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REFLECTIONS UPON PRE-SERVICE TRAINING SESSIONS:

CASE OF 4th YEAR EFL STUDENTS AT ABOU-BEKR BELKAID
UNIVERSITY, TLEMCEN

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■■■ ABSTRACT

Although many claims about the necessity to restructure teacher education, not least pre-service training at universities, are aroused here and there, few attempts are made to update teacher education programmes that are responsive to the needs and expectations of future teachers of English as a foreign language. This work tried to test the adequacy of the pre-service training programme in use at the level of the Department of English at the University of Tlemcen. It attempted to limit the students' needs to attain professional quality in teaching English.

The researcher took many routes to find answers to all these concerns: First, the students were observed during their performances of teaching; and then, they were approached through questionnaires to stand on each individual's needs. To cross check the results of the classroom observation and the questionnaire procedures, the researcher tried to collect EFL inspectors' opinions about novice English teachers' problems, through interviews.

The findings of the study revealed that inadequate preparation of students in terms of the English language itself, first- and second- language acquisition processes, assessment procedures, educational psychology and lack of teaching practice... are among the major problems that should be treated to render the actual pre-service teacher training programme able to prepare a kind of professionally qualified EFL teachers.

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■■■ KEY TO ABBREVIATIONS/ACRONYMS

AF: Absolute Frequency

BA: Bachelor of Arts

BAC: Baccalauréat (i.e. Baccalaureate)

BEM: Brevet d'Enseignement Moyen (i.e. Certificate of Middle School)

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

FL1: First Foreign Language

FL2: Second Foreign Language

IS: In-service

KAL: Knowledge about Language

L1: First Language (mother-tongue)

L2: Second Language

MA TESOL: Master in Teaching English to Speakers of Other Languages

PS: Pre-service

RF: Relative Frequency

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

TEKS: Texas Essential Knowledge and Skills

TL: Target Language

■■■ GENERAL INTRODUCTION

Becoming a global language, English imposes itself in many fields. It became economically a workforce, socially and politically a key to international interaction and integration. Competence in the English language is going more progressively vital for many societies sustained economic and commercial success. In this way, the profession of English teaching at all levels became a sensitive issue in many countries as well as Algeria. In such countries under rapid social, economic and political transformation, ELT is also to face the reform challenges that call for fulfilling the needs of the whole society, not least enhancing pupils' learning. The very first step to achieve the latter aim is to improve the professional quality of teachers: competent teachers who *know* the language, and especially *know how* to teach it.

However, in Algeria, society is still complaining about the pupils' low proficiency level in English. It represents a frequent dilemma that pupils and their parents face before each exam, namely the official exams such as BAC and BEM. And among the common complains about the reasons behind this critical situation is "lack of professional competence among EFL teachers".

This problematic situation pushed the researcher to investigate the issue of EFL teaching professional competence among our teachers, with the aim to find any helpful solution at the end of the study. The researcher preferred to deal with this problem in universities, where EFL future teachers receive their PS training. The goal of making an investigation on the PS preparation of the students in the Department of English at the University of Tlemcen is to cover the pitfalls of the current PS training programme, and therefore to define these students' needs to be qualified for the EFL teaching profession. In this way, this research is aimed to help to improve the quality of teachers having their diplomas from this department.

The importance of this research lies in the fact that the PS training in universities is the first preparation for the future EFL teachers to be integrated in the world of their future profession. Systematically, PS preparation will be the primary source of intuition for novice EFL teachers before making any professional action, and the premise upon which they will shape their professional identity in the beginning of their career.

Taking the University of Tlemcen as a case for study, this research is driven by the following research questions:

1. Do EFL university students receive adequate training to be qualified future EFL teachers?
2. What are the EFL students' needs, in terms of both theory and practice, in their pre-service training?

Bearing in mind the importance of both 'theory' and 'practice' as *must* conditions in the training and development of EFL teachers, the researcher suggests the following hypotheses:

1. The current PS training programme is not totally adequate since it is mainly based on theory instruction of EFL teaching in the courses of TEFL and psycho pedagogy.
2. There is a sharp need to adopt a bi-directional PS programme that would emphasize both theory and practice focusing on EFL methodology, EFL teaching skills, techniques of assessment, educational psychology and L1 and L2 acquisition theories.

Concerning the organization of this work, it is divided into 4 chapters. The first chapter is an endeavour to collect every useful theoretical finding related to the issue of EFL PS training and teacher education in general. It contains definitions and explanations about the topics and activities that should be taken into account when designing EFL PS programmes.

The second chapter is devoted to the illustration of the procedures followed in data collection. It explains the research instruments used in the study, while pointing to the advantages and the drawbacks of each one. Then, this chapter deals with the methods of data analysis and explains the mechanism and the steps of each method. In other words, the second chapter is concerned with the design of the research.

As to the third chapter, it is meant to organize and analyze the data collected through the three research instruments used in the study. The results obtained from each tool are set forth and then discussed separately. As a cross-validating exercise, these results are cross-checked with each counterpart. Likewise, this chapter provides evidence to answer the initial research questions, and to confirm or disconfirm the proposed hypotheses.

Finally, the fourth chapter is an attempt to accumulate pedagogical implications and recommendations to enhance the adequacy of the EFL PS training programme in use at the University of Tlemcen, in order to help its students to achieve qualification in the EFL teaching profession. These recommendations are collected in accordance to both literature concerned with EFL PS training and to the results obtained in this study as well.

■■■ CHAPTER 1

LITERATURE REVIEW ON EFL PRE-SERVICE TRAINING

1.1 Introduction

1.2 The Need for Pre-service Training

1.3 The Difference between In-service and Pre-service Programmes

1.4 The Challenges of Non-native EFL Teachers

1.5 The Importance of Theory and Practice in TEFL

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1.5.1.1 Knowledge about Language

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1.6 Conclusion

1.1 Introduction

Though studies about EFL teachers' preparation saw a shift of focus, in the 1990's to the present day, from teacher 'training' to teacher 'development', pre-service training preserves its paramount importance in many studies as being the EFL teachers' first contact with their profession.

Pre-service training is expected to furnish EFL trainees with the required specialized knowledge to be able to enter the world of EFL teaching, such as linguistics, EFL methodology, assessment, teaching practice... In addition to knowledge, pre-service programmes are to furnish the trainees with opportunities to approach their future profession in real settings by providing ample space for teaching practice.

Therefore, the pre-service training is the starting point for future EFL teachers to learn about EFL teaching and learning: a fact that compels the responsible of programmes design to handle with care the pedagogy of pre-service education, and well determine its purposes.

1.2 The Need for Pre-service Training

The importance of PS training of EFL students lies in the fact that it prepares them for the needs of schools and society in general. TEFL moves fast, and the challenges of the ELT profession are changing quickly in terms of both time and place. Needless to recall that EFL PS training is the premise on which teachers would tackle these issues and challenges: it is the first ‘workshop’ to shape the teachers’ professional identity, and the source of intuition for any future professional action. Otherwise, as Britten (1988) makes clear that there are strong perceptions that novice teachers would teach as they have been taught. And likewise, the EFL profession may become just a routine passing far from what is expected by society.

In a similar vein, Loughran and Russel (1997: 68-69) explain the importance of PS training programmes as follows:

Pre-service teacher education programs are the first place of contact between beginning teachers and their prospective profession. If they are to value the pedagogical knowledge that is continually being developed, refined and articulated within their profession, if they are to understand the complex nature of teaching and learning, and if they are to be ‘teachers’ not ‘tellers’, ‘trainers’ or ‘programmers’, then this first contact through pre-service programs is crucial.

1.3 The Difference between In-service and Pre-service Programmes

If it is aimed at distinguishing between pre-service and in-service programmes of EFL teacher development, it is very fruitful first to differentiate between two main processes: “training” and “education”.

According to Widdowson (1990:62), “training is a process of preparation towards the achievement of a range of outcomes which are specified in advance”. In other words, training is a goal-oriented process. The goals of an EFL training programme are priory defined. Training, in this way, tries to prepare EFL teachers to solve issues that are specified (either predictable or axiomatic after previous experiences of other practitioners). Conversely, teacher education is not based on predictability of pedagogical issues. It is rather based on “the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice”. (*ibid.*: 62)

Starting from this notion of “training” vs. “education”, a worth typology can be made to well locate PS programmes and IS ones. It was first made clear that a PS programme is to prepare future teachers by providing them with the basics of their professional activity. These basics are of two kinds: *pedagogy* and *culture*. According to Widdowson (1990), the former is the preparation of EFL novice teachers to pedagogical issues mainly classroom management, and their support to establish their own identities in teaching by the development of self-confidence and consequently security in the teaching profession; the latter is an acculturation process that every novice teacher should get through as a result of becoming a *new* member in the teaching staff.

Attracting the attention to the importance of *theory* as a credit to any EFL teacher, in addition to what is previously stated; Widdowson (*ibid.*: 65) adds that: “This does not to say that such courses [PS training courses] would not also encourage an awareness of wider theoretical implications...”

In other words, the design of PS programmes is based on predicted issues, and this makes PS programmes *de facto* “training” programmes rather than “education” as the case of IS programmes.

1.4 The Challenges of Non-native EFL Teachers

EFL teacher trainees for whom English is a foreign language are learning to do something very harder than native-speaking trainees.

Britten (1988: 163)

The question which arises systematically here is why? According to Britten (1988), non-native teachers' task is more difficult than native speakers', because they have, first, to communicate in English (for the noble reason to ensure maximum exposure to the target language TL) with pupils who share with them the same L1, and above all, to convince them to do so. This is what Harmer (2001: 131) calls the "Please Speak English" issue. The second challenge – the one of theory-is that non-native EFL teachers should cover a set of ELT theories mainly about linguistics and the nature of language and second language learning upon which they will build their teaching; otherwise, their practice in classrooms will be mere carbonic copies of the teaching they experienced as EFL learners. In addition to this, they have to master specific skills (practice) that qualify them for the profession of ELT teaching as time and place requires.

Many studies were made to trace in detail the hurdles facing EFL teachers in many non-native English speaking countries, not least in the Arab world. For instance a study was undergone by Fareh (2010) seeking for the challenges in EFL teaching, in Arab countries, resulted in the categorization of a number of problems in the teaching/learning process:

- Inadequate adoption of EFL teaching methodologies which is mainly due to the inadequacy of teachers' training. Fareh (2010:3602) argues: "... although many of these teachers are BA degree holders, most of them have no teaching certificates that qualify them for teaching."

- EFL teaching is not learner-centred; it is rather teacher-centred: a fact that neglects the different factors among learners which may inhibit good learning.
- Learners' aptitude, preparation and motivation are other barriers facing EFL teachers in the Arab world. In this study, not few teachers claim that students are uneducable, impolite, unable to think, incapacitated or they do not want to learn...
- English is taught as isolated skills (grammar alone; reading and writing, the same) rather than integrated skills (for example, grammar in reading). Fareh (2010) calls this issue *Compartmentalization vs. Whole language approach*.
- Lack of emphasis on developing skills, and the best example is EFL examination which is based on rote learning with no room for creativity such as critical thinking and problem solving...
- Many complains were made about teaching material mainly textbooks: the first of these is that EFL textbooks are very large to be covered in one year, while their levels are higher than the learners' achievement. Also, many books are said to be culturally inappropriate, with many irrelevant topics, which may influence learners' motivation.
- As a result of the ways of teaching, assessment is not appropriate since two crucial linguistic skills are not tested in most of the official exams in the Arab world (speaking and listening).
- Learners do not profit from sufficient exposure to English since the use of Arabic is a frequent phenomenon in classes. In addition to this, teachers' speaking time is always superior to students' speaking time.

1.5 The Importance of Theory and Practice in TEFL

It was overtly stated that both theory and practice are must components to make a teacher qualified to practice his profession. In the same way, Widdowson (1990:01) presents teaching as “a self-conscious enquiring enterprise whereby classroom activities are referred to as theoretical principles of one sort or another”. Therefore, in this view, teaching is an enterprise where both theoretical principles and practical activities collaborate and complete each other. On one hand, theory is a source of intuition for first practices in teaching and also it is a power of judgement on it. On the other hand, theory should be proved in practice (either experience or experiment) before being adopted. He adds that “theory needs to be explicit and public if its relevance to pedagogy is to be effectively assessed” (*ibid.*:01). Paradoxically, individual practice can also be a source of theory provision if it is proved and well evaluated. In addition to this, teaching practice (experience) is critical appraisal which may lead to theory adaptation and adjustment to change.

Practically speaking, a qualified EFL teacher is to match between units of *theory* and *practice*. These units are respectively: *principles* and *techniques*. The role of EFL teachers is to find adequate actualisation of principles as classroom techniques, taking into account their specific context. Wallace (1991: 15) differentiates between two kinds of knowledge in TEFL: *received* and *experiential*. Equipped with received knowledge in TEFL, the trainee is to be familiar with “the vocabulary of subjects and matching concepts, theory and skills which are widely accepted as being part of the necessary intellectual content of the profession”. Experiential knowledge is developed by practice of teaching and to less extent through observation.

1.5.1 Theory in EFL Pre-service Training

Needless to recall that theory is a *sin qua non* pillar in the development of professional quality in EFL teachers, and therefore it has to be dealt with carefully when designing any EFL PS training programme. However, the question which remains is: What kind of theory should be mastered by EFL teachers?

According to Krashen (qtd. in Alatis *et al.*, 1983: 261):

The theory must be a theory of second language acquisition not a theory of grammatical structure, and it must be consistent with all known research, not merely armchair speculation.

However, Widdowson does not share the same opinion. He argues (1990: 34): “But it becomes clear that Krashen is not thinking in theory in general, that is to say a theoretical perspective on pedagogy in general”. Therefore, it can be said that Widdowson is calling for a general ELT theory and a comprehensive perspective on pedagogy in general. He argues that there is no theory free of speculation. In other words, the theory that is to be focused when preparing EFL future teachers should provide them with a total coverage of pedagogy and its issues, not least ELT methodology to arm teachers with flexibility to be accustomed easily with new situations.

The following sub-sections will deal with what is agreed on among specialists to be crucial knowledge about language and its teaching, i.e. knowledge which helps EFL teachers to develop effective ways of teaching.

1.5.1.1 Knowledge about Language

Theory in EFL teaching profession is frequently referred to as “Knowledge about language” (KAL) (Bartels, 2005). According to Thornbury (1997, qtd in Andrews and McNeill, 2005: 160), KAL is “the knowledge that teachers have of the underlying systems of language that enables them to teach effectively”.

In the same vein, Popko (2005) describes KAL as an umbrella term that includes all language aspects that EFL teachers should cover: linguistic, applied linguistic and metalinguistic aspects (Linguistics, Applied Linguistics, Assessment, Second Language Acquisition, and EFL Methodology)

a. Linguistics

Following what is stated before; linguistics is a major component in preparing future EFL teachers. As a result of a research about EFL PS teachers’ KAL in China, Andrews and McNeill (2005:159) claim:

... We have become increasingly convinced that the extent and the adequacy of L2 teachers’ engagement with language content in their professional practice is a crucial variable in determining the quality and potential effectiveness of any L2 teachers’ practice.

Briefly, linguistic knowledge including phonology, morphology, syntax, semantics and pragmatics is primary and crucial in EFL PS training. In addition, Attardo and Brown (2005: 91) find out that novice EFL teachers “... will need to have some idea about issues of prescriptive and descriptive grammars, language use and variation, language structure and the history of English.”

b. Applied Linguistics

Applied linguistics enables EFL teachers to base their practice on sound theoretical beliefs not mere speculations. It is said that future teachers will improve their teaching by the transfer of their knowledge about applied linguistics in their teaching (Popko, 2005; Attardo and Brown, 2005; and Bartels, 2005). Explaining the importance of applied linguistics in EFL PS training, Bartels (2005: 405) argues that “... courses in applied linguistics do seem to have the potential to be successful in changing novice teachers’ conceptions about language and language teaching”.

Applied linguistics is an inter-disciplinary field including all subjects related to real world problems of EFL teaching. It includes psycholinguistics, sociolinguistics, language acquisition and language testing... (Popko, 2005)

c. Assessment

Assessment of EFL classroom is a complex process of collection, analysis and interpretation of the teaching/learning process outcomes. It is considered as evidence of learners’ achievement, and at the same time, it is a database for reflection and change in one’s teaching (Remesal, 2011). This is why assessment is seen by most EFL teachers as a very difficult task. Stiggins (1988, qtd. in Remesal, 2011: 472) claims that:

Classroom assessment requires a great deal of time and effort; teachers may spend as much as 40% of their time directly involved in assessment-related activities. Yet teachers are neither trained nor prepared to face this demanding task.

It is to this end that many linguists and applied linguists insist on the importance of including assessment in EFL teacher education, especially in PS training, as being an essential facet of a qualified teacher. For instance, Wiggins and Mc Tighe (1998: 159) say that: “Good teaching is dependent upon good design, and a good teacher needs to think like an assessor prior to designing lessons”.

Strictly speaking, the quality of well designing, using, and interpreting assessment is as crucial as lesson planning and design, as well as all other skills that are considered as factors of EFL teachers’ qualification. This implies that teacher-educators, or the responsible of teacher education design, should give assessment its share in PS training, and IS programmes as well. In this vein of thoughts, Rhodes *et al.* (1997: 413) claim:

Just as teachers need preservice and inservice professional development opportunities in new instructional strategies, they also need opportunities to learn how to develop forms of performance assessment that reflect the new strategies and the evolving curricular content. Teachers are eager to explore the use of assessment as a way of improving instruction and student learning.

d. Second Language Acquisition

Many a linguist insists on the creditability of the knowledge about L2 acquisition (SLA) process in qualifying EFL teachers. Following the words of Lo (2005: 135):

Second language acquisition (SLA) is one of the required core courses in the majority, if not all, of Masters’ programs for teachers of English as a second language (MA TESOL) in the United States.

This is why she urges EFL trainees to make research-based and experiment-oriented readings about L2 acquisition process. Also, Freeman and Johnson in their co-authored book (1988, qtd. in Lo, 2005) do not neglect the necessity to address SLA theory in PS training and also future training contexts should be taken into account, for fear that trainees might consider SLA irrelevant in ELT.

e. EFL Methodology

In its turn, EFL methodology is a pillar in developing KAL that every EFL teacher should cover. Its main concern is the approaches, methods, techniques... followed in TEFL.

Many specialists in the field of teacher education devote large spaces, in their works, to the subject of EFL methodology, and its effect in qualifying EFL teachers especially in earlier stages (PS training) (Shulman, 1987; Allwright, 1988 and Freeman, 1991).

Larsen-Freeman (2000) discourse is overtly addressed to teacher educators, enhancing their awareness about the usefulness of teaching EFL methodology to PS trainees; usefulness which lies in five areas:

- Knowledge about EFL methodology is the basic ground that every EFL teacher should rely on when reflecting on his actions; otherwise, novice teachers will build their teaching identity on their EFL experience as learners, or on mere speculations. Larsen-Freeman (*ibid.*: IX) explains this saying:

Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions... When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do. They become aware of their own fundamental assumptions, values, and beliefs.

- Likewise, EFL teachers become able to distinguish between several methods of teaching; and therefore, they will have plenty of choices to adopt depending on the contexts they encounter. In other words, learning EFL teaching methodology ‘arms’ the novice teachers with a ‘repertoire’ of methods and techniques useful in different circumstances in EFL classrooms. Larsen-Freeman (*ibid.*: IX) argues:

By becoming clear on where they stand, teachers can choose to teach differently from the way they were taught. They are able to see why they are attracted to certain methods and repelled by others. They are able to make choices that are informed, not conditioned... In other situations, where a method is not imposed, methods offer teachers alternatives to what they currently think and do.

- As a result for the two latter gains of EFL methodology teaching to EFL trainees, Larsen-Freeman (2000: IX) claims that:

A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community of practice... Being part of a discourse community confers a professional identity and connects teachers with others so they are not so isolated in their practice.

In this way, novice teachers are not only to practise every piece of information, related to their profession, they perceive (in literature or textbooks...); but, they can also shape their own professional identity by professional dialogue among their professional community.

■ Furthermore, Larsen-Freeman (*ibid.*: IX-X) adds that it is systematic that interaction with other teachers, among the same professional community, will challenge their conceptions about EFL methodology and consequently this will push them to reflect on their beliefs to switch from ‘routinized’ to ‘updated’ teaching.

■ Finally, Larsen-Freeman (*ibid.*: X) concludes her discourse, about the importance of EFL methodology teaching in PS training programmes, by saying that:

A knowledge of methods helps expand a teacher's repertoire of techniques. This in itself provides an additional avenue for professional growth, as some teachers find their way to new philosophical positions, not by first entertaining new principles, but rather by trying out new techniques.

In a few words, by covering such knowledge, EFL teachers will acquire a comprehensive set of best practices that enables them to tackle numerous and diverse “unique qualities and idiosyncrasies” among EFL students.

As a conclusion to the usefulness and the potential gains of teaching EFL methodology, to EFL teachers not least PS trainees, Larsen-Freeman (2000: XI) says:

A study of methods need not lead to the de-skilling of teachers but rather can serve a variety of useful functions when used appropriately in teacher education. It can help teachers articulate, and perhaps transform, their understanding of the teaching/learning process. Methods can serve as models of the integration of theory (the principles) and practice (the techniques). Their study can encourage continuing education in the lifelong process of learning to teach (Larsen-Freeman 1998).

1.5.1.2 Texas Essential Knowledge and Skills Model

Many theoretical models of PS training are used in EFL circles around the world, and that could be taken as a kind of repair in approaching issues of PS training of future teachers. In the current study, the researcher adopts the model of Texas ESL programme known as “Texas Essential Knowledge and Skills” (TEKS). The choice of this model was the outcome of the previous findings about the different facets of theoretical knowledge that should be covered by every EFL future teacher. In other words, the TEKS model is based on a number of principles each of which is aimed to develop different teaching skills in order to achieve teaching professional quality. These principles are labelled as “standards”:

- The structure and conventions of the English language
- The foundation of EFL education
- First- and second- language acquisition processes
- EFL teaching methodologies
- EFL learners’ factors
- Assessment procedures and instruments
- Advocacy for EFL Students

Standard I: The EFL teacher understands fundamental language concepts and knows the structure and conventions of the English language.	
<p>Teacher Knowledge: What Teachers Know</p> <p>The beginning EFL teacher knows and understands:</p> <p>1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, and lexicon);</p> <p>1.2k functions of language and registers of language (e.g., social versus academic language) in English;</p> <p>1.3k the relationships among listening, speaking, reading, and writing;</p> <p>1.4k the structure of the English language and conventions of written and spoken English; and</p> <p>1.5k patterns of written and oral discourse.</p>	<p>Application: What Teachers Can Do</p> <p>The beginning EFL teacher is able to:</p> <p>1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the EFL classroom;</p> <p>1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote EFL students’ English language proficiency;</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students’ English language proficiency; and</p> <p>1.4s model and provide instruction in the structure and conventions of written and spoken English.</p>

k: Knowledge

s: Skill

Table 1.1 TEKS EFL Standard I

(www.sbec.state.tx.us/sbeonline/standtest/standards/allesl.pdf)

Standard II: The EFL teacher has knowledge of the foundations of EFL education and factors that contribute to an effective multicultural and multilingual learning environment	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p>The beginning EFL teacher knows and understands:</p> <p>2.1k the historical, theoretical, and policy foundations of EFL education;</p> <p>2.2k types of EFL programmes (e.g., self-contained, pull-out, newcomer centres dual language, immersion), their characteristics, their goals, and research findings on their effectiveness;</p> <p>2.3k research findings related to EFL education, including effective instructional and management practices in EFL programmes; and</p> <p>2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for EFL students; and ways to address the affective, linguistic, and cognitive needs of EFL students.</p>	<p>The beginning EFL teacher is able to:</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in EFL education to program planning, implementation, and advocacy;</p> <p>2.2s apply research findings to assist in planning and implementing effective EFL programmes;</p> <p>2.3s use knowledge of the types of EFL programme models to make appropriate instructional and management decisions;</p> <p>2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of EFL students and that facilitates students’ learning and language acquisition; and</p> <p>2.5s demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>

Table 1.2 TEKS EFL Standard II

Standard III: The EFL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p>The beginning EFL teacher knows and understands:</p> <p>3.1k theories, concepts, and research related to first-language (L1) development;</p> <p>3.2k theories, concepts, and research related to second-language (L2) development;</p> <p>3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2;</p> <p>3.4k the role of the linguistic environment and conversational support in second-language acquisition; and</p> <p>3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by EFL students in learning English and strategies for overcoming these difficulties.</p>	<p>The beginning EFL teacher is able to:</p> <p>3.1s apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;</p> <p>3.2s help students transfer language skills from L1 to L2;</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p>3.4s provide a rich language/print environment with supported opportunities for communication in English;</p> <p>3.5s provide appropriate feedback in response to students' developing English language skills; and</p> <p>3.6s apply effective strategies for helping EFL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English</p>

Table 1.3 TEKS EFL Standard III

Standard IV: The EFL teacher understands EFL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate EFL instruction.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p>The beginning EFL teacher knows and understands:</p> <p>4.1k factors and procedures in planning EFL instruction, including consideration of students’ developmental characteristics and their individual needs;</p> <p>4.2k a variety of methods and techniques appropriate for instruction in the EFL classroom;</p> <p>4.3k strategies for fostering EFL students’ communicative competence;</p> <p>4.4k instructional practices, resources, and materials for content-based EFL instruction;</p> <p>4.5k the use of technological tools and resources to facilitate and enhance EFL instruction; and</p> <p>4.6k classroom management strategies for a variety of EFL environments and situations.</p>	<p>The beginning EFL teacher is able to:</p> <p>4.1s use planning procedures to design effective, developmentally appropriate EFL instruction;</p> <p>4.2s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the EFL classroom;</p> <p>4.3s infuse technological tools and resources into the instructional process;</p> <p>4.4s use strategies that foster EFL students’ content-area learning;</p> <p>4.5s engage students in critical-thinking processes; and</p> <p>4.6s apply principles of effective classroom management in a range of situations in the EFL classroom.</p>

Table 1.4 TEKS EFL Standard IV

Standard V: The EFL teacher has knowledge of the factors that affect EFL students' learning of academic content, language, and culture.	
<p>Teacher Knowledge: What Teachers Know</p> <p>The beginning EFL teacher knows and understands:</p> <p>5.1k factors that may affect EFL students' learning of academic content, language, and culture (e.g., age, personality, academic background, socio-cultural factors, home environment, attitude, exceptionalities); and</p> <p>5.2k the nature of student variation in the EFL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning...)</p>	<p>Application: What Teachers Can Do</p> <p>The beginning EFL teacher is able to:</p> <p>5.1s use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture; and</p> <p>5.2s provide instruction and experiences that are responsive to diversity and individual student needs.</p>

Table 1.5 TEKS EFL Standard V

Standard VI: The EFL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in EFL programmes and uses assessment results to plan and adapt instruction.	
<p>Teacher Knowledge: What Teachers Know</p> <p>The beginning EFL teacher knows and understands:</p> <p>6.1k basic concepts, issues, and practices related to test design, development, and interpretation;</p> <p>6.2k types of assessment used in the EFL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations;</p> <p>6.3k standardized tests commonly used in EFL programmes;</p>	<p>Application: What Teachers Can Do</p> <p>The beginning EFL teacher is able to:</p> <p>6.1s select, adapt, or develop appropriate assessments for different purposes in the EFL programme (e.g., diagnosis, programme evaluation, proficiency);</p> <p>6.2s interpret results of standardized tests commonly used in EFL programmes</p> <p>6.3s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables EFL students to achieve learning goals.</p>

Table 1.6 TEKS EFL Standard VI

Standard VII: The EFL teacher knows how to serve as an advocate for EFL students and facilitate family and community involvement in their education.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p>The beginning EFL teacher knows and understands:</p> <p>7.1k strategies for effective advocacy for EFL students;</p> <p>7.2k the importance of family involvement in the education of EFL students and ways to bridge differences between the home and school environments; and</p> <p>7.3k ways in which community members and resources can positively affect student learning in the EFL programme.</p>	<p>The beginning EFL teacher is able to:</p> <p>7.1s advocate for educational and social equity for EFL students;</p> <p>7.2s use effective strategies to bridge gaps that may exist between the home and school environments;</p> <p>7.3s communicate and collaborate effectively with students’ parents;</p> <p>7.4s facilitate parents involvement in their children’s education and school activities; and</p> <p>7.5s access community resources to enhance the education of EFL students.</p>

Table 1.7 TEKS EFL Standard VII

Nevertheless, the researcher felt the necessity to alter this model according to the general situation of EFL teaching in Algeria. Though the model in question is addressed to teachers of English as a second language, there are some aspects that are specific to the Algerian context:

- The influence of L1 (Arabic), since it is shared between teachers and learners.
- Unlike USA, Algeria is *almost* a monocultural country.
- English in Algeria is considered as an FL2: a fact that compels the teachers to develop awareness about EFL teaching methodology in use.
- Education in Algeria is totally funded by the government, while social communities and families have large shares in funding education in USA.

These facts pushed the researcher to make the following adaptations:

- The omission of the point related to the EFL teacher's knowledge about how to create an effective multicultural and multilingual environment in teaching (point 2.4k), and its replacement by "techniques to urge learners to use the TL (English) and avoid using L1 (Arabic).
- The addition of a criterion devoted to teachers' awareness of the EFL methods in use and their differences from methods experienced as learners (4.7k).
- The omission of the seventh standard related to family and community involvement in EFL teaching.

See the adapted final draft of the TEKS model according to all the previous alterations in Appendix A.

1.5.2 Practice in EFL Pre-service Training

As said by Wallace (1991: 03) “no teaching takes place in a vacuum”. Learning theory related to EFL teaching is not enough to put novice teachers in the right track; EFL future teachers need to touch what they acquired in theory in concrete situations (in classrooms, with learners). In the words of Bartels (2005: 408):

Helping teachers acquire knowledge and conceptions about language learning and language learning alone is not enough to significantly change their teaching, perhaps because the learning activities teachers engaged in were not analogous to those activities they engaged in as teachers.

In other words, unless theory of EFL teaching is coupled with practice, it is learned aimlessly: teachers will risk that they cannot apply what they know in real situations, or these situations may be totally different from theory they acquired.

This is why specialists in the field of teacher education insist on a number of crucial criteria to be dealt with in EFL teachers’ PS training, such as observation of other EFL teachers, EFL skills training and so on.

1.5.2.1 Observation

According to Wallace (1991: 89), the very first step in EFL teaching practice should be observation of others’ teaching, in which “the trainee has mainly observational and analytic role”. In other words, the first knowledge about EFL teaching should be based on what he calls “primary data”: data gathered through

observation. He adds that this primary data which should be the basis of any assumptions about EFL teaching practices can be derived from three sources:

- *“Professional action is directly observed”*: The trainee is to observe a real class in which a teacher is doing his work with real learners. This kind of observation is very fruitful since it furnishes the observer (the trainee) with a lot of details of what happens in realistic settings of EFL teaching.
- *“Professional action directly experienced”*: in which the trainee is the professional and the observer at the same time. Here, the trainee’s performance is recorded and then analyzed.
- *“Professional action indirectly observed or experienced”*: to watch a teaching film or any other professional recording, and this can be also valuable in earlier stages of training.

1.5.2.2 EFL Skills Training

No one can deny that ‘professional competence’ (or expertise) is the major aim of any novice EFL teacher; however, the problem of all is how to acquire the required EFL skills to attain professional competence.

According to Wallace (1991), there are three models to equip EFL teachers with the skills that qualify them for their profession. He says (1991: 06) that “there are three major models of professional education which have historically appeared on the scene...”

a. The Craft Model

This model requires the presence of an expert (teacher, trainer...) which is considered as a source of instruction about EFL teaching skills, and above all, as a model to be imitated. M. Wallace (1991: 06) explains the mechanism of the Craft Model: “The young trainee learns by imitating the expert’s techniques and following the expert’s instruction and advice”.

However, this model is static, in which the trainee is to accept every instruction without any complains; while, society, mainly the school, is very dynamic.

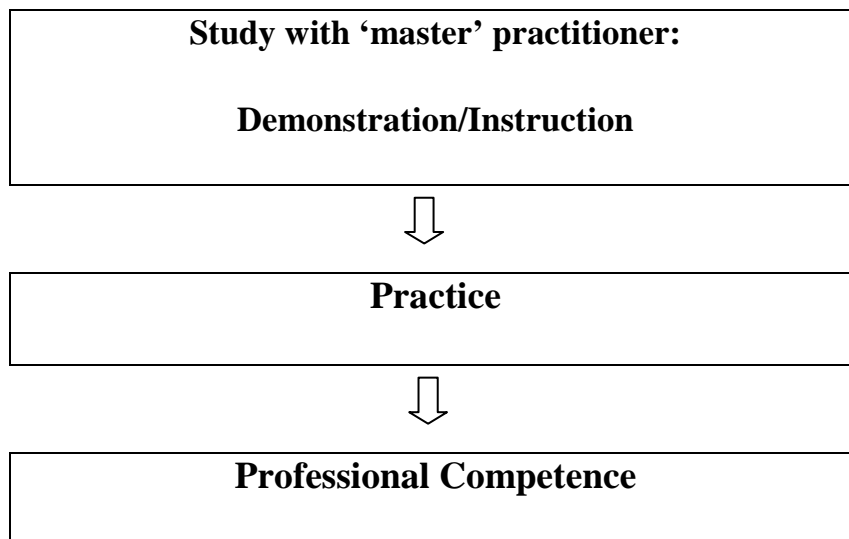


Figure 1.1 The Craft Model

(Wallace, 1991: 06)

b. The Applied Science Model

In the late 19th century, the Applied Science Model emerged as an elaborated method to qualify trainees, not least EFL teachers. It is said to be instrumental and relating any professional action to science. M. Wallace (1991: 08) claims that: “The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas”.

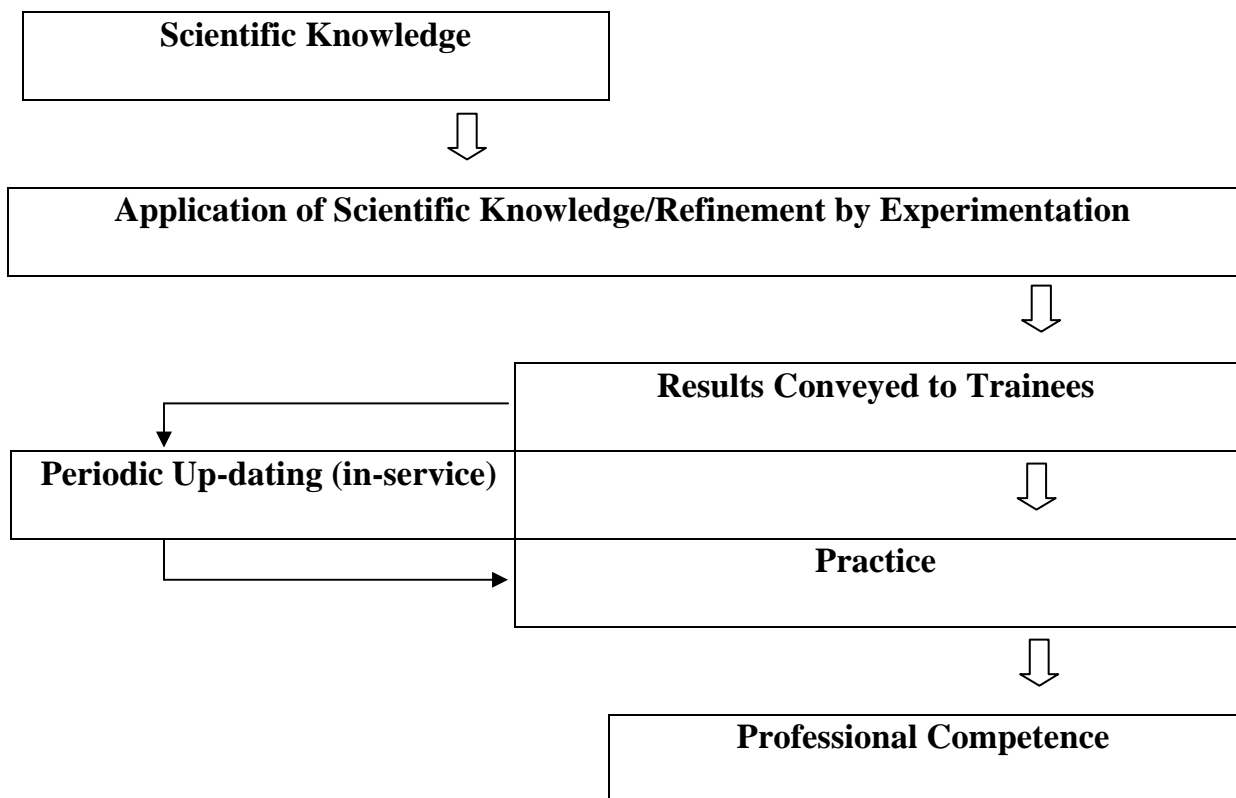


Figure 1.2 The Applied Science Model

(Wallace, 1991: 09)

However, there are many risks that should be taken into account: first, the trainee may misunderstand the scientific findings in question, and consequently, this will lead to ill- practices in teaching. Also, though a trainee may well acquire certain knowledge about EFL teaching, he might ill-transfer it in the classroom. Next to all this, one cannot neglect the fact that many scientific theories in EFL teaching proved to be incorrect or incomplete after a period of practice.

c. The Reflective Model

Schön (1983) is considered as the founder of this model. He claims that there are two kinds of “professional knowledge”:

- *Research-based knowledge*: it is formed by the acquisition of facts and theories introduced in research such as linguistics, applied linguistics, science of assessment.
- *Experience-based knowledge*: it is acquired from professional experience.

According to Schön (1983, 1987), this second kind of knowledge, which is the concern of this sub-title, is derived from two phenomena:

- *“Knowing-in-action”*: to know what is appropriate or inappropriate in a specific teaching context as a result of knowledge acquired from experience, not from research. In other words, without having any previous training in some areas in EFL teaching, many practitioners could judge their actions in teaching.
- *“Reflection”*: it is the act of many teachers who reflect on their previous actions in the classroom, especially when these actions form an experience which is considered by the teacher as bad. It is the action to ask one’s self about what was appropriate among one’s professional actions, and what was wrong; what to repeat in the future, and what to avoid.

Research-based knowledge and experience-based knowledge are called by Wallace (1991) respectively: “received knowledge” and “experimental knowledge”. He represents the Reflective Model in the following figure:

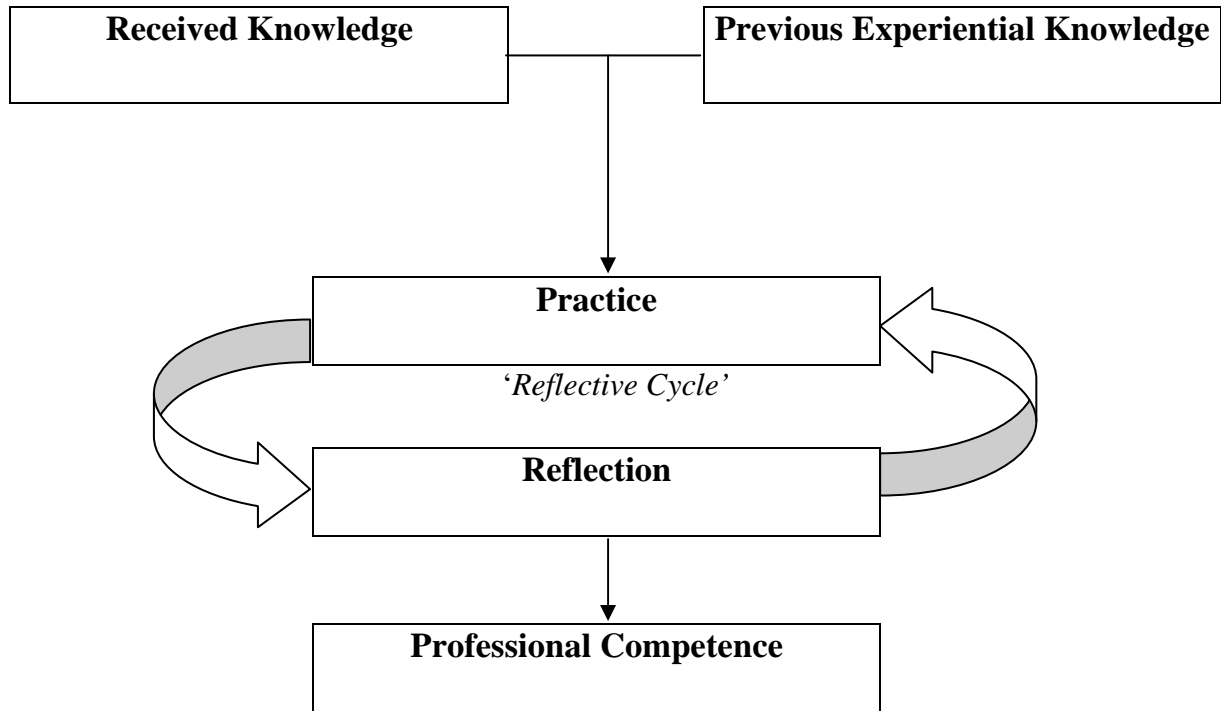


Figure 1.3 The Reflective Model

(Wallace, 1991: 15)

1.5.2.3 Assessment in Teaching Practice

Far from being merely a ‘necessary evil’, assessment can play a positive role in a teacher education course, for example, by integrating various areas of the course and by developing the trainees’ powers of analysis and reflection.

Wallace (1991: 126)

Following Wallace’s words, assessment in EFL teachers’ preparation, not least PS training, is a crucial activity in the subjects’ qualification. However, assessment is to be based on the specific aims and objectives of the course, to avoid making it a mere routine. It is to this end that Wallace (1991: 126-127) suggests a number of principles that are to be taken into account when designing assessment for EFL trainees, either in theory or practice:

- *Diagnostic and Formative Assessment*: to provide the trainee with positive feedbacks if his performance realizes the course objectives, and to help and consolidate the trainee when necessary;
- *Summative Assessment*: assessment should be valid and reliable to what was learnt in class;
- *Assessment as an Integrative Device*: a valuable assessment is to integrate all the components of the courses, with equal distribution between all points;
- *Varied and Progressive Assessment*: The responsible of the trainees’ evaluation should take into consideration the diversity of the EFL course and its level; and finally
- The trainer should make attention for assessment load and progress, and time of reading, analysis and reflection.

1.5.2.4 Britten's Teacher Training Model

Taking into consideration the previous topics that are agreed on to be important activities in teaching practice for future EFL teachers, the researcher chose another model which introduces these activities and takes into account many other criteria that are related to the practical side in EFL PS training. This model is presented by Britten (1988) in his article "Three Stages in Teacher Training" published in *ELT Journal*. This model includes a number of topics arranged as follows:

- Guided Observation
- Skills Training
- ELT Approach
- Evaluation of Teaching Performance
- Methodology Components
- Working Mode

However, he insists (1988:165) that "there are several pairs of apparently contradictory requirements that have to be reconciled". In other words, the approach to the topics in training changes regarding the stage of training achieved.

As far as "classroom observation" is concerned, it should be practised at two different stages. Britten (1988) claims that EFL students (trainees) should first focus on directly noticed teachers' behaviour (smiling, repeating, and speaking loudly...), and then EFL students are to be guided to notice less easily observed behaviour (for example, good organisation, and sensitivity to students' feelings...)

In what concerns “skills training”, EFL students have to cover the widely conventional and standard techniques and procedures, in EFL circles, that should be considered as the cornerstone in the preparation of EFL teachers, in terms of practice. However, this does not mean that these students are not to be given a chance to unveil their teaching identity and be provided with an appropriate atmosphere to explode their potential.

In addition to this, in the early stages of any PS programme, the focus of the “ELT approach” should be on the teacher/trainer for training purposes. Then, there should be a move toward a more learner-centred approach for more creative, and therefore, better learning.

As to “the evaluation of the teaching performance”, Britten (1988) argues that it is crucial to shift from teacher-made assessment, in early stages of PS training, to self-assessment practised by the students themselves.

Regarding the teaching of “ELT Methodologies”, Britten (1988) does not neglect this important knowledge, yet at the same time he insists on the practice of knowledge acquired in real situations of teaching.

In “Working” all this, he favours a mode that begins with small groups to discuss methodology and to study lesson planning and evaluation, then moves gradually to more autonomous approaches. Britten (1988) gathers all these requirements of teaching practice in PS training in the following table:

Topic in training	1st desideratum	2nd desideratum
<i>Guided Observation</i>	Directly observable behaviours	More significant categories
<i>Skills training</i>	Prescriptive approach to basic skills (lockstep training)	Exploratory approach to develop individual teacher's potential
<i>ELT approach</i>	Focus on the teacher (for training purposes)	Learner-centred teaching (for better learning)
<i>Evaluation of teaching performance</i>	Assessment made or checked by trainers	Practice in self-assessment
<i>Methodology component</i>	Need to impart knowledge (lectures)	Reflexive principle: practice what you preach
<i>Working mode</i>	Small groups for attitude development	Individual for self-reliance

Table 1.8 Contradictory Requirements in PS Training Programme

(Britten, 1988: 165)

In addition, Britten (1988) points to the importance of progression in PS training programmes and the difference between earlier stages and advanced stages of training. Also, he insists on progression as a crucial element in dealing with trainees' autonomy.

a. Progression in Pre-service Training

It is very obvious that the practices of the '*first desideratum*' are designed for early stages in the preparation of EFL teachers, while their counterparts in the '*second desideratum*' are proposed for later stages. The move from the first to the second desideratum needs a special approach from EFL students. This is what Britten (1988) calls '*the incremental approach*', which is based on three progressions – in scale, integration and autonomy. According to Britten (1988: 166-167):

The first progression – that of scale- is a matter of controlling the risk level in practice teaching... [Then] the trainee progresses from this initial stage of skill-getting (the *what* of a teaching skill) to that of skill-using (the *why, when* and *with whom*)... The third progression – in autonomy- concerns attitude development and the individualization of the trainees' teaching style.

Here is a table for illustration:

Progression of	From	To
<i>Scale</i>	Small learner group. Short teaching encounters.	Full classes. Whole lessons and lesson sequences.
<i>Integration</i>	Isolated skills or lesson segments. Skills objectives.	Skills integrated to achieve learning objectives.
<i>Autonomy</i>	Lesson planning and evaluation by trainer or group.	Individual planning and self-assessment.

Table 1.9 Progressions in PS training

(Britten, 1988: 167)

The noble aim behind making teaching practice progressive is to make it less risky and less costly, especially in the beginning of the training programme as the trainees are in their very first experience of teaching. In the same line of thoughts, Wallace (1991: 88) claims that:

The range of contexts [of learning for language teaching trainees] should be such that it can gradually bring the trainees from a position of minimum risk and cost, through increasingly realistic (and risky, and costly) contexts to the ‘real thing’.

He illustrates all this by the following figure:

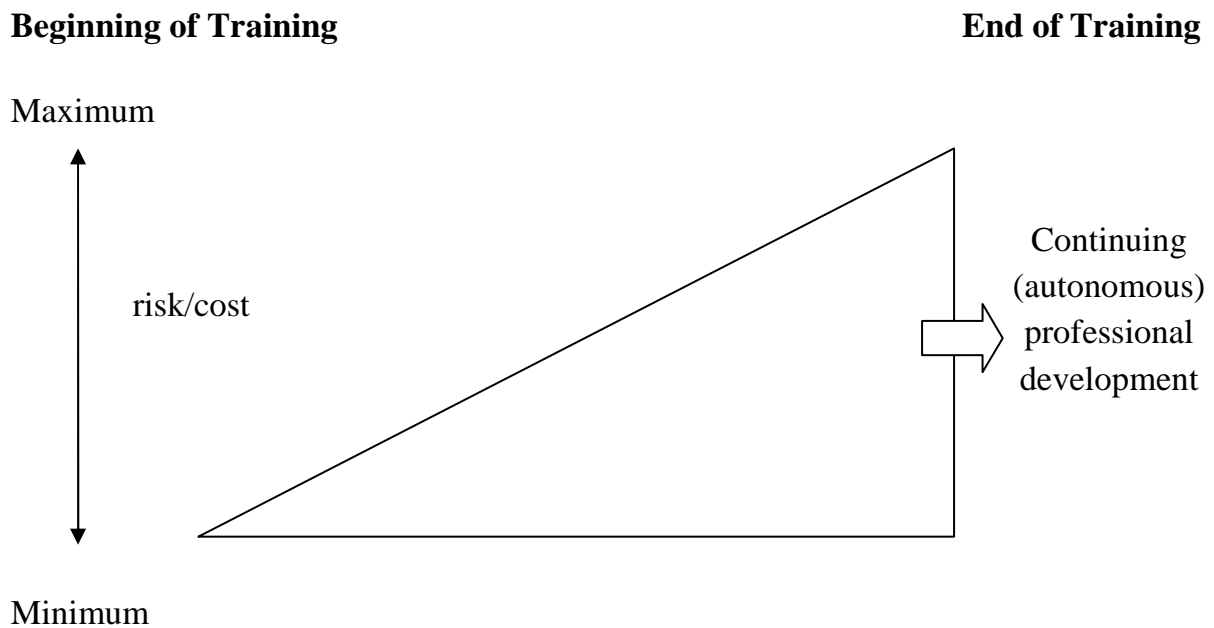


Figure 1.4 Cline of Learning Contexts

(Wallace, 1991: 88)

However, the question which is still without answer here is: how can teaching practice be risky and costly, and for whom? Wallace (1991) claims that risk and cost is for (a) the learner, and/or (b) the trainee:

- a. Being taught by an ‘incompetent’ teacher, there is a high risk for the learning/teaching process; and even the learner may feel that this is wasteful.
- b. Unlucky experience in the beginning of the career may inhibit the trainees’ motivation and self-esteem. As an example given by Wallace, there are many trainees who decided to abandon the teaching profession after bad experience in PS training, especially in teaching practice.

b. Autonomy in Pre-service Training

Individual autonomous teaching should be the final phase in PS training programmes, in which the teacher (he can be considered as no more a trainee) is normally apt to shoulder the responsibility of his own class (Wallace, 1991).

As stated before, Britten (1988) insists that all activities in PS programmes should be dealt with careful progression (gradual self direction in lesson planning, in teaching practice time volume, and in self-assessment). In the same line of thoughts, Kennedy (1993) warns from sudden direct move towards autonomous approaches in PS training programmes; she rather calls for more guided training to put the programme in the right track.

1.5.3 Linking Theory and Practice in Teacher Training

As in all professions (such as pharmacy, nursing...), there is always a gap between ‘theory’ and ‘practice’ in EFL teaching (Wallace, 1991); while, it is not an easy task to bridge this gap especially by novice teachers. This issue is known in EFL circles as *knowledge transfer*. Bartels (2005: 406) claims that “... a high level of KAL, while helpful, is not necessary to be a good L2 teacher”. Therefore, the problem does not lie in knowledge only, but in its transfer in practice also.

After editing a number of researches about KAL and its usefulness in EFL teaching, Bartels (2005) limited a number of problems that come in front of successful knowledge transfer:

- In many cases, “course work” is not designed to be appropriate with “class work”. In other words, KAL trainees deal with before teaching practice is not related to the real teaching activities;
- Some trainees may find it difficult to transfer knowledge that is not compatible with their previous knowledge, their personal and cultural conceptions of language and language teaching, and/or their preferred learning style; and finally
- Bartels claims that “there is some evidence that some kinds of KAL are more difficult to transfer than others”, such as complex orthographic errors identifying vs. simple errors.

In a nutshell then, in the words of Bartels (2005: 408): “Even if something is learned... for transfer to occur, this knowledge must be encoded in such a way that it can be used in the target domain”.

1.6 Conclusion

The literature concerned with the PS training of EFL teachers unveils the fact that this issue is very complex and thorny. The sensitive nature of the subject of PS training does not lie only in its importance as being the first occasion for EFL teachers to discover their prospective profession and being the starting point to form their professional identity, but also in the fact that this profession requires diverse and large knowledge: novice teachers need a comprehensive programme that covers all subjects related to the English Language and its teaching: linguistics and its levels, the hybrid applied linguistics, educational psychology, EFL methodology, the role of L1 and L2 acquisition processes, lesson design and planning and assessment procedures.

In addition to this, EFL trainees need as more as possible teaching practice chances to see the relevance of theoretical knowledge, they acquired, as real experience in the field. Experience helps novice teachers to materialize their conceptions about English teaching in classroom, and consequently to well understand these conceptions.

The nature of the EFL teaching profession that could be influenced by the smallest differences among individuals (either learners or teachers) makes attaining professional quality a real challenge. Likewise, EFL professional quality could be described as the horizon that people can move towards it, but never totally attain it.

■■■ CHAPTER 2

RESEARCH DESIGN AND PROCEDURE

2.1 Introduction

2.2 Research Questions and Hypotheses

2.3 Research Methods and Design

2.3.1 Instruments

2.3.1.1 Classroom Observation

2.3.1.2 Questionnaire

2.3.1.3 Interview

2.3.2 Subjects

2.3.3 Procedure

2.3.3.1 Piloting the Study

2.3.3.2 The Study Proper

2.3.4 Data Analysis

2.3.4.1 Qualitative Analysis

2.3.4.2 Quantitative Analysis

2.4 Conclusion

2.1 Introduction

The second chapter is devoted to the explanation of the nature of the present research (needs analysis) and the illustration of its design and the procedures followed in data collection and analysis.

In this chapter, the reader will follow the design of the present research step by step: research questions around which this study is driven, hypotheses that were proposed by the researcher, research instruments that were followed to collect data and the subject populations addressed through each tool. Finally, this chapter provides explanations for the methods used in data analysis. In each step of this work, the researcher attempts to justify every choice he made, pointing to the advantages and drawbacks of each research tool and data analysis method.

In a nutshell, this chapter is to help the reader to understand the research design and therefore its findings: a fact that may urge to the replication of the study.

2.2 Research Questions and Hypotheses

The study of EFL PS training seems to be urgent meanwhile, especially because English is progressively getting higher status in our society, while unfortunately the programmes of teaching and teachers' development remain static.

The PS training programmes are the cornerstone in developing qualified EFL teachers to well supervise EFL learners of different levels; especially when these times, many claims are aroused that pupils' level of achievement is low in foreign languages, not least English, in official exams such as BEM and BAC exams. Taking the PS training of EFL future teachers as one possible reason of this problematic situation, the researcher asked the following research questions:

1. Do EFL university students receive adequate training to be qualified future EFL teachers?
2. What are the EFL students' needs, in terms of both theory and practice, in their pre-service training?

Taking into consideration the importance of both 'theory' and 'practice' in the training and development of EFL teachers, the researcher puts forward the following hypotheses:

1. The present PS training programme is not totally adequate since it is mainly based on theory instruction of EFL teaching in the courses of TEFL and psycho pedagogy.
2. There is a sharp need to adopt a bi-directional PS programme that would emphasize both theory and practice focusing on EFL methodology, EFL teaching skills, techniques of assessment, educational psychology and L1 and L2 acquisition theories.

2.3 Research Methods and Design

The present research is a needs analysis; needs analyses are procedures followed to accumulate information about students' needs in terms of their learning. In this study, the researcher attempts to arrive to a general idea about what EFL students need to meet at the level of university to be professionally qualified teachers.

Needs analysis emerged as a *sin qua non* of the advent of ESP in the 1960's (Richards, 2001), then it was adopted later in applied linguistics. EFL teaching programmes are said to be designed aimlessly, unless they are based on sound knowledge of what learners are supposed to be able to do after finishing this programme. This is what Richards (2001: 51) points to:

If providers of training programs wanted public or other sources of funding in order to provide different kinds of training programs, they were required to demonstrate that a proposed program was a response to a genuine need.

Likewise, the purpose of the needs analysis conducted in this research is to identify the possible gap between what 4th year EFL students, at the university of Tlemcen, are able to do and what they need to be able to do. It is to this end that it could be said that at many times learners' long-term needs are decided for them, not by them. Richards (2001: 53) comments on this point: "Needs analysis...includes the study of perceived and present needs as well as potential and unrecognized needs".

As an answer to the question of what are needs, Brindley (1984, qtd. in Richards, 2001) claims that this term does not always refer to what it superficially means: EFL learners' needs may be wants, desires, demands, expectations, motivations, lacks and requirements... This is due to the fact that there are always

several views on needs, which could be different useful sources of information when conducting needs analysis: teachers, learners themselves, and other “stakeholders” as called by Richards (2001). Likewise, there will be always different target populations in needs analysis, while the opinion of each of them could form a crucial facet of the needs under investigation.

2.3.1 Instruments

As to the procedures for making needs analysis, many choices are available to the researchers in the field (questionnaires, self-ratings, interviews, meetings, observations, learners’ language samples, case studies...). However, no one of these tools is without drawbacks; a fact that compelled the researcher to follow a ‘*triangular approach*’. This approach is the use of multiple research methods (two or more) to explore the same issue, to increase the level of accuracy of the research. It is the major means of validating any research, especially in social sciences.

Campbell and Fiske (1959) were the first to develop the idea of “*multiple operationism*” which is explained as the necessity of the use of more than one research instrument to ensure the validation of the results, if agreement between the instruments used is obtained.

Seriously considering the issue of triangulation, the researcher used three different research instruments to look for EFL students’ needs in terms of PS training: classroom observation, questionnaire and interview.

Questionnaires and interviews are considered as introspective research instruments, where the respondents are asked directly to tell what they think, do, or believe about the subject under investigation, either verbally or non-verbally. Bartels (2005: 05) claims that:

This type of data [data gathered through introspective tools] is an ideal compliment to observation data because it focuses on the participants' "insider" perspective on what doing the task entails; perspectives which observation data seldom reveal.

2.3.1.1 Classroom Observation

Classroom observation, which has been always considered as a major data collection tool in qualitative research, permits to the researcher to collect data about a phenomenon with many contextual variables, regarding his presence in the realistic setting of the classroom; however, this may make the researcher bias to one side or another. Also, the presence of an observer may alter the subjects' behaviour and consequently this raises many questions about the validity of the results. Nevertheless, to avoid the latter problem, researchers can take recordings of classes without being there. However, they should have the subjects' permission because taking secret recordings is considered as unethical (Wray and Bloomer, 2006).

It is not always easy to expect how the observer can influence the subjects or the classroom at all, since this depends on many aspects related to the observer such as status, age, dress, sex... (Wragg, 1994). This is one of the disadvantages of this instrument, while there are many other things to think about before conducting a classroom observation. Following Wragg (1994) and Wray and Bloomer (2006), here is a summary of what should be taken into account before, when, and after classroom observation:

- Phenomenon to be observed should be precise and defined prior to observation. The observer is to be very sure of what he is looking for before getting in the classroom, instead of seating and waiting that something of interest will happen!
- Secret recordings in classrooms are unethical. Researchers should get the subjects' consent in advance or parents' consent if the observation is related to child subjects.
- In order to minimize his influence, the observer should put the subjects at ease by being a full participant of the class. A good observer should be counted as one of the subjects by joining them in their activities without trying to draw their attention to what is really his primary purpose in the classroom.
- Returning to previous researches may be very useful: researchers could devise a checklist of categories based on previous studies to be compared with data they will collect during observation.
- The observer should always return to his primary research questions when taking remarks and when drawing conclusions from the results obtained.

In the present research, the design of the classroom observation grid was based on the two models presented in the review of literature. The first one is TEKS Model which is devoted to *theory* of EFL teaching (See section 1.5.1.2), and the other one is Britten's 1988 Model which is related to EFL teaching *practice* (See section 1.5.2.4). However, the two models in use were adapted to have the final observation grid. This is due to the impossibility of observing some topics, presented in the models, in a teaching performance (mainly some areas of theoretical knowledge).

The outcome was the design of a classroom observation grid containing nine items divided into two parts: knowledge and practice.

I. Knowledge: 1. The structure and basic concepts of English

2. Awareness about learners' factors

3. Assessment procedures

II. Practice: 1. EFL skills training

2. Being given a chance to teach freely

3. Evaluation of the teaching practice by the trainer

4. The trainee's self-evaluation

5. Practice of EFL methodologies in teaching

6. Lesson planning

Here is a model of the final draft of the grid used in taking remarks during classroom observation:

Classroom Observation: Session #

Date:

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language				
Awareness about learners' factors				
Assessment procedures				

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training			
Being given a chance to teach freely			
Evaluation of the teaching performance by the trainer			
Self-evaluation			
Practice of the EFL methodologies in teaching			
Lessons planning			

2.3.1.2 Questionnaire

Questionnaires are at the top of the most common instruments used in needs analysis. They are easy to prepare, in comparison with other research instruments, while the results are easy to tabulate and analyse. In addition to this, questionnaires can survey a large population in different locations, which make the results more uniformed. Moreover, respondents have ample time to think before giving their answers, in comparison with interviews for instance; and while anonymity is assured, respondents may share sensitive information more easily than in other tools (Wray and Bloomer, 2006). Questionnaires also help to gather data that could not be observed (introspection): data that reflect the respondents' 'insider' view of the issue under study (Bartels, 2005).

However, questionnaires are not without their problems: at times, questions are not clear for some subjects. Unlike interviews, there is not any kind of interaction between the respondents and the researcher in questionnaires: a fact that makes follow-up questions impossible. To be sure of the good running of the administration of the questionnaires, it is advisable for the researcher to be present the time of the administration, since the pressure of the researcher's presence is the only way to insure that the target subjects themselves answer the questions.

According to Richards (2001), there are many things to be taken into account when designing a questionnaire:

a. Preliminary Questions:

- The usefulness of adopting other research instruments before the questionnaire, to get an idea about the appropriate design of the questionnaire.
- How large is the sample? Does it represent the whole population?
- The way of the pilot study.
- The way of the administration (mail, self- administration...)

b. Types of Information Asked for:

- The necessity of each question in the questionnaire and the information it provides.
- The possibility that the respondents *can* answer the questions (to take into account their age, level...)
- The possibility that the respondents *will accept* to answer the question: (sensitive questions such as “Does your teacher know how to teach English?”)
- Is the question biased in one direction at the expense of other (s)?

c. The wording of Questions:

- The possibility of understanding the questions by the respondents. (Is the question clear? Does it contain vocabulary that is unfamiliar to the respondents? And many questions of the like)
- Can the question be shortened?
- The influence of the question on the following questions.

d. Items Forming the Questionnaire:

- Open Question: a question that it is to be answered freely without choices to be limited to.
- Closed question: respondents are just to choose between the alternatives provided.
- Checklist: a set of terms that describe different attributes or values.
- Scale: the respondent is to give a value in a scale (e.g. between ‘strongly agree’ and ‘strongly disagree’)
- Ranking: Items are ranked according to some criteria (e.g. from 1 to 9)
- Inventory: a list that the respondents mark or check.

As far as the form of questionnaires is concerned, researchers should consider that questionnaires are either based on structured items (close-ended questions) in which the respondent is to choose from a limited number of answers, or unstructured items (open-ended questions) which gives the respondent a free space to give his own answer. However, the former type of questions is easier to analyse, yet limited; while open-questions may reveal unexpected data. This is why a questionnaire could result in both qualitative and quantitative data: a fact that obliges the researcher to think about the type of data he needs at the end of its collection.

In the current study, the researcher formed a questionnaire based on both close-ended questions and open-ended ones. This measure was a result of the researcher's belief that this mixture will yield different and unexpected data, as mentioned before.

As to the design of the instrument, the questionnaire was divided into two parts: The first dealing with students' theoretical knowledge; the second with teaching practice. Part I was completely built on two close-ended questions:

- a. To what extent do you know and understand the following?
- b. How useful do you find the following to enhance your teaching?

The participants had five choices ranging between 'very low' and 'very high' for question (a), and between 'not useful' and 'very useful' for (b) (Likert Scale Questionnaire). These two questions were asked about twenty five areas, supposed to cover EFL teaching, classified in their turn into six rubrics, according to the TEKS model:

1. Fundamental Language Concepts.
2. The Foundation of EFL Education.
3. First- and Second- Language Acquisition Processes.
4. EFL Teaching Methodology.
5. Factors Affecting EFL Students' Learning.
6. Assessment Procedures.

Concerning Part II, it contains three questions. The two first ones are about whether the participants attend the teaching practice sessions or not, and how often. The last question is designed in the same way questions of part I are: a close-ended question with five choices ranging between ‘never’ and ‘always’, about seven activities in teacher training, adopted from Britten’s Model:

1. Classroom Observation for other Teachers Practising their Profession.
2. EFL Skills Training.
3. Being Given a Chance to Teach Freely.
4. Evaluation of the Teaching Performance by the Trainer.
5. Self-evaluation of the Teaching Practice.
6. Practice of Teaching Methodologies in Teaching.
7. Self-reliance in Lessons Planning and Evaluation.

Finally, the students were asked about suggestions (needs, remarks...) they could add in what concerned their PS training, if they had any. (See the final format of the questionnaire schedule in Appendix C)

2.3.1.3 Interview

The interview is a research tool to obtain information by actually talking to the subjects. It is a good instrument to gather in-depth information providing the respondents with a flexible and a free space to answer. However, it could not be denied that interviews are time-consuming and good-interviewing-skills- demanding which might require extensive training (Wray and Bloomer, 2006). In addition to this, answers may be affected by the relationship between the interviewer and the interviewee, such *Halo Effect*¹ and *Subject Expectancy*² (Brown, 1988).

Concerning the forms of an interview, researchers, on the one hand, can adopt *open (unstructured)* interviews which are not based on pre-planned questions, while it gives the respondents great freedom of expression which may result in in-depth incidental information. On the other hand, *structured* interviews are based on an exact number of planned questions with no elaboration; and this systematically results in uniform information. There is a third type of interviews, the *semi-structured (semi-open)*, which is formed by a number of specific core questions which could be elaborated within limits (Seliger and Shohamy, 1989). To be moderate in his approach when designing the interview, the researcher preferred a semi-structured interview. On one hand, this approach limits the canons of the sought data through the core questions; and on the other hand, it permits for more elaboration and explanations through follow-up questions.

¹ According to James Dean Brown (1988), this variable concerns the subjects' attitudes towards the researcher (interviewer, observer...). The halo effect is when some subjects' tend to positively respond the researcher, if they know or like him. In others words, the answers will reflect the respondent's feelings not what they really know, especially if the questions matter their own teacher.

² This effect is related to the Halo effect with the intrusion of another variable, which is the subject of study. Respondents may infer what the researcher wants to arrive to as a result of his work; consequently, they may try to help the researcher with artificial not real information to obtain the hoped-for results.

Since the issue of PS EFL teacher training is so thorny, the main questions of this semi-structured interview were designed to cover six important areas in the development of EFL teachers (according to the TEKS model), which are:

- The structure and conventions of the English language
- The foundation of EFL education
- First- and second- language acquisition processes
- EFL teaching methods
- EFL learners' factors
- Assessment procedures and instruments

In this way the final draft of the interview was:

Starting from the fact that EFL students (would-be teachers) necessitate a good preparation at university level to practise their profession, could you please shed light on the common areas in which novice EFL teachers encounter problems when teaching?

As the EFL teaching profession demands several skills and qualities, this question is preferable to be discussed at *different levels*:

1. The problems they face at the level of the *structure and conventions of the English language*. That is, the phonology, grammar and semantics of the language, language registers , language skills ...
2. At the level of knowledge about the foundation of *EFL education*, from history and theory of EFL education to types of EFL programmes.

3. Do they know and understand *the processes of L1 and L2 acquisition*, their interrelatedness, and their use in EFL teaching?
4. What about *EFL teaching methods and techniques*?
5. After this, what to say about their awareness of the factors that may affect EFL students' learning like personal differences among learners (age, personality, socio-economic background), variations in learning styles ...
6. Finally, the last question is devoted to an important professional quality in EFL teachers which is the design, development and interpretation of formal and informal *assessment procedures and instruments*.
What are the recurrent difficulties that novice EFL teachers encounter at this level?

2.3.2 Subjects

The subject population approached in this research is different from one data collection instrument to another, as an attempt from the researcher to have all possible useful opinions concerning the issue in question.

a. The Questionnaire Population:

The population to be addressed through the questionnaire is 4th year EFL students enrolled in the department of Foreign Languages 'English Section', at Abou Bakr Belkaid University of Tlemcen, during the academic year 2010-2011. It is worth mentioning that the number of 4th year EFL students enrolled this year is 158, according to the lists furnished by the administration.

b. The Classroom Observation Population:

The population which is going to be subject to observation is made of 4th EFL students in the same establishment as well. However, this instrument is concerned just with the ones who take part in ‘teaching practice’ sessions. These sessions are a programme made at the level of the department to train the students on the EFL teaching profession. However, this does not mean that all students participate in this programme since it is not obligatory. According to the trainer, in charge of the programme, the number of trainees for the year (2010-2011) was 36.

c. The Interview Population:

As to the interview, it is meant to approach EFL inspectors. There are four EFL inspectors covering the ‘Academie’ of Tlemcen; one for secondary school EFL teachers and the rest for middle school teachers. The axis of the inspectors’ mission is to observe and qualify novice EFL teachers, and sometimes to organize in-service training programmes for practising teachers.

2.3.3 Procedure

After designing the three research instruments to be used in collecting data, the following step was to approach the subject populations concerned with each tool in this triangular approach. However, it was of paramount importance to try out these research tools with some subjects before starting the proper study. The following two sub-titles will deal with all these processes in details.

2.3.3.1 Piloting the Study

The single most effective strategy to minimise problems is to make sure you *pilot* your instruments. Test them first by having colleagues read them. Following that, use them with a small group of people from the population you want to sample. Ask them to provide feedback on the instrument and test the instrument statistically to see if there are any unusual response patterns that could indicate that certain items have not been properly understood.

Daniel Muijs (2004: 51)

Bearing all this in mind, especially with questionnaire and interview schedules, the researcher tried out in advance the students' questionnaires and EFL inspectors' interviews in order to reveal any source of misunderstanding or bias before using them for real.

As to the questionnaire addressed to 4th year EFL students, it was piloted with three students to be sure that they would interpret the questions in the same way intended by the researcher, and to check the obviousness of the wording of questions to the subjects and its appropriateness to their level . Actually, the three students made a number of remarks about some questions that needed more explanation, which pushed the researcher to re-think about the wording of these questions. Finally, it is worth mentioning that the three students who took part in the pilot study were not subjects of the present study.

Likewise, we tried out the interview with one of the EFL inspectors. What was of paramount importance is the pilot of technology used in the interview: The recording of the interviews was made by means of a mini-cassette Dictaphone, the researcher attempted to precise the best position of the microphone, taking into account the appropriate distance between it and the source of sound as well as the level of volume to ensure high quality of sound, free of noise that might be in the surroundings.

2.3.3.2 The Study Proper

The researcher began classroom observation for teaching practice sessions programmed for 4th year students as early as they started in January 2011, in order to gather maximum possible data. Observing such kind of classes required a total concentration from the researcher on what was happening in the trainees' performances.

The researcher preferred, every time, to have a seat near to the trainer, at the back of the classroom, in order to ask him questions when necessary and discuss comments and remarks before being taken down. The investigator stopped observing teaching practice sessions in April 2011 as he felt that almost no new data was to be collected after this period of observation; i.e. at this stage, the researcher could formulate a clear idea of what is taking place in the teaching practice programme in use at the department of English at the University of Tlemcen.

As a second instrument, the investigator approached all 4th EFL students (not only trainees) through a questionnaire designed to look for their needs to be qualified for the EFL profession. The administration of the questionnaires was planned to take place till April 2011, to let the subjects accumulate knowledge as much as possible before assessing their needs, especially because they were in their final year of study.

Since 4th year students were divided into four groups, it seemed preferable to administer the questionnaires for each group separately to manage easily the process. The researcher took the permission of the teachers of the module of TEFL of each group to take the students either at the beginning or the end of a session. He chose to administer the questionnaires during classes for the sake of ensuring high rate response, regarding the considerable presence of students; and also to realize that the target population filled the questionnaires themselves. The procedure took in all cases between 15 and 20 minutes.

Finally, after the two first procedures, it was time to interview EFL inspectors. After designing the interview schedule, the researcher was always to prepare the Dictaphone before each recording, and explain to the interviewee the way it better works and especially the appropriate position of the microphone and the distance that should be kept to ensure good quality of sound. Having the interview schedule in hand, the interviewer read the questions and the inspector answered. The use of the Dictaphone did not forbid the researcher to take some remarks that could not be recorded, mainly body gestures such as hands gestures, nodding and smiling. Directly after finishing the interviews, the researcher transcribed the recordings orthographically (See appendix D).

2.3.4 Data Analysis

The first question which arises when dealing with data analysis is what are qualitative data and what are quantitative data, and their analysis; and what is the difference between the two?

2.3.4.1 Qualitative Analysis

Following Seliger and Shohamy (1989), qualitative data are collected mainly by unstructured research instruments, and through language records. They describe it to be “usually in the form of words in oral or written modes” (1989: 205). According to Seliger and Shohamy (*ibid.*: 205), qualitative data analysis is a difficult task “... especially since there is only limited literature in which the principles of such analysis are described in sufficient detail”.

Nevertheless, there are some techniques to be used in qualitative analysis: On the one hand, researchers can follow an “inductive” procedure in which they derive categories from a sample of data, and then look for commonalties in the remaining data. Since this technique is based on the exploration and description of data, other categories may be discovered, later on, in the analysis of the remaining data. In this case, the researcher is just to add them to the first categories. On the other hand, qualitative data analysis can be based on an already-existing ordering system of categories (either in literature, or in previous studies). Following this, data is collected, then explained and confirmed in comparison with the adopted system.

In addition to this, Seliger and Shohamy (1989) insist on the necessity of assessing reliability of qualitative data. They claim that there are two levels of reliability assessment depending on the kind of data under study (records of interviews, remarks taken during classroom observations...):

a. Inter-rater Reliability: to give a random selection of data to a professional in the field of study (a second rater) to analyze and categorize it. Then, the results would be compared with the researcher's analysis and categorization; the highest agreement is achieved between the researcher's results and the second rater's ones, the more results are reliable.

b. Intra-rater Reliability: it is the process of re-rating (second analysis) half of the samples, by the researcher himself, after a period of time in order to compare the degree of agreement which exist between the first and the second analyses.

Finally, this space devoted to the explanation of the qualitative method in data analysis can be summarized by some common features, gathered from Seliger and Shohamy (1989), which researchers should take into account when dealing with such kind of analysis:

- Qualitative analysis is a systematic and orderly process which requires discipline and organised mind.
- Comparison is the fundamental tool of qualitative analysis. It is based on a search of similarities and differences among data.
- In order to make comparison easier, data should be summarized or condensed. In other words, data collected during procedures should be converted to a number of categories.
- Analysis of qualitative data is not to be undergone as a final phase. Analysis should start as the first data is collected. Data collection and data analysis should take place concurrently.

- It is beneficial to accompany qualitative research by a “reflective activity”: the researcher should take notes about anything which happen during the process of data collection and that may help in analysis.
- Qualitative analysis demands the researcher’s deep involvement and wide range of personal powers, while all biases should be checked: The researcher is considered as an ‘instrument’ in qualitative analysis.
- Finally, no one can claim that there is just one way to analyze qualitative data: there are plenty of possible ways to analyze data of the same issue.

2.3.4.2 Quantitative Analysis

According to Aliaga and Gunderson (2002, qtd. in Muijs 2004: 01), quantitative research is “explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)”. In this respect, one can say that quantitative data is based on a kind of data that is numerical, which include mainly structured forms collected from especially-designed instruments such as questionnaires and interviews schedules, scales..., and therefore it can be subject to statistical techniques manipulation.

Muijs (2004) claims that there are four main types of research questions that a quantitative approach is more suitable to answer than any other approach:

- When the research question requires a *numerical answer*. Questions, such as: How many...? How much...? ..., cannot be answered through a qualitative approach.
- Quantitative research is the only way to study *numerical change*, like the study of falling or rising of a phenomenon, or going up or down...

- Quantitative approach is helpful to define a phenomenon or explain it, since there are many statistical techniques which help to predict scores on a variable (e.g. students' scores in oral expression) from the scores of other variables related to the same phenomenon (“number of equipments”, “number of rooms”, and “number of students in group”...)
- Quantitative approach is also helpful in researches that require testing of a number of hypotheses: for example, we can test “if the learners' achievement in French is related to social background”.

After collecting data that is amenable to quantitative analysis procedures, two things should be decided by the researcher before starting analysis: first, what he intends to measure (categories); next, what units of measurement he should use (variables). Graham (1990) explains this saying: “Whereas categories are labelled with names, variables are measured with numbers”.

As to the adoption of these two kinds of data analysis in educational research, what is preferable? To choose between qualitative and quantitative methods or a mixture between the two approaches?

Not little literature was devoted to this issue, however, with different standpoints. From one side, for instance, Smith and Heshesius (1986) claim that qualitative analysis and its quantitative counterpart are contrasted and should not be combined in educational research. From another side, it is clear that much of current educational research combines qualitative and quantitative methods of analysis in various ways and to different degrees. For example, Muijs (2004: 10), talking about common misconceptions beginner researchers do share, says:

Qualitative and quantitative research are incompatible, aren't they? Not necessary. Qualitative and quantitative research can be usefully combined in mixed methods designs, which often produce a lot of useful information.

Following the latter opinion, the researcher believes that a combination of quantitative and qualitative data will enrich the current study to a high extent; then, agreement between varied kinds of data will strengthen the accuracy of its results: facts that increase the credibility of the research.

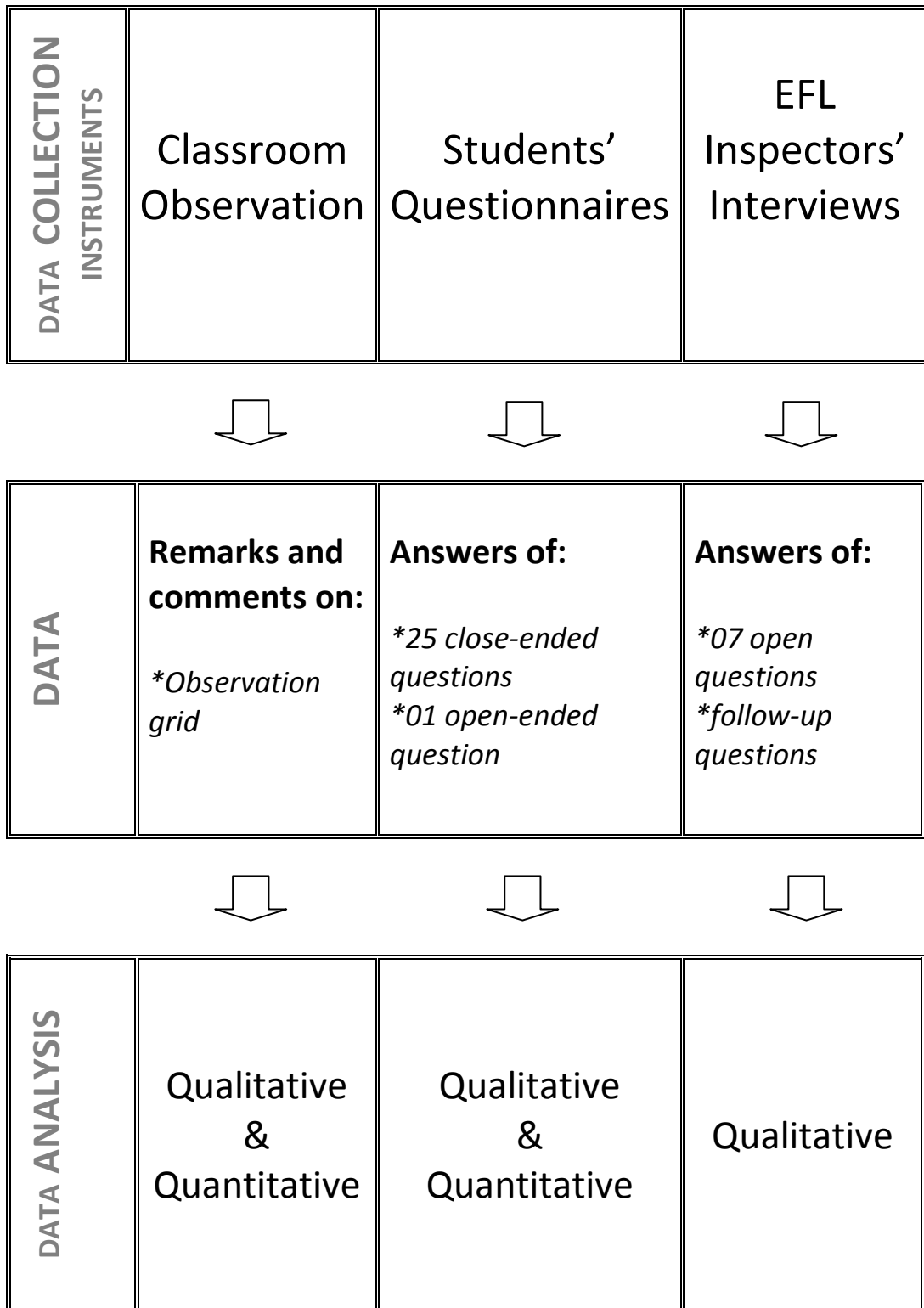


Figure 2.1 Research Design

2.4 Conclusion

This study is a needs analysis for 4th year EFL students. It is an attempt to investigate what these students need to meet in their tertiary studies, which are concerned as PS training, to become qualified EFL teachers.

The study was aimed to involve the whole number of students enrolled in 4th year (2010/2011 academic year). However, regarding absences, the research covered 108 students out of 158 through questionnaires, and since the teaching practice sessions were not obligatory, only 36 students took part in this programme and were subject to observation. In addition to this, 4 EFL inspectors were also involved in the present study through an interview.

For better results about what are students' needs, the researcher followed a triangular approach to collect data, adopting three research instruments (classroom observation, questionnaire and interview), in order to gather all possible helpful views (personal, introspective and professional). As to data analysis, it was a mixture between qualitative and quantitative methods which always lead to useful additional results. Both methods were adopted when analyzing the results obtained from classroom observation and questionnaires, while the interviews were analyzed qualitatively.

The following chapter will deal with data collection and analyses in more details.

■■■ CHAPTER 3

NEEDS ANALYSIS

3.1 Introduction

3.2 Analysis of Classroom Observation

3.2.1 Description of the Classroom Session

3.2.2 Reliability of the Instrument

3.2.3 Validity of the Instrument

3.2.4 The Results

2.2.5 Discussion of the Results

3.3 Analysis of Students' Questionnaires

3.3.1 The Results

3.3.2 Discussion of the Results

3.4 Analysis of the Inspectors' Interviews

3.4.1 Reliability of the Instrument

3.4.2 Discussion of the Results

3.5 Discussion of the Main Results

3.6 Conclusion

3.1 Introduction

After designing the research and its procedure, the following step was to collect data that will help the investigator to answer his research questions. Therefore, the following chapter is devoted to data collection and analysis.

The nature of the variable under investigation (EFL students' PS needs) pushed the researcher to follow a triangular approach in collecting evidence to answer the questions. In the beginning, the researcher observed 4th year EFL students during teaching practice sessions held at the level of the department of English, for the sake of discovering the problems they face during teaching performance. This first instrument was complemented by a questionnaire addressed to the same population. The questionnaire gave the students the opportunity to share their opinions about their own needs; and actually, this second instrument permitted to unveil many facts that could not be observed directly by the researcher. Then, to enrich the study with a professional view on students' PS needs, we tried to approach EFL inspectors through an interview.

Finally, the results of the three instruments were gathered and discussed to stand on a final idea of what are EFL students' needs in terms of PS training, at the University of Tlemcen.

3. 2 Analysis of Classroom Observation

Classroom observation is one possible way to have a clear idea about the PS training EFL university students receive, and consequently to determine the future EFL teachers' needs in terms of professional quality; and these are the issues introduced before in the research questions. Then, the results obtained from this research instrument will be compared with their counterparts from the other sources of data: the questionnaire and the interview.

3. 2. 1 Description of the Classroom Session

The students (the trainees), who were subject to observation, were 4th year EFL students. It is very worth to recall that not all 4th year students attended the teaching practice sessions held at the level of the department. They had a free choice between making teaching practice and developing a research in an extended essay. Therefore, the number of trainees to observe was small (36 trainees) in comparison with the total number of 4th year students (158 students). Furthermore, many of them preferred working in pairs.

The researcher observed 10 sessions, while the majority of sessions were presented by two trainees. To obtain uniformed results, remarks are taken according to the number of sessions, not the number of trainees.

The performance of the trainees included:

- a. *A Talk:* This normally took 15 minutes in the beginning of the training session. It was an oral presentation of a topic to the students.
- b. *Lesson Presentation:* A lesson was to be planned and presented in front of the peers. Though the lessons were designed for secondary school pupils, they were

performed inside university, having the peer trainees playing the role of pupils.

This took 45 minutes in average.

- c. *Discussion:* This happened at the end of each teaching practice session. It included mainly the trainer's evaluation of the teaching performance.

3. 2. 2 Reliability of the Instrument

Though the classroom observation was guided by a prescribed grid of observation (See section 2.3.2.1), the observer felt that he may unintentionally be biased and consequently impose his impressions on the observed situations. Therefore, to avoid any possible inaccuracy of the results obtained by this research instrument, the researcher estimated its *inter-rater reliability*. This was aimed to examine whether another rater (here, an observer) would agree on the data collected by the principal observer. However, there was no need to invite another observer to do the task, since the trainer was available all times of observation. During the teaching performance, the trainer was taking a seat near the observer, which gave the opportunity to the latter to compare his observations and remarks with the ones of the trainer. Next to this, the comments made by the trainer during the performance evaluation were all taken into account by the observer. Consequently, it could be said that the subjective nature of the classroom observation procedure was minimized to a lower level, and therefore, there was less reason to suspect inaccuracies.

3. 2. 3 Validity of the Instrument

The researcher also realized the necessity to obtain evidence on the procedure's validity, though this latter cannot really be proved. In order to know whether the observation research instrument was correctly designed to measure the variable of EFL PS training, it is practical to test the *content validity* of the instrument. For this to be proven, it should be showed that this procedure was a good representation of the issue of PS training which was aimed to be measured; constructing the grid of classroom observation was based on the two models mentioned before (TEKS Model and Britten's Model), and normally this would cover all the dimensions of EFL teaching (the pre-acquired EFL teaching knowledge and skills, and the mode of EFL teaching practice), as the choice of the two models was justified in the review of literature. In this way, it could be said that the procedure in question is content valid to a large extent.

3. 2. 4 The Results

As shown in the design of this instrument, the adopted classroom observation grid was divided into two parts, each part containing a number of items (See section 2.3.2.1). In this way, the results obtained are organized in the same scheme.

The remarks taken down during classroom observation sessions are attached to this work in Appendix B.

Part One: Knowledge

Item One: The Structure and Basic Concepts of English.

After finishing ten sessions of classroom observation, the researcher stood on the fact that many 4th year students are still facing problems at the level of the structure and conventions of the English language. They encountered problems in common areas mainly pronunciation and grammar and to less extent spelling. After revising the comments made about all the linguistic levels, we could quantify the results in the following table:

	N° of sessions (out of ten) in which students faced problems in:	N° of sessions (out of ten) in which students seemed qualified in:
Grammar	06/10	04/10
Pronunciation	07/10	03/10
Spelling	05/10	05/10

Table 3. 1: Results of Trainees’ Language Observation

It is obvious from this table, that trainees still face problems in the linguistic level. The first common problem among trainees was pronunciation, which was a real hurdle in front of them when facing the audience. Then, grammatical mistakes were another factor which characterized many of the trainees’ performances. In addition, problems in spelling were the common feature in half of the sessions observed.

Item Two: Awareness of Learners' Factors.

It is not an easy task to measure all the variables related to teacher/learner relationship (here, trainee/student), especially the affective variables. However, what was clearly noticed during the observation sessions is the interaction between the trainees and the students, and the learning style (or styles) addressed in the trainees' teaching. On the one hand, most of the trainees (in 9 sessions /10) showed a great ignorance of the fact that the learning style may differ from one learner to another, and from one subject to another one. In other words, the majority of trainees used one single teaching strategy; yet, they had problems to find the right way to address the target learning style. On the other hand, many trainees (in 7 sessions) could not overcome their psychological constraints and seemed in a lot of situations shy, confused and not self-confident ... which affected the students' interest and concentration. Consequently, there was a bad interaction between the two sides of the classroom. In the same way, the results concerned with this item are summarized in the following table:

	N° of sessions (out of ten) in which students faced problems in	N° of sessions (out of ten) in which students seemed good in:
Interaction	07/10	03/10
Learning Style	09/10	01/10

Table 3. 2: Results of Trainees' Awareness of Learners' Factors

Item Three: Assessment Procedures and Instruments.

What could be observed in the teaching practice sessions, in what concerns assessment procedures, is the assessment design and use. We could not take remarks about the interpretation of the results of evaluation made during the lectures. This is due to the mere fact that the trainees could have just one chance to teach; therefore, the possibility to see the effect of assessment interpretation on their following teaching was null.

The first remarkable feature with all the trainees is that no one of them designed his assessment instrument. They all relied on ready-made evaluation instruments taken mainly from ELT textbooks. Despite the fact that the trainees easily adopted ready-made assessments, the majority of them did not use them in the right way (lot of remarks about this were made during the observation). In numbers, in all the sessions observed (10 out of 10), the trainees did not design their own assessment instruments; while just in 02 sessions, trainees seemed to know how to use assessment appropriately.

	N° of sessions (out of ten) in which students faced problems in:	N° of sessions (out of ten) in which students seemed qualified in:
Assessment Design	10/10	00/10
Assessment Use	08/10	02/10

Table 3. 3: Results of Assessment Procedures Observation

Part Two: Practice

Items One and Two: EFL Skills Training, and being Given a Chance to Teach Freely.

These two topics go hand in hand with each other. Trainees are either to be trained on a number of target EFL teaching skills separately, or given a chance to teach freely without following a specific skill (or skills). However, in all the observed teaching practice sessions, there was no oriented training or teaching; the trainees performed their lessons freely.

Items Three and Four: The Trainer's Evaluation, and the Trainee's Self-evaluation.

At the end of every session of teaching practice, the trainer used to evaluate the trainees' performance. He used to go through the remarks taken down during the lecture. His remarks were mainly about the language mistakes made by the trainees in (grammar, pronunciation ...), the choice and the use of the teaching material and interaction with students. However, there was no self-evaluation of the teaching experience by the trainees themselves. This did not forbid the occurrence of evaluation made by the trainee's peers. In general, peers' remarks were nearly the same as those made by the trainer.

Item Five: EFL Teaching Methods.

From the beginning of the teaching practice sessions in January 2011, the purpose of training was ‘simpler’ than making the trainees practise a target EFL method or approach. The training focused on the linguistic side and the affective factors that stand as a hurdle in front of novice teachers. They tried just to overcome the feeling of being in front of an audience, trying to adequately use the language they learned during four years. In other words, it seemed to be as if it was so early to tackle the issue of EFL methods.

Item Six: Lesson Planning.

It could not be denied that the trainer did not have a share in choosing and planning the lessons. The trainees had a total freedom to choose their lesson topic and to plan it. However, few trainees designed their lectures individually. In fact, most of them adopted lectures from specific EFL textbooks. The first question asked by the trainer in his evaluation was: From where did you come by the lecture? In 7 sessions out of 10, trainees answered that they chose their lesson from an official EFL textbook, while the others had another source from where to retrieve their teaching material which was the internet.

In addition, some other problems appeared and were stopped at by the trainer such as the appropriateness of the choice of the teaching material, time management, and preparation of the lesson before the performance. The frequency of these problems was different from one session to another.

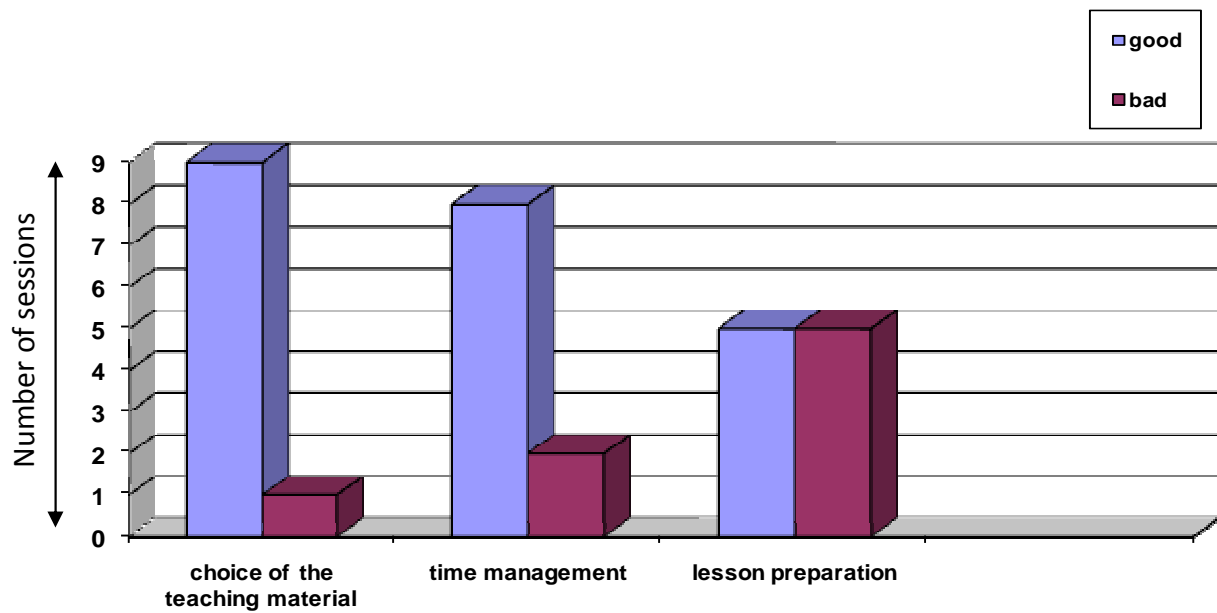


Figure 3.1 Observations about Lesson Planning and Presentation

3. 2. 5 Discussion of the Results

Classroom observation was aimed to give an idea about the training programme in practice, and to unveil the common areas in which the trainees need more knowledge and/or practice. After a deep analysis of the results obtained through the classroom observation procedure, the researcher stood on the fact that the difficulties and problems which EFL trainees encountered are due to two main reasons: either lack of theoretical knowledge, or lack of practice. On one side, the trainees showed a total ignorance of some areas, such as assessment design and use, and learning styles ...; on the other side, they seemed to cover the area in question to a certain extent, but they could not transfer or properly transfer this knowledge to practice.

In addition, as shown in the results, the very noticeable feature is that many 4th year EFL students are still facing linguistic problems. Pronunciation comes in the first place: the trainees were still making mistakes of pronunciation, and sometimes of very common words. Then, grammar comes as a second hurdle: what was very noticeable and always referred to by the trainer is the misuse of tenses and mistakes in word order in sentences ... If we take this issue from the matter of 'lack of theoretical knowledge' point of view, it should be said that this situation is not just the result of the final year; it is rather the outcome of a whole career of four years in the department of English. Nevertheless, when asked by the trainer, about the use of tenses, many of the trainees answered correctly: they showed a general coverage of both form and use of tenses in English. This could be explained only by the trainees' lack of teaching practice which resulted in many psychological barriers like shyness and confusion ... It should be stated, here, that it was the first lesson performance for nearly all the trainees.

As to the learners' psychological and psycho-pedagogical factors, the trainees seemed to ignore, to a high extent, what are these factors and especially how to take them into account when teaching. For instance, as it was found in the results of the classroom observation, trainees in 9 sessions out of 10 ignore what a learning style is, or at least, do not know how to address this or that learning style (both cases lead to the same result); this means that the EFL students in concern are not theoretically aware of this crucial factor in the process of EFL teaching and learning. Therefore, it can be said that the trainees' actual teaching performance is drawn on their experience as EFL learners. In other words, their teaching is a copy of what they experienced with their EFL teachers, since they have no sound theoretical ground on which they can build their own teaching identity.

Many other results of the observation procedure can also be justified by the need of more coverage of theory related to EFL teaching: All the trainees observed in the ten sessions did neither design the teaching material they used nor their assessment instruments. Their teaching and evaluations were based on ready-made materials. They are not qualified to adapt what they need as material; they blindly adopt what they can find.

In addition, there were some ill-practices in the teaching performance mainly because of the need of more chances of teaching. What was also noticed, during some sessions, is that the trainees did not deal with some factors in the appropriate way: not few of them who did not well manage the time available for the lecture (either could not finish the lesson or could not give ample time for more important elements). Furthermore, the ill-preparation of lectures appeared obviously in half of the number of sessions. It should be stated, here again, that the EFL trainees need more time allocated to teaching practice to develop professional experience.

3. 3 Analysis of the Students' Questionnaires

The general aim behind this questionnaire is to collect data to answer the research questions (If EFL students do receive adequate PS training, and what are their needs), and set out to test the proposed hypotheses (See the questionnaire administered to the students in Appendix C). The choice of the questionnaire as the second research instrument was based on the fact that it is an introspective data collection tool; it focuses on the population's insider perspective. This is why it is thought to be an ideal complement to classroom observation (the 1st research instrument) which provided data from an outsider angle. In other words, 4th year EFL students also have the aptitude and the 'right' to show their own ideas about what are their needs in PS training.

As stated before, the population concerned with this research instrument is 4th year EFL students. In the academic year 2010-2011, there were 158 EFL students subscribed at the University of Tlemcen. The researcher had the intention to work with the whole population; however, there were some absences during the administration of the questionnaire, which enabled him to gather 108 answers out of the total number.

The administration of the questionnaire was made till the first week of May, to enable the students to cover the new subjects related to EFL teaching such as TEFL and educational psychology... before testing the knowledge they accumulated. Knowing that 4th year students are divided into four groups, the researcher preferred to administer the questionnaires to each group separately, during one of their classes, and to take the answers immediately to assure that the whole number would give back the questionnaire. Therefore, the researcher took the permission of a teacher for each group to administer the questionnaire, either at the beginning or the end of the session. Filling the questionnaires took between 15 and 20 minutes.

3.3.1 The Results

This space is devoted to set forth the results obtained from the students' questionnaires. Since the questionnaire contained different parts and numerous details, the researcher thought it would be preferable to deal with each rubric of each part separately, to make the outcome of the questionnaire clearer and the discussion easier.

Part I

Rubric 1: Fundamental Language Concepts.

After reading the answers concerning this first rubric of the questionnaire, the researcher gathered all the results in the table 3.4 (See the following page). The first remarkable feature is that the highest percentages of the students' answers about their knowledge about the nature of language, functions of registers in English, the structure of the English language and patterns of oral and written discourse were in the column 'moderate'; Respectively, 51.85%, 52.77%, 43.51%, and 43.51% thought that these former areas as 'useful' in their EFL teaching.

As to 'the relationship among listening, speaking, reading and writing' (1.3), 37.96% of the respondents considered their knowledge in this area as 'high', and 64.81% saw it as 'very useful' in their future career.

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
1.1 The nature of language and basic concepts of language systems.	<i>AF</i>	00	11	66	26	05	02	07	56	06	37
	<i>RF</i>	00.00	10.18	61.11	24.07	04.62	01.85	06.48	51.85	05.55	34.25
1.2 Functions of language registers in English.	<i>AF</i>	02	30	40	31	05	13	07	57	07	24
	<i>RF</i>	01.85	27.77	37.03	28.70	04.62	12.03	06.48	52.77	06.48	22.22
1.3 The relationships among listening, speaking, reading and writing.	<i>AF</i>	02	06	26	41	33	01	00	27	10	70
	<i>RF</i>	01.85	05.55	24.07	37.96	30.55	00.92	0.00	24.99	09.25	64.81
1.4 The structure of the English language and conventions of written and spoken English.	<i>AF</i>	02	10	45	40	11	04	06	47	12	39
	<i>RF</i>	01.85	09.25	41.66	37.03	10.18	03.70	05.55	43.51	11.11	36.11
1.5 Patterns of written and oral discourse.	<i>AF</i>	03	08	48	37	12	04	02	47	17	38
	<i>RF</i>	02.77	07.40	44.44	34.25	11.11	03.70	01.85	43.51	15.74	35.18

Table 3.4: Results of Fundamental Language Concepts

* *AF*= Absolute Frequency (out of 108); *RF*= Relative Frequency (%)

Rubric 2: The Foundation of EFL Education.

Table 3.5 illustrates the results obtained from the students' answers about their knowledge in the area of EFL education.

As to 'knowledge about EFL education foundation', the striking result was that the number of students whose knowledge in this area is 'low' and 'moderate' was equal (40 students), which represented 37.03% for each group. Likewise, there was not a great difference between the percentages of the respondents having 'low', 'moderate', and 'high' knowledge about 'types of EFL programmes' (29.62%, 35.18%, and 28.70% respectively).

Concerning research findings related to EFL education, 43.51% of the students have 'moderate' knowledge in, while the following largest percentage (34.25%) represented the ones who have 'low' knowledge in the area. Then, 32.40% estimated their 'knowledge about techniques to urge learners to use TL rather than L1' as 'high'.

As to the second question, the three first areas were considered, by the majority of the respondents, between 'useful' and 'very useful', whilst the last as 'very useful' (55.55%).

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
2.1 EFL education foundation.	<i>AF</i>	04	40	40	17	07	17	20	35	13	23
	<i>RF</i>	03.70	37.03	37.03	15.74	06.48	15.74	18.51	32.40	12.03	21.29
2.2 Types of EFL programmes, their characteristics, and goals ...	<i>AF</i>	02	32	38	31	05	10	13	40	13	32
	<i>RF</i>	01.85	29.62	35.18	28.70	04.62	09.25	12.03	37.03	12.03	29.62
2.3 Research findings related to EFL education.	<i>AF</i>	05	37	47	15	04	12	11	38	23	24
	<i>RF</i>	04.62	34.25	43.51	13.88	03.70	11.11	10.18	35.18	21.29	22.22
2.4 Techniques urging learners to use TL not L1.	<i>AF</i>	07	21	29	35	16	11	06	20	11	60
	<i>RF</i>	06.48	19.44	26.85	32.40	14.81	10.18	05.55	18.51	10.18	55.55

Table 3. 5: Results of the foundation of EFL Education

* *AF*= Absolute Frequency (out of 108); *RF*= Relative Frequency (%)

Rubric 3: 1st and 2nd Language Acquisition Processes.

From one side, the students' answers about their knowledge about L1 acquisition process (3.1) were divided between three columns 'low', 'moderate' and 'high' by the percentages of 26.85%, 34.25%, and 24.07% respectively. This is while their answers concerning knowledge about L2 acquisition process (3.2) were more discriminate by 37.03% for 'moderate' and 35.18% for 'high'.

As to 3.3, the interrelatedness of the two processes in TEFL, 43.51% of the respondents have 'moderate' knowledge, followed by a group representing 27.77% of the respondents who thought their knowledge to be 'low' in the area; nevertheless, this number was not very far from the one which represented the respondents considering their knowledge as 'high' in the same area (22.22%).

Concerning the role of the linguistic environment (3.4), two groups of respondents of 36.11% claimed that they have 'moderate' and 'high' knowledge in this subject.

Paradoxically, there was no clear-cut between the students' answers concerning 3.5, since while 46.29% of them were 'moderate', 25.92 %, and 20.37% were respectively 'low' and 'high'.

From the other side, the researcher was to take a long stop at the fact that the respondents did not see much usefulness when L1 acquisition process is mentioned (either in 3.1 or in 3.3). It is very noticeable that 21.29% of them considered knowledge about L1 acquisition (3.1) as 'not useful', and 15.74% as 'less useful' in EFL teaching/learning; also, the respondents seemed at loss in the question of the interrelatedness of the two processes L1 and L2: paradoxically, two groups of 15.74% thought that the usefulness of this issue is either 'not useful' or 'very useful', and while 36.11% considered it as 'useful', there was not a very considerable difference between the two remaining counterparts.

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
3.1 Theory related to L1 development.	<i>AF</i>	09	29	37	26	07	23	17	50	10	08
	<i>RF</i>	08.33	26.85	34.25	24.07	06.48	21.29	15.74	46.29	09.25	07.40
3.2 Theory related to L2 development.	<i>AF</i>	01	15	40	38	14	05	10	41	17	35
	<i>RF</i>	0.92	13.88	37.03	35.18	12.96	04.62	09.25	37.96	15.74	32.40
3.3 Interrelatedness of L1 and L2 processes.	<i>AF</i>	03	30	47	24	04	17	15	39	20	17
	<i>RF</i>	02.77	27.77	43.51	22.22	03.70	15.74	13.88	36.11	18.51	15.74
3.4 The role of the linguistic environment in L2 acquisition.	<i>AF</i>	03	13	39	39	14	09	09	34	16	40
	<i>RF</i>	02.77	12.03	36.11	36.11	12.96	08.33	08.33	31.48	14.81	37.03
3.5 Difficulties in learning English.	<i>AF</i>	03	28	50	22	05	09	11	43	10	35
	<i>RF</i>	02.77	25.92	46.29	20.37	04.62	08.33	10.18	39.81	09.25	32.40

Table 3. 6: Results of 1st and 2nd Language Acquisition

* *AF*= Absolute Frequency (out of 108); *RF*= Relative Frequency (%)

Rubric 4: EFL Methodology.

Next to the fact that 42.59% of the answers about the extent of knowing EFL instruction planning (4.1) were ‘moderate’, there was not a great gap between the ones with the answer ‘low’ and the others answering ‘high’ since the former represented 24.99% of the total answers; the latter, 23.14%.

As to techniques and methods in TEFL (4.2), the majority of the answers were limited between ‘moderate’ and ‘very high’.

Then, it could not be denied that the majority of the respondents had ‘moderate’ knowledge about strategies to foster communicative competence among EFL learners (4.3); however, there were other numbers that could not be neglected as well: 23.14% answered ‘low’, and 26.85% claimed that their knowledge in the area is ‘high’. In this way, the results were balanced to a high extent.

As to the use of technology in EFL instruction, what attracted the researcher’s attention was the remark that there were just very slight differences between the five groups of answers, though the answer ‘high’ was the highest with 28.70%. Likewise, these results made the decision very difficult on whether the target population really covered the area in question or not.

Concerning strategies for classroom management, nearly half of the answers (48.14%) poured in the column ‘moderate’, while the following largest percentage (27.77%) represented the ones who thought that they ‘highly’ master classroom management strategies.

Again, in the question devoted to the issue of method transfer, it was not so easy to categorize the students in a precise position towards their awareness of the problem of methods transfer, since 36.11% of them claimed that their awareness of the issue is ‘moderate’, while 25.92% did not denied that they have ‘low’ knowledge in this area; and with a slight difference, 26.85% estimated their knowledge as ‘high’.

Finally, answers for question (b) were easier to be classified since the majority of the respondents considered the six areas in EFL methodology as ‘useful’ or ‘very useful’, with less considerable percentages of respondents who thought the reverse. See table 3.7 for more details.

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
4.1 Factors and procedures in planning EFL instruction.	AF	03	27	46	25	07	07	10	44	21	26
	RF	02.77	24.99	42.59	23.14	06.48	06.48	09.25	40.74	19.44	24.07
4.2 Methods and techniques for EFL instruction.	AF	03	11	39	35	20	04	09	28	12	55
	RF	02.77	10.18	36.11	32.40	18.51	03.70	08.33	25.88	11.11	50.92
4.3 Strategies fostering communicative competence.	AF	01	25	43	29	10	04	13	42	10	39
	RF	0.92	23.14	39.81	26.85	09.25	03.70	12.03	38.88	09.25	36.11
4.4 The use of technology in EFL teaching.	AF	13	22	23	31	14	11	15	25	14	43
	RF	12.03	20.37	21.29	28.70	12.96	10.18	13.88	23.14	12.96	39.81
4.5 Strategies for classroom management.	AF	02	17	52	30	07	06	09	32	22	39
	RF	01.85	15.74	48.14	27.77	06.48	05.55	08.33	09.62	20.37	36.11
4.6 The issue of method transfer.	AF	06	28	39	29	06	07	15	51	14	21
	RF	05.55	25.92	36.11	26.85	05.55	06.48	13.88	47.22	12.96	19.44

Table 3. 7: Results of EFL methodology

* AF= Absolute Frequency (out of 108); RF= Relative Frequency (%)

Rubric 5: Factors Affecting EFL Students' Learning.

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
5.1 Factors that may affect students learning.	AF	00	15	37	40	16	11	09	42	14	32
	RF	0.00	13.88	34.25	37.03	14.81	10.18	08.33	38.88	12.96	29.62
5.2 The nature of students' variation in the EFL classroom.	AF	02	27	36	33	10	04	10	48	14	32
	RF	01.85	24.99	33.33	30.55	09.25	03.70	09.25	44.44	12.96	29.62

Table 3. 8: Results of Students' Learning Factors

* AF= Absolute Frequency (out of 108); RF= Relative Frequency (%)

As shown in table 3.8, more than 37% of the respondents answered that they are 'highly' aware of the factors which may affect EFL students learning (5.1); however, exactly 34.24% recognised that their understanding of the issue is still 'moderate'.

Concerning the question about the nature of students' variation in the EFL classroom, the answers were nearly equally divided between 'low' (24.99%), 'moderate' (33.33%), and 'high' (30.55%).

Rubric 6: Assessment Procedures.

As to the questions related to assessment procedures, the answers were in the same interval with small differences in percentages. For the question 6.1, which deals test design and interpretation, nearly half of the answers (47.22%) were ‘moderate’, followed by a percentage of 29.62% of answers in ‘low’. In the same way, students who did not denied that their knowledge about ‘types of assessment used in EFL classroom’ was ‘moderate’ and ‘low’ represented respectively 44.44% and 29.62% of the total number. The same remark was made in the question that concerns standardized common tests, in which the choice ‘moderate’ covered 37.96% of the answers, and ‘low’ represented 31.48%.

Asked about the usefulness of knowing and understanding assessments, very few of the respondents denied it; while, more than three quarters of the answers ranged between ‘useful’ and ‘very useful’. Table 3.9 illustrates all these facts:

		Extent of Knowledge					Usefulness in Teaching				
		Very low	Low	Moderate	High	Very high	Not useful	↔	Useful	↔	Very useful
6.1 Test design, development And interpretation.	<i>AF</i>	02	32	51	20	03	12	09	48	18	21
	<i>RF</i>	01.85	29.62	47.22	18.51	02.77	11.11	08.33	44.44	16.66	19.44
6.2 Types of assessment used in EFL classroom.	<i>AF</i>	05	32	48	19	04	06	10	42	28	22
	<i>RF</i>	04.62	29.62	44.44	17.59	03.70	05.55	09.25	38.88	25.92	20.37
6.3 Standardised common tests.	<i>AF</i>	06	34	41	22	05	06	11	49	20	22
	<i>RF</i>	05.55	31.48	37.96	20.37	04.62	05.55	10.18	45.37	18.51	20.37

Table 3.9: Results of Assessment Procedures

* *AF*= Absolute Frequency (out of 108); *RF*= Relative Frequency (%)

Part II

Questions of the second part of the questionnaire were concerned with the teaching practice sessions organized at the department. The results were summarized in the following:

1. Attendance in the Teaching Practice Sessions

As stated before, the researcher could approach 108 respondents through the questionnaire. As an answer to the question of attendance, 36 respondents out of 108 claimed that they attend the teaching practice sessions; a number which represents 33.33 % of the total number of respondents.

2. Frequency of Attendance

Among the 36 students who take part in the teaching practice sessions, 20 respondents answered that they ‘always’ attend the sessions, while the remaining 16 respondents’ answers were in the column ‘sometimes’.

	Frequency of Attendance	
	<i>AF*</i>	<i>RF*</i>
Always	20	55.55
Sometimes	16	44.44
Rarely	00	00.00

Table 3. 10: Frequency of Attendance in Teaching Practice Sessions.

* *AF= Absolute Frequency (out of 36); RF= Relative Frequency (%)*

3. Frequency of Topics Practice in Teaching

The first attracting result was that 19 out of 36 trainees respond that they ‘sometimes’ practice guided classroom observation, which is contradictory with what was observed by the researcher from the beginning of the sessions. Actually, the trainees used to observe their peers’ performance; however, they never observe a qualified teacher practising his profession as part of their teaching programme. This can be explained by possible misunderstanding of the question; nevertheless, 12 respondents did not deny that they never practice guided classroom observation. In addition, the majority of the trainees’ answers, about the practice of EFL skills training, self-evaluation and EFL teaching methodology, were between ‘never’ and ‘sometimes’. Conversely, the highest percentages of the answers to the questions that concern trainer’s evaluation and lesson planning graded between ‘sometimes’ and ‘always’.

		Frequency of Practice				
		Never	↔	Sometimes	↔	Always
1. Guided Classroom Observation.	AF	12	03	19	00	02
	RF	(33.33%)	(08.33%)	(52.77%)	(00.00%)	(05.55%)
2. EFL Skills Training.	AF	09	07	14	04	02
	RF	(25.00%)	(19.44%)	(38.88%)	(11.11%)	(05.55%)
3. Teaching Freely.	AF	07	07	10	05	07
	RF	(19.44%)	(19.44%)	(27.77%)	(13.88%)	(19.44%)
4. Trainer's Evaluation	AF	03	02	14	10	07
	RF	(08.33%)	(05.55%)	(38.88%)	(27.77%)	(19.44%)
5. Self-evaluation.	AF	14	05	12	04	01
	RF	(38.33%)	(13.88%)	(33.33%)	(11.11%)	(03.60%)
6. EFL methodology in Teaching.	AF	08	08	15	04	01
	RF	(22.22%)	(22.22%)	(41.66%)	(11.11%)	(03.60%)
7. Lesson Planning.	AF	00	05	13	08	10
	RF	(00.00%)	(13.88%)	(36.11%)	(22.22%)	(36.00%)

3. 11 Frequency of Topics Practice in Teaching

* AF= Absolute Frequency (out of 36); RF= Relative Frequency (%)

As to the last question in which respondents were given a free space to add anything they thought they need or wished to see during their years at the department of English, it resulted in a number of needs at several levels, which were categorized as follows:

- a. *Linguistic Competence*: Some of the students wished if they worked more on the four skills, not least the oral/aural.
- b. *Communicative Competence*: Many of the respondents agreed that their knowledge is passively accumulated without finding any environment where to practise their English.
- c. *Theoretical Side in EFL Teaching*: A considerable number of students claimed that what they have seen in TEFL and Psycho-pedagogy was not sufficient in terms of volume; consequently, they wished if there were more sessions in these two important modules.
- d. *Practical Side*: Nearly all the students signalled their sharp need for more teaching practice before being put in real situations. They supposed some activities and practices such as:
 - The organization of guided classroom observation, at least in videos.
 - New organization of the teaching practice sessions in use, by increasing the number of trainers and sessions and making the attendance obligatory for all.
 - Providing opportunities for trainees to make teaching practice sessions outside the department (in middle and secondary schools).
- e. *Psychological Side*: Not few were the students (trainees) who did not deny that they needed to be helped to overcome their psychological constraints when teaching like shyness, stage-fright ...
- f. *Extensive Readings*: This remark, or rather piece of advice, was addressed to the students themselves who are asked to develop a large culture in ELT, at least to overcome specific individual lacks.

3. 3. 2 Discussion of the Results

It is true that the classroom observation (the 1st research tool) and the questionnaire were meant to measure the same variable (PS Training), and contained nearly the same elements; nevertheless, the questionnaire went into details which many of them could not be observed in the classroom. It is to this end that the students' questionnaire revealed many other facts about the PS training in the department; and furthermore, it provided the opportunity to quantify the results.

The first of these is that the percentage of students who do not well know *the structure of the English language* (grammar, pronunciation, spelling...) was not as important as its counterpart in classroom observation. In other words, according to the students themselves, problems in the linguistic side are less serious. This cloudy situation can only be returned to a psychological background: knowing the language does not always mean that the trainee would well transfer this knowledge in teaching practice, mainly because it was the first time that the trainees present a lecture in front of a class. However, this does not mean that there were no problems at all in this side, since the numbers obtained from the students themselves showed that the level in this side is almost moderate.

As to theory about *the foundation of EFL Education*, which was not so easy to touch among trainees in one session for each, the numbers translated the fact that this culture is almost strange to the EFL students under focus. This systematically means that this facet is totally neglected in the current PS training programme.

Then, there is no problem if the majority of the respondents claimed that their knowledge about *the importance of L1 acquisition process in L2 or FL development* is low or moderate; the problem lies in the fact that our students do think this issue is not useful in EFL teaching/learning. This implies that 4th year EFL students lack knowledge about, or rather ignore, the fact that EFL learners' L1 may interfere, and may often negatively affect the development of TL: facts that seemed also neglected in the PS programme in use.

Concerning *EFL teaching methodology*, here again appears the problem of theory vs. practice: in the questionnaire, a considerable number of students showed that they cover a lot of areas related to the subjects of EFL teaching methodology (definitions, concepts, strategies...); but, during the sessions of teaching practice the researcher could hardly notice this knowledge. As shown in the results of the classroom observation, the majority of sessions were characterized by ill classroom management, lack of communication and interaction between the trainee and the audience, and especially no obvious EFL approach or method was adopted, while in the questionnaires the students claimed that they covered these issues to a certain extent. Likewise, it can be said that the issue of EFL methodology is *de facto* practical.

The same difference is recorded in the results of the fifth variable under investigation (*Factors affecting EFL students' learning*). What was thought by the respondents' beliefs and what was on the stage were totally different. Students accumulated some ideas about factors among EFL students which may affect their learning, yet this knowledge was not really actualized during their performance of teaching, especially the awareness about students' variations in personality and learning styles...

Nevertheless, the results of the questionnaire in what concerns *assessment procedures* go hand in hand with what was observed during the teaching practice sessions: the majority of EFL students theoretically ignore many questions about evaluation (how and why to make assessment ? how to learn from assessment? ...), which was clearly seen through the activities made by the trainees during their performances. Here again, it should be said that more importance could be given to these crucial skills in the EFL teaching profession.

The main problem which floated on the surface was the lack of teaching practice. This situation was translated to numbers in the results of Part II: two thirds of EFL students did not participate in the teaching practice programme held at the level of the department, while nearly half of the trainees (i.e. the remaining third) did not attend the sessions regularly. This situation is due, as mentioned before, to the fact that attendance in teaching practice is not compulsory, if the students develop an ‘extended essay’ instead. However, we are not to forget that, in Algeria, new EFL teachers may be recruited without taking into account if they made a training programme or a ‘memoire’ in their university studies. Consequently, many novice teachers find themselves in front of pupils without any previous preparation.

As to the topics and activities adopted during teaching practice, it seemed that it was aimed just to give an opportunity to the future teachers to live the experience of being in front of a class, which is very important at early stages. However, what about guided classroom observation, EFL methodology, and many other activities that are considered by specialists as cornerstones in EFL PS training (See section 1.5.2.4)? The researcher wonders why these topics are neglected, and what are really the goals of the teaching practice programme in use?

3. 4 Analysis of the Inspectors' Interviews

While 4th year EFL students are apt to give an opinion about their own needs in the PS training, they are not necessarily the only people to know about their needs. As a cross-validating exercise, the researcher took the route of asking another population, which is highly concerned with the issue of EFL teachers' development; this population is EFL inspectors who were approached through a semi-structured interview (See the interview schedule in section 2.3.2.3). Collecting a number of opinions from such academicians seemed very useful in having an idea about EFL novice teachers' problems, regarding their experience with this portion of teachers. Therefore, the general objective of EFL inspectors' interview is to arrive to an idea which may cover what is missing in university TEFL PS training, which is the issue raised in the second research question.

It is of paramount importance to remind that there are four EFL inspectors at the level of the Wilaya of Tlemcen (one for secondary school teachers, and the rest for middle school). Inspectors' interviews were recorded by means of a mini-cassette Dictaphone and then orthographically transcribed, following Wray and Bloomer model (2006) of audio data transcription (See Appendix D).

3. 4. 1 Reliability of the Instrument

After inducing the results from the tape-recorded-and-then-orthographically-transcribed interviews, their *intra-rater reliability* was evaluated by the researcher re-rating of the interviews after a period of time (one week) had elapsed from the first classification of the results, for the sake of comparing the degree of analogy between the first and the second analyses. High agreement was obtained, with just some

remarks that were taken into consideration, and this could be taken as an indication of the reliability of the interviews analyses.

3. 4. 2 Discussion of the Results

The interviewing of EFL inspectors was aimed to see the issue in question by a specialized eye, which would help to cross-check the results of the classroom observation and students' questionnaire. Nearly all the interviewees agree on a number of problems that face novice EFL teachers, with a slight difference concerning the importance of the problem.

First, as to the question about the problems at the level of the structure and conventions of the English language, all of the EFL inspectors agreed on the fact that newly-recruited teachers are still 'suffering' from this side. Two of them agreed that pronunciation comes as the first hurdle in front of novice teachers; grammar comes after, then stress and intonation to less extent. Another informant added that novice EFL teachers have a better grasp of written academic English rather than spoken English. He claimed that their conversational English is low. However, the fourth interviewee claimed that this issue is not due *only* to lack of knowledge of these areas, but rather to lack of practice.

When asked about the novice EFL teachers' knowledge about the foundation of EFL education and types of EFL programmes, three of the EFL inspectors believe that the problem is not only in knowledge, but how to use this knowledge. One of them called it a superficial knowledge: that they may know many concepts, but they fail to see the relevance of this mere theory in teaching. Paradoxically, the last interviewee thought that there is no use of this knowledge in EFL teaching.

In what concerns the understanding of the processes of L1 and L2 acquisition, their interrelatedness, and their uses in EFL teaching, the first interviewed inspector saw the issue more complex than that. He claimed that we should be aware that the linguistic situation in Algeria obliges us to take into account L1 (Arabic), FL1 (French), and FL2 (English). Consequently, this may lead not only to Arabic interference in the teaching/learning of the TL (English), but also to the interference of French which may result in negative transfer (though English and French have many cognate forms in common). The others claimed simply that novice EFL teachers cannot differentiate between L1 and L2 acquisitions, which always leads to pedagogical translation: that is the teaching of English in the same fashion Arabic is taught.

The first remark made by one of the interviewees, when asked about novice teachers' knowledge of the EFL methodology, is that an EFL teacher is a *practitioner* not a theorist. They all shared the same opinion that newly-recruited teachers may have a sound theoretical knowledge about the different subjects of EFL methods; however, this was acquired just by rote learning to pass exams, not to be practised in classrooms. One of them added that he had no little doubt EFL students have never met a situation where to put theory in practice.

Different opinions, about the novice EFL teachers' awareness of the factors that they may affect EFL students' learning, were expressed by the interviewees: one of the inspectors said that he found them completely lost in this field, which made him believe that the psycho-pedagogical side in EFL teaching/learning is completely neglected at the level of university; the others' opinions were similar, since all of them recognized that novice teachers have some bits of knowledge about affective factors, differences among learners in the level of achievement... but they cannot materialize this knowledge in class; they may know what a learning style is, but not how to address it.

According to all the interviewed EFL inspectors, assessment procedures and instruments is really a dilemma for all novice teachers. First, they do not know how to design a test: they either follow textbooks slavishly, or take their peers' ready-made evaluations. In other words, they claimed that EFL students were not trained to adapt assessment instruments with their local situations and needs, and for special levels and goals, and this leads systematically to blind adoption. Then, they added that novice teachers do not know the rationale behind making an assessment in an EFL class, its uses, goals and interpretation that could be made out of it: they do evaluations just for the sake of giving marks. One of the EFL inspectors added that novice teachers are capable of assessing linguistic mastery (grammar, vocabulary ...); while, they are not apt to evaluate language skills such as reading and writing ...

These are the results that were categorized from the EFL inspectors' interviews. Common remarks were gathered about each area in the EFL PS training. What was agreed on, by all the interviewees, is the 'lack of practice'. To say that future EFL teachers are still having linguistic problems, after four years of studies in university, implies that there is something really abnormal. However, we have to remember that EFL students have nearly no extensive linguistic environment where to practise the language they learn, namely as the status of the English language in our country as an FL2. In addition to this, almost all the exams EFL students sit for are non-verbal. In other terms, all the knowledge these students acquire about the structure and conventions of English is just a process of information accumulation; and it is till they face their pupils that they bring what they accumulated out of the vacuum, and then the problems occur.

Then, we noticed that all the interviewed inspectors did not deny that EFL students cover, to a certain extent, the areas of EFL foundations and programmes, EFL methods and L1 and L2 acquisition processes, though sometimes not enough, still they cannot transfer all this knowledge in their teaching. The problem lies in the system of

teaching and assessment experienced by EFL students, at the level of university: they found themselves learning by heart several definitions and concepts, not to see their practical relevance in EFL teaching, but simply to re-export their knowledge to their teachers in written exams. Strictly speaking, EFL students may *know*, but they lack the *know-how*.

Awareness about the factors that may influence EFL learners and knowledge about assessment procedures seem to be the last things to talk about in the current EFL formation. Even theoretically, EFL students need more knowledge about these two important issues in EFL teaching/learning. It seems that these two areas are considered as advanced stages in EFL teaching that could be tackled during or after a period of teaching: this is the only evidence to explain why these crucial points are neglected.

3.5 Discussion of the Main Results

In the beginning of this research, it was suggested as a first hypothesis that the EFL PS training programme in use at the University of Tlemcen is not entirely adequate, since it depends mainly on EFL teaching theory embodied in the modules of TEFL and Psycho-pedagogy. After analysing the data collected through the three research instruments, the present research revealed that this programme lacks many facets of EFL PS training, not least a compulsory teaching practice programme. It is to this end that the current PS training cannot be said totally adequate: a fact which confirms the first hypothesis put forward by the researcher.

In the second hypothesis, the researcher suggested that EFL students need a PS programme that provides them with training on EFL teaching methodology, EFL teaching skills, assessment, educational psychology and language acquisition theories. After the procedures of data collection and analysis, the findings of this research revealed that this hypothesis is true to a high extent. The topics and the activities

suggested in this hypothesis were proved to be crucial in EFL PS training. However, this does not forbid the emergence of other results which represent other areas to be introduced in the students' PS training, or the need to foster some already existing areas.

First, it cannot be denied that the current PS training programme provides the students with some courses in EFL methodology and educational psychology (in the modules of TEFL and psycho-pedagogy); however, the students deal with these subjects 'only' theoretically. They have no occasion where to meet this abstract knowledge in real situations. The research shows also that EFL students cannot benefit from these courses without seeing their relevance in EFL classrooms. In other words, EFL methodology and educational psychology were presented by the researcher to be useful courses in EFL PS training, but the research adds that it is of paramount importance that these two areas need also to be covered from a practical side as well.

Also, it is true that the researcher pointed to the importance of teaching L1 and L2 acquisition theories to EFL future teachers, in the second hypothesis; but he discovered after categorizing the research results that there are other factors to be taken into account. The first of these is that students need to see, in real situations, how their L1 (Arabic, that they share with pupils) can influence the teaching of English (FL2). Future teachers should cover this highly important knowledge to avoid any negative influence of Arabic on EFL teaching and employ any possible positive interference in facilitating English teaching. In addition to this, the research unveils another fact, which is dependent to the Algerian context, and which also influences the teaching of English. The Algerian linguistic context is characterized by the existence of the French language (FL1), which is taught in Algerian schools before English. French is known among linguists to have plenty of linguistic similarities (also known as linguistic affinities, or cognate forms) with English, with also many linguistic "false-friends". However, these facts, which are highly influencing in TEFL, seem to be totally neglected meanwhile. Therefore, the current PS training programme lacks the introduction of the importance of the French language as a crucial subject in EFL

teaching, and also it needs to foster the teaching of L1 acquisition theories and its influence in TEFL.

As to assessment in TEFL, the results obtained go hand in hand with what was mentioned in the hypothesis. This area is almost ignored among EFL students save for some few accumulated theoretical definitions. Strictly speaking, the research provides evidence that teaching techniques of assessment and evaluation to future teachers is very important and should have its share in the PS programme in use, as it was suggested by the researcher in the beginning.

Likewise, the study reveals the absence of a compulsory teaching practice programme, which implies the absence of any space for students to be trained on EFL teaching skills: an activity that was pointed to its weight in PS training, in the second hypothesis as well.

However, there was a striking new result that appeared after the analysis of the data collected is that newly recruited teachers are still ill-trained at the linguistic level. In addition to what was introduced in the second hypothesis, this research also revealed that the linguistic level need to be more fostered in the EFL students' training, especially the phonological level since the three research tools overlapped in the students' weakness in conversational English in comparison with their written English.

In a nutshell, one can say that the EFL PS training held at the level of the University of Tlemcen is to be enriched from two sides, depending on the area in question: theory and/or practice. As it is mentioned above, the current study reveals a number of theoretical areas which are totally neglected, and therefore, that should be introduced in the current PS programme to be at the level of EFL future teachers' needs and expectations to be professionally qualified, and others that are dealt with but need to be more fostered either in theoretical courses or in practice. This latter fact makes clear the importance of teaching practice in the transfer of student-teachers' knowledge and the practice of many activities and skills that qualify them for EFL teaching profession.

3. 6 Conclusion

The current study was developed as a result of the doubts about the adequacy of the EFL PS training at the University of Tlemcen: whether this programme enables EFL students to meet their needs to be qualified for the teaching profession.

Bearing these questions and the suggested hypotheses in mind, the researcher tried to compare between the results of the three instruments, and to limit the overlapping of these results to decide exactly what is missing in the PS programme in use. The researcher arrived to a general idea about EFL students' PS needs: a number of results that validated to a high extent the researcher's hypotheses:

- EFL students still have problems in the language itself (grammar, pronunciation, and to less extent spelling). Also, it is of paramount importance to state that these students need linguistic environments where to practise their English, because they have problems mainly in *spoken* English rather than *written* English.
- EFL students, in the University of Tlemcen, face serious problems in many areas that seemed to be neglected in the courses (theory) that students received during their studies. First of all, the students showed a total ignorance of the psycho-pedagogical side in EFL teaching such as: learners' variations, learning styles, classroom interaction... Also, they thought assessment a mere routine which takes place after teaching a number of courses. They have never discussed the issues of test design, use, and how to interpret results that could be very useful to enhance one's teaching.
- When asked about second-language acquisition theory, the majority of the students agree that they have met this useful subject during their studies. However, they totally dismissed first-language acquisition process and considered it as not useful in teaching a foreign language. This critical situation is a clear evidence that EFL students lack a

lot of work in the area of the influence and interference of L1 (Arabic) and FL2 (French) in teaching English.

■ In addition, this research unveils that the teaching practice programme needs to be fostered by many activities. Students need, first, to follow guided classroom observation of practising EFL teachers either inside or outside the department. Next to this, the students are to be trained on separate EFL teaching skills in early stages of training; then, they need to practise EFL methods in teaching. Also, the students lack more practice training in classroom planning, time and classroom management.

■■■ CHAPTER 4

RECOMMENDATIONS FOR EFFECTIVE EFL PRE-SERVICE TRAINING

4.1 Introduction

4.2 Principles for Change in Teacher Education Programmes

4.3 Allowing for Teaching Practice in Pre-service Training

4.3.1 Organization and Management of Teaching Practice

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4.4 Principles of Pedagogy in Teacher Education

4.4.1 Relationships

4.4.2 Purpose

4.4.3 Modelling

4.4.4 Creating a Context for Teaching about Teaching

4.5 Conclusion

4.1 Introduction

In this study, using a multi-method needs analysis approach, the researcher tried to examine the adequacy of the EFL PS training programme, held at the University of Tlemcen, to the students' needs to be qualified for their future profession.

The results of the investigation indicated the future EFL teachers' need for more training on the language itself (especially the spoken mode), lesson design, assessment procedures, EFL methodology, and more awareness about the psycho-pedagogical factors in EFL teaching... In addition to this, they need more chances in teaching practice to be trained how to transfer all these areas and to see their relevance in real circumstances.

The following chapter will deal with what the current PS training programme, in use at the University of Tlemcen, needs to foreground in order to maximize future EFL teachers' professional quality. However, these recommendations are to be made also in accordance with previous researches and literature, not directly on the results obtained in the current study.

4.2 Principles for Change in Teacher Education Programmes

The results of the current study gave a clear image about what EFL students, at the University of Tlemcen, need in order to attain professional quality in TEFL. These needs were classified into two categories: needs in terms of theory related to EFL teaching and needs in terms of practice. As to the students' needs in terms of theory, the results of the present research were analogous to a high extent to what was introduced, in the review of literature, to be crucial knowledge in the preparation of future EFL teachers. Needless to recall that the PS training programme in use at the University of Tlemcen need first to foster the teaching of the language itself (pronunciation, grammar...) and to help the students to find linguistic environments to practise what they learn. Also, what was touched at the end of this research is that the students need a great work at the level of educational psychology and TEFL, since the results showed that these students could acquire just little knowledge in these two important subjects in the form of abstract definitions and concepts, while ignoring lot of other crucial areas. In addition to this, first- and second- language acquisition theories seemed to be neglected among these students, as well as assessment techniques which are totally dismissed in the current PS training programme.

Generally speaking, the results of this research call for the adoption of a PS programme which, on one hand, assures a good and sufficient preparation in the English language in all its levels and which provides ample space for language use (linguistic environments); on the other hand, it gives a share for all knowledge areas that are considered among specialists as must conditions in the 'building' of competent EFL teachers: EFL teaching methodology, educational psychology, assessment techniques and L1 and L2 acquisition theories... (See the review of literature)

However, the researcher arrived to another fact that even assuring all these issues in a PS training programme will not be always sufficient, since there are frequently new emerging demands and needs among trainees. The last question in the questionnaire, which provided an open space for the respondents to mention any individual need or problem, was the source of a lot of unexpected data (See section 3.3.2). It revealed the fact that each individual student has his own needs and problems. It is worth recapitulating what the students summoned for to be more fostered:

- Linguistic competence
- Communicative competence
- Theoretical side in EFL teaching methodology
- Practical side in EFL teaching methodology
- Psychological side
- Extensive readings

Every subject in the questionnaire could determine his own area of weakness; and at many times, these areas create no problem among other peers. This fact implies that a well designed PS training programme is not to be totally based on prescribed courses and activities; yet, it is to let a margin to deal with any possible emerging individual needs. Likewise, it could be said that the focus of the PS EFL training programme is to be made on the student/trainee rather than the curriculum. In other words, the trainers are not to follow a PS EFL training programme slavishly, but they have also to take into account each student current needs. All these facts related to the design of an effective PS EFL training programme are summarized in the following principles, according to Korthagen *et al.* (2006).

As a result of their study on the central principles that can shape PS training programmes to be responsive to nowadays EFL student-teachers' needs and expectations, Korthagen *et al.* (2006) construct seven interrelated fundamental principles for change in teacher education programmes and practices.

Principle 1: Learning about teaching involves continuously conflicting and competing demands

First, Korthagen *et al.* (2006) come into a point that all teacher education programmes that are based on a “theory-into-practice” approach are inevitably inadequate, since it is not always an easy task for EFL trainees to translate theory into practice. According to Korthagen *et al.* (2006), the solution is the shift from the dependence on prescribed training activities to adapted programmes on individual needs and demands. In other words, the design of the PS programme should go hand in hand with training; trainees are to see their actual problems and needs in the following of their training programme. They (2006: 1025) claim that:

... Teacher preparation needs to focus on how to learn from experience and on how to build professional knowledge. In so doing, there is a need to respond to a range of conflicting and competing demands.

Principle 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject

The second principle deals with some misconceptions and ill-practices in PS training programmes. Korthagen *et al.* (2006: 1027) see that:

The doctrine that teaching is telling has deeply influenced both teachers and teacher educators. The idea that teachers are to be taught the results of research carried out by researchers (who are not seen as teachers) helps to account for the widespread sense of irrelevance of courses in schools of education.

What can be understood from the latter claims is that Korthagen *et al.* (2006) consider the view of knowledge in PS programmes as a created subject as inappropriate; knowledge should be approached by PS trainees as a subject to be created. In other words, they insist on the role of individual experience in attaining professional quality, without which learning will be mere passive accumulation of knowledge.

This advocated approach has many advantages on the effectiveness of EFL PS training programmes. First, trainees' reflection on their performance will generate in 'theory' that is more related to their own problems and needs. Also, getting used to this process, the future EFL teacher will be trained to individually solve his problems in his professional career which will always result in different approach to TEFL.

Principle 3: Learning about teaching requires a shift in focus from the curriculum to the learner

It is obvious that the first two principles recommend the dependence on the trainees' experience to well learn about the EFL teaching profession. Systematically, this 'experience-based' approach requires a shift in focus from the curriculum of the PS programme to the trainee himself. Following the words of Korthagen *et al.* (2006), this approach will provide the trainees with opportunities to share, and therefore, to understand the trainer's thoughts and deeds, their use and purposes in TEFL. They (2006: 1029) claim that:

... Student teachers need opportunities to understand what is involved in planning the teaching, doing the teaching, and reflecting on the teaching... [linking] all of these to the relationship between the teaching and the concurrent learning.

Principle 4: Learning about teaching is enhanced through (student) teacher research

The fact that each EFL trainee has his own individual struggles and needs obliges the community of EFL trainees to be more active in what concerns their individual development. Teacher educators are only a source of guidance and modelling, and it is the trainee who should shoulder the responsibility of his own problems mainly by doing researches on their own teaching and writing “anecdotes”, better than waiting the trainer to solve all emerging problems. In addition to this, it is impossible for the trainer to predict all his students’ needs, or to know what is struggling in their minds when teaching. (Korthagen *et al.* 2006: 1030-1031)

Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers

What is more pleasant than being able to tell your own story to people who have as much expertise as you, but who also struggle as much as you do, and who are trying to help you in the expectation that you will be helping them next time.

Kristel Peters (University of Utrecht)

This is a reflective report of one of the PS students who were subject to the research of Korthagen *et al.* (2006: 1033). These claims show the importance of “peer-supported learning” to PS trainees: an approach which enables the trainees to supervise each other, and then to write reports about the needs resulting from their experiences to the

trainer. This approach is so time-saving and it helps the trainer to design the curriculum of PS training with assertion that the trainees' needs will be met. In addition to this, supervision skills acquired from "peer-supported" approach will also help these future teachers to supervise their future learners in schools.

Principle 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers

The only way to make PS EFL training programmes in universities precisely meet what is expected in the profession in schools is to make close connections between university and practice at schools. What is the aim of making PS training programmes at the tertiary level if they are not to be useful in schools? (Northfield and Gunstone, (1997, qtd. in Korthagen *et al.*, 2006); Wallace, 1991)

Korthagen *et al.* (2006: 1035) comment on the latter point:

Despite their naturally different perspectives, experienced teachers in schools and teacher educators in universities are accustomed to coming together to talk about the development and progress of the teacher candidate who has moved from university to school in order to gain firsthand experiences of teaching, but they seldom have this conversation together with that teacher.

This implies that "close cooperation" in PS EFL training should not dismiss any one of the following three main perspectives:

- a. EFL trainee/student
- b. Teacher educator/trainer (in university)
- c. EFL (practising) teacher (in school)

Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modelled by the teacher educators in their own practice

Korthagen *et al.* (2006: 1036) warn that:

So long as teacher educators advocate innovative practices that they do not model, illustrate, and read as text in their own teacher education classrooms, teacher education reform will continue to elude us.

Successful modelling of EFL teaching, by the teacher educators, will furnish the trainees with evidence of the application and usefulness of what they are learning in their PS programme. In addition to this, providing trainees with models of teaching will help them to well understand what they encounter in theory.

(This aspect is dealt with in more details in the space devoted to Principle of Pedagogy in Teacher Education.)

4.3 Allowing for Teaching Practice in Pre-service Training

Needless to recall that EFL students' PS needs are due to either lack of theoretical knowledge or lack of practice. First, the current research makes it clear that many EFL students do not well cover the English language as it is expected from a study of 4 years at university. However, this cannot be said to be a result of lack of theoretical courses only, but it is also due to the fact that students have few chances where to practise English (either in communicative situations regarding the lack of linguistic environments where to practise English which is considered in Algeria as a second foreign language (FL2), or in teaching situations since teaching practice is neglected in the current PS training programme). What was observed during teaching practice sessions about the trainees' performances in English was obvious evidence that they have almost never stood in front of a real audience while speaking English. Likewise, the EFL inspectors who were interviewed in this study did not denied that EFL students may know some definitions and concepts about EFL methodology, educational psychology, assessment procedures..., but they were all convinced that these students have never met a real situation in which they can practise what they have theoretically acquired. The classroom observation procedure reveals the fact that teaching practice is considered as 'optional' in the current PS training programme at the University of Tlemcen. It was realized that not more than a quarter of the students who chose to attend teaching practice sessions, while the others preferred to develop extended essays. And even the ones who took part in these sessions had only a single chance of one hour to present something in front of an audience. One chance for a trainee in a whole academic year lets no room for them to reflect on their actions and to correct their ill-practices in future chances.

Therefore, what is to be summoned for is the adoption of a comprehensive, intensive and extensive teaching practice programme which should be compulsory for all EFL students. This programme should provide future EFL teachers with ample time and maximum chances to see the relevance of theory they acquired in all what concerns TEFL, while it furnishes them with ‘models’ to imitate and to well understand how to transfer all these activities in real settings. In addition to this, a well designed PS training programme is the one which lets a ‘margin’ for the discussion of emerging individual needs (a programme not totally dependent on prescribed activities). Finally an effective PS training programme is to be developed in accordance with future professional environments (schools and their local communities). It should facilitate the trainees’ shift from university to schools, and an opportunity to discover the nature of real learners, colleague teachers and administration.

Likewise, talking about the aims of teaching practice in the EFL PS programme adopted in the UK, Brandt (2006) wonders on the aims of such short (6 hours), intensive teaching practice, while PS trainees have plenty of things to discover and practise. She argues that PS teaching practice programmes should provide the EFL trainees with ample time to try and apply theory they acquired in their classroom teaching, and therefore, to develop the EFL teaching skills they need. She (2006: 362) adds:

It is suggested that conceptions of learning how to teach need to move away from a ‘being-told’ *transfer* approach, which is expert-directed, subordinating, replicating, dependent, and rational, towards an exploratory ‘finding out’ or *transformative* approach... it builds on existing knowledge, allows for different learning styles, provides opportunities for problem-solving, encourages autonomy, and is reflective.

In other words, Brandt recommends a new ELT approach in teaching practice which is based on trainees' autonomous exploration and problem-solving, rather than easy acceptance of knowledge. Consequently, conceptions' challenge leads to reflection (questioning rather than accepting knowledge). Likewise, EFL trainees will have teaching practice as a non-risky and non-costly opportunity to make errors: an experience which enables the trainees to stand on their different individual needs, and therefore, to discuss them with their peers and trainer.

4.3.1 Organization and Management of Teaching Practice

According to Wallace (1991), teaching practice should be well organized, controlled and carefully graded. He distinguishes between four common terms that should be well covered by all individuals who have a share in EFL PS training (teacher educators, trainees, practising teachers...) These terms are:

- a. Teaching Practice
- b. Professional Action
- c. School Experience
- d. Placement

As stated before, 'teaching practice' represents among future EFL teachers an opportunity to improve one's professional practice, sometimes in real settings; however, this occurs always under a teacher educator/trainer' supervision. As to 'school experience', as its name denotes, it is the fact that EFL teachers practise their profession in a real classroom and within a real school. It is a chance given to EFL

trainees who are on ‘placement’ in a particular school, outside university, as a stage in their PS training.

The final assumption that could be driven from Wallace’s claims is that effective teaching practice should be varied between university intensive training and extensive training in schools. However, he (1991: 121) insists that teaching practice should be a “controlled and carefully-staged practical experience”. He recommends three stages in practical experience:

a. Serial School Experience

Serial school experience is a number of sessions of teaching practice inside a school that goes hand in hand with university intensive programme. Wallace (1991: 122) says:

The school experience runs parallel with, and is usually closely integrated with, college training. Serial school experience is usually organised on a basis of one or two days per week, with perhaps an occasional half-day. Generally, the first school experience in a course will be arranged in a serial basis.

b. Bloch School Experience

Wallace (1991) claims that trainees, after passing a period of serial school experience, will be able to spend longer and uninterrupted periods of training in a school to facilitate the final integration in the professional environment. Nevertheless, this does not forbid the trainees to have some sessions at university to discuss their experiences for reflection.

c. Internship

Finally, in advanced stages of PS training programmes, trainees can spend a longer period in a school (till one year), but they should be still under the supervision of practising teachers who work in liaison with university. From this latter idea, one can assume the importance of co-operation between university and schools in forming future EFL teachers. In this vein, Wallace (1991: 122) says:

Liaison between the training institute and the school is clearly of crucial importance. Sometimes the relationship is purely formal and administrative, and communication is solely with the school principal or the head of the department. This has very often proved to be unsatisfactory, since there may be no machinery to ensure that the training objectives of the college and the school coincide, or even that the school sees itself as a partner in the training process.

4.3.2 The Move from Training Course to Workplace

Effective teacher training does not always show its benefits on the trainees directly after the end of the programme, but one should wait that to happen after a period of professional practice in a real school. This is due to the fact that there are different cultures between the training place (university) and the workplace (school). Commenting on this, Britten (1988: 05) says:

Since in practice, working teachers seldom have the kind of peer group support found on training courses, training should help to prepare the teachers, as trainees, to make their own decisions and judgments, and to be better equipped to support themselves.

Then, it could be said that future EFL teachers are to be prepared, in parallel with teaching practice, for their future workplace and its community (learners, peers, administration...).

4.4 Principles of Pedagogy in Teacher Education

One of the attracting demands of many respondents of the questionnaires, in the last open question, was a call for more importance to be devoted to the psychological side among students/trainees. These students did not deny that they frequently face many psychological constraints during learning and performing, and that they have many problems to be easily integrated in the community of their peers and teachers. Consequently, this implies that an effective PS training programme is to take into account all these individual factors among EFL future teachers that may inhibit their learning, and that calls for elevated relationships between teachers and their students based on mutual respect and trust. These values in ELT are considered as one of the noble principles in teacher education, not least PS training.

Not few literature was devoted to these issues in EFL pedagogy pointing to their importance and influence in preparing future EFL teachers. For instance, as Brandt (2006) recommends for a “finding out” and creative approach to teaching practice rather than a “being-told” approach, Loughran (1997) insists that teacher education, not least PS training, should be “teaching” rather than “telling” to assure the effectiveness of the programme. Bearing this in mind, Loughran (1997) suggests a number of principles that he considers as the backbone of effective pedagogy in teacher education.

4.4.1 Relationships

Loughran (1997: 58-59) claims that “Teaching is a relationship. Without building relationships the purpose of teaching is diminished”. Building relationships with EFL trainees is the only way for the teacher educator/ trainer to understand and even discuss their problems and needs. Likewise, the trainer can adapt his programme in accordance to individuals’ and group needs. Loughran (1997) adds that the main relationships between the teacher educator/trainer and the students/trainees are: trust and independence.

a. Trust

Trust in EFL teacher education is to be mutual between the teacher educator and the students. From the teacher’s perspective, they need to be convinced that their work with the trainees will be the premise upon which the latter will build their professional identity; and from the students’ perspective, they need to be assured that their ideas and questions will be taken into account, and are not to be considered as personal by their peers and/or trainer. Pointing to the issue of trust in PS training, Loughran (1997: 59-60) says:

As a teacher educator I need to be confident that my learner will see my pedagogy as a starting point for engaging them... For students to be able to genuinely raise issues and concerns, they must be able to trust that in so doing their queries will be fairly addressed. Without such a trust, there is little incentive to take the risk to speak up.

b. Independence

The feeling of independence among trainees urges them not to hesitate to take the possible occasions of participation in the classroom activities and interaction. If there is no independence for trainees in the pedagogy of their PS programme, there is no room for these trainees to share their ideas and thoughts or to make individual choices in their own training.

To sum up all this, one should say that the domain of EFL education requires a lot of noble values from both teachers and learners. Loughran (1997: 60) says:

The need to withhold judgment, to be conscious of one's own wait-time and to *want to hear* from others is a key to building relationships that enhance a diversity to learning outcomes.

4.4.2 Purpose

Concerning this second principle of teacher education, Loughran (1997: 61) says: "They [trainees] need to know and understand why particular pedagogy is employed and to be able to question their involvement in the learning process." In this quotation, Loughran aims at the fact that every strategy or skill taught to the EFL future teachers should be coupled with the teaching of its appropriate use in an EFL classroom. In other words, as trainees need to know the content of EFL teaching techniques and skills, they should know their purposes in teaching.

Nevertheless, EFL trainees are not to stop at this level of knowledge, they are not to forget that reflection on one's experience is another crucial source of knowledge to develop one's professional quality.

4.4.3 Modelling

While dealing with teaching practice and its purposes in EFL classroom, it is very useful to provide the trainees with a model for each practice. In other words, the teacher educator should be the model of what he teaches to his students to enforce their understanding. The importance of ‘modelling’ in teacher education, according to Loughran (1997: 62), lies in the fact that:

... learning does not occur just by listening, it occurs by reconsidering one’s understanding through deeds, thoughts and actions... teaching student-teachers about teaching hinges on a need for teacher educators to ‘practise what they preach’.

In addition to this, the trainer can provide models also in “reflection” and “risk-taking”.

a. Reflection

It is very crucial that teacher educators reflect on their own practices and on their learners’ too. However, to make reflection more beneficial for the trainees also, it should be modelled overtly in front of them to urge them to follow such a reflective approach in their career.

b. Risk-taking

Also trainees should provide a model of risk-takers in their EFL teaching practice, to explain to the future teachers that classroom activities can challenge the EFL teacher “comfort level”, and therefore, he should be trained to take risk to solve the situation in front of his pupils.

4.4.4 Creating a Context for Teaching about Teaching

According to Shulman (1986, qtd. in Loughran, 1997), effective PS training programme is the one which includes “content knowledge”, “pedagogical content knowledge”, and “curricular knowledge”. However, Loughran (1997) sees it more beneficial for the trainees to learn about their future profession both in a teaching position and a learning one. To cover EFL teaching techniques and skills from these two perspective respectively enables the trainees to use them and to see how they influence learning. In this vein, Loughran (1997: 65) claims that:

This learning through being a teacher and a learner is then what I would describe as the context for teaching about teaching. It is an important way of helping student-teachers come to see, feel and reflect on the complex nature of teaching and learning.

4.5 Conclusion

The three research instruments followed in this needs analysis, concerned with EFL students' preparation to be qualified teachers, overlapped in a number of theoretical areas in EFL instruction to be fostered, and practical activities to be taken into account in the PS training programme in use at the University of Tlemcen.

Taking into consideration all these results, this last chapter recommends, first, for fostering the teaching of the English language with the provision of linguistic environments where the students can use the language and see the relevance of what they learn. Also, this chapter calls for more importance to be given, in the current programme, to all the areas that were proven to be crucial in EFL PS training: EFL teaching methodology, educational psychology, assessment techniques and first- and second- language acquisition theories, both theoretically and in practice. However, the studies mentioned in this chapter to support all these claims, summoned also to let a margin to be devoted to trainees/students' individual needs and demands; this research unveils the fact that each individual student has his specific problems in English and/or in teaching it, that are to be dealt with separately.

As to teaching practice in the EFL PS training programme in use at the University of Tlemcen, the most striking fact resulting from this investigation is the absence of a compulsory teaching practice programme, while the few students who chose to attend these sessions had only one chance, of one hour in best cases, to present a lecture in front of their peers. Supported by the results of several studies, the researcher recommends for the adoption of an obligatory teaching practice programme, which twins between training in university and experience in schools. The instances of studies, presented in this chapter, show the effectiveness of both training in universities and the friction with real school EFL learners and practising teachers, in developing qualified EFL teachers. This is why, this chapter includes a whole section

devoted to recommendations about how to organize a teaching practice programme between university and school, taking into account the arrangement of activities between early stages and advanced stages of training.

■■■ GENERAL CONCLUSION

There are many claims in our society that there is a sharp need to competent EFL teachers to enhance the level of achievement among pupils. The fact, that PS programmes are the cornerstone in building professional competence among teachers, not least EFL teachers, raised the researchers' interest to shed light on the students' PS preparation at the Department of English at the University of Tlemcen, to see its success in giving the expected offspring and to try to point at its shortcomings, if there are any. The rationale behind this interest is to attempt to make EFL teachers, not least the ones from the department under investigation, as competent in teaching this global language as many of their counterparts in this globe.

The axis questions, around which the whole study moves, were about the adequacy of the PS preparation of EFL students at the University of Tlemcen to form competent future teachers in TEFL, and also about what they need to achieve the target professional quality. To limit the track of the investigation, the researcher proposed a number of hypotheses to be the target of confirmation or disconfirmation. Being an ex-student in the department concerned with this study, the researcher believes that the current PS programme lacks many theoretical elements to be dealt with in educational psychology, TEFL, and needs the implementation of a well designed teaching practice programme.

This work began with a theoretical framework to guide the reader to explore the issue of EFL teacher education in general, and mainly PS training. The first chapter contained the fundamental information that enables the reader to understand what a PS training programme is, its expected content and its purposes. This review of literature was followed by a second chapter devoted to the explanation of the research instruments used in collecting data. Bearing in mind that no one of these instruments is

perfect, the researcher tried each time to justify each step he made in data collection and then in its analysis. The third chapter was a space to explain the present study and to expose its results. Trying to answer the research questions, the researcher approached different populations to enrich and cross-validate the results. Finally, this work was concluded by a fourth chapter meant to propose pedagogical implications and recommendations for the design of effective PS EFL training programmes. Actually, the researcher could gather many theoretical findings, which go hand in hand with the results of the current research. This chapter calls for fostering the teaching of a number of theoretical areas related to the English language and EFL instruction, and for well organized teaching practice activities. According to the results of the present study, these topics and activities are very crucial in improving the current PS training programme to enhance future EFL teachers' competence.

Between introspective tools (questionnaires and interviews) and retrospective ones (classroom observation), and between qualitative and quantitative methods of data analysis, the research resulted in many facts that should be taken into consideration if there are real wills to enhance future EFL teachers' preparation. The study revealed the fact that students still need more preparation in all linguistic levels and that they are in a sharp need to linguistic environments where to explore the real use of language. In addition to this, students face many other problems, to different extents, in a number of areas which are crucial in one's PS training, such as EFL teaching methodology, educational psychology, first- and second- language acquisition processes, assessment procedures, lesson design and planning... However, what is most striking is the absence of an obligatory teaching practice programme that is designed to meet what is expected from an EFL teacher outside in schools. The programme actually in use is not more than a simple opportunity given to trainees to discover the state of being on the stage; yet it is optional, few students take part in it. These facts, revealed by the results of this study, confirm to a high extent the two hypotheses put forward by the researcher: they assert that the PS training programme in use is not totally adequate to enhance professional quality among future EFL

teachers; and, they go hand in hand with what was proposed, in the second hypothesis, as crucial areas to foster this programme.

This is what generally the researcher's attempt to investigate the EFL PS training programme at the University of Tlemcen resulted in. It is axiomatic that a scientific research is as perfect as its instruments. The researcher cannot deny that it was impossible to control some variables during data collection, namely in classroom observation, which can be considered as limitations of the present study. First, the number of trainees attending teaching practice sessions was so limited in comparison with the total number of students (36 out of 158); furthermore, trainees had only one chance of performance for each. These facts may raise questions about the generalizability of the results obtained from this research tool. In addition, the researcher could not collect information about the trainee's competence in some areas, especially theoretical ones, which cannot be easily observed through a retrospective instrument in one session, such as knowledge about EFL teaching methodology and L1 and L2 acquisition theories... It is to this end that this tool was supported by a questionnaire which could address introspection among all the students.

The results accumulated from this study raise many other questions that open the door for further research. First, questions may be raised about effective curriculum design if these results are taken into consideration. In other words, how to design a programme which includes and organizes all the necessary elements in PS training? In addition, further research can reveal useful ways of collaboration between university and schools, namely in the development of teaching practice programmes: a fact which prepares future EFL teachers for what they will exactly meet, as syllabuses and subjects, in their prospective profession.

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■■■ APPENDICES

■■■ APPENDIX A:

The Adapted Draft of Texas Essential Knowledge and Skills Model

1. Fundamental Language Concepts:

1.1 The nature of language and basic concepts of language systems. (e.g. phonology, morphology, syntax, lexicon)

1.2 Functions of language register in English. (e.g. social vs. academic)

1.3 The relationships among listening, speaking, reading and writing.

1.4 The structure of the English language and conventions of written and spoken English.

1.5 Patterns of written and oral discourse.

2. The Foundation of EFL Education:

2.1 The historical, theoretical and policy foundations of EFL education.

2.2 Types of EFL programmes, their characteristics, their goals and research findings on their effectiveness.

2.3 Research findings related to EFL education, including effective instructional and management practices in EFL programmes.

2.4 Techniques to urge learners to use the target language (English) and to avoid using their L1 as much as possible.

3. First- and Second- Language Acquisition Processes:

3.1 Theories, concepts and research related to L1 development.

3.2 Theories, concepts and research related to L2 development.

3.3 The interrelatedness of first- and second- language acquisition and ways in which L1 may affect L2 development.

3.4 The role of linguistic environment and conversational support in second language acquisition.

3.5 Common difficulties (e.g. syntax, phonology, L1 interference ...) experienced by EFL students in learning English and strategies for overcoming these difficulties.

4. EFL Methodology:

4.1 Factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and individual needs.

4.2 A variety of methods and techniques appropriate for instruction in the EFL classroom.

4.3 Strategies for fostering EFL students' communicative competence.

4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.

4.5 Classroom management strategies for a variety of EFL environments and situations.

4.6 Sharp awareness of the methods actually in practice and their differences from the ones experienced as learners.

5. Factors Affecting EFL Students' Learning:

5.1 Factors that may affect EFL students' learning of academic content, language and culture (e.g. age, personality, academic background, socio-cultural background, home environment, attitude, exceptionalities ...)

5.2 The nature of students' variation in the EFL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g. visual, tactile, auditory, tactile, auditory...)

6. Assessment Procedures:

6.1 Basic concepts, issues, and practices related to test design, development and interpretation.

6.2 Types of assessment used in the EFL classroom (recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.

6.3 Standardised tests commonly used in EFL programmes.

■■■ APPENDIX B:

Data of Classroom Observation Procedure

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language			×	Almost accurate usage of grammar, in addition to good pronunciation. The trainer was speaking loudly and clearly.
Awareness about learners' factors		×		The trainer's teaching was based on visual aids mainly, without giving importance to possible other learning styles among students. Interaction with learners was acceptable.
Assessment procedures		×		Ready-made exercises taken from 3AS ELT textbook.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		The use of the blackboard was not well-organized. The way of using the teaching material needed more attention.
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Self-planned lecture and almost well-prepared performance. However, the lesson was ready-made.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language		×		Remarkable problems in grammar and pronunciation. The trainer was speaking so quickly.
Awareness about learners' factors	×			The trainer was shy, especially in the beginning of the lecture. Lack of interaction with students influence their attention and interest.
Assessment procedures	×			She did not make any kind of assessment.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		The trainer focused on mistakes of pronunciation and grammar. He insisted also on the importance of interaction with learners.
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Ready-made lecture.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language		×		Though the trainer was reading the lecture from a paper, she made many pronunciation mistakes. Grammar was almost good.
Awareness about learners' factors	×			No obvious teaching strategy.
Assessment procedures	×			The trainer used a ready-made exercise. But, she could not motivate the students to answer; she answered nearly all the questions.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		Actually, she has a special teaching identity, but she needed more self-confidence.
Evaluation of the teaching performance by the trainer	×		Remarks about how to make a reading comprehension lecture, and the choice of the teaching material was not appropriate.
Self-evaluation		×	Peers evaluation.
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Bad choice of the teaching material (the text was not normally designed for reading comprehension. It was rather a talk.) Bad time management.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language		×		Acceptable pronunciation. However, there was few grammatical and spelling mistakes.
Awareness about learners' factors		×		Interaction just with some learners. When speaking, the trainee was focusing mainly on the trainer
Assessment procedures	×			Questions were not clearly stated, and their purposes were not obvious.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		The trainer's remarks were mainly about the assessment instruments. Many observations about spelling.
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Free choice of the topic and material, from a secondary school textbook.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language	×			In addition to grammar and pronunciation, lot of mistakes were made in writing (punctuation, capitalization and organization ...)
Awareness about learners' factors	×			Learners seemed really bored regarding the lack of interaction with the trainer. The trainer was shy and did not speak loudly.
Assessment procedures	×			Ambiguity in wording questions

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		Many remarks about the problems stated above.
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		The lecture was self-planned, but it was not well prepared.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language	×			Facing lot of problems in pronunciation and grammar. Spelling mistakes when writing on the board.
Awareness about learners' factors	×			Lack of interaction with learners. The trainee was so shy; he could not even look at the student's faces, which resulted in bad classroom management. The trainee was reading the lecture from a paper as if he was dictating (rarely explaining).
Assessment procedures	×			The trainee made an exercise; however nearly all the answers were on the board, since he used nearly all the examples when explaining.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		Lack of self-confidence.
Evaluation of the teaching performance by the trainer		×	Mainly about his linguistic problems, in addition to some remarks about his personality.
Self-evaluation	×		but there was some kind of peers evaluation (nearly the same observations made by the trainer)
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		bad time management and the lecture was so long. Lack of lesson preparation.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language			×	Good pronunciation, correct grammar and spelling. Mastery of difficult words.
Awareness about learners' factors			×	Good interaction with learners: she could make almost all learners follow and participate in the lecture. Working at ease, smiling ... which lets good impression among learners. Using both auditory and visual aids. Using realia. Teaching through games.
Assessment procedures		×		Good use of exercises and games as assessment instruments, but all of them were really-made.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		Some remarks about the gradation of the questions
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Good classroom and time management. The trainee seems well-prepared and equipped for the performance of the lecture.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language			×	“Perfect” pronunciation, nearly no grammatical mistakes nor spelling ones. The trainer’s speech was clear, not very quick or slow and well-understood.
Awareness about learners’ factors		×		Good interaction with the learners. Yet, no obvious addressing to a specific learning style.
Assessment procedures		×		The assessment made by the trainer was well prepared and well presented to the learners. The only remark is that it was not prepared by the trainer herself (it was ready made)

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		The trainer was trying to show her own identity in teaching, with high self-confidence.
Evaluation of the teaching performance by the trainer	×		Many positive feedbacks. Some remarks about the organization of the blackboard.
Self-evaluation		×	But, there were also some positive feedbacks from her peers.
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		The teaching material was taken from a textbook. But, the lesson was self- and well-prepared. Good classroom and time management.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language		×		Just few grammar mistakes and spelling was almost good; but, the trainer faced lot of problems in pronunciation.
Awareness about learners' factors		×		The trainer gave the lesson to the students in the form of a handout, he was explaining while they were supposed to follow. But, no one could assure this; some students seemed bored and not following. This resulted in lack of interaction.
Assessment procedures	×			An exercise was made orally. One student answered nearly all the questions.

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		Remarks were mainly about classroom management and how to make a fruitful assessment.
Self-evaluation		×	
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		The choice of the text was free (reading comprehension) The trainer retrieved the text from the internet. The ill-preparation of the lesson was clear.

I. Knowledge:

Subject	Mastery			Comments
	<i>Low</i>	<i>Moderate</i>	<i>High</i>	
The structure and basic concepts of the English language	×			Lot of mistakes in grammar, pronunciation and spelling.
Awareness about learners' factors	×			The trainee's shyness and confusion highly influenced the lecture.
Assessment procedures	×			She committed lot of mistakes in correcting the exercise!

II. Practice:

Topic	Use		Comments
	<i>Yes</i>	<i>No</i>	
EFL skills training		×	
Being given a chance to teach freely	×		
Evaluation of the teaching performance by the trainer	×		Remarks were made about both the linguistic side (grammar, pronunciation ...) and the psychological side (shyness, confusion ...)
Self-evaluation		×	Peers evaluation.
Practice of the EFL methodologies in teaching		×	
Lessons planning	×		Ready-made lecture of grammar designed for 1 st year university programme. The trainee seemed ill-prepared for the performance.

■■■ APPENDIX C:

The Final Draft of the Students' Questionnaire

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English Section

This questionnaire is part of a project (Magister thesis) being carried out to determine what are the EFL students' needs to be well prepared for the teaching profession, whether these are being adequately met and, if not, what can be done better. To this end, EFL students' opinions are being surveyed. It would be highly appreciated if you could complete this questionnaire.

Please complete this questionnaire with regard to the courses you had during your years in the department.

Part I

a. To what extent do you know and understand the following?

b. How useful do you find the following to enhance your teaching?

very low
_ low
_ moderate
_ high
_ very high

_not useful ↔ _useful ↔ very useful

1. Fundamental Language Concepts:

1.1. The nature of language and basic concepts of language systems. (e.g. phonology, morphology, syntax, lexicon)

1.2. Functions of language register in English. (e.g. social vs. academic)

1.3. The relationships among listening, speaking, reading and writing.

1.4. The structure of the English language and conventions of written and spoken English.

1.5. Patterns of written and oral discourse.

2. The Foundation of EFL Education:

2.1. The historical, theoretical and policy foundations of EFL education.

2.2. Types of EFL programmes, their characteristics, their goals and research findings on their effectiveness.

2.3. Research findings related to EFL education, including effective instructional and management practices in EFL programmes.

2.4. Techniques to urge learners to use the target language (English) and to avoid using their L1 as much as possible.

3. First- and Second- Language Acquisition Processes:

 3.1. Theories, concepts and research related to L1 development.

 3.2. Theories, concepts and research related to L2 development.

 3.3. The interrelatedness of first- and second-language acquisition and ways in which L1 may affect L2 development.

 3.4. The role of linguistic environment and conversational support in second language acquisition.

 3.5. Common difficulties (e.g. syntax, phonology, L1 interference ...) experienced by EFL students in learning English and strategies for overcoming these difficulties.

4. EFL Methodology:

 4.1. Factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and individual needs.

 4.2. A variety of methods and techniques appropriate for instruction in the EFL classroom.

 4.3. Strategies for fostering EFL students' communicative competence.

 4.4. The use of technological tools and resources to facilitate and enhance EFL instruction.

 4.5. Classroom management strategies for a variety of EFL environments and situations.

 4.6. Sharp awareness of the methods actually in practice and their differences from the ones experienced as learners.

5. Factors Affecting EFL Students' Learning:

5.1. Factors that may affect EFL students' learning of academic content, language and culture (e.g. age, personality, academic background, socio-cultural background, home environment, attitude, exceptionalities ...)

5.2. The nature of students' variation in the EFL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g. visual, tactile, auditory, tactile, auditory...)

6. Assessment Procedures:

6.1. Basic concepts, issues, and practices related to test design, development and interpretation.

6.2. Types of assessment used in the EFL classroom (recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.

6.3. Standardised tests commonly used in EFL programmes.

Part II

1. Do you attend the ‘teaching practice’ sessions held at the level of the department?

Yes No

2. If yes; how often?

Always Sometimes Rarely

3. How often do you practise the following in your teaching training?

	never	↔	sometimes	↔	always
Classroom observation for other teachers practising their profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EFL skills training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being given a chance to teach freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of the teaching performance by the trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-evaluation of the teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice of the teaching methodologies in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reliance in lessons planning and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments which might be helpful in giving an obvious idea about EFL students’ needs, in their pre-service training, to achieve professional competence? If so, please write them here.

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■■■ APPENDIX D:

EFL Inspectors' Interviews Transcription

Key to Interview Orthographic Transcription:

<i>Symbol</i>	<i>Meaning</i>
?	Question
(.)	Normal stop in speech
(1.0), (2.0)...	Number of seconds, in long stop in speech
> <i>Speech</i> <	Quick speech
:	Long sounds, which makes speech slow
CAPITAL LETTERS	Loud speech
↑	High intonation
↓	Low intonation
[<i>Speech</i>]	Two speakers at the same time
=	To be continued
R	Researcher (interviewer)
I	Inspector (interviewer)

Interview n# 1

Speaker

Comments

R Starting from the fact that EFL students (would-be teachers) necessitate a good preparation at university level to practise their profession, could you please shed light on the common areas in which novice EFL teachers encounter problems when teaching?

As the EFL teaching profession demands several skills and qualities, this question is preferable to be discussed at different levels:

The problems they face at the level of the structure and conventions of the English language. That is, the phonology, grammar and semantics of the language, language registers, language skills?

I I well (.) in fact the teachers I'm personally in charge of face lot of problems related to language (.) and emm (.) the first thing that we can see from the start is at the pronunciation level (.) then comes grammar (4.0) that's all?

R could you give us some examples concerning grammar for instance?

I I well (.) concerning grammar thar'I did notice in several classes i.e. lessons that even the questions (.) the way they are structured are not questions >alright?< =

smiling

= this is for the first thing (.) well for pronunciation (.) there is still because we" teach nowadays pronunciation (.) and when we teach pronunciation (.) there is a problem of the the the stress (.) with the vowel glide and so on (.)

R At the level of knowledge about the foundation of EFL education, from history and theory of EFL education to types of EFL programmes?

I I emm (.) in fact (.) well (.) this is very general (.) this is only knowledge part and parts of knowledge (.) we're rather concerned also with the meetings we deal with (.) we plan (.) Aa the meetings we plan are rather concerned with the

learners and the- there are classroom-based (.) it means we take into account wha (.) how to deal with problems (.) language problems (.) methodology within the class (.) ↓ now (.) to teach them about the hi:story (.) about the fou:ndations (.) ↑ what's the use of tha:t? =

shrugging shoulders

= at the level of learning teaching (1.0) sessions

R Do they know and understand the processes of L1 and L2 acquisition, their interrelatedness, and their use in EFL teaching?

I I emm (.) sure (.) I don't doubt they've already dealt with through the linguistics and L1 (.) the acquisition a:nd (1.0) but ↓ this is only knowledge (.) that's only knowledge (.) the (.) they (.) sure (.) they do that (.) to check that or not how it could help the classroom activities? > yes they do < but they should follow a given syllabus (.) this is what is official (.)

R yes (.) but I mean here that to know L1 (.) how it may affect L2 for instance (.) is very important in teaching the foreign language (.) English here (.)

I I yes of course (.) it goes with wha I was saying (.) that the knowledge of L1 or L2 =

nodding

= but the problem is that not L1 alone (.) or the acquisition of L2 alone (.) here is much more complex (.) because this is a foreign language (.) it means the rules governing the acquisition ↑ are not the same =

nodding

=I mean in comparison with the one of L1 (.)

R What about EFL teaching methods and techniques?

I I Aaa well (.) if we go back to question three (.) do they know and how do they know the efl teaching (.) they ma (.) they could know and their scores at the university level quite higher (.) but how to put them into practice in another matter (1.0)=

smiling

=and in fact (.) we're concerned with the practical side (.) we're dealing with the competency based approach (.) they can learn definitions by heart (.) and by rote (.) but in fact how to apply the correct (.) I mean the knowledge of something is completely different from ↓ its use (.)

R After this, what to say about their awareness of the factors that may affect EFL students' learning like personal differences among learners (age, personality, and socio-economic background), variations in learning styles?

I I sure (.) it might affect (.) or it may affect the learning process (.) sure it goes (.) > that they know what < a learning style is (.) but the problem is that how to address that learning style in a learning environment (.) I know that the majority do (.) are (.) they are well equipped with certain questionnaires if you like (.) to give every learner within a classroom and to know the percentage (.) now how to address this style (.) because sometimes we don't have one style (.) we have dominant styles in the learning process (.) so now I repeat again we should know how to address the styles (.)

R Then, let's move to another important professional quality in EFL teachers which is the design, development and interpretation of formal and informal assessment procedures and instruments. What are the recurrent difficulties that novice EFL teachers encounter at this level?

I I yes (.) first when we talk about assessment (.) co-peer assessment and the different types of assessment (.) we should rely on what assessment is? and how to use assessment for the common evaluation (.) they (.) but is that when they come (.) novice teachers if you like (.) they just follow textbooks very blindly (.) there is a series of activities so they go through (.) they run over the different activities (.) they were not trained (.)

I mean if we talk about the initial training sessions
(.) development sessions (.) they're not trained to
adapt the textbooks for the learners Aaa in
question (.)

R so (.) you mean here sir (.) that they can't design
or develop an assessment (.) but they just follow
what is made in textbooks (.) yes?

I I they just need (.) what they need is that they need
(.) and this is what they ask for at the very
beginning of their career (.) they ask for
readymade activities (.) they are not well equipped
to design their own activities going to their local
situations and classes (.)

Interview n# 2

Speaker

Comments

R Starting from the fact that EFL students (would-be teachers) necessitate a good preparation at university level to practise their profession, could you please shed light on the common areas in which novice EFL teachers encounter problems when teaching?

As the EFL teaching profession demands several skills and qualities, this question is preferable to be discussed at different levels:

The problems they face at the level of the structure and conventions of the English language. That is, the phonology, grammar and semantics of the language, language registers, language skills?

I 2 Aa well (.) university graduates or beginning teachers (.) have a better grasp of formal written academic English (.) than spoken English (.) Aa this is due to the nature of the instruction they received at the university (.) most of their studies (.) they (.) dealt with written English and most of the reports they made were done in writing (.) They're not used to speaking in English in public (1.0) a:nd while they may master a sophisticated form of written English their knowledge of conversational English needs improving =

nodding

= sometimes they (1.0) might know ↑ a very sophisticated word like technical words (.) but (.) they ignore very common words =

smiling

= and that's the problem (.) I think (.) that most teachers face when when they start teaching > at the beginning of their career <

R Do you mean, sir, here that they are angliographs rather than Anglophones?

I 2 ↑ that's it that's it exactly yes =

smiling

= so (.) a:nd (.) we have the the the impression that (.) they (.) you know when they are dealing with the (.) a public the-the they can't make a difference between the diff- (.) the audience they are they're addressing

R At the level of knowledge about the foundation of EFL education, from history and theory of EFL education to types of EFL programmes?

I2 of course Aa newly appointed teachers Aa have certainly developed (.) a sound theoretical background of the Aa of the concepts (.) you know (.) they have acquired from different fields like linguistics Aa psychology (.) sociology (.) education Aa however they they find (.) they often fail to see the relevance of these concepts Aa of these theoretical foundations Aa (.) of course this is mainly due to a LACK of practice in re-real situation

R Do they know and understand the processes of L1 and L2 acquisition, their interrelatedness, and their use in EFL teaching?

I2 of course when when they dealt (.) when they deal with the different approaches and metho:d sod Aa (.) you know teaching languages (.) they're bound to talk about L1 and L2 Aa you know grammar-translation appoa:ch (.) the audio-li:ngual approach etc but the-they often believe that >you know one learns a foreign language exactly in the same fashion as one learns Aa his or her mother-tongue< ok ? and they often resort to pedagogical translation when they're teaching (.) they do not try to: you know (.) to teach English in English Aa and this often results in mother-tongue interference (.)

R What about EFL teaching methods and techniques?

I2 yes (.) Aa concerning (.) with regard to methodology and techniques Aa they have undoubtedly acquired a a sound theoretical knowledge of teaching Aa approaches as I said before methods (.) from you know from historical point of view (.) but generally (.) a lack (.) the-they lack classroom practice as I said earlier on (.) this often results in poor classroom management (.) which is very important especially for for a beginning teacher (.) how to manage Aa a classroom (.) and after all and before anything else a teacher is to ME ↑ A PRACTITIONER NOT a

theorist = *nodding*

= you know (.) he is expected to put into practice the concepts he has acquired in in his in his you know (.) training

R yes, yes what I have understood here that the common problem is that they know things [but they don't know =

I 2 [they can't put them into practice] *smiling*

R = yes (.) into practice yes (.) After this, what to say about their awareness of the factors that may affect EFL students' learning like personal differences among learners (age, personality, and socio-economic background), variations in learning styles?

I 2 of course (.) again here here they might have (.) you know (.) they may know about these things (.) it's part of their knowledge Aa ba they need a gain a deeper knowledge of the social and AFFECTIVE factors (.) ok ? (.) that influence learning (.) a beginning teacher generally ↑ address as if it were a mono- monolithic group with the same leve:l (.) the same a:ge the same nee:ds (.) ok ? (.) a:nd they may of course they may come across you know the literature that is related to: lea:ner considerations (.) you know individualized learning etc but they do not manage to ↑ again to to materialize to materialize that knowledge in the class (.) >of course they need practice< (.) as I said a teacher is a practitioner who needs practice (.) *smiling*

R [so it is nearly nearly the same problem=

I 2 [↑ YES] *nodding*

R = it is nearly the same problem (.) then, let's move to another important professional quality in EFL teachers which is the design, development and interpretation of formal and informal assessment procedures and instruments.
What are the recurrent difficulties that novice EFL teachers encounter at this level?

I 2 Aa of course Aa evaluation is you know is crucial you know in in in [teaching and learning=

R [yes yes it is]

I 2 = and they have you know a limited knowledge about evaluation and assessment as instruments Aa and the goals of evaluation uses > the goals and uses of evaluation < what they do generally at the beginning of their careers is to COPY you know Aa use evaluations of their colleagues (.) ok? (.) from different (.) specially texts etc and the-they are capable of assessing mastery (.) you know (.) linguistic mastery (.) they are capable of doing that but what they aren't capable of doing is and find it very difficult to do is to assess skills you know (.) like rea:ding and wri:ting (.) they may assess gra:mmar and vocabulary you know (.) DESCRETE points testing not INTEGRATIVE points testing (.) ok? (2.0) besides do not re-regard (.) you know (.) assessment as as part and parcel of the learning process (.) they think that assessment is just done for the sake of giving marks to to learners a:s a too:l that can assist Aa teaching and learning (.)

R so sir you mean here that they need more Aa preparation at the level of university to make assessment procedures and instruments?

I 2 of course they need to be trai:ned you know at you know ↑ DESIGNING designing tests for special classes and for special Aa different levels of students (.) as I said what teachers need (.) you know (.) beginning teachers is PRACTICE (.) PRACTICE make perfect of course (.) it's while they practice they're going to see the relevance of the theory (.) that they're going to theorize that practice (.) and they need I think a lot of training sessions during their university studies which is ↑ not the case (.) ok? (.) Aa they talk about teaching you know (.) in theory and they rarely you know obse:rve cla:sses or you know perform in classes (.) this is what they really need I think (.)

Interview n# 3

Speaker

Comments

R

Starting from the fact that EFL students (would-be teachers) necessitate a good preparation at university level to practise their profession, could you please shed light on the common areas in which novice EFL teachers encounter problems when teaching?

As the EFL teaching profession demands several skills and qualities, this question is preferable to be discussed at different levels:

The problems they face at the level of the structure and conventions of the English language. That is, the phonology, grammar and semantics of the language, language registers, language skills?

I3

right (3.0) exceptionally it seems that Aa recent groups (2.0) the two: recent groups (.) that is to sa:y (.) the group who are no:w Aaa on the field (.) who are practising (.) who are teachers >I mean training teachers< a:nd the present group who is who are still may be Aaa learning the teaching strategies and Aaa efl (.) Aa principles (1.0) it seems to me that these two groups (.) have been recruited and selected with more objectivity =

nodding

= that is used to be done with the-the the rest (1.0) Aa let's take in two: category or let's make two categories (.) the category the first category is Aaa those who are those learners or Aa >teachers who are on the field who are practising< (1.0) there is one (.) better (.) conclusion (.) they come with weaknesses from university (.) a lot of weaknesses (1.0) a:nd it is only once they are on the field that they start (1.0) taking conscience or being aware of their weaknesses (.) and sometimes (.) well (.) >not to say it is too< it is very hard to: catch up (.) with had (.) with what they had missed >at the level of university< the seco:nd side (1.0) with-the second category would be may be those trainees or those who have recently begun started in on the field (.) the problem is not so Aa maybe so serious (1.0) there are some (.) weaknesses let's say a few weaknesses at the level of Aaa maybe the linguistic Aa side (.) of the language (.) =

R [grammar, pronunciation?]
I 3 = [sometimes] grammar (.) pronunciation (.) may they face problem of Aa intonation also (.) Aa >this appears when they< Aa I mean (1.0) when they read a text (.) in the: listening comprehension Aa session (.) you: easily (.) note there is >that there is a kind of clash< something missing (2.0) Aa for the present would-be teachers (.) those who are Aa here now (.) Aa the problem is less serious (.) quite satisfied about that side (.) ↑ at the level o:f the Aa maybe the-the the professional (.) professional side (.) all those who come from university (.) come at the level zero (1.0) may be Aa they have (.) a kind of artificial (.) or superficial (.) knowledge of what efl is (.) but (.) when you go deeply inside of matter (.) Aa >you can easily reveal that< Aa they need a lot (.) they need much Aa to be up to it (.) your class (.)

R At the level of knowledge about the foundation of EFL education, from history and theory of EFL education to types of EFL programmes?

I 3 they have Aa >to my mind to my mind< there is a kind of superficial knowledge here again (.) just superficial (.) so Aa maybe they do not make the relationship between a real classroom situation and what they what have seen in I mean in university (.) so I would consider it as just artificial Aa su-superficial (.)

R so you mean here sir (.) that they need some practice of those Aa of this knowledge?

I 3 we cannot we cannot speak of Aa practice (.) making the-the link (.) between theory and practice (.) [this the:]

R [yes ok] (.) What about EFL teaching methods and techniques?

I 3 Aa (1.0) very little (1.0) VERY LITTLE = *nodding*
= it is obvious that they have (1.0) may be Aa (2.0)
I I would say almost not met situations in which they would put there Aa (1.0) with theory in practice (1.0) they have no (.) knowledge about a class (.)

R After this, what to say about their awareness of the factors that may affect EFL students' learning like personal differences among learners (age, personality, and socio-economic background), variations in learning styles ...?

I3 I think that the psycho: psycho-pedagogical side is completely neglected at the level of university >I do no: know what is happening< =
=> I do no: know what's going on< to know what's Aaa what's occurring there (.) but (.) the result is here (.) the psycho-pedagogical side is completely neglected (.) the result is here (.) the result is here (.) I mean when I (.) talk when I discuss with the learners (.) my learners (.) I mean the trainees (.) I mean the would-be teachers (.) when I talk and discuss Aa about psychological sides (.) they seem completely lost (.) they just appear to me as if they were Aa learning or or maybe knowing about these things for the first time or >hearing about this for the first time< you know (.) so (1.0) I think it's neglected at university (.) at the level of university (.)

shoulder shrugging

R Then, let's move to another important professional quality in EFL teachers which is the design, development and interpretation of formal and informal assessment procedures and instruments. What are the recurrent difficulties that novice EFL teachers encounter at this level?

I3 well (.) theory (.) the theoretical side is there (1.0) and it is represented by some terminology (.) so when they come (.) you feel that Aa they know some terms (.) some words (.) some terminology about evaluation (.) they might even maybe give you some definitions what about (.) about about Aa how you say it? (1.0) the different kinds or types of evaluation who would say >this is formative this is summative this is< but just (.) theoretically (.) they would not make Aa I mean the difference (.) if you supply them with two: kinds or two different kinds of evaluation >they would not say which is which< I do no: know if you see [what I mean] =

shoulder shrugging

R [yes]

- I3* = theoretically (.) it is as if some had learned something [by heart]
- R* [by rote]
- I3* yea:h (.) great *nodding*
- R* [thank you sir]
- I3* [no: there is something else]
- R* yes?
- I3* they do not make the difference between (.) Aa evaluation and teaching (.) they do not know that there is a congruency between teaching and evaluating (.) they do not know (.) neither that Aa or neither that Aa in the same way that Aa teaching (.) Aa and learning bears objectives (.) evaluation bears objectives (.) they're not aware of that (.)
- R* not just for the sake of giving marks to students (.) ok? We have to interpret assessment to use our results in teaching?
- I3* >that what I meant when I said congruency between evaluation and teaching< *nodding*

Interview n# 4

Speaker

Comments

R Starting from the fact that EFL students (would-be teachers) necessitate a good preparation at university level to practise their profession, could you please shed light on the common areas in which novice EFL teachers encounter problems when teaching?

As the EFL teaching profession demands several skills and qualities, this question is preferable to be discussed at different levels:

The problems they face at the level of the structure and conventions of the English language. That is, the phonology, grammar and semantics of the language, language registers, language skills?

I4 well (.) it's true that both Aa structure and conventions are taken in charge (.) by the university (.) but Aa the two main problems which face the novice teachers are (.) first ↑ the lack of practice (.) although the theoretical foundations are more or less acquired =

shoulder shrugging

R At the level of knowledge about the foundation of EFL education, from history and theory of EFL education to types of EFL programmes?

I4 >there is no doubt that both historical and theoretical aspects< of efl education (.) are not unknown to those (.) new teachers (.) however (.) the types of efl programmes remain an area to be explored a:ll along their professional life (.) COLLEAGUES and INSPECTORS will guide in this exploration (.)

R Do they know and understand the processes of L1 and L2 acquisition, their interrelatedness, and their use in EFL teaching?

I4 of course (.) most teachers are aware (.) of the (.) interrelatedness in the process of L1 and L2 acquisition (.) they also know that their learners do not acquire the foreign language (.) English or French ↑ the same way as their native language (.) but the problem is how to use this knowledge in teaching?

R What about EFL teaching methods and techniques?

I4 teachers went through (.) the different teaching methods during their university studies (.) with the modules of Aa t Aa tefl and psycho-pedagogy (.) they also practised some (.) classroom techniques in their teaching practice sessions (.) so (.) they are not completely lost when meeting (.) a class of pupils for the first time (.) the teaching practice sessions (.) gave them the opportunity to prepare a lesson (.) to perform it in front of their pee:rs (.) to acquire some classroom techniques (.) and most important importantly to (.) overcome (.) the problem fright of stage-fright when facing an audience (.)

R After this, what to say about their awareness of the factors that may affect EFL students' learning like personal differences among learners (age, personality, and socio-economic background), variations in learning styles?

I4 well (.) Aa newly recruited teachers are certainly not awa:re (.) =
= of the factors (.) that may effect efl students' learning (.) such as (.) personal (.) socio-economic (.) psychological and affective factors (.) they might have seen them in their modules of psychology: or pedagogy: as university students (.) but in the classroom (.) they will progressively discover them and cope with them (.) according to the situation (.)

nodding

R Then, let's move to another important professional quality in EFL teachers which is the design, development and interpretation of formal and informal assessment procedures and instruments. What are the recurrent difficulties that novice EFL teachers encounter at this level?

I 4

this aspect is almost unknown to them (1.0) they might be familiar with formal and informal testing in general (.) but they will have to learn one (.) how to design a formal informal test (.) two (.) how to respect the gradation in the question (.) three (.) how to introduce (.) how to include the aspects of validity and reliability (.) four (.) how to conduct the correction in the classroom and five (.) how to analyze the scores and the results of the learners and so on and so on (.)

ملخص (عربية)

إن التكوين الذي يتلقاه طلبة اللغة الإنجليزية على مستوى الجامعة يعد حجر الزاوية في إعداد أساتذة أكفاء في تدريس هذه اللغة و نظرا للأهمية التي تكتسي هذا الموضوع قام الباحث بإجراء دراسة شاملة تجمع آراء الطلبة و كذا المختصين في المجال البيداغوجي حول البرنامج الحالي من أجل تحديد النقائص و الثغرات التي قد تحول دون تكوين أساتذة في مستوى تطلعات المجتمع.

كلمات مفتاحية: تدريس اللغة الإنكليزية كلغة أجنبية، تكوين ما قبل المهني، تكوين المكونين، كفاءة مهنية، تحديد النقائص

Résumé (Français)

La formation faite aux étudiants de 4^{ème} année 'Anglais' au niveau de l'université est considérée comme un pilier dans la préparation de futurs enseignants qualifiés. L'importance de ce sujet a poussé le chercheur à faire une étude globale collectant les opinions des étudiants et des spécialistes de la pédagogie sur le programme actuel pour identifier les failles et les lacunes qui entravent la formation des enseignants attendue par la société.

Mots-clés: Enseignement d'Anglais comme langue étrangère, Formation préprofessionnelle, Formation des formateurs, Compétence professionnelle, Analyse des besoins.

Summary (English)

The pre-service training, which 4th EFL students receive at the level of university, is considered as the cornerstone in developing qualified EFL future teachers. The importance of this subject was the rationale behind making a comprehensive study, collecting both students' and specialists' opinions, about the current programme in order to determine any possible deficiency which inhibit the expected preparation of EFL teachers.

Keywords: EFL Teaching, Pre-service Training, Teacher Development, Professional Competence, Needs Analysis.