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TEACHER TRAINING OR TEACHER DEVELOPMENT :

A PUZZLING RECURRENT DICHOTOMY IN ALGERIAN

SECONDARY SCHOOLS:

The case of EFL Teachers at HamedBendimerad Secondary School.

Dissertation submitted to the department of English as a partial fulfilment of

the requirements for Master's degree in Didactics

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Statement of Originality

I, AssiaBouabdelah, declare that this extended essay entitled (Teacher Training or Teacher Development : a Puzzling Recurrent Dichotomy in Algerian secondary schools: the case of EFL teachers in HamedBendimerad Secondary School) is my own original work .This extended essay has not been submitted previously in whole or in part for any degree .All sources used in the preparation of this dissertation have been duly acknowledged in the references section. Any ideas, concepts,data, or other materials of others cited in this research study have been appropriately referenced in accordance with academic conventions. I take full responsibility for any errors or omissions contained in this work .I have been acknowledged about the plagiarism statement of my department , and I declare that I have fully complied with its requirements .Furthermore , I acknowledge that the dissertation meets all the requirements for the degree and am willing to defend the research work before the examination committee. .

Date:25 / 06/ 2023 Signature

DEDICATIONS

I dedicate this work to my beloved mother, brothers, and sister who have always been there to support and guide me through life. Your unwavering love and encouragement have been strength throughout the years.

To my loving husband, who has been my rock and inspiration , thank you for your endless support and understanding in this journey .You have been my constant source of encouragement , and I could not have accomplished this without your unwavering love and support .

This dissertation is a testament to the love,care, and dedication that I have received from all of you, and is dedicated to your firm belief in me. Thank you for being my pillar of strength and supporting me in every step of the way.

ACKNOWLEDGEMENTS

ABSTRACT

The purpose of this study is to investigate the current obstacles that can be faced by teacher training programs to deal with todays' classroom challenges , and whether teacher education development can stay up-to-date with the new methodologies of teaching .Teacher Training that usually focuses on developing practical skills and techniques for effective teaching in the classroom .It is often geared towards improving the teaching methods and classroom managements skills of teachers .This can range from workshops and seminars on new approaches and frameworks to subject-specific training for specialized areas of teaching .On the other hand, teacher education development involves a more comprehensive approach to developing teachers' knowledge and expertise.It is a long –term investment in teachers' professional development that focuses on expanding their theoretical knowledge, research skills, teaching strategies and self-reflection.The researcher conducted two substantive research instruments : a semi-structured interview with two inspectors and a questionnaire including both open-ended and close -ended questions that was administered to teachers of a secondary school to collect needed information to fulfill this humble work as well as it is beneficial for the researcher to have an idea about the weaknesses of teacher training and the advantages of the newly recommended process teacher development .The objective of this study is to highlight the importance of a balanced approach to teacher development and training. It confirmed to be viewed as complementary. Consequently, the outcomes showed that teachers should have access to both initial and continuous development to enhancetheir

knowledge, skills, and abilities which will ultimately lead to improve student learning outcomes.

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Key to acronyms

CPD : Continuous Professional Development

EFL : English as a Foreign Language

ICTs: Information and Communication Technologies

INSET: In-Service Education and Training

OECD : theOrganisation for Economic Cooperation and Development .

PBA: Project Based Approach

TBL: Task Based Lesson

TED: Teacher Education Development

TTP: Teacher Training Programs

TT : Teacher Training

General Introduction

General Introduction

Teacher training and education development have always been significant aspects of the educational system, shaping the delivery of quality education and nurturing student development. The responsibility of a teacher encompasses far more than merely imparting knowledge. It involves fostering a sense of creativity and innovation among learners, enabling them to think critically, and preparing them for real-world challenges. With the increasing importance of today's education landscape, teacher training has emerged as a critical factor in shaping successful teaching practices. Therefore, the need for the development and implementation of effective teacher training programs has become more crucial than ever.

Hence, the problematic situation pushed the researcher to investigate the weaknesses of TTP and the contribution of TED as ongoing process.The field of education has long debated the effectiveness of teacher training and education programs in producing quality teachers. This dissertation aims to contribute this ongoing debate by examining the effectiveness of teacher training programs (TTP) or teacher education programs (TED).

This dissertation will explore the current state of teacher training programs and aims to identify areas of improvement to ensure that teachers are adequately prepared to meet the educational demands of today and the future, and if the implementation of TED approach can help teachers stay abreast of current industry trends and ensure that they have the necessary expertise to deliver quality education to students effective learning.

Thus, taking EFL teachers at the level of the secondary school HamedBendimeradin Tlemcen as acase study, this work is driven by the following research questions:

1. What are the current state and confrontations of teacher training programs in meeting the educational demands of current classroom challenges?

2. Can the implementation of the TED approach help teachers in staying up-to-date with the latest methodologiesand instructions and ensure that they have the necessary expertise to deliver quality education to students effectively?

For providing answers to these questions, the following hypotheses have been suggested.

1. Teacher training programs have not adequately prepared teachers to meet the educational demands of the new classroom challenges, and there is a need to identify areas for improvement.

2. The utilization of TED as an ongoing process enables educators to stay up-to-date with the latest developments in the field and guarantees that they possess the essential knowledge and skills to provide high-quality instruction to their students efficiently.

In this study, we have developed hypotheses based on existing literature and theories. However, it remains to be seen if our findings will converge withor divergefrom these hypotheses. It is always important to approach research with an open mind and let the data speak for itself. We are eager to explore the results of our study and are prepared to modify our hypotheses accordingly.

Teacher training as a top- down process is, then, a critical element in ensuring the success of any education system. However, in recent years, there has been a growing push towards Teacher Education Development as a bottom-up process. This exploratory case study aims to investigate the effectiveness of these two processes .Two research instruments will be used to obtain valid results :a semi-structured interview conducted with veteran inspectors of English in Tlemcen and a questionnaire with EFL teachers to crosscheckand validate results.

To confirm the above hypotheses, this empirical study is purposefully divided into two chapters.The first chapter offers every useful theoretical findings related to the effectiveness of TTP and TED. It focuses on a range of themes , including active learning , types of teachers , teacher preparation for new teaching instruction, TT as CPD and TED as CPD.Overall,theliterature review provides a useful foundation for understanding the key factors that contribute to effective teacher training or teacher development .

The second chapter of this dissertation focuses on analysing and interpreting the data collected by using two different research instruments. Its primary objective is to answer the research questions by either confirming or rejecting the research hypotheses. The research results are presented and discussed separately. This chapter also includes recommendations and suggestions for improving the effectiveness of TTP or TED based on the findings obtained in the literature review and research.

Chapter One

Literature Review

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I.1 Introduction:

Education is and has always been an integral aspect in any society all over the world .To ensure effective teaching for students , each educational system has undergone numerous adjustments .The modern interpretation of these reforms puts emphasis on teacher development after having his pre-service and in-service training in seminars , project work shop ,webinars and study days .Focusing on teacher development was alternatively proposed to enhance the educational system for significant improvements.

This chapter introduces a broad understanding of Teacher Training, its features and weaknesses in its implementation on one hand, and Teacher Education Development that takes part of improving and enhancing the teaching process, on the other hand, where Workshops are considered as an ideal setting for language teachers to review, reevaluate, and improve their current methods by sharing experiences and best practices.

The theoretical chapter focuses on the concept of teaching and the different approaches that can be adopted to enhance the learning experience of students. It emphasizes the importance of active learning and the role that teachers play in facilitating this process. The theory also highlights the various kinds of teachers and their unique teaching styles. Additionally, it delves into new methodologies of teaching and the need for new pedagogical preparation to keep up with changing times. The theory distinguishes between teacher training and teacher development, stressing the importance of the latter for ongoing professional growth. It explores the idea of training for refreshing purposes and highlights the role of teacher development as a continuous professional development (CPD) tool.

I.2 Teachingdefined:

Teaching can be defined as the process of transmitting knowledge about a targeted subject to a specific audience,it is an engagement with learners to improve their comprehension of the subject matter .As it includes lesson design, content selection, transmitting assessment and reflection.

Teaching is the act of getting learners involved in the active construction of knowledge where the teacher's main concern is not only the subject matter but also the methods used to make learners involved and to transform them into active learners. Teachers must also attempt to bring something new to class for the purpose to attract them smoothly.

Edmund Amidon (1967) also defined teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occur during certain definable activities".

Teaching is fundamentally about creating the appropriate atmosphere for the teaching and learning process such appropriate conditions,a well-organized lesson plan, class management   ,time management that contribute in constructing learners' autonomy.

I.3 Active Learning:

Active learning can be seen as creating excitement in the classroom through appropriate and well planned strategies that are defined by Bonwell and Eison as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell and Eison 1991)

These strategies focus on developing learner's skills rather than on transmitting information and the final objective of the teacher is the performance of the learners by exploring their own attitudes through constructing knowledge.

Since group work is regarded as a constructivist-based practice and is built on social interaction, it is generally requested .Therefore, it is clear that active learning strategies are thought to be a useful tool for increasing inclusivity in the classroom.

Good teachers use a variety of strategies when trying to give their students opportunity; some of these strategies include:

- **Minute paper**: ask students a question that requires learners' critical thinking.

- **Peer instruction:** ask students to think about their answer and vote on a response before turning to a partner to discuss.

- **Think , pair , share :** the teacher should ask questions that require higher order thinking (Bloom's taxonomy)

- **Strip sequence :** learners are requested to reconstruct the steps of a process that are jumbled.This technique may strengthen student-logical thinking process (Handelsman et Al , 2007)

Along with decision-making exercises, the teacher may also ask his students to imagine themselves as decision-makers who must first justify their choices.

In brief, teachers should begin modest, early, and with activities that are low risk for both teachers and students.

I.4 kinds of teachers:

By creating a good teaching atmosphere and bringing the teacher's own artistry, style, talents, and innovative ideas to a session, there are undoubtedly many ways to make the teaching and learning process more pleasurable and less tedious.

Adrian under Hill has suggested three broad categories of teaching styles:

I.4.1 The explainer:

Although it is evident that the majority of teachers are knowledgeable about their subject matter, they all employ various teaching strategies.

The act of "explaining" and "lecturing" to convey a message to their students is the foundation of these types of teachers. In light of the fact that students frequently practice tasks after having lectures, it seems to be more informational than engaging for them.

Harmer (2001:58) quotes: "controllers take the roll, tell the students things, organize drills, read aloud, and in various ways exemplify the qualities of a teacher – fronted classroom"

According to Harmer this kind of teachers consider themselves as a source of knowledge that they will transmit to their learners.

I.4.2 The involver:

This type of teacher uses a variety of strategies and methods to ensure that his students understand the material. At this stage, when the teacher is making an effort to engage his students and has chosen some compelling activities that could boost learning actively and non-passively, explanation may be integrated as a support.

Tudor stated in Hedge &Whitney(1996) poses that*: "real involvement requires course planning, which is, according to him, a very complex process, one to which different types of students can contribute to varying degrees".* Tudor (1996:276)

Hereby he suggests for teachers to plan a course which covers a structure such:

- Setting goals ;

- The appropriate methodology;

- The right procedures for each step ;

- Providing materials needed for each situation ;

- Engaging topics ;

- Evaluation ;

- Study independently; (ibid:207

I.4.3 The enabler:

The third kind is so confident to share control over learner,he may be described as a decision- maker and risk-taker,he negotiates with his learners, he is the one who works to create good opportunities that may enable the

learners to learn about the subject matter for themselves by making learning visible and autonomous .The teacher at this level may be seen as a guide ,

a counselor resource of information by reflecting his own personality and attitude in an active teaching .

Similarly, when learners become stuck while executing a task, the teacher as a facilitator gently nudges them ahead in a non-obtrusive and encouraging manner. According to Harmer (2001:60),   "in such situations, we want to help but we don't want to take charge because we want to encourage the students to think creatively rather than have them hang on every word. This ensures that when teachers empower their students, they do it with sensitivity, encouragement, and, most importantly, moderation." Harmer (2001:60)

I.5 New methodologies of teaching:

Foreign language teachers are required to be aware of the various teachingmethodologies that enable them to practice and comprehend the dynamic nature of the foreign language teaching process, where teachers are requested to adapt for new demands and needs of their learners .

It is clear that some of the traditional methodologies like audio-lingual and the direct method are still commonly used in today's classrooms; they are out of place, though.

Conversely, the communicative approach is significantly superior in EFL classrooms, but the issue is that the learners' needs have surpassed the strategies and approaches used by the teachers..
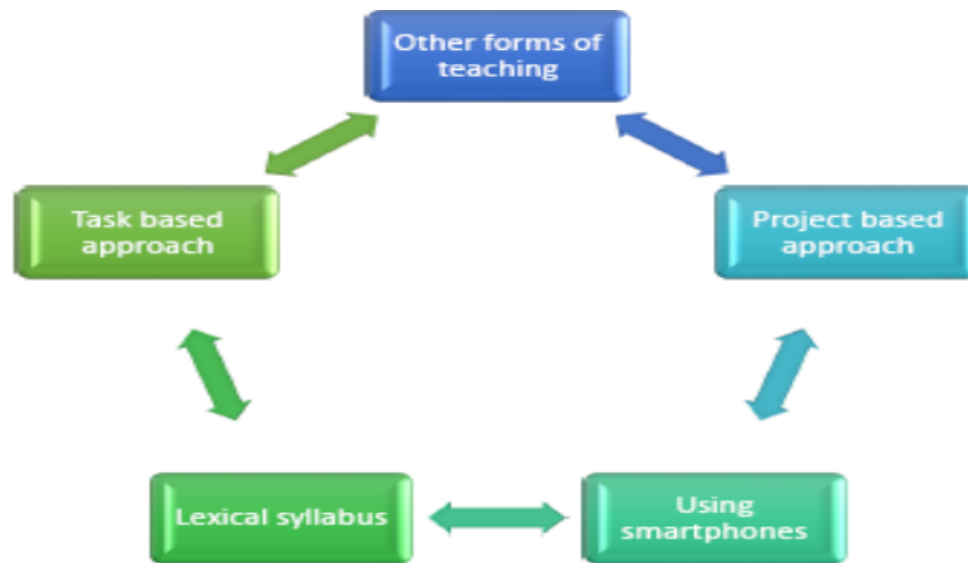
Figure 1.1: New forms of teaching

Source: http://www.kansai-

u.ac.jp/fl/publication/pdf_education/03/5rodellis.pdf

Some methods were suggested by English practitioners, in addition to those mentioned in the figure there is also blended learning, flipped classroom and technology aided-instruction.

● **Task based approach :**

It focuses on creating lessons based on a sequence of activities that each covers a specific piece of subject, but before using this strategy, teachers should evaluate the requirements and preferences of their students in order to create lesson stages that will inspire them and help them accomplish their objectives.

Pre task (Conscious raising activities)	Framing the activity eg : establishing the outcomes of the task regulating planning and time
During a task	Time pressure Regulating topics
Post tasks (focused communication activities)	Number of participant Learner report Repeat tasks Reflection

Figure 1.2: Frame work for designing TBL (Ellis 2003)

Source:http://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf

- **Project-based-approach :**

This approach is also meant to meet the learner' needs .It is considered to be the end result of the class and should reflect all what is learned in a course .It must be a final , comprehensive assessment .
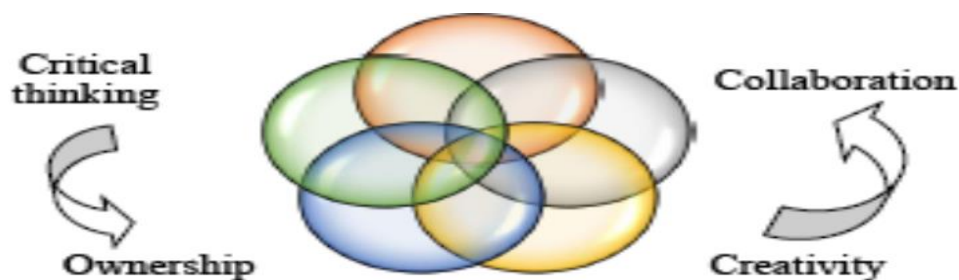
Figure 1.3: Aspects of effective project learning by Deal Media (2018)

Source:

https://www.bigdealmedia.com/blog/?show=aspects_of_effective_project_based_learcning

Figure 1.4 problem solving illustration of effort.

Source: http://www.dreamstime.com/stock-illustration-problem-solving-systematic-approach-to-problems-image612677

● **Problem solving approach :**

This methodology of teaching shows some evidence that is valuable for enhancing the quality of students learning in subject matter areas through avoidance of giving ready-made answers in grammar or even vocabulary. The students will be able to overcome independently the language problems through communication (Gorgiladze, 2005:51)

According to Finkle and Torp (1995:1), "problem-based learning is a curriculum development and instructional system that simultaneously develops both problem-solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured problem that mirrors real-world problems."

All the above operations must be achieved under teacher guidance with explanation of each step since he is the monitor.

I.6 New pedagogical preparations.

Every educational system in the world has always placed a high priority on training new teachers and provide them with the tools they need to interact with students during the teaching and learning process.

So as to ensure learners' achievements , comprehensive programs must be provided by specialists (educationalists) these programs should cover : classroom managements, time managements, reflections and self-efficacy because novice teachers need practice and mentoring in which mentor and experienced teachers are expected to provide guidance through supervising novice teachers and help them change their attitudes towards teaching .

This teacher's preparation is considered as the very first step in teacher development .As a result,numerous procedures have been implemented as part of the 2003 educational reforms to make sure that new teachers receive quality preparation that is closely related to the needs of the schools. (Ravi 2016)

"Encouraging and support and human facilitator in teaching / learning situations who enable learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible, and renewal of school curriculum to maintain its relevance to the changing social needs and personal needs of learners" (Ravi 2016:9)

Accordingly, inspectors have recently introduced new practical techniques to be implemented in teachers' classrooms. Teachers must adapt and adjust their teaching in accordance with the needs of their students because teaching is constantly changing, and teachers must be prepared to deal with these changes. The new millennium teaching looks for teachers who are more than simply knowledge providers and students as passive learners for this reason.

In other words, "teacher education is not a one-off but goes along and extends to the entire career of a teacher"   (Semmoud 2015:24)

In brief, a well-planned seminar is the one that motivate teachers to search for a variety of techniques needed to improve theirs learners and help them to think critically and to become autonomous learners.

I.7 Teacher training versus teacherdevelopment:

Training is a top-down strategy, it can be defined as the application of the latter by an inspector to improve   certain outcomes of the teacher's instruction, typically based on content knowledge or skills.

The collaborator or the inspector can take the lead in training by trying to tackle those issues by proposing ways to deal with.

Training as a strategy is clear and direct, it is proposed by the collaborator and carried out by the teacher and then evaluated by the collaborator.Widdowson (1990), argues:

"Training then involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation

to novelty is, therefore, very limited. Training, in this view, is directed at providing solutions to a set of predictable problems and sets a premium on reflecting expertise". (Widdowson 1990:62).
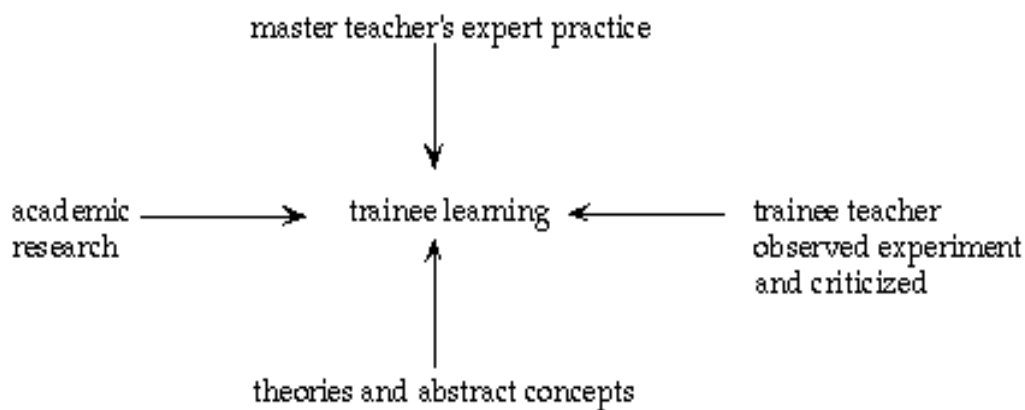
Figure 1.5: Teacher Training

Source:https://jalt-publications.org/tlt/articles/2218-teacher-training-andteacher-development-useful-dichotomy

There is no denying that training frequently works, even though it has obvious limits; yet, a different approach is required to deal with the complicated aspects of teaching that training cannot handle. This tactic, called teacher development, is viewed as an indirect intervention that concentrates on challenging parts of instruction..

The goal of development is to alter the ways in which teaching is done through inquiries, critical analysis, reevaluation, and at the very least, the creation of an internal monitoring system.

The following table illustrate the clear distinction between teacher training and teacher development (Benmoussat 2003:262)

Teacher Training	Teacher Development
Imposed from "above"	Initiated by self
Competency based	holistic
Short term	Long term
One-off	On-going
Temporary	Continual
Input from expert	Input from both participants and exernal sources
External agenda	Internal agenda
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empowers individual teacher
Skill/technique and knowledge based	Awareness based ,angled towards personal growth and the development of attitudes /insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product /certificate weighted	Process weighted
Means you get a job	Means you can stay interested in your job
Done with experts	Done with peers

Table 1.1: Teacher Training and Teacher Development compared

((Benmoussat 2003:262)

I.7.1 Training for new teacher instruction:

Richards and Farrell (2005) define in-service training as: "Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as a preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility" (2005:14).

Programs for these Insets are designed to examine the advents in the curriculum and determine what should be taught based on the requirements of the country.

Teachers get knowledge of new guidelines on the new curriculum and its new ideas that must be applied to their teaching materials, teaching methodologies, and associated teaching styles throughout these Insets. That was the situation in Algeria with the newly implemented Competency-Based Approach at the level of the educational system.

I.7.2 Training for refreshing purposes:

A specific purpose that has been determined is addressed in the teacher training courses, and then a variety of classroom tactics are displayed as pre-made solutions to the issue. The training sessions are attended by all levels of instructors (prospective, tenured, or experienced), and an experienced teacher often leads the demonstration class. In the Algerian context, there are no

traces of the INSETs that have been suggested here and there for refresher reasons, particularly at the university level.

I.7.3 Teacher training as CPD:

Teacher training and professional development are essential for improving teachers' content knowledge and teaching skills to meet high educational standards. Training involves understanding basic concepts, demonstrating principles and practices in the classroom, trying out new strategies, monitoring and getting feedback from others.

On the other hand, Professional Development is typically used to refer to "all types of learning undertaken by teachers beyond the point of their initial training" (Craft, 2000:9).

Providing teachers with training in curriculum subjects typically entails scheduling seminars over an extended period of time. Such seminars' primary goal is to keep teachers current on issues in their field (OECD, 1998). In recognition of the significance of teacher preparation and professional development, Cambridge Professional Development Qualifications (2014) states that

"The most essential aspect in the quality of teaching and school leadership. Teachers and leaders need to develop their professional thinking and practice continuously throughout their careers." *(*2014:03)

Professional development is a long-term goal that seeks to improve teachers' understanding of teaching and themselves. It involves examining

different dimensions of a teacher's practice as a basis for reflective review, such as:

- Understanding how second language development occurs, roles, decision making, theories, and styles of teaching.

-Understanding how second language acquisition works

- Understanding how our roles alter depending on the type of students we are teaching

- Understanding the many decision-making processes that take place during lessons.

- Examining our own hypotheses..

A system of education that supports and promotes active involvement and reflective teaching and learning appears to be urgently needed in the current educational system in Algeria. The most significant school- or university-based component in shaping the learning results is generally acknowledged to be the teacher. Since the teachers' capacities and the quality of their instructions can directly and even negatively affect the learning process as a whole, these issues are typically brought up.

In brief,at all levels in the teaching profession, there is always a need for teachers, and this need goes hand in hand with the need for quality in teaching and learning. Both experienced and novice teachers might be in need of continuous teaching and teacher trainings provided by the school/university, or any independent or collaborating agency, to help them form and improve themselves in their respective fields of specialization (subject matters), and this

will, in turn, help influence their classroom teaching practices. Hence, teachers' training and professional development programs are claimed to be central aspects in the teachers' career improvement and development.

I.8 Teacher Development:

For the reason that teachers want all the best for their learners they do their best to provide them with the best learning outcomes .Therefore , they seek creative teaching ideas from new resources to involve their learners .

Continuity,progression and differentiation   are the main concerns of teachers where research and development are considered as a wide exploration of teaching strategies.

For Shulman (1987) teacher ought to comprehend the content he is going to teach, so as to create new techniques to reformulate his instructions according to the content then followed by the examination and the evaluation of the effectiveness of this instruction.

Teachers,then, have sustained their own teaching repertoire that will conduct later professional development.
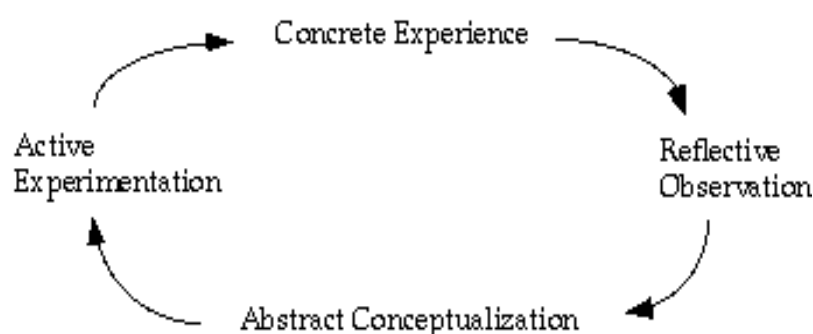
Figure 1.6: Teacher development (after Kolb 1984:24)

Source:http://www.skillshub.com/what-are-kolbs-learning-styles/

I.8.1 Teacher Education Development defined:

The concept of Teacher Education Development is an on-going process in which the teacher experiences a kind of critical examination every step in his practices.

Teacher education development process requires every act and step of the teacher education experience that became subject to scrutiny and revision as part of the reflective approach known as TED. It requests teachers to self-evaluate their practices and change can be based on the fact that teachers collect data from their own classes to better understand themselves and what is occurring in their own classroom and to achieve a new sense of direction .

TED empowers instructions to take use of the process of classroom investigation and self-reflection (Ourghi: 2002)

Teachers who cannot maintain their routines who want to completely transform their methods of instruction by experimenting new practices or altering how they are used, teachers can not only enhance their own performance but also get new insights about the teaching repertoire.

Ely (1994) suggests " while in teacher training teachers learn clearly defined skills and behaviours that would be appropriate to foreign language instruction, teacher development is concerned with preparing teachers for the exigencies of unforeseen future teaching situation .It attempts to bring about pedagogical development through heightening teachers' ability to observe , reflect upon and modify their own instructional patterns" (Ely 1994:336)

Both prospective and experienced teachers may engage in Teacher Development that is quite distinct from training, it refers to something unique and exceptional.

I.8.2 Characteristics of TED:

It's interesting to note that most of teaching characteristics of TED seem to focus on some special techniques meant to promote the development of reflection on a variety of levels.

Being able to make decisions about the teaching and learning process through questioning, analyzing and considering alternatives for the benefit of the learner is critical thinking's most common feature. It entails questioning by looking for unstated assumptions and seeing things from new perspectives.

In order to act responsibly toward one another and the subject matter, Laird (1988) believed that questioning, analyzing and reconstructing are the closest synonyms of teaching. By reflecting on school practices through a step back observation, understanding what has been observed, and implementing new ideas to adjust learning**.**

I.8.3 Reflective Teaching:

The process of searching for more effective instructional methodologies in FLT classrooms has led to the teachers' desire to inquire and provide the most optimal learning opportunities for their students through what is named RT "reflective teaching".

In reflective teaching, it is vital that teachers examine and re-examine their teaching practices in order to better understand their strength and

weaknesses so that they can improve and develop their attitudes and abilities in the future.
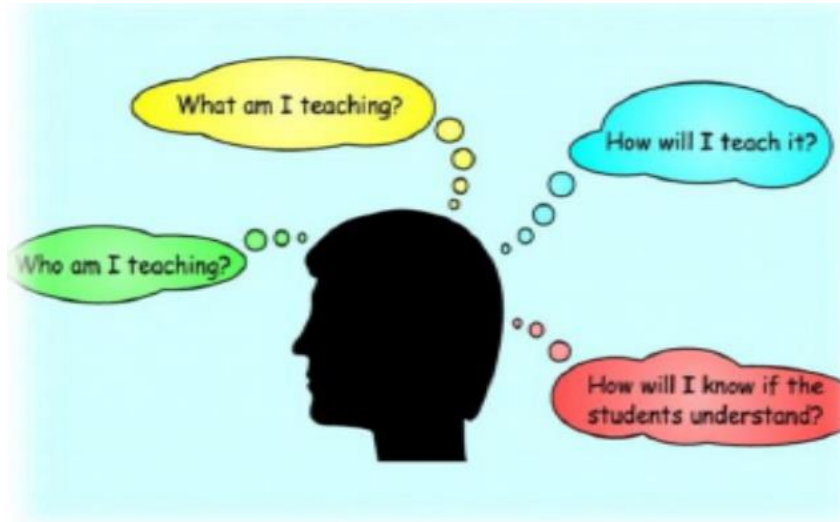
Figure 1.7: The reflective mind

Source:http://chiasuangchong.files.wordpress.com

Therefore, it is important for teachers to view their own classrooms as a research to learn more about teaching and learning process to evaluate how much their teaching performance is effective through RT teachers can learn whether their teaching is homogeneous with their classroom practices.

I.8.3.1 Reflection in-action:

According to (Schön 1983, 1987) reflection in-action occurs when a teacher tries to refine and adjust their teaching by reflecting while they are acting by employing a kind of knowing in-action (Schön1983)

"There is some puzzling, troubling   or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also

reflects on the understanding surfaces,criticizes, restructures and embodies in further action .It is this entire process of reflection in-action which is central to the art by which practitioners sometimes deal with situations of uncertainty,instability, uniqueness and value conflict". (1983:50)

In brief, with the rising of the problem, the teacher uses his teaching repertoire to change some practices that can facilitate learners' involvement.

I.8.3.2 Reflection on-action:

It is considered as a personal reflection which includes a self-inquiry and teachers critical thinking that push them reconsider how to monitor procedures. It helps teachers to be conscious of the next steps to be done to avoid troubles and this can be achieved under the collaboration of colleagues and listening to their suggestions to provide solutions.

As a result, this practice may be achieved by reflecting on personal experiences in a collaborative manner through meetings and conversations with a colleague or several colleagues to clarify any uncertainties by recommendations and offering solutions .This reflecting aspect can occur at any point during or after the teacher's workday, leading to the possibility that the current plans will be revised or even scrapped entirely.

I.8.4 The necessary attitudes for teacher as a reflective practitioner

Farell (2015) believes that teachers should return to Dewey's work on reflective thinking in order to be reflective and therefore they realize that there could be no reflection without developing a set of attitudes that are considered as the

basic principles of the reflective process which are namely open-mindedness, responsibility and whole-heartedness.

"Reflection emancipates us from merely impulsive and merely routine activity , it enables us to direct our activities with foresight reflection and to plan according to ends in-views and purposes of which we are aware , to act in deliberate and intentional fashion , to know what we are about when we act".(Dewey 1983:17)

I.8.4.1 Open-mindedness:

Means a desire to listen to more than one side of an issue so that we can find alternatives .Dewey (1933, 1986) maintains that if we want to be open-minded practitioners we should have an active desire we need to listen to different sides to give full attention to identify where we are mistaken, we may need to re-examine and re-evaluate our beliefs and thoughts and change them for the benefits of learners.

In brief, open-minded teachers are those who are eager to examine and adjust their thoughts because they become resistant to change.The teacher exposure to his teaching experience and learners progress on the delivered lesson went on he realizes to sit back and review what has been done from different angles .The teachers' quality to be open to their teaching context refers to their teaching context refers to their willingness to be reflectiveteachers.

I.8.4.2 Responsibility:

It can be defined **a**s **"**a careful consideration of the consequences to which an action leads" (Farell.2008)

It helps the reflective teacher to develop his critical thinking ,this is an example about Ellie sense of responsibility over how she dealt with her lesson plans: "but the lesson plan that I have planned didn't go smoothly as whenever I asked them to do something like understanding passages, writing or speaking , they just kept silence .While in fact, before asking them to write or to speak , I have provided them with explanation and sufficient examples with the help of teaching resources .They are having great trouble with grammar .At last , I ended up explaining grammar rather than focusing on what I have planned before .So my lesson plan didn't work at all"(Ellie, journal entry #1)

I.8.4.3 Whole-heartedness:

We can say that a teacher has a whole-heart attitude when he or she takes up his work seriously with a whole heart as Dewey says "throws himself into it" (1993, 1986:137)

He shows whole-heartedness when he is excited to look back at his practices and therefore he will reflect in-action, on-action and for-action throughout his career. Teachers are expected   to be enthusiastic in teaching ideas and thoughts to be engaged with teaching by making efforts to make the lesson effective, to make the learners comprehend the lesson even though they struggle with the task by offering proper guidance such exposures to classrooms problems have developed an ability to overcome teachers' anxiety, fears and uncertainties with their particular classroom contexts (Richards&Lock art 1991)

I.8.5 Teacher Development as CPD

To be an effective language teacher , with insufficient training , a teacher should probably take initiations on developing their teaching skills during their careers .Even though training can do a lot to supervise teachers for teaching but still teachers face some difficulties and struggles .Therefore ,they are required to update and adjust their teaching accordingly with the needs of their learners .

Such a continuing effort should be made to develop and ensure a sustainable teaching quality. Teacher development should empower them   to make decisions and engage in self-directed actions, to be aware of the different alternatives to current teaching practices and tends to make reform possible when it is possible.

In sum, teachers can manage their continuing professional development by re-examining and re-evaluating their skills and attitudes that are required for autonomous development .Other favorable conditions for CPD are required to increase opportunities for teachers such meeting, holding informal conversations, sharing experiences and collaborating on mini project. A simple sharing of experiences,successes, challenges and even risk taking can give ideas to other teachers to be more productive throughout all available means such emails, social media…..

Any educational system requires teachers to be knowledgeable about the variables of the teaching learning process that may occasionally emerge

according to situational pedagogic circumstances that must unquestionably be built on the foundation of teacher education.

Therefore, it is the responsibility of academic officials to put a lot of emphasis on how to restore teachers' confidence in the classroom and to take steps that result in effective teaching methods by establishing a broad consensus among the administration and the entire academic staff on the teaching regulations and teaching assignments that must be adhered to by every single teacher.

In order to alter the process of training language teachers into an ongoing pursuit of excellence. Official decision-makers must view Teacher Education Development as a necessary component of teaching.

At the end , we briefly highlighted the concept of Teacher Training and Teacher Education Development as a puzzling recurrent dichotomy in our educational system as we have mentioned how could each of them be part of a Continuous Professional Development , the former through the implementation of new pedagogical preparation and the latter through applying reflective approach and the necessary attitudes needed for new forms of teaching .

CHAPTER TWO

DATA COLLECTION AND ANALYSIS

2.1 Introduction

2.2 Research design

2.3 Sample population

2.3.1 Inspectors' profile

2.3.2 Teachers ' profile

2.4 Data collection instruments

2.4.1 Inspector's interview

2.4.2 Teachers' questionnaire

2.5 Data Analysis

 2.5.1 Inspectors' interview analysis

2.5.2 Teachers' questionnaire analysis

2.6 Discussion and interpretation of the main findings

2.7 Suggestions and recommendations

2.8 Conclusion

2.1 Introduction:

Teacher training and TED play a crucial role in shaping the quality of education in any given country. It is important to regularly evaluate and update teacher training programs to ensure that they meet the needs of both teachers and students.

The aim of this study is to explore whether teacher training programs can ensure that prospective teachers become effective educators. Furthermore, the study aims to investigate how the new concept TED can contribute to a better teaching experience and overall effectiveness in the classroom.The study will seek to gather empirical evidence and examine the impact these programs teachers' pedagogical skills and knowledge , attitudes towards teaching , and overall confidence in their ability to teach effectively. By examining the effectiveness of teacher TTP and the impact of TED, the study aims to provide insights into how these initiatives can improve the quality of education. Ultimately, it aims to inform policymakers and educators on the potential benefits of investing in teacher training and education development to optimize teaching effectiveness and learners' learning.

This chapter comes up with analysing and interpreting the findings collected through the main tools that were used in this survey, which aimed to identify which process is more effective TT or TED .The procedure was undertaken by designing an interview to inspectors in addition to a questionnaire that was delivered to HamedBendimerad EFL teachersl. Besides, this chapter also demonstrates the main goals of using those research

instruments. The purpose of this data collection is to gain insights into the current state of teacher training and TED and identify areas of improvement. Through this process, the researcher hopes to contribute to the ongoing effort to enhance the quality of teaching and improve students' learning.

2.2 Research Design:

The present study has been basically conducted in HamedBendimerad Secondary School in Tlemçen with EFL teachers and an ex-inspector ad current one to collect the maximum of data. Moreover, the research design of the study was a survey design .Hence the data on the effectiveness of TT or TED was collected through a questionnaire that was handed to eight EFL teachers. Additionally, it was also convenient for the researcher to collect qualitative data from two inspectors.

As stated by Creswell (2014) "a well-designed research study provides a clear roadmap for the researcher demonstrating how the research question will be addressed , and what methods and procedures will be used to collect and analyze data" (Creswell,2014:8)

2.3 Sample Population:

The sample population of this research consists of twelve informants consisting of two inspectors, one ex-inspector and a current one in HamedBendimeradLycee .In addition to those inspectors , eight EFL teachers , basically females , were questioned of which two were retired and another has been working as a substitute teacher .

As Lee and Kerlinger(Kerlinger&Lee, 2000) state that the accuracy of a sample is reliant on how well the sample represents the entire population.

2.3.1 Inspectors' profile:

This sample allows for a broad range of perspectives to be represented within the research. The two inspectors provide insight into the standpoints and expectations of the regulatory bodies overseeing EFL teaching practices. The one ex-inspector can contribute an understanding of how these expectations may have changed over time, while the current inspector can offer an up-to-date view of what is currently expected.

2.3.2 Teachers' profile:

The EFL teachers, including the retired ones that are considered as veteran teachers can provide a variety of views on the teaching methods and strategies they have used to support language learning, besides an experienced teacher who has been teaching for twenty three years and (four) EFL teachers who have been teaching from ten to eleven years.In addition to a substitute teacher who has been teaching for a period of three months.

Foremost, all of the questioned teachers got the degree of the classical system except the substitute one as they all prefer the classical one .The combination of perspectives from inspectors and EFL teachers allows for a well-rounded understanding of the challenges, successes, and emerging trends in EFL teaching practices with both TT and TED.

2.4 Data collection instruments:

Creswell (2013) defined research instruments as tools or methods used to collect data in the research process .It includes questionnaires, surveys, interviews, observations , and experiments .

2.4.1 Inspector's interview:

The first research instrument is the interview which is considered as an effective research tool for gathering in-depth and comprehensible information from participants .The research questions in this case are about if coaching is beneficial for EFL teachers and which one is more effective and fruitful TT or TED .Interviews with inspectors can help to gain valuable insights about their experiences in evaluating the effectiveness of these two processes.

To ensure the reliability and validity of the information gathered, it is important to guarantee that the questions are clear, concise and unbiased .It is also important to create a confortable and non-judgmental environment for the inspectors to encourage them to speak openly.

Overall, fourteen questions were used for interviewing inspectors within a semi-structured interview that can be a valuable research instrument to collect data from inspectors about the research questions .The insights gathered through interviews can help to inform policy decisions and improve the quality of education .Analysis of the interview responses could highlight the strengths and weaknesses of the current education system, as it could provide valuable information to school leaders and teachers , which can guide them in their practice of teaching and improving student outcomes .

2.4.2 Teachers' questionnaire:

The second research instrument is the questionnaire which consists of sixteen questions which can be a useful tool for gathering data by including both open-ended and closed-ended questions; researcher can collect both qualitative and quantitative data.

Fourteen closed-ended questions typically provide participants with a set of predetermined answers to choose from and are useful for collecting quantitative data.

Two open-ended questions, on the other hand, are introduced to allow participants to provide more detailed, qualitative responses .These questions are useful for understanding participants' opinions, experiences and attitudes towards the processes.

When designing a questionnaire, it is important to ensure that the questions are clear and concise and specific to the research questions .the questionnaire should be a pilot-tested with a small group of participants that share the same traits and who covered EFL teachers of HamedBendimerad Secondary School in this research.

In brief, the questionnaire with a mix of closed-ended and open-ended questions can be an effective research instrument for gathering data on the effectiveness of either TT or TED and if TED   can contribute to better teaching practices.

2.5 Data Analysis:

To arrive at conclusions and attain the purposes of this study, a process of data analysis is to be undertaken. Data analysis, similarly to data collection, are achieved under a mixture of qualitative and quantitative methods so as to have multi-levels of analysis.

The interview is a semi-structured one (see Appendix A) .it consists of a set of fourteen questions that were addressed to two inspectors of education. These questions were purposefully planned before handing them and were kindly presented to the inspectors each inspector was asked alone by phone followed by the analysis of the teachers' questionnaire.

2.5.1 Inspectors' interview analysis:

Before analysing the interview with the inspectors, it's important to understand the significance of their role in the education system. Inspectors play a vital role in ensuring the quality of education provided in schools and make sure that the curriculum standards are met.

They observe lessons and assess how well the teachers are delivering education to students; Inspectors also evaluate the effectiveness of leadership in schools and monitor the progress of students. Their feedback and recommendations to schools and teachers further enhance the teaching-learning process. Therefore, understanding inspectors' perspectives can give valuable insights into the education system and help us gain a better understanding of the areas that need improvement.

Hence, the first question was:

1. How can mentorship and coaching programs help teachers continuous development?

Both inspectors replied that coaching plays a crucial role in contributing to teachers' effectiveness as it is considered as the essence of development by providing teacher s with the necessary knowledge , skills and strategies to effectively deliver lessons, manage classrooms ,and support students' learning , it equips them with the pedagogical techniques and an understanding of diverse student's needs.

2. What are the major benefits of those preparations?

Interviewee (A) said that the major benefits of a well-designed teacher preparation includes the acquisition of effective strategies , knowledge of subject matter content and the ability to differentiate instruction to meet student's needs, additionally, those programs can help foster a reflective and collaborative approach to teaching, preparing teachers to adapt and grow throughout their careers.

Interviewee (B) informed us that the major benefits of those programs were broad awareness and wide conception about teaching according to him.

3. What are the necessary pedagogical skills that teachers must have to deliver quality instructions?

Interviewee (A) said that the teacher should have an affective communicative skills ,ability to develop and implement lesson plans , classroom

management skills and the ability to assess student' progress and adjust instruction accordingly .

Interviewee (B) replied that the teacher should be adaptable to students' needs, able to differentiate instruction for students with varying abilities, creative in problem-solving situations, in addition to the use of instructional technology.

4. What are the points you focus on in your visits?

Interviewee (A) said that he focuses on the alignment of the lesson with curriculum standards , the lesson plan , the material used students' work , assessments, interaction that took place, he added that he looks for students' engagement and the integration of technology .

Interviewee (b) insisted on planning,procedures, critical thinking skills, adaptation of the teaching materials and students' involvement in the learning process.

5. How do you measure teacher efficacy?

Interviewee (A) said that he gauges the effectiveness of a teacher through various measures. These measures include students' performance in the class, which means teachers' efficacy is determined by how well students perform in their class. The teacher should get clear objectives that align with the learning outcomes and help students achieve them. Active students' participation is among the factors through which teacher efficacy can be measured .Effective classroom management is another factor to consider since it helps teachers to put out expectations and boundaries for student behaviour and learning , ensuring that learning happens creatively and safely.

Moreover, ongoing assessment and feedback are necessary to provide constant feedback, so student know where they stand to take corrective measures and improve their learning experience.

Whereas interviewee (B) answered that he measured their efficacy by their performance and by respecting what was mentioned in answer (four).

6. Do you think that there are alternative programs or approaches the teacher can rely on?

Interviewee(A) stated that teachers might participate to workshops , conferences , online courses, mentoring programs ,collaborative learning communities and action research projects as they could engage in self-directed learning or seek out specialized training in areas such instructional technology .

According to interviewee (B) he added that there is a myriad of teaching programs and all of them are worth trying as they represent new materials with new learning and assessing opportunities such flexible learning that allows students to work at their own pace , collaborative teaching programs which involves two or more teachers working together to plan and deliver lessons. This approach allows for the sharing of ideas and expertise by making the learning experience more engaging for learners. In addition to professional development programs to improve their skills and knowledge which include conferences and research projects.

7. What do you think of TED?

Both inspectors share the same opinion that TED is a good opportunity for teachers to keep on making progress and develop professionally by

reviewing, renewing and extending their knowledge through evidence-based practices.

8. In your opinion what are the most important factors to consider when optimizing TED in TT programs?

According to both inspectors, the most important factors are symposia, workshops,ICT's,researches, teacher–centered that depends on developmental process instead of trainer-centered that relies on transmission in order to meet the present-day needs of the teachers, according to both interviewees.

9. How do you react on a change in a procedure in teacher's presentation of a lesson?

Interviewee (A) answered that in that case he assesses the impact of the change on learners; he added that he asks for the rationale behind the change and its alignments with the instructional objectives.

Interviewee (B) said that he always advises them to take intellectual risks by trying new strategies and change methods but never the objectives. He added that he thanks them for their initiative and congratulated them by giving them certificates of gratitude if it was well-done. In addition to a constructive feedback, he asked them to reflect on their performance to do much better in the upcoming sessions.

10. What are the options you can provide teachers with on the latest instructional methodologies?

Interviewee (A) proposes for teachers to adopt the project-based learning approach, gamification in teaching grammar to make enjoyable as he

recommended personalized learning methodologies that center on adapting education to each students' needs.

Interviewee (B) suggests peer teaching to make students teach their classmates about a particular concept in addition to flipped classroom model in which students watch videos of lessons at home and then coming to class to collaborate and work on projects.

11. Where could you get further help to support teachers' development?

Interviewee (A) suggested collaboration with educational experts, attending professional development conferences or workshops.

Interviewee (B) preferred to help teachers within communities of practice such attending class demonstration and giving constructive feedback.

12. Which one do you find motivating and fruitful for learners TT or TED?

Interviewee (A) said that both of them could be motivating and fruitful , TT provided a comprehensive foundation in pedagogy , subject knowledge and offered supervised teaching experiences whereas TED focused on continuous improvement for practicing teachers, reflection and collaboration .

Interviewee (B) stated that he found TT much far better than any other program but he insisted on the point that training should be practical.

13. Do you think that TED and reflective teaching can be effective and promote CPD?

Both interviewee (A)and (B) replied that TED and reflective teaching as a bottom-up approach empowered individual teachers to take ownership of their

professional growth , it could foster the sense of agency and autonomy among teachers .

14. What are your future plans to help teachers to help teachers engage in TED?

Interviewee(A) recommended to encourage a culture of TED by providing resources ,to motivate teachers share their expertise , exchange ideas , and engage in peer learning and mentoring besides providing opportunities for teachers to engage in action research where they could address specific challenges.

Interviewee (B) proposed to create pedagogical cells of teachers respecting the geographical areas .Each cell would work under the supervision of the coordinators and the coordinators would work in collaboration with the inspector .thus the feedback would be thoughtful objective, constructive and engaging.

**2.5.2 Teachers' questionnaire data analysis:**

Here below, the researcher will deeply discuss what was done by teachers; each question will be analyzed apart.
The Secondary School where the researcher conducted the research there is only female EFL teachers , this means that the population of this research was limited to females representatives of the available teacher population within that school and this cannot affect the validity of the research findings, as long as the methodology is sound and data analysis is rigorous .

● **Question one: How long have you been teaching?**

The researcher tends to know the years of experience of each teacher since that experience leads which process is more practical and effective TTP or TED. Through this question we wanted to identify the categories of teachers from retired to substitute teachers, and their years of experience are from two until thirty two as it is demonstrated in the graph below.
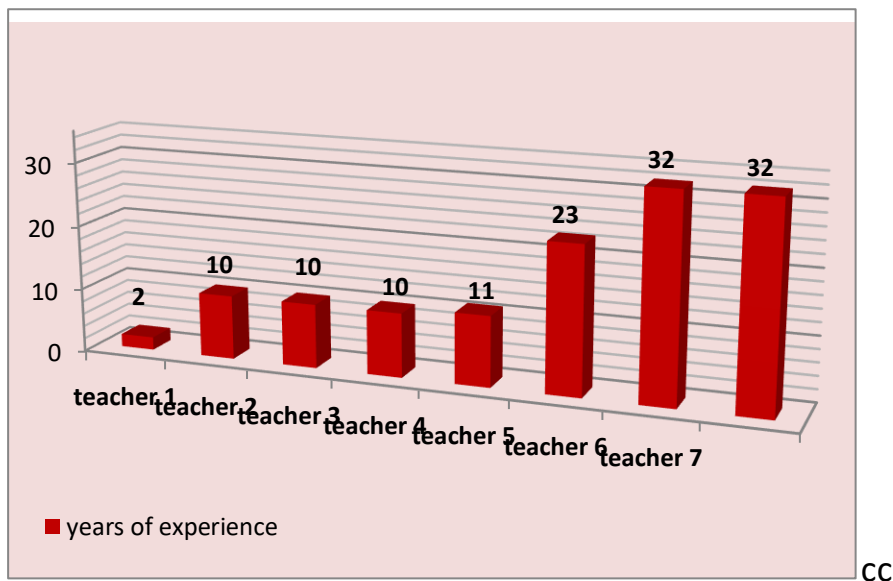
Figure 2.1: Teachers' year of experience.

● **Question Two: How important Teacher Training is to the quality of education?**

For the sake of eliciting data about the importance of TTP according to EFL teachers in lyceeHamedBendimerad, teachers were asked and their answers mostly confirmed that they give importance to TTP as it provides help to teachers.
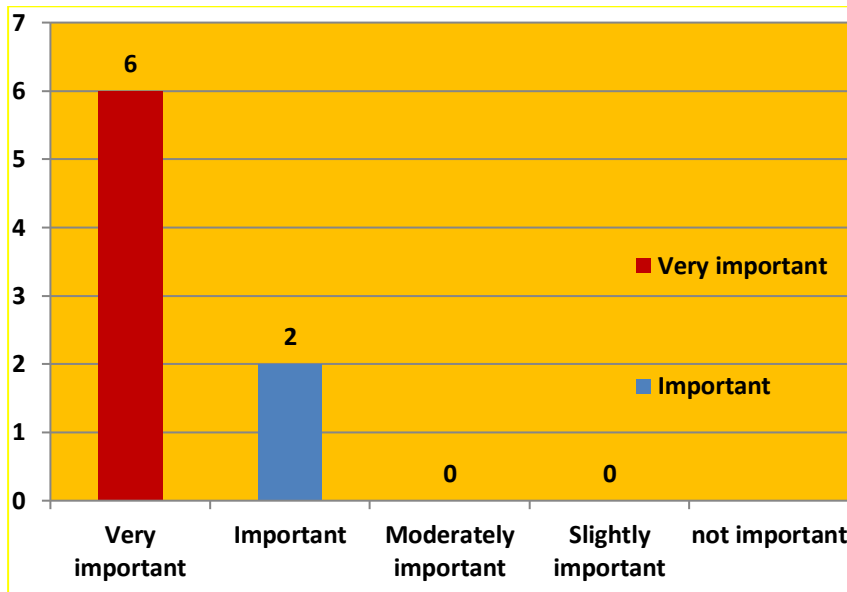
Figure 2.2: The importance of TTP in education.

**Question four: which subjects do you think are most important to include in TTP?**

The aim of this question was to know what subjects do teachers preferred to included within TTP in which the researcher provided some examples, where (thirty seven percent) preferred classroom management, (twenty five percent) pedagogy and (thirty eight percent) preferred teacher continuous development.

46
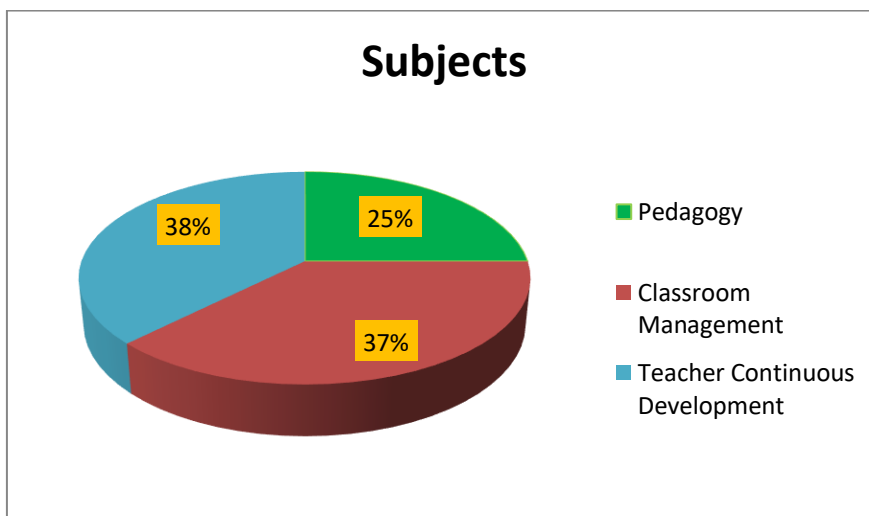
Figure 2.3: Teachers' opinion about the subjects to be included in TTP

Question five: Do you think that TTP are as effective as TED?

The purpose of this question was to investigate teachers' general views on the effectiveness of two processes which are namely TED and TTP. Where (five teachers) replied that TTP were not as effective as TED and (three teachers) only said that training programs were effective.
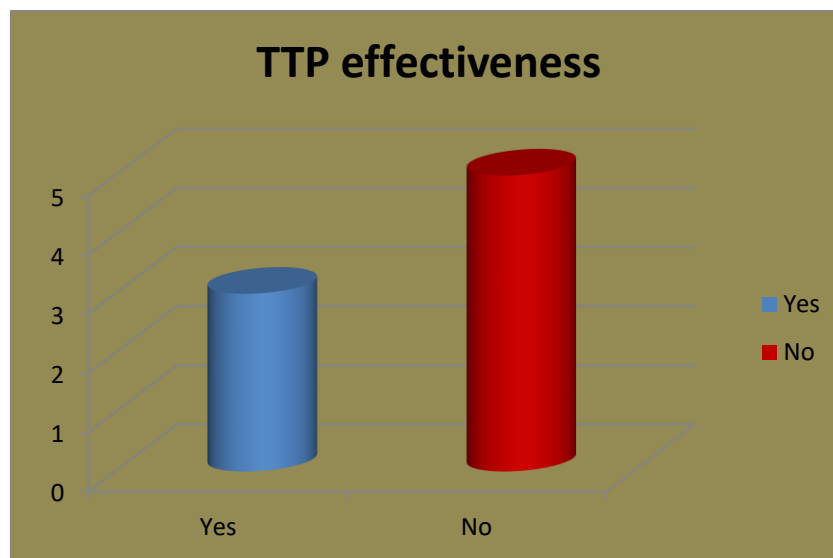
Figure 2.4: Teachers' views about the effectiveness of TTP

Question six:Did TTP adequately prepare teachers for the challenges in current classrooms?

Tightly related to the previous one, this question attempted to discover if TTP could prepare teachers for the current classrooms challenges .Asking this question helped to identify that a high percentage (seventy five percent) of the questioned teachers confirmed that TTP didn't meet the teachers' needs to overcome the current classrooms obstacles, where (twenty five percent) believed that TTP could prepare teachers for the new challenges.
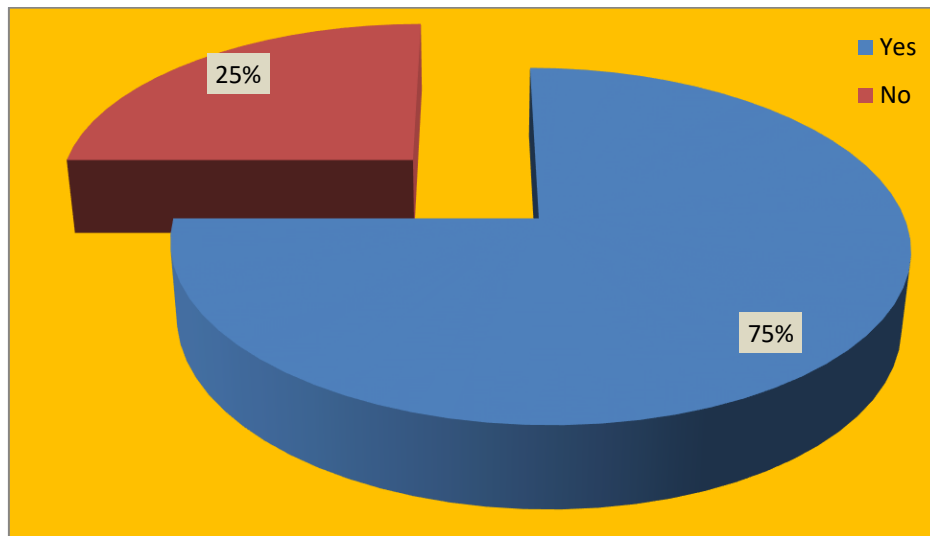
Figure 2.5: Teachers' opinion about the suitability of TTP for current classrooms.

Question seven: were there opportunities for reflection on teaching practices and the integration of the new methodologies within TTP?

So as to elicit information on whether TTP offered opportunities for reflection on teaching practices and if there were any integration on the new methodologies this question was designed. the result summarized that (six EFL teachers)said that had occasions to reflect on their practices , they added that TTP provided them with how to integrate the new methodologies in their classrooms, only (three teachers) said that it was not possible to reflect on their teaching practices .
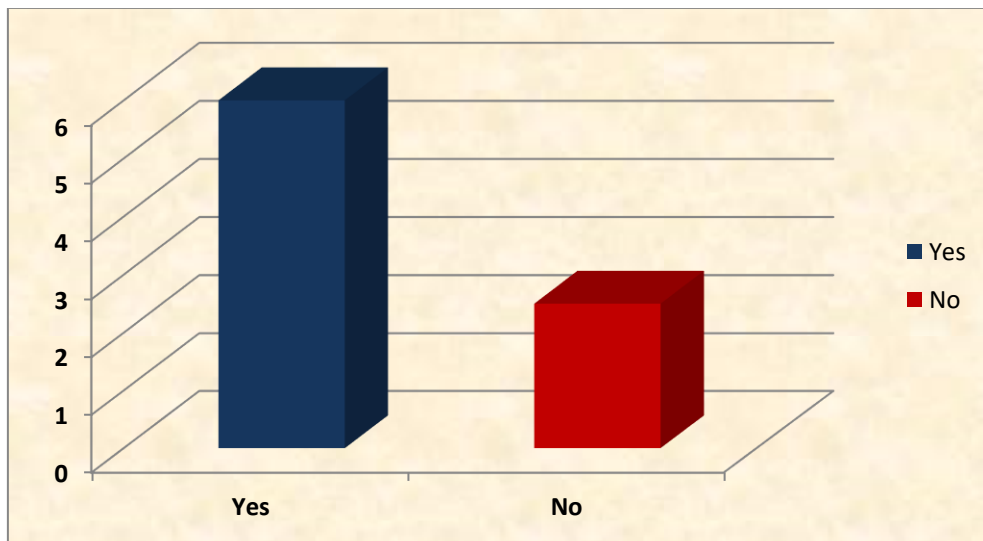
Figure 2.6: Teachers' opinions on reflective teaching within TTP.

Question seven: what strategies can be employed to improve the quality of TTP?

     The purpose behind this question was to recognize what can inspectors as mentors and coaches do ,their strategies , to improve the quality of TTP.(three teachers) proposed encouraging collaboration , one teacher preferred providing an ongoing training , another suggested using assessment and feedback from inspectors and (four EFL teachers) proposed all the above strategies.
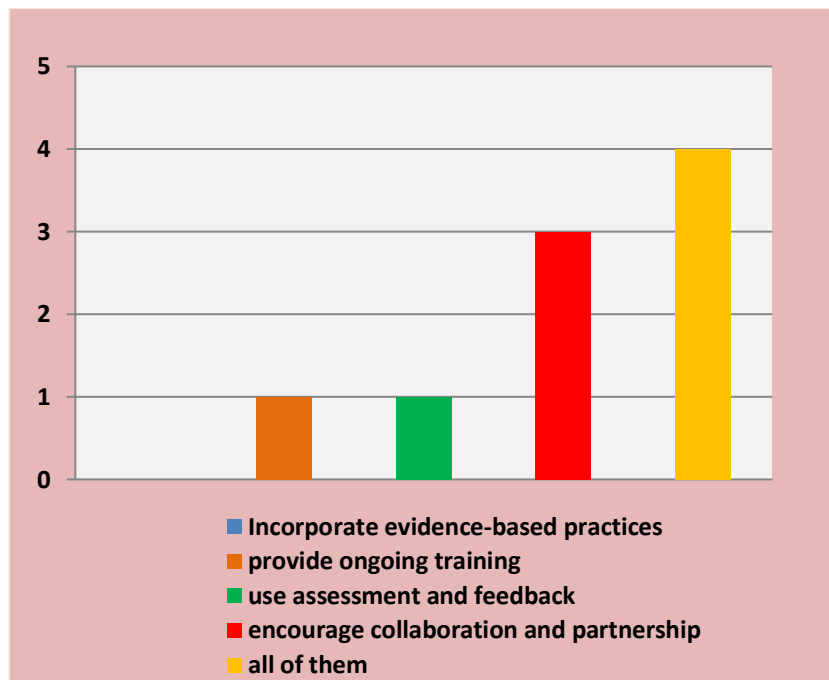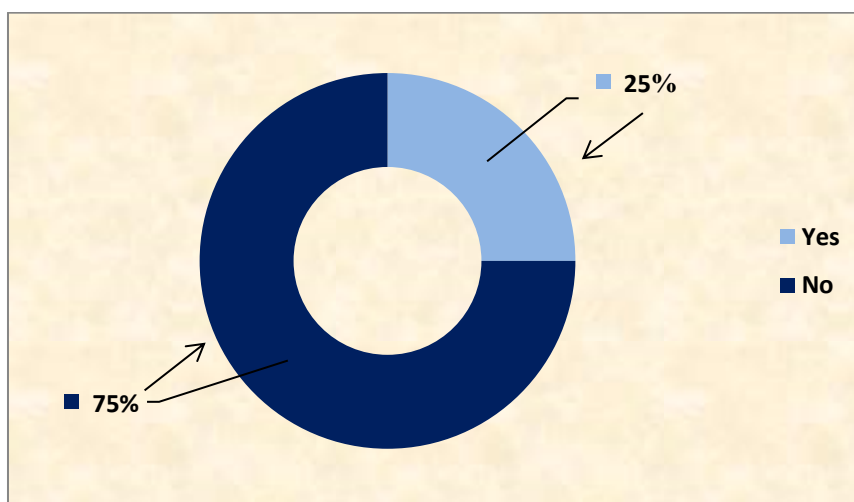
Figure 2.7: Teachers 'practical strategies to improve TTquality.

Question nine: did you receive training on the latest instructional methodologies and technologies?

The majority of teachers agree that TTP didn't integrate any new instructional methodology or technologies.

Figure 2.8: Teachers' reception of training on the latest instructional methodologies.

Question ten: How important is mentorship to teacher training?

This question was introduced to allow the researcher investigate the importance of coaching according to teachers.
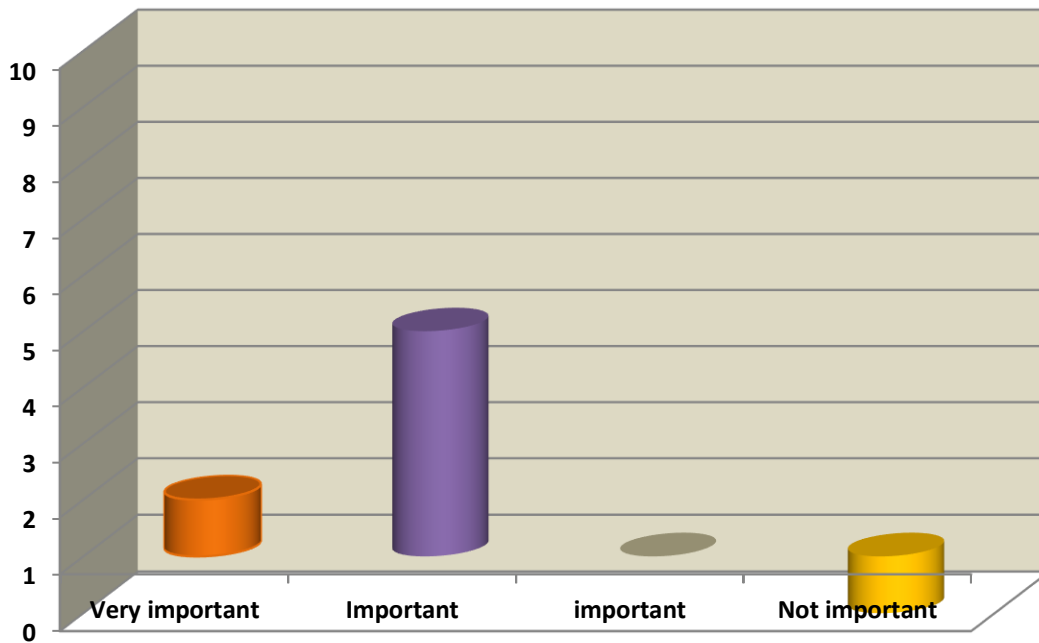
Figure 2.9: The importance of mentorship to TT.

Question eleven: Were there opportunities for professional development and ongoing development throughout the program?

This question was purposefully introduced to know if the teaching program provide opportunities for teachers to develop their attitudes, skills and strategies.

	AF
Yes	06
No	02
Total	**08**

Table 2.1: Teacher's view on the incorporation of PD within TTP

Question twelve: Did the program provide resources and support for non-pedagogically prepared teacher?

Within this question the researcher got informed that (five) teachers are not supported with sufficient materials and pedagogical preparation to refine their teaching practices.

	AF
yes	03
No	05
Total	**08**

Table 2.2 : Teachers' opinion on the resources provided by TTP.

Question thirteen: How familiar are you with the concept of TED?

This question is admittedly the most significant component since the understanding of the concept of TED will surely lead to a progress.

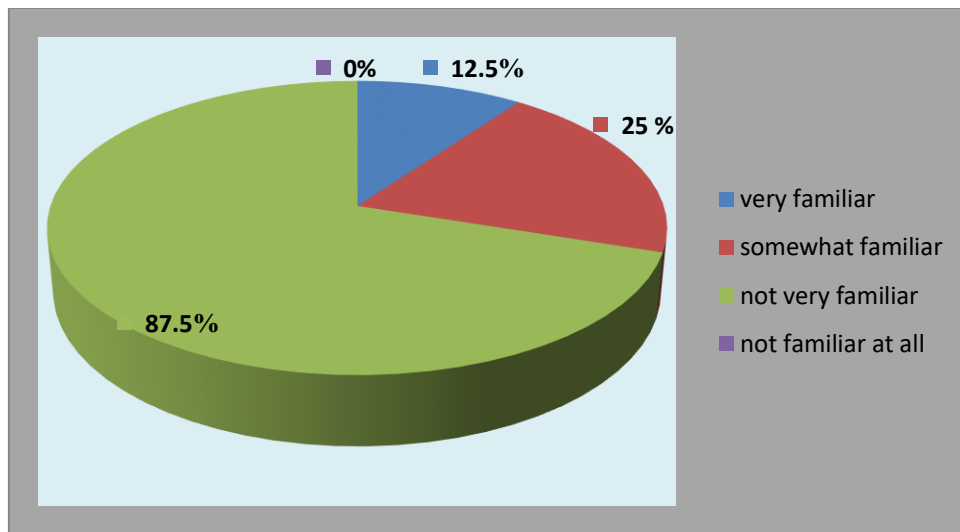**Figure 2.10: Teachers' recognition of the concept TED**

Question fourteen: How often do you engage in self-reflection regarding your teaching strategies?

The researcher's objective from this question is to know if teachers reflect on their teaching practices after each lesson , each sequence , each unit or at the end of the school year.
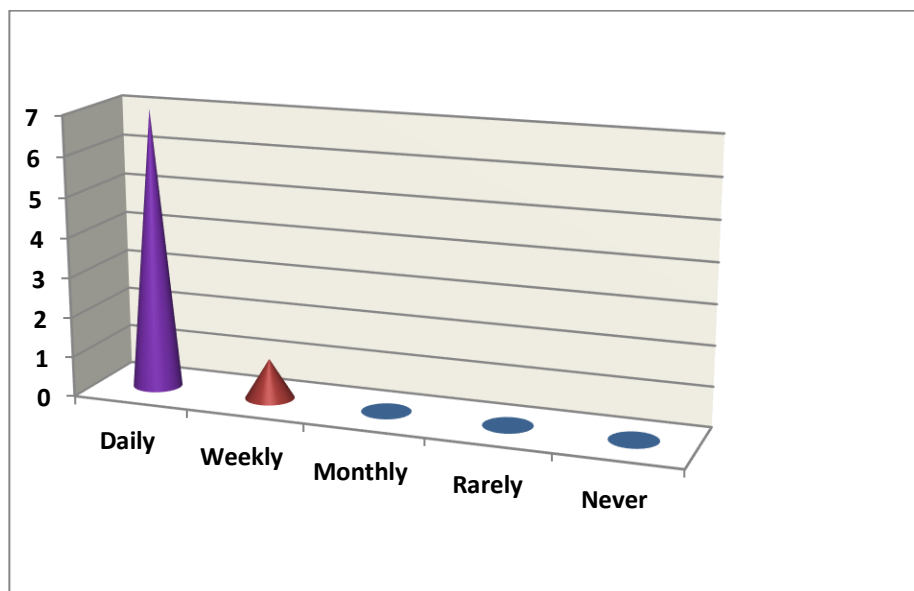

Figure 2.11: Teachers' practice of reflective teaching

Question fifteen: Do you think that TED can provide a more effective way of preparing future teachers?

Through this question the researcher can recognize that most teachers believe that TED can be more effective than TTP in their teaching practices as they have a feeling to refine their teaching repertoires.
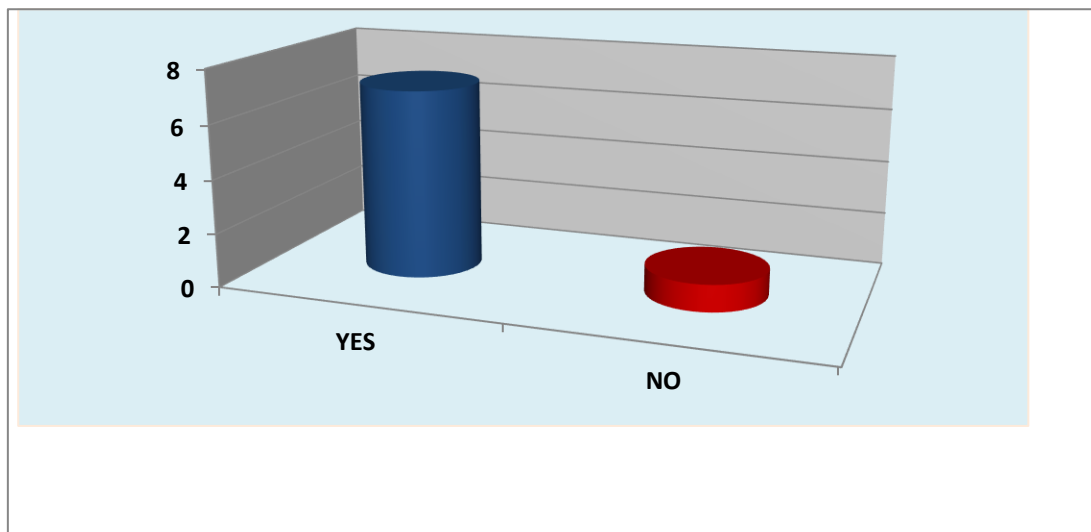
Figure 2.12: Teachers' perceptions of TED effectiveness

Question sixteen: what would you suggest to improve TED?

As this question requires qualitative data:

- Teacher one said that teachers should be informed first about TED to be familiar with the concept and its objectives, then implementing new pedagogical and technological methods in their teaching as they should receive an ongoing training supervised by effective mentors.
- Teacher two said that it might be improved by being up to-date
- Teacher three, four and five stated that TED will be improved through training programs or conferences.

- Teacher six said by self-assessment and critical thinking.
- Teacher seven believes that TED will be effective through motivating the week learners.
- Teacher eight mentioned that collaboration, sharing ideas , personal experience that proved to be effective in the educational process in addition to seminars , training programs to introduce the latest strategies and methodologies used in teaching to enhance the teachers' creativity through encouragement , all those will support their autonomy to improve their self-directed professional development .

2.6 Discussion and interpretation of the main results:

The analysis of the collected data using two different research instruments, the interview and the questionnaire helped highlighting the importance of incorporating practical experience in teacher training programs.

Indeed, our findings from the interviews with inspectors show that training is the essence of development and its importance depends on the quality of programs dealt with by providing broad awareness of what can be faced in the current classrooms.

Concerning the concept of TED , inspectors recommend any process that focuses on continuous improvement ,evidence-based practice and ongoing professional learning since they will be for sure beneficial , as they recommend that teachers should engage in classroom teaching and other professional development activities such class demonstration and peer

observation .The results further   resume that teachers should be given opportunities to attend   cooperative works to share their ideas   and experiences . According to inspectors, teachers who attend workshops or other professional development programs are better equipped to teach effectively. They gain new insights and knowledge about the latest teaching strategies and techniques , and they can apply this in their classrooms to engage students and improve learning outcomes .Making teaching effective requires a multi-pronged approach that involves collaboration among teachers ,the use of educational technologies , and the provision of resources and support to teachers .By implementing these strategies , teachers can improve the quality of education and enable students to succeed in their academic pursuits.

On the other hand, the results of the questionnaire addressed to EFL teachers in HamedBendimerad Secondary school show that teachers training programs should keep up with evolving needs of educators and provide them with support , resources and opportunities for PD (professional development) answers to question (four ,six, seven and eight) . The results also show that EFL teachers   were not informed about the concept of TED answers (five,thirteen and fifteen) and according to teachers , it is important to promote the concept as it is important for continuous progress .As they see that TTP will be a good mediating if it integrates the needed subjects for educators to make mentorship more effective and evolve teachers' skills answers (nine, ten and eleven) ,teachers mentioned in their answers (fourteen) they practice reflection in and on their teachers most frequently although they are not aware of TED concept and features .

The findings of the study converge with the hypothesis since the data collected from the inspectors' interview and the teachers' feedback revealed that on-going development, which is a key component of the concept of teacher education development (TED), is highly recommended. The inspectors emphasized the importance of providing opportunities for English as a Foreign Language (EFL) teachers to take risks and experiment with different teaching strategies in order to foster a positive learning environment. Although most teachers were not well informed about the concept of TED, they found that self-reflection in and on their practices was beneficial to their teaching experiences. They expressed that reflecting on their own teaching practices allowed them to identify areas of strength and weakness and approach their teaching from a more critical and reflective standpoint. In line with the hypothesis, the findings suggest that implementing on-going development processes like the TED concept and encouraging self-reflection can contribute to a more effective teaching experience and better student outcomes in EFL classrooms.

2.7 Suggestions and recommendations:

Some suggestions and recommendations are suggested by some scholars:

- Investing in CPD since teachers need to continually update their knowledge and skills to cater to the evolving needs of students.(Darling Hamond 2017).

- Use technology to enhance teacher training because it can be used to deliver training programs to teachers in remote areas , as it facilitates

online teaching courses and provide teachers with opportunities to learn through collaborative platforms (Li.Wang (2019)

▪ Develop mentorship programs for non-pedagogically prepared teachers as they can provide guidance and support to new teachers ,they also help thise teachers to adapt , understand and learn best practices teaching.(Feiman-Nemser 2012)

▪ Foster collaboration and sharing of best practices where teachers can learn a lot from each other ,so it is important to create opportunities for collaboration .(Donohoo and Velasco 2018)

▪ Provide ongoing support to teachers to help them navigate their roles and responsibilities, support could cover all of mentoring,coaching, peer observation and ongoing feedback. Regular feedback can help teachers identify areas for improvement and work towards becoming better teachers .(Hanushek and Wiederhold 2019)

2.8 Conclusion:

Based on the empirical findings collected through interviewing the inspectors' questioning theteachers, the results suggest that teacher training is currently viewed as top-down approach, where policies and programs are developed and implemented by state and national level authorities. However, there is a growing recognition and interest in promoting TED as a bottom-up approach , where teachers seem to have greater agency in designing and implementing continuous development that will be up to-date with learners' needs .Therefore , after interviewing inspectors the researcher realizes that it

is recommended that policy-maker and education authorities should support teachers to be autonomous ,this can involve supporting networks and communities of practice to help teachers share their expertise and experiences that support teachers –led initiatives**.**

The empirical chapter of this study presented a thorough research design, which was well-suited for achieving the research objectives .The sample population comprised of eight EFL secondary school teachers who shared the same traits and two veteran inspectors .For data collection ,two research instruments consisting of a semi-structured interview with inspectors and a questionnaire addressed to EFL teachers , those instruments were carefully designed based on the research objectives to identify if TTP were strong enough to develop teachers' skills and capacities to be effective teacher and that TED is recommended for effective teaching practices.Overall, the combination of the research design, sample population, research instruments and methodology ensured a robust empirical chapter , which can be relied upon for drawing valid conclusions.

General Conclusion

The education   sector   is constantly evolving, teacher training and teacher development play a critical role in ensuring that classroom teaching practices meet   the needs of the modern world .Teacher training and development are often used interchangeably   , but they have different implications for professional growth and classroom refinement.

The dissertation extensively explored the distinction between teacher training, teacher development and the impact of these approaches towards improving classroom performance. The dissertation emphasized that teacher training aims at providing a particular skill or knowledge related to teaching, whereas teacher development focuses on facilitating ongoing learning that allows teachers to enhance their instructional practices.

The research has been a contribution to the current popular and academic debate surrounding the efficacy of two approaches to teaching either TTP or TED.

The research questions have been centeredaround the current state and challenges of teacher training programs in meeting the educational demands of current classrooms, as well as the potential for the TED approach to address these challenges and improve teacher training. The corresponding hypotheseshavesuggested that there is a need for improvement in teacher training programs and that the utilization of TED as an ongoing process can lead to more effective and efficient instruction. However, other factors may also need to be addressed to ensure effective teacher training programs.

Therefore, the research has been divided into two chapters; the first one dealt with theoretical consideration on both processes TTP and TED.The second chapter has relied on the analysis of the data collected, then, with the discussion and interpretation of the main findings .At last, some suggestions have been provided to overcome the weaknesses of TTP and the implementation of TED.

Through designing and conducting an exploratory case study, and after the analysis of data gathered through the use of two research tools (an interview with two inspectors of English and a questionnaire for EFL teachers), the two hypotheses put forward have been confirmed .The results have revealed that inspectors have recommended that EFL teachers undergo TED to improve their teaching strategies and create a positive learning environment. Eventhough, most EFLteachers have not been familiar with the concept of TED, they did practice self-reflection in their teaching .The study has found that teacher training programs need improvement, particularly in providing training on the latest methodologies instructions, and supporting teachers with resources in dealing with the current classroom challenges. The results have showed that there is a need for more comprehensive and up-to-date teacher education programs to equip EFL teachers with the necessary skills and knowledge to provide effective and engaging instruction to their students .According to the findings , TED has been found to be a valuable tool in promoting teacher autonomy by implementing self-reflection .

The researcher has faced some limitations while working on this topic, the study didn't include a diverse enough range of participants in terms of age and gender, which could limit the applicability of the findings to a wider

population. Moreover, the small sample size of informants that could also limit the generalization of the findings to other contexts.The study can be undertaken in other secondary schools with other EFL teachers. In addition to the potential of bias or subjectivity in data collected from the interview, as the inspectors may have personal opinions and experiences that could influence their responses.

The implementation of TED as a process can help teachers in developing a better understanding of themselves and their teaching practices. More importantly it can aid in promoting a reflective culture among teachers which can ultimately lead to improve teaching practices Therefore, it is highly recommended that TTP consider including TED as a concept,then, as a process in their curricula to provide teachers with effective way to reflect on their practices and continuously improve their teaching skills to determine the long-term impact on teacher development.

In summary, one might argue that TED alone cannot be the sole solution for teacher professional development. It should be seen as one of the numerous processes that are available to help teachers reflect on their practices to ensure maximum effectiveness

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Appendices

Appendix A:Inspectors' Interview

We are working on the following topic.

Teacher Training or Teacher Development: A Puzzling Recurrent Dichotomy: The Case of Teachers of HamedBendimerad Secondary School Tlemcen.

Inspectors' Interview

1- How can mentorship or coaching programs help teacher's continuous development?

2- What are the major benefits of those preparations?

3- What are the necessary pedagogical skills that teachers must have to deliver quality instruction?

4- What are the points you focus on in your visits?

5- How do you measure teacher efficacy?

6- Are there any alternatives programs or approaches the teacher can rely on?

7- What do you think of TED as an approach?

8- In your opinion, what are the most important factors to consider when optimizing TED in Teacher Training programs?

9- How do you react on a change made by reflective teachers during your visits?

10- What are the options you can provide teachers with on the latest instructional methodologies?

11- Where could you get further help to support teachers development?

12- Which one do you find motivating and fruitful for learners,Teacher Training or TED according to your visits?

13- Do you think that TED and reflective teaching can be effective and promote CPD?

14- What are your future plans to help teachers engage in TED?

Thank you for your contribution

Appendix B: EFL teachers' questionnaire.

Teacher Training or Teacher Development : A Puzzling Recurrent Dichotomy .

drag survey

You will be thankful to participate in this questionnaire . The purpose of this survey is to gather insights and perspectives on the implementation of Teacher Training (TT)or Teacher Education Development (TED) in Algerian Secondary Schools. You are kindly requested to fill out this survey and be sure that your responses will be considered as a source for identifying which process is more effective TT or TED .

1	Gender *
☐	Male
☐	Female

2	how long have you been teaching ? *

3	How important teacher training is to the quality of education in schools? *
☐	very important
☐	Importany
☐	Moderately important
☐	Slightly important
☐	Not important

4	Which subjects do you think are most important to include in Teacher Training programs? *
☐	Pedagogy
☐	Classroom Management
☐	Technology Integration
☐	Subject -Specific Content
☐	Teacher Continuous development

5	Do you think that Teacher Training programs are as effective as Teacher Education Development ? *
☐	Yes
☐	No

6	Did the program (teacher training) adequately prepare you for the challenges of teaching in current modern classrooms ? *
☐	Yes
☐	No

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7	Were there opportunities for reflection on teaching practices and the integration of new methodologies within the training program ? *
☐	Yes
☐	No

8	Accordingly ,what strategies can be employed to improve the quality of Teacher Training Programs? *
☐	Incorporate evidence -based practices
☐	Provide on-going training
☐	use assessment and feedback
☐	encourage collaboration and partnership
☐	all of them

9	Did you receive training on the latest instructional methodologies and technologies ? *
☐	Yes
☐	No

10	How important is mentorship to Teacher Training? *
☐	Very important
☐	Important
☐	Slightly important
☐	Not important

11	Were there opportunities for professional development and on-going development throughout the program? *
☐	Yes
☐	No

11	**Were there opportunities for professional development and on-going development throughout the program? ***
☐	Yes
☐	No

12	**Did the program provide resources and support for non-pedagogically prepared teachers ? ***
☐	Yes
☐	No

13	**How familiar are you with the concept of Teacher Education Development (TED) ***
☐	Very familiar
☐	Somewhat familiar
☐	not very familiar
☐	Not familiar at all

14	**How frequently do you reflect in /on your teaching practices in your classes? ***
☐	Daily
☐	Weekly
☐	Monthly
☐	Rarely
☐	Never

15	**Do you think that TED can provide a more effective way of preparing future teachers ? ***
☐	Yes
☐	No

16	**What, if any thing , would you suggest to improve TED as an on-going process ***

Thank you for your coorporation

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Appendix C: The inspector's checklist about teachers' practices in TTP.

After a study day or a seminar, teacher have to:

1. Review their notes, organize them and identify any questions or areas where they need further clarification.

2. Organize coordination meetings to reflect on the study day and think about the key concepts, ideas, or strategies they learned during the session. They also have to review the additional resources such as articles or recommended books.

3. Follow up on unanswered questions by reading relevant literature or engaging in discussions with colleagues.

4. Plan implementation of the new knowledge or strategies in the teaching practice. Identify specific areas or lessons where the concepts learned can be integrated.

5. Experiment and reflect on the successes and challenges they encounter when implementing the new practices or strategies and observe their impact. Make adjustments as needed.

6. Adapt and modify existing teaching materials to incorporate the new ideas or strategies. This may involve redesigning lesson plans, creating new activities, or revising assessments.

After Mr.Fettouchthe inspector of English .

Appendix D: An outline procedure of a Pedagogical Training Program.

The outline of a pedagogical training program can be:

1. **Introduction :**
➢ Overview of the training program
➢ Objective: overall intention of the seminar
➢ Subsidiary aims: -   defining (What?)
                          -   Highlighting the importance (Why?)
                          -   Defining ways for implementation (How?)
➢ Expected outcomes: By the end of the seminar, participants will be able to…
➢ Selecting the appropriate method(s) and material(s)
➢ Assumptions: The questions and worries teachers may express.
➢ Anticipated problems and possible solutions.

2. **Presentation phase :**
    ➢ PowerPoint presentation and use of handouts
    ➢ Interactive discussion with questions and answers from the participants
3. **Hands-on workshop :**
    ➢ Participants actively engage in practical exercises or problem-solving activities
    ➢ They will practice and apply what they have learned, fostering a deeper understanding of the subject matter.
    ➢ The trainer should provide guidance, answer questions, and offer support to participants throughout the workshop.
4. **Presentation of the group work**
    ➢ Different groups will demonstrate the skills and techniques related to the seminar's focus through slides, demonstrations, or interactive activities.
    ➢ Feedback and evaluation of the workshop's effectiveness.
5. **Closing:**
    ➢ Recap of key concepts and takeaways
    ➢ Share any additional resources, references, or materials related to the workshop topic.
    ➢ Encouragement for continued growth by providing ongoing support or follow-up activities.
    ➢ Final thoughts

After Mr.Fettouch the inspector of English

Appendices

Appendix E: A reflective teacher's lesson plan on writing as a process.

<u>Unit two</u>:   Safety first<u>level</u>: **3rd year /scientific streams**

<u>Sequence 2</u>: **Read and consider.**

<u>Rubric</u>: **Think, Pair,Share.**

Lesson plan

Main aim	● By the end of this lesson my learners will be able **to write an expository article about the reasons that lead people to worry about their food safety.**
Subsidiary aims	● To reinvest one's previous knowledge acquired throughout sequence 2.
Learning outcomes	● To recognize the relationship between safety and consumption.
Assumptions	● To express cause and effect appropriately. ● To distinguish between the different types of food.
Resources	The net –the textbook
Materials	Data show-handouts-the white board-pack of sweets with different colours
Time allotment	1 hour and a half if it allows.

Anticipated problems	Possible solutions
Using linkers appropriately.	To provide a reminder

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Stage objective	Procedure	Mode of interaction	Timing
Warm up **Lead in** : to identify the theme of the written production.	➤ T welcomes the learners. ➤ T invites the Ls to find out the topic of the lesson through a quick game (icebreaker). ➤ T divides class into groups and gives them pieces of paper on which words are written. ➤ T asks the learners to rearrange the words to get a coherent sentence about the topic of the written task (2mins). ➤ The first group which forms the sentence correctly is the winner.(the winners are given some sweets as a reward)	TSs Ss T	2 mins 5 mins

Step one: pre –writing/ brainstorming: To generate ideas and select the relevant ones.	➢ T opens discussion. ➢ Ls come up with the idea that one's safety is concerned with one's consumption. ➢ T writes the topic on the board and explains some key words if necessary. **The topic : Write an expository article developing the statements below :** ➢ *Food safety has become one of the major worries for mankind. This worry has three major sources:……………,…………………and …………………………* ➢ T invites the Ls to share their opinions about the topic through writing some reasons that can make food a source of danger to humans. (2 mins). ➢ T motivates the Ls to expand their ideas through visuals. ➢ T delivers handouts. **Task 1.** ➢ T draws the Ls' attention to the pictures to elicit the 3 main reasons and their consequences. ➢ Ls discuss the content of the pictures and generate ideas to be noted in the table. ➢ Ls link each cause to its consequence. **Task 2.** ➢ T introduces the mind map and explains how it works. ➢ T asks the students to complete the mind map using information from task 1. ➢ Ls organize their ideas into the mind map. ➢ T motivates the Ls to expand their ideas if possible.	SsT	25 mins
Step two : **while writing** Drafting: to produce a first draft.	➢ T assign task 3 to Ls. ➢ Ls work in pairs and use the mind map to produce the first draft of their articles according to the outline. ➢ T offers guidance to Ls where necessary.	Ss	20 mins
Step three: **post writing** :/revising + editing To produce the final draft.	➢ T asks some Ls to read their first drafts. ➢ T asks the Ls to exchange their writing drafts with the pair group next to them. ➢ Ls discuss and make suggestions. ➢ Drafts are returned for further improvements. ➢ A final draft is written. ➢ Ls submit the writing to be corrected by the teacher.	TSs	15 mins

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Learner's handout:

The topic: Write an expository article developing the statements below**:**

Food safety has become one of the major worries for mankind. This worry has three major sources:……………,…………………and …………………………

Task1 : Consider the pictures (1-6) and complete the table that follows :

Picture (1)   picture (2)   picture (3)

Picture (4)   picture (5)   picture (6)

What makes people worried about their food safety?	Consequences
1. …………………………………………… …………………………………………….. …………………………………………….....	a)……………………………………………………… … ……………………………………………………… … ………………………………………………………

2.	b)... ....
3.	c)... ....

Task 2: Use the ideas from task (2) to complete the following mind map:
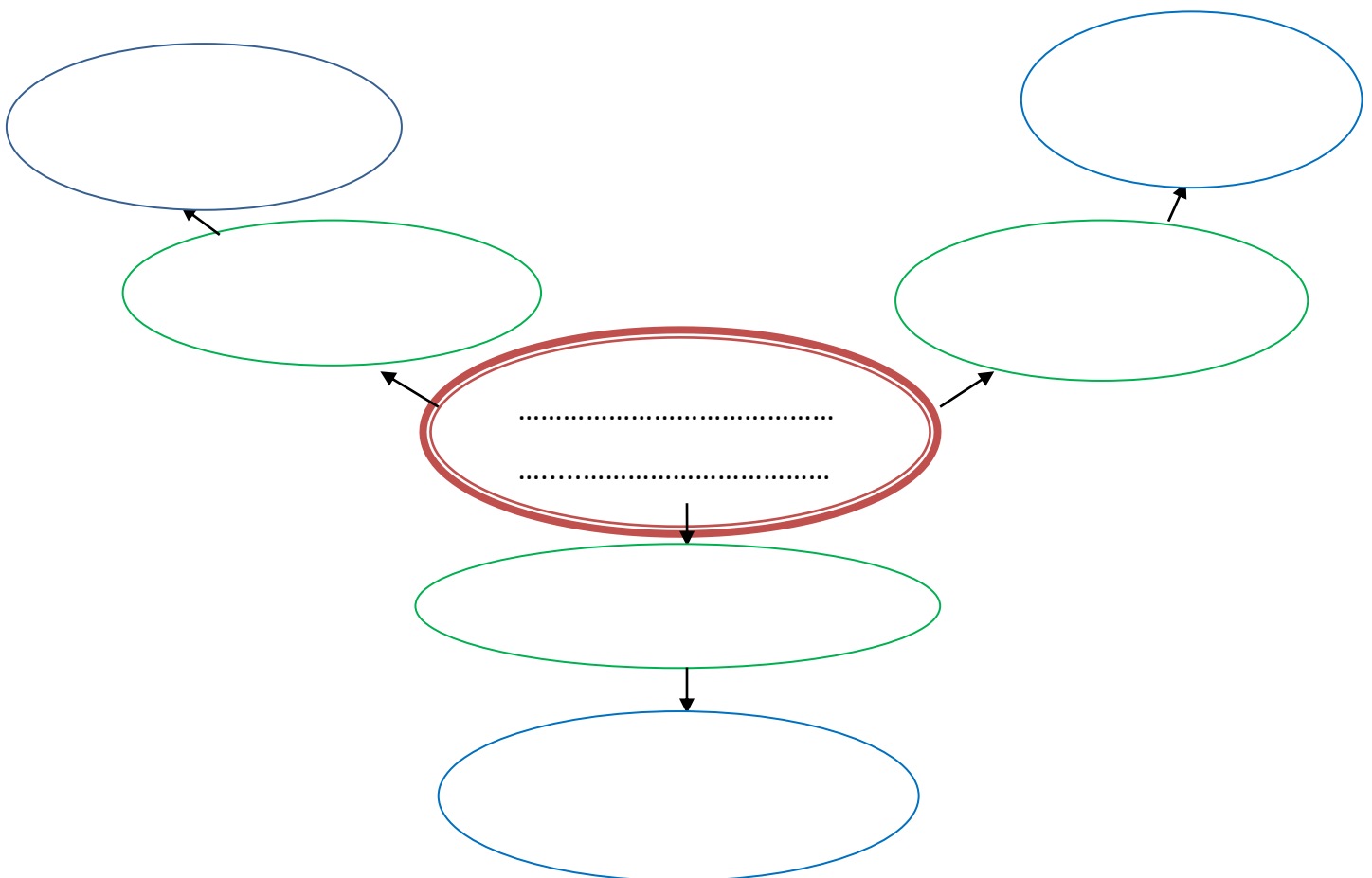
Task 3: Now, use the relevant ideas from your mind map (task 2) and the outline below to write your first draft of the article.

- Start like this :
  Food safety has become one of the major worries for mankind. This worry has three major sources:……………,………………and …………………………

The outline :
Introduction
Topic sentence (cause 1)
Supporting details
Topic sentence (cause 2)
Supporting details
Topic sentence (cause3)
Supporting details
Conclusion
Useful language tools :
-Link words for listing:**first of all , to begin with , furthermore , in addition,** ….
-Link words for expressing cause and consequence: **because , since , due to , consequently, as a result …**
-Expressions   for concluding:**toconclude, to sum up, in conclusion….**

Word order

Safety -   are -People -about -food - their   -   worried.

→……………………………………………………………………………………

safety -   are - People - about - food - their - worried.

→………………………………………………………………………………………

safety -   are - People - about - food - their - worried.

→……………………………………………………………………………………….

safety -   are - People - about - food - their - worried.

→……………………………………………………………………………………….

safety -   are - People - about - food - their - worried.

…………………………………………………………………………………..

A lesson plan elaborated by MrsHarizi an EFL teacher in polyvalent secondary school.

Appendix F: Certificate of Gratitude given to a reflective teacher.

Certificate of Gratitude

I hereby, inspector of National Education of English Mr Benhalilem Ahmed, sincerely express my candid gratitude and pay high tribute to

Mrs Harizi Mansouria,

in recognition and appreciation for her brilliant class demonstration about the " Writing Process" and for significantly sharing her " know-how" with teachers.

Ahmed BENHALILEM
Inspector of National
Education of English

Appendices

Appendix G: the inspector's remark on a teacher's log book about sel-reflection
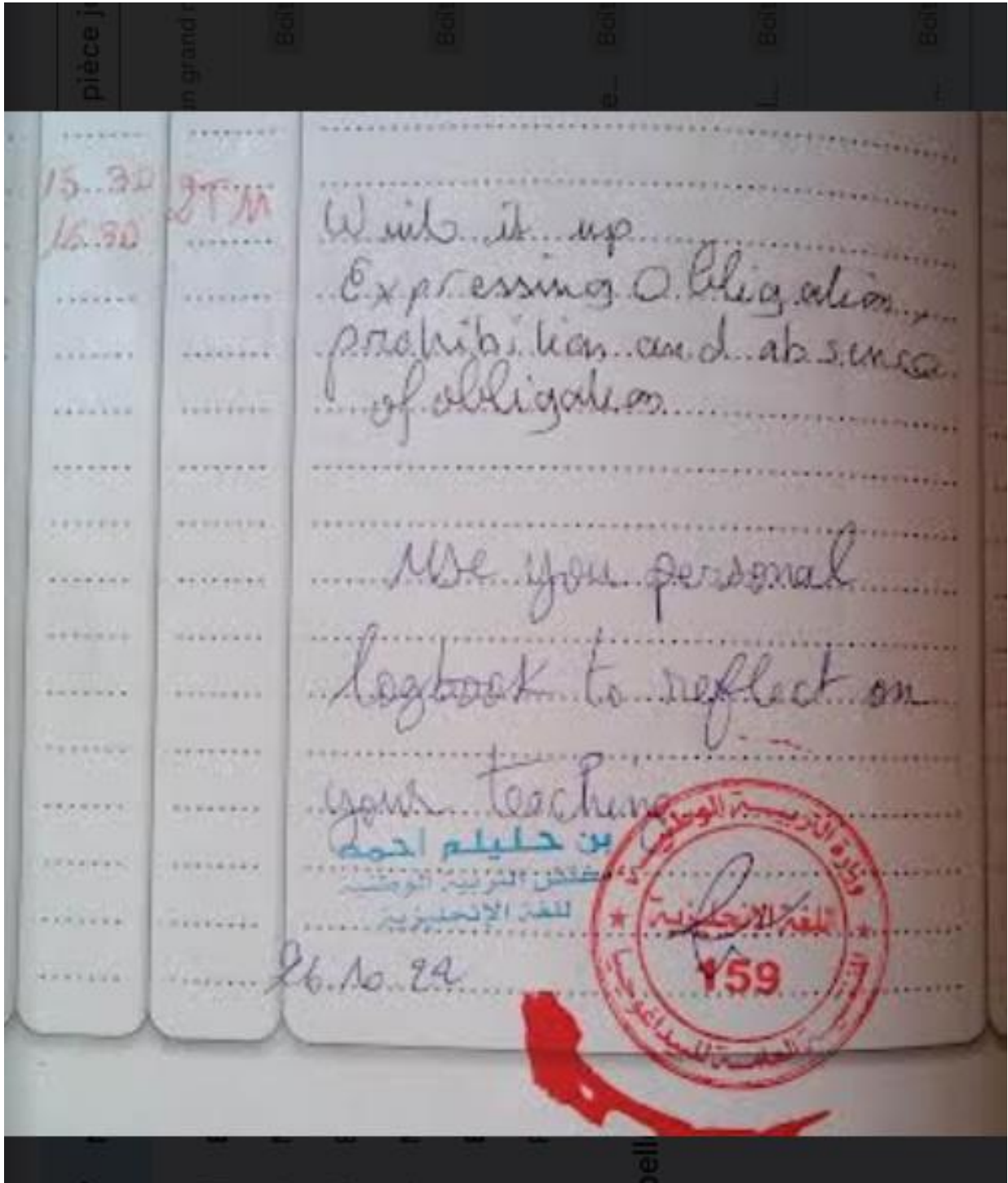
Summary

This research study explores the perplexing and recurring divide between teacher education and teacher training in Algerian secondary schools. It highlights the confusion and contradictions surrounding these two concepts and their implementation, shedding light on the challenges and implications this brings to the education system in Algeria.

Resumé

Cette etude explore la dichotomie déconcertante et récurrente entre la formation initiale des enseignants et la formation continue dans les écoles secondaires algériennes. Il met en évidence la confusion et les contradictions entourant ces deux concepts et leur mise en œuvre, mettant en lumière les défis et les implications que cela entraîne pour le système éducatif en Algérie.

يستكشف هذا الموضوع التقسيم الصعب والمتكرر بين تعليم المعلمين وتدريب المعلمين في المدارس الثانوية الجزائرية. يسلط الضوء على الارتباك والتناقضات المحيطة بهاتين الفكرتين وتنفيذهما، مسلطاً الضوء على التحديات والآثار التي يجلبها ذلك لنظام التعليم في الجزائر.