure 2.3 what is known as the reflective cycle. Hence, within this model of education, teachers can acquire two kinds of knowledge: received knowledge and experiential knowledge.

### **2.3.3.1 The Received knowledge**

As it was mentioned in the previous sub-title that this kind of knowledge is related to all the concepts and vocabulary items of the field of study that the trainees are supposed to learn, especially in foreign language teacher training where the trainees have to learn about all the theories of language teaching and learning, to learn about the research findings in the subject area, and all the skills that are required to gain a professional education or competence. Therefore, this kind of knowledge is very important within the 21st century education/pedagogy where the teacher must have a good knowledge about the teaching of the target language, must be competent in speaking the target language to a reasonable degree of fluency, and to be able to manage his classroom effectively in terms of group work, time management, lesson plan, selection of activities, ending the lesson and setting homework, and the evaluation of the process as a whole.

### 2.3.3.2 The Experiential Knowledge

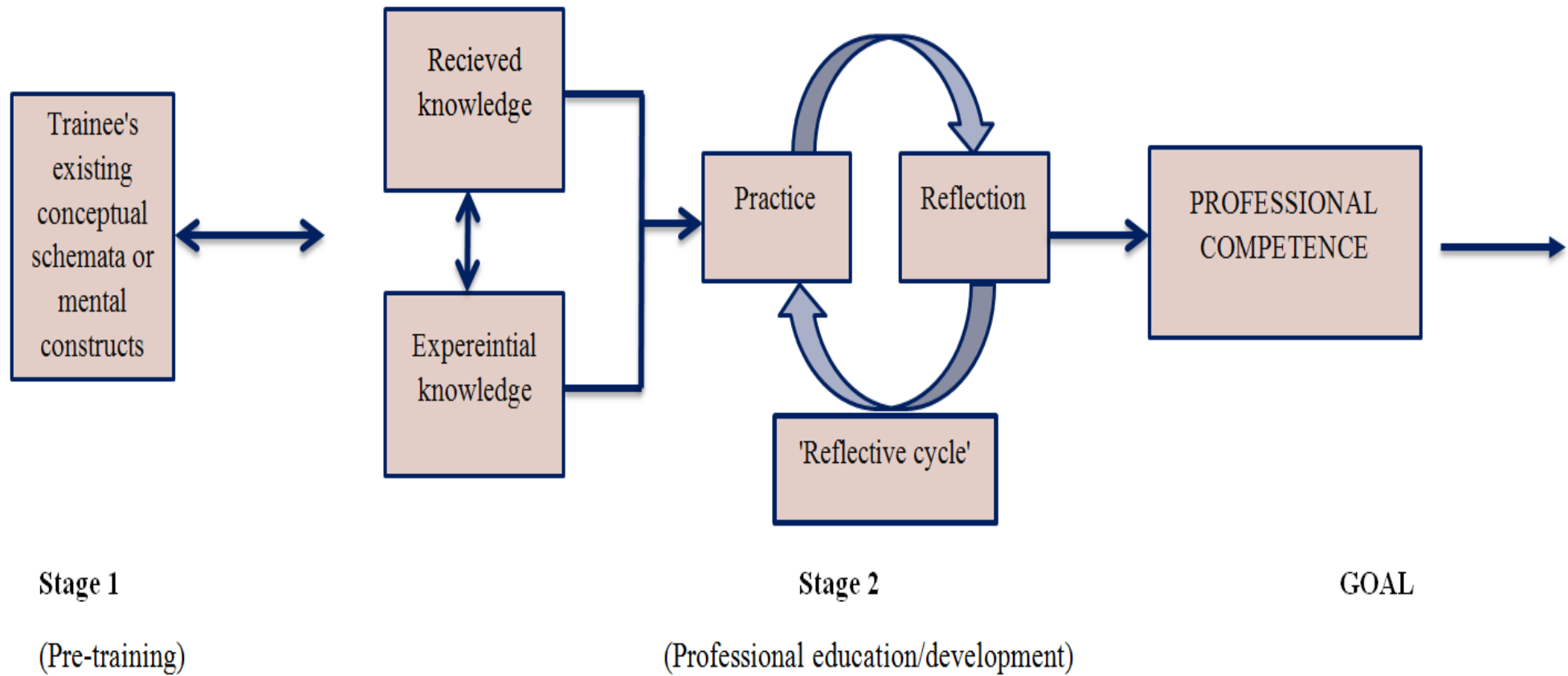
This kind of knowledge is rather related to in-service teacher training, it is the application of knowledge in action, that is to say that the trainee is going to apply his knowledge in his profession according to what he is teaching. Therefore, the teacher here has the opportunity to reflect on both his own teaching practices, and on his knowledge in-action; teaching according to this model is a reflection rather than an imitation taking into account a number of variables. In this regard Clarke claims the following:

**...when one is confronted by a group of intelligent, curious, motivated and totally naïve individuals who want to know exactly how to conduct a particular technique, one learns very quickly that nothing can be taken for granted. Perfectly innocent questions suddenly expose the virtually limitless options that are available at each and every step in the execution of technique...to trace a line through a complex, shifting series of decision points, and each decision is influenced by an awesome number of variables...**

**(Clarke, 1983:109-110)**

## 2.4 The Reflective Model: Relating Theory and Practice

To elaborate the reflective model for teacher education and development, one may say that it will be as follows (Wallace, 1991: 49):



**Figure 2.4 Reflective Practice Model of Professional Education/Development (Wallace, 1991: 49)**

The previous figure illustrates the stages of professional education/development, they are as follows: the pre-training stage, the professional education/development stage, and the professional competence as the final goal.

### **2.4.1 Stage 1: The Pre-training Stage**

It means the first step towards professional development, it happens when the teacher or the trainee decides to undertake the training for better education. What makes this pre-training different is that the trainee may be a pre-service student (would be teacher) or a teacher/in-service teacher who may be already engaged in the profession of teaching or looking for more self-development. This stage is very important because it is related to the skills that the trainee may acquire to deal with the complexities of language teaching (Wallace, 1991). In the same vein, MacLeo and McIntyre (1977) shed light on the complexity of decision making and link it to conceptual schemata or constructs of the appropriate professional actions. Thus, the conceptual schemata may be related to particular concepts such as: ideology, beliefs, thoughts, ideas or attitudes that may shape the teacher's behavior and decisions.

### **2.4.2 Stage 2: Professional Education/Development**

This stage was well described previously (see 2.3.3.1 & 2.3.3.2) since it combines the two key elements 'received knowledge' and 'experiential knowledge'. Therefore, it is the combination of theory and practice.

### 2.4.3 Stage 3: The Achieved Goal

The final objectives or the pre-selected objectives that the trainees have set before undertaking the training, and which aim at achieving by the end of the training, mainly acquiring professional competence. Therefore, one may say that this model is very useful in teacher training/education, and both pre-service and in-service teachers may benefit a lot from it.

#### **Summary:**

We have dealt with the most important elements of the reflective model for teacher education and development. One may say that those elements are very necessary for every teacher, and no element can be denied or neglected since all the elements complete each other to make the teacher well educated and professional. What matters most in this model is that the teacher has to break-down the barriers and obstacles between 'received knowledge' and 'experienced knowledge'. Therefore, it can be done through putting the received knowledge or the schematic knowledge into practice according to the experienced case study or group of learners. In gross, this model emphasizes on the continuity of the process of education or development until reaching the final stage which is having a 'professional competence'. The latter is very necessary for every teacher, mainly reflective ones.

## 2.5 Teacher's Self-Evaluation

Teachers use self-evaluation to increase their effectiveness for better teaching practices and better learning achievement. Therefore, the framework of teacher' self-evaluation may synthesize the insights from a much broader and wide body of research on instructional design and teacher effectiveness/development to a narrow one; that is to say from the general overview of the framework of evaluation to the practical observation or supervision of oneself.

### 2.5.1 Definition of Self-Evaluation

Self-evaluation is seen as a useful tool for teacher development and growth, taking into account the fact that this framework helps practitioners to create a common language and a common ideology to speak about teacher effectiveness and high teaching quality, and thoughtful teaching practices. One may say that self-evaluation helps teachers to look beyond their schools and classrooms, to link between their commitment to their schools and the whole school community/staff, leadership, and ongoing learning for both teachers and learners.

Many forms of evaluation exist to measure the effectiveness of teaching, among them we have self-evaluation, in which the teacher may evaluate his/her teaching practices effectiveness for more professional development and whose main objective is better learning achievement. However, we cannot find only one particular technique for self-evaluation or one formal structure, all depend on the teacher, and one checklist may be useful and effective for course or syllabus evaluation (Ramsden & Dodds, 1989; Mathias, 1981). It is also used to evaluate a set of instructional techniques, strategies, or style; but each form must directly involve the teacher. What is particular in this framework is that teachers share the results and benefits of their self-evaluation with their colleagues for better improvement.

Therefore, everyone will benefit from self-evaluation: teachers, learners, and the whole school or university. Hence, it helps the teacher in the following way:

- Identify the strengths and weaknesses of the teacher, thus, the teacher will be fully aware of the skill or the competence that he/she must work on and develop;
- Reviewing the performance with other colleagues, therefore, it will lead to the whole staff development;
- Developing the teaching experiences and competences for better teaching practices in parallel with better learning achievement;

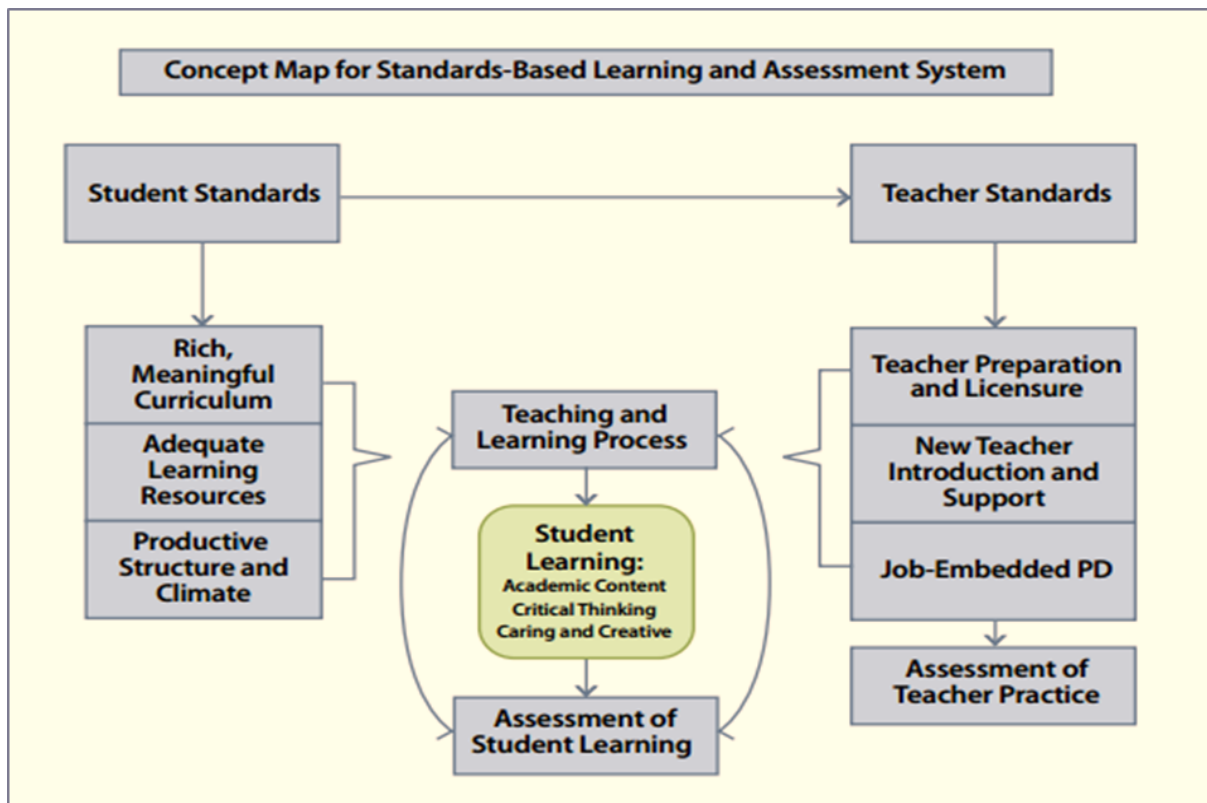
- Acquiring the ability to change oneself or the educational system, since teachers are seen as agents of change.

Hence, professional teachers' role is to improve their teaching effectiveness through evaluating and re-evaluating their methods and teaching practices (Taylor 1994).

### **2.5.2 The Importance of Self-Evaluation**

As stated before, that self-evaluation is a useful technique for teacher development and growth, therefore better education and teaching quality, and finally, the development of the whole country. Hence, the teaching profession demands and requires from the teacher a long and continuous preparation, strong will and ability to improve oneself, and positive attitudes towards criticism. One may say that self-evaluation is made for the teacher growth, but logically speaking it serves the learners' needs before all; then it will help in the transform of any educational system or in applying a new one. The following figure will better illustrate what has been said before:





**Figure 2.5 Concept Map of Standards-Based Learning and Assessment System.**  
**Adopted from the National Education Association (2010:01).**

It is obvious that Figure 2.5 illustrates the great importance that the National Education Association devotes for including both teachers and learners in any reform or in applying any new system. Teachers and learners are considered as two important variables with a systematic connection between them in any system. Therefore, teacher's evaluation is done for the benefits of both teachers and learners' growth and development.

### 2.5.3 The Process of Teacher Evaluation

It was mentioned previously in this chapter that teacher evaluation or self-evaluation has to be done in a systematic way, although the form of evaluation cannot be static, and it depends on the teacher to choose how to self-evaluate his/her teaching competence and teaching practices with a previously planned and stated objectives.

PU RP O SE	-Improve teacher practice in order to improve student learning
PRER E- QUIST TE	-Before becoming a teacher-of-record, every teacher must demonstrate subject-area knowledge, pedagogical knowledge, and professional teaching ability
STEP ONE:	-Provide high-quality professional development for every teacher based on state standards, district and school learning goals, and identified needs of students and teachers. -Assess outcomes of professional development. -Support teachers' new knowledge and skills.
STEP TWO:	-Conduct ongoing, formative assessments of teachers' skills, knowledge, and practices. The assessments should inform teacher growth and development. Assessments may be conducted by administrators, mentors, coaches, teachers themselves, or teachers' peers. Criteria should include evidence of student learning and feedback from parents and students.
STEP THREE:	-Provide individual and school wide professional education based on formative assessment results. -If results of formative assessments are positive, then professional education should include self-directed learning and professional development. Ideally, it should be offered as part of a professional learning community or other supportive system. If results of formative assessments identify significant shortcomings, then professional development and intensive intervention should focus on areas in need of improvement and should be sustained for a significant period of time.
STEP FOUR:	-Conduct summative evaluation of each teacher. This should be done at relatively frequent intervals for new or probationary teachers and less frequently for non-probationary continuing contract teachers. -Summative assessments of a particular teacher may become optional if formative assessments of that teacher remain positive over a reasonable period. -Teachers who need to improve to meet quality standards should receive intensive intervention, support, and individualized professional development.
STEP FIVE:	-Implement evaluation results. Inform teachers of evaluation results and the impact on continued employment status, tenure, license renewal, and career ladder opportunities for high performers.
STEP SIX:	-Conduct a comprehensive internal and external examination of the teacher evaluation and development process. -The school and district should conduct the examination in partnership with teachers and their representatives. -The purpose is to identify workforce needs and support ongoing professional development.

**Table 2.1 Process of Teacher Assessment and Development. Adopted from the National Education Association (2010:03-04).**

Table 2.1 better illustrates the most important steps of teacher assessment or evaluation. Moreover, applying all these steps may logically lead to successful teacher evaluation. Therefore, one may say that teacher evaluation is a quite complex process, and the complexity lies in the fact that who is going to evaluate the teacher. Thus, many researchers provide a solution which is self-evaluation. It is done by oneself for oneself and for the whole staff and school.

## 2.6 Self-Evaluation and Professional Growth

It is argued that self-evaluation intentionally supports and fosters teacher professional development and growth. Therefore, it makes teachers able to meet both their students' learning needs and their growth objectives. Therefore, taking into consideration both variables (teachers and learners) in the process of self-evaluation and sharing this experience with colleagues may lead automatically teachers to be engaged in professional conversations with their learners and colleagues. Finally, it will lead to the whole school development. All what have been said is the interpretation of the following quotation said by Danielson and McGreal

**Some newly developed evaluation systems require that teachers conduct a self-assessment, establish professional growth goals, and participate in a study group with colleagues to pursue a topic of common interest....Then, in addition to classroom observations, teachers are asked to submit evidence of their professional skill in the form of planning documents, samples of student work, and other elements of their professionalism...Assembling and selecting these documents requires deep reflection on practice; describing them to an administrator engages the teacher and administrator in professional conversation.**

**(Danielson and McGreal, 2000: 30)**

These authors in their work entitled "**Teacher Evaluation to Enhance Professional Practice (Association for Supervision and Curriculum Development (2000))**" mark out the key elements of self-evaluation by making a connection between teachers and their colleagues and also their learners for better professional development and growth and better learning achievement. The following figure well illustrates the connection between teachers themselves and their learners within teacher evaluation. It shows the importance of evaluation on both teacher's professional development and engagement in professional conversation for better growth, and students' professional learning since they are the first to benefit from this growth.

<b>Item/Procedure</b>	<b>Quality Assurance</b>	<b>Professional Learning</b>
<b>Definition of Teaching, including levels of performance</b>	-Clear, unambiguous -Research based -Locally validated	Process of development results in shared understanding
<b>Techniques and Procedures for Evaluation</b>	-Sources of information document all evaluative criteria -Evaluators follow procedures, including due process	Designed to maximize professional learning and reflection on practice
<b>Training for Evaluators and Teachers</b>	-Evaluators make consistent judgments based on evidence -Interrater agreement	The process of training itself builds consensus and develops shared understanding

**Table 2.2 Merging Quality Assurance and Professional Learning in Teacher Evaluation. Association for Supervision and Curriculum Development (2000).**

In the same vein Gary Marx (2007) supports the idea that teacher self-evaluation is very important and it may contribute to a great extent into teacher professional development, students learning and school improvement due to the fact that it fosters ongoing professional learning. Nevertheless, the NEA Foundation for the Improvement of Education (2000) supports the same idea and reports that through using evaluation, teachers will strengthen their growth by the acquisition new skills and knowledge. The latter will help them for better teaching practices, and therefore, better learning achievement.

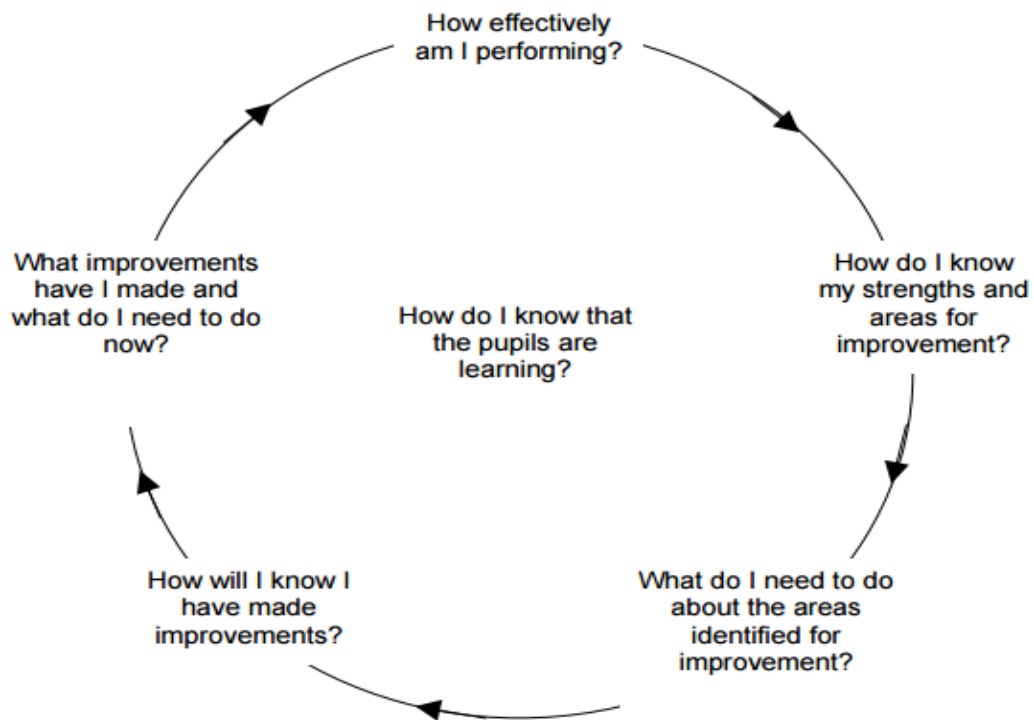
## **2.7 Self-Evaluation and the Teaching Practices**

Evaluation in general is done to measure something. In teaching, it is done to measure the strengths and weaknesses of both learners and teachers, and also to target professional development status to meet both the learners' needs and the teacher's growth needs. Teachers cannot become able to evaluate themselves unless they have received previously a good and well-structured training programme. Thus, through the present study, the researcher want to shed light on the importance of self-evaluation in making the progress of a teacher as a professional. The university training programmes have also to be reviewed in order to meet the requirements of good teaching, Santos claims the following:

**...establishing a more productive partnership between educational theories, university research and the practical realities of teaching is also a key problem that needs solving. These are some of the challenges and prospects faced in teacher education...despite the fact that they occur with great intensity and frequency here, are also part of the educational reality in most parts of the world**

**(Santos, 2002:88)**

However, teachers can evaluate themselves through reflection on their teaching practices. Thus, reflection can be done by asking the following questions:



**Figure 2.6 Questioning the Teaching Practices. Adopted from Gibb's Model of "Learning by doing" (1988).**

Therefore, by asking the previous questions any teacher will be able to measure his competence, strengths, weaknesses, and solutions to solve the existed problems. Hence, this cycle is regarded as a life-long learning cycle where the process of reflection will be related to description, feelings, evaluation, analysis, conclusion and action plan.

Through reflection, teachers can also strengthen their understanding of their students and their needs whenever they start to question their achievement in relation to their teaching practices. Therefore, teachers may better interact with their learners and whenever learners find themselves engaged in a positive atmosphere where the teacher understands well his learners, better learning achievement may happen as it will be well in the following table:

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Teacher Interaction with Students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-students interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher	Teacher-students interactions are friendly and demonstrate general warmth, caring and respect such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring and respect for one another as individuals and as students.

**Table 2.3 Enhancing Professional Practice: A Framework for Teaching**

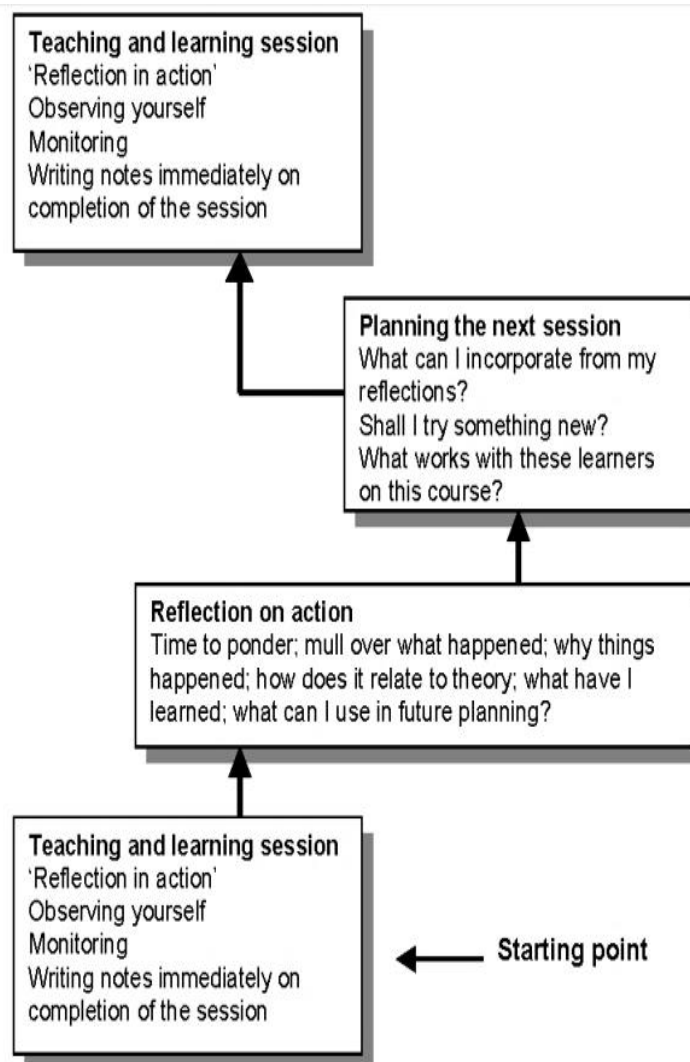
**(Danielson, 1996:80)**

Therefore, the more interaction between the teacher and his/her learners is friendly and comprehensible, the more that those learners will learn successfully. In the same vein, Brookfield clarifies the following: **"Of all the pedagogic tasks teachers face, getting inside students' heads is one of the trickiest. It is also the most crucial"** (Brookfield, 1995:92). Thus, one may say that the relationship between the teacher and his/her learners is very important and plays a great role in the success or failure of the learning process.

What is at the core of the success of teaching is teacher's self-evaluation or simply reflection. The latter is seen as a necessity in teaching in general, and foreign language teaching (FLT) in particular. Moreover, reflection in action or on action is done by the teacher him/herself and only by oneself, unless it is done through peer-observation or peer-review where the teacher needs another teacher to review his/her teaching practices. Therefore, reflection is very important because it is a useful technique to get feedback and to judge both teacher/ learners' performance. Hillier supports the same idea as follows: **"...reflecting on the teaching and learning after every seminar is absolutely a necessity to get better judgments about the class and the students"** (Hillier, 2010: 198).

Therefore, reflection is usually applied in the beginning of each teaching session, or even before it, through setting the final goals of the lesson and the teaching techniques and materials that will be used during the session. Thus, one may say that reflection has to be done during and after the action. Reflection does not end in this stage, but rather continue later on by reflecting on the lesson, the syllabus, and the amount of learning achievement. The following figure better illustrates the process of reflection in action and on action:





**Figure 2.7 Using Reflection in and on Action to Improve Teaching and Learning (adopted from Reynolds, 1965).**

Therefore, reflection is very important for both better teaching practices, and better learning achievement. This has been well illustrated in the previous figure (figure 2.7) where it is obvious that the process starts by self-evaluation or self-reflection, through which the teacher will put his/her teaching practices into question. Then, asking questions about: what happened in the classroom? How did it happen? and why? Thus, asking that kind of questions may help the teacher to cope with the actual situation, to develop his/her competences, and to work on

his/her weaknesses. The reflective teacher ensures that reflection will lead him/her to professional development and better learning achievement. What we may say here is that reflection is done along the continuum of the profession for better CPD. The latter can be gained through a combination between teachers and learners engagement in the process of reflection, as the following figure illustrates:



**Figure 2.8 Reflective Improvement Model (Eamilao, 2016)**

Figure 2.8 better illustrates Eamilao's model of reflection which is called the reflective improvement model (RIM). This model refers to reflection as the most effective tool for learning where both teachers and learners learn continuously from reflection. Then, the brand new teacher personality is very important, through which

the teacher can realise and analyse the areas that need improvement. In this case, according to the RIM, the teacher can focus much more on his weaknesses and threats by using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis model. The reflective teacher continues to use reflection along his/her profession because it will result to the development of the teacher, the learners, and meeting the learners' needs through lesson modified versions. Thus, the learners not only gain knowledge but also acquire the ability to become reflective. Therefore, they will appreciate their teacher's efforts and become more motivated. Finally, the qualitative teaching-learning environment is determined by teachers and learners within the process of reflection through using positive reflective practices in their continuous interactions. The final stage can be reached through careful reflective practices and positive learning environment, and of course by including all the remaining factors and practices.

## **2.8 Conclusion**

This chapter has been devoted to teacher's self-evaluation and its importance for better professional development and growth and also for better learning achievement. In this chapter the researcher has tried to show to the reader the link between the framework of self-evaluation and teacher's growth. Teacher education has been also included and its models also. Thus, the reflective model has had the lion's share within this chapter.

# **Chapter Three**

## **Data Collection, Analysis and Interpretation**

### **3.1 Introduction**

### **3.2 Research Questions and Hypotheses**

### **3.3 Research Methodology**

#### **3.3.1 Research Objectives**

#### **3.3.2 Research Design**

### **3.4 Sample Population**

### **3.5 Research Instruments**

#### **3.5.1 Teachers' Questionnaire**

#### **3.5.2 Teacher Training Interview**

#### **3.5.3 Interview with the Head of the Department**

### **3.6 Data Analysis**

#### **3.6.1 Teachers Questionnaire Analysis**

#### **3.6.2 Teacher Trainer Interview Analysis**

#### **3.6.3 Analysis of the Interview with the Head of the Department**

### **3.7 Results and Pedagogical Implications**

### **3.8 Conclusion**

### **3.1 Introduction**

In this chapter, the aim of the researcher is to facilitate to the reader the understanding of the present research step by step. Starting by the research questions that were behind the core of the study, the hypotheses that were proposed by the researcher which were considered as being appropriate to the research questions according to the previously read works in the field of education and teacher professional development, research instruments that were used when collecting data and the subject population addressed within the case study. A number of results will be shown and interpreted by the end of this chapter, since this is the most important part within the research. In this chapter, the researcher will confirm or disconfirm the previously provided hypotheses according the results that have been found through data collection, analysis and interpretation.

### **3.2 Research Questions and Hypotheses**

The researcher aims to shed light again on the research questions which are related to teacher's self-evaluation and professional development. Those questions were asked in order to tackle an investigation about the problematic. The latter is related to the use of self-evaluation for better professional development and learning achievement. To undertake the research the following questions have been asked:

1. Do EFL teachers in the University of Tlemcen use self-evaluation for their professional development?
2. How can self-evaluation become beneficial for the improvement of EFL university students?
3. Why do those teachers face difficulties in using self-evaluation to foster their growth?

4. What kind of suggestions can be made to facilitate teachers' self-evaluation?

To continue the investigation the researcher provided the following hypotheses to answer the research questions, which are as follows:

1. EFL teachers who are teaching at the University of Tlemcen use self-evaluation for better professional development and growth.
2. EFL students benefit to a great extent from teacher self-evaluation, because it fosters their learning achievement.
3. Teachers were not trained how to become reflective that is why they face difficulties in applying self-evaluation.
4. A number of suggestions can be made to facilitate the process of self-evaluation such as reflective EFL teacher training, and other suggestions that are related to effective teaching practices.

### **3.3 Research Methodology**

As any scientific research, this research is systematic and methodical. It respects the norms of scientific research using particular methods according to the problematic, its nature, and its objectives. Concerning the design, this research is a case study investigation, where all EFL university teachers who are teaching at the University of Tlemcen have been selected and included in this investigation. The latter was done through different research instruments, mainly, questionnaire and interview. Each of the research instruments was used to collect a particular kind of data, either quantitative or qualitative one. Both research instruments helped the researcher to better understand the research problematic.

### 3.3.1 Research Objectives

This research supports the idea that teaching is not an easy profession where the focus may be directed to teachers much more than learners. Those teachers are the first and the only to be blamed if the educational system failed. Therefore, the researcher is convinced that without a careful training we cannot have good teachers. This study seeks to highlight that teaching is a complex profession, and that all the efforts that have been made are underway to improve schools for all students. The reform to reach students improvement is a necessity in this case, but teacher evaluation is noticeably absent in most of the reforms (Danielson, 2002; Iwanicki, 1990; NCLB, 2002). Again, the researcher believes strongly that teaching is a profession where the teacher will never stop learning. In this case, one may say that the majority of the educational problems can be solved by continuous professional development and reflecting on the teaching practices. This dissertation highlights the importance of effective teaching and its effects on students' achievement.

### 3.3.2 Research Design

This research is a 'case study investigation'. Therefore, case study is considered as a comprehensive strategy in scientific research, mainly in social sciences. The case study is also seen as a strategy for research that encompasses all the methods with a logical design for data collection and analysis (Yinn, 1994). The same author states that case study inquiry:

- **cope with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result**
- **relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result**
- **benefits from the prior development of theoretical propositions to guide data collection and analysis.**

**(Yinn, 1994:13)**

Moreover, this study used a problem-based learning model (Bridges & Hallinger, 1995) to address a particular problem in practice, and to find out the reasons behind the existing problem, and also to bring up the suitable suggestions and solutions according to the case study. This investigation aims at finding how to make sense to teacher evaluation; and how to make it much more meaningful for high performing teachers while simultaneously improving both school and student's development (Iwanicki, 1998). Nevertheless, This study employed an explanatory mixed method design (it included both qualitative and quantitative results), which according to Creswell et al., (2003) enables the researcher to gather qualitative input which enables the researcher to explain and extend quantitative results, in order to gain a comprehensive insight of the research and deeper understanding of the topic, the problematic and helps the researcher in better formulating and shaping or suggesting future research.

### **3.4 Sample Population**

This research is totally concerned with the EFL university teachers who are working in the University of Tlemcen, more precisely, in the department of English. The latter is known by its high quality teaching, team working, and better learning achievement in comparison with other Algerian universities. However, the researcher included all the teachers in this study, bearing in mind that about 80 (eighty) teachers are working in the department of English, 60 (sixty) are full-time teachers and 20 (twenty) are part-time or in-service teachers who are still in the beginning of their teaching career. To avoid losing the importance and value of this research, the researcher has chosen to deal with all the target population. It means that all teachers were concerned both full-time and part-time teachers. Therefore, it helped the researcher in generalising the findings in relation to the case study, and only the case study of this research. Thus, all members of the sampling frame had an equal opportunity of being selected for this study through probability sampling were all the members were selected equally in this study.



### 3.5 Research Instruments

To collect the data in this dissertation the researcher used two different research instruments: a teacher questionnaire and teacher trainer interview, also another interview was conducted with the Head of the English Language Department. Before starting data collection, the researcher has piloted the research instruments; piloting the research instruments is paramount in all research methods before gathering data (Hamzaoui, 2006). However, the questionnaire was used aiming at collecting data about teachers' previous experiences and knowledge acquired during their pre-service teacher training at the level of university, and to find whether they use self-evaluation or not for their professional development and growth. One of the limitations of this study is that the researcher was unable to use classroom observation, due to the large number of teachers, and the short period of tackling this research.

#### 3.5.1 Teachers' Questionnaire

The questionnaire was very useful to collect data in this research. It dealt with general profile and information about teachers. In-service teacher training was also included within the questionnaire to test to what extent those teachers are working for developing their professional development, and to find out the difficulties that those teachers face when applying self-evaluation.

The researcher used the questionnaire because the latter is considered as one of the most useful and helpful tools of investigation. It is used to obtain reliable results and feedback. In this regard Richards (2005:60) says: **“Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and obtain information that is relatively easy to tabulate and analyse”**.

Therefore, through the questionnaire, the investigator's aim was to determine the teachers' profile, to draw their educational career, to know their opinions concerning the importance of the English language teacher professional development, to examine their attitudes towards the latter, and to point out the problems and difficulties surrounding the professional development process. Since the whole research is to identify and analyse the teachers' needs within professional development, the researcher through the questionnaire attempted to detect the most important data related to teachers' professional development. On the other hand, the questionnaire has been administered to the English language teacher to see to what extent they are aware of their learners' needs.

### 3.5.2 Teacher Trainer Interview

On one hand, the teacher trainer interview's goal was to collect data about the classroom practices since the researcher was not able to observe all the teachers classroom practices due to the large number of those teachers that were among the sample population. On the other hand, the time that was devoted to finish this dissertation was not suitable and enough to observe neither the classrooms to measure teachers' self-evaluation nor to observe teacher training sessions. The reason behind it is that self-evaluation is very important and to observe a teacher demands from the researcher a whole academic year. So, the interview was very useful in this case to collect data. Communication between the researcher and the interviewee was totally successful as, of course, through respecting the norms and factors leading to successful interview. Foddy (1993) shows: **"...before a successful communication cycle can occur, a question must be understood by the respondent in the way the researcher intended, and the answer must be understood by the researcher in the way the respondent intended"** (Foddy, 1993:23).

### 3.5.3 Analysis of the Interview with the Head of the English Department

This interview was very useful in gathering the data to continue the investigation. The head of the department of English gave the researcher all the information needed in this study, such as the nature of teacher training programmes, teacher education in the department of English, staff development, and finally, teacher's self-evaluation in relation to learners' achievement. The researcher used a semi-structured interview in the investigation because it was helpful to add or change a question whenever it was necessary, or to change only the order of the questions.

### 3.6 Data Analysis

Within this research, the findings were classified in terms of qualitative and quantitative results. Quantitative results are defined as:

**[Quantitative research] employs categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.**

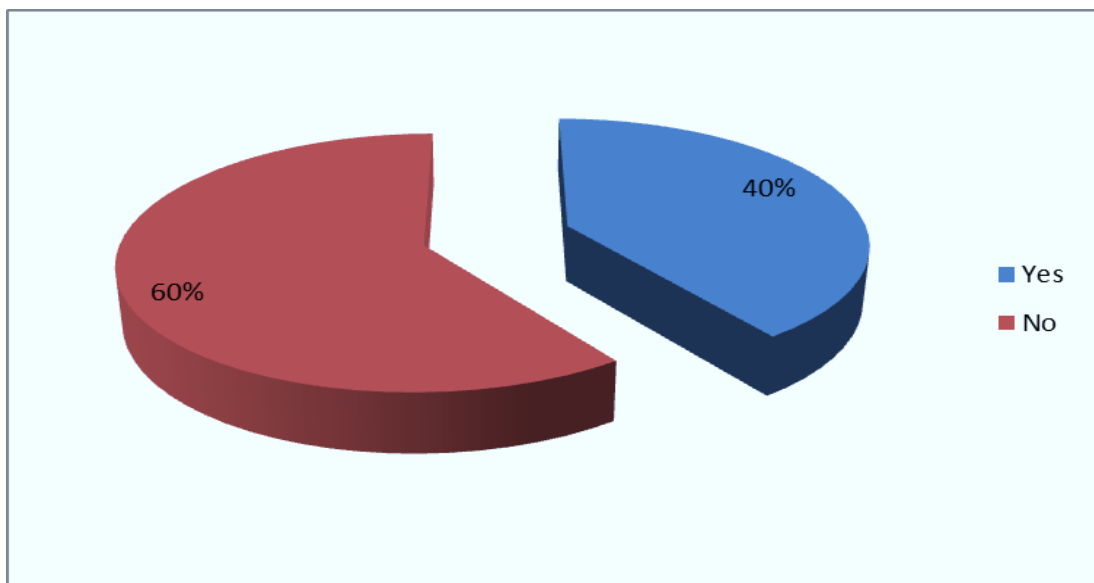
**(Dörnyei, 2001c: 192)**

The qualitative results were gathered from both interviews (interview with the head of the department of English, and the teacher trainer interview). Moreover, both interviews were semi-structured in order to facilitate the interview and to not respect the questions' order according to the situation. Nevertheless, both interviews were very important and useful to gather the data of this research.

### 3.6.1 Teacher Questionnaire Analysis

The first section of the questionnaire aimed at gathering qualitative results that are related to teachers' profile, gender, age, experience... However, the researcher may say that among about 80 teachers who are teaching English in the department of English 60 teachers are full-time teachers, whereas, the remaining 20 are part-time teachers. Their age group ranges between more than 25 years old, until more than 50 years old, so those teachers belong to different age groups. This may reflect the years of experience where the teachers range themselves from novice to experienced or professional/ expertise in the field of teaching. Few teachers have a Magister degree, or PhD students, and the remaining teachers hold a PhD degree or are professors who are highly experienced. These data are useful in shaping the profile of the participants as EFL teachers, and having the general idea about those teachers.

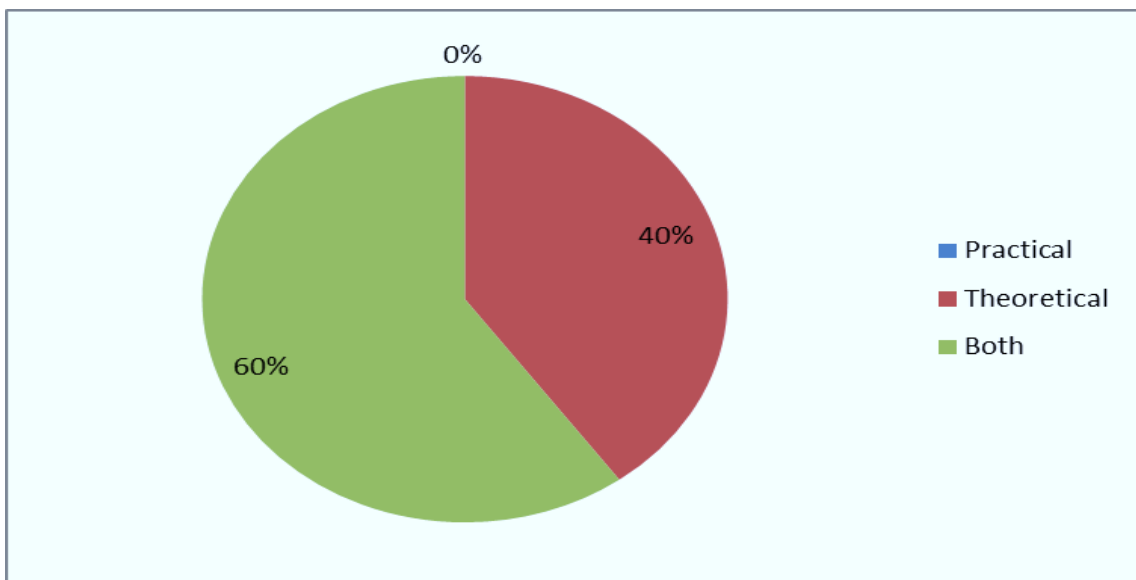
For the quantitative results they are as follow:



**Figure 3.1 Teachers Plan for Additional Teaching Qualification**

The researcher has found that only 40% of those teachers are planning for additional qualification in teaching, whereas, the remaining 60% do not plan for another qualification. This reflects that they are not working on their continuous learning within their professional development. Thus, the NEA Foundation for the Improvement of Education (2000) claims that when teachers are willingly to learn, they may acquire new skills which help them in their professional development.

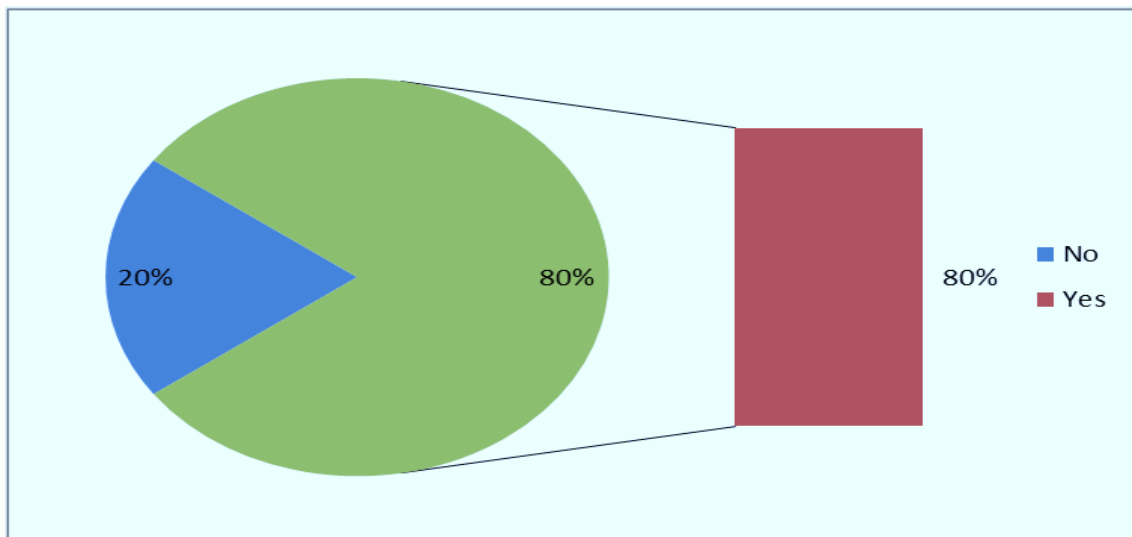
The nature of the training that those teachers received is well illustrated in the following figure (3.2). No one of those teachers received only practical training, but 40% of them received theoretical training only. However, the remaining 60% received both theoretical and practical training. Moreover, the researcher may refer here again to the problematic that some of those teachers did not receive any practical training, so how can they teach effectively without enough knowledge about language teaching practices.



**Figure 3.2 Teacher Training (Theory/Practice)**

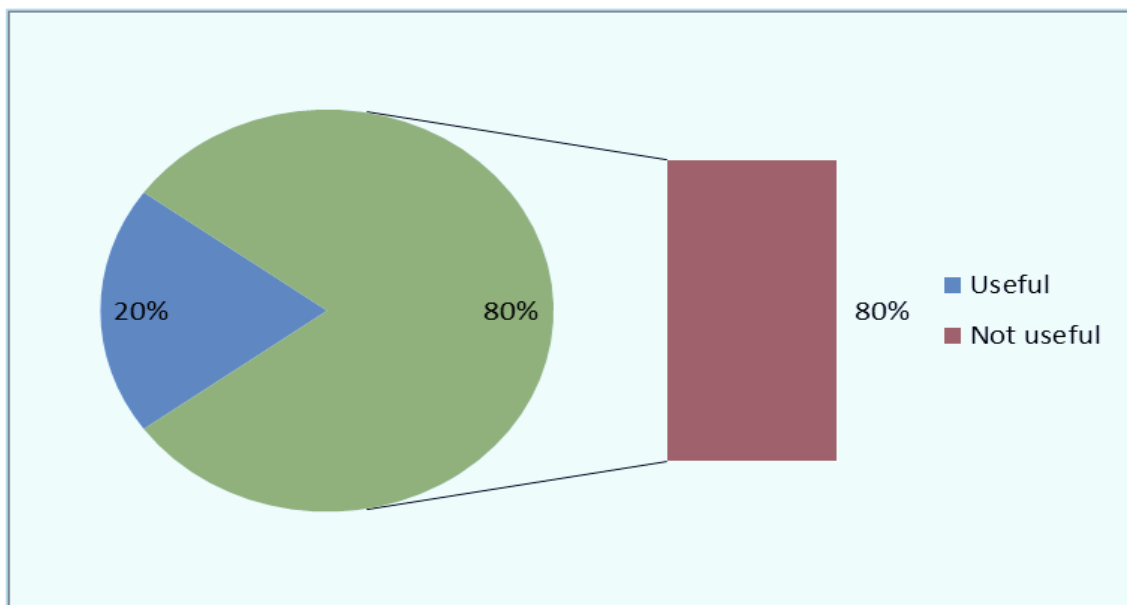
For instance, the shift from promoting rote forms of learning based on memorization of facts to facilitating more-active forms of learning emphasising critical, analytical, and problem-solving skills can be successful only if all teachers, regardless of the nature of their initial pre-service preparation, understand and have the knowledge and skills to implement new practices in the classroom (Ginsburg, 2010). However, every teacher must know the pedagogical reasoning skills which denote the teachers' ability to make informed choices before, during, and after class. These skills are shaped by the actions, beliefs, knowledge, and opinions teachers have of themselves, their learners and their contexts (Richards 2011).

Teacher's self-evaluation is at the core of this research. The researcher found the following results: 20% of teachers do not use self-evaluation and 80% use it in fact. Moreover, 80% stated that the training that they received was not useful, whereas, the remaining 20% stated that it was useful. Here again, the researcher may reflect on the usefulness of teacher training programmes and link to them the reasons behind the failure of self-evaluation.



**Figure 3.3 The Use of Self-Evaluation in Teaching**

Therefore, Figure 3.3 illustrates the use of self-evaluation in teaching by EFL teachers who are teaching at the university of Tlemcen. The result found in this investigation shows us that 80% of teachers use self-evaluation for their professional development and growth, and also for their learners achievement. Whereas, 20% of them do not use it for their growth. As stated in the previous hypotheses, the use of self-evaluation for teacher professional development is closely related to teacher training programmes. If those teachers were not trained, they will face difficulties in the future when applying self-evaluation and how to use it effectively. It may also affect their beliefs about the usefulness of self-evaluation. The next figure will illustrate the usefulness of teacher training programme:

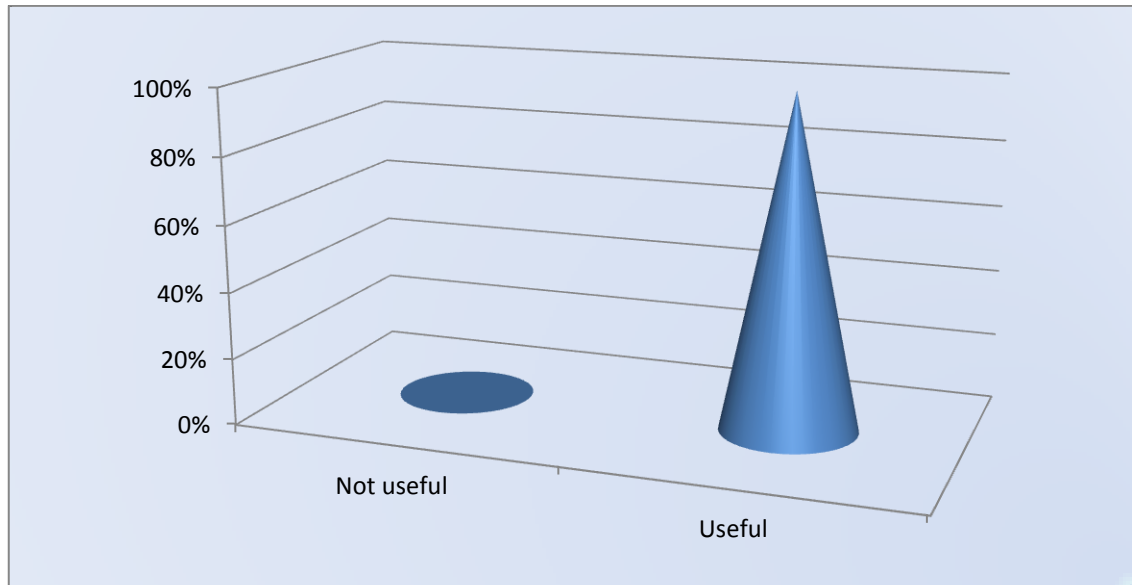


**Figure 3.4 Usefulness of Teacher Training**

According to the case study of this investigation, 80% of teachers considered that the training that they received was not useful, whereas only 20% stated that it was useful. Therefore, one may say that the problematic of this research is closely related to the effectiveness of teacher training programmes.

Thus, teacher training plays a great role in the failure or success of teacher self-evaluation for better professional development.

What was at the core of this investigation is the usefulness of teachers' self-evaluation. Thus, through the questionnaire the researcher has found the following results:



**Figure 3.5 Usefulness of Teachers' Self-Evaluation for Better Learners' Achievement**

Figure 3.5 illustrates that all the teachers agree that their self-evaluation is helpful in enhancing learners' achievement which has been clarified by different researchers and scholars. In this regard Wright, Horn, and Sanders (1997) affirm that:

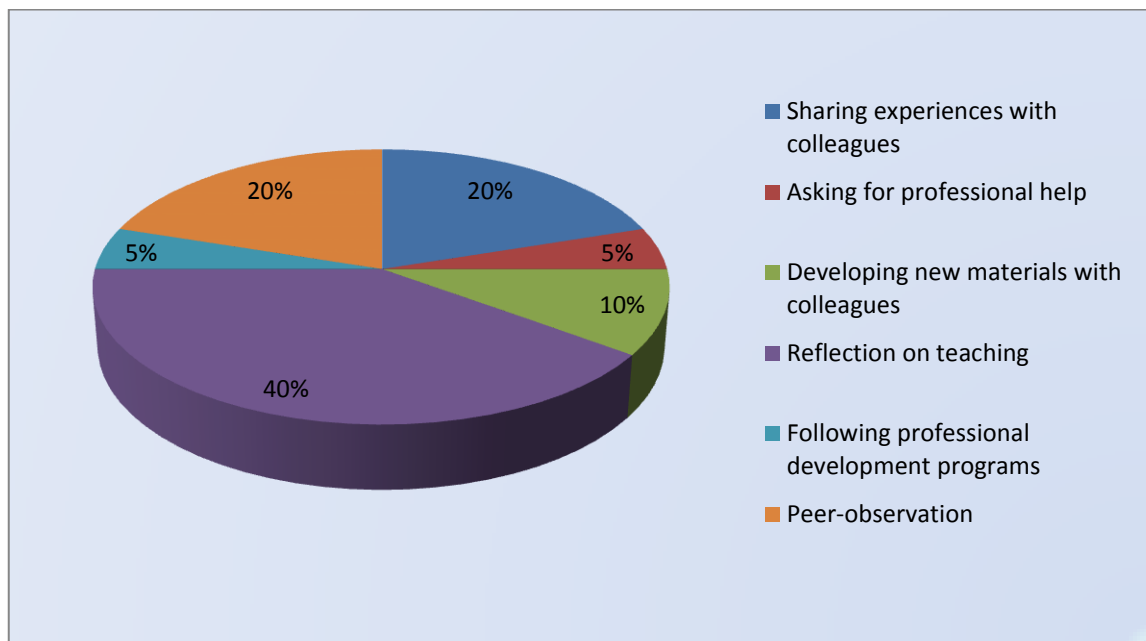
**...teachers do make a difference in student achievement. Thus, identifying teachers that clearly get results over time, and comparing them to teachers over time who do not, seems a logical, worthwhile next step in addressing the issues raised...and in further developing general lines of inquiry about the important relationship between teacher effectiveness and teacher evaluation**

(Wright et al., 1997:66)



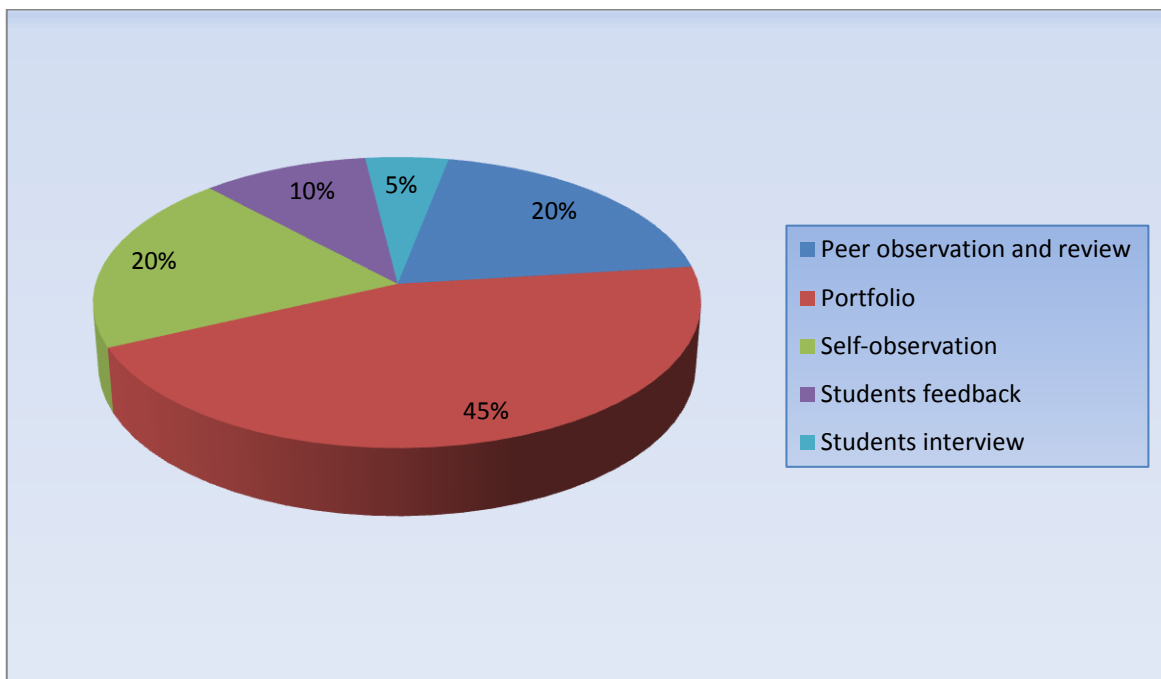
Therefore, the aim of this study is to prove that teachers' self-evaluation is very important for both teacher's professional development, and for students learning achievement. Thus, one may say that all EFL teachers who belong to this research's case study go agree that their self-evaluation leads to better learning achievement. It highly helps teachers in reaching better awareness of their own practices and their learners achievement (Semmoud, 2015).

The following figure illustrates teacher development activities, in which the researcher found that only 20% of the teachers share their own experiences with their colleagues due to a number of reasons. Only 5% ask their colleagues for professional help, and they prefer discovering things by themselves and learn about them. However, 10% of teachers stated that they try to develop new teaching materials with their colleagues. On the one hand, 40% of those teachers use reflection as an activity for professional development, 20% also for peer-observation. On the other hand, only 5% of those teachers follow professional development programmes.



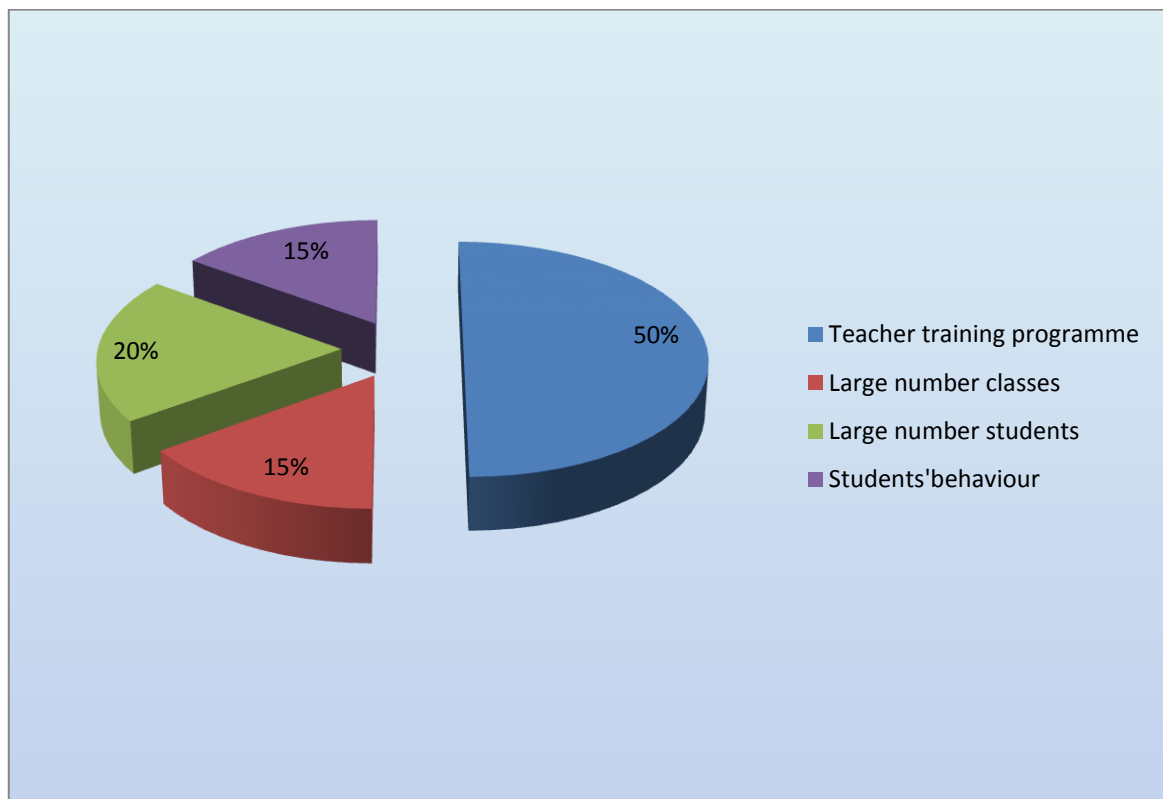
**Figure 3.6 Teacher Development Activities**

Concerning methods of self-evaluation, the researcher has found that teachers use different methods, or one teacher may use different methods to self-evaluate his/her teaching practices such as: keeping journals, portfolio, and peer observation. The following figure illustrates the techniques used by EFL teachers at the University of Tlemcen to evaluate their teaching practices. Portfolio has the lion's share within the case study, where 45% of teachers use it as a tool for reflection. 20% is the same percentage devoted to peer observation, as well as self-observation. Students' feedback is used by 10% of those teachers, and finally only 5% of teachers use interviews with their students.



**Figure 3.7 Techniques of Self-Evaluation**

One of the researcher's aims behind this study was to find out the factors that may affect teacher's self-evaluation. One of the hypotheses was that teachers face difficulties when applying self-evaluation because they have not been trained how to use it. However, the researcher has found that there are many factors that affect teacher's self-evaluation such as large number classes, large number students within the same class, and students' behaviour. Lack of teacher training programmes effectiveness was the main important factor behind the difficulties that EFL teachers face when using self-evaluation for their PD and growth. The following figure better illustrates to what extent does each factor effect EFL teachers' self-evaluation, with reference to the main factors that the teachers mentioned in the questionnaire.



**Figure 3.8 Factors that Affect Teacher's Self-Evaluation**

### 3.6.2 Teacher Trainer Interview

The interview with the teacher trainer was to gather much more information about the nature of the training in the English department, where would be teachers are still trained and acquiring new skills. Therefore, only qualitative results have been gathered through this research instrument. Thus, the interviewee stated that the department of English supports the idea that teacher education is very important, and that would be teachers receive pre-service training and later on they will receive in-service training.

Concerning the teacher training model, the trainer claimed that there is no particular model, but the teacher tries to teach them all what is necessary as much as he can. In this case, the trainees will follow blindly their trainer in all his teaching practices. This is what we call the craft model for teacher training. Hence, the researcher may say that it is problematic. According to this model teaching is traditionally organized and the master teacher tells his trainees what to do and how to do it (Stones and Morris, 1972). Therefore, the pre-service or in-service teacher has to imitate his master (trainer) in all his teaching practices, and not according to his learners needs.

Again the trainer clarifies that the reflective model was not applied in teacher training because it needs much more time to be applied. It is time and efforts demanding from both teacher trainers, and students (would-be teachers). Concerning the usefulness of self-evaluation, the trainer replied that it depends on the teacher him/herself and how to use it for professional development.

The interviewee finished by a number of suggestions, such as teaching reflective teaching and giving future teachers the opportunity to become reflective practitioners. In this way, they will acquire all skills that are needed in effective teaching and therefore, better learning achievement.

### 3.6.3. Analysis of the Interview with the Head of the Department

As stated before, that this interview was useful in gathering the general information about the number and status of EFL teachers. Therefore, about 80 teachers are working in the department of English, 60 are full-time teachers and 20 are part-time teachers. In fact, part-time teachers are seen as in-service teachers who are PhD students and still make their research. The head of the department confirmed that the department strongly encourages teacher's self-evaluation since it is useful for both teachers and learners development. What is particular is that the department organizes different study-days, seminars and conferences to help those teachers to develop professionally and learn much more.

For the Continuous Professional Development (CPD) the department helps teachers to have particular training abroad in order to develop their teaching capacities and experiences. The nature of teaching in the English department is, to a great extent, related to collaboration between teachers. In this way, those teachers may share with their colleagues their reflective experiences and newly acquired skills. Therefore, teachers will engage themselves in professional conversations. McGreal (2000: 30) says in this respect: **"Assembling and selecting...documents requires deep reflection on practice; describing them to an administrator engages the teacher and administrator in professional conversation"**. Hence, professional conversations may lead the whole staff to reach professional development and therefore better learning achievement.

The head of the department concluded by saying that learners are the first who may benefit from teacher's self-evaluation, because they will reflect the teacher's practices, knowledge, skills, abilities, and competencies. What has been noticed is that the learners' achievement is related to a great extent to the teacher and his/her way of teaching. The more teachers reflect on their teaching

practices, the less the department will face pedagogical problems or learning disabilities.

### **3.7 Results and Pedagogical Implications**

Taking into account the previously found results in this research through the different research instruments, the researcher want to clarify that the results were pertinent and confirm to some extent the hypotheses that the researcher provided to answer the research questions. Therefore, the researcher has found that the majority of EFL university teachers who are teaching at the university of Tlemcen use self-evaluation for their own professional development, which confirms the first hypothesis.

Nevertheless, EFL learners benefit to a great extent from teacher's self-evaluation for better learning achievement. Again, it confirms the second hypothesis. Among the difficulties the teachers face when applying self-evaluation the fact that they were not trained how to become reflective, large number classes, students behavior, lack of sufficient time and many other factors that may face the self-evaluator teacher. Therefore, this may confirm the third hypothesis but not to a great extent taking into account the remaining factors.

Finally, a number of suggestions were proposed by the researcher to solve the problem such as reflective teacher training, the use of effective techniques in evaluation, the use of portfolio, innovation in teacher education, and engage teachers in what is called Moodle to learn and share their own experiences in the digital world of education, as they were suggested by the participants of this study.

### 3.8 Conclusion

This chapter has been devoted to the practical part of this investigation. Therefore, it has highlighted the research instruments that were used in this dissertation. However, the researcher used different research instruments to tackle the investigation, such as: teachers' questionnaire, teacher trainer interview, and interview with the head of the department of English. Thus, each research instrument aimed at gathering particular data. Hence, different data were collected, analysed and interpreted according to the previously asked research questions and provided hypotheses. According to the results found and interpreted, the hypotheses were confirmed to a great extent, except the third hypothesis which was not extremely confirmed, that needs other factors to be taken into account. The researcher therefore has become able either to confirm or disconfirm his previously formulated hypotheses. Thus, the results have shown that EFL teachers (the case study) use self-evaluation to foster their own professional development and growth. Self-evaluation has been proven by this study as being very beneficial for better learning achievement. Finally, one of the difficulties that teachers face when using self-evaluation is the fact that they were not trained how to become reflective and what is the most effective technique for reflection.

# **Chapter Four**

## **Suggestions and Recommendations**

### **4.1 Introduction**

### **4.2 Reflective Model for Teacher Training**

### **4.3 Teacher Evaluation and Students achievement**

### **4.4 Teacher Quality and Students achievement**

#### **4.4.1 Gibb's Model for Reflective Cycle**

#### **4.4.2 Teacher's Evaluation as a Scholar and Practitioner**

### **4.5 The Use of Portfolio for Self-Evaluation**

### **4.6 Innovation in Teacher Education**

### **4.7 Moodle for Better Teacher Development and Teaching Practices**

### **4.8 Conclusion**



## **4.1 Introduction**

This chapter is devoted to the suggestions and solutions that can be made to cope with the problematic. Those suggestions have been made according to the found results through the investigation. Moreover, they have been built upon what the researcher have read before tackling the investigation. What is problematic with this research is that although self-evaluation is very useful for better teaching and learning achievement, teachers who have been selected as a case study still struggle in finding the best technique for their self-evaluation. Nevertheless, those teachers face difficulties when applying self-evaluation for reflection. Therefore, the following solutions are among other solutions that may be suitable. This is to show to the reader that many other suggestions were not taken into account, just in order to limit the scope of the study. Thus, the reflective model was suggested to be applied in teacher training to make teachers able to reflect and evaluate their teaching practices. Again, teacher evaluation is supported for the sake of better students' achievement and development. Using evaluation in this way will lead to better teacher/teaching quality. The researcher has made a great emphasis on teacher and teaching quality in the first chapter, since it is very important in the development of any educational system. The Gibb's model for the reflective cycle was suggested also to help the teacher to better reflect on his/her teaching practices.

## **4.2 The Reflective Model for Teacher Training**

This model is seen as very useful for teacher training and development. Therefore, this model facilitates to the teacher the way to acquire the required knowledge that any teacher should have which is the professional knowledge.

In this respect, Schön (1983) points out that professional knowledge is very important especially for language teachers. This knowledge may be related to some linguistic concepts such as grammar or intonation, morphemes and sentences.

Within this model, teachers have also to be familiar with the science of assessment such as validity and reliability, and many other concepts that are related to language teaching.

Therefore, if we apply this model to teacher training and education they may benefit a lot from it. Hence, our learners may benefit a lot from the training to the extent that they will learn effectively since they have been taught effectively. At the final stage, better learning achievement may happen leading to the whole department achievement.

### 4.3 Teacher Evaluation and Students Achievement

According to the results that have been found in this research teacher's evaluation is very useful for better students' achievement, and it should be applied in a formal way in all universities for better teaching quality. In this regard, Wise et al., (1984:12) state the following: "**The primary goal of teacher evaluation is the improvement of individual and collective teaching performance in schools**". Therefore, the success of students is closely related to teachers' performances. In the same vein, Peterson (1990:110) declares that "**useful assessment begins with information about student learning**". Therefore, if the teacher evaluates his/her teaching practices, he will be able to underline his/her strengths and weaknesses and therefore to react according his needs of change. The whole process may lead to teacher professional development, school improvement, and learners' successful achievement.

Thus, one may say that the process of self-evaluation cannot be done in an effective way by teachers and only teachers. Collaboration between teachers, schools, and stakeholders will be beneficial for the development of the school and the educational system as well. The following figure (4.1) illustrates the elements that should be included within teachers' self-evaluation:

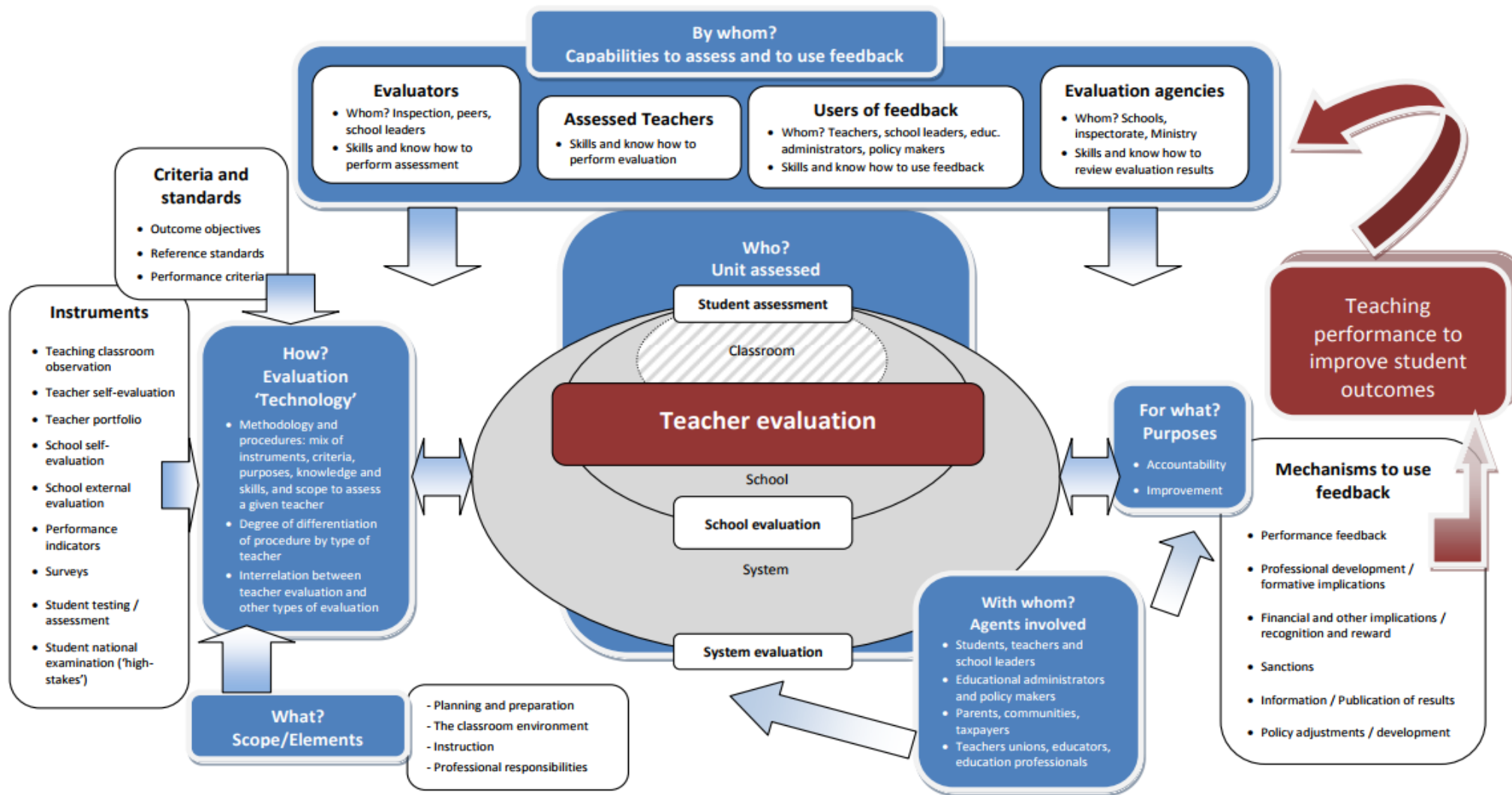


Figure 4.1 Review on Evaluation and Assessment Frameworks for Improving School Outcomes (OECD, 2009a: 05)

Therefore, self-evaluation is very important in teaching in general and language teaching in particular. It helps the teacher to evaluate his/her teaching practices from the beginning of the process, because the main objective of evaluation is to find whether the students have achieved the final objectives of the lesson or the programme or not. Teacher's self-evaluation may contribute to a great extent to the improvement of learners, enhancing their educational achievement, and it also makes teachers' performance better (OECD, 2009a).

Thus, the teacher cannot wait until the end of the instruction to evaluate the process, so he can evaluate his instructional purposes, instructional plans, and instructional practices and to see whether the students have attained the general objectives of the course or not. To sum up, evaluation in language teaching is not related only to students' achievement but also to the whole process (teaching/learning). Evaluation may take place before the beginning of instruction, in this case it can be related to the students' needs and course objectives. Evaluation can also take place during instruction to find whether instruction has been done and implemented according to lesson plan or not, if not the teacher has to rethink why he has changed the plan or why was the plan inadequate. Clear lessons' foci may be developed through teachers' self-evaluation (OECD, 2009a), therefore, effective feedback can be used for the measurement of the instructional quality. However, for schools higher teaching quality, teachers' self-evaluation has to be monitored in a continuous manner (OECD, 2009b).

#### **4.4 Teacher Quality and Student's Achievement**

Improving the quality of education can be done through the increasingly improvement of teacher's quality. Teaching is regarded as such a complex craft that one lifetime is not enough to master it, but by rigorously focusing on practice, teachers can continue to improve throughout their career. Teaching for a long period of time such as ten years cannot assure the quality of a teacher as being a good teacher. From teachers, therefore, a commitment is needed (not only to attend a

certain number of hours of professional development) but a career-long commitment to the continuous improvement practice, and an agreement to develop in their practice in ways that are likely to improve outcomes for their learners. Ingvarson (1999) claims in this regard that teaching standards across the world have shown to impact on teacher effectiveness and influence positive outcomes for students.

Therefore, Sanders and Rivers (1996: i) say the following: “**the effects of teachers on student achievement are both additive and cumulative**”. It means that due to the importance of the teacher's quality the students' achievement may be effected positively or negatively according to what Haycock claims: “**the effects of teachers are long lived, whether they advance student achievement or squash it**” (Haycock, 1998: 4-5). Thus, teachers may reflect on their teaching quality to measure their abilities and the effectiveness of their teaching practices.

The following teacher's standard audits are suggested by the researcher to be used by teachers for self-evaluation to enhance both learning achievement and professional development and growth. These audits are often used by teachers in the globe, especially in the UK and the remaining European countries, Australia, and the USA. The researcher, therefore, through this dissertation aims at including these audits in higher education, and that the standards will be applied in each area in every teacher's day to day practice in the university. This can be used to identify all the foci for teacher development within the university teaching staff and to help teachers in identifying areas for development within their own appraisal cycle. Hence, it is a useful technique to enhance teacher development and better teaching quality. The following tables have been adapted from Teachers Standards Audit (TSA) 2013/2014, they better illustrate the areas of teaching that need to be developed or changed.

1	<b>Set high expectations which challenge students' achievement through teachers' self-evaluation</b>	<b>Met</b>	<b>Required Improvement</b>	<b>Not Met</b>
1.1	Establish and maintain a safe and stimulating environment for pupils, rooted in mutual respect			
1.2	Consistently set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
1.3	Demonstrate and encourage consistently the positive attitudes, values and behaviour which are expected of pupils			

***Table 4.1 Challenging Students' Achievement through Teachers' Self-Evaluation.***

Table 4.1 is related to both particular practices and abilities of teachers to challenge students' achievement. These practices are related to classroom environment, mainly positive environment which certainly will support and extend learning. Students' attendance, punctuality, and behavior during lessons which cannot be neglected from the evaluation of learning. Opportunities for learning outside the university, especially making research in the field of study, and the completion of homework. Relaxed and positive atmosphere within class, students' talk, participation and interaction with the teachers and classmates. Students' commitment and self-confidence to speak, discuss, share and criticise opinions. Therefore, if the teacher takes into account all these practices or some of them into account, he/she may develop his/her teaching practices, and lead to better learning achievement.

2	Promote good progress and outcomes by pupils	Met	Required Improvement	Not Met
2.1	Be accountable for continuing good levels of pupils' attainment, progress and outcomes			
2.2	Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these, differentiating SOW's and teaching			
2.3	Guide pupils to reflect on the progress they have made and their emerging needs showing pupils how to improve their performance			
2.4	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in the classroom			
2.5	Encourage and motivate pupils to take a responsible and conscientious attitude to their own work and study.			

***Table 4.2 Promoting Learners' Progress***

Table 4.2 is related to the teacher's practices which may lead to learners' progress. The latter is at the core of any teacher's final objectives. It can be achieved through learners' progress meetings including teachers' own analysis of data, impact and progress of groups. Exams and tests' outcomes, and measuring the grades. Lesson observation and post-observation for formative feedback and - Students responses to written feedback. The teacher is asked to identify his/her learners' strengths and to work on and their weaknesses. The most important element of this standard is to motivate the learners to reflect on their own learning process and to use self-evaluation. Thus, self-evaluation in this case is used by both teacher and learners.

3	Demonstrate good subject and curriculum knowledge	Met	Required Improvement	Not Met
3.1	have a good knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings to the improvement of pupil standards			
3.2	demonstrate and share a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
3.3	demonstrate an understanding of and take responsibility for continually promoting and encouraging high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject			
3.4	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3.5	if teaching early subjects, demonstrate a clear understanding of appropriate teaching strategies			

***Table 4.3 Demonstrating Good Subject and Curriculum Knowledge***

Table 4.3 illustrates the practices that may demonstrate good subject knowledge such as: Short and medium term planning of curriculum and subject knowledge. Find whether students have enjoyed the lesson and activities or not. The use of feedback to enhance learning. Updating knowledge through the background reading, peer teaching and accessing CPD opportunities. The use of reward systems to encourage learning.



4	Plan and teach well-structured lessons	Met	Required Improvement	Not Met
4.1	Impart knowledge and develop understanding through effective use of objectives and lesson time			
4.2	Promote and encourage a love of learning and children's intellectual curiosity			
4.3	Consistently set challenging and meaningful homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
4.4	Reflect systematically on the effectiveness of lessons and approaches to teaching, developing own teaching practice as a result of reflection			
4.5	Contribute to and develop the design and provision of an engaging curriculum within the relevant subject area(s).			

**Table 4.4 Planning Well- Structured Lessons**

Table 4.4 is related to a set of practices that should be done by the teacher for planning a well- structured lesson such as: lesson observations (showing high level of productivity and engagement) which can be done in the beginning of the lesson, during and after the lesson. Lesson plans (which reflect progression), well-planned/ thought through questioning encouraging students' questions/ ideas and opportunities for deep questioning and curiosity to be aroused. Evidence that students' ideas have fed into topics and whether they use their critical thinking ability or not. Engagement in wider activities and home work. Teachers' contribution/ participation in CPD activities with other colleagues to improve teaching, and reviewing lesson resources.

5	Adapt teaching to respond to the strengths and needs of all pupils	Met	Required Improvement	Not Met
5.1	Differentiate effectively, using approaches which Enable pupils to be taught effectively			
5.2	Have a good understanding of how a range of factors can inhibit pupils' ability to learn, and put systems in place to help overcome these			
5.3	Use a clear awareness of the physical, social and intellectual development of children, to adapt teaching to support pupils' education at different stages of development			
5.4	Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use, develop and evaluate distinctive teaching approaches to engage and support them.			

***Table 4.5 Responding to Students' Strengths and Needs through Teaching Adaptation***

Table 4.5 is related to the practices that teachers may make to meet their students' needs, mainly transforming the weaknesses to strengths. Therefore, it can be done through the ability to adapt one's teaching practices according to the learners' needs. In this case, what the teacher might do is very important, because he/she is going perhaps to re-plan the lesson or to change the teaching method or material. Sometimes the teacher finds him/herself in front of a situation where changing the activities or the whole lesson becomes a must. It can happen when the teacher confronts with students' stereotypes or misunderstanding of a particular subject or topic.

6	Make accurate and productive use of assessment	Met	Required Improvement	Not Met
6.1	Effectively use assessment within the relevant subject and curriculum areas, including statutory assessment requirements			
6.2	Make use of formative and summative assessment to secure, develop and improve pupils' progress			
6.3	Have a good understanding of and use relevant data to monitor progress, set targets, and plan subsequent lessons			
6.4	Give pupils regular, positive and effective feedback, both orally and through accurate marking, and ensure pupils to respond to the feedback.			

**Table 4.6 Accurate Use of Assessment**

Assessment is very important in teaching in general, and language teaching in particular. Therefore, teachers have to use assessment effectively, and not only to test students' understanding or memorisation of facts. Accurate use of assessment is to identify gaps and plan next steps. It is used as a tool for teacher's self-evaluation and reflection. It helps the teacher to measure the effectiveness of the syllabus, teaching materials, and his/her own teaching competence. Thus, assessment in this case is beneficial for the development of both learners and teachers.

7	Manage behaviour effectively to ensure a good and safe learning environment	Met	Required Improvement	Not Met
7.1	Have clear rules and effective routines for behaviour in classrooms that promote learning, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
7.2	Communicate high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
7.3	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and improve standards of achievement			
7.4	Maintain and develop good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			

**Table 4.7 Effective Behaviour Management**

Managing students' behaviour is very important. It will lead to the creation of a positive, safe, and relaxed environment. Therefore, it will help the students to learn and teachers to teach effectively. It can be done through observing students' behaviour in the classroom, their interaction between each other, and their reactions when working in groups.

<b>8</b>	<b>Fulfill wider professional responsibilities</b>	<b>Met</b>	<b>Required Improvement</b>	<b>Not Met</b>
<b>8.1</b>	Make a positive contribution to the wider life and ethos of the school, encouraging others to do the same			
<b>8.2</b>	Develop effective professional relationships with colleagues, knowing how and when to draw on and give advice and specialist support			
<b>8.3</b>	Deploy support staff effectively			
<b>8.4</b>	Take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues			
<b>8.5</b>	Communicate effectively with parents to develop learners' achievements and well-being.			

**Table 4.8 Fulfilment of Wider Professional Responsibilities**

This table represents the activities that teachers have to do in the classroom and outside it for better professional development. In this case, teachers have to take into account the two variables which are: their own competence, and their learners. However, teachers are asked to develop the competences and their teaching practices in relation to their learners' achievement. Teachers may demonstrate a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times, if not they have to work on and develop their teaching knowledge and abilities.

**4.4.1 Gibb's (1988) Model for Reflective Cycle**

Many models have been designed by different scholars for better reflective practices; however this model is seen as easy to be applied. It has been applied by different schools and it resulted in better teaching quality and students' achievement. This model consists of six stages and each stage is devoted to particular reflective practices. These stages are related to: description, feelings, evaluation, analysis, conclusion, and action plan.

Description is related to what happened exactly. In teaching it may be related to a student's behavior, lack of understanding or changes within the lesson plan or something else. Feelings are related to the teacher's feelings towards what happened in the classroom, what did the teacher think about it, his actions and his thoughts and feeling towards those actions. Evaluation is rather related to the measurement of the experience, what the teacher has learnt from the experience and how he/she will use the new knowledge about the experience in the future of the profession. Analysis is the stage when the practitioner explores some of the key issues raised in the issue or experience through secondary resources such as books or journals, he/she may also show the knowledge about what happened in the classroom. During the stage of conclusion, the practitioner may ask different questions about the problem that happened. Finally, action plan is related to the evaluation of the teacher's knowledge, experience, competence and competency, and his/her future decisions to cope with such a situation.

Table 4.9 Gibb's Model for Reflective Cycle (1988)

<b>Stage One: Description</b>	
What happened?	<ul style="list-style-type: none"> <li>-Decide on something that happened during your placement, something that taught you about yourself. It may have been new to your experience.</li> <li>-Give an account of it, describing everything relevant that went on.</li> <li>-Keep to the point, avoid all unnecessary detail.</li> <li>-Your purpose at this stage is to give your reader a clear picture of what went on.</li> </ul>
<b>Stage Two: Feelings</b>	
What did you feel about it?	<ul style="list-style-type: none"> <li>-You are bound to have feelings about what happened. You may have felt anxious, especially if what happened was new to you. The important thing is to show how you managed to do what was expected of you despite your anxiety.</li> <li>-Try to describe/explain your feelings.</li> </ul>
What did you think about?	<ul style="list-style-type: none"> <li>-What was affecting them? – The actions of others (experienced staff, students, family); knowledge that you held (something which someone had disclosed to you earlier, personal thoughts/opinion on the issue)?</li> <li>-Were you thinking - ‘That’s a useful thing to do’ or ‘I wouldn’t do that or why are they doing that...’?</li> <li>-Did your thoughts and feelings change during the scenario? If so, why?</li> <li>- Did your thoughts and feelings affect your actions at the time?</li> <li>- Looking back, have your views changed?</li> </ul>

<b>Stage Three: Evaluation</b>	
What was good or bad about the experience?	<ul style="list-style-type: none"> <li>-What do you think went well in the situation? Did you learn anything useful as a result of taking part in what went on?</li> <li>-Did anything give you cause for concern – either in what others did or what you did? Was there something which you would not wish to experience again?</li> <li>- Was there anything that the student/the staff said that made you think or taught you something?</li> </ul>

<b>Stage Four: Analysis</b>	
What sense can you make of it all?	<ul style="list-style-type: none"> <li>-Using secondary sources (books, journals, websites etc), this is where you explore some of the key issues raised in the scenario.</li> <li>-You can show how well you are keeping up with 'evidence based 'practice.</li> <li>- Show the knowledge you have about a particular student/ problem/need.</li> <li>- Show that you understand what causes the problem/need.</li> <li>-Explain how teachers can help.</li> <li>-Show that you recognise that students are individuals and may not respond to care in the way the textbooks/journal articles lead you to expect.</li> </ul>



<b>Stage Five: Conclusion</b>	
What else could you have done?	<ul style="list-style-type: none"> <li>- Could you have learned anything by talking to the student/the staff about the experience?</li> <li>- Was there anything you should have noticed, that you should have done/reported/asked about/read about?</li> <li>- Was there anything you could have discussed with your mentor/supervisor/tutor?</li> <li>- Is there any literature that you now think you ought to look at – or any advice you could look for?</li> </ul>

<b>Stage Six: Action Plan</b>	
	<ul style="list-style-type: none"> <li>-How has the experience helped you to improve your practice?</li> <li>-Has it revealed your strengths (as well as your weaknesses!)?</li> <li>-How would you respond in a similar situation? Do you feel more confident?</li> <li>-What advice would you give to other learners in similar situations when you are a qualified nurse responsible for looking after learners on placement in your clinical area?</li> <li>- Will you be better able to communicate with patients/clients/families because of what you experienced?</li> </ul>

Therefore, through asking the previously stated questions in the Gibb's model for reflective cycle, teacher will reflect on their teaching practices easily. They will also evaluate themselves in a systematic way.

Moreover, the whole process that has been mentioned may help the teacher in acquiring a new competence which is known as the professional competence which is highly needed in effective teaching for better teaching and learning, especially in higher education. However, what is problematic with reflective teaching is how can those teachers reflect on their own teaching practices. This is what the researcher has been looking for through this dissertation, and provided reflective training to solve the problem.

#### **4.4.2 Teacher's Evaluation as a Scholar and Practitioner**

Teachers before being considered as practitioners, knowledge holders and transmitters, they are considered as life-long learners. According to the 21 century education, the teacher is considered as a dependent researcher (Widdowson, 1992). Whenever a teacher keeps learning he/she may better teach in the future, since teaching is an ongoing process. Thus, the teacher will reach professional development and growth. Hence, it is a useful technique in acquiring new knowledge, skills and competencies. This knowledge when shared with other colleagues may lead automatically to the whole staff development, and therefore, to better learning achievement and quality education.

The concept of a 'teacher' has been differently viewed by many scholars, the teacher is the explainer, the enabler, the knowledge holder, the leader, the linguistic model, and he is the practitioner who puts into practice all that knowledge. The teacher, therefore, is the source of knowledge. He/she is going to make a research, to analyse, to compare, and to rethink all these practices to set off what is useful in the teaching practices and what is not; to develop the weak skills, and to more strengthen the skills and competences. All what have been said is done

for teacher professional development and growth. Therefore, teaching has never been an easy profession, and whenever the teaching practices become reflective and research-oriented, teachers will be engaged in effective pedagogy (Widdowson, 1990).

#### **4.5 The Use of Portfolio for Self-Evaluation**

Portfolio is seen as a useful technique in reflective teaching. It is a set of documents that are related to the practices and lessons of a teacher. Thus, many scholars agree on the effectiveness of portfolio in self-evaluation.

In the same vein, Seldin et al. clarify the following:

**Yet in the absence of factual information about teaching, how can it be evaluated? How can it be rewarded? How can it be improved? And how can institutions give the teaching function its proper role and value in the educational process? Is there a way for colleges and universities to respond simultaneously to the movement to take teaching seriously and to the pressures to improve systems of teaching accountability? The answer is yes. A solution can be found by turning to the teaching portfolio. It is an approach increasingly recognised and respected.**

(Seldin et al., 1993:2)

Therefore, one may say that portfolio is considered as a mirror through which the teacher can see all what happen in the classroom, his/her teaching method and practices, then to reflect on them. According to the results found in this dissertation, portfolio can be a quite good solution to make teachers better practitioners.

Hence, portfolio has become an integral part in teacher education due to its endless benefits, especially during initial teacher education and development programmes. Teachers can keep their portfolio along their teaching career, and share them with their colleagues for better professional development. Therefore, portfolio is central to the notion of learning through reflection, since the teacher is considered as a life-long learner. Teachers are supposed to write down all what is

related to their teaching practices to make future judgments or changes. Thus, portfolio can help teachers to learn from their own portfolios and from their colleagues also, in case they share and exchange with each other their reflections.

In the same vein Retallick claims what follows:

**The documentation of that learning in a portfolio and subsequent reflection on it is a way of fostering your own learning and demonstrating to others that professional learning has occurred. This may be for assessment purposes, career progression or simply to satisfy your own curiosity.**

**(Retallick, 2000:2)**

Supporting the same idea, Walker highlights the great importance that 'Portfolio' plays in the process of teacher education, since it enables the teacher to reflect and gain new experiences. He says: **"... it provides [an] objectivity in relation to the initial learning experience. It can clarify the original experience by removing from it clouds of subjective feeling that can obscure it".** Walker (1985: 63)

Portfolios are also very useful for both teachers and learners. In considering the use of the portfolio with students in the classroom, Morgan, citing Mitchell, states the following:

**They are excellent tools for informing through feedback: students about their progress; teachers about teaching and the curriculum. The elements in a portfolio may be graded or ungraded, either by student or teacher. Moreover, evidence suggests that the use of portfolios encourages students to work cooperatively, to question and evaluate their own and others' work, and to develop their judgemental skills. Motivation becomes more intrinsic and less extrinsic.**

**(Mitchell, 1994:622)**

The guidelines for the 2002 Quality Teaching Awards in NSW (Australian College of Educators, NSW Chapter, 2002: 9 after Retallick, 2000:6) note the following purposes of the portfolio, which can be useful to:

- give insights into accomplished teaching practice;
- assemble a career record;
- assist in applications and promotion for a position;
- record continuing professional development;
- reflect on past practice;
- assist self-evaluation;
- celebrate growth and achievement;
- acquire new skills;
- formalise key experiences;
- gain recognition/accreditation by external organizations;
- help and encourage others.

In gross, research has found that portfolio is very useful for teacher professional development and learning. It may decrease the problems that teachers face during their professional career. Therefore, the development of any teacher may lead to the development of the whole staff, and better learning achievement.

#### **4.6 Innovation in Teacher Education**

It is known that a dramatical change occurred in the 21st century education's focus. It shifted from the teacher to the learner. The latter has gained a great interest from educationalists in all over the world. However, moving from a teacher-centered education to learner-centered education does not mean that the 21st century pedagogy makes a great emphasis only on the learner and neglects the teacher. Therefore, teachers gained much more attention and interest than they had before. This upsurge of interest in teacher training and education have become at the core of the success of educational process as a whole. Hence, teachers are considered as agents of change for any educational change or innovation. The latter may become a must if the learners' overall performance and learning achievement necessity improvement (Baiche, 2009).

What is problematic in this issue is that sometimes the model used for teacher training is not efficient. In this case, innovation must occur at the level of teacher training. Thus, promoting excellent teachers for excellent teaching practices, and therefore, better learning achievement and higher quality education. Therefore, training teachers is a straightforward solution to the educational problems. Training has been considered as the process of teaching and preparing people (teachers) to cope with problems which can be more or less predicted in advance (Widoowson, 1983; 1990). The question which rises here: Is the teacher training programme used in the Algerian universities efficient and make EFL teachers able to cope with the future educational problems?

Innovation, therefore, can be considered as a life that is identical of human development. Innovation is done to meet the learners' needs; therefore, the governmental educational policy should take into account how to meet these needs (Baiche, 1992). Thus, to make any changes in the teaching of English in higher education in Algeria, what should be done first is to change teacher training/education programmes to meet the demands of the 21 century pedagogy, as well as higher education quality. To sum up, teachers might work on their own

professional development by preparing themselves for further qualifications such as CELTA or DELTA qualifications for better teaching quality. These qualifications are supposed to raise the teachers' ability and competence to teach better, to enhance students' achievement, and to lead to high teaching quality. All these results are supposed to lead to the development of the educational system of the country.

#### **4.7 Moodle for Better Teacher Development and Teaching Practices**

Dramatic changes occurred in education since the implementation of technology in teaching and learning. Therefore, educational paradigms have changed as a result of the use of technology in education. Thus, the paradigm shift in teaching has made technology at the core of education since it helps in the development of any country and its educational system. The advance of technology has made great changes and revolutionised the process of teaching/learning (Aristovnik, 2012). However, the emergence of new technologies that facilitate teaching and learning led to the rapid expiration of knowledge and updating it, which necessitates from the teacher to update his/her knowledge as well as teaching practices (Fry, 2001) to make teaching more effective. Therefore, the researcher has suggested to engage teachers in what is called 'e-learning' or blended learning for better professional development, since teachers are considered as life-long learners. Moreover, the introduction of the Moodle e-learning system as part of the teaching process in relation to students' performance is still problematic in the Algerian universities. The question which may be raised here is: How to train teachers to use Moodle? What is the best model for Moodle teacher training? How to meet the learners' needs when applying Moodle in the Algerian context? How to assess students' performance? Which syllabus can be designed to meet higher education quality? And many other questions can be asked in this context. All these questions may open the door to future research in relation to the Algerian educational context in general, and teaching languages in particular.

## **4.8 Conclusion**

In this chapter the researcher has dealt with a set of principles that have to be applied for better teacher professional development, growth, better learning achievement, and better teaching quality. Therefore, a number of suggestions have been made such as providing a reflective model for teacher training to train teachers and help them to become reflective practitioners. The researcher has also provided the Gibb's (1988) model for the reflective cycle in which different questions can be asked by oneself during different stages of the reflective cycle. Moreover, these questions will help the teacher to develop him/herself within the teaching profession. However, the researcher ought to shed light on the possible solutions that can be provided to cope with the problematic situation. The use of portfolio has been provided as a solution to make teachers' self-evaluation more effective and practical, since portfolios are easy to be assessed. Innovation in teacher training programmes has been suggested also to solve the problems that teachers may face when tackling the profession of teaching in the beginning of their career.



## **General Conclusion**

The aim of this dissertation was to shed light on the importance of teachers' professional development in teaching in general and language teaching in particular. One of the largely effective ways of solving professional development or teaching practices' problems is through reflection on one's teaching/professional practice, and through the use of self-evaluation. There are different ways to improve the teachers practice through reflection or reflective teaching. It can be done through the reflective cycle as stated by different scholars. Self-evaluation is the one which the researcher has chosen in the dissertation, aiming at proving that through self-evaluation the teacher may develop his/her qualifications to a great extent in parallel with his/her teaching practices and therefore, better learning achievement can be reached at the final stage of this development, and finally, reaching the whole staff development.

This research supports the idea that teaching is not an easy profession where the focus may be directed to teachers much more than learners. Those teachers are the first and the only to be blamed if the educational system failed. Therefore, the researcher is convinced that without a careful training we cannot have good teachers. This study seeks to highlight that teaching is a complex profession, and that all the efforts that have been made are underway to improve schools for all students. The reform to reach students improvement is a necessity in this case, but teacher evaluation is noticeably absent in most of the reforms. Again, the researcher believes strongly that teaching is a profession where the teacher will never stop learning. In this case, one may say that the majority of the educational problems can be solved by continuous professional development and reflecting on the teaching practices. This dissertation highlights the importance of effective teaching and its effects on students' achievement.

## *General Conclusion*

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The researcher aims to shed light again on the research questions which are related to teacher's self-evaluation and professional development. Those questions were asked in order to tackle an investigation about the problematic. The latter is related to the use of self-evaluation for better professional development and learning achievement. To undertake the research the following questions have been asked:

1. Do EFL teachers in the University of Tlemcen use self-evaluation for their professional development?
2. How can self-evaluation become beneficial for the improvement of EFL university students?
3. Why do those teachers face difficulties in using self-evaluation to foster their growth?
4. What kind of suggestions can be made to facilitate teachers' self-evaluation?

To continue the investigation the researcher provided the following hypotheses to answer the research questions they are as follow:

1. EFL teachers who are teaching at the University of Tlemcen use self-evaluation for better professional development and growth.
2. EFL students benefit to a great extent from teacher self-evaluation, because it fosters their learning achievement.
3. Teachers were not trained how to become reflective that is why they face difficulties in applying self-evaluation.
4. A number of suggestions can be made to facilitate the process of self-evaluation such as reflective EFL teacher training, and other suggestions that are related to effective teaching practices.

## *General Conclusion*

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This dissertation was organized in four chapters. The first chapter is an overview of the process of teacher's professional development, its significance and concepts' definition. The second chapter presents information on the impact of teacher's professional development on students' learning, and reflects on the relationship between teacher professional development and effective teaching; reflecting on the teaching profession; it discusses in some details the process of pre-service teacher education; models of professional development were described also. It also deals with the concept of self-evaluation. The third chapter is devoted to the methodology of the research, mainly research instruments, data collection, analysis and the interpretation of the results. Finally, the fourth chapter is related to the suggestions that are related to the research problematic.

The results of this investigation confirm to a great extent the previously stated hypotheses. Therefore, the researcher may succeed in formulating the research questions and providing the hypotheses. The researcher aims in the final stage to open the door for future research by continuing this investigation and broaden it in terms of the use of e-portfolio, Moodle teacher self-evaluation and many other topics. The researcher aims again to open the door to future research, such as: the effect of teacher's self-evaluation on Moodle's teacher's practice; the use of portfolio for self-evaluation; the effect of students' behaviour on teacher's self-evaluation... The future research cannot be limited only to the previous suggested topics, but it depends on the motivation and attitudes of the researcher towards the topic.

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# **APPENDICES**

**Appendix One: Teacher's Questionnaire**

**Appendix Two: Interview with the Teacher Trainer**

**Appendix Three: Interview with the head of the Department**



## Appendix One: Teacher's Questionnaire

Dear Teachers,

The researcher is a student from the University of Tlemcen, Department of English, preparing a dissertation to obtain a Magister degree in TEFL and Applied Linguistics.

This questionnaire is a tool of data collection; it is designed to investigate teachers' perception of initiated professional development programmes and the use of self-evaluation. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation.

### • Section I: General Background

1. Grade:

2. Status:

Full-time teacher (permanent)

Part-time teacher

3. What about the teaching experience do you have?

Highly experienced

Experienced

Novice

4. How long have you been working at this institution?

5. Are you currently enrolled in a degree programme, or continuing professional development programme?

Yes

No

6. Do you have any plans to take additional qualifications in ELT

Yes  (Please indicate) \_\_\_\_\_ No

• **Section 2: Pre-service teacher training**

1. Did you have any kind of EFL pre-service training at the level of university?

Yes

No

2. If yes, the training received was

Theoretical

Practical

Both

3. Do you consider the received training as beneficial?

No

somehow

yes

4. Do you self-evaluate your teaching practices?

Yes

No

5. Does this training help you in self-evaluation?

Yes

No

6. Do your learners benefit from your own evaluation?

Yes

No

7. Does self-evaluation help your learners for better learning achievement?

Yes

No

• **Section 3: Major professional development activities**

1. The items in this section are designed in order to find out what major professional development activities do English language teachers perceive as critical to their development and to what degree they make use of these opportunities. Please read each statement and put a check mark (X) to the column that most closely.

Teacher development activities	Its importance and how often you do it		
	Not important ( I never do it)	Important ( I often do it)	Very important ( I always do it)
1.Sharing experiences and problems with colleagues			
2. Asking for professional help colleagues			
3.Working on developing new materials with colleagues			
4.Reflection on own teaching			
5. Following professional development Programs			
6.Peer observation			

2. Which technique(s) do you usually use for self-reflection:

- Peer observation and review ( )
- Portfolio( )
- Self-observation ( )
- Students feedback ( )
- Students interview ( )

Thank you very much for your collaboration

## **Appendix Two: Teacher trainer Interview:**

Dear Teacher,

The researcher is a student from the University of Tlemcen, Department of English, preparing a dissertation to obtain a Magister degree in TEFL and Applied Linguistics.

This interview is a tool of data collection; it is designed to investigate teacher training and education programme as initiated professional development and the use of self-evaluation. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation.

1. Do would be teachers receive pre-service and in-service teacher training in the English department?
2. What kind of models does the department provide?
3. Do in-service teachers receive any particular training (mainly continuing professional development programmes)?
4. Has the department applied the reflective model for teacher training?
5. Have in-service and permanent teachers been trained how to become reflective and how to evaluate their teaching practices?
6. According to the model used in teacher education, will those teachers become able to evaluate their teaching practices?
7. What do you suggest for better teacher education programme?

**Appendix Three: Interview with the head of the department:**

Dear Mrs/Sir,

The researcher is a student from the University of Tlemcen, Department of English, preparing a dissertation to obtain a Magister degree in TEFL and Applied Linguistics.

This interview is a tool of data collection; it is designed to investigate teacher training and education programme as self-initiated professional development and the use of self-evaluation. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation.

1. How many teachers are working in the department of English?
2. Does the department encourage teacher's self-evaluation?
3. Are there some decisions taken by the department to enhance teacher professional development?
4. Do EFL teachers have particular training for their continuous development?
5. If yes, what kind of training?
6. Does the department encourage collaboration between teachers?
7. Do those teachers share their reflective experiences with other colleagues?
8. Do the learners benefit from teacher development?
9. Has the staff observed any changes in the learning achievement after applying teacher's self-evaluation?
10. Does the department plan to include self-evaluation in teacher training programmes in the future?

## ملخص ( العربية )

التقييم الذاتي للأساتذة مهم جدا إذ يزيدهم مهارة في أداء مهنتهم كما يطور معارفهم خاصة في ما يتعلق بأساتذة اللغة الإنجليزية منهم. ويمكن أن يصبح الأستاذ أكثر فعالية عند استعمال التقييم الذاتي بالإضافة إلى كونه يساهم في تحسين التحصيل في القسم حسبما توصلت إليه هذه الدراسة ولكن ما يلاحظ عندنا أن برامج تدريب الأساتذة لا تتضمن نمودجا فعالا للتكوين مما يجعل التقييم الذاتي للأساتذة صعب التطبيق.

**الكلمات المفتاحية:** أساتذة اللغة الإنجليزية، التقييم الذاتي، التدريس الفعال، تكوين الأساتذة.

## Résumé (Français)

L'auto-évaluation de l'enseignant est d'une importance primordiale dans le développement professionnel des enseignants, et plus particulièrement pour les enseignants d'Anglais langue étrangère. Elle permet à l'enseignant d'être plus efficace et plus réflexif. En outre, l'auto-évaluation mène à de meilleurs résultats dans l'apprentissage en classe comme cela a été démontré dans la présente étude. Toutefois, les programmes de formation n'incluent pas un modèle de réflexion dans la formation des enseignants, et de ce fait l'auto-évaluation demeure un véritable problème pour les futurs enseignants.

**Mots-clés:** Enseignants d'Anglais langue étrangère, Auto-évaluation, Efficacité de l'enseignement, Développement professionnel des enseignants.

## Summary (English)

Teacher's self-evaluation is paramount in teacher professional development for teachers, and particularly for EFL teachers. It enables the teacher to become more effective and more reflective. Furthermore, it leads to better learning achievement in the classroom, as it has been demonstrated in the present study. Unfortunately, teacher training programmes do not include a 'Reflective Model' in teacher education; and this situation makes self-evaluation a real problem for future teachers.

**Keywords:** EFL teachers, self-evaluation, effective teaching, teacher professional development.