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Faculty of Letters and Languages

Department of English

Section of English

**Teacher Education Development as Continuous
Pedagogical Training In Omar Ibn- Abdelaziz
Secondary School- Nedroma**

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Presented by

RAHAL Nour Islam
Abdellatif

Supervised by

Prof. SEMMOUD

Board of Examiners

Prof. Mouhadjer Noureddine

Prof. SEMMOUD Abdellatif

Prof. Khelladi Mohammed

President

Supervisor

Examiner

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Dedication

To the precious people who gave me everything, inspiration, passion, unconditional love, encouragement and support during my whole life. I really appreciate the smiles given in the worst moments.

To my mother, the one who did not tire of loving me, the woman who gave me birth, you made a little kid a young man has the ability to learn and to live this special moment, you are not a normal person to me, but a soul lives inside me.

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Abstract

The educational systems all around the world knows a huge progression due to many factors that pushed educational experts to be convinced by the obligation of creating new modern methods and techniques to meet the learners' needs. The development process of the continuing professional development (CPD) of the teacher does work on the teachers' skills enhancing, in which programing two differents and similars types of trainings, each one takes place during a specific limited time, the pre-service training comes before the teacher commences teaching in a classroom in front of learners, the basic purpose of it is to frame the teacher techniques and meet the requirements. In the other hand, the teacher himself starts another type of training during performing the duties as a teacher by a self development in order to enhance the teaching skills. Teacher Education Development (TED) is a set of in-service training procedures that help teachers become reflective practitioners. These procedures include keeping diaries, creating portfolios, recording lessons, and peer observation, which is considered the most effective tool for skill development.. The study aimed to examine teachers' attitude before and during teaching, is also investigates the pedagogical training as a face of pre-service training and look forward how successful it can be in Omar Ibn-Abdelaziz secondary school-Nedroma, as well as the present study investigates the effectiveness and usage of TED's development procedures in the mentioned secondary school. Moreover, the research compares between experienced and novice teachers' points of view toward pedagogical training and TED process to find out what kind of relationships gathers the two pfessional development processes. The investigations were carried out by two research tools, including questionnaire and semi-structured interview, which responded on both by Omar-Ibn Abdelaziz secondary school teachers. The results obtained are analyzed qualitatively and quantitatively in order to compare the main findings to the hypotheses propose, most teachers see that both TED and pedagogical trainings are set theoratically not on the ground. The results are divergent among the experienced and novice teachers, but they confirmed the hypotheses set.

List of abbreviations

TED Teacher Education Development

PT Pedagogical Training

CPD Continuous Professional Development

E F L English as a Foreign Language

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General Introduction

The twenty-first century has seen a peak of changes in all sectors. The world is becoming increasingly progressive and requires effective and quicker solutions in short times. The educational field in general has been either affected by the modern fast transformation, and the learning-teaching process in particular. The process of learning-teaching is no longer dependent on simple green boards and chalk. Instead, education experts are bringing new theories in the form of new teaching methods, techniques, strategies, and materials. Therefore, the teacher is now more than a person who stands in front of pupils explaining a lesson. Instead, the teacher is following specific plans made wisely, taking into consideration the content of the lesson, the age and gender of the learner, and so on.

Actually, the teacher is not only a fully knowledgeable person who finished learning forever. By contrast, the teacher becomes a learner before and during doing his/her duties, learning new methods in order to transfer one idea to different learners.

Currently, the world adopts the outcomes of English globalization, which makes the English language a fundamental international language that must be learned by all people. This is the reason that makes EFL teachers take a heavy responsibility, which is to teach non-English speakers to become English speakers.

The EFL teachers understand the size of the responsibility they get, which pushes them to boost their teaching skills and become a good teacher, in proper words, a reflective teacher who is able to control and manage different learners with different approaches and attitudes. Moreover, the reflective teacher must be aware of the importance of continuing professional development (CPD).

Deeper, the process of developing the teacher's skills is a complex process that passes through a continuing set of steps, whether before or during teaching.

Continuing Professional Development, or CPD, is an umbrella term for all that was mentioned. It is the process of developing and maintaining the knowledge and skills required for effective professional practice. It helps the teacher to design a well-organized plan in order to enhance teaching skills. Therefore, CPD divides the process of development for teachers into two essential blocks, including pre-service (pedagogical training) and in-service (Teacher Education Development) trainings.

TED is a pre-service self-training approach, it offers teachers several procedures for a growing trend in professional development because they are powerful ways

for teachers to learn from each other and improve their teaching skills, or by self assessment with different ways , peer observation as an example can lead to teacher self-growth by a colleague examining a teacher's method by attending an ordinary teaching session, which can ultimately result in better student learning and academic achievement. In the other hand, pedagogical training is an official seminar that frames EFL teachers before starting the school season.

As a result, both pedagogical training and TED are made in the purpose of developing and enhancing the teachers methods and attitudes.

The main objective of this research was to determine the significance of each training, and clarifying the type of the relationship between PT and TED.

This study is fuelled by the following research questions :

- 1-Is TED has a touchable effect on pedagogical training ?.
- 2-What are the appropriate methods that teachers use to be developed ?
- 3- Are teachers allowed to practice the concept of TED in secondary schools ?

The researcher also suggested a number of hypotheses :

- 1-TED completes what pedagogical training has begun.
- 2-Peer observation is the most effective TED procedure used by teachers.
- 3-Many difficulties face the teachers during the in-service development trainings.

The work is structured into two chapters. The first chapter serves as the theoretical section and covers definitions of teaching, learning, pre-service and in-service teacher training, emphasizing their significance in the EFL context. It also delves into the distinctions between these training types and highlights the concept of Teacher Education Development. Furthermore, it underscores the role of reflective teaching in enhancing teachers' professional growth and outlines various exploratory tasks that promote reflection, such as diaries, portfolios, lesson records, and peer observation, which are utilized as a means to exchange exemplary teaching practices. The second chapter serves as the practical segment, focusing on the methods employed by the researchers. It outlines the data collection and analysis processes involving two research instruments. The results are addressed individually to either validate or refute the hypotheses put

forth. Additionally, it offers pedagogical insights and suggestions for leveraging TED's procedures to improve high school teaching. This chapter also determine the type of the pre-service and in-service trainings relationship.

Chapter One

1. Introduction

The modern world is changing, and so is the educational sector in general and the teaching field in particular. It no longer depends on random skills and materials only to transfer knowledge from the teacher to the learner. Instead, teachers now use modern methods and strategies, undergo multiple self-assessments, and try different specific methods. They also use many modern technological materials that facilitate the teaching process.. In sum, the challenges are getting bigger, and educationalists improve their knowledge further and further. The teacher simply tries to develop his/her teaching skills; develop the methods in and outside the classroom, develop the attitude with the pupils, improve the strategies. There are two stages in which the teacher finds the opportunity to develop the teaching skills, first stage is involved under the pre-service training, which comes before the teacher starts his profession face to face with the learners. Whereas the second stage is depend on the self-teacher to develop his/her teaching skills, which called the in-service training. At this stage, the teacher is the responsible on his/her to be a reflective teacher, who choses the appropriate method in the right place, time and way. TED as an educational concept can be considered as a bridge that leads into being reflective, for sure through different beneficial tools.

In the present chapter, the researcher will present the relationship between teaching and learning processes in order to open the subject of the teacher and his role, explaining the teachers' kinds such as the enabler, explainer, involver and the psychologist. Moreover, the researcher will state the difference between teacher-centredness and learner-centredness perspectives, until reaching the umberella of teacher development, which is continuing professional development, after, the researcher mentioned both of the pre-service and in-service trainings. TED or Teacher Education Development will play a potential role in the present chapter, the researcher will define it and explain in which part TED will take place as a development process, also clarifying each procedure such as teacher's portfolios, diaries, lesson recording and peer observation.

1.2 The teaching learning process

Educationalists and specialists of the instruction field have given a big focus on analyzing and discussing the concepts of this meticulous domain in order to provide a well constructed theoretical base for teachers that can help them to understand their domain and guide them to achieve proficiency as well as produce competent intellectual generation of learners.

One of the main concepts in the science of didactics is the teaching learning process, this term means the operation of transforming knowledge from teacher to learners, it is a professional activity in which the teacher refines his/her learners skills and cognitive abilities, thus this concept shows the interrelated relationship between the teacher and the learner, therefore there is no teaching without learning and there is no learning without teaching. According to Afzal and Kalam (2021 :1) “the teaching learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implements the teaching and learning strategy”

In nutshell, the teaching learning process is an interactive practicability between the teacher and the learners in which the teacher provides knowledge and explains the information to his learners in a way that help them to attain their goals through learning new knowledge, behaviors and skills. In the same line of thoughts Digital Class website mentioned “the process of teaching and learning interact in a way that learners work for their goals and they learn new knowledge, behaviors, and skills that enhance their learning experiences”

1.2.1 Definition of learner

According to Britannica Dictionary website, a learner is defined as “a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught”.

The learner is considered as the central core of the teaching learning process. A learner refers to an individual who is seeking for knowledge and explanations in order to build up new experiences as well as apply the acquired information in the real life situations. The operation of learning is managed by the learner and supervised by the teacher and it is based on acquiring new skills and information. Wakefield (1996 :64) described the operation of learning as “a relatively permanent change in the behavior of an individual based on his/her experiences or discoveries”

1.2.2 Definition of teacher

A teacher is an individual who devotes himself to help learners learn skills and acquire knowledge, behaviors and competences.

The teacher is considered as a fundamental component in the educational field, whereas he is the one who manage the whole teaching learning process by inspecting and investigating the needs and the wants of the learners, then professionally designs the course i.e selecting the suitable teaching methodology and techniques, preparing the appropriate materials to be used and finally delivering the information to learners. Rajagoplalan (2019 :5) stated that “when a person imparts information or skill to another it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information”.

However the term teacher was defined by Lal (2016 :9) as “ a person who delivers an educational program, assesses student participation in an educational program, and administers or provides consistent and substantial leadership to an educational program”

1.2.2.1 Teacher’s roles

The profession of teaching enables its practitioners to make a change and innovation in their societies. Therefore teachers always been a source of knowledge and a school of morals and values, more than that they have the authority to monitor learners towards their academic ambitions and influence them positively.

Dykstra (1978 :4) described the roles of the teacher in an eloquence way, he said “near automatons who stand up , call roll, talk a lot, give cues ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their won level of ability might be”

Whereas. Teachers are multiple task individuals who can do much more than give information, i.e plus knowledge providers, they are motivators, monitors, enablers, involvers, explainers and last but not least they are psychologists.

1.2.2.1.1 Enabler

The cooperative relationship that gathers the teacher with his learners enables him to gain the dexterity of analyzing the learners’ cognitive responses and abilities, therefore sorting out with a main idea about them i.e finding answers for such questions like : how the learners cognate ? What are their learning styles ? Which kind of learners they are ? And so on, like this the teacher can

create an inventive atmosphere of learning for his learners, where they can absorb knowledge and evolve their cognition.

The enabler is the teacher who has a good sense of planning and controlling learners, besides of mastering his subject matter theoretically, he also masters the methodology of the teaching learning process. Brecht & Ogilby (2008) “Enabling is a holistic teaching strategy that combine skill, methodology and awareness”

The enabler enables his learners help and guide discreetly when they need it, thus he supports and encourages the learners to be independent and he pushes them to depend on themselves autonomously.

Scribd website represented a brief meaningful description about the role of the teacher as enabler, “a teacher who is an enabler understand the subject matter and has the methodological know-how and more importantly has an awareness of how individual learners or group feel and think”

1.2.2.1.2 Involver

One of the main standards of the teaching learning process is to motivate learners’ social sense and communication ; therefore educational psychologists have declared that engaging learners in groups for the sake of learning can help to turn them to be extrovert intellectually. Seifert (2011 :380) “students are supposed to explore how people outside the family contribute. If they do collaborate successfully, then students can pool their research, share ideas and interpretations, and presents their results to class more effectively”.

So, involving learners into the learning atmosphere needs an involver. The involver is the teacher who takes in charge the responsibility of involving the learners into the process of absorbing knowledge and gaining cognitive experiences and skills. Scribd website maintains that “a teacher who is involver is the one who involves students in the learning process though activities and tasks”.

However this role requires set of characteristics each teacher should have. The involver has a better knowledge of the teaching methodology, thus he has the competency of planning and organizing his course by setting well structured teaching procedures and techniques, these techniques includes designing a cooperative tasks and activities, next the involver has the dexterity of selecting the appropriate materials to implementing the content he wants to deliver.

Like this, the teacher puts his learners in an involvement process where they will develop their critical thinking and waking the promptitude they have inside of them.

1.2.2.1.3 Explainer

” Teachers are in charge of transforming knowledge to learners, thus their main role is to explain the information and help learners to comprehend the delivered content easily and effectively.

The explainer is the teacher who can help his learners to understand any information by using the classical technique of teaching, which is explaining. This kind of teachers have the skill of facilitating understanding and making any concept clear, in such a situation the role of the learners here is to pay attention and listen carefully to the teacher’s oral and visual explanations and from time to time ask questions and write notes. In this way learners will be able to remember any information was exposed during the session.

Scribd websites mentions “a teacher who is explainer is teacher who is good at making concept clear and plain to lender intelligible or understandable meaning. Most effective teachers are those who have the explaining skills because it is through the explanation that students can be able to grasp and remember what has been taught in class

1.2.2.1.4 Psychologist

Besides of enabler, involver and explainer, the teacher is also a psychologist. Hence he has such an incredible psychological influence that can impact his learners on both levels, their behavior and of course their academic outcomes. Hall and Goetz (2013 :42) stated “teachers have the opportunity to positively influence their pupils’ achievement emotion, humor, enthusiasm and enjoyment should play an integral role in instruction”

The psychologist teacher is the one who can reads what is sailing in his learners mind ; he has the ability to analyze their behavior and the verbal actions and reactions they do. This kind of teachers masters the extrinsic motivation, thence they are fully aware of the massive positive change that would happen if they played the role of psychologists and applied the treatment of motivation on their learners.

Therefore, inspectors and the specialists of the educational field stress out on the crucial function the science of educational psychology plays in helping teachers to play their role to the fullest and guide their learners towards their academic success ; in this vein Indic Education website mentioned “for teachers, educational psychology is a crucial tool. It helps them understand what each student requires to be successful. They are also better able to instruct students. Teachers can assist students by adapting their teaching to their behavior and level of understanding”.

1.2.3 Teacher Centredness-class vs Learner Centerdness-perspective

Learning styles are different ways that people learn. They are based on the idea that people have different preferences for how they receive, process, and understand information. Learning centredness and teacher centredness are two kinds of learning styles, each one has different ways to teach learners.

1.2.3.1 Teacher Centredness-class

It is a part of learning styles, which is mainly depends on the teacher rather than the learner, In this approach, the teacher has the complete authority to deliver information to students through lectures, demonstrations, or other forms of direct instruction, and students are expected to follow along and take notes traditionally on their seats using pencils and papers. Besides, the teacher is considered as the only controller on the materials and techniques used in the purpose of teaching process. "I am the flashlight for my students; I illuminate the content and materials so that my students can see the importance of the material and Appreciate the discipline."(J.Scrivener1996).

It can be noticed through different definitions of teacher-centredness class that the learners have oftenly no right or permission to discuss the subjects of the lesson, thereby limiting their learning capacities and self development, "A teacher-centred classroom often results in students being passive learners » Huiwen Zhang.

1.2.3.2 Learner-centredness perspective

It is a new approach in education that leads both teachers and learners to another level of the teaching/learning process. The learner centred approach considers

the teacher as a guide who gives instructions to his/her learners to be able to learn and acquire different knowledge. Consequently, the role of the teacher transfers from a controller to a facilitator using different teaching methods and techniques, and placing the learners at the center of the educational experience, "The new model emphasizes the learner, not the teacher, and it stresses personalized, active, and collaborative learning." Yong Zhao. In addition, educationalists see the key principles of a learner-centred perspective in education include individualization, collaboration, active learning, flexibility and evaluation

1.3 Continuing Professional Development

Continuous professional development, abbreviated as CPD, it is a type of training that pertains to professionals' capacity to maintain and enhance their skills, comprehension of those skills, as well as related knowledge and expertise. This is achieved by actively monitoring, recording, and contemplating activities aimed at enhancing their performance.

Didactically, CPD involves teachers in constant self-reflection and assess their academic proficiency, professional growth, administrative leadership, and research involvement. Alongside skill and competency enhancement, this empowers modern teachers to set their pace, establish a strong foundation, and be prepared for the future. Sustained teacher development is vital for aspiring educators to attain their enduring objectives. Dylan William said: "Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Day (1999) has clarified : « Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom.

The main objectives of CPD are :

- Strengthen current skills and improve productivity.
- Elevate skills to a higher proficiency.
- Acquire new knowledge.

1.3.1 Teachers' Training

A teacher training in general is a preparation programme that is followed before integrating the teaching profession, according to Collins English Dictionary (1994), teacher training means "training that a student must undergo in order to qualify as a teacher". In the short form, training is a preparatory program aimed at promoting professional development and guaranteeing competence in teaching methods.

Deeper, there are two shapes of teachers training the pre-service training and the in-service training, The main factors that determine the type of training a teacher needs is the timing and modus operandi of the training, in short, when the training is taking place?

1.3.1.1 Pre-service Training

It refers to the training teachers receive before entering a classroom and beginning to teach, according to Collins English Dictionary (1994), it means "training that a student must undergo in order to qualify as a teacher".

The main objective of the teacher pre-service training is to enhance a learner specific skills who must undergo in order to qualify him or her as a proficient teacher, Pre-service teacher training effectiveness will also depend on factors such as duration of the training and programme content (Bernard *et al.*, 2004 cited by IIEP-UNESCO, n.d.).The importance of pre-service training includes also:

- Foster a positive perspective among educators regarding academic streams and their inherent nature, purpose, and philosophy.
- Enhance educators' awareness of the underlying philosophy and purpose of the subjects they are responsible for teaching, along with effective teaching and learning approaches.
- Enable educators to conduct comprehensive pedagogical assessments of the subjects within their teaching purview and recognize their significance within higher education.

1.3.1.2 In-service Training

In-service training for teachers refers to professional development opportunities that educators undergo while they are already employed, according to billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans,

and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

The training sessions of the pre-service training aim to enhance their teaching skills, keep them updated with new educational methodologies, and improve their overall effectiveness in the classroom.

There are numerous significant points that support the in-service training, which is considered as a booster for teacher professional development:

- To provide sufficient understanding of the content in the subject matter.
- To furnish aspiring educators with essential teaching techniques and know-how.
- To foster a suitable teaching mindset among instructors.
- To cultivate self-assurance and self-respect in teachers.
- To facilitate teachers in comprehending child psychology effectively.
- To help teachers grasp the uniqueness of each student and its importance.
- To guide teachers in taking suitable measures for the optimal growth of learners.

The table below is shaped for further details about the difference between the pre-service and in-service trainings :

Feature	Pre-service training	In-service training
Timing	Before entering the workforce	After entering the workforce
Audience	Students	Working professionals
Content	Foundational knowledge and skills	New development skills, strategies and practices
Methods	Lectures, labs, previous knowledge (experience)	Different procedures ; peer observation, portfolios.
Goals	Prepare students for their profession (teaching).	Help professionals (teachers) to improve their teaching skills.

Table 1.3.1.2 Pre-service vs In-service Training

1.3.1.2.1 TED Defined

humans in general lean toward developing positively, and so the teachers, each one of them tries consciously to improve his or her teaching skills in some way or another. And since the teaching process becomes a complex in order to apply and getting good results from learners, modern teachers have been in a self-competition to produce better approaches, strategies and techniques for a perfect teaching and learning outcomes. Hereby, TED as a process reflects their desire through enhancing the quality of teacher education and supporting the

professional development of teachers, It aims to improve the knowledge, skills, and competencies of teachers, with the ultimate goal of enhancing teaching and learning outcomes in educational systems.

Teacher education development (TED) generally is a broad term that refers to the process of preparing and supporting teachers throughout their careers.

It encompasses both initial teacher education (the preparation of teachers before they enter the classroom) and continuing professional development (the ongoing learning and development of teachers throughout their careers).

Teacher education development is a reflective process that allows teachers to examine and reconsider every aspect of their teaching experience. This includes observing themselves, collecting data about their classrooms and their roles, and using the data to self-evaluate and make changes. TED encourages teachers to benefit from classroom research and self-reflection in order to better understand themselves and their students, and to gain a renewed sense of purpose and direction in their teaching.(Ourghi.2002). Moreover, TED is more than a process, it is a significant self-teacher assistant, which guides and helps the teacher to develop himself by himself.

1.3.1.2.2 The Potential Role of TED

TED as a complex and multifaceted process, is essential for ensuring that all students have access to high-quality, also it aims to ensure that teachers have the knowledge, skills, and dispositions necessary to effectively teach all students and seeks to develop teachers as reflective practitioners who are able to continuously improve their practice.

By providing teachers with the resources and support they need, TED can help to improve students' learning outcomes.

The growth of professional capacities and skill sets that teachers cultivate through the course of their career, formally and informally.

Moreover, Teachers who are dissatisfied with their current teaching methods and want to make a significant change can improve their own teaching and learn more about teaching and themselves by experimenting with new ideas or changing the way they use old ones. Teacher education development (TED) is a concept specifically designed for these teachers. TED encourages teachers to use classroom research and self-reflection techniques to better understand

themselves and what is happening in their own classrooms, in order to develop a renewed sense of purpose and direction.

To sum up, the continuous TED process is considered as the basic attitudes for preparing reflective teachers, who are aware to deal with different classroom dilemmas.

1.3.1.2.3 The Procedures of TED

It is essential to understand that the ongoing TED process cannot be effective if the teacher does not enhance his or her reflective thinking skills.

Basically, When teaching reflectively, instructors analyze their teaching practices critically and look for evidence of effective teaching. This analysis can be based on a variety of sources, such as student feedback, classroom observations, and research on effective teaching practices. Brookfield (2017) lays out four crucial sources: “students’ eyes, colleagues’ perceptions, personal experience, and theory and research.”

Instructors can use a variety of tools and procedures to reflect on their teaching, from informal and personal to formal and inter-collegiate. "These procedures can be undertaken by teachers either individually or collaboratively. In Algeria, teachers at the level of secondary school can easily use these developmental activities to achieve a change and a professional growth. These include teaching journals, lesson reports, surveys and questionnaires, peer observation and action research." Dr.Semmoud.

1.3.1.2.3.1 Journal Writing/Keeping a Diary

It is considered as one of the effective tools used by teachers in order to develop their performances and teaching skills. "The simplest method to begin a process of reflection since it is totally personal" Tice(2004).

Teachers can use this opportunity to reflect on their teaching practices and identify what is working well and what needs improvement,

Lucy Kelly (2023) "I believe that diary writing is a good thing because it helps us to process our thoughts and see ourselves from a different perspective. I also think that diary writing helps us to understand what is important to us. It allows us to spot patterns in our daily struggles and focus on creating solutions".

1.3.1.2.3.2 Recording Lessons

Audio or video recordings of lessons can be used to reflect on teaching practices. Although diaries and self-reports can provide useful insights, but they cannot capture the real-time dynamics of teaching. That is why many educators use technological audio techniques such as recording by a tape recorder, which can be placed in a strategic location to capture the verbal exchanges that occur during a lesson. When the microphone is placed on the teacher's table, it can record much of the teacher's speech as well as the conversations of many of the students in the class.

1.3.1.2.3.3 Peer Observation

Given that we figure out who we are through other people, teachers figure out their shortcomings for example, through others educators colleagues. Hereby, peer observation is considered as the most powerful tool for teacher development.

PO process involves one teacher observing another teacher within their classroom setting with the aim of enhancing their teaching practice, and benefiting both the observed and the observing teacher.

Peer observation is a developmental opportunity for teachers. Research shows that when done well, peer observation, including feedback and reflection, has a high impact on improving professional practice and can be an important part of a teacher's professional development (DuFour, R., & Eaker, R. E., 1998).

The importance of PO can be included in a set of points:

- supports teachers' continuing professional development and boosts reflective practice.
- uses social cognitive theory, which says that people learn by watching others and interacting with their surroundings."
- Observing other teachers can help them to expand their knowledge base by learning new teaching strategies and applications, which they can then adapt to their own teaching methods and styles.
- allows observee teachers to share and demonstrate their expertise within the context of their classrooms, and gain valuable feedback.

1.3.1.2.3.4 Portfolios

A review of current research indicates that portfolio development has become a favorite tool used in pre-service teacher education (Antonek, et al, 1997; Hurst et al, 1998). Portfolios encourage beginning teachers to gather in one place significant artifacts representing their professional development. They assemble materials that document their competencies. Portfolios include a reflective component, for when the teacher decides which materials to include, he or she must reflect on which teaching practices worked well and why (Hurst et al, 1998).

The portfolios are modified at points throughout a teacher's career, as the teacher continues to apply learning to practice.

1.4 Conclusion

Teachers should work together and use various strategies to gain a deeper understanding of their students' strengths and weaknesses, aiming to enhance their effectiveness as educators. Consequently, language teachers have become increasingly conscious of the necessity to assess their teaching approaches and make efforts to enhance both teaching methods and learning results. Hereby, both of the pedagogical training and TED are considered as two fundamental concepts that help teachers to improve their skills and develop their methods, strategies and approaches.

The pre-service training is an official training which takes place before the teacher starts his job inside the classroom by instructions received in teaching methods, classroom management, and assessment techniques to develop effective and enhance their teaching skills.

One important point the previous titles have shown is that teacher development process is continuing, which means it does not stop on pedagogical training but it goes and moves further, this point is confined to TED which is considered as a didactics concept that helps the teachers in such different ways to develop their teaching skills. Therefore, procedures such as keeping a diary, recording lessons, portfolios and peer observation will play a fundamental role to get the teacher inside the continuing development process and achieve the platform dream for every single teacher to become a reflective teacher.

In the next chapter, the researcher will gather the data collected from the particular respondents (secondary EFL school teachers) and analyse the findings in order to discover the benefits of each training and find out the relationship between pedagogical training and TED as self-teacher training. Besides, in the

coming chapter, the researcher will either be able to respond on the research questions, and confirm or disconfirm the hypothesis that are already mentioned previously.

Chapter Two

2 Introduction

The previous chapter covered the theoretical framework used in the study, while the current chapter focuses on the practical aspects of the research. It outlines the research design and methodology, including the procedures and techniques used to deal with the research questions from the first chapter. The current practical chapter aims to investigate and gain a deeper understanding of teachers' practices before and during their careers as teachers, as well as explore the possibility of applying theory in practice. The researcher describes the research plan, the sample and target population that will provide the research with the information required, and the data collection techniques (research instruments), which involve the use of questionnaires and interviews with teachers. The collected data is analyzed both quantitatively and qualitatively.

2.1 Research Design

At any scientific research, the researcher must follow a well organized plan for conducting any research study. Hereby, the research design will specify the research questions, the methods that will be used to answer the questions, and the data analysis procedures, Polit and Hungler (1999:155) describe the research design as a blueprint, or outline, To ensure the utmost control over variables that might impact the validity of research findings, the research design serves as the comprehensive strategy employed by the researcher to acquire responses to the study's guiding research inquiries.

It is also take into account the ethical considerations of the study. In a broader context, research design is the framework of research methods and techniques chosen by a researcher to conduct a study. It defines the overall approach and determines how the data will be collected and analyzed. According to Kothari (2004:31) "Research design is the conceptual structure within which research is conducted; constitutes the blueprint for

the collection, measurement and analysis of data". In this scientific research, the researcher used the mixed methods approach which is suitable and appropriate for the nature of the work discussed. This approach relies on both of the qualitative and quantitative methods in order to collect data through getting the best of both worlds by using the strengths of each approach to complement the weaknesses of the other. As

Greswell (2018:51) has mentioned " All methods has bias and weaknesses, and the collection of both quantitative and qualitative data neutralized the weaknesses of each form of data".

The researcher took comprehensive tools to collect data in order to obtain the most complete and accurate picture possible, and provided reliable information.

The first instrument used was the questionnaire, which helped the researcher to obtain efficient and flexible numerical data from the secondary school "Omar Ibn-Abdelaziz" English teachers. The second tool was the semi-structured

Num.of participants	Age	Gender	Type	Years of experince
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interview, which helped the researcher to go in-depth the information given by teachers, it helped to pick out diverse data about the different professional training stages and provide the paper with varied information.

Even so, the case study is a research method that is used to study a single unit (e.g., a person, group, organization, or event) in depth. It is an in-depth investigation of a particular phenomenon within its real-world context. The present case study research design involves qualitative methods and quantitative method in order to explore and identify the relationship between the teachers' pre-service and in-service trainings.

2.2 The sample Population

Sampling in statistical analysis is a vital procedure wherein investigators extract a predetermined quantity of data points from a broader population. This practice enables researchers to conduct comprehensive investigations concerning a large group by examining a smaller, representative subset.

There are a set of sampling types that the researcher uses in order to collect data. However, the one it is used in the actual research is the purposive sampling due to previous judgements.

« The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). Hereby, the sample chosen represents different teaching methods, experience and gender ; so that can collect different data and information from different visions and circumstances.

However, the present research took place in « Omar Ibn-Abdelaziz secondary school »-Nedroma. The respondents are actual teachers in the mentioned institution, the questions included 14 teachers (8 female and 6 male), who were chosen under diverse perspectives, especially since the main topic describes the changes of the professional and the profession.

01	53	Male	Experienced	28
02	49	Male	Experienced	24
03	49	Female	Experienced	25
04	45	Female	Experienced	20
05	39	Female	Experienced	12
06	37	Female	Experienced	12
07	34	Male	Experienced	10
08	34	Female	Experienced	12
09	31	Male	Experienced	07
10	28	Male	Novice	02
11	27	Female	Novice	02
12	24	Female	Novice	02
13	24	Male	Novice	01
14	23	Female	Novice	01

Table 2.3. Demographic table characteristics of respondents

2.3 Teachers' Profile

Both the interview and questionnaire tools were responded on by 14 teachers, they have expertise in the fields of Teaching English as a Foreign Language (TEFL). Besides, they work in the same secondary school in Nedroma (Omar Ibn-Abdelaziz secondary school), they are in charge with the first, second and third years. Their experiences ranged from one to 28 years. 5 of them can be considered as novice, while 9 are experienced, and each tool used on limited number of the respondents ; 04 teachers have gone through the interview questions, and ten teachers replied on the questionnaire questions. The age of respondents ranged from 27 to 56 years old, 6 of them are male and the rest are female.

Furthermore, in the below demographic table, the researcher will present in details all the respondent who dealt with both the questionnaire and interview questions, taking into consideration the gender, age, type of teacher and the years of experiences.

2.4 Research Instruments

The process of collecting data is subject to several factors, disciplines and instruments, in which can help the researcher to reach accurate, objective and reliable information, that will help the researcher to come up with enough and good scientific compendium.

"The term "research instrument" refers to any tool that is used by a scientist to obtain, measure, and analyze data."

The role of research instruments is to provide researchers with the information they need to answer their research questions. They can be used to collect quantitative data, such as numbers and statistics, or qualitative data, such as text and images. In addition they help the researcher to analyze data and communicate the findings effectively.

There are multiple research means such as observation, surveys, questionnaires and interviews ..etc.

The current research included two research tools, which are the questionnaire and the semi-structured interview. The two procedures relied on a set of questions about the teaching field in general and CPD with its two fundamental columns (pre-service and in-service training).

The present research based on 2 research instruments represented by both the questionnaire and interview, in specific the semi-structured interview. 10 from 14 participant responded on the questionnaire questions, while 4 of the respondents have been dealt with the interview questions. All of the teachers replied on every single question with their different opinions.

The table below represents the process clearer.

Instruments	Number of participants
Questionnaire	10
Interview	04

Table 2.4 Research instruments

2.4.1 The Questionnaire

It is a tool commonly used in normative surveys. Questionnaire procedure is a carefully made paper or form with questions meant to get answers from people for gathering information. It is a research tool in which the respondents are the

population samples of the study and the answers provided by the respondents constitute the data for the report. Dorneyei (2007 :101) states in this context that the majority of researchers prefer to use questionnaires because they consume less energy and allow the researcher to collect a large amount of data in a short period of time.

In the present research paper, the researcher used three types of the questions in the questionnaire :

1-Close-ended questions :

Questions in the questionnaire that have fixed answer choices and do not allow for open responses.

Egs. Do you see any TED processes are feasible to apply it on the ground ?

Yes

No

2-Multiple choices :

Items in the questionnaire where respondents can choose from several predefined options to answer a question.

Egs. Which grade is helping you more to practice your development teaching methods ?

1st grade

2nd grade

3rd grade

3-open-ended questions :

Questions in a questionnaire that don't limit respondents to specific answer choices, allowing them to provide detailed, open responses in their own words.

Egs. How can you describe the relationship between the pedagogical training and TED ?

The teachers' questionnaire was directed to specific teachers according to the resercher criteria, that was based on mixing both experienced and novice teachers, male and female, middle-aged and young. The criteria chosen was for the purpose of collecting numerous and diverse answers and information from different views and visions.

10 teachers from 14 did respond on the 10 questionnaire questions that touched

different points of teaching field in general and CPD in specific, also to gather information about teachers' opinions about the pre-service and in-service trainings in Algeria in general and the selected secondary school in specific.

2.4.2 The Interview

Interviews or the interaction where verbal questions are posed by an interviewer to elicit verbal responses from an interviewee. It allows researchers to collect detailed information about participants' experiences, opinions, and attitudes in their own words. This can provide a richer understanding of the research topic than other data collection methods. Cohen et al (2018 :506) said "Interview enables participants 'interviewers and interviewees' to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life, it is life itself".

There are 3 interviews types, each type is used under specific conditions and different purposes :

1-Structured interviews.

2-Semi-structured interviews.

3-Unstructured interviews.

The researcher dealt with the semi-structured interview with his interviewees, because it helps the interviewer to get a list of predetermined questions, but the order and phrasing of the questions can be flexible. This allows the interviewer to explore the interviewee's answers in more depth and to follow up on interesting or unexpected responses.

The questions set in the interviews were :

1-How many years you have been teaching the English language ?

2- How do you describe the process of pedagogical training before your start year teaching career ?

3-Do you think the pre-service training meets the teachers' needs to start the profession ?

4- Do you consider yourself as a reflective practitioner ?

5- According to you, what is the strategy you follow to be reflective teacher ?

6- Do the Algerian secondary schools in general and Omar Ibn-Abdelaziz secondary school in particular provide their teachers with appropriate circumstances to get developed?

- 7- Do you use one of the investigative TED procedures in your daily life as a teacher?
- 8- What kind of TED principles have you ever practised in your classes ?
- 9- Are not you optimistic about the future of your teaching career ? And what are the shortcomings that must be corrected ?
- 10- according to you, what is the relationship between the pre-service training (Pedagogical training) and the in-service training (TED) ?

2.5 Data Analysis

Data analysis is an essential component of any research study. At this stage, the researcher examines the collected data using quantitative, qualitative, or mixed methods.

in this context Marczyk et al (2005:209) introduced a description of data analysis' types: "Data analysis can be broken down into two majors areas: Descriptive and inferential. Descriptive statics allows the researchers to describe the data and examine relationships between variables, while inferential statistics allows researchers to go beyond the parameters of their study sample and drawn conclusions about the population from which the sample were drawn."

In the present reseach, the data collected by using both the questionnaire ans interview was analyzed quantitatively and qualitatively, in order to get a descriptive analyze that instuct to deeper details, and numerical results for efficient calculated and accurate information.

2.5.1 Teachers' Questionnaire Analysis

The questionnaire prepared is consisiting ten questions, each question is different to other. The questions did touch the already determined hypothesis, and tried to answer the research questions written. Furthermore, the questionnare's questions were set to ten teachers carry out their duties in Omar Ibn-Abdelaziz Secondary school in order to obtain results regarding the pre-service training and in-service training, the professional development and the personal development choices.

Question n°01: Do you consider yourself as novice or experienced teacher?

Yes No

The purpose behind this question was to assess the respondent's level of

teaching experience. Also, it leads the researcher to a better analysing and understanding of the next obtained answers, due to the fact that a novice teacher vision to educational field in general is usually less knowledgable to an experienced teacher.

Experienced	Novice
07	03

Table 2.1 Teachers' Questionnaire Analysis

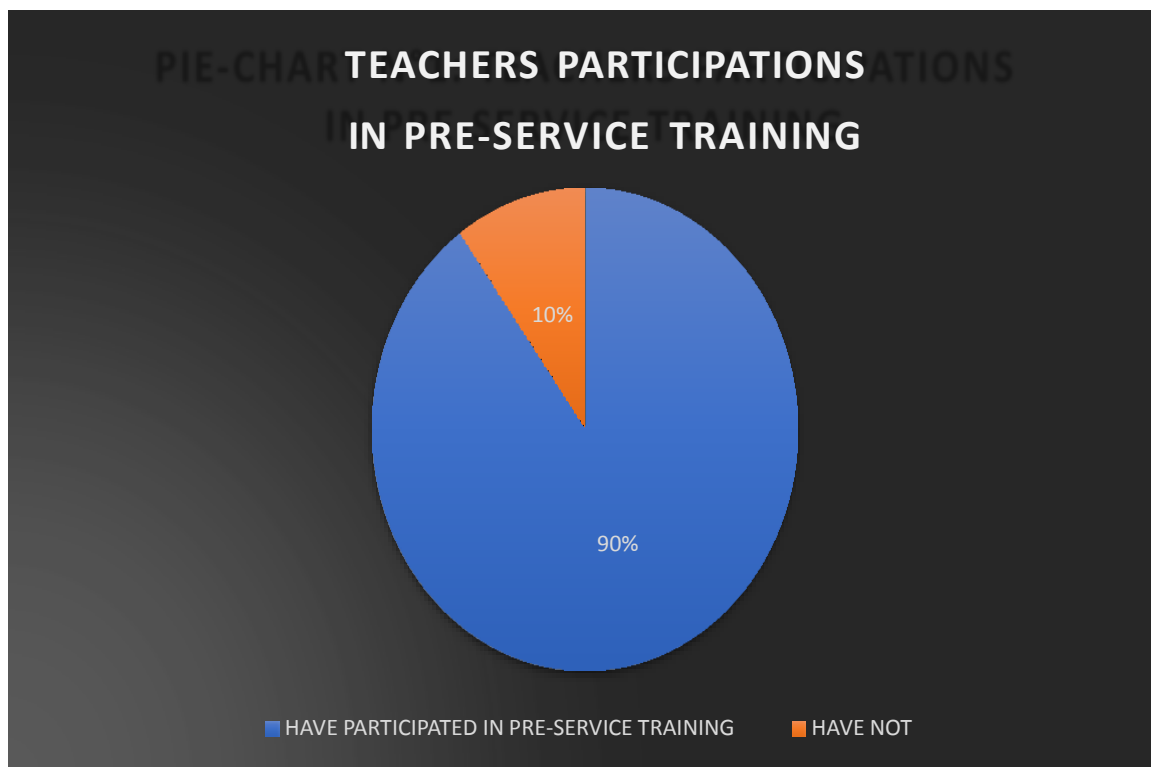
The answers obtained showed that seven from ten teachers are experinced (more than three years at the profession), while three are considered as novice teachers (less than three years at the profession).

This result guides to think that 30% of those teachers maybe are more likely to be open to feedback and new ideas, also they have a less experience in the teaching field, in the other hand, 70% of teachers are considered as experience, which means they are more confident in their abilities and less likely to seek out help.

Question n°2 : Have you ever been subject to any pedagogical training ?

- Yes
- No

The purpose of this question was to determine if the teacher had had a pre-service pedagogical training. The main goal of it was to know if novice teachers perceived any pre-service training.



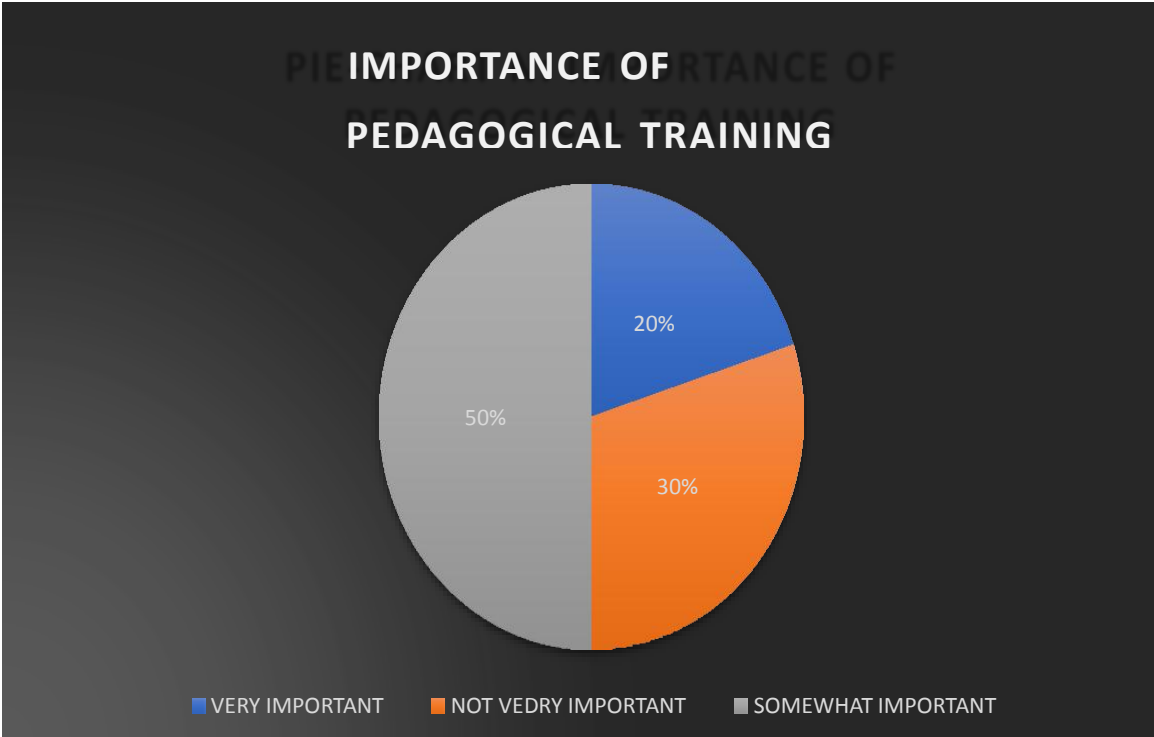
Pie-chart n°1 : Teachers' participations in Pre-service training.

The results indicated that the seven experienced teachers had more than two pedagogical trainings or more. In the other hand two of novice teachers had one, while one novice teacher had not the chance for a pre-service training.

In total, 90% of the respondents had the opportunity to participate in a pre-service pedagogical training whether one time, twice or more , whereas 10% had not.

Question n°3: How important is pedagogical training for your professional growth?

- A- Very important.
- B-Somewhat important.
- C- Not very important.
- D-Not important at all



Pie-chart n°2 : Importance of pedagogical training

The aim of this question was to count how many teacher can determine if the pedagogical training is very important, somewhat important, not very important or not at all important. The main purpose behind this question was to see if the respondants give any attention to the training before they sit on teacher's desk. The results were diverse and distinct. Although no single teacher sees that the pedagogical training is not important at all, but three of the ten respondents consider it as not very important, which means 30%, while 50% replied with somewhat important. In the end 20% of the teachers only see that it is very important.

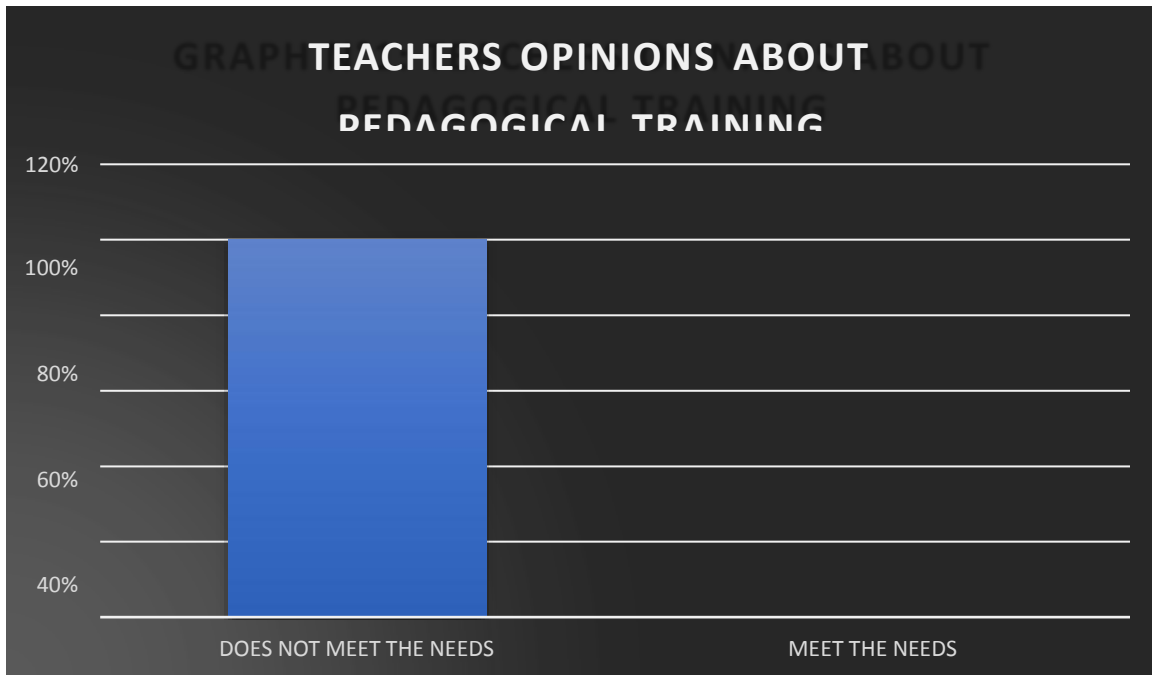
Question n°4 : Does it (pedagogical training) meets the needs ? Justify .

- Yes
- No

.....

.....

The goal of this question was to gather different points of views about whether the content of the pedagogical training is in accordance with the teacher's requirements or not.



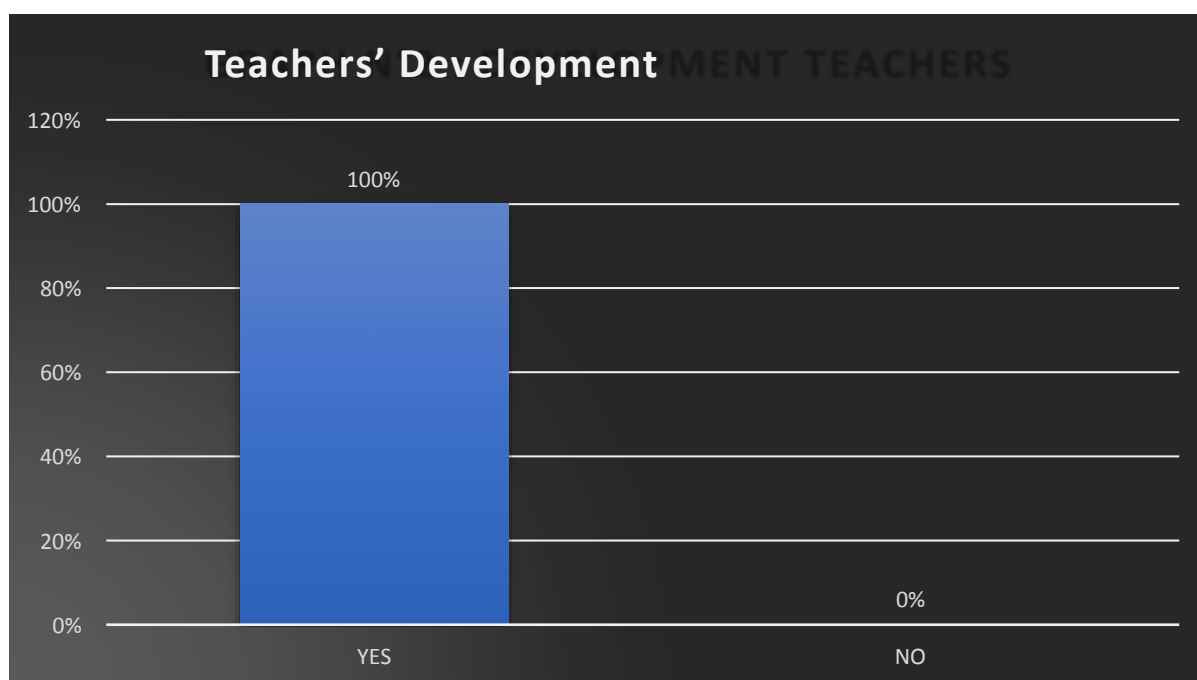
Graph n°1 : Teachers' opinions about P.T

Unfortunately, neither the novice teachers nor experienced see that the pedagogical training f the teacher's requirements. They explained their answers that the pedagogical has no match with what the teacher needs, and the Algerian teacher can not apply the pedagogical training instructions in the Algerian secondary school.

Question n°5 : During your professional career, do you see yourself developing as a teacher ?

- Yes
- No

The purpose of the question was to assess whether the teacher sees any progress in his way of teaching or not, also to measure the individual's interest and commitment to professional development.



Graph n°2 : Teachers' Debelopment

Fortunately, All the respondents replied with yes. Which means that all of them work to get developed during their profession.

Question n°6:

How important is Teacher Education Development (TED) for your profession?

- Very important.
- Somewhat important
- Not very important.
- Not at all important.

Type of Importance	Percentage of Respondents
Very Important	100%
Somewhat Important	00%
Not very Important	00%
Not at all Important	00%

Table 2.2 The Importance of TED

Since the TED is a self development process, The main goal of this question was to notice to what extent the respondent is an oneself development teacher. The

last question is an assessment question more than an ordinary one.

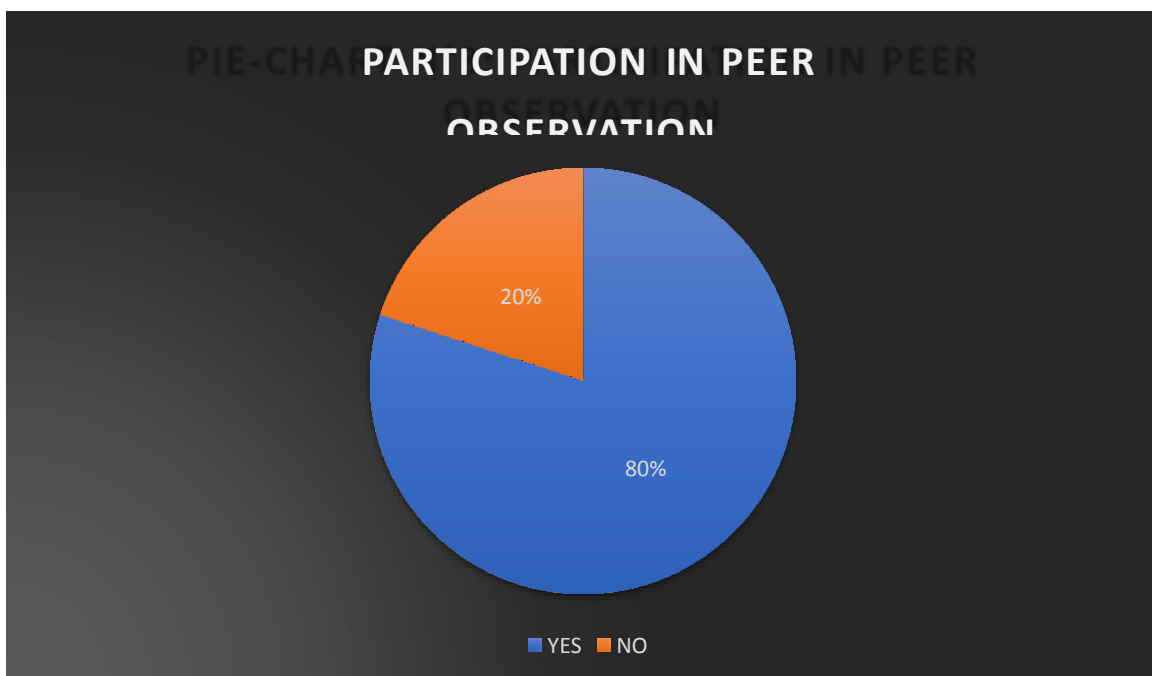
The results show that 100% of the respondents consider TED in the teachers' lives as a very important self-teacher process, and this reflects how important is TED in the educational sphere.

Question n°7 :

Have you ever practised in peer observation with a colleague ?

Yes No

It was a polar question that can be respond on by either « Yes » or « No ». The main objective of this question was to know whether peer observation -which is the most influential TED procedure- knows a much use among teachers in Omar Ibn-Abdelaziz secondary school or not.



Pie-chart n°3 : Participations in peer observation

Most respondents answered with a « Yes », 80% of the teachers have participated in peer observation in order to correct and learn from each others' experiences and methods. In the other hand, 20% mentioned a « No », which means they have not participated yet, and that generally back to being a new teachers (novice) in the secondary school, who have not established strong relationships with their colleagues yet.

Question n°8 :

What kind of TED principles have you ever participated in your classes ?

Recording lessons

Peer observation

Keeping diary

Portfolios

The purpose behind this question was to determine which TED procedure is the wide used among the respondants, it also reflects whether the teachers of Omar Ibn-Abdelaziz are sociable (extroverted) or independent workers.

The procedure	Number of users
Recording lessons	06
Peer observation	08
Keeping a diary	05
Portfolios	02

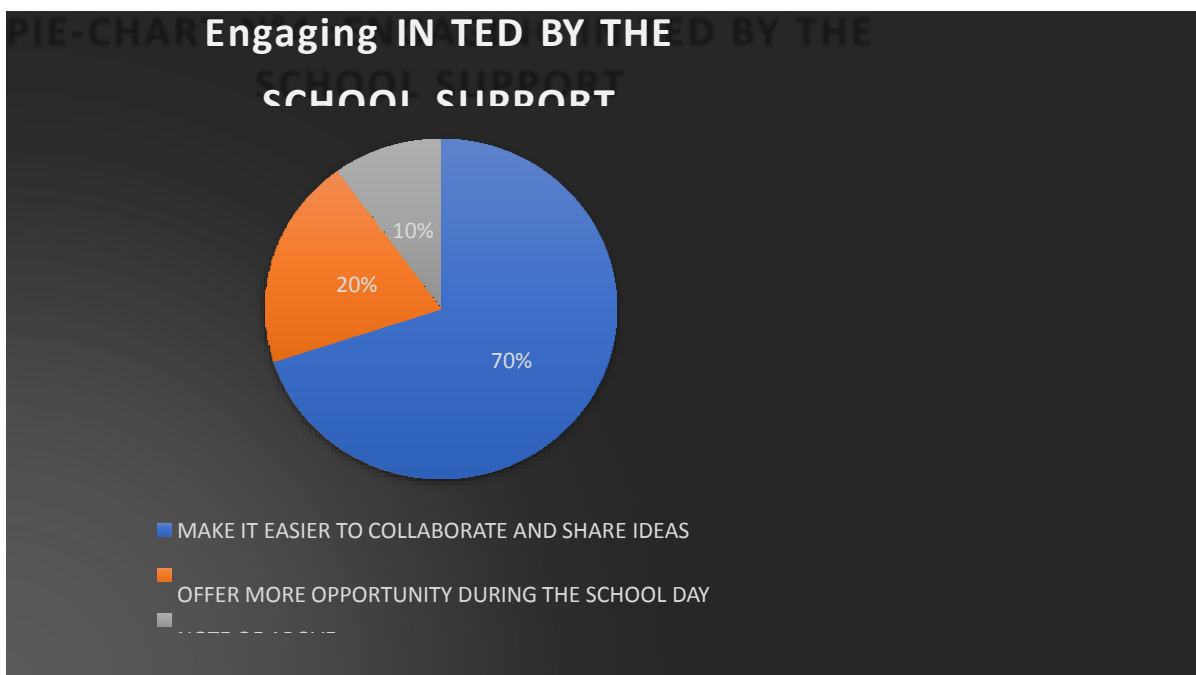
Table 2.3 TED procedures

The answers were spread across all the procedures, some of the respondents even picked more than one procedure, but most of them chose peer observation as the most effective procedure.

Question n°9 :

How can your school support you in Engaging in TED in order to improve your teaching skills in future ?

- A- Provide more funding for professional development.
- B- Offer more opportunities during the school day.
- C- Provide more support for teachers element what they learn.
- D- Make it easier for teachers to collaborate and share ideas.
- E- None of the above



Pie-chart n°4 : Engaging in TED

The purpose of this question was to discover what kind of support that teachers need from their secondary school, in order to develop their teaching skills during the service. Besides, to determine the shortcomings between the secondary school chosen and its teachers.

The majority agreed on the suggestion « D » by 70% of the respondents, which says that the teachers at the secondary school mentioned are in need from their school to make it easier for collaborating and share their own ideas. While 20% of the respondents wish the secondary school provides more opportunities during the school day. Lastly, 10% picked the choice « E ».

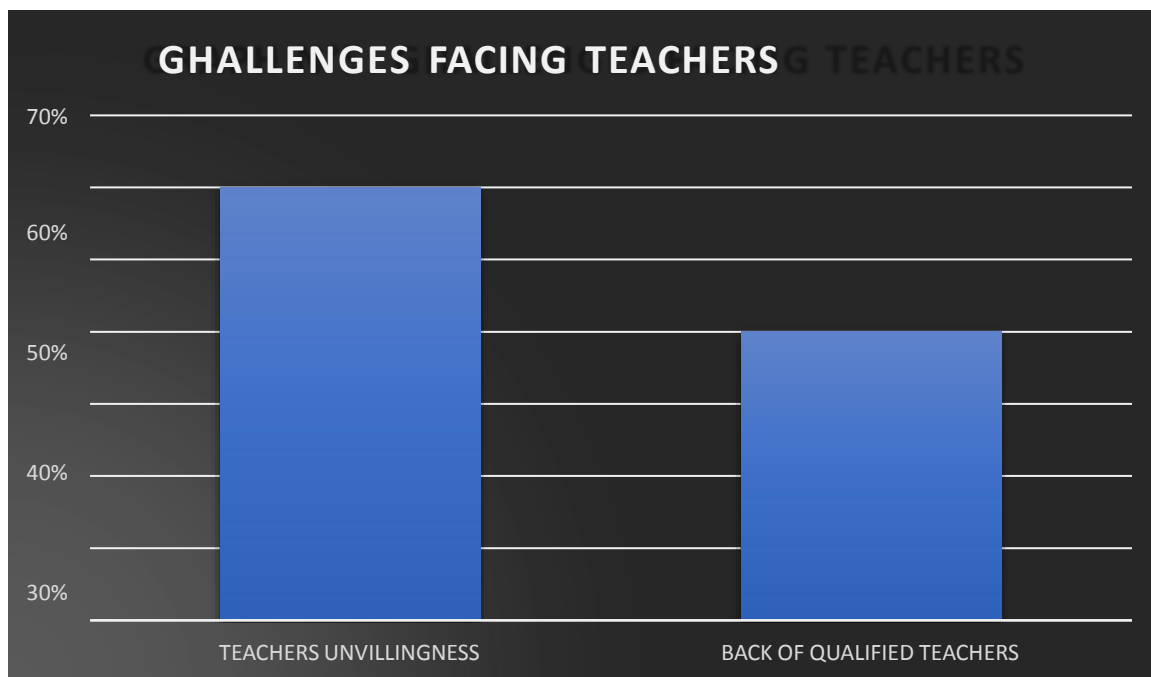
Question n°10 :

What are some of the biggest challenges and opportunities facing teachers in the area of self development ?

.....
.....

In first, the question was open-ended, which means that the respondents have not specific choices for the answer, instead they have a space to express the answer in their own words.

The main goal of this question was to find out the obstacles that may face the teacher during the process of development.



Graph n°3 : Challenges facing teachers

The answers were varied from a teacher to another, but some of them agreed on the same point.

Six teachers did say the same thing with different words, they think that the teacher must develop himself by himself, one of them said: « Teachers only depend on themselves, the teaching-learning processes won't help teachers to develop since the programmes are out-dated ».

In the other hand, three teachers and one novice teacher did agree on the shortcomings that must be fulfilled by teachers themselves, at the same time they think that new teachers are not qualified enough to take the responsibility of teaching more than three classrooms.

2.5.2 Teachers' Interview Analysis

Semi-structured interview is the second research tools used in this research paper. The interview included ten questions shared on four participants carry their duties as EFL teachers in Omar Ibn-Abdelaziz secondary school-Nedroma.

The questions will be mentioned below and so the purpose of each question with its descriptive and numerical interpretation.

Question n°1:

How many years you have been teaching the English language?

The desired outcome of this question was to determine experienced and novice teachers in first, besides observing the diversity answers will be obtained from each type.

A	B	D	E
09 years	15 years	02 years	01 year

Table 2.4 Years passed as an EFL teacher

The respondent "A" mentioned that he has been teaching English in this secondary school for nine years, while "B" has been there for 15 years, whereas both of "C" and "D" passed two years and one year respectively.

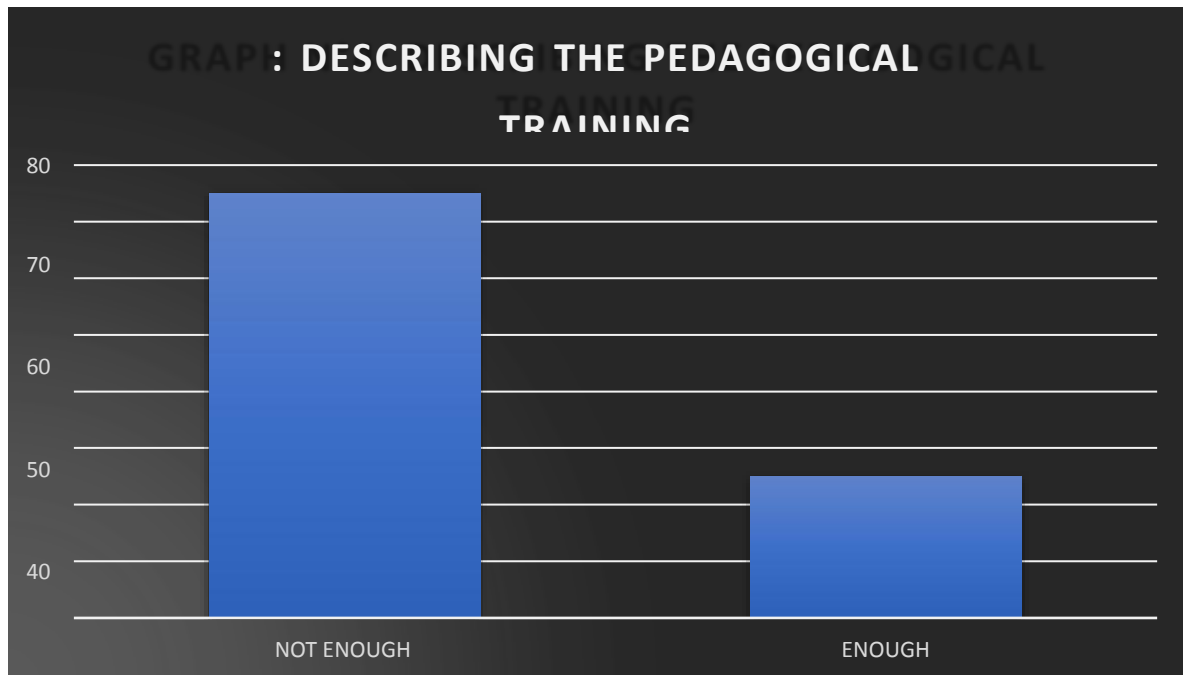
Which means that the participants "A" and "B" are experienced teachers, in the other hand the participants "C" and "D" are considered as novice teachers.

Question n°2 :

How do you describe the process of pedagogical training before you start your teaching career ?

The objective of this question was to obtain the points of views about the pedagogical training, whether it is beneficial or not, or something else.

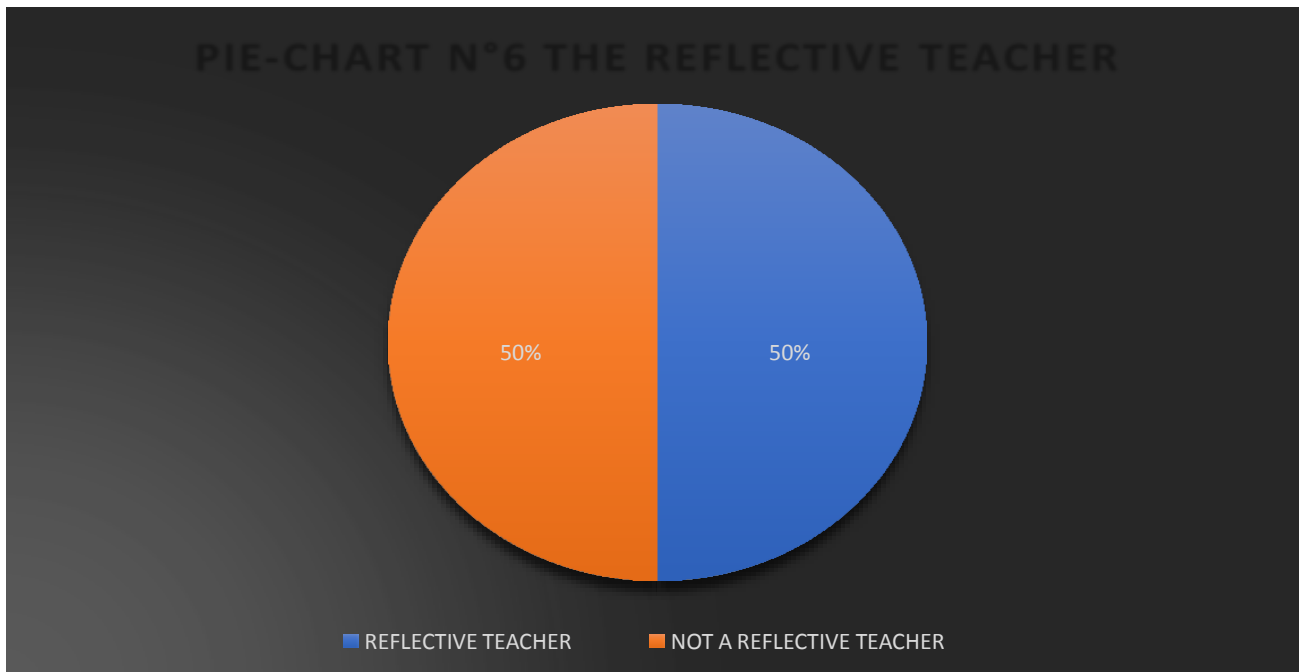
Graph n°4 : Describing the P.T



The answers were divided between positive and negative views toward the pre-service pedagogical training. Three of the informants see that it is not enough to the teacher development, which means 75% of the informants. Only one informant who represents 25% of the interviewees had an optimistic opinion when he described the process that it is an advantageous process for the teacher progress.

Question n°3:

Do you think the pre-service training meets the teachers' needs to start the profession ?



Pie-chart n°5: Reflective teachers

The purpose behind this question was to determine whether the pre-service training is enough for the teacher's teaching requirements or not, also to find out if it is ensure that it is providing teachers with the knowledge and skills they need to be successful in the classroom.

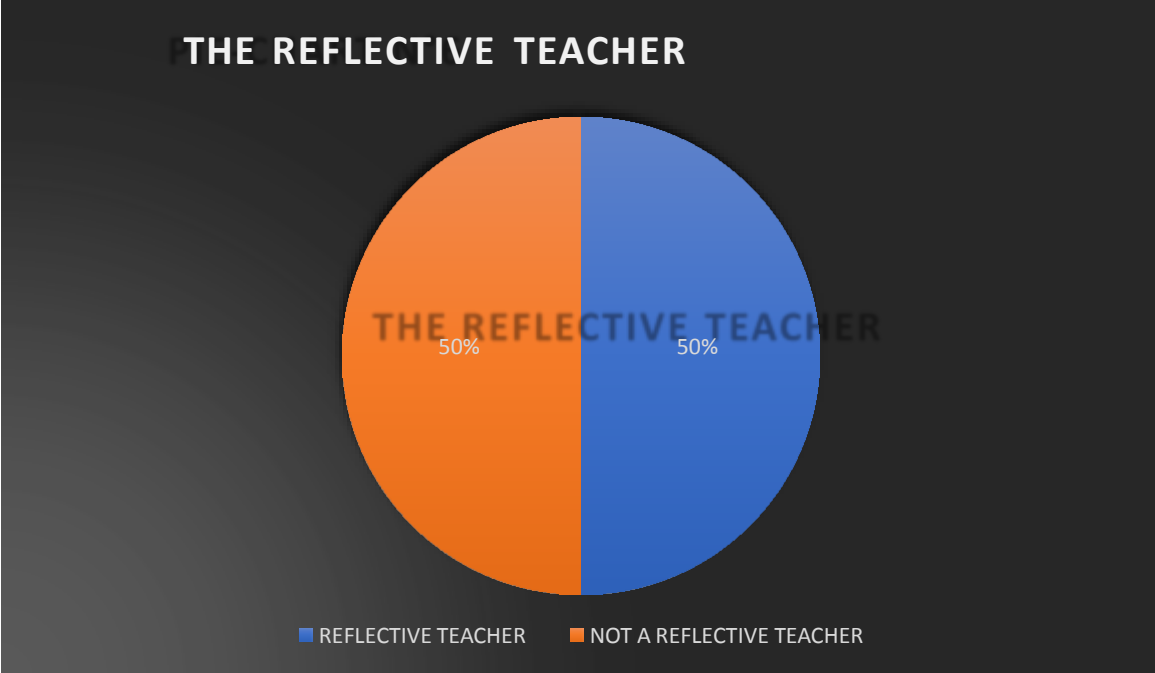
The results show that 75% carry a negative reaction toward the pre-service training in general, they ensured that it does not meet the teachers' needs. While 25% of the informants see the pre-service training enough to start the season because it does inform the teacher with what he/she deal with.

Question n°4 :

Do you consider yourself as a reflective practioner ?

To be aware of your own strengths and weaknesses as a teacher, opened to new ideas and perspectives, solve problems effectively and be able to communicate

and collaborate with others, that means you are a reflective teacher. That's why the researcher did ask this question which tried to determine whether the interviewee considers him or herself as a reflective teacher or not yet.



Pie-chart n°6 Reflective teacher

As expected, the 50% of informants who see themselves as reflective teachers are the same teachers who are at the field more than eight years. Whereas novice teachers who represent the 50% of the informants have not considered themselves as reflective teachers yet, justifying their answers by the lack of experience.

Question n°5 :

According to you, what is the strategy you follow to be reflective teacher ?

The purpose of this question was to discover which personal ways (tools) or paths (plans) the teacher uses to be a successful reflective teacher in the future.

I.A	I.B	I.C	I.D
Reflecting In you own thoughts	Research	Self- confidence	Hard work

Table 2.5 reflective teacher's strategy

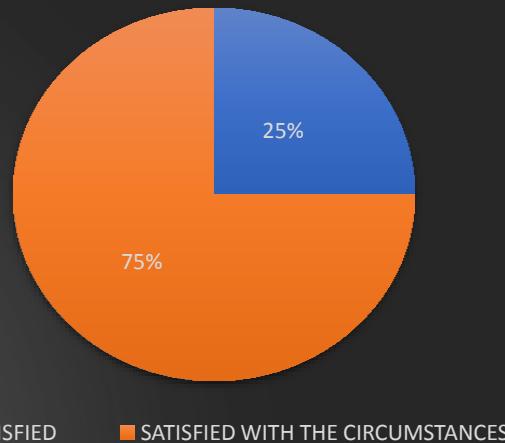
The responses obtained were varied from each teacher to another. Every teacher has designed in which way he or she will follow to be a reflective teacher. The informant « A » said : » the reflective teacher should examine one's underlying beliefs about teaching and learning », while the informant « B » ensures that the teacher was, is and will be always a learner who has to research for new teaching methods and strategies. In the other part, the respondent « C » sees the psychological factor as the most important way to be a reflective teacher. Lastly, the respondent « D » thinks that a reflective teacher is a hard worker in and outside the classroom.

Question n°6 :

Do the Algerian secondary schools in general and Omar Ibn-Abdelaziz secondary school in particular provide their teachers with the appropriate circumstances to get developed ?

The goal of this question was to measure the extent to which the Algerian secondary schools in general and Omar Ibn-Abdelaziz secondary school in particular provide their teachers with comfortable working conditions that allow them to focus on their professional development.

PIE-CHART ENSURING APPROPRIATE CIRCUMSTANCES FOR ALGERIAN SECONDARY SCHOOLS TEACHERS TO GET DEVELOPED



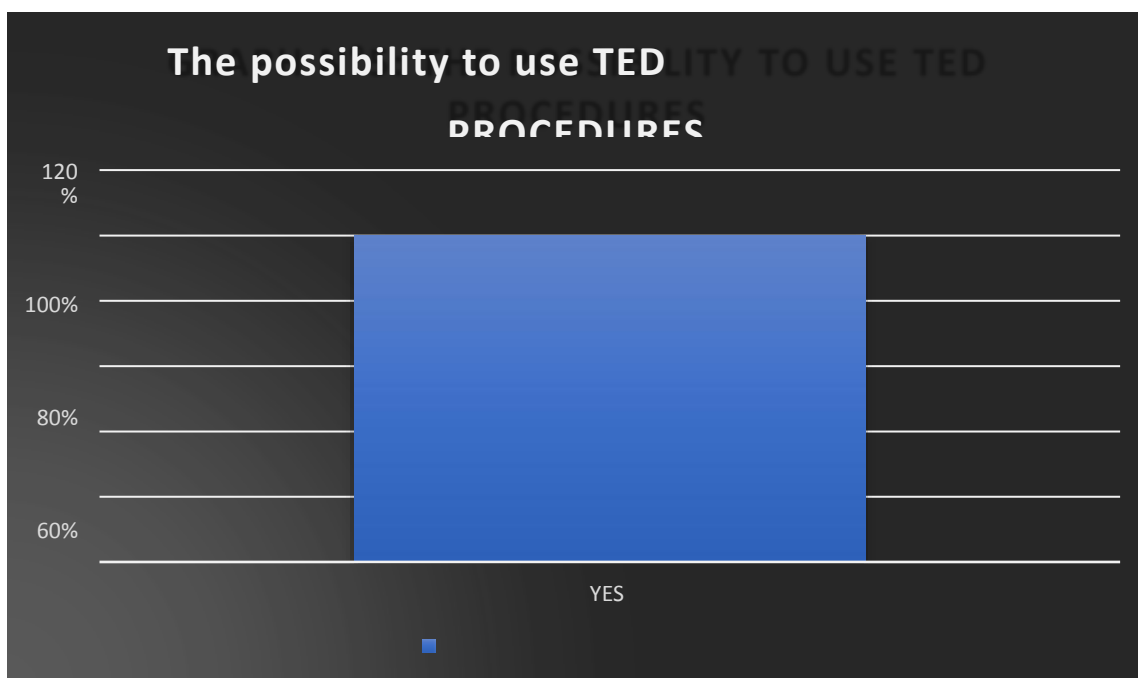
Pie-chart n°7 : Algerian circumstances

The results obtained represented 75% of the informants are satisfied with the Algerian secondary schools circumstances, considering them as schools that give accessibility space for development. In the other hand, 25% of the respondents see that the Algerian schools in general are in need to be developed and updated.

Question n°7 :

Do you use one of the investigative procedures of Teacher Education Development (TED) in your daily teaching ?

The aim of the question was to discover whether the teacher is able to apply the teachers' development procedures (diaries, peer observation, recording lessons) or not. Besides, its goal also was to assess the teachers' desire to getting developed.



Graph n°5 : The possibility to use TED procedures

Fortunately, 100% of the informants have the ability to use the development procedures, in other words, all of them have an aspiration to get developed as a teacher.

Question n°8 :

What kind of TED principles have you ever practised in your classes

Since the informants have shown their desire to be a reflective teachers, the question mentioned was to examine which procedure they did use in the process of develop their teaching attitude, also to determine which one is widely used among the educational community.

I.A	I.B	I.C	I.D
-----	-----	-----	-----

Peer observation	Peer observation	Peer observation	Peer observation
Diaries	Diaries		
	Portfolios		

Table 2.6 TED procedures used by the informants.

The majority of informants declared that they do not rely on only one instrument, but it can even reach more than two procedures used.

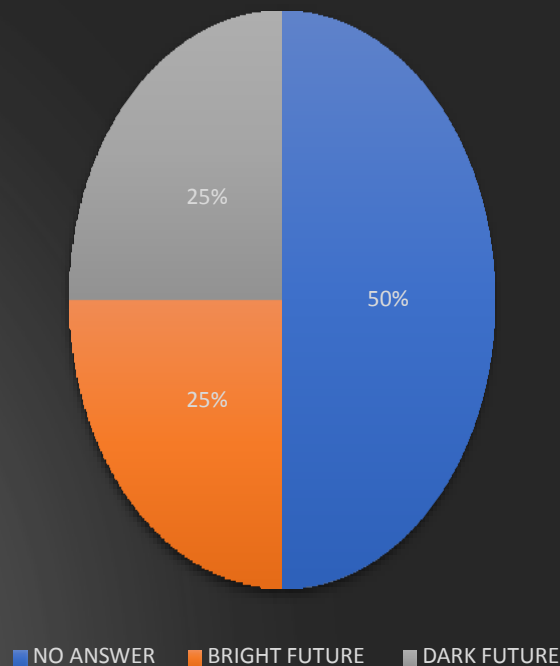
In more details, the informant « A » said that peer observation is the most widely used and the most effective tool, but he uses personal diaries as well. The respondent « B » also used peer observation, diaries plus portfolios. The respondents « C » and « D » depended on peer observation and diaries as well.

Question n°9 :

Are not you optimistic about the future of your teaching career ? And what are the mistakes that must be corrected ?

After many pessimistic points about the Algerian school, the researcher asked this question, which is consisting of two questions in order to get an answer about the future of the Algerian schools and the mistakes that must be corrected.

VISIONS INTO THE FUTURE OF THE ALGERIAN SECONDARY SCHOOLS



Pie-chart n8 : Visions into the future of the Algerian secondary schools

The answers obtained were divided into three parts. The first part which represents 25% of the informants see a bright light in the end of the tunnel, and the solution is to update the Algerian school for the learners needs.

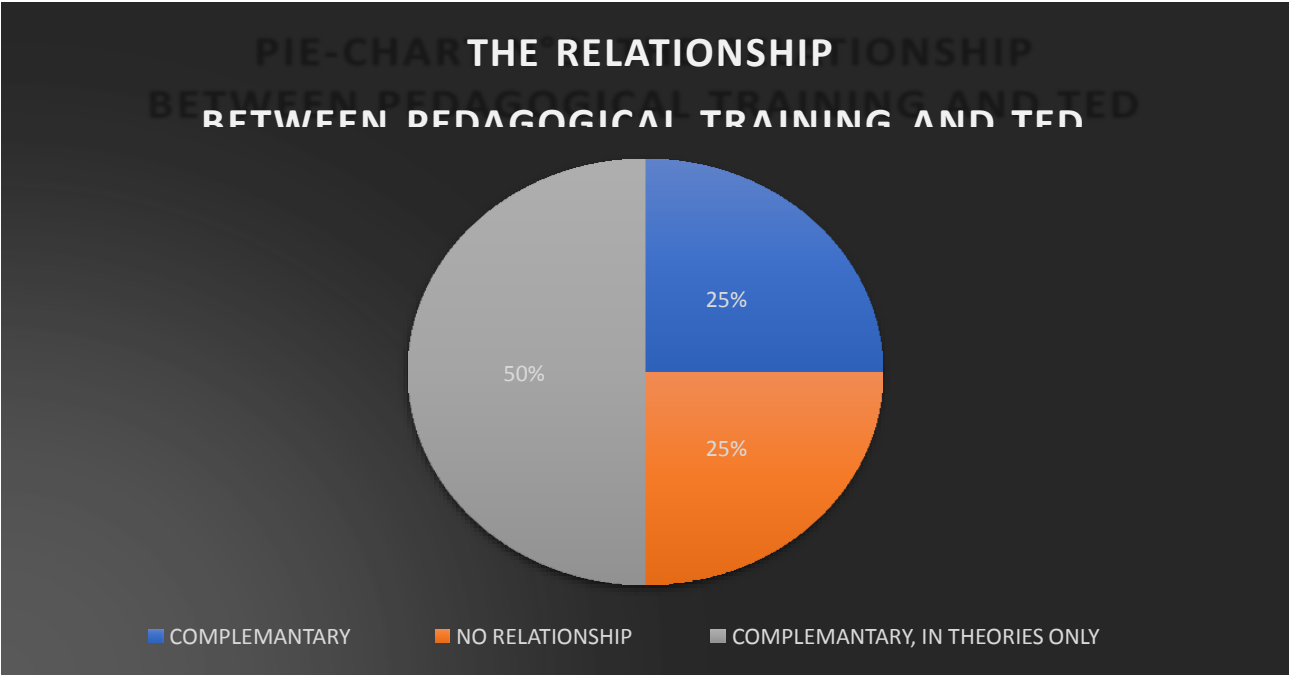
The second part represents 25% of the informants, it sees no hope for the future of the Algerian schools ! And the solution is the same one as in the first part.

The third part represents 50% of the respondents, they do not have a clear vision to the future of the Algerian teaching dud to the lack of experience.

Question n°10 :

According to you, what is the relationship between the pre-service training (P.T) and the in-service training (TED) ?

This question is considered as the most important question for this research, because it reflects the type between the official training and the personal one. Besides, the answers will also reflect how far the both trainings can be combined to shape a reflective teacher.



Pie-chart n9 : the relationship between PT and TED

The results obtained show that 25% of the informants see that the relationship between the pre-service and in-service trainings is a complementary relationship. Whereas 25% of the respondents see no relationship between the two training at all. The rest 50% have the same opinion, but they consider the complementary relationship is only theoretically not applicable, according to them the pre-service training is not enough yet to complete the self-teacher development.

2.6 Data Interpretation and analysis of the results

The research included both the questionnaire and interview as research tools in order to collect data, which were interpreted and analyzed qualitatively and quantitatively.

In the next lines, the researcher will mention all the observations noticed from the information obtained, which will be analyzed in a descriptive shape.

As a remark, the results written are concluded from the teachers' responses on both the questionnaire and interview questions, which are considered as responses about TED as a continuous pedagogical training. The researcher's examination of both the questionnaire and interview data yield the following key findings:

- The first question the researcher asked in both the questionnaire and interview was whether the teacher identified as an experienced or novice teacher. Identifying the type of the respondent will unravel the mystery behind many answers and make it clearer. Besides, it makes it easier to know the difference between a beginner and an ancient teacher, and determine what are the novice teachers' requirements and shortcomings. The difference between the two types of teachers was clear, the weakness points of new teachers was not the lack of information, but a lack of confidence to try a new thing. But, being novice does not necessarily mean the lack of knowledge and attitude, by contrast it maybe mean more motivation, passion and ambition. That's why exchanging the ideas and support between experienced and novice teachers is important and beneficial for both of them.

- The pre-service training generally and the pedagogical training particularly represents a significant space in this research, that's why the researcher did ask many questions whether through questionnaire or interview. It was noticeable to understand from teachers's responses that the pedagogical training does not cover the teachers' needs, further it does not provide teachers with instructions to assist them in teaching. The paradox confined to considering the pre-service training as a very important according to the majority of respondents, but it is only a dead letter in the Algerian secondary schools.

- CPD is a formally or informally development process, the teacher must assess himself in order to develop his/her teaching methods in order to be a good teacher, which means being a reflective teacher. Both the experienced and novice teachers see themselves as reflective teachers.

That made the researcher asking about the ways that made you a reflective teacher, which means the procedures chosen by the teacher himself that is considered effective and suitable.

Back to the answers obtained, TED is very important process according to the informants, because it has not specific restrictions, rather it has different procedures that will develop you as a teacher, whether formally or informally,

individually by diaries and portfolios or collectively through peer observation.

- according to teachers' answers, peer observation is considered as the most effective and widely used procedure that fulfills the teacher's shortcomings and correct his or her mistakes.

It is an advantageous collective instrument used by both ancient and new teachers to correct each others' mistakes, and instead of one mind teaching a classroom, will be another observer teacher learns from his colleague, also alert the observed teacher to take attention to specific errors in order correct them. This process will be productive for both new teaching techniques that improve the teacher's skill and the learner who will be the biggest beneficiary.

In addition, they use other procedures as well as recording lessons, portfolios and taking notes but to a lesser extent.

- Lastly, after organizing the data obtained, it is easy to determine what kind is the relationship between the pedagogical training and TED. Ironically the pedagogical training is not enough until some respondents see that there is no relationship between P.T and TED!

Though TED is basically a continuous pedagogical training, in other words it completes what P.T started. The majority sees that the relationship between the two development trainings is a complementary relationship, but just an ink on papers, which means in the end that TED now is considered as the key concept of being a reflective teacher.

The researcher has learnt that pedagogical training is a superficial training that won't fulfill the teachers' needs, but it is considered as one step towards one mile, which needs TED as a continuous development process that monitoring the teacher during his classroom dailies.

He has also learnt from the teachers' answers analysis that the teacher is a learner at the same time, whether before teaching or during the profession. The learning-teaching process can be formal or informal, the most important is to continue in enhancing the teaching skills by self without total depending on official conferences. For that pre-service conference training won't develop the teachers' skills. Hereby, the teacher should always seeks to enhance his own teaching capacities depending on himself through a set of procedures.

The procedures of development are at the end tools only, which assist the teacher to progress in the teaching field, but he must work hard, being confident and updated with new methods that may suit his person and attitude.

Last point, peer observation is not just a procedure, but a key concept itself.

P.O offers different opportunities to develop the teaching skills, basically it is an

exchange knowledge, visions and experience, also boost the observed teacher's self-confidence, besides leveraging the observer's advice concerning the methods of teaching, techniques, strategies, diction ...etc. which makes the teacher on the right way to be a reflective good teacher.

The results obtained from both the questionnaire and interview has effected the researcher to note the next points:

1. Teachers' pre-service training activities often fail to provide them with the necessary practical experience to be effective in the classroom.
2. TED could be an involuntary or voluntary self-development, it is used in the secondary school chosen, but can not apply it correctly due to many circumstances, such as the lack of time and budget to use technological material.
3. Peer observation improves the teacher skills and teacher psychology more than the other procedures.
4. P.T is a superficial teacher development must be completed by TED process in order to be a reflective teacher, but it is also a cornerstone.
5. According to the informants, the secondary school chosen has some unqualified teachers due to the lack of experience. P.T won't qualify them, instead, the novice teacher should get in contact with the experienced teachers in order to enhance their teaching skills. Besides, the secondary school must provide teachers with enough space and more chances to collaborate. Which means that the success of a teacher depends on a set of circumstances, starting from any pre-service training to collaboration between teachers and their school.

Hereby, the results obtained confirmed the already hypothesis mentioned to the research questions of this research paper.

2.8 Suggestions and Recommendations

Based on the analysis and interpretation of the data collected in the practical investigation, the following recommendations are made :

- One important principle is to use a variety of teacher development procedures. This might include peer observation, portfolios, diaries, recording lessons. It is important to tailor the specific procedures used to the needs of the individual teacher and the school context. Moreover, peer observation must be used continuously under a well-organized plan. It can be a powerful tool for teacher learning, but it is only effective if it is done in a systematic and reflective way.
- Collaboration between novice and experienced teachers is also important. Experienced teachers can mentor novice teachers and share their knowledge and experience. Novice teachers can bring new ideas and perspectives to the table.
- Additionally, instructors should play a key role in teacher development by facilitating the process and providing teachers with updated materials. Instructors can create a supportive environment for teacher learning and provide guidance and feedback. Secondary schools should also take teachers' recommendations under consideration. Teachers have a wealth of knowledge and experience, and their input can be valuable in shaping teacher development programs.
- Pedagogical training should be updated to the teacher needs, while teaching should be updated to learners' needs. In other words, the teacher development programs should be designed to address the specific needs of teachers and students.
- Finally, the pre-service program must be connected to the teacher needs. This means that the pre-service program should prepare teachers for the challenges they will face in the classroom.

2.7 Conclusion

The present chapter is considered as the important chapter for this research work after analysing the empirical results on the ground far from theories. The research looked into several points as the usefulness of both pedagogical training and Teacher Education Development for the continuing professional development, besides the beneficial of each training for the teacher skills enhancing. Moreover, After using the questionnaire and interview research tools, the research was provided with different results about TED as a continuous pedagogical training in order to assist the teacher by improving his teaching techniques , the results gathered were obtained from the real platform that consists both EFL experienced and novice teachers, depending on their teaching experiences about both educational trainings that help the teacher to enhance his teaching methods and strategies, through a formal/informal trainings that either take place before (pre-service training) or during (in-service training) the profession. The pre-service training tries to form the teacher with educational instructions, in the other hand, the in-service self-training assists the teacher to achieve a high level in teaching by himself, which means it is a personal process that depends on the teacher self-development through many instruments which give the teacher various opportunities to work onself according to the teacher choices. The instruments of TED such as diaries, peer observation, lesson recording and portfolios, have a unified purpose, which is teacher development, but according to the research results, peer observation is the most effective development tool that give different features and fulfills different shortcomings and develop the teacher methods, techniques and strategies.

The result findings lead the researcher to mention a set of suggestions and recommendations about achieving a well teacher professional development.

General Conclusion

It is not an exaggeration to say that the future of learners is in teachers' hands, in some way it can be said that a good teacher will produce a clever learner, which means that teaching is both significant and sensitive work. To be a good teacher, needs a continuing development process that relies on before tackling the job or during teaching. Moreover, experts designed strategic plans for the teacher development and EFL teacher in this context, it depends on both pre-service and in-service trainings with different pedagogical faces of each training. The pedagogical training relies on conferences and structured seminars, in the other hand TED relies on a set of self-doing procedures that help teachers to enhance their teaching skills.

In this work, the researcher has tried to set the following research questions :

This study is fuelled by the following research questions :

- 1-Is TED has a touchable effect on pedagogical training ?.
- 2-What are the appropriate methods that teachers use to be developed ?
- 3- Are teachers allowed to practice the concept of TED in secondary schools ?

The hypotheses set in this research are :

- 1-TED completes what pedagogical training has begun.
- 2-Peer observation is the most effective TED procedure used by teachers.
- 3-Many difficulties face the teachers during the in-service development trainings.

The research work has been divided into two chapters. The first chapter is considered as a theoretical block, which has contained definition of teaching and learning process, also went forward to mention the teachers types, as well as defining CPD and including both pre-service and in-service, which establishing both pedagogical training and TED as two main teachers development processes. In the second chapter, the researcher has included two research tool (questionnaire, semi-structured interview) with Omar Ibn-Ibn Abdelaziz secondary school EFL teachers, the investigations have included a set of

different questions about being a reflective teacher, passing by their opinions about pedagogical training and TED in the secondary school chosen, until determining the PT and TED relationship. At the end of the chapter, the research has put a set of suggestions and recommendations from a personal point of view about the main title of the current research, the suggestions are considered as a result obtained from the teachers' answers.

In the end, the results obtained have confirmed the research hypothesis cited.

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**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY
OF ABU-BAKR BELKAID TLEMCEN
FACULTY OF LETTERS AND FOREIGN LANGUAGES. DEPARTMENT OF
ENGLISH. QUESTIONNAIRE**

The purpose of this questionnaire is to describe the professional development of a secondary school teacher. as. Thank you in advance for your answers.

Please provide the following information by ticking the box () or writing your response

1-Do you consider yourself as novice or experienced teacher ?

Yes.

No.

2-Have you ever been subject to any pedagogical training ?

Yes.

No.

3-How important is pedagogical training for your professional growth ?

- A- *Very important.*
- B-*Somewhat important.*
- C- *Not very important.*
- D-*Not important at all.*

4-Does it (pedagogical training) meets the needs ? Justify .

- Yes. No.

.....

5-During your professional career, do you see yourself developing as a teacher ?

- Yes.
- No.

6-How important is Teacher Education Development (TED) for your profession ?

- A- *Very important.*
- B-*Somewhat important.*
- C- *Not very important.*
- D-*Not important at all.*

7-Have you ever practised in peer observation with a colleague ?

- Yes.
- No.

8-What kind of TED principles have you ever participated in your classes ?

- Diaries.*
- Peer observation.*
- Portfolios.*
- Recording lessons.*

9-How can your school support you in Engaging in TED in order to improve your teaching skills in future ?

- A-Provide more funding for professional development.*
- B-Offer more opportunities during the school day.*
- C-Provide more support for teachers to implement what they learn.*
- D-Make it easier for teachers to collaborate and share ideas.*
- E-None of the above*

10-What are some of the biggest challenges and opportunities facing teachers in the area of self development ?

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