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**The Effect of Pre-service Training on English Language Teaching  
in Algeria: Case of Master Two Students of Didactics at the  
University of Abu Bakr Belkaid Tlemcen.**

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the requirements for Master's degree in DAELE*

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## *Dedication*

*The entire thesis is dedicated to the pillars of my life; my mother and father and to my brothers, Adel and Khawla. Without them this work might never have seen the light of day.*

## **ACKNOWLEDGEMENTS**

*First and foremost, I am thankful to Almighty ALLAH for providing me strength, patience and the ability to finish this study.*

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# **ABSTRACT**

The swift development of technology in the world has brought about great change in many fields specifically education, which has called many countries to take urgent decisions that would improve the quality of teaching and the learning process. One of the best ways to achieve the latter is to provide would-be teachers a pre-service training that can equip them with all the needs of teaching and keep abreast with the latest trends on everything related to education. The aim of this study was to find out the effect of pre-service training in Algeria or more precisely, to investigate whether Master two students of Didactics at the university of Tlemcen have received an appropriate programme that enable them to be effective future teachers. To find answers to this inquiry, the researcher selected two instruments namely a questionnaire for students and a classroom observation intended to check the teaching practices of a novice young teacher in the secondary high school. The gathered data were analyzed qualitatively and quantitatively to achieve valid and reliable results. The data analyses revealed that Master two students of Didactics learned only theories without having a chance to practice the teaching skills in real life classroom and they have not yet mastered the basic teaching skills to effectively cope with the teaching process. Besides, the way the observed teacher dispensed the lesson was not up to the mark; many things were lacking. To wind up this study, the researcher suggested that the current university pre-service training should be re-examined and modified to match up the needs of future teachers.

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## • LIST OF ABBREVIATION

**AF:** Absolute Frequency

**EFL:** English as a Foreign Language

**RF:** Relative Frequency

**L1:** First Language (mother tongue)

**L2:** Second Language (target Language)

# GENERAL INTRODUCTION

The spread of English Language in the world has become very noticeable in many fields specifically economic and technology. The latter has inevitably brought huge change and modification in the domain of education which calls many countries to make urgent decisions to improve the quality of teaching and the learning process, so that they stay abreast with the latest trends. This refinement can be done through providing an ongoing professional development for tenured or experienced teachers that can help them to enliven and rectify their outdated teaching practices or through affording would-be teachers a pre-service training that can pedagogically prepare them to cope with the teaching process effectively before entering any educational institutions. Those mentioning examples have been largely applied by most of the developed countries to increase and improve the quality of their teachers.

However, in Algeria they are still seeking the reasons behind the poor quality of teachers and complaining about the failure of pupils in English Language. This thorny problem happened probably because would be-teachers are not receiving the essential and the pre-requisites teaching practices during their university pre-service training that enable them to be qualified teachers. They are sent to educational institutions without knowing how to teach and what to teach.

For the above reasons, this research is established to explore the effect of pre-service training on English Language Teaching at the University of Tlemcen. In other words, it attempts to reveal the deficiencies of the current university programme that prove to be inefficient in preparing students to be effective future teachers, hoping from this study to reach quickly the stakeholders in education to make urgent refinements and adjustments concerning this issue. Once the latter is achieved, quality education will appear and learners' outcomes will improve.

To dig in depth about this thorny problem, the researcher put forward the following research questions;

1. Why is pre-service training needed?
2. Do students of Didactics receive an appropriate programme that enables them to be effective English Language Teachers?
3. What are the requirements of a novice teacher to effectively deal with the teaching process?

To find answers of the above questions, the researcher lists the following hypotheses;

1. The Algerian universities are in dire need of pre-service training for many reasons; to equip future teachers with the necessary needs that will enable them to solve teaching problematic situations no matter how difficult they are. Also, because would-be teachers are sent to educational institutions all being pedagogically under prepared.
2. Today's programme in the Algerian universities seems to be inadequate for it focuses on theory more than practice.

To achieve the above expected hypotheses, the researcher selects an explanatory case study that aims to investigate the issue in hands in order to gain details that lead to better understanding. To fulfil this, the researcher chooses to collect data using two instruments; a questionnaire addressed for EFL master two students of Didactics and a classroom observation intended to check the teaching practices of a novice young teacher in a secondary high school. The gathered data will be analysed qualitatively and quantitatively to achieve valid and reliable results.

The organisation of this research is based into two main chapters. The first one provides the theoretical background to the research topic; it gives definitions, examples and explanation about all what concerns the teaching and the learning process. Also, it endeavours to give an overview about the most essential teaching practices that would-be teachers and novices need to teach effectively. In other words this chapter serves as a support or guideline for future teachers.

The second chapter is devoted to research procedures. It reveals about the instruments that will be used to collect data namely questionnaire and classroom observation. Then, the gathered data will be analysed qualitatively and quantitatively through which the researcher will reach the findings that confirm or disconfirm the expected hypotheses. Finally, the researcher will suggest a recommendation and list the hurdles encountered when conducting the research.

# CHAPTER ONE

## THEORITICAL BACKGROUND

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# **Chapter One: Theoretical Background**

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## **1.1 Introduction**

High quality education cannot happen spontaneously or overnight, but it can be created by providing would-be teachers a pre-service training. The latter plays a vital role in the teaching and learning process because it equips future teachers with all the necessary knowledge, attitudes, and most importantly the teaching practices without which teaching cannot occur effectively. Through this initial stage, students can learn theories about all what concerns teaching and practice them in real life classroom, so once they enter schools they will be competent, effective teachers and capable to face the teaching quandaries.

Pre-service training is regarded as the panacea for the poor quality of teachers and the negative outcomes of students learning for it tries maximum to meet the needs of prospective teachers from all the different angles. Also, it assists them to evolve and escalate their pedagogical knowledge. Thus, they become aware about how to teach, what to teach and how to make learners learn their subject matter effectively.

This chapter seeks to provide an overview of how experienced and tenured teachers can improve and renovate their way of teaching to become professionals in their fields. Also, it attempts to identify the main teaching practices that would be teachers and beginners desperately need them to teach effectively.

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## **1.2 THE PROCESS OF TEACHING AND LEARNING**

### ***1.2.1 Definition of the Teaching Process***

The teaching process is a set of planned practices that teachers perform to their students in order to ignite their curiosity and build their knowledge. It is considered as a gradual process, for it tends to move from easy to difficult, abstract to concrete and from general to specific. In fact, it is a vital process which permits learners to do many things that they could not do before. According to Brown (2000) “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”

### ***1.2.2 Definition of the Learning Process:***

The learning process can be defined simply as a process of acquiring and receiving a set of new knowledge, skills, or values that students need to accomplish their target. The learning process occurs when a teacher set clear and strict objectives;

- Stating clearly the aim of a lesson;
- Establishing a mutual respect and trust;
- The learners have a great desire to learn or they are interested in learning new things;
- Establishing motivation in classroom by respecting learners’ need, issues, interests and amenities
- Establishing a positive environment.
- Utilising new strategies and techniques to prevent jadedness in classroom.

Teaching and learning cannot be defined separately, they are attached together, whenever teaching is mentioned; learning is present.

## **1.3 Professional Development for Teachers**

### ***1.3.1 Definition of Professional Development***

The rapid change in today's globalized world due to the technological advancement, refinements and reforms become substantial in order to make teachers up to date with the latest trends and techniques, which going to have a positive impact not only on teachers or students, but the whole system of education. This improvement is the teacher professional development which is regarded as a fundamental mechanism that gains a high attention among researchers. Darling-Hammond and McLaughlin (1995) define it as "deepening teachers' understanding about the teaching, learning process and the students they teach, which must begin with pre-service education and continue through a teachers' career". Besides, teacher development depends on the teachers' internal assets for transform; it is centred on private consciousness as Head and Taylor (1997) claim. Professional development is self-decision as Wanjnyb (1992) states that the view point of improvement is wilful and no one can drive teachers to promote. Whereas, Gnawali (2008) argues that development is intentional and they cannot be obliged, yet they might be supported to improve because not all educators possess the ability to analyse their areas of short comings and to easily track down solutions.

### ***1.3.2 Importance of Professional Development***

Self- preparation or pre- practicum cannot be expected to help teachers to endure all the obstacles of real- life teaching. For this reason, professional development appears to give a helping hand for novice and veteran teachers as well. It is considered as an essential process, for it serves many benefits as Bailey et al (2001) note:

- To acquire a new knowledge and skills (learning new teaching techniques, learning to use new equipment etc);
- To keep up with changes (in teaching approaches, in governmental regulations or policies etc.);
- To increase teachers' prestige which can lead to an increase in their income and to becoming more competitive in their next job search;
- It can lead to inspiration and empowerment(Edge,1992, cited in Bailey et al.,p.7);



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- Feeling in control over their professional development, can help teachers stay enthusiastic about their work;
- To help to fight negativity in teaching environment.

### ***1.3.3 Ways to Improve Teacher Professional Development***

Teacher professional development plays a vital role in maintaining a high quality education and improving students' achievements, as well as allowing making a positive modification in the teaching practices. In order to accomplish the above mentioning goals, a set of essential professional learning activities are recommended;

#### **1.3.3.1 Self-reflection**

It is a way of thinking, scrutinizing and assessing someone's teaching practices by wondering and asking inquiries. It is broken down into two levels: reflective in action (during the course), and reflection on action (before and after the lesson). Both of them are essential in the reflective process yet, "the latter is more conscious and well known compared to reflective in action, which teachers perform promptly during their teaching", as Russel & Munby (1991) in Bailey et al (2001) state. Self-reflection is getting a high attention among effective teachers for it proves its importance in helping educators to enliven their way of teaching, rather than just doing the same things every day to the point that it creates dullness and monotony. Self-reflection helps to ensure better and prompt results which undeniably will have a positive feedback on teachers and students as well.

Self reflection is basically not used only when teachers noticed that something is getting wrong in their classroom, rather to evaluate, explore and reflect on their teaching which can help them to eschew mistakes, problems that may happen in future.

The process of teacher self-reflection seems to be abstruse because each teacher has his or her own way of thinking, yet many researchers and authors tried to simplify and facilitate this process from awkwardness. For instance, Švec (2005) refers to J. Smyth (1989) who describes the self-reflection process in the following way;

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1. Description phase (what happened? What was my reaction?)
2. Informative phase (what was exactly the situation about? In what context did the situation develop? What class was it?)
3. Contrastive phase (why did the situation happen? Who caused it?)
4. Phase of situation solving reconstruction (how could I proceed now when I know about the situation? What approaches are available? What do I need for their practical realization?) Authors' translation.

### **1.3.3.2 Peer Observation**

It is one of the salient techniques that are utilized to collect, knowledge and skills through observing a peer. It is considered as a training course for novice teachers who are in greatest need of these kinds of practices. In fact, it should take place in the first years, in order to form their perception and ideas about teaching. More importantly, it gives beginners teachers a chance to see their pitfalls through the eyes of a peer. The latter will provide constructive feedback that would help them to correct their misconception and therefore, evolve their teaching practices. In this vain, peer observation is also beneficial for experienced or seasoned teachers who seek professionalism by allowing them to stay abreast of current trends and changes. It is viewed as a collaborative process where the observer and the observed exchange ideas, opinions and expertise. Thus, they will gain an immense benefit of insight, strategies and a rich source of feedback that would enable them to tackle the biggest schools' barriers.

Peer observation is not welcomed among teachers, since it is seen as a threat for their job and their career reputation. Therefore, it is necessary to set out some principles to change this causal view;

- There should be mutual respect between the observer and the observed.
- The observer should bear in mind that his/her presence will inevitably affect the peace of the classroom.
- The observer should not only criticize the teachers' mistakes, but also show them what really succeed at.
- The constructive criticism should be done individually (neither in front of their students nor their colleagues).

In an environment of trust and mutual respect, peer observation can be a vital method that enhances teacher's knowledge and skills, as well as to improve their teaching quality which inevitably will have a great positive effect on students' learning and the educational system as a whole.

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### **1.3.3.3 Writing Journals**

Writing journals is one of the best techniques that teachers relied on to create a space of reflection and awareness of their current teaching practices. It is considered as a continuous process where teachers can write notes, remarks or experiences for the purpose of analyzing, exploring and interpreting their pitfalls and weaknesses, which inhibit their teaching. Thus, by time they gain the experience that enable them to differentiate between what work best or worse in their own classroom and to be able to change their practices when necessary. Keeping writing journal has tremendous advantages as Brock, Yu and Wong (1992) in Richards and Ho (1998) point out;

*“Writing journals are a great instrument for reflection; they are easy to keep ; they increase the teachers’ knowing of the way he or she teaches; serve as a source of questions and hypotheses about teaching; offer direct record of classroom events and experiences which is undisturbed by an outside, etc”.*

### **1.4 The Pitfalls of Foreign Language Teachers in the Teaching Process**

The teaching process itself is quite a severe task for teachers, especially when teaching English as a second or foreign Language in a country or a place where the use of it is limited or confined. In fact, it is more difficult for novice or would be teachers, because they will teach privately far away from their teachers or colleagues. Once they enter the classroom and close the door, obstacles, gaps and challenges start to reveal. So teachers should have adequate knowledge about English Language with regard to Applied Linguistics which provide them deep insight about how to act in such situations, i.e., how to assess students and get their attention and most importantly how to solve everyday classroom problems.

Much research has been yielded about this issue, yet the situation always remains the same for non-native speakers. This paper sought to reveals the main common challenges that would be teachers may encounter in their classroom. So that to make them aware and well prepared to tackle the demands of school in an effective way. These challenges are mentioned in a study of Fareh (2010);

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- **Teacher-centred rather than Learner-centred;**

Teachers take habits to teach and impart knowledge to their students without involving them in activities. Students in this situation are considered as empty vessels, their task is just to listen and absorb knowledge (passive learners). This method will affect student's outcomes and make them neglectful and uninterested about the teachers' subject.
- **Students' Aptitude, Initial Preparedness and Motivation;**

Since it is a second language and its coefficient is low, it does not gain a high attention by many students. Thus, they resist learning and become silent receivers. However, this does not mean that this is student's mistake; teachers should bear in mind that the student's motivation is their task. They have to support, encourage and create an environment that attracts their attention. Students are able to change if teachers are well prepared. As (Bain, 2004; Schiefele & Schaffner, 2015) said; "Teachers beliefs in their abilities to reach unmotivated students can increase students' motivation to learn".
- **Textbooks and Material;**

"The level of teaching material is often higher than the level of students; a matter which frustrates many students and reduces their motivation, as well as the size of the book is usually large and cannot be covered in a semester or a year. This may disturb teachers and embarrass them before their administrators and before parents" Fareh (2010)
- **Class Size is usually Full;**

The large number of students is a serious problem for all the underdeveloped countries like Algeria. This issue can affect highly the teaching and the learning process, no matter how good the preparation or the language proficiency of the teacher. In order to avoid this thorny problem, the number of students in a class should not exceed *more than twelve learners*. Brown (2001) stated that "Language classes should have no more than a dozen people or so". Teaching English as a second or foreign Language requires few students, so as to teach effectively, i.e., to be able to correct all the students' written works, to increase their speaking skill and to easily stimulate them towards participation.

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- ***Limited Time;***

Limited time is one of the major challenges for student teachers. The latter will have many responsibilities and roles in classroom that require enough time. Some of these roles comprise providing quality education, correcting students' homework, checking frequently their understanding and managing their misbehaviour and so on, all these activities are done in a very restricted time of one hour per session. Timing issue will undeniably inhibit the pace of teaching, therefore the learners' performance decrease. In order to fix this problem, the system of education should take it an eye of interest.

### ***1.5 Pre-service Training vs In-service Training***

#### ***1.5.1 Definition of Pre-service Teacher Training***

Before tackling any job or occupation, people have to go through a training that allows them to be qualified for the required mission. So as for students or would be teachers, because after graduation, they are not well-prepared and ready to teach. They have many and diverse questions stacking in the back of their heads which need to be answered. Therefore, the main solution is to undertake a pre-service training that will answer all their inquiries and let them absorb and acquire the adequate knowledge, disposition, awareness and most importantly to practise the teaching skills that is necessary before entering any educational institutions by the most expertise and skilful mentors. In short, pre-service training is the first preparatory period for future teachers where they learn the principles and the teaching practices.

During this crucial and fruitful initial stage, would-be teachers have a great opportunity to practise and apply the theories which they have learned during their studies in real life classroom. Therefore, student-teachers will notice that there is a dissonance or a contradiction between the two terms, i.e., theories cannot be useful at all events, because classroom comprises students of different learning styles. In addition, They are required not just to dispense a lesson in front of their classmates, yet to know how to manage and organize the classroom, how to involve them and get their attention. Moreover, they have to undertake multiple roles of a teacher; as a facilitator, motivator, controller, collaborator and assessor. So that when would be teachers start working in real classroom, they get rid of many obstacles, for instance anxiety and apprehension.

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In fact, during the apprenticeship, university teachers are not required just to offer future teachers with method and theories about the teaching process, yet to give them a chance to visit schools in order to reveal and analyze by themselves the reality of teaching in regard to classroom management, curriculum and students interaction. Starkey & Rawlins (2012) underlined that allowing student- teachers to figure out the environment of teaching, is a critical element that should be done during the training. Unfortunately, in Tlemcen University would-be teachers spent two years of training studying only theories without having an opportunity to practise the teaching skills whether inside or outside the university. There is no collaboration between schools and universities in regard to this matter.

### ***1.5.2 Importance of Pre-service Teacher Training***

Since education is the core of all life activities. The government should invest more on teachers by providing them with the necessary needs like sufficient budget, materials, equipment, seminars and most essentially prepare would-be teachers through a pre-service training that will undeniably improve the quality of teaching. Powerful teaching is profoundly reliant upon effective accomplishment of pre-service training. Pre-practicum is the crux of the teaching process, since it equips future teachers with the essential prerequisite of the teaching skills, so that they will be ready to teach in real classroom in a way that suits and meet the learners' need. In addition, it help future teachers to gain deep insight about how to endure and effectively deal with the school conditions in regard to classroom management, lesson planning and how to treat student's movement and noise etc.

In fact, pre-service teacher training is highly important if one wants to enter the teaching profession as competent teacher who is able to handle difficulties, obstacles; different student's learning styles, needs and moods. The importance of pre-service teacher training lies in the fact that it shapes would-be teachers' identity with the necessary and essential teaching skills, so that to endure the school conditions in a perfect way. The pre-practicum introduces basic teaching skills that would-be teachers or novices must know before enrolling in the teaching process. These skills are as follows:

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## 1.5.2.1 Questioning

Questioning takes the largest part in the teaching and the learning process. It is regarded as an essential and indispensable component that teachers rely on to deliver a comprehensible lesson where all learners are engaged and stimulated. By asking questions teachers are going to check the students' understanding about a particular subject to see what has been learnt and grasped concerning the lesson, so that to determine whether pursuing the explanation or take a pause to recapitulate the main points or make an adjustment to mend their learning. Questioning allows student to learn through their inquiries or answers from their classmates, as well as it enables students to interact, participate, interchange and share ideas with others which in turn will evolve their critical thinking. The latter will make student able to answer a given question in a deep and effective way.

Questioning is a fundamental device, for it helps teachers manage and organize their classroom in a systematic manner which can improve their teaching practices, as well as it creates a positive environment that promote a high level of reflection. In addition, there are two valid justifications for questioning, to cause thinking as indicated before, yet also to give data for the teacher about what to do in the following step as William (2005) proposes. "By asking questions, teachers can engage students to think about the content of a lesson and simultaneously get feedback from students to demonstrate the effect of teaching" as Atan Long (1980) clarifies. The efficiency of teachers depends not only on how they teach, yet on the way and the type of questions teachers adopt. How much teachers talk in classroom is significant, yet what is similarly important is how adept teachers are in simplifying the learning process through the kinds of inquiries they pose, Nunan (1989) claims. From the foregoing, one must acknowledge that the type of question matters in the teaching and the learning process. There are two types of questions that are widely used by teachers

- **Open-ended Questions:** (it bears similarities with referential question), it might be a question or simply a statement that seeks long, complete and meaningful answers from students' knowledge and opinions. It is mainly used for the purpose of elevating communication and interaction that demands high level of thinking. In this way teachers will reveal how their student thinks in out loud. This kind of question afford students the freedom to express their point of view the way they want without feeling that they are restricted, as well as it enables them to evolve their vocabularies and knowledge.

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- **Close-ended Questions:** (it bears similarities with display question) it is a question that demands only short answer often pursued by yes or no, and generally it is known previously by teachers. Even though, it is widely used by teachers in classroom, yet it is not effective since it does not promote high level of thinking and warrant for long discourse or debate in classroom. Therefore, students are not required to use their cognitive skills as a result their vocabulary remains the same.

### ❖ *Designing Effective Questioning Skills*

Asking students is important to make them understand their subject matter, yet what is more important is how to ask questions in a way that capture their attention and get them involved in the teaching and the learning process spontaneously. Mastering the questioning techniques allow teachers to deliver high quality education, thus students' performance will increase and improve. "The skilful use of the question, more than anything else lies deep into the fine art of teaching, for in it, we have the guide to clear and vivid ideas and the quick spur to imagination, the stimulus to thought, the incentive to action" as John Dewey (referred to by AEDP 1999 *Metoda të Mësimdhënies*, Tiranë, Albania) states. In order to fulfil the above objectives, teachers should take into consideration a set of questioning techniques:

- **Planning Questions:** effective questions require advance preparation in order to plan carefully the content of question, i.e., selecting the types that seem appropriate to a given lesson (open-ended or close-ended), as well as using words that all students of all mix abilities can understand and able to provide an answer. Besides, teachers should ask question that are not too long to attract easily the attention of students and to stimulate them to think in a short time. Planning questions will not restrict teachers and inhibit them from creativity, yet it is an opportunity to dig in depth around potential questions that encourage students to think differently and innovatively.
- **Engage all Students when Asking Questions:** teachers should bear in mind that the delivery of questions must involve all students and not just those familiar participants, so that to give a chance to other students who are adept at avoiding teachers' questions. This kind of student is mainly shy or afraid of their classmates' reaction. Thus, they need to be involved and encouraged to



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participate. The question should be asked in an enthusiastic way while maintaining eye contact to make students feel that the teacher is interested in their answers. It is also of importance to ask questions that are not complex or fuzzy to enable students to answer correctly. In case students did not understand the question, rephrasing or giving hints can be useful in such situations.

- ***Allow Time for Students to think:*** when submitting the question, teachers must give students time to think and construct their thoughts in order to provide complete and meaningful answers and to make students able to explain and give genuine examples. However, when students are not given enough time, they may respond teacher by “I do not know” or at most will provide short answer which needs further explication. Waiting for few seconds can greatly help teachers to promote high interaction in classroom because most of the students will have an answer to give.
- ***Setting a list of follow-up questions:*** planning a follow-up questions is believed to increase students’ thinking and reflection, as well as enable them to seek for deep and further explanation which can be valuable to facilitate the key points in a lesson that seem difficult for particular students. In this respect, In order to create a challenge in the classroom, teacher may ask students, e.g., ‘your classmate said that ... is he/she right?’ Or to make them guess about something, e.g., ‘What if... or what would happen if...’. This kind of questions allows students to be more confident and assertive about their opinions and ideas.

### 1.5.2.2 Lesson Management

One of the biggest fears of would-be teachers or novices is probably how to manage a lesson effectively and keep students progressing in the learning process without encountering obstacles that may impede the pace of teaching. Controlling a whole class which comprises twenty-five to forty pupils is in itself a challenge for teachers, because it demands a combination of high techniques, planning and arrangement to be applied in order to attain the lessons’ aims. It is inevitable that novice teachers will be under pressure while delivering a lesson, for instance: they may find that a group of students did not grasp the task in hand mainly because of the language needs to be explained in their mother tongue, also notice that someone is staring at the wall, then observe that a student is chatting on the phone, after that he or she heard some students calling to check their activities, etc. From the foregoing problems, teachers

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must bear in mind that the lesson cannot be run safely, unless they are well-prepared and willing to face any hurdle in case it occurs.

Lesson management is one of the most important skills that all teachers especially would-be teachers must know before tackling the job of teaching, as it enables them to focus on the things that went right during the whole lesson in general, and to scrutinize and reflect on the things that did not work better or affect the students' learning in particular. According to (Dean, 2000; Haydn, 2007; Kyriacou, 1997) "Lesson management essentially refers to those skills involved in managing and organising the learning activities such that you maximise pupils' productive involvement in the lesson as much as possible", therefore the quality of students' learning will significantly improve and increase. Lesson management encompasses a wide variety of skills used to ensure that all parts of the lesson are well covered. Only a few portions of these skills will be discussed below:

### ❖ *How to Begin Successful Lesson*

A successful lesson lies in an effective commencement. "The beginning is defined as the part of a lesson between the moment when the teacher start to interact with students and the commencement of the first major activity" as Mc Grath, Davies and Mulphin (1952) clarify. The first few minutes that last from three to fifteen minutes can indeed help teachers determine in advance whether the learning process will occur effectively or not. This short period (during which students are still talking to each other, someone did not enter the classroom yet or there is one who is looking for a book in his bag etc) is of paramount importance for teacher to take action to grabs their attention and signal that the lesson begins. To perform the latter, teachers should stand in the middle of classroom and say simply, e.g., 'Hello there, pay attention please' or clap his or her hands and say ,e.g., 'Are you all ready?', in an enthusiastic tone, these two simple sentences are able to make students attentive. In case, some students seem that are not heedful and still talking, a quick glance from teacher can make them silent. In addition, when the teacher notices that all the students are prepared, a warm-up activity should take place, for instance: he or she may ask them about the previous lesson, e.g., 'Can anybody remind me about the last lesson' or, e.g., 'What was the lesson about?' This valuable step proves its significance place in the teaching process, as it help teachers to easily stimulate students and involve them in the lesson. A study of Valendia (2008) said "that warm-up, used in the opening stage, acted as an attention injector for students, and they helped to promote students' involvement in an English class". Moreover, it enables

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them to recapitulate what they have seen in the last session, as well as to test and expand their ability to recall things.

The opening of the lesson is of high importance, for it enables teachers to establish a positive environment that entices the attention of students to actively participate in the lesson, thereby the activities will flow smoothly and regularly.

### ❖ **Providing Clear Instructions Concerning the Activities**

It happened several times when students did not understand the activity or the assignment in hand after a long explanation and sometimes even repetitions from the teacher, be it a novice or a seasoned. Both of them may face this challenge especially when teaching English as a second or foreign Language. Poor or unclear instruction can immediately handicap the learning process; therefore the teaching will not occur. Giving clear instruction is a significant skill that only effective teachers can conduct to improve and develop their ability of explaining in order to maximise student's comprehension while handing in tasks. (Scrivener 2011; Ur 1996) claim that "instructions and their delivery can be the determining factors whether a lesson succeed or fails". Therefore, teacher should take into consideration a set of aspects that can affect largely the way of instruction:

- **Choosing simple Language:** it is of important to select an easy language that is suitable to all the categories of classroom (weak, medium and excellent) so that to ensure that the students understand what they are required to perform. The latter can be best achieved when the teacher addresses the students in easy and short sentences rather than using a complicated jargon, for instance: instead of saying 'you are required to clarify your response by utilizing a large number of concrete examples', he or she may say simply : "you need to give examples". As well as, it is better to avoid using formal Language and unfamiliar words when giving instruction. In other words, the teachers' instruction should not exceed the learners' level as Scrivener (2012) states.
- **Utilize Paralinguistic and Extra-linguistic Features Appropriately:** a proper use of paralinguistic (tone, pitch, stress...) can simplify the teachers' explanation, for example, the teacher may say " DO the exercise" or "let me KNOW once you finish", by stressing the key words, learners will understand the question immediately and attentively. In addition, implementing extra-linguistic features which means to deliver a message without using words (body language, facial expression, gestures...) in classroom is able to enhance

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students' understanding especially when learning new concepts or vocabulary. Further, it is a useful tool that enables the teacher to explain the task without interfering the students' mother tongue.

- **Checking Students Understanding:** checking for comprehension is one of the most fundamental elements that contribute to the success of good and clear instruction. After dispensing the task, it is wiser from the teacher to ask students a set of ordinary questions, e.g., is it clear? Or did all of you understand? these questions are important to determine whether the entire classroom perceive the required mission or there are still some students struggling with the meaning. However, asking question is not always effective, for there are many learners who cannot answer primarily because of shyness or fears about how their classmates will react. In this case the teacher should not keep silent and sit in his or her desk, yet he or she should stand in the centre of classroom in order to observe and scan everybody. If learners appear perplexed, i.e., they start looking strangely at their classmates as if they want to say something; they did not grasp your instruction, Gardner and Gardner (2002) said.
- **Language Decision (I1 or I2):** using L1 (students' mother tongue) in teaching English as a second or foreign Language remains an ongoing debate seeking a decision to either allow or avoid teachers' use of it. There are two major blocs concerning this issue: for one hand, there are those who promote teachers to implement L1 in giving instruction, for instance, Atkinson (1987), Auerbach (1993) and Macaro (1997) confess that "instruction-giving is an occasion that warrants use of the L1 in the L2 classroom". Sometimes L1 is needful to facilitate the students' misunderstanding especially when their level is weak or limited. As well as, it is often used to simplify tasks or activities of the target language. For the other hand, several scholars and researchers largely disagree about the use of the students' mother tongue, for instance, Gardner (2000) affirms that learners ought to be acquainted with the utilization of English from the beginning of their studies. In such a way, they get familiar with phrases and sentences that are frequently used in the classroom. Therefore, they start thinking and constructing their own words. Further, some have gone to the degree to say that they sense regretful and like they are deceiving great Language when they need to utilise L1 in classroom, as Kayaoğlu, Öztürk and DağAkbaş (2010) said.

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The main target of using L2 is to allow students express their deficiency towards activities, so that teachers can easily check their understanding. L1 can be used only for the sake of facilitating the difficulties of second Language activities. Once it is overused, it will undeniably affect the English learning goals which have been set by the system of education. Thus, teachers should avert using the students' first language.

### **1.5.2.3 Maintaining Discipline in Classroom**

The capability to manage learners' attitude in classroom is regarded as real challenge for all teachers, be it a veteran, novice or would-be teacher. This fear occurs often due to the instability of the teaching process, i.e., new concepts and ideas are always being modified, thus, teachers are obliged to implement new strategies or techniques which may affect students' interest in the lesson. In addition, students do not have the same behaviour, i.e., in the same classroom, the teacher can find a well-behaved learner as he or she can also meet noisy learner. In order to avoid classroom disruption, teachers are required to search in depth about the hidden reasons that make students behave in such a way. For instance, when the lesson is too long and the activities are difficult, or easy, the students will become bored and will not follow the teachers' explanation, and as a result they immediately start talk with other classmates, tapping their pensile, knocking in the table or dropping their bags on the floor, these are signs in which they express their boredom. Besides, another reason for this issue is primarily related to the weak performance of the teacher who fails to promote stimulus and maintain students' attention; teacher's quality can greatly influence student's behaviour. In this vein, when teachers encounter this problem, they are more likely to punish or scream at students instead of reflecting or thinking about the way they are presenting their lesson (reflection in action), i.e., (the activities are planned in a manner that encourage students' participation and involvement, giving clear instructions, teachers manner is confident and relax, being knowledgeable about the topic etc) once the teacher conduct this step; discipline will be naturally created in classroom. However, sometimes misbehaviour by learners can occur even in the classroom of the most expert teachers, so it is a common problem that should be dealt with careful.

It is worth noting that learners are extremely attentive in the way teachers perform and manage the lecture, for instance, if they notice that teachers are not capable to involve learners in participation or they find quandaries to answer some students' questions or even when teachers' facial expression is not relax and they do not speak

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in confident way (mumbling or not sure about what to say) they will not obey the teachers' orders, thus sustaining discipline in classroom become completely impossible. Would be teachers should bear in mind these important skills to avert such problems.

Maintaining discipline in classroom plays a vital role in the teaching and the learning process, for the one hand, teachers will be able to deliver a lesson effectively with a minimum disruption from learners, as well as to establish a positive and vivid environment in which he or she can implement the teaching practices that are needed to complement and accomplish the lessons' goals. For the other hand, students will be able to learn the subject in a better way, therefore their learning performance enhanced and improved.

In order to sustain discipline in classroom future teachers are required to acquire a set of skills;

### ❖ **Teachers' Techniques to Prevent Students' Misbehaviour**

Knowing how to pre-empt students' misbehaviour while dispensing the lecture is a complex issue and an area of interest that pre-service trainers should take it into consideration in order to prepare would be teachers to handle such situation in an effective way. It is one of the most important skills that should be assimilated and mastered by all teachers to effectively cope and deal with classroom disarray. The latter can greatly handicaps the teaching and the learning process, i.e., it spoils the atmosphere of the whole classroom and hinders both teachers and students to obtain the desire objectives. To avert the mentioning obstacles, a precise monitoring of students' misbehaviour during the lesson can be sufficient. This control or observation can work best with a set of important techniques which are well explained below:

- ***Make a scanning for the whole classroom;*** scanning students is an important process as it enables teachers to figure out and consider what is happening in their classroom, so that to make prompt decision in case they notice something wrong while explaining the lesson. The teacher can do this valuable step simply by standing in the centre of classroom so that to see all students from the front range to the back and from right to left as if he or she is looking for something. Teachers can scan not only when they are explaining, yet even while students are doing their activities. For instance, when a teacher notices a

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student struggle with the activity in hand, he or she would better ask him or her individually and try to know what the matter is, but he or she should not forget to observe the other students.

- ***Move around the classroom***; the teacher who moves around the classroom are more likely to establish friendly environment that boosts students to participate and express their misunderstanding. Besides, it enables teachers to check learners whether they are writing in their copybooks or not. Also, it is an opportunity for shy students to ask the teacher as soon as they get close. Besides, it an effective way to stop students' noise.
- ***Maintaining eye contact***; the use of eye contact in classroom allows teachers to be more aware of students' misbehaviour ,e.g., when there are a couple of learners talking or laughing with each other, the teachers' gaze can stop their noise, as well as by looking at their eyes, students will feel more interested to participate and less to make disruption. The more teachers care about their learners, the easier he/she involve them in the learning process.
- ***Manage students' seating***; most of teachers disregard this step and do not take it into consideration when they are teaching. However, it is an essential tool that helps teachers keep students attentive and progressing towards the learning process. Its prime importance lies in the fact that it minimizes students' misbehaviour, i.e., If the teacher notices a couple of students misbehaving, it is preferably to separate them.

The above mentioning strategies are important to deal with superficial misbehaviour (e.g., when a student plays by a pen, chew a gum or inadvertently stare outside the classroom) however, severe or serious misbehaviour (e.g., verbal insult, students relinquish to obey teachers' order, or leave the classroom without asking for permission etc) require more functional techniques like reprimand and punishment;

### ***1. Using Reprimands to Address Students' Misbehaviour;***

Reprimands are used in the classroom not just for the sake of noticing students' misbehaviour, but also to rectify it promptly by using verbal sentences such as explicit reprimand. The latter is defined as a short clarification of what the learner is doing mistakenly and what they should do now, as Simonsen et al (2008) claim. For example, to points out to a student who misbehave and say "stop talking and start working", this kind of reprimand are generally pursued by hand gesture or facial

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expression ,e.g., lifting one eyebrow while looking at him or her. By doing so, student will understand that the teacher do not accept such disruption, thus they will avoid maximum to not repeat it, so that to not experience the teachers' reaction again. This strategy has proven to be effective in reducing students' misbehaviour and assisting teachers to cure the problem promptly before it escalates and develops. In order to deliver a successful reprimand a set of principles should be taken into consideration:

- **Use individual reprimand instead of public;** addressing students' misbehaviour privately or closely is better than public reprimand. The latter can only be used if the teacher notices that the entire class is misbehaving or if the teacher has any desire to deliver a message that interests all the students, for instance when the teacher observes that learners are writing while explaining, he or she may say out loud, e.g., DO NOT write until I tell you.
- **Avoid using much reprimands:** the more the teacher use reprimands, the more he or she lose authority towards the classroom, i.e., constantly repeating comments, the students will get familiar of them and thus ignorant.
- **Avoid embarrassing students;** the teacher should carefully select the words when delivering the reprimand. The latter should aim to correct the misbehaviour and not to insult the student, i.e., avoid using statement or sentences that belittle learners, e.g., you idiot! Stop doing this.
- **Avoid yelling and screaming;** by yelling at students the teacher expects that they will keep silent and behave well, yet it is not. By doing so, the teacher will just poison the environment which will inhibit the teaching and the learning process; therefore students will lose interest towards learning and feel more willing to talk to their classmates, probably to sarcasm about the teachers' saying while he or she was yelling.



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## 2. Using Punishment;

Novice teachers can highly confront misbehaviour in classroom due to their lack of preparation and experience. Some difficult misconduct can be treated not only by reprimanding, yet by imposing another type of discipline such as punishment. The latter is defined as a strategy in which a teacher uses to reduce or eliminate misbehaviour in the classroom. The tool can be either positive or negative punishment; both of them have a similar intent of eliminating any kind of misconducts that are likely to occur in the future. For instance, when there is a student that disobeys the rules of the classroom, e.g., the learners refuse to do the homework and to write in their copybook or frequently and intentionally come late. Here the teacher can punish them by imposing an unwanted stimulus (positive punishment) like oblige them to do a series of exercises in a restricted time, as he can also order them to perform a presentation about the classroom discipline in front of their classmates etc. Likewise, the teacher can also discipline them by using a negative punishment (eliminate a likable stimulus) i.e., to take off their preferable things or interest during the class, e.g., to separate the learner from his/ her best friend or depriving them from the recess time.

Constructive punishment is an essential tool that permits the teacher to shape the learners' behaviours in the right and the desired direction. Besides, "it is considered as a legitimate therapeutic technique that is justifiable and commendable when it relieves persons of the even greater punishment that result from their own habitual behaviour" according to Baer (1971). Punishment can cure the problem immediately, if it is used effectively, i.e., "the effectiveness of punishment is greatly influenced by its timing, delayed punishment will probably not be useful especially for young or cognitively less mature persons" as Wood (1978) said. Therefore, the way and the type of punishment are important to know before it should be used. Punishment can be applied in different ways; the most common used are well explained below;

- **Response cost:** is one of the most common forms of punishment that seeks to remove improper behaviour in the classroom. Bos and Vaughn (2006) define it as "a procedure in which a specified amount of a reinforcer is removed after each occurrence of the target behaviour". "The contingent withdrawal of such potentially reinforcing items as free-time, recess, privileges, tokens, points, and slips of paper has been classified as a response cost" as indicated by (Kazdin, 1972; 1975; Kazdin & Bootzin, 1972; Weiner, 1962; 1963). This strategy can be used when the teacher wants to suppress student misbehaviour immediately, for instance, if the teacher notices that there are some students

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disturbing their classmates during the lesson, the teacher in this case, can implement plenty of choices, e.g., separating them from each other 'each student should sit alone', deduct their scores or jot down their names in the notebook...

- **Doing writing tasks;** utilizing writing as a tool of punishment is of high importance, since it helps teachers maintain discipline in classroom and keep the misbehave student as calm as possible. Writing tasks is an effective tool, if is well used, i.e., the task should not depends on repetition but rather on creativity (e.g., instead of giving students a sentence that should be written in fifty lines, it would be better to instruct the learner to write an essay about the reasons behind his/her misbehaviour or write a fictional story about "the late learner" to state exactly what he or she did ...) once the assignment is done the teacher will figure out why the student has misbehaved in such manner, as well as the learner will realise that he/she misdeed. And above all their writing skills will improve and escalate.

### The Short Coming of Punishment

Punishment should be used after trying other disciplinary techniques have been futile (they are mentioned above), "if all other alternatives fail, then the use of punishment practices might be the only ethical option left" as Iwata (1988) said. Nevertheless, the teacher must not use it, if it will harm the student physically or mentally in order to avoid issues. Would be teachers should know in advance the short comings of punishment;

- When the students frequently receive punishment, they will likely create aversive sentiments towards the teacher and the subject matter. Therefore, they may show dread towards school, conceivable hostility and expanded anxiety as (Bos & Vaugh, 2006; Martens & Meller, 1990; Taylor, Smiley, & Richards, 2009).
- Punishment strategies do not show students suitable way of behaving, the student just realizes what the behaviour that should be vanished in front of the teacher, as Bos & Vaugh, (2006) state.
- Punishment is one of the major reasons for dropping out of school.

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- When students are severely punished, they are likely to experience fears and psychological complication that may last for years.
- Punishment strategies can often promptly diminish behaviour, yet by time it becomes useless and ineffective.

## 1.6 In-service Training

### *1.6.1 Definition of In-service Teacher Training;*

In-service training is designed to meet the needs of teachers who are already enrolled in the teaching process. It helps them to acquire the necessary knowledge, skills and attitudes through a series of seminars, conferences, staff meeting and discussions that encompasses experienced, tenure and novice teachers as well. It is set to exchange ideas and solve current issues and difficulties that have relation with the learning-teaching process. In addition, it allows teachers to learn new teaching practices, techniques and methods so that to keep abreast with the latest trends around the world, as well as to improve and upgrade their level of knowledge in order to be able to undertake challenges and deal with future changes.

In-service teacher training is a lifelong process where teachers meet for the intent of, improving the quality of teaching and updating their knowledge. In-service education is a staff advancement which is a conscious and consistent interaction that includes recognizable proof and conversation of present and expected needs of individual to encourage their work fulfilment and profession, Billing (1976). In this regard, since teaching is not a stable process (always new concepts, ideas, attitudes appear), in-service training becomes imperative for every teacher who want to succeed in his or her profession as a competent and effective teacher that can face all obstacles, no matter how tough the circumstances. It is set to match up teacher's needs and expectations and most importantly to renovate their teaching practices and shed light on some large scale issues that teachers may encounter in their career, as a result they eschew many problems that affect their teaching and their learners.

Teachers and learners are the axis of the educational system that affects either positively or negatively on the quality of teaching. Thus, the educational institution should afford all teachers a chance to attend in- service training which in turn will orient and equip them with all the necessities and the appropriate skills that are needed to fill the gaps of learners' lacks and teachers' inadequacies.

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## ***1.6.2 Characteristics of Good In-service Trainers***

In-service trainers play an essential role in assisting teachers to find and fulfil their targets in regards to the teaching-learning process, as well as enabling them to promote their teaching competencies. In this respect, trainers should possess certain principles to ensure that they are capable to run the training in an effective way, therefore achieving great success in the training management;

- On one hand, In-service training should be well organized by lecturers who have enough school experiences, educational infrastructure and adequately qualified in terms of methodology, approaches and content. On the other hand, it should be carefully planned, as Bratner, (1964) stated that “the importance of planning in-service education to meet particular conditions of the educational system and the needs of teachers is also of prime importance”.
- Trainers should place the requirements of teachers and learners at the centre of the training.
- They need to be self-confident about the knowledge they are presenting to the audience.
- Trainers must provide teachers with theories that can be practised in real-life classroom (they should design a programme that is specially tailored for practicing teachers).
- The ability to use technology in an effective way.
- Having the ability to conduct an analysis about teachers’ need is highly important to determine the objectives, creating lectures and taking right decisions that will help trainers to improve their performance.
- In-service training requires trainers to be responsible for providing a positive and dynamic environment, so that to arouse teachers’ curiosity to attend conferences.
- Trainers should guide, organize and arrange the in-service training in a systematic manner, in such a way each participant has an opportunity to ask questions in order to clarify misconception and doubts.
- Being enthusiastic, productive and eager to know the latest news of the teaching-learning process, are the characteristics of good trainers who want to improve the quality of teachers and the educational institutions as a whole.

In fact, “the quality of trainers is crucial to teacher learning, just as the quality of teachers is crucial to student learning” as Knowles et al (2005) state.

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### **1.6.3 HOW CAN IN-SERVICE TRAINING BE EFFECTIVE**

Undoubtedly, in-service training becomes an essential part in the educational system that enables teachers to update their knowledge and improve their teaching practices, yet it cannot be effective unless it provides a set of aspects;

#### **1.6.3.1 Designing an Appropriate Programme;**

It should be designed according to the teachers' needs, expectations and wants. In this way, it will be easy to create a content that comprises clear and specific knowledge tailored for practitioners. In addition, when teachers are aware of what they must do to perform their teaching practices effectively and what learners and society requests; the training programme will be perfectly designed as (Valle, 1982; Özen, 1995) point out. It is worth noting that the programme should encompass all the necessary knowledge as well as allow adjustment to be made when necessary, so that to prepare educators for the fast and the continued changes in the teaching process, therefore teacher's professional development improved.

#### **1.6.3.2 Using Effective Methods and Approaches;**

Selecting the appropriate methods or approaches is of prime importance especially when dealing with teachers who are self-reliance and have different way of thinking. In this case, in-service trainers should implement a method that suits each individual from all angles (meet their needs, motivate them, and provide them clear instruction...) also, it should focus on the practical rather than theoretical side, in such a way teachers are encouraged to participate and ask their queries ( active teachers) instead of just observing and listening ( passive receptors). Choosing the right method leads to better achievement of in-service goals and objectives.

#### **1.6.3.3 Perform a Needs Assessment;**

it is of significance to conduct a needs assessment prior to setting an in-service training programme in order to determine the necessities of participants, identify their objectives, roles, educational background and current proficiency levels, as well as to gather information and make an evaluation about the present and the previous educational programmes. This valuable steps enables trainers or in-service programme developers a chance to know in advance about the things that will help and contribute to building an effective content on one hand, and to avert conditions that can affect negatively the training on the other hand.

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### ***1.7 Importance of In-service Teacher Training***

The Algerians' traditional institutions which are full of flaws, the frail performance of learners and the educators' inadequacies, all these issues indicate that the education system is in need of new and effective reform. The latter can be achieved by applying an ongoing in-service training that will retrain, assist and give teachers a chance to build up their own and unique educational experience, as well as to elevate their teaching background which in turn will improve not only the students' performance, yet the whole educational system. By improving the teachers' proficiency; the educational institutions will be improved. In-service training becomes obligatory for teachers in order to learn the necessary pedagogical skills that make them well grounded in the teaching process, i.e., enable them to master the teaching practices that will certainly show them how they should teach, what they teach and who they teach, as well as to change and style their way of teaching by applying the skills that are acquired in the training.

Due to the technological advancement and the swift change, in-service training has become a necessity in the educational system that allows teachers to know the recent cognizance, ideas and concepts that greatly help them to realize the development that arises in the field of teaching. Therefore, they become more interested in using new techniques and methods in their classroom, so to get out of the environment of dullness and jadedness and integrate motivation, innovation and creativity in their profession. In addition, it enables teachers to broaden and increase their educational knowledge to become more efficient and aware of all what is going on the teaching process especially in their classroom, i.e., they will not have difficulties when it comes in determining the need of students, their learning styles and what kind of teaching practices are needed to motivate them and get their attention. Attending in-service training courses can greatly help teachers especially novices to acquire knowledge from the most experienced and competent teachers, as well as it teaches them how to deal with new textbooks or other teaching materials. The latter cannot be successfully implemented without providing preparation for newbie teachers. In this vein, it also provides them a support that will remove all their ambiguity and obscurity about the teaching and the learning process.

In-service teacher training has been adopted mainly for the intent of promoting teachers' professional development which will pave the way for ensuring better teaching quality and fostering students' performance. The training strives to provide

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teachers an ongoing assistance alongside their career which encompasses all what a successful teacher demands to teach in a confident and functional way.

In-service training endeavours to address all frailties of the school, teachers and the education system as a whole.

### **1.8 Conclusion**

The scope of this study emphasises on the pre-service teacher training and its importance in preparing would-be teachers to effectively cope with the teaching process. It provides the essential and the necessary teaching practices that all student-teachers must know before enrolling in the teaching profession. Also, it tries to uncover the major pitfalls that would-be teachers may encounter in their real life classroom. This chapter also attempts to give tenured or experienced teachers ways to improve their outdated teaching practices so that to become professionals in their fields.

# CHAPTER TWO



# ***RESEARCH DESIGN AND DATA ANALYSIS***

**1.2 Introduction**

**2.2 Aim of Research**

**2.3 Research Instruments**

**2.3.1 Questionnaire**

**2.3.2 Classroom Observation**

**2.4 Data Analyses**

**2.4.1 Quantitative Analysis**

**2.4.2 Qualitative Analysis**

**2.5 Analysis of Students' Questionnaire**

**2.6 Analysis of Classroom Observation**

**2.7 Limitation of Research**

**2.8 Recommendation**

**2.9 Discussion of the Main Results**

**3 Conclusion**

### **2.1 Introduction**

After the accomplishment of the theoretical part, it is high time for the researcher to pave the way for the practical side by drawing a schema or a plan that encompasses the major steps of the current research design, so that the reader will easily and promptly grasp what is going to be implemented as procedures and what does the study endeavour to fulfil.

In this chapter, the researcher will try to facilitate the different roads which the study goes through by starting from the research aim that prompted the researcher from the onset to address this critical issue. Then, to reveal about the research instruments that will be used as primary sources, as well as to show the reader how the study will be analysed. The last step will be devoted for data collection analyses and the discussion of the main results to determine whether the hypotheses converge or diverge with the researcher's expectations.

All the above mentioned steps are important to conduct this research, thus the researcher will explain each of them below.

### **2.2 Aim of Research**

Providing quality education is at the utmost priority list for most developed countries, they do not hesitate to provide or implement supplies that may help teachers in their profession like seminars or conferences, or to establish a delightful environment that promotes students to be teachers. Would-be teachers in these countries will not suffer or fear the challenges that they may encounter when starting teaching, because they have already practiced teaching in real life classroom. However, in the majority of underdeveloped countries like Algeria they are still struggling with the budget of teachers: preparing student teachers to effectively cope with the teaching process seems to be not their concerns. This negligence pushes the researcher to make an investigation about the effect of pre-service training on English Language teaching at the University of Tlemcen in order to figure out whether students are receiving adequate programme that enable them to be effective teachers and to check its efficiency on real life classroom. In other words, the researcher aims to reveal about the defects of the current university programme hoping from the education stakeholders to take this issue into consideration.

### 1.3 Research Instruments

The research questions cannot be answered without collecting data. The latter is an essential process that will undeniably give the researcher access to various and different sources. It is typically the initial step of any research regardless of the field being searched. Its main intent is to provide the researcher with rich and accurate knowledge which can be utilised to check the predicted hypotheses, to figure out hidden messages and to make an evaluation of the main consequences. This process can be done through the use of primary sources, i.e., the instruments that rely on direct proof from people, like using questionnaire, interviews and experiments. Likewise, data can also be collected through secondary sources which are mainly written texts, like articles, journals, essays etc. From the foregoing, one can recognise that researchers have plenty of choices to gain insight: the study in hand selects to work with the following primary instruments:

- **2.3.1 Questionnaire:** It consists of a chain of inquiries posed by the researcher to address a group of people (sample) for the sake of collecting direct and immediate data. It is one of the most common tools because it enables the researcher to achieve the desired results while maintaining reliability and validity. Leedy (1993) points out to the questionnaire as “totally impersonal probe” i.e., the questioner will not physically affect the respondents’ opinions; thus, anonymity is maintained. When the latter is obtained, respondents will answer the questions honestly and carefully without feeling embarrassed. Since the questionnaire comprises the above pros, the researcher has prepared a list that contains thirteen questions (six close ended questions, six multiple choices and one open ended question) addressed for English Foreign Language master two students of Didactics. The researcher used a mixture of types in order to reach quantitative and qualitative data, as well as to achieve balance in the questionnaire. This process was done via emails and social media (facebook and messenger); it was very beneficial, for it does not demand face to face interaction. As well as, it enables the researcher to reveal about the opinions of students easily because they have been granted enough time. The main intent of using this instrument is to figure out whether master two students are receiving appropriate programme during their teaching training.

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To make the research sound more reliable and accurate, the researcher does not hesitate to choose another tool that is no less important than the previous one and it is well explained below;

- **2.3.2 Classroom Observation:** is one of the most important strategies used to directly study and evaluate the teacher's performance while delivering a lesson in classroom. It enables the researcher to describe accurately the situation of the teaching practices and to list carefully the teacher's deficiencies. As Tom Good (1988) states "one role of observation research is to describe what takes place in classroom in order to delineate the complex practical issues that confront practitioners". This instrument has greatly helped the researcher to cure the critical issue in hand and it has been successfully applied in real life classroom.

After collecting data from future teachers, the researcher decided to visit a secondary high school in Tlemcen district to observe a novice English Language teacher, so as to determine whether the university teaching programme is useful to the extent that the teacher has complete mastery of core teaching practices or not. To do so, the researcher designed a structured observation checklist which includes the main practices that will be emphasised (questioning, lesson management and discipline skills) (see it in the appendix 02). This type of observation is chosen to save time and get an accurate feedback on specific practices (atomistic observation). Throughout the sessions, the researcher kept watching in silence the teacher's performance without interrupting the pace of teaching, participating or even commenting on some grammatical and pronunciation errors in order to maintain the confidentiality of the observation, as well as to not embarrass the teacher in front of his or her students.

### **2.4 Data Analyses**

The researcher cannot hope to fulfil his or her research without performing data analyses. The latter is an important phase that cannot be rejected or skipped, for it assists the researcher to analyse, illustrate and sum up the gathered data in a systematic and organised way, which will certainly provide precise answers to the research questions and the predicted hypotheses. This valuable step is split into two categories;

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**2.4.1 Quantitative Analysis:** according to (Leedy & Ormrod 2001; William,2011) “quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims”. From this quotation, one can understand that this tool is used to explain phenomenon and presents it in the form of figures by using graphs, diagrams and summary tables etc. This technique has myriad of advantages;

- Through it the researcher gains time and effort because the statistics are typically done by computers.
- The obtained results will be based on objectivity far away from bias.
- It helps the researcher to reckon about the reasons behind a particular phenomenon that may allow him/her to predict the final findings.
- Through this instrument generalisation can be achieved.
- Selecting a quantitative research will certainly help the researcher to easily fulfil the study because the steps that must be implemented in any research are designed and already known (structured research).

**2.4.2 Qualitative Analysis:** this technique is used mainly when a complex phenomenon requires the researcher to dig in depth in order to obtain a high level of details, discover hidden messages and reveal unseen facts. Utilising this method demands from researchers to be at a high level of competence because it is not easy to apply (it does not have a specific or structured process) i.e., it seems as if the researcher is trying to solve an issue which is full of secrets and mysteries. It is worth mentioning that this method allows the researcher to be innovative for it is based on new and modern theories. Also, it helps the researcher to provide complete description about an issue using his/her own perspectives and interpretation; therefore, the research will be based on originality and uniqueness, that is to say, if the research problem is addressed by another researcher, the results will be completely different.

The researcher in this study adopted mix methods (qualitative and quantitative) because it provides a wide range of ways to better comprehend the issue in hand from different angles, as well as to strengthen the final findings of the research, therefore, validity and reliability will be guaranteed.

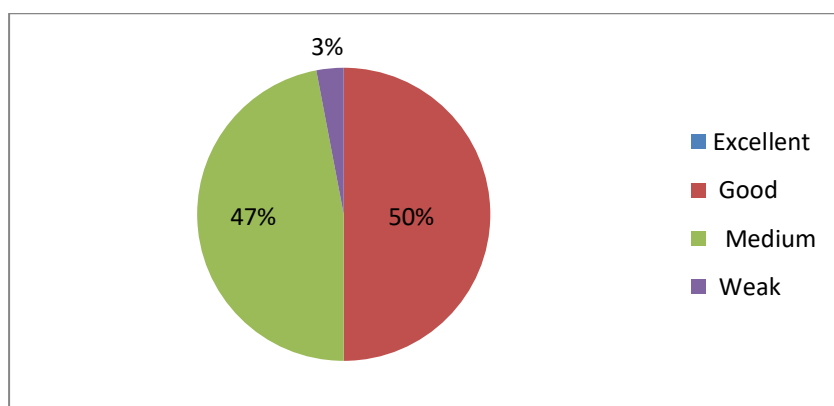
After explaining the reasons behind each choice of method to the reader, it is time to apply them in the following questionnaire and classroom observation;

### 2.5 Analysis of Students' Questionnaire

As it is mentioned before, the questionnaire comprises thirteen questions which is a mixture of close ended, open ended and multiple choices (it is designed in this manner to complement each other's weaknesses) addressed for English Foreign Language master two students of Didactics. The number of participants in this study was thirty; all of them are learners at the University of Tlemcen. The initial aim of this questionnaire is to provide the researcher deep insights about the issue in hand, i.e., whether would-be teachers are receiving appropriate programme that enable them to be effective teachers. To find answers to this hypothesis, the researcher will analyse each question alone to understand better this thorny problem as shown below;

**Question one;** This question is set to see if students have a desire to become teachers in the future. The data reveals that the vast majority of students (73%) want to be teachers, and only 27% of them refuse.

**Question two;**



**Figure 2.1 Students' level about the teaching knowledge**

The second question endeavours to reveal students' knowledge about teaching. The participants are given multiple choices from excellent, good, medium and weak. The study finds that 50% have good level, 47% are medium and 3% weak. However, the option of excellent remains the same as it is shown above.

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**Question three;** the third question sought to determine whether would be teachers possess the necessary skills to teach effectively. The findings indicate that a great majority of students (63%) are not capable to teach. Some of them clarify their answers by not being able to communicate with learners, others say they do not know how to manage a classroom and plan a lesson. However, 40% of students say they are fully ready to start teaching.

**Question four:**

The fears of future teachers	AF	RF
Lesson management	8	27%
Students' misbehaviour	11	36%
Lack of teaching practices	8	27%
Low level of students	2	7%
Language barriers	1	3%
Total	30	100%

**Table 2.1: The fears of would be teachers**

This question is designed to identify the main challenges that would-be teachers are most afraid of when they start teaching. The above table shows that students' misbehaviour takes the largest part (36%); a possible explanation of this result, perhaps future teachers have never heard of ways to maintain discipline in classroom. While lesson management and lack of teaching practices share the same result (27%). It means that they still lack knowledge about the two previous skills. 7% goes for low level of students and only 3% about the language barrier.

**Question five;** this question is set to know whether master two students have been given an opportunity to teach outside the university. The outcomes reveal that the majority of students (93%) have not a chance to teach in real life classroom. Yet, few students (3%) say that they use to teach but only young children.

**Question six;** master two students are asked to answer by yes or no about if the department of English Language grants them a chance to teach. The majority of them (93%) say that they have never practised teaching or even heard about this opportunity. While only 2 students say they did, the latter is obtained probably because these participants did not read the question well.



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Question seven;

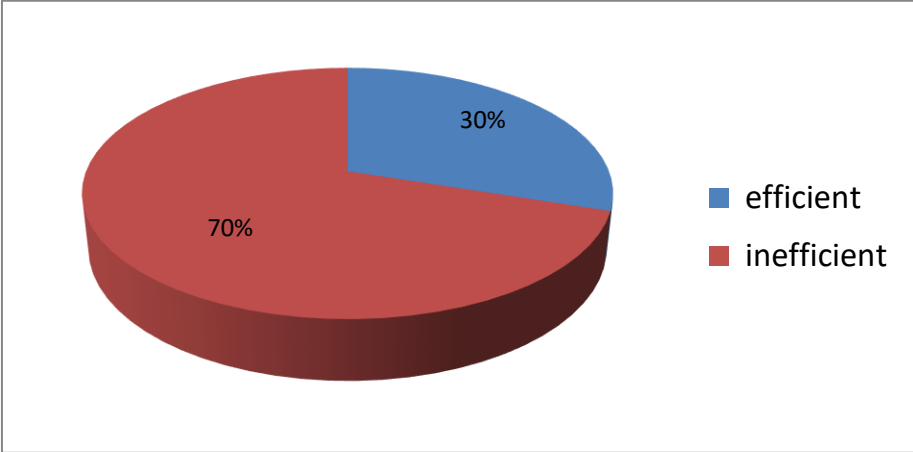


Figure 2.2 Students' opinions about pre-service training

This question was posed to see if students have benefited from the current pre-service training. The above chart showed that significant majority say the training was inefficient. All of them justify this claim by the fact that they were not allowed to teach even once, and all what they really grasped was about methods and approaches. While 30% say that the training was very useful.

**Question eight;** This inquiry has closely related to the previous one, as it seeks to know how students have benefited from the current training, i.e., either from the theoretical part or from the practical side. Results show that the majority of students (87%) say that they gain deep and rich knowledge of methods and theories during the entire training. only a small minority (13%) say that the training was very helpful in terms of practice. By observing the chart pie the reader can understand that there is a huge gap between the two terms, i.e., there is no balance in the programme of pre-service training.

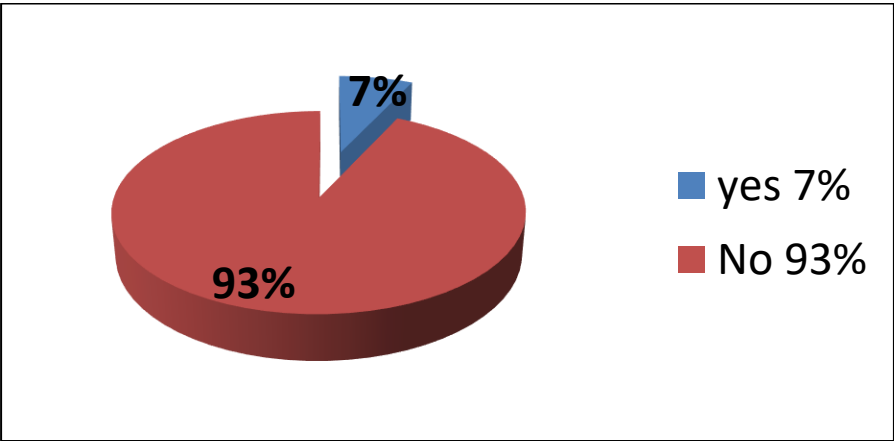
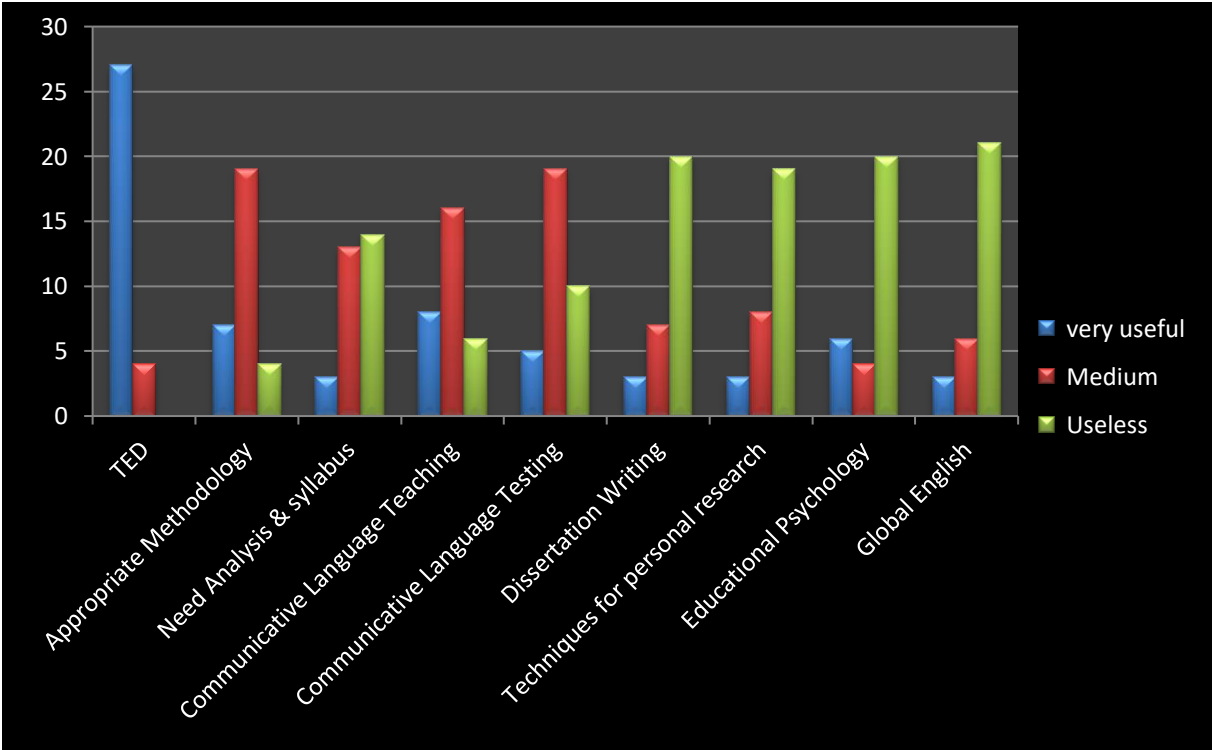


Figure 2.3 investigating whether the University of Tlemcen has provided would-be teachers an opportunity to teach.

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**Question nine;** by asking this question, the researcher endeavours to make a comparison between the modules that provide the student with the necessary teaching practices. To do this, students are required to evaluate ten modules according to their utility. The obtained results from participants are presented in a bar graph in order to make it easier for the reader. The following bar graph shows that the majority of students (90%) agreed that teacher education development is the most beneficial module. Then, communicative Language teaching takes the second place by 27%. Besides, appropriate methodology and educational psychology are very close to each other (20%). While the other modules share almost the same results around 10%. However, it is clearly seen that many modules are evaluated as medium, and they are as follow; communicative Language testing and appropriate methodology obtain the same result (63%), communicative Language teaching gets 53% and 43% go to need analysis and syllabus. Regarding the other modules, they share a close percentage. The most surprising finding in this bar graph is that all modules are evaluated as useless except for teaching educational development. From the general findings, the reader will understand that the current university programme is not up to the mark.



**Figure 2.4** comparisons of the modules most contributing to the teaching practices

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**Question ten;** this question is set to elicit future teachers' opinions about the requirements that are needed to enter the field of teaching with full preparation. The results show that nearly all of them have a unanimous idea about the full mastery of English Language. Some of them say that would-be teachers should have maximum knowledge about the teaching practices including how to greet and treat learners, how to stimulate them to get them learn the subject matter etc. Others say that a teacher is effective when he or she has a great desire to teach, patience and good charisma.

**Question eleven;** through this question the researcher aims to know how university teachers assess would-be teachers. The respondents are given two choices; according to their teaching performance or to their written tests. The findings show that the majority of students (73%) say that they have been evaluated based on what they write in the test paper. Only 7 students say that according to the way they perform a lesson. These results confirmed once again that the teaching practices are neglected in the current programme.

**Question twelve;**

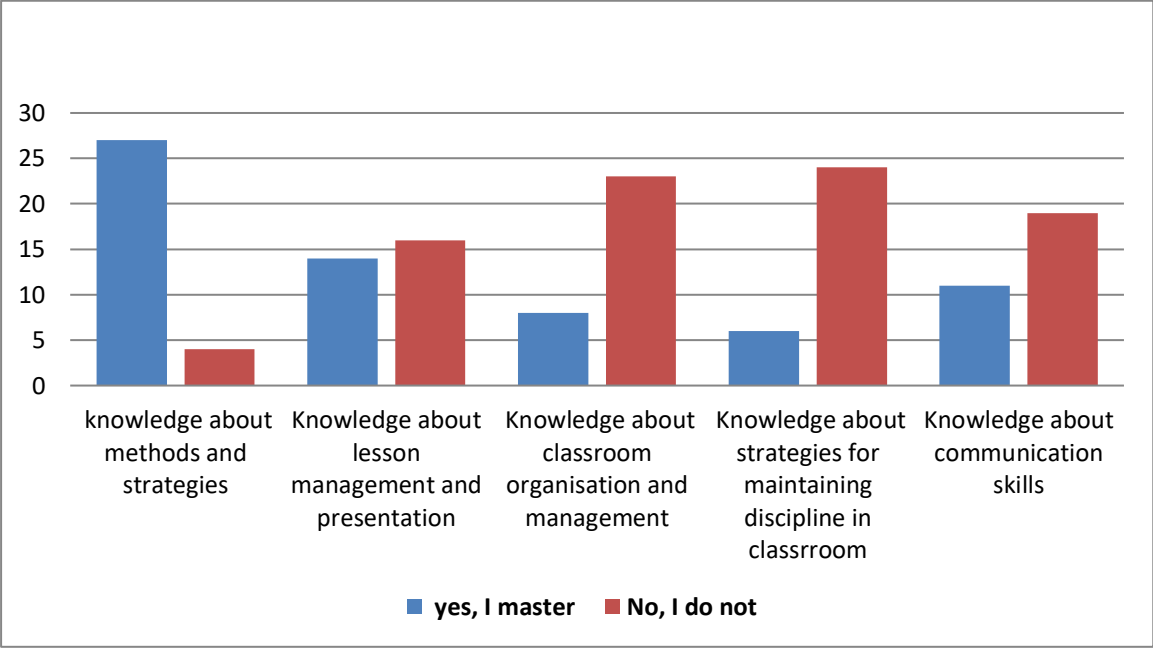
Options	AF	RF
Yes, I do	4	13%
No, I do not	26	87%
Total	30	100%

**Table 2.2: statistics for students who observed teachers or trainees during the pre-service training**

This question is asked to know whether students observed teachers or their classmates during the pre-practicum. The above table showed that nearly all students (87%) said that they did not, and only 13% say they did. These results assured that the current programme provides neither a chance for would be teachers to teach, nor to observe.

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## Question thirteen;



**Figure 2.5 a bar graph of the predominant skills that are mastered by EFL students**

The last question sought to find out what skills students have mastered the most during the university pre-service training. The researcher offers five options for students to choose from. The bar graph above shows that the knowledge of methods and strategies was the predominant skill by 90%. Then, the skills of lesson planning & presentation and how to communicate with learners nearly share the same result around 43%. While the other skills show weak percentage. The most surprising results that appear in this bar graph are that the majority of students do not master the basic skills (how to ask questions and explain effectively, how to manage and organise a classroom and how to maintain discipline in the classroom). Without these skills, the teacher cannot hope to teach, no matter how he or she will try to implement new strategies in the classroom, students will resist, thus the teaching process will not occur.

### 2.6 Analysis of Classroom Observation

The data analysis for this classroom observation is split into three items; questioning, lesson management and discipline in classroom. Each one of these will be analysed alone and according to many things. The researcher designed a check list observation that clearly states the basis on which the teacher will be evaluated during the all six sessions (see the appendix 02). This structured observation was selected primarily for the purpose of preventing bias and to save time to be invested more effectively in describing the teacher’s weaknesses. To do the latter, the researcher chose to sit in

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the back of the classroom for two main reasons; first, to be able to see the teacher and the board clearly, second to avert learners' regard. The aim behind this classroom observation is to collect maximum data about the teacher to determine whether he or she master the essential teaching practices. The answer of this question is shown below;

### **Questioning;**

It could not be denied that the classroom observation takes more than six sessions to effectively determine the deficiencies of the teacher. However, during all these sessions the researcher's senses were fully attentive, open and ready to give prompt instructions to the brain. The latter will signal to the researcher to scan, detect, and quickly jot down what is seen. The collected data regarding this skill shows that the observed teacher possesses confidence, clear and audible voice and the capability to ask many questions during the whole session but what was discovered during the observation is that the teacher frequently asked close ended questions that aim to hear only yes or no from the mouth of pupils, and rarely asked open ended question that can promote learners' participation. Mainly because the teacher thinks that pupils are of a low level, thus they will not provide her a correct answer. Likewise, when delivering a question and seems complicated or ambiguous for learners, the teacher did not endeavour to rephrase it using easy, clear words to stimulate them or allow them to discuss the question with their classmates, or to give them hints through which they might find out the answer. Another mistake was detected is that the teacher rarely repeats the pupil's question and makes it audible for the whole classroom to grab their attention and make them think about their classmate's inquiry. All the mentioned remarks indicate that the observed teacher should revise once again how to ask question effectively.

### **Lesson Management;**

The classroom observation reveals that the teacher has a good relationship with all the pupils. Besides, a positive learning environment was established during all the six sessions based on respect and friendliness. Concerning the beginning of a lesson, the teacher master it to a good extent, i.e., easily attract the students attention by asking them typical questions (e.g., how are you doing today?) then, asking them to show their homework on the tables. After that, the teacher quickly set up a warm-up activity to make the pupils think and indirectly inform them that the lesson starts. However, the collected findings also show that the teacher has many mistakes regarding giving clear instruction. The predominant mistake that was first noticed by

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the observer is that the teacher explains the lesson using the mother tongue of the pupils (L1) and greatly ignores the target Language (English language). L2 was used only for simple sentences or phrases (e.g., open the book and go to page 89, raise your hands or write the date ...) Moreover, she does not possess the techniques that stimulate students to participate during the lesson, nearly half of the classroom resists participation (passive learners) and only few pupils interact with the teacher's questions. A possible explanation for this thorny problem is that the teacher does not frequently check students understanding before moving on to another activity, students' ideas, opinions are not taken into consideration during the lesson or not praised them when they provide a correct or even incorrect answer. In addition, the teacher's way of explaining a new lesson was not up to the mark for she does not try to illustrate the difficult or the unfamiliar terms differently especially in reading and listening sessions (e.g., to use concrete examples, give hints, use body language or facial expressions).

### **Maintaining Discipline in Classroom;**

It could not be denied that the teacher's techniques to detect pupils' misbehaviour were effective, but the thing that really did not work was how to deal and cure this problem without causing any harm for learners. One prominent way of discipline that has been frequently used by the observed teacher in the classroom is public reprimand yet it was not effectively used. First, because it was not a speech that concerns the entire classroom but only a pupil who misbehaves, so it was preferable to provide an advice or reprimand him or her privately. Second, the choice of words was quite severe for a pupil especially at that stage of adolescence (he or she may dislike the subject or have psychological problems later on). Words of reprimand should be chosen carefully before they are used with pupils.

### **2.7 Discussion of the Main Results**

This phase is set to continue the part in which the reader is left at the end of the introduction wondering about the answers of the research questions. The collected data through the analysis of the students' questionnaire and the classroom observation reveal the following findings;

Starting from the first expected hypothesis that states would-be teachers are sent to educational institutions all being pedagogically under prepared; it has been proven correct because the practices of the observed teacher show many mistakes mainly how to ask questions effectively (how to use open-ended and close-ended questions

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in the right situation) how to stimulate pupils during the lesson and how to deal with pupils' misbehaviour correctly. Above all this, the use of the target Language was nearly unnoticed. Concerning the other hypothesis that said the programme of the Algerian universities seems inadequate because it is based on theory more than practice, it has been also strongly confirmed. The pre-service university training proved useful only on providing methods and approaches of teaching; the practical side was totally neglected (Would-be teachers were not given an opportunity to teach or to observe how to teach). The findings also show would-be teacher are still do not master the essential teaching practices, for instance, how to organise and manage a classroom, techniques to maintain discipline in classroom and knowledge about communication skills.

### **2.8 Limitation of the Research**

This research comes to life after facing many obstacles; it was nearly impossible for the researcher to conduct a classroom observation due to the strict procedures of the secondary school as well as the researcher was mistreated by the caretaker and the guards. Also, due to time constraints the researcher was not able to conduct an interview as a third instrument to make the hypotheses appear more reliable and valid. Moreover, due to the pandemic covid 19, the sample of this study was only thirty students.

### **2.9 Recommendation**

The current university programme needs to be re-examined again by English Language programme developers to address the existing shortcomings, i.e., to delete what is not worth establishing from the beginning and to implement more teaching practices that are important for future teachers. The programme should cover the subjects that emphasise on the essential teaching practices that can help students become effective teachers. Also, EFL trainees need to have a chance to practice and apply the theories which they have learned during their studies in real life classroom.

### **3. Conclusion**

This research was studied by using two valuable instruments; students' questionnaire and classroom observation, which greatly helped the researcher to unveil the deficiencies of the current university programme. The latter has hindered English foreign Language students to learn the essential teaching practices, through which they can be effective teachers in the future. Besides, it not only affected the students but also the teachers in their real life classroom, i.e., they teach without having sufficient pedagogical preparation as it is shown in the analysis of the classroom observation. Then the researcher listed the main results that supported and confirmed the expected hypotheses and the obstacles encountered when conducting the research.



# GENERAL CONCLUSION

# General Conclusion

It could not be denied that the Algerian schools are suffering from the low level of English proficiency among pupils. The latter feel unmotivated and uninterested in learning this Language presumably because they think it is difficult. Teachers in the other hand are also complaining about the poor outcomes of pupils despite trying to facilitate the teaching using their mother tongue. This thorny problem persists for many years despite numerous attempts to cure it.

This research has endeavoured to seek the reasons behind this critical issue hoping to find solutions. To perform this area of research, the researcher has shed lights on would-be teachers' preparation during their Pre-service Tlemcen university training to investigate how they have prepared to cope with the teaching process effectively or more precisely to determine whether they have received the appropriate programme that will assist them to teach and deal with difficult teaching situation once they start teaching. It is assumed that within the obtain results that the above mentioned problem has caused by the lack of teacher training, and until now would-be teachers have been sent to educational institutions all being pedagogically under prepared. This travesty occurred mainly because the current university programme is inefficient; it focuses only on filling students' brain about theories without considering the teaching practices.

To dive in depth about this study, the researcher has started with a theoretical part that provides techniques to improve teacher professional developments and ways to renovate their old teaching practices. It also includes the essential teaching skills that all would-be teachers need to know before entering the teaching process to effectively teach and easily solve every day classroom problems. Besides, it has revealed the main pitfalls that future teachers may encounter in their classrooms. In brief, this part has sought to give a helping hand for those who want to teach. The second chapter has devoted for the practical side. It has shown the procedures that have been used to fulfil the current research, i.e., the instruments that have been used to collect data namely a questionnaire for EFL Master two students of Didactics and a classroom observation for a young novice teacher in the secondary high school. Also, it has exposed the methods of analysing the gathered data. Then, it has displayed the main obtained results that assisted the researcher to prove the expected hypotheses. The final step through which this part ends is a few lines about the obstacles that the researcher has encountered and a recommendation that aim to reach the education stakeholders.

After collecting and analysing the data, the researcher has reached a set of results that support the predicted hypotheses. Starting from the first one which has stated that would-be teachers are sent to educational institutions all being pedagogically under-prepared, it has been strongly approved because the practices of the observed teacher have shown significant weaknesses during the dispensing of a lesson. First, the teacher has not succeeded to a large extent in asking effective questions, i.e., nearly all the observed sessions, the teacher has only asked close-ended questions although some situations required the use of referential inquiries to reveal the pupils' thoughts on a particular subject and to check to which extent they understand the lesson. Besides, the teacher has not been able to motivate students to participate during the lesson and the techniques used to maintain discipline in the classroom were also not effective because they have been used incorrectly. Concerning the second hypothesis which was about the inadequacy of the current university programme that focuses more on theory than practice, it has been also confirmed by the students' questionnaire. The data has shown that would-be teachers only learn theories about teaching without having an opportunity to apply them in real life classroom or a chance to observe teachers how they use them. Besides, the programme has not taken into consideration the teaching practices that are needed to teach: for instance, how to organise and manage a classroom, techniques to maintain discipline in the classroom and knowledge about communication skills.

This study has been a modest attempt aimed at shedding light on this thorny problem, in the hope that educational stakeholders would take it into account. This research has been done after facing many obstacles; it has been nearly impossible to make a classroom observation in the secondary high schools even though the researcher was authorised. Also, due to time constraints, the researcher could not use an interview as a third instrument to understand better this issue. Besides, the sample of this study was only thirty learners because the researcher could not reach master two students face to face; the answers of the questionnaire have been provided only via emails and social media.

The researcher has not been able to deal with all the negative aspects concerning this issue in a very short period, thus many questions have been left to prompt other researchers to conduct further research about the situation of pre-service training in Algeria. Some of these questions are; who created the current university programme? Why is pre-service training neglected in Algeria? And what did the Algerian Education system do to prepare future teachers

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# APPENDICES

**STUDENTS' QUESTIONNAIRE**

Dear students,

I am currently working on a thesis that aims to collect data about The effect of Pre-service Training on English Language Teaching. I will highly appreciate your collaboration if you answer my questions honestly.

1) Do you want to be a teacher?

Yes

No

2) How would you evaluate your English knowledge about teaching?

Excellent

Good

Medium

Weak

3) As would be teacher, do you think you had the necessary skills to teach effectively?

Yes

No

If no why.....

4) What are the main challenges you are most afraid of when you will be a teacher?

Lesson management

Students' misbehaviour

Lack of teaching practices

Low level of students

Language barriers

5) Did you have an opportunity to teach outside the university?

Yes

No



If yes, how many sessions did you teach? And which level?

.....  
.....

6) Did the department of English Language grants you a chance to teach during the pre-service training?

Yes

No

7) Was the pre-service training of university useful?

Yes

No

If No, why?

.....  
.....

8) How have you benefited the most from the current university training?

From the theoretical side (approaches, methods)

From the practical side (teaching practices)

9) Which of these modules helped you the most to learn the teaching practices? Put a tick in the box that expresses your opinion.

subject	Very useful	medium	useless
Teacher Education Development.			
Appropriate Methodology.			
Need Analysis & syllabus.			
Communicative Language Teaching.			
Communicative language Testing.			
Dissertation Writing.			
Techniques for personal research			
Educational Psychology.			
Global English.			

10) As would be teacher, what are the requirements that are needed to enter the field of teaching with full preparation?

.....  
.....

11) How did teachers assess you during the pre-service training?

According to your teaching performance

According to your written tests

12) Did you observe teachers or trainees while they are teaching?

Yes

No

If yes what did you collect as data?

.....  
.....

13) Based on your university training which of these skills you have mastered the most?

Knowledge about methods and strategies

Knowledge about lesson planning and presentation

Knowledge about classroom organization and management

Knowledge about strategies for maintaining discipline in classroom

knowledge about communication skills (asking questions effectively, explaining clearly...)

If there are others please list them here.....

.....

### **APPENDIX 1: Students' Questionnaire**

## Classroom Observation

**Visit number:**

**Date:**

**Time:**

**Grade level:**

**Subject**

<b>The teaching practices</b>	<b>not observed</b>	<b>Shown very well</b>	<b>comments</b>
<p><b>Questioning</b></p> <ol style="list-style-type: none"><li>1) Use a lot of open-ended question.</li><li>2) Using a few close-ended questions.</li><li>3) Using follow-up question.</li><li>4) The question structure should be clear and easy.</li><li>5) Engage all students when asking questions.</li><li>6) Allow enough time for students to think.</li><li>7) Repeats question from the student, so that the whole classroom listen to their classmates.</li><li>8) Encourage students to answer each other question.</li><li>9) Stimulate students to answer difficult question by providing hints.</li><li>10) Rephrasing question in case they did not understand it.</li></ol>			

Lesson management	Not observed	Shown very well	comments
<ol style="list-style-type: none"> <li>1) Successful beginning of a lesson.</li> <li>2) Arrives on time.</li> <li>3) Stand at the centre of classroom.</li> <li>4) Maintain eye contact with students.</li> <li>5) Grab their attention easily in the first few minutes (3 to 15 min).</li> <li>6) Remind students of assignments, project etc.</li> <li>7) Make a warm up activity. <u>Provide clear instruction by:</u></li> <li>8) Clearly states session objectives &amp; significance of activities in classroom.</li> <li>9) Choosing simple language.</li> <li>10) Utilize paralinguistic and extra-linguistic when students did not understand.</li> <li>11) Check students understanding before moving to the next activity.</li> <li>12) Frequently check students understanding.</li> <li>13) Utilize L2 when explaining the lesson.</li> <li>14) Utilize L1 only if deemed</li> </ol>			

necessary.

- 15) Illustrate terms/concepts more than one way.
- 16) Provide concrete examples.
- 17) Write the key terms on the board.
- 18) Move around the classroom ( do not stay behind the podium)
- 19) Integrate students' ideas in the lesson.
- 20) Stimulate students to participate.
- 21) Provide frequent corrective feedback.
- 22) Praise the student responds even if it is wrong.
- 23) Showing confidence (speak clearly, poses the authority towards the classroom...
- 24) Responds to student misunderstanding.

Maintaining discipline in the classroom	Not observed	Shown very well	comments
<p><u>Using pre-empting strategies;</u></p> <p>1) Scanning the whole classroom.</p> <p>2) move around the classroom</p> <p>3) Maintain eye contact.</p> <p>4) Arrange students' seating.</p> <p><u>Using reprimand;</u></p> <p>1) Does he /she use individual reprimand?</p> <p>2) Does she/he use much reprimand?</p> <p>3) Does he/she yell or scream at students?</p>			

**APPENDIX 2: Classroom Observation**

## Summary:

It could not be denied that the Algerian educational institutions are suffering from the low level of English Proficiency among pupils; this deficiency appears clearly in the official exams like BEM and BAC. The reason behind this thorny problem is mainly due to the lack of teacher training. Would-be teachers are not receiving the necessary knowledge and skills to effectively handle the teaching process, they start teaching without knowing how to teach, what to teach and whom to teach. The aim of this study is to find out the effect of Pre-service Training on English Language Teaching in Algeria, or more precisely to investigate whether Master Two Students of Didactics at the university of Tlemcen have received an appropriate programme that enable them to be effective future teachers. To find answers to this inquiry, the researcher selected two instruments namely a questionnaire for students and a classroom observation intended to check the teaching practices of a novice young teacher in the secondary high school.

Key words: The teaching process - pre-service training - teaching practices.

## Résumé:

Il ne peut être nié que les établissements d'enseignement Algériens souffrent du faible niveau de compétence en anglais parmi les élèves; cette lacune apparaît clairement dans les examens officiels comme BEM et BAC. La raison de ce problème épineux est principalement due au manque de formation des enseignants. Les futurs enseignants ne reçoivent pas les connaissances et les compétences nécessaires pour gérer efficacement le processus d'enseignement, ils commencent à enseigner sans savoir comment enseigner, quoi enseigner et qui enseigner. Le but de cette étude est de découvrir l'effet de la formation pré-service sur l'enseignement de l'anglais en Algérie, ou plus précisément pour vérifier si les Master Deux Étudiants en Didactique de l'Université de Tlemcen ont reçu un programme approprié qui leur permet d'être de futurs enseignants efficaces. Pour trouver des réponses à cette question, le chercheur a choisi deux instruments, à savoir un questionnaire pour les étudiants et une observation en classe destinée à vérifier les pratiques d'enseignement d'un jeune enseignant novice au secondaire.

Mots clés : Le processus d'enseignement - la formation initiale - les pratiques d'enseignement.

## الملخّص:

لا يمكن إنكار أن المؤسسات التربوية الجزائرية تعاني من تدني مستوى إتقان اللغة الإنجليزية لدى التلاميذ. يظهر هذا النقص بوضوح في الاختبارات الرسمية مثل BEM و BAC. يعود سبب هذه المشكلة الشائكة بشكل أساسي إلى نقص تدريب المعلمين. لا يتلقوا معلمو المستقبل المعرفة والمهارات اللازمة للتعامل بشكل فعال مع عملية التدريس، يبدؤون التدريس دون معرفة كيفية التدريس، ماذا يعلمون ومن يعلمون. الهدف من هذه الدراسة هو معرفة تأثير التدريب قبل الخدمة على تدريس اللغة الإنجليزية في الجزائر، أو بشكل أكثر دقة لمعرفة ما إذا كان طلاب الماجستير الثاني في التربية في جامعة تلمسان قد تلقوا برنامجًا مناسبًا يمكنهم من أن يكونوا معلمين فعالين في المستقبل. للعثور على إجابات لهذا الاستفسار، اختار الباحث أداتين هما استبيان للطلاب وملاحظة في الفصل الدراسي تهدف إلى التحقق من ممارسات التدريب لمعلم شاب مبتدئ في المدرسة الثانوية.

الكلمات المفتاحية : عملية التدريس - التدريب قبل الخدمة - ممارسات التدريب.