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**EFL Neophyte Teachers' Perspectives on In-service Training: Saida  
High School Teachers as a Case Study**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master in Didactics*.

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## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## **Dedication**

First and foremost, I thank **Allah** for granting me the time, energy, and wisdom to carry out this study.

Then, this Master Thesis is dedicated,

To my beloved parents **Abdelkader** and **Fatima** who have always guided me to the right path and who have done everything for my success. I am eternally grateful to them for their pride of me, for their unconditional love and wholehearted support throughout all my studies. Without them this dream would never come true.

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To my dearest nephews **Abdelraouf** and **Abdelhamid**, and to my beloved niece **Malika Nourhane**.

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## Abstract

In-Service teacher education refers to the training of teachers who are already in their services. This type of training is required in any educational system, for it plays an active role in fostering professionalism among teachers as these latter will continue bringing their best selves to the classroom. The present research is designed to inquire into the effectiveness of current Algerian in-service training (INSET) from teachers' and trainers' perspectives. The participants of this study consist of 2 EFL teacher trainers and 10 EFL novice teachers assigned to different high schools in Saida. The investigation was conducted using two data collection tools (an interview and a questionnaire) designed and analyzed using a mixed method approach. The first research tool (trainer's interview) was administered to EFL teacher educators to test their knowledge regarding the topic discussed, and to discover more details about the existing INSET system. As for the second research tool (teacher's questionnaire), it was addressed to EFL novice teachers and its aim was to investigate their attitudes towards this supplementary training as to shed light on their training challenges and expectations. The results obtained in this research investigation indicated that the training was not effective nor beneficial to its participants, for both teachers and their trainers faced a number of training challenges and productive outcomes were not realized in teachers' performance nor in students' achievements. At last, the researcher concluded this research study by putting forward a series of suggestions that invite INSET stakeholders to reconsider current INSET as to upgrade its quality and serve the expectations of the participating members. The recommendations included a number of strategies and guidelines to be taken into high consideration. Among them is conducting a pre-need assessment as to design a systematic plan, offering facilities and incentives to promote participants' motivation and positive attitudes, stimulating more practical and context-based training, and conducting after-course teacher-based evaluation for future refinements.

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## **List of Abbreviations and Acronyms**

**EFL** : English as a foreign language

**FL** : Foreign language

**PRESET** : Pre-service training

**INSET** : In-service training

**INSETT** : In-service teacher training

**PD** : Professional development

**ICT** : Information and communication technology

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# General Introduction

## *General Introduction*

Teachers **should** be well educated people and highly skilled staff whatever their specialty, for they are the mainstay of every educational system. As such their training and retraining cannot be dispensed with as no organization will ever develop if its educational system is not enhanced.

A training programme is a process by which people are taught and given the necessary knowledge, skills and attitudes enabling them to perform their job responsibilities according to the required norms as to undertake greater and more challenging roles for successful job performance.

In-service teacher training refers to a set of constant educational courses and activities offered to a working teacher so as to upgrade their professional knowledge and skills. It is consequently a kind of supplementary, additional training that should be provided mainly in free time made for teachers by the school authorities as during school holidays, evenings, or weekends. It is often provided in particular centers **or universities** (Zulkifli, 2014).

In fact, teacher training courses in Algeria suffer from various shortcomings which make them potentially weak when it comes to equipping teachers with sufficient knowledge and expertise that are necessary for teacher's career. Algerian training courses are usually prearranged and fixed packages which are mostly static and theoretical in nature.

**Besides this, Pre-service training** programmes have been largely investigated, yet, very few studies have been carried out into INSET programmes. Therefore, it could be said that further research is needed in Algerian context regarding the design of an effective INSET programme for EFL teachers.

Moreover, evaluation of an INSET programme when the course ends and exploration of its outcomes and long term effects are often neglected and rare in the Algerian contexts. **Actually,** there is a lack of evidence whether the participating teachers find the training effective and immediately useful for their day to day class practice; **and** this means that an after-course evaluation is still questionable and yet to be examined.

**Then in order to** fill this gap in the literature **review,** the basis of the present investigation is to inquire into the effectiveness of current Algerian INSET from teachers' and trainers' perspectives. This investigation also tends to study the attitudes of the participants towards this training as to shed light on their training challenges and expectations.

## *General Introduction*

To achieve these aims and considering the specific context of the study, the following research questions are examined in the present study :

1. How do EFL trainers and novice teachers perceive current INSET ?
2. Which aspect (s) do participants find most challenging regarding current INSET ?
3. What do participants expect from future INSETs ?

In an attempt to have tentative answers to the questions above, the following hypotheses are formulated :

1. Being limited to a few days per year, current theory-based INSET remains insufficient and not really effective to equip teachers with the required essential competencies.
2. The recurrent challenge facing inexperienced teachers today is the difficulty to adapt what they learned in the training course to their real teaching contexts as to respond to today's demands and needs, for coordination is emphasized but not easily realized. Trainers' main challenges can be attributed to lack of incentives and motivating conditions that will facilitate the training process.
3. In the light of the previous hypotheses, teachers may prefer extra training time with further successful guidance that will facilitate the application of theoretical prerequisites in the practical context. Besides, the members concerned may look forward for the program to be updated and to be in line with their immediate needs.

To test these hypotheses the researcher undertook a case study comprising 10 EFL novice teachers assigned to different high schools, and 2 EFL teacher educators.

The researcher used two data collection tools designed to collect both qualitative and quantitative data. The first research tool is an interview addressed to trainers (Appendix A) which has been recorded and transcribed verbatim (Appendix B). It was mainly designed to test trainers' knowledge and to investigate details related to the topic discussed. The second research tool is a questionnaire addressed to novice teachers (Appendix C) to investigate their attitudes towards this supplementary training and to shed light on their training challenges and expectations.

The present work is divided into 3 chapters. Chapter one constitutes the theoretical part as it is related to the review of literature, while the two other chapters represent the practical framework as they are related to the field work methodology, data analysis, suggestions and recommendations.

## *General Introduction*

The first chapter provides an overview concerned with the FL teacher education and in-service training. It introduces the basic concepts related to the topic discussed (EFL, neophyte teacher, FL teacher learning, INSET, aims and models of INSET) . It also portrays and discusses the predominant issues of INSET and professional development (PD) including the major problems of INSET, principles and guidelines for effective INSETs, the rationale for INSET, and the positive impact of this supplementary training.

The second chapter describes the methodology used to gather the data needed for this investigation and it shows why the researcher selected these methods to conduct her study. The same chapter, also, uncovers and analyzes the findings gained from this research investigation.

The third chapter is devoted for results' discussion and solutions. Its first section comprises the recapitulation of the main findings and the final discussion. As for the second part, it involves a number of suggestions that invite INSET stakeholders to reconsider current INSET as to upgrade its quality and serve the expectations of the participating members. These suggestions include: the conduction of a pre-need assessment as to design a systematic plan, formation of more qualified and well trained teacher educators, involvement of teachers in planning and execution phases, provision of facilities and incentives to promote participants' motivation and positive attitudes, stimulation of more practical and context-based training, provision of proper technical equipment for effective implementation, and conduction of after-course teacher-based evaluation for future refinements.

With respect to the expectations of potential relevance, this master thesis is intended to be informative in scope so that it will be useful for Algerian INSET designers to ameliorate and strengthen the existing INSET programmes. In fact, the present investigation can be regarded as a pre-need assessment for the study findings will serve as a basis or a sample for the design of effective INSET courses in the coming years. As it can contribute in bringing new changes into the field of education and going beyond the old fashioned ways of teacher training. Moreover, both teachers and trainers would also benefit from this investigation, in that their needs would be served and their expectations would be addressed. As for students, their learning level and fulfillment will be improved since they would be taught by a well trained and quality teacher.

# Chapter One : In-service Teacher Education



**1.1 Introduction :**

This first chapter reviews concepts and issues related to EFL in-service teacher training (INSETT). The chapter aims first to explore the notions of English as a foreign language, neophyte teacher, foreign language (FL) teacher education, and in-service training. Then, it identifies the major issues related to INSET and professional education. It presents the aims and the different models of INSET. Moreover, it sheds light on major problems of INSET and teacher education programmes. Accordingly, it introduces the principles and guidelines for effective INSETs. By the end, not only the chapter highlights the rationale for this supplementary training , but it also depicts its positive impact.

**1.2 English as a Foreign Language :**

Language is crucial for the contact that keeps us in touch with those around us. And such language necessity is epitomized by the English language, for that this latter is a global language. It is largely used as a first or second language in worldwide communication.

Furthermore, English language is taking a predominant position in many spheres including education, medicine, engineering, and business. EFL is typically learned in contexts where English is not the state language. “*EFL countries do not use English as a medium of instruction but English is taught in schools*” Fernandez (2012, 17). In other words, EFL refers to English learning and use in schools, colleges and universities around the world in non-English speaking countries. Then, cultural content is more international than in the standard ESL class.

In the same respect, Littlewood (1984) stated that unlike ESL learning where the language has communicative functions inside the learner’s community; in an EFL learning context, the language has no established functions within the learner’s community but will be used mainly to interact with outsiders, as it’s the case for French language learning in Great Britain.

Celce-Murcia (2001) added that a foreign language is a language taught in a setting where it is not the primary tool for everyday communication and where input in that language is limited. From another perspective, Broughton (1980) believed that in an EFL situation, learners get more benefits than learners in an ESL context, because EFL learners have a greater choice of language variety than ESL learners. EFL students in Mexico and the Philippines are more likely to learn American English. Also, Europeans tend to learn British English.

### **1.3 A ( Neophyte ) Teacher :**

A teacher is a person directly involved in instructing a group of pupils or students. *As for the novice teacher, he is a certified professional educator in his first years of the teaching carrer.* Teacher has been defined by various scholars including Dewey, Hargreaves, and Ozturk.

According to Dewey (1903), a teacher is a social and ethical authority delegate (cited in Tuba, 2012). For Hargreaves (2000) an instructor represents the most important element for school reformation and growth. He is the one who makes a difference in students' lives and he is the curriculum pioneer.

According to Ozturk (2008), a neophyte teacher is a newcomer engaged in his chosen profession for the first time with a recent appointed graduation from the university or college. In other words, a neophyte teacher, also called beginning teacher or early career teacher, is a person who typically has zero to three years of teaching experience.

### **1.4 Foreign Language Education and Teacher Training :**

Teacher training may be defined as the preparation for professional practice including all aspects of teacher development. It is a continuous progress that starts with a PRESET and spans for the entire teaching career. It is usually accomplished through formal courses in particular institutions resulting in some kind of recognized qualification and certification for successful candidates.

For English language teachers, the rapid transitions in international education requires them to be well educated and conscious about the current English language political position, language skills, and the emerging teaching and learning approaches (Burns, 2009). This means that EFL teachers are now, more than ever, obliged to be knowledgeable and skillful enough and to update their expertise through constant EFL training.

Basically, EFL teacher lifelong learning is instructing educators by providing them with the basic teaching knowledge they need, and engaging them in real life situations where they can practice that particular trained-about knowledge. According to Widdowson (2012) FL teacher training is a combination of the theoretical knowledge base and ongoing teaching experience in a school milieu that creates a bridge between theory and practice. In other words, the EFL teacher education should cover both theoretical and practical components, as an EFL teacher has to be well trained and knowledgeable about the ELT theories and practice them as well (Ur, 1992).

In addition, the evolving disposition of educational field led to the foundation of many theories which indicate the components of FL teacher education. EFL and ESL teacher education's components are different and more specific than those for teachers in English native countries. As EFL/ESL teacher training include all of linguistics, biology, psychology, and sociology (Kreidler, 1987).

In the same respect, Berry (1990) proposed five major components of FL teacher education; namely, subject matter, theory, methodology, skills and language improvement. As for Cullen's (1994), he proposed components which include pedagogical abilities, linguistics, literature, and language development. Then, from the aforementioned components, one can clearly notice that both Berry and Cullen supported the combination of theory and practice in FL teacher education.

### **1.5 In-Service Teacher Training (INSETT) :**

Before we explore the above term, let us have a short review on pre-service teacher training (PRESETT).

So basically, PRESET comes before INSETT and it is the education and training provided to student teachers before they have undertaken any prior teaching experience. This means that such kind of training takes place before a person enters his job or begins any task.

As for INSET, it is a training and an educational form for practitioners with practical experience in the classrooms. In other words, such teacher education is a fundamental part of staff development programme which is designed for teachers during their service (Ling, 2014). Henderson (1978) added that In-service education covers everything that happens to a teacher from the day he takes up his first in-service assignment to the day he resigns or get retired, which contributes directly or indirectly to the way he performs his professional duties.

Moreover, such teacher education, which is subsequent to initial preparation, is a deliberate continuous staff development that executes programmes in which both current and expected needs of personnel are identified and discussed so as to develop their career fulfillment and opportunities as well as to support institution's academic work and plans (Billing, 1976).

Besides, INSET is described as a systematic collection of practices for deepening and expanding teaching knowledge, attitudes, and skills in order to enhance schools' efficiency. Such collection should be based on teachers' entry level competence acquired in pre-service education (Veenman, 1994).

According to Nakpodia (2008), INSET programme is a process to continuously update teachers' knowledge, skills and interests in a chosen field. It is a way/mode for continuous professional growth, which promotes technical assistance by teachers' educators.

Such continuing education, whether in schools, colleges, universities, or apprenticeship involves enriching manpower's expertise along with progressing their professional qualifications leading to fruitful and positive changes in their attitudes and behavior (UNESCO, 1985 ; cited in Eduwen, 2016).

Akhter (2011) assumed that INSET course entails all those tasks that are formulated for skill building of school teachers. It is essential for teachers' professional improvement and helps keep those teachers updated of recent information.

It is a series of coordinated efforts for enhancing teachers' efficiency or developing their ability to implement various innovation policies in a defined environment. In-service preparation is an important strategy for shaping teachers' professional development and can play a significant role in boosting their skills and teaching quality (ibid. cited in Sayedwali, 2014).

At the completion of an INSET course, teachers are expected to fully acquire and develop the planned knowledge and skills ; as well as to put these matters into practice. By doing so, students' learning and achievement will be affected. Eventually, other teachers in their school will be positively influenced in making the necessary changes (Day, 1999).

### **1.5.1 The Aims of INSETT :**

Basically, INSETT programme is a set of professional development activities and requirements designed to foster the professional learning of teachers who are already employed and working in the classroom (Muzaffar,2011). This type of teacher education seeks to ameliorate the professional inadequacies of a working teacher by retraining, reskilling, and updating their knowledge (Zulkifli, 2014). In addition, Elmore (2002) claimed that its central objective is to improve students' outcomes.

In the same vein, Sim (2011) stated that the creation of an effective teaching and learning environment is considered to be the basic aim of INSET education. Sim added that such training results in three main outcomes represented in: boosting teachers' knowledge, establishing positive attitudes and values, as well as enhancing the teaching practices.

Gernard (2000) claimed that staff development, particularly INSET, is to strengthen the capacity of an organization to carry out its mission more effectively and more efficiently by growth provision and encouragement of the other (cited in Asiyai, 2016). In other words, the primary purpose of INSET is to increase the knowledge, skills, and performance of employees and thereby increase the school's potential to attain its objectives (Zulkifli, 2014).

According to Ginsburg (2010), the key goal of school based professional learning development is to improve the knowledge, skills, and commitment of teachers. By so,

teachers become more effective in lesson planning using varied effective approaches in their teaching, and more efficient in monitoring students' learning along with undertaking other school responsibilities.

For Abdul Rashid (1996), INSET targets two main points, which are addressing pupils' learning needs and ensuring personal and career development of the academic staff. Additionally, Veenman (1994) reported that three predominant aims are met in in-service education, namely enriching teacher's professional competence and development, enhancing school practice, and integrating school innovations policy.

Other objectives may include the following:

- ❖ To enable and motivate employees to learn the delivered knowledge and the new instructional skills.
- ❖ To supply classroom practitioners with opportunities for expressing, sharing, and reflecting on their own experiences.
- ❖ To create a connection and dedication to learner centered teaching rather than syllabus teaching.
- ❖ To develop an awareness that changes in teacher attitude and teacher readiness are much more critical than changes in education.
- ❖ And to ensure that learning is translated into practice ; that is, to know if the participants learned what is taught Cimer (2010) and Hubbard (2016).

Still some scholars as Pitfield (2012) listed further goals such as:

- To implement particular innovation or programme.
- To provide skills, knowledge, and attitude necessary to perform the required job.
- And to develop workers efficiently for increased productivity.

### **1.5.2 In-service Training Models :**

Based on Wallace's (1991) contribution, teachers or trainees have three main models for their constant professional development and education. They can be summarized as follows:

#### **1.5.2.1 The Craft Model:**

It involves teachers' imitation and application of professional input presented by their educators or trainers. Teachers are fully guided by their mentors to improve their practical competence .

### **1.5.2.2 The Applied Science Model:**

From the name of this model, one can clearly understand that learners apply scientific theories and procedures in dealing with their daily professional issues. Practitioners will be able to update their prerequisites by acquiring innovative concepts and new approaches introduced by academicians and researchers.

The two previous models have been strongly criticized, for the first one regards trainees only as empty recipients to be filled with knowledge and neglects the positive and creative contributions that those teachers can make. As for the second one, the problem lies in its theory- practice divide as those scientific theories were tested in abstract and unreal conditions, and are not connected with classroom contexts. Also, in opposing the second model Fullan (2001) noted that '*uniqueness of individual setting is a critical factor as what works in one situation may or may not work in another*' p.32. So, Wallace (1991-1998) proposed a third model « Reflective Model » to adjust the inadequacies of the two previous models as to fit in the needs of the educational community.

### **1.5.2.3 The Reflective Model:**

This model includes two sorts of knowledge which are: *Received Knowledge* and *Experiential Knowledge* or *knowing-in-action*. The former type may dominate other three subdivisions that teachers acquire, namely research proven, speculative, and anecdotal, whereas the latter is to practice those three classes of received knowledge in the professional days of teachers. Such application allows teachers to gain unconsciously and implicitly knowledge from their own experiences.

Later, the practitioner is provided with opportunities to consciously examine and reflect on their past experiences so as to obtain additional knowledge and develop their professional competence. Thus, he will be able to learn effectively and bridge the gap between research and practice.

Moreover, teachers' self-reflection on their own teaching styles and practices is a fundamental aspect and absolutely useful for enhancing their life-long professionalism and improving their job quality.

In the same vein, Bolitho (1991) stated that nowadays teachers need to be adequately aware of the significance and application of reflection, and that reflective teaching must be included in INSET training sessions so as to get teachers used to reflect creatively and autonomously on their daily teaching practice. Teachers will, then be able to realize when their actions work well or go wrong.

Such reflective teaching, which involves critical exploration, is relevant and appropriate to all educational fields including language teaching field. Educators' own reflection can be attained through various options among which are questionnaires to students for assessing their teachers' practice, comparison of their productivity against a checklist of efficient teaching strategies, or participation in INSET programmes in which they discuss matters and exchange ideas and tasks with their colleagues. This latter option is believed to be one of the most significant means for developing teachers as reflective practitioners.

### **1.5.3 Problems of INSET and Teacher Education Programmes :**

So far the focus has been on giving an overview of this supplementary training (INSET), it is now important to consider the major problems of this INSET. The present section will, therefore, uncover these issues. According to Smylie (1996): “ Professional development as it is generally practiced has a terrible reputation among scholars, policy makers, and educators, alike as being pedagogically unsound, economically inefficient, and of little value to teachers ” (p:13).

Teacher education and INSET have been consistently criticized by many scholars in terms of a number of deficiencies spotted by a number of scholars. Freeman (1998) believe that one of the defects of teacher professional development is that this latter neglects what educators already know and how such prior knowledge influences their practice in the field. Teacher training is; instead, more concerned about what teachers are supposed to learn and how to train them. So, it can be clearly noticed that teacher training courses do not involve teachers, for such courses aim only at the material delivery, while teachers may make much more significant contributions than these courses.



McMorrow (2007) postulates that contextual diversity is not taken into consideration by a pre-packed and 'one-size-fit-all' plan, and that this latter is inadequate in terms of content and process. In other words, such programmes are characterized by the oversimplification and generalization of displayed knowledge and methodology to any teaching context. In addition, their transmission is done through passive instructional strategies like course readings, lectures, exams, and excessive sales of handouts and term papers some of which are worthless. In the same respect Chiang (2008) added that, supplying neophyte lecturers with theories of classroom management and lesson planning is not sufficient, and that pre-packed teacher education cannot adequately equip such inexperienced teachers.

Additionally, Schulz (2000) claimed that in the last few decades teacher education was ineffective in terms of the misalignment between teacher education academy programmes with school programmes; that is to say, irrelevance of what has been studied and trained about to what is faced and done in practice in the real classroom situation. This remains a challenge for teacher educators to effectively decrease the gap between theory and practice.

In an attempt to support the previous claim, Bolam (1987: 18) stated :

They are by their very nature compelled to offer information and experience which is very general and is therefore insufficiently related to the specific needs and concerns of the participants; they tend to offer theory which is unrelated to practice ; they tend to over-use lectures and discussion methods; in consequence, they are ineffective in influencing teacher performance and school improvement.

The above quote highlights a serious issue of nowadays INSET education which is the negligence and perceived lack of “training transfer”. This latter indicates to which extent acquired knowledge and skills are effectively applied in teachers’ daily working experiences. Trainees usually complain about the over use of theory in INSET courses along with their trainers’ neglect of their expertise and this cannot lead to positive changes in teacher’s behaviors and attitudes ( Van Tulder, 1992 ). In the same vein, Shulman (1992) declared that trainers’ reliance on theoretical research is the prime cause of such theory-practice divide, that it gets impossible for classroom application by both novice and experienced teachers.

Moreover, Darling Hammond (2005) mentioned other shortcomings related to current INSET programmes that keep haunting novice teachers; namely, training time insufficiency, uninspired training approaches, superficial curriculum, and conventional views towards current educational system.

Besides, studies on teachers’ INSET show some evidence of related weaknesses. These programmes have been planned by people who are not teachers, and it is said that these people ignore teachers’ requirements and emotions in the design process (Sayedwali, 2014). Also, few trainers worldwide have ever been properly trained for their positions as methodologists and teacher educators, and some trainers are more likely to act as academics or lecturers. Such training mode can be transferred to trainees when they will be dealing with their students, as teachers will be more likely to teach the way that they themselves were taught (Cross, 2003).

Other analytical studies declared that in some cases, programmes were inherited from colonial masters and have never been modified or refined. In other cases, the courses are specific and derived from the faculty’s interests rather than from any systematic design (Cross, 2003).

It is also indicated that relevance to classroom practices is often ignored after having completed the workshop or seminar. An effective delivery of INSET does not guarantee an effective implementation of introduced ideas and theories in classroom. In this respect, Cimer (2010: 46) stated : “*after the INSET, though teachers seem to understand the ideas well, they may not implement them in their classrooms*”. Lack of sufficient support and guidance which can ensure continuity, follow up , feedback, and interventions to foster the integration of new ideas and methods into daily instructions are common/prevalent problems in all countries and they are among the reasons why many courses fall short of the expectations of participants (they develop gaps between expectations and outcomes) Sapp (1996) and Shewile (2007).

Simply putting it, even if there is some form of teacher training, an INSET programme that is possibly unrelated to the needs of teachers, organizations, and future learners may be considered as fruitless/useless, time waster, as well as a financial burden on the providing institution.

#### **1.5.4 Values and Principles in EFL Teacher Professional Education:**

Bill Johnston (2008) in his book « Values in English Language Teaching » described teachers’ PD, mainly INSET, as a kind of educational courses, workshops, and summer trainings provided to employed teachers by their tutors or pedagogues. As it can be a broad set of planned processes conducted by teachers themselves. Johnston further suggested a collection of very deeply held values related to such form of teacher learning, which can directly drive towards effective functions in all educational contexts. As stated by Whitehead (1993: 69) : *‘I experience problems when my educational values are negated in my practice’*.

Johnston’s values include the following:

- ❖ Teachers’ involvement in their PD is itself an important value. Johnston believed that teachers do need such learning chances for promoting their development needs.
- ❖ Teachers must always be committed to and responsible for their professional and self-development. It is their responsibility to keep up with their own fulfillment, because others’ assistance is not sufficient by itself for their functional gaps.

To support the aforementioned value, Zulkifli (2014 :6) stated that *“in-service training is self development in that growth begins with a personal need and teachers develop by taking responsibility for their own growth with a positive attitude when attending a training programme. This will definitely leads towards the success and effectiveness of the in-service training attended by the teachers”*.

- ❖ Possessing positive attitudes towards INSET and educational reforms is a must for teachers as those attitudes are crucial elements influencing trainees’ motivation and their exerted efforts towards efficient learning . Attitudes can be defined as reflections of teachers’ ideas and viewpoints influencing their attendance choice. In this vein, Blanchard (1999: np) claimed : *“in a training context we are more concerned about employees’ attitudes that are related to job performance”*.

This last quote stresses the point of addressing those job-related positive attitudes, for that these latters will affect teachers’ interest to apply newly trained-about procedures .

- ❖ Teachers’ initial understanding and curiosity about their teaching practices is as well a most profound value. As by doing so, teachers will transfer and instill this desire to their learners. Students will get an innate interest to understand the various aspects with regard to the language they are being instructed in.
- ❖ Teachers ought to, through their constant professional learning , enhance and update their classroom practice by addressing their teaching weak points. As by doing so, teachers will develop their effectiveness in classroom and they will assure that their students are learning efficiently.

In addition, Zulkifli (2014) listed other values of INSET. These latters are represented as follows :

- INSET programmes should sensitize staff members about the professional skills that require improvement or modification. Besides, such ongoing development programmes should be proactive rather than reactive.
- Teachers shall perceive their continuous training as a way of life being absolutely worthwhile and essential for teaching improvements, and they shall never give up on that continual education.
- Besides, the trained teacher shall treat all students as individuals and support their personal growth.

### **1.5.5 Characteristics and Guidelines for Effective INSET Programmes and Design :**

It should be admitted that even if there are efficient PRESET programmes, still areas of inadequacies can be spotted. So it is the role of in-service teacher education to constantly fill the growing social gaps evolving between PRESET and teachers' efficacy in the workplace and look for future advancements.

Then, for in-service teacher education to be effective and successful, it must be implemented on the basis of a thorough and well designed plan or framework. This latter should take into high consideration a set of essential and interrelated factors that and can go in line with the intended and well defined training goals, and can enhance INSET's effectiveness. Such factors can be listed as follows:

- First and foremost, an accurate needs assessment and careful cooperative planning must be involved in these training programmes as early steps of the design, that is before the training execution ; prior to any kind of training development or execution. As by dint of conducting the pre-needs analysis process, teacher educators will specify the immediate needs and issues that require much emphasis, along with the exact sort of training needed by both novice and experienced teachers. This, in return, will make the programme run well (Cimer, 2010 ; Ozer, 2004)

Programme designers should count for trainees' needs to be met and respect their teaching ideas and experiences. The course content should strongly be associated with participants' needs, interests, and attitudes (Ball, 1999).

Teachers' needs were defined as being the practical gap and discrepancy between the current situation and the expected/projected one regarding the competencies needed by the staff. Such needs may emanate from employees' age, gender, teaching experience, subject area, and the sort of the training programme (Edy, 1969 ; cited in Tuba, 2012).

It is a fact that different teachers share different types of INSET needs as novice' needs aren't similar to those of veteran ones. For example, newly assigned teachers should be highly equipped with pedagogical knowledge so as to address their learners' particular needs and difficulties. Additionally, they need to be knowledgeable enough to examine and adjust their personal and practical achievements and development (Featherstone, 1993).

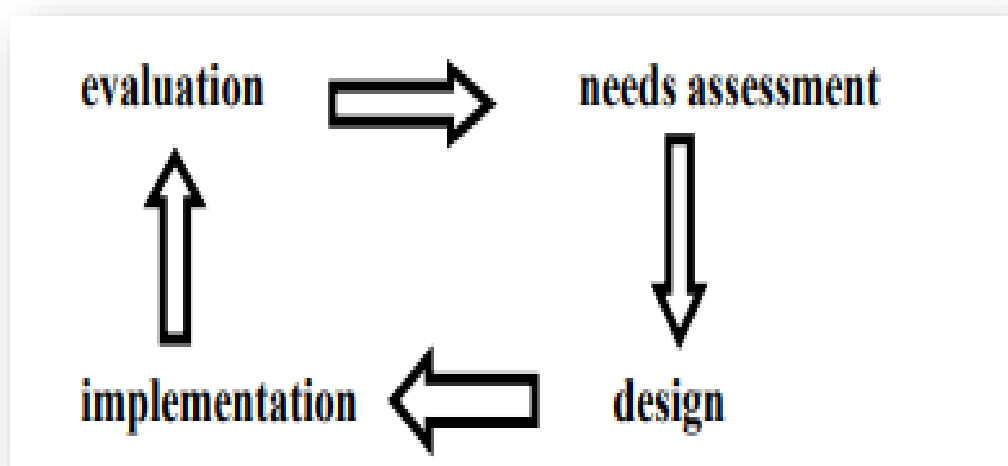
Basically, there are two needs-assessment methods. The first one involves the evaluation of schools' output variables ; mainly, teachers' performance and progress

levels, teachers' job satisfaction, and school community relations (Griffin, 1987 and Johnson, 2002). Whereas, the second one entails some direct feedback by collecting information from school workers which may denote their perspectives on PD institutes. This latter method can be conducted both formally (through surveys, staff discussions, and the like), or informally (by having some conversation with teachers) (Ruhland, 2002 ; Houston, 1993 and Morrison, 2004).

- INSET programmes' designers are required to prioritize teachers' actual working conditions, as to get those different trainee participants involved while planning and implementing the training course content (Brantner, 1964 and Atay, 2007).

In this vein, Sandholtz (2002) stated that successful in-service teacher training programmes are required to give priority to both trainers and trainees, along with real life expectations while designing and evaluating the programme and to get both participants involved throughout the whole INSET programme stages.

The below figure represents the process of forming an effective INSET design. As it is shown the design is firstly based on a need assessment, after that the course is designed, and then implemented or delivered to trainees. By the end, the programme will be evaluated to check its effectiveness and such evaluation serves as a starting point for future INSET needs analysis to adjust the existing inadequacies.



**Figure 1.1 : The INSET Cycle by Roberts (1998: 231)**

- Time and duration of these events is also a significant factor towards effective INSET, as the course should take place during the times most suitable and favored by teachers. Teachers' voice about their most suitable training sessions and duration needs to be heard to assure trainees' proper readiness for active attendance. Teachers may recommend what they look for concerning this timing factor.
- Training administrations should endeavor to attract participants for active attendance and they should involve convenient technical facilities. As proper selection of effective technological resources or equipments for projecting the training course content is another relating indicator leading to further effective and successful implementation (Berman, 1981).
- Course trainers' quality, their subject matter expertise along with efficient teaching skills play a significant role in the effectiveness of the programme and acceleration of its professional growth. Coaches or trainers should be knowledgeable, skillful, and tactful facilitating the training process, as they should be role models for their trainees. Moreover, teacher educators have to be assigned to their particular departments regarding the subject matter and pedagogical contents (Leithwood, 1982).
- Trainers should emphasize on the creation of a comfortable and desirable training atmosphere for participant trainees. The INSET atmosphere should be based on team spirit and positive interpersonal relationships so as to encourage spontaneous cooperation and share of teaching knowledge and experiences between teacher trainees (Sandholtz, 2002).

Concerning this aspect, John (2005) added that the absence of a trustworthy and supportive work context can create difficulties to trainees, as it can decrease their motivation and desire towards their self development and professional change. Additionally, studies on this factor reported that teachers do value their fellows' opinions much more than those provided by researchers or professors.

- Teacher educators are also responsible for enhancing the psychological training conditions of the teacher. Full assistance, communication, and sustained moral support are wanted by teachers from the part of their principals as those elements are vital for successful implementation (Cimer, 2010 ).

- INSET designers should emphasize on innovative and specific subject matter content instead of general one (Pusat, 1992). Furthermore, those INSET courses should be based on empirical approaches instead of traditional transmission-based approaches (Bax, 1997). Unlike the latter type of approaches, the former one grants the simulation of various and challenging methods and techniques. Trainees will be given chances to role-play student-teacher interaction by examining and exercising the displayed experiential lessons (Chiang, 2008).

In this respect, Sandholtz (2002) declared that teacher trainees are most likely to forget 90% of what is trained about in transmission-based courses. He further went for the experiential type as this latter, according to him, is valuable for enabling teachers to explore different teaching perspectives, for boosting their chances of reflection and change, and for developing tactful teaching practices.

- The appropriateness of training methods regarding the course activities and participants' ability is another factor that affects the effectiveness of the programme. Trainers should make use of varied and motivating training methods for proper supervision such as modeling, practice, feedback and the like (Cimer, 2010).
- INSET trainers should focus on effective transfer and application of newly acquired knowledge and skills to the target working contexts (Robinson, 1989). This means that the trained-about material and educational innovations should be closely related to daily school practice, and trainers should ensure that trainees do put learned theory into practice as it is not of an easy task to do so: "*new things piece not so well*" Bacon (1982 :44 ).

In the same respect, Tsui (2012) indicated that considering the fact of theory- practice connection has a key role to play in understanding teacher's developing competence. Moreover, such connecting factor serves as a successful lasting contribution in enhancing each of teachers' competence, problem solving capacity, professional self esteem, self management, and job relationships (Veenman 1994 and Van der Vegt, 1988).

- Effective INSET programmes usually require teachers to acquire new behaviors along with adjusting their assumptions and efficacy. They motivate trainees to develop reflective teaching attitudes on their existing beliefs and behaviors (Smith, 2003).



In the same aspect, Richardson (1998 :7) claimed that “Teachers should adopt a – change orientation- seeing themselves not as teachers but as learners who constantly grow from their own practice, through experimentation, problem solving, and reflection on their work (cited in Asiyai, 2016).

- INSET and mainly all PD programmes are most effective when they provide post test or after course evaluation to determine whether trainees acquired the delivered concepts and skills. That is to say, assessment should be done and feedback should be provided when the course ends. Henceforth, suggestions and recommendations should be afforded to the stakeholders for bringing the necessary changes (Fullan, 1982).
- A number of research studies conducted by some scholars like Cimer (2010) reported further factors which have been evaluated as effective for teacher training. Offering incentives and rewards for participants’ active attendance and performance has been regarded as a significant factor in boosting the usefulness of the programme. Then, the INSET should not last for just a few instant sessions. Rather, it needs to be continuously conducted where re-examination and revision process of educational programmes is realized.

As a final comment, it can be said that by adopting these guidelines, it will be possible for training institutions to fulfill their functions and significant contributions each year along with achieving educational longer-term goals.

### **1.5.6 The Significance and Rationale for INSET:**

Easen (1985) asserted that becoming a teacher is truly a challenging profession and requires readiness from the part of the employee. He has to learn how to survive within the complex world of the classroom so as to handle everyday faced affairs. Then, the PRESET prepares teachers with basic knowledge and skills to join the teaching profession. However by its very nature, such initial training programme cannot equip teachers with everything they need for a life-time work in the classroom (Kpangbam, 1992). As once teachers start their work, they are more likely to face various and uncontrolled changes : curriculum renewal, new textbooks and materials, new teaching-learning notions and other ones that may threaten novice teachers.

In other words, it is actually impossible for nowadays individuals to start a job or join a profession and stay in it without any changes, as it is generally accepted that there is a gap between what is learned in pre-service education, and what is encountered in actual classrooms. Then to bridge the gap between inadequate teacher preparation and class realities, a career-long professional development is to be provided to teachers in a form of in-service teacher training programmes.

Okolo (2013) claimed that education is the key to human resources development and the system must be subject to educational reforms, for static educational system does not transform societies. Then, with the growing need for continuous improvement in the teaching profession, teacher professional development is called for, as the need for highly qualified teachers is felt even more than ever. And in the process of developing well-prepared teachers, well-designed and sound in-service education must be provided to upgrade their skills, knowledge and experience (Sparks, 1994) : *“constant training is not only desirable but also an activity to which each school system must commit human and fiscal resources, if it is to maintain a skilled and knowledgeable staff and to respond to social, political, and technological changes”* Ronald (2004:170).

Then, teachers need continuous professional growth in order to manage educational changes and enhance professional competence and satisfaction, and INSET can be one of the ways towards such development. As quoted by Essel (2009: 19),

teachers must be provided with growth opportunities if they are to be encouraged to meet learning needs effectively. If teachers are to develop, attention must be paid to their thinking, moral purposes and skills as change agents as well as their pedagogical and management skills and the leadership and cultural contexts in which they work.

In the entire educational sphere and activities, the teacher holds the most crucial position. His role is vital for bringing effective changes as the working conditions and the demands from the society are not always the same for professionals like teachers:

Standards for learning are now higher than they were before, as citizens and workers need greater knowledge and skill to survive and succeed. Education is increasingly important to the success of both individuals and nations, and growing evidence demonstrates that,

among all educational resources, teachers' abilities are especially crucial contributors to students' learning.

Darling-Hammond (2006:40)

*“changes in education and society place new demands on teaching profession, so it is responsibility of INSET providing body in any educational system to provide efficient and effective INSET that enable teaching and non teaching staff to meet new demands”*

Gabrscek and Roeders (2013: 11)

Akhter (2011) added that the society increasing needs are among the prime motives for raising the value of INSET, yet other factors can be identified such as curriculum changes, knowledge and skills development, and constant need for well versed teachers.

Shaverdi (1993) believed that education and retraining are very crucial in social development because, if human resources are properly educated, they will be able to address all current social problems and eliminate all barriers to the economic and social advancement and growth of society, for teachers have a pivotal and influential role in this respect : “an organization has to provide today, the men who can run it tomorrow” (Drucker, 2009: 14), cited in Asiyai (2016).

Other scholars listed further related rationale in an attempt to highlight the importance of INSET and teacher education :

- For Johnston (2008), students' constant learning can neither be expected nor achieved if their teachers are not concerned with their lifelong learning ; that is to say, the factual link between student learning and teacher learning attitude must be taken into account (Johnston, 2008).

Buttressing the importance of this fact, Sanders and Rivers (1996) stressed that teachers' quality is the single best predictor of students success. In a school, teachers are very powerful instruments for implementing the new programmes and practices which will affect students' learning. Consequently, their retraining is of great importance because

teachers' quality determines the quality of education delivery and hence student outcomes. (cited in Asiyai, 2016).

- **Besides**, the knowledge, skills, and attitude of the educator along with educational quality must be developed through integrated and systematic way, and one of the important component for such improvement is through teachers' INSET (Marsha, 1999. Cited in Zulkifli, 2014).

- **And** as in any other profession, it is a necessity for teachers to keep up to date on the most current concepts and research in their field. This **factor**, in turn, reinforces their 'lifelong learning' as educators, as professionals, and as individuals who are responsible for the education of future generations (Zulkifli, 2014).

- **Moreover, the use of effective teaching methods and the assessment of learning outcome** necessitate the training and retraining of teachers (Asiyai, 2016).

- **Also**, teachers need to know, be able to do and care about knowledge including subject matter, pedagogy, curriculum, educational foundations, policy context, diverse learners and their cultures, technology, child and adolescent development, theories of learning, motivation and assessment (McDiarmid, 2008. Cited in Manduku, 2017).

-Furthermore, educators should develop a questioning attitude towards the complex social, cultural and institutional structures that affect the professional areas they work in (Freeman,1998).

- Still other rationales are : increased number of unqualified teachers within the educational system, degraded teaching quality, poor performance of students in examination, unsatisfied admission requirements, and issue of unemployment (Alabi, 2014).

To this end, teachers' education and retraining should be afforded to all school teachers regardless of their school type as it is very important to have well educated and skillful teachers , which is one of the main goals of any educational system (Sultan-ol-gharaie, 1994).

### **1.5.7 Impact and Benefits of In-service Teacher Education :**

Effective staff development programme has remarkable and positive effects on teachers, students, and the educational system as a whole because the expected changes are interrelated between teachers, students and schools. In other words, such teacher education is designed for the staff development of the school system in particular and the educational sector as a whole, and if teachers are to fulfil their roles effectively and efficiently, it is necessary for them to be trained in new skills and modern methodology.

In the same respect, Owen (1990:175) claimed :

*“the positive aspects concerning professional development of teachers are that the programme will make sure that learning activities are planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students’ performance”.*

The benefits of INSET can be listed as follows :

- INSET programmes will promote lots of opportunities for the serving educators so as to enhance their knowledge and skills for effective job performance and fulfillment (Nakpodia, 2008).
- Chances can also be beneficial to those schools’ trained and qualified teachers for retraining their services and increasing their professionalism. In other words, unlike pre-employment training, INSET has considerable and wider effects on all practicing teachers and the teaching workforce as a whole. Hence, the number of trained and highly qualified teachers will automatically be increased at all educational levels (Akintayo, 2006 ; cited in Asiyai, 2016).
- In-service education is more valuable and significant than other types of teacher education for the fact that INSET is much more narrow and targets specific classroom situations and teacher daily challenges (Kazmi, 2011).
- INSETs raise teachers’ awareness about their instructional quality and students’ learning. Then, they tend to result in positive constant changes in teacher practices (Imogie, 1992).
- In the same vein, Frederick (2010) added that INSET is beneficial for pupils for the fact that it strives towards improving teachers’ quality by enhancing their teaching

and learning knowledge. Then, Learners' educational quality is developed through this planned process.

- Moreover, well trained teachers are able to address the 21st century students' hindrances and challenges. Moreover, they will be able to make their learners aware of what is expected from them and why (Hayes, 2000).
- Improving teachers' school position by way of obtaining professional qualification or promotion and this will result in some profit to teachers by way of their colleagues and administration's appreciation (Berger, 1974).
- Furthermore, high quality teachers can adequately raise students' achievements and progress, develop schools and instructional practices (Wenglinsky, 2002).
- INSET programmes equip educators with the essential conceptual and technical knowledge along with pedagogical skills and attitudes needed for their career subjects (D'Costa, 2010).
- A well trained teacher is more efficient in his class by planning better learning and assessment strategies. As such, in-service programmes equip educators with the necessary systematic approaches and procedures for class application (Zimmerman, 2000).
- In addition, teachers' participation in INSET and development programmes increases their self confidence and/or self reliance, their job creativity, as well as their class productivity ( Kazmi, 2011).
- INSETs boost effective innovations' implementation and integration power. As professionals will be familiar with the varied available resources and instructional materials.
- Teachers are more likely to adapt with the working conditions as these INSET programmes boost the creation of flexible environment which helps them to wisely address those new arising matters related to their teaching profession.

In this vein, Lee (2007) claimed that INSET courses are key elements in addressing the constant educational problems facing teachers. Moreover, they help teachers to continue accommodate with today's rapid change by keeping them up-to-date about educational improvements and reforms.

- INSET participants will possess critical thinking and evaluation of school's culture that may lead to positive adjustments in the working culture. Trainees will also master effective management skills and further content areas of their subjects (Ko, 2013).

**1.6 Conclusion :**

In a nutshell, the present chapter has been designed to provide an overview concerned with the FL teacher education and in-service training. It introduces the basic notions related to teacher education as it portrays and discusses the predominant issues of INSET and PD. The chapter passages clearly show that INSET is highly significant for the educational sector, yet, it has faced a number of serious shortcomings. Then, it is high time to consider the INSET's principles and guidelines which have been presented in this chapter as they can be used in the forthcoming steps of designing a better and more efficient INSETs. Besides, such efficiency of INSET is essential to assure that the training is suitable and will bring positive effects to participants. The following chapter discloses the situation under investigation. It reveals the research methodology used to conduct this research investigation and it uncovers the findings emanated from the study.

# Chapter Two : Research Methodology and Data Analysis



## 2.1 Introduction :

The first chapter entailed some issues related to in-service teacher training, then, this chapter presents the current study which links all of those issues. In its first section, the researcher will reveal details related to the present study, by describing both the methodological aspect and the population under investigation. As for the second section of this chapter, the researcher will unfold and analyze all the gathered data from the present research study.

## 2.2 Methodology, Sampling, and Study Design:

This study is a mixed methods research where both quantitative and qualitative data collection instruments were employed to obtain numerical and descriptive information. Creswell (2003) defined the mixed method approach as: “A procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (np)

Mixed methods research approach is, therefore, a type of research that combines qualitative and quantitative approaches when collecting and analyzing data needed to answer a research question/ problem.

The importance of using mixed methods in conducting a research lies in the fact that:

- The method approaches the topic from different angles and will, thus, promote more accurate and indepth results
- Each method covers the weakness of the other one
- The researcher will be working on a broad range of variables
- The method covers the hole existing in the theory

*Mixed Research, Santiago Cortez (2015)*

With respect to the significance of qualitative research, Trochim (2002) claimed that the main reason behind undertaking qualitative research is that this latter is useful for gaining direct experience of a certain phenomenon and providing rich descriptive details as it tells the story from the participants' view points (Cited in Asiyai, 2016). Therewith, the qualitative dimension can enrich the interpretation of quantitative data.

The present work has been achieved via using two research tools to disclose the situation under investigation. An interview was administered to two teacher educators (males) and a questionnaire was addressed to ten novice teachers assigned to different high schools in Saida (8 females and 2 males). Teachers' age ranges from 22 to 30 years old and they are from different university specialties (Didactics, Civilization, and Linguistics). The teacher sample includes EFL novice teachers assigned to different high schools in Saida and this small sample can be justified by the lack of EFL novice teachers, as most of the graduating students have not yet started teaching and those who started recently are few in number. Similarly with teacher trainers, for there are few of them that were made available and this can reflect one of problems of current teacher training programmes.

The questionnaire was distributed to those novice teachers after they attended a one week in-service training (INSET) course so as to explore their perspectives regarding the current INSET programme. The researcher also gave teacher educators the chance to reflect on the current training programme as they are the crucial members of teacher training, and this can maximize the credibility and validity of the study results. Then, the participants were asked to give their feedback and judge the INSET course in terms of its usefulness to/and perceived impact on teachers.

### **2.2.1 Description of the research tools :**

**Basically**, the interview was recorded and transcribed verbatim. It consisted of twenty questions. While, the questionnaire consisted of twenty five questions and it is divided into four parts. Both research instruments contain a combination of open and close ended questions. The first section of the questionnaire sets to obtain some general data about the participants including the gender, the age, the qualifications, and university specialty. Section two is about the teachers' general perceptions regarding some major aspects related to their job and the INSET programme. The third section investigates the link between the INSET programme and teachers' professional setting in terms of skills and information-base. As for the final section, it portrays the INSET challenges faced by neophytes, their perspectives regarding further aspects of the current programme, as well as their expectations from future INSETs.

### **2.3 Results of the Trainers' Interview: (for more details, see appendix B)**

#### **1/ According to you, sir, what does in-service teacher training refer to ?**

Trainers reported that INSET is a continuous training given to working teachers in a form of workshops, seminars, or peer observation.

#### **2/ In what ways does it differ from the pre-service training (PRESET) ?**

Trainers claimed that the main difference between the two types is that PRESET is afforded before teachers enter the job, whilst INSET is afforded in parallel with their service. Then, the training activities also differ between the two types.

#### **3/ Who plans these programmes ?**

Teacher inspectors claimed that the Ministry of Education gives just some broad titles and directives (not specific program). Then, the programme is usually prepared by the trainer.

#### **4/ Are the current in-service training programmes for free or funded?**

The current INSETs are for free to teachers.

#### **5/ How long does it take to accomplish the current INSET programme ? (15 days /month / or more ) .. and is it a full- time course or a part- time one ?**

Trainers differ in terms of the training duration (6months – each Saturday), yet, the course is a part time one.

#### **6/ What are the aims of this INSET ?**

The INSET's aims are to provide novice teachers with different teaching approaches, and some teaching techniques.

#### **7/ Are the groups homogenous or heterogeneous ( in terms of levels / experience / age / language speciality )**

The groups are completely heterogeneous with regard to the above mentioned factors along with the cultural background and the interests of those trainees.

**Here another related question emerged :**

**Researcher :** And is it challenging for you to train such heterogeneous groups ?

The trainer admitted that it is quite challenging to manage those varied trainees.

**8/ Do both experienced and novice teachers share same level of assimilation ? or is it different ?**

Trainers reported that experienced and novice teachers differ in terms of their level of assimilation.

**9/ Is the content of the present INSET determined on the basis of EFL teachers' needs ?**

Both teacher educators avowed that it is based on their needs.

**10/ Do teachers share the same needs? If not, does the present INSET programme fit those varied needs?**

Trainers reported that teachers' needs are not similar , and that the present INSET fits such variety of needs.

**11/ Is the course fully planned and implemented by the trainer or is it negotiated with the trainees considering their needs ?**

Both participants claimed that the INSET course is often fully planned by the trainer.

**12/ Are teacher educators properly selected (based on qualification criteria) to train those novice teachers? ( Have they been received any formal training about how to train neophytes or is it a matter of experience)**

Trainers reported that it depends on the trainer, however , it is usually a matter of experience.

**13/ Does the role of the teacher educator rely on being provider or facilitator?**

Participants reported that it depends on the situation, however, they usually play the role of a provider since those trainees lack professional experience.

**14/ How are the training lessons conducted? (through use of which model : craft model / applied science model / or reflective one )**

After explaining the three models to both interviewees, these latter responded that the model depends on the situation they are in. A further fact to mention is that the second trainer was unsure of which model is being used in the INSET.

**15/ Is the current INSET programme broad focus (deals with general teaching methods) or does it target specific situations and problem cases (narrow focus) ?**

Trainers stated that the INSET programme is usually a broad focus one.

**16/ What are the contents being taught or implemented to those participant teachers ? ( what do educators teach trainees about )**

Trainers reported that the course content is generally about programmes, approaches, teaching methods and techniques, legislation and ethics, and other school regulations.

**17/ Does what teachers learn about theoretically in their training meet what they face in real life experience ? In other words, is the course content appropriate or enough maybe for teachers to face day-to-day problems occurring in the work place ?**

Both trainers stated that the INSET course content does not really meet those class realities faced by novice teachers.

**18/ Is there any form of assessment at the end of the course for those trainees ?**

Trainers claimed that assessment is an ongoing process which is done in teacher's own context by observing his/her behavior and lesson performance.

**Meanwhile, another question emerged:**

**Researcher :** When you observe those novice teachers performing their job.. will your assessment result in any kind of teacher's promotion ?

The trainer here affirmed that their assessment will result in teacher's promotion.

**19/ Concerning ICT, do you think that the support of technology will help both trainers and teachers in their EFL classes to get better learning outcomes?**

Both participants affirmed that ICTs are very beneficial in several aspects, namely, motivation and interaction (by involving learners and catching up their attention), effective implementation process, learning particular concepts or skills, autonomy and creativity enhancement, managing the individual variables and the cognitive/physical disabilities, and time saving.

**20/ Well, before we end up this interview, if you have a word to say concerning your professional challenges maybe or any possible solutions you are expecting from the current training system and you want to propose, you are most welcome Sir.**

Teacher trainers reported a set of challenges which led many trainers to quit their job. Those challenges are associated with the long commutes, the underpayment (260 DA per hour), the large and heavy responsibility (multiple works), assembling trainees with different specialties, inappropriate language use (Arabic language), the bad timing (July or August), insufficiency of the training period, and lack of ICTs.

Trainers expectations from the responsables are of boosting the number of ENS, increasing the training period to one year or more, and making further necessary changes to improve the current training situation.

A considerable fact to mention in this phase is that trainers have been aware of the significance of this opportunity (INSET) to form more competent teachers.

**2.3.1 Interpretation of the Interview Results:**

Trainers were asked the first six questions about some general aspects of the INSET programme so as to test their knowledge regarding the topic discussed, and to discover more details about the existing INSET system. It can be seen that both interviewees gave a clear definition of INSET, as well as, a clear comparison between both INSET and PRESET.

Results of Q 03 depict a serious issue which is course planning inadequacy. Responsibles fell behind providing a well designed and a clearly defined programme. This will, certainly, affect the execution harmony in Algerian contexts. From another

perspective, the trainers reported that the course was for free to teachers, which can be regarded as a positive point of the current INSET and can guarantee teachers' attendance. In relation to Q 05, it was found that the course was a part time one which could be regarded as another positive aspect for that intensity would be, for sure, tiring to novice trainees. The INSET duration was not pinpointed by trainers, and this reflects that INSET is a multifaceted training that can take part in various forms; among which the week-long training that has been investigated in this study.

Furthermore, trainers reported in Q 06 that they do aim for equipping teachers with the basic theoretical knowledge that teachers are in need of to perform their assigned responsibilities. Nevertheless, it can be noticed that interviewees have not involved practical considerations in their answers to the same question. Moreover, the INSET's basic goals (which were introduced in the first chapter) have not been mentioned in trainers' answers to the present question. In Q 07, both participants ensured that trainee groups are completely heterogeneous with regard to language specialism, cultural background, teacher's experience, and teacher's interests. These diversified factors would result in a variety of needs to be addressed, and they would influence the course content. Then, it would be challenging for trainers to deliver a shared content and methodology and to act accordingly.

Moreover, results of Q 08 pointed out that neophytes' level of assimilation is totally different compared to that of experienced teachers and this can be explained by individual variables in learning and lack of professional expertise. In addition to that, the responses proved that neophytes are regarded as a vulnerable and naive category that need a more appropriate and particular training. In view of what trainers reported in Q 09 and Q 10, it can be said that teachers' needs are taken into account during course planning and execution and the programme fit into needs variety. Results in Q 11 portray that teacher educators are relying heavily on passive dissemination of mere theoretical and administrative documents that will not really help teachers to cope with class realities.

Despite the fact that trainers have mentioned previously (Q 09) that they do consider teachers' needs and wants, it seems likely that these matters are not efficiently addressed since teachers (who are the crucial source to determine this aspect) were not involved when the course selection was done. Moreover, it seems that EFL neophytes are

carrying a heavy responsibility towards professional setting, then, sufficient guidance is needed from the part of their educators. Answers to Q 12 show that the majority of trainers have been recruited based on a long teaching experience, yet formal training and qualifications were not provided to those trainers. Instead, mere guiding instructions were slightly provided here and there. But, this would be insufficient as long as trainers are not well formed and trained about aspects relating to teacher training field.

Responses in Q 13 prove that though trainers have awareness towards the significance of the facilitating role, they still fall into playing their passive role of providing everything to trainees and neglecting creative thinking. This will kill teachers' motivation and will result in no remarkable improvements. Though interviewees reported in Q 14 that they do favor reflection-based model; yet they did not give a clear direction of whether they are really making an active use of the most effective model which is that of reflection. It seems that reflection isn't really promoted in teacher training. Trainers' heavy reliance on each of the craft and applied science models, can be justified to the fact that those trainees have been novice and have not had a rich experience to reflect appropriately. This led trainers to opt for the easiest models to train those inexperienced teachers.

Despite the fact that trainers had slightly different views with regard to Q 15, it seems that the predominant type of course content is the former one (broad focus) with some specifications here and there. Teacher trainers should emphasize on the integration of authentic daily cases and innovational materials, as generality in course content would not be sufficient for the neophytes. The answers to Q 16 point out that the programme has some significant items to be delivered to trainees which are, undoubtedly related to the teaching profession. However, it should be confessed again that trainers are relying heavily on theoretical and general aspects. It is easy to deliver such kind of course content, but what does guarantee that neophytes are grasping and will master what has been delivered to them so far. This can be proved by participants' responses to Q 17 in which both trainers admitted that there is an absence of link between trained-about materials and class scenarios.

Results of Q 18 reveal that the evaluation process is done by trainers during teacher observation phase, which is that period after training where inspectors observe the



teaching practice of beginner teachers. This type of monitoring can serve as a significant evidence of whether teachers are progressing and applying what have been disseminated for them; yet, it cannot be sufficient on its own. As it is apparent chances to obtain teachers' proper feedback at the end of each training course were not provided (except for the questionnaire conducted by the researcher in this study). No kind of enquiry/ investigation was offered to neophytes in past INSETs so as to know more about their lacks and wants and to consider future refinements in INSET.

Apparently, both trainers do favor the use of ICT and admitt their support in education and teacher training (Q 19). Interviewees gave reasons for that which were as follow; effective implementation and interaction, time saving, facilitation, autonomy and creativity enhancement.

The last detailed section (Q 20) portrays the dysfunction and inadequacy of the current training system and give a clear vision of the challenges and expectations of teacher educators. It can be clearly seen that the current INSET is so messy for several reasons among which are; the mixed responsibility that is given to trainers, lack of incentives and facilities, improper language use, unsuitable timing, insufficiency in trainnig duration, lack of qualified teachers which; in return, has risen the demand for increasing high quality teacher colleges. It seems that trainers are really having awareness towards the significance of teacher training, yet they are not motivated to perform their professional responsibilities due to the already mentioned factors which have rendered the training process of a challenging task to perform. To trainers, effective teacher training is a responsibility that should be shared among all stakeholders and not handed to trainers only.

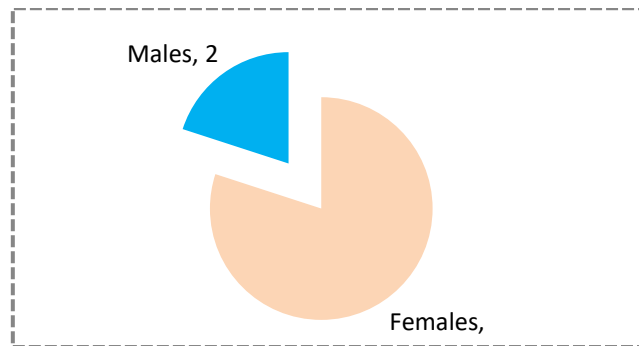
So far the focus has been on trainers' interview, it is now important to consider teachers' questionnaire. The next section will, therefore, uncover and analyze teachers' responses to the questionnaire.

## **2.4 Analysis of the Questionnaire :**

### **2.4.1 Analysis of the First Section: General Data**

This part is devoted to participants' personal information, qualifications, and university specialty. These latters appear in the below figure and tables.

Gender :



**Figure 2.1 : Gender variable**

Age :

Responses	Percentage of trainees (%)
22-25	30%
26-30	70%

**Table 2.1 : Age variable**

Qualifications :

Responses	Percentage of trainees
Master Degree	80 %
Licence Degree	20%

**Table 2.2 : Trainees' qualifications**

University specialty : ( for Masters)

Responses	Percentage of trainees (%)
Didactics	60%
Literature and Civilisation	30%
Linguistics	10

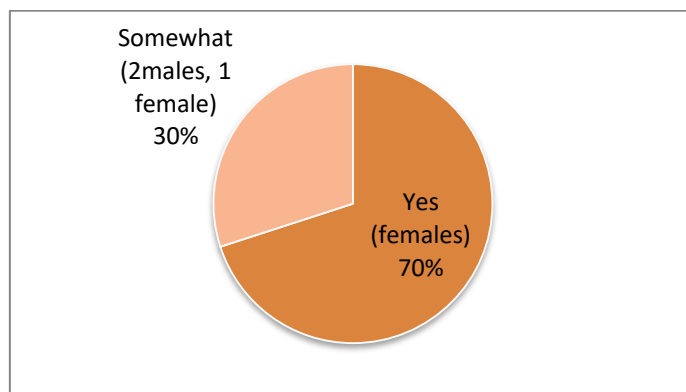
**Table 2.3 : University specialty variable**

As displayed in figure 2.1 and table 2.1 the population consists of eight female teachers and two male teachers. As for the age variable, the minority of teachers (30%) are aged from 22 to 25 ; whereas the age of the majority of them (70%) ranges between 26 to 29. Concerning trainees' qualifications, the results displayed in table 2.2 demonstrate that a good proportion of teachers (80%) have completed their Master level of education ; on the other hand, 20% of teachers are Licenced graduates. This implies that some teachers (second category) are not highly qualified and may not have the necessary knowledge and skills to teach their particular learners ( high school students). With regard to university specialty, the results obtained from table 2.3 reveal that more than half of teachers (60%) are from the field of Didactics, 30% from the field of Literature and Civilisation, and only 10% are from Linguistics specialty. This indicates that teachers are mostly recruited based on the first specialty for it is strongly linked to the teaching profession and the learning process.

#### 2.4.2 Analysis of the Second Section: Teachers' General Perceptions

Teachers' answers to the questions of the second section are displayed in the below pie charts.

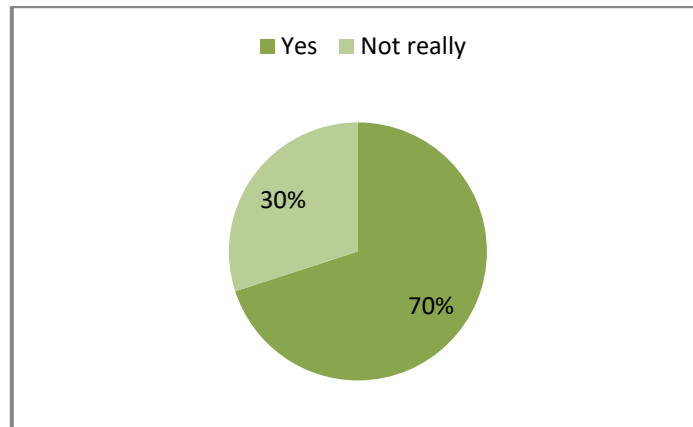
*Q 01 : Are you satisfied with your job ?*



**Figure 2.2 : Job satisfaction**

In relation to the results of the first question, female teachers reported their total satisfaction towards their profession. Whereas, male teachers announced that they were not really satisfied with their teaching job. This reflects the conservative context we are living in. As teaching profession is considered as the most suited occupation for women in Algerian society for it is a respectable job with a good social statue.

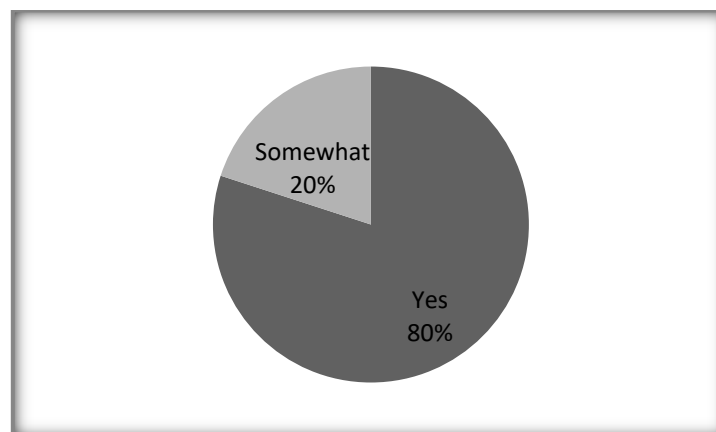
Q 02 : were you motivated to attend this teacher training programme ?



**Figure 2.3 : Motivation towards training attendance**

The results demonstrated in the above figure reveal that the great number of teachers (70%) were demotivated to attend the INSET programme, while those that were motivated form only quarter of the population under investigation with 30%. This can be justified by the reason that mentees lack enthusiasm and positive attitudes vis-a-vis the training programme, which may result in inadequate preparation for the training and trainees will be less willing to give their best.

Q 03 : Do you think that the current training programme offer you, as teachers, an opportunity to get to know each other and have some good time with colleaugues ?

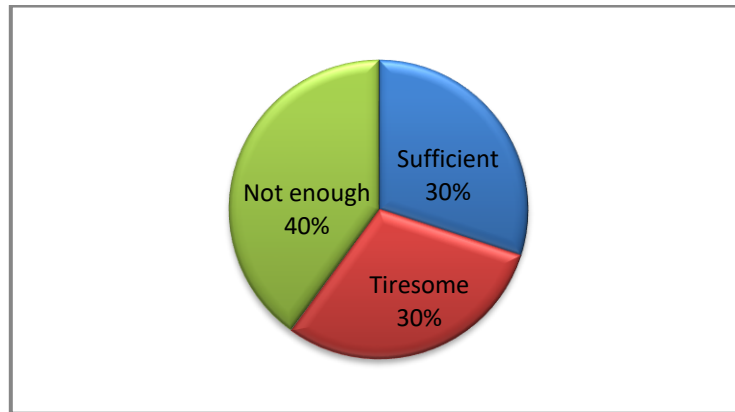


**Figure 2.4 : Chance of familiarization and enjoyment between participants**

Based on the results shown in figure 2.4, quite a good propotion of trainees (80%) admitted that the programme was a good opportunity for having some good time with other teacher colleaugues. Accordingly, those who maintained they had not much good time with

other trainees, form a small proportion with 20%. Here it can be deduced that trainers could have been responsible in both situations.

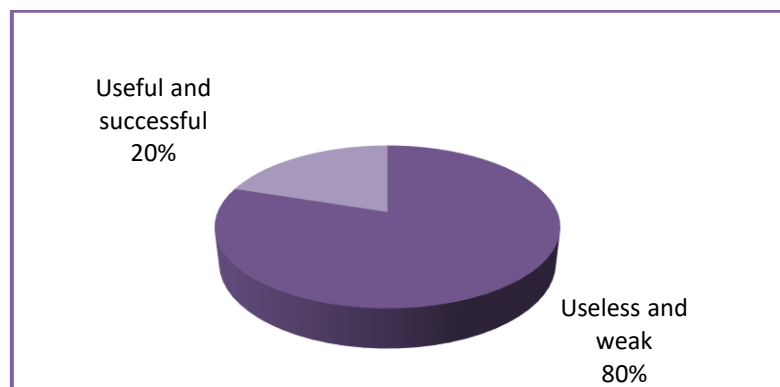
*Q 04 : Do you think the duration provided for this in-service training is sufficient, tiresome, or you need more time ?*



**Figure 2.5 : The training programme duration**

As displayed in figure 2.5, 40% of the population responded that the training duration was not sufficient for they needed more time. Lack of adequate mastery of knowledge and skills can be regarded as the main reason for this fact. Conversely, the rest of the participants, taking part in this study, expressed that they do not need extra time for the duration was sufficient for the half of them (30%) and tiresome for the other half (30%). Intensity in the training course can be considered as the major reason for their claims.

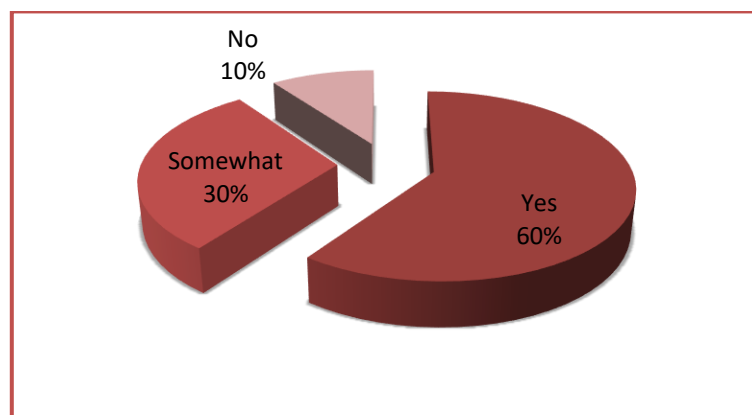
*Q 05 : What do you think of this training programme ?*



**Figure 2.6 : Teachers' general impression of the programme**

The above pie chart displays that a very significant proportion of teachers (80%) have not believed in the usefulness of the INSET programme for they see the programme as a useless and a weak one. Furthermore, the number of trainees that chose 'useful and a successful programme' as an option form only 20% of the population under study. This denotes that the majority of teachers do not see the programme as beneficial for them. It also corroborates the fact that teachers hold negative opinions towards their training.

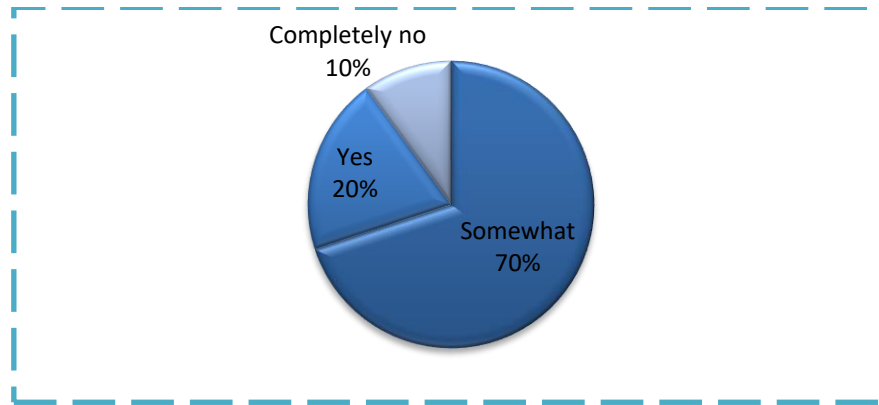
*Q 06 : Do you think that the present in-service training programme is based on the needs of English language teachers ?*



**Figure 2.7 : Integrating teachers' needs**

The results in figure 2.7 reported that 60% of teachers agreed on the fact that the training programme was in line with teachers' needs. Thereupon, teachers that opted for the other choices formed 40% of the population. Some of whom were in moderate agreement with 30% , and quite a few were in total disagreement with the same fact (10%). It is clear that, the programme served the needs of some teachers and did not serve the needs of the others whom, possibly, did not have the teaching prerequisites whether in university or in pre-service training. which again reflects the inadequacy of these latter.

*Q 07 : Does the present teacher training programme provide trainees with opportunities to share and reflect on their personal views, teaching experiences, and daily problems ?*



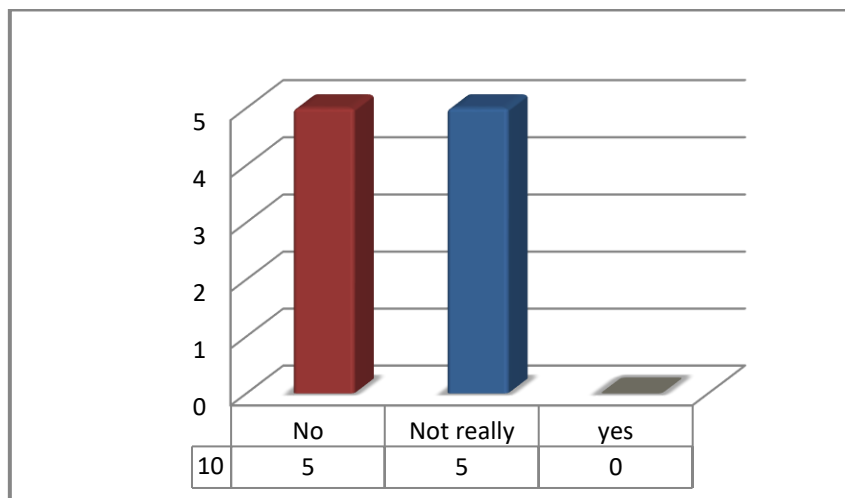
**Figure 2.8 : Opportunity for teacher’s own reflection**

Based on the above pie chart, 70% of trainees stated that professional reflection was rarely provided during the course. Others with 10% found that the course trully lacks professional reflection. Then, the number of teachers; claiming that they were provided with reflection oppotunities, form 20% of population. This means that professional reflection, which is one of the most important factors in INSET, was not actively integrated during the training course.

**2.4.3 Analysis of the Third Section: The Professional Setting**

The participants’ answers of the third section are presented in the diagrams that follow.

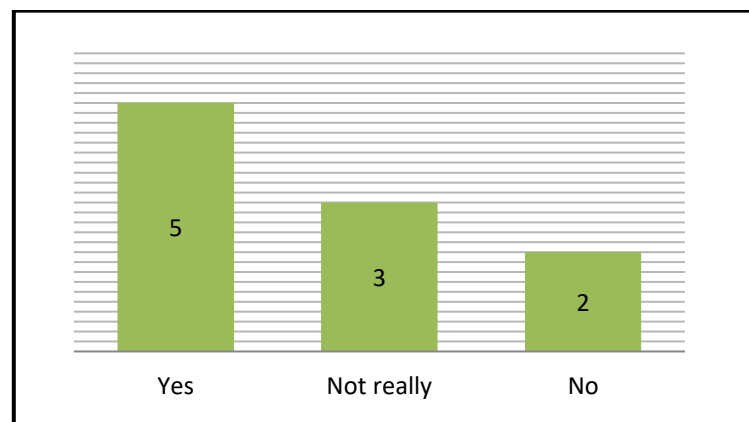
*Q 01 : Do you think that these programmes improve teachers’ proficiency in English language ?*



**Figure 2.9 : Language proficiency development**

The figure 2.9 elucidates that all participants involved in the current study denied the fact that INSETs improve EFL teachers' proficiency. Half of the population was in complete dissagreement with 50%, the other half was in moderate disagreement with a similar percentage. None of the respondents agreed on the fact of proficiency development. Obviously, the INSET course has not resulted in any achievements with regard to language proficiency ; which is the basis of foreign language teaching as language is the main medium for instructing students and conducting lessons.

*Q 02 : Do you think these programmes supply English language teachers with fundamental teaching skills such as class management ?*

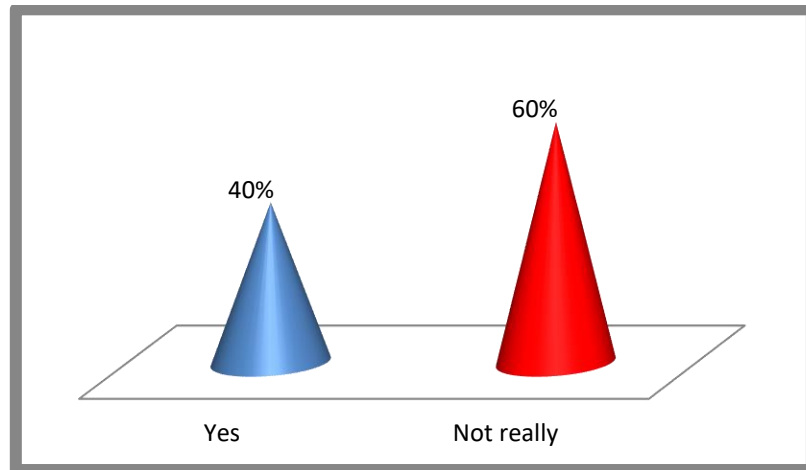


**Figure 2.10 : Granting basic teaching skills**

The figure 2.10 reports that teachers who were for the claim are five out of ten. Then, the other half was against the same claim. It can be argued that, since not all teachers granted the basic teaching skills, the programme was not really beneficial in this aspect.

*Q 03 : Do you think that these programmes equip you with the skills related to pedagogical and cultural contexts in which you work ?*

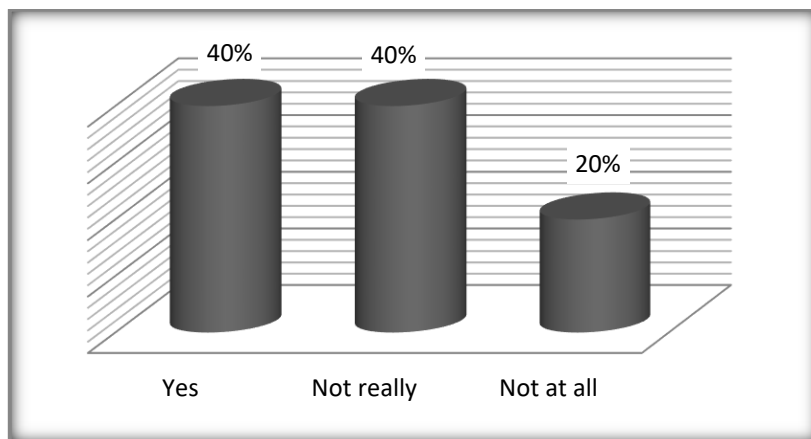




**Figure 2.11 : Providing pedagogy and culture-based skills**

With respect to the results of figure 2.11, most of the participants (60%) reported that they were not provided with the necessary skills so as to acclimatize to class pedagogy and culture, which is another point that justifies the disconnection /gap between the training and the actual teaching practice. Only 40% of the population claimed that the programme provided the neophytes with pedagogy and culture-based skills. Therefore, it could be said that the programme failed in achieving one of its aims concerning class-pedagogy skills, and it could not address the contextual needs of the participants.

*Q 04 : Do you believe that these programmes consolidate and update your knowledge and skills as a teacher ?*



**Figure 2.12 : Knowledge and skills modification**

The results in the above figure display that 40% of the sample claimed that the programme updated teaching knowledge and skills. Likewise, 40% of teachers avowed that

the programme did not really update their knowledge and skills. The rest asserted that the programme has not resulted in any knowledge and skill updates with 20%. Again, it can be noticed that the INSET programme failed of achieving one of its fundamental aims since it did not update the teaching competence for the majority of them.

#### **2.4.4 Analysis of the Fourth Section: Challenges, Perspectives, and Expectations**

In what follows, the participants' responses of section four are represented.

*Q 01 : What were the kinds of challenges that you faced while attending the in-service training programme ?*

The respondents reported a set of challenges ;namely, distance and transportation problems, the bad timing, too much information and duties in a short period of time, lack of supporting materials. Only two teachers reported that there were no problems and that everything was good and went in a normal way.

From teachers' answers to Q1, it can be seen that participants started out their INSET journey in the midst of encountering an array of difficulties associated with distance and transportation (for teachers who live far from the training centre). With training time and duration (as these matters were not chosen properly at all), and with dearth of training resources and materials that support the process of training. Teachers who did not experience any difficulty form a low response rate (20%). This implies that the training process was challenging for the vast majority of respondents.

*Q 02 : Please, state some of the strengths of the current in-service training programme.*

Teachers stated that the programme aids novice teachers by providing teaching theories and ideas, it shows to trainees how to deal with learners' needs (theoretically), teachers will understand what they should and shouldn't do, the programme increases teachers' motivation and makes use of illustrations (pictures using data-show), the programme is beneficial for improving teachers' professional resume, and the teachers were able to exchange ideas and opinions with colleagues. Two trainees refrained from answering this question.

The results of Q 02 reveal that the programme was really positive in theoretical aspects, as it provided trainees with basic teaching knowledge, techniques, as well as the

dos and do nots in class application . Also the programme was positive in other aspects ; namely, teacher promotion, interchange of ideas among fellows, and use of some demonstration resources and motivation enhancement. Though the programme was theoretically positive, it can be deduced from the responses that the programme really lacked practical aspects along with the use of some advanced training resources. For those who refrained from answering the current question , it is possible to say that they found nothing concerning the programme strengths.

*Q 03 : What are the points that you think the current in-service training programme is lacking or weak at ?*

Concerning the programme's weaknesses and lacks, the INSET participants' comments were as follows:

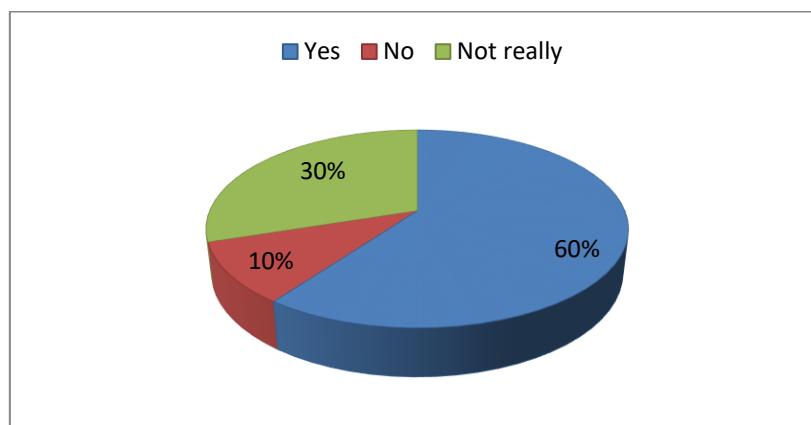
High school teachers need more instructions and extra clarifications, homogeneity and collaboration among participants are also needed, along with further meetings with their inspectors to consult them. Some of the participants declared that it would have been better if they had assigned an inspector of English language to show them what exactly they need. Respondents also stated further lacks of the programme ; lack of management and organization ( very large number of trainees that are grouped together), lack of applying interactive and entertaining strategies, and depending blindly on ready-made activities without setting shared objectives in order to adapt particular tasks accordingly. In addition, the programme does not place stronger focus on basic teaching techniques and strategies, and it lacks the practical side on how to teach the foreign language. Moreover, all the training programme was displayed and presented in Arabic language, and some modules are completely irrelevant and out of trainees' expectations (mainly for EFL teachers).

In the same respect, some trainees asserted that the modules were neither enough nor appropriate to know a lot about their pupils. Some trainee participants even reported that they have learned nothing from that training programme as it was inappropriate and just a waste of time. Other ones reported that the programme was not really helpful given the fact that they have not seen much positive changes in themselves after their attendance. Others added that they were not well trained and the training programme was not effective

for them as teachers. Only one of the respondents claimed that there is no weakness in the programme’.

The third question brings about an elaborated results-section. It was found that the INSET programme was disorganized and unmanaged from the beginning of the training period. The programme was not clearly detailed as it gave EFL neophytes mere theoretical headnotes. Teachers preferred if they were trained by an inspector specialised in their EFL field. The groups were heterogeneous which was challenging for trainees to receive their exact and specific needs. This resulted in another shortcoming which is attributed to irrelevancy of modules and the inappropriate language use for training, as EFL novice teachers were trained using the Arabic language (code-switching variable). Besides this, cooperation between peers was not actively enhanced during the course. As cited earlier, the course truly lacks the practice of trained-about materials, as well as the use of interactive resources to catch up trainees’ attention. Another serious shortcoming that can be seen is that trainers are depending on passive dissemination of materials (ready-made). This depicts that these trainers are not playing their demanded role, which is that of a facilitator. It can be deduced that the programme really fails in sensitive aspects and was not much efficacious for novice teachers.

*Q 04 : Are your teacher educators supportive, and good communicators for imparting (informing) and modelling the new methods ?*

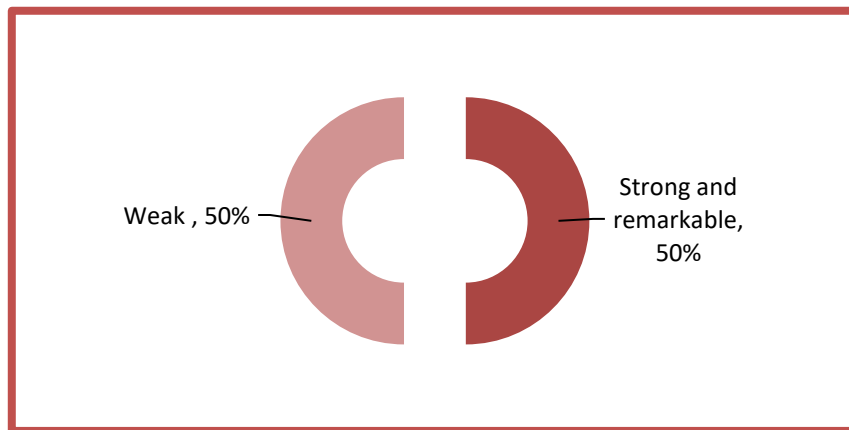


**Figure 2.13 : Trainees’ views about their trainers**

As displayed in figure 2.13, six teachers admitted that their educators were supportive and good communicators (with 60%). Three of the participants reported slight disagreement with 30%. The other 10% of the population completely opposed this fact. So,

it can be said that trainers may succeed in most aspects, but still failed in some others. They might have afforded affective support, yet they were unable to convey and model the new materials effectively.

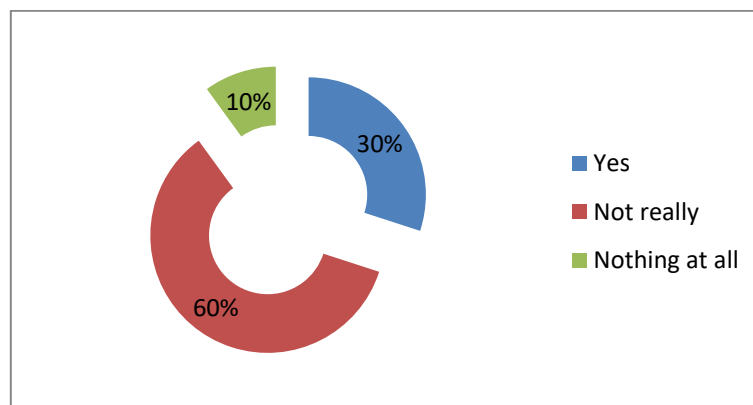
*Q 05 : What do you think of the supervising role of principals ? ( in terms of observing teacher’s practice and giving feedback)*



**Figure 2.14 : Accomplishment of responsibilities by teacher principals**

In respect to the results illustrated in figure 2.14, half of the population assured that their teacher principals accomplished their responsibilities effectively for their role was strong and remarkable in assessing teachers’ practice. While the latter half denied responsibility achievement from the part of principals as their role was weak in evaluating the teaching practice.

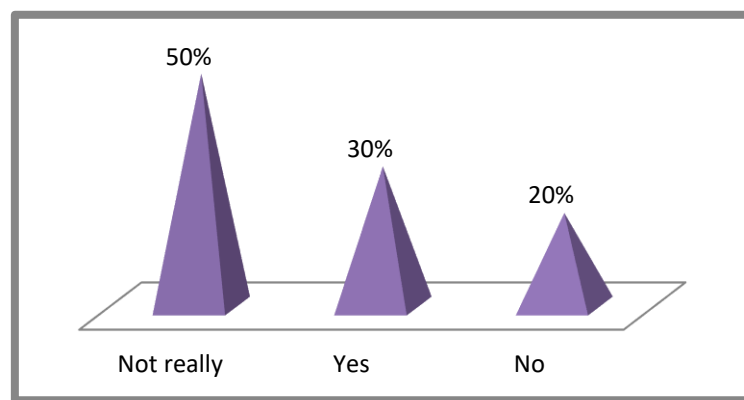
*Q 06 : Do you feel any positive changes in your teaching performance and attitudes after participating at the in-service training programme ?*



**Figure 2.15 : After-course teacher achievements**

As it is apparent in figure 2.15, seven teachers (70%) asserted that they have not seen much improvements with regard to performance and attitudes. However, the rest with 30% confirmed that the programme was beneficial and that it did modify their performance and attitudes positively.

*Q 07 : Do you feel a kind of improvements in your students' achievements after you have been exposed to in-service training?*



**Figure 2.16 : After-course student achievements**

In figure 2.16, it can be seen that the percentage of teachers whom their students' achievements improved after the INSET was relatively less (30%) than those whom the programme did not benefit their students (with 70%). As such, it can be stated that the programme was not really helpful for students.

*Q 08 : What do you expect from future in-service training programmes ?*

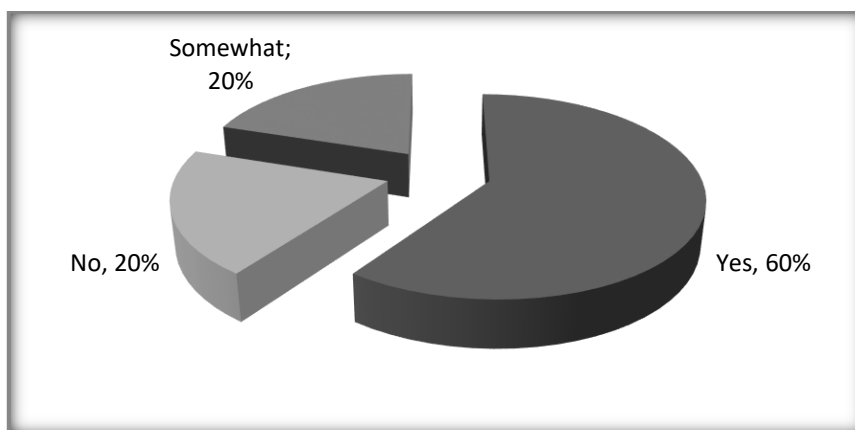
Teachers' expectations were as follows:

Engaging teachers and helping them in their career advancement, improving teachers' proficiency and increasing the competencies needed by them to perform their professional responsibilities, providing trainees with novel teaching approaches in order to modify the pre-teaching techniques and facilitate the learning process. Furthermore, EFL teachers felt that INSET should offer more practice in the world of teaching, ways on how to deal with learners' needs in actual situations, efficient ways and strategies for teaching different learners (individual variables) and balancing their different learning needs,

knowing how to deal with learners' unwillingness to study English language by offering ways to increase their motivation, helping both parents and students to meet long-term goals.

Based on teachers' responses, it can be deduced that teachers do look forward to their involvement in INSET planning and execution. Also, teachers are stressing on practical and innovation-based expectations as to improve proficiency, competencies, and renew teaching methodology in order to facilitate both teaching and learning processes and achieve educational and societal goals.

*Q 09 : In your opinion, does the integration of information and communication technology (ICT) tools and skills will facilitate the training process and help you do better in your language classes ?*



**Figure 2.17 : Incorporating ICT tools**

The pie chart represented in figure 2.17 depicts that almost all teachers favor the integration of ICT tools and skills in INSET with 80%. Only a small proportion did not favor the same aspect with 20%. From that percentage, it can be said that teachers are aware of ICT contributions in the educational field and are in need of such contributions to enhance both training and teaching contexts and render them of desirable atmospheres.

*Q 10 : With respect to your current professional needs and preferences, what are the main topics that should be covered during future in-service training or that you want some improvements in them ? ( multiple answers –for more details, see appendix C )*

Elements	Degree of selection	Percentage (%)
classroom management ; time management ; psychological topics ; curriculum changes and administrative functions	Highest selection	60%
Subject area knowledge and pedagogy ; content field knowledge and material development ; Special education ; active communication-negotiation-and conflict resolution skills	Moderate selection	30%
Technology use for educational purposes ; preparation for national and international exams	Little selection	10%

**Table 2.4 : Novice teachers' favored topics**

With regard to table 2.4, though teachers' topic selection was varied ; it can be said that teachers do favor and focus more on topics which help them acclimatize to classroom realities over other types of topics. Topics related to professional setting, learner's psychology, and educational innovation were reported to be the highly selected topics (topics at the top with 60%). Other categories with 40% included topics related to field methodology, theoretical knowledge , approaching to occasional challenging situations, ICT in education , and competitions preparation. (the least-selected topics). These foregoing categories also involve some significant topics in the field of teaching that need to be addressed.

## **2.5 Conclusion :**

This chapter presented the research methodology and the analyses of the results obtained in this investigation. The findings indicate that participants' attitudes have been negative towards current INSET for this latter was not really effective to them, as they point out that participants encountered difficulties in their training. The next chapter discloses more deeply the situation under investigation, as it discusses the main findings of the present study and accordingly proposes suggestions related to INSET course for the purpose of upgrading its quality.



# Chapter Three : Discussion, Suggestions and Recommendations

**3.1 Introduction:**

The present chapter is devoted for results' discussion and solutions. The researcher starts by recapitulating the main findings entailed in the present study. Then, she works on discussing those findings, in which the INSET course has been critically evaluated vis-a-vis the indicators and values of effective INSETs. By the end, the researcher in a separate section provides a series of suggestions which were selected based on the findings of this research investigation. As it attempts to conclude this research work by highlighting the last points on the issues that this study has raised/evoked.

**3.2 Recapitulation of the Main Findings:**

Basically, the findings obtained from the present study have been put in four main sets. These sets appear in the below figures and they represent the positive points of the INSET programme, the negative points of it, the challenges confronted by participants, and their expectations from future INSETs.

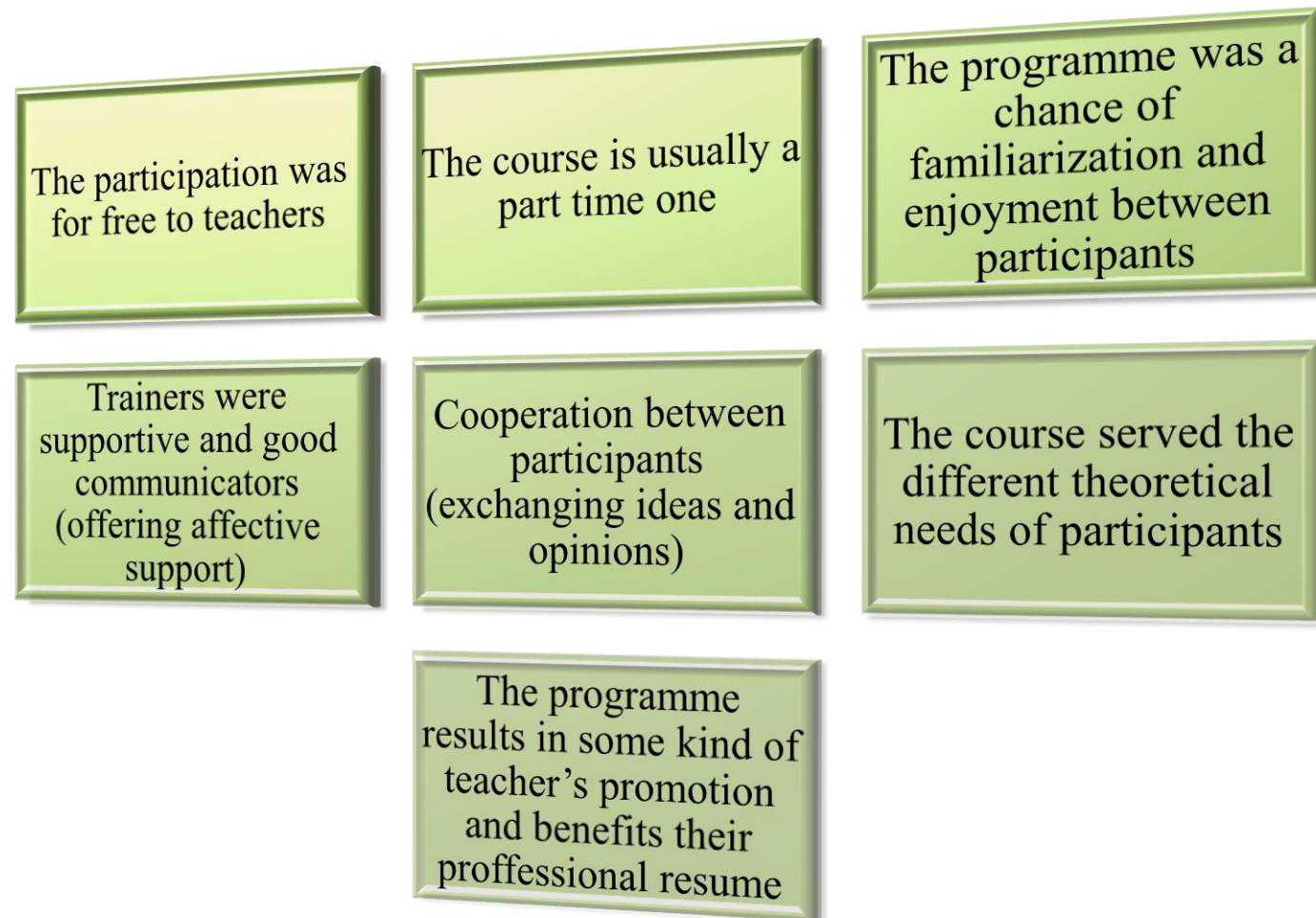


Figure 3.1 : Positive points of the INSET programme



Figure 3.2 : Negative points of the INSET programme



Figure 3.3 : Challenges of the participants

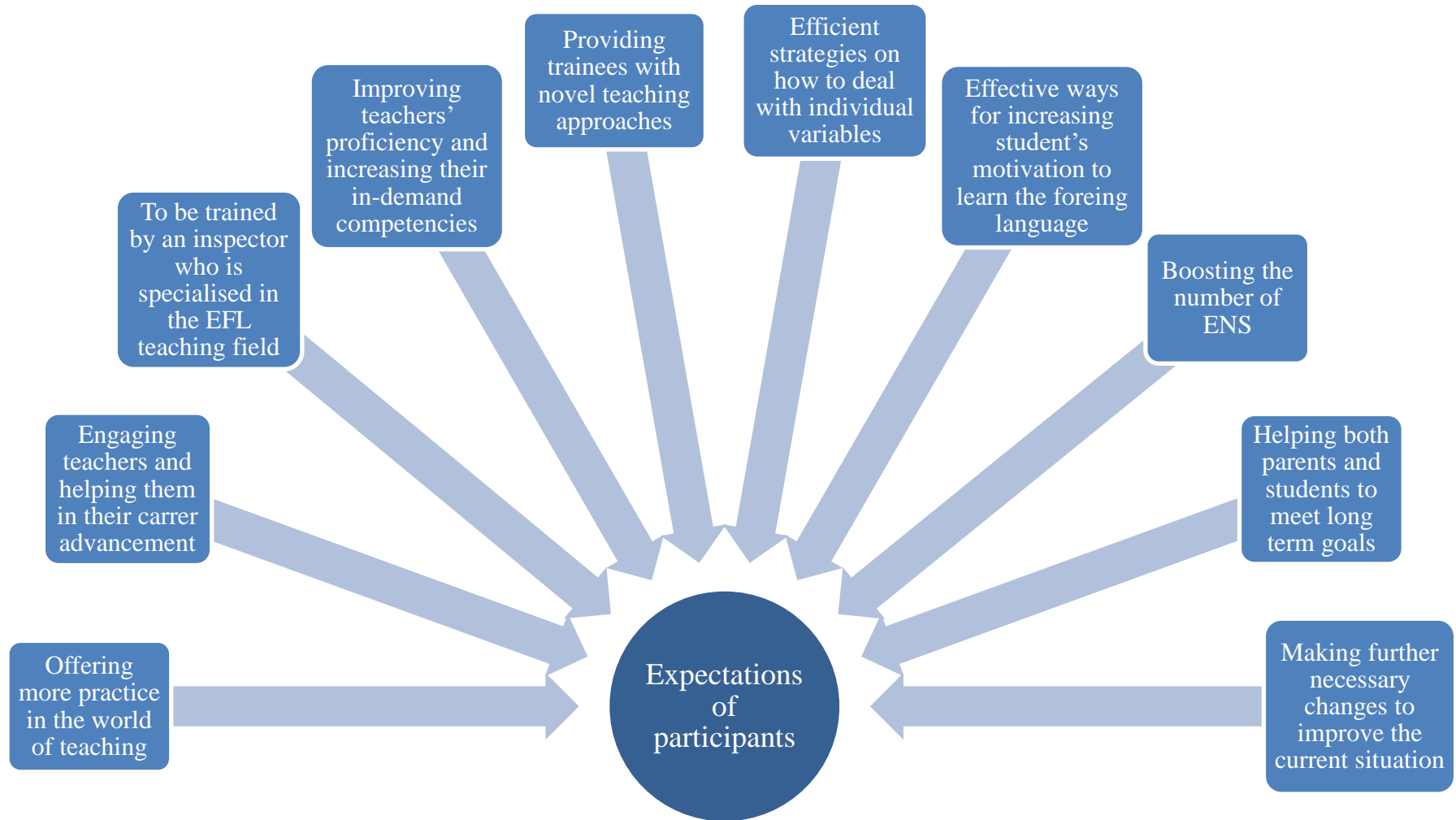


Figure 3.4 : Expectations of the participants

**3.2.1 Final Discussion:**

Having arrived to the discussion phase, it is clear from the previous analyses that the shortcomings/deficiencies outweigh the advantages of current INSET. Most of the findings were - in contrast with the characteristics, and opposed the values- of effective INSET that have been described in the first chapter.

To begin with, the programme did not have any systematic and well thought out plan or design, and the training course was disorganized and unmanagaed. Besides this, teachers were neither involved in planning and execution phases, nor well informed in advance.

Another remarkable point to mention is that both categories (mentors and mentees) reported that each of the timing factor, the duration and the pace spent on INSET were inappropriate regarding the participants' needs.

Another problematic aspect was that the course lacks one of the most crucial aspects of efficient INSET which is that of practicality as the current training was limited to theoretical knowledge. Passive dissemination of ready-made packages appeared to be the mostly used procedure to give participants this supplementary training. Unfortunately and based on what both trainees and their educators reported, no significant transfer was found from INSET input to class output. This would result in another defect that should be discussed, as relevance to teachers' contextual needs was found to be less enhanced in the training process which may be another reason for the programme's failure.

With respect to trainers' powerful effect on trainees, it seems that mentors' overriding role in the present INSET was mainly that of lecturers and deliverers of theoretical, descriptive, and prescriptive content. This would hinder the trainer to act their demanded roles which are that of a facilitator, an efficient advisor and a defectologist. This can be attributed to the lack of professional and qualified trainers, for that these latters have not received an ex-formal training on how to train those adult neophytes successfully.

According to teachers, professional reflection has not received much attention in current INSET. And this fact has been approximately consistent with the claims of their trainers, as these latters were quite unsure of whether or not they are making an effective use of reflection in the training process.

Also according to the members' views, not only the training language was irrelevant but also the course content was too general (broad focus) as participants have not received a special training related to their EFL teaching field.

In addition to this, the training conditions were not really motivating with regard to transportation facilities, infrastructure supplies, and interactive tasks. Likewise, teacher educators are underpaid vis-a-vis the multiple and heavy responsibilities they are in charge of. As for the interview responses collected from trainers, these latter noted their need to offer financial incentives and rewards in job situations.

At the level of ICT integration, although both categories appreciated ICT incorporation in course rooms for facilitating the training process, the present INSET has not supplied the members with this supporting element. This factor can be regarded as another constraint on effective implementation of INSET programmes as it directly affects the quality of training delivery.

Other shortcomings of the current INSET were that the course could not grant much basic teaching skills and competencies, as well, it could not improve teachers' proficiency level. Additionally, since the INSET programme was not addressed only for EFL teachers, the training course could not achieve one of its major traits/basic aims which is that of knowledge and skills updates and could not introduce any novel training content and methodology.

A further fact to mention is that past INSETs fell short of providing aftercare workshops or other inquiry procedures in which teachers would be given chances to reflect on the programme. In the basis of trainers' claims, the evaluation is done in teachers' own contexts where inspectors observe the teacher's class performance and assess him/her.

Last but not least, the training course has not resulted in much positive and sustained impact on neophytes as productive outcomes and changes were not really realized in teachers' instructional practices. This means that the programme did not engender much improvements in teachers' performance and students' achievement.

Noteworthy is that teachers, in parallel with trainers, reported negative stances and lower motivation about current INSET. Based on the previous analyses, both trainees and their educators reported little satisfaction of the current INSET programme, for the course was not really beneficial and could not help teachers in developing themselves.



Regardless of what have been said so far, the members still mentioned some positive points of this additional training. As for the first point, teachers' participation in current INSET was for free. The second positive point was that teachers' participation was beneficial for their promotion and professional resume. Another positive aspect was that the programme met with teachers' theoretical needs and some other administrative ones. Besides, participants noted that the training was a valuable opportunity for gathering teachers from different schools and enjoying time among teacher colleagues.

Still, other positive points of the present course were that mentors offered some affective support to the neophytes, and collaboration was found between teacher colleagues. Trainers played an important role in creating a pleasant and lively training atmosphere and encouraging collaborative work and peer coaching amongst participants so these latter could learn from each other by offering professional tips and exchanging ideas.

On the whole, it can be said that current INSET was partly useful, for it has suffered from various setbacks and could not meet the shared expectations in several respects. To put it clear, though some necessities and positive points were met in current INSET, still there are some weak areas to work on first as they were seriously problematic.

The weakest areas represent the poorly designed programme, the lack of organization and management, the non-involvement of teachers, the unattractive announcement, the improper timing and pace, the lack of practicality and transfer to different contexts, the passive dissemination of prescriptive contents, the heavy reliance on theory, the infrequent use of professional reflection, the non-english speaking atmosphere, the generalization of course content, the uncomfortable and unmotivating conditions, the dearth of ICTs, and the lack of financial support. Such factors were respectively the most in-demand needs specified by the participants.

Other weak areas were associated with the facts of unqualified/untrained mentors, lack of novelty regarding the training course, lack of skills mastery, no proficiency development, and no follow up evaluation by teachers.

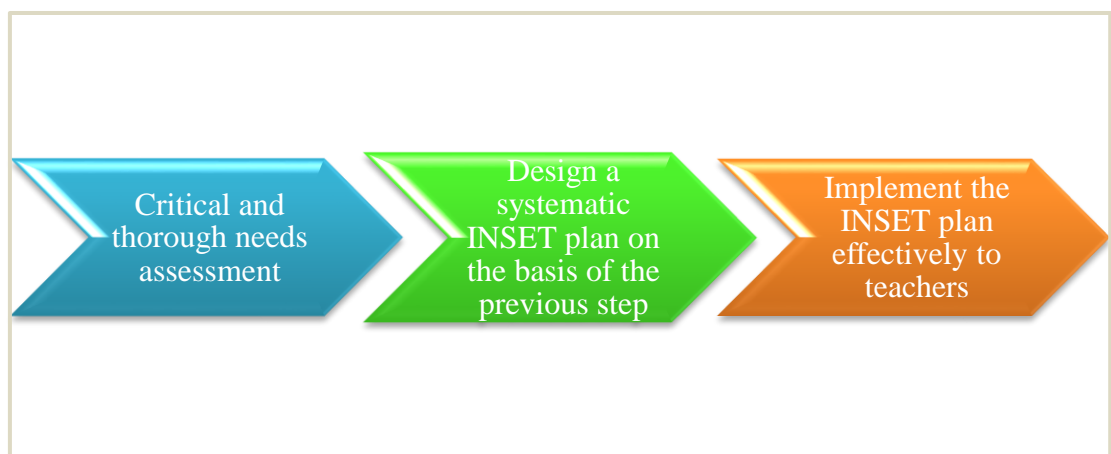
Therefore, all of the aforementioned shortcomings impede the course to result in positive and sustained impact on teachers and students, and to shape positive attitudes or bring satisfaction to the participants.

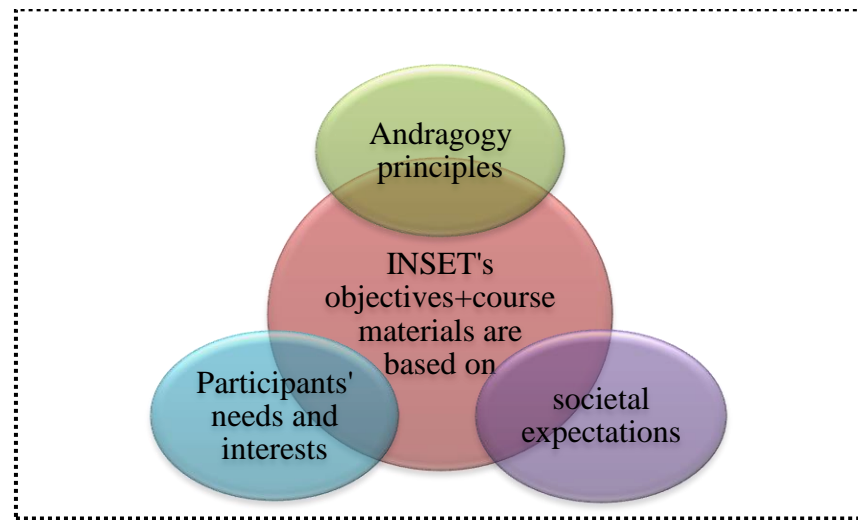
With what have been said in this section, one may expect that the importance attributed to INSET is not supported by the government and the situation is still the same. As, almost all of the previous findings signal a need for course revision and reorganization by conducting a radical/profound change to tailor the programme to the members' needs and expectations. Henceforth, the existing defects of current INSET put a pressing necessity and appeal the policymakers to conduct appropriate actions and measures to remedy the weaknesses of in-service teacher training in order to improve its quality, as for the productive change to occur.

### 3.3 Recommendations and Practical Implications:

In the light of the study findings, and after discussing the major daunting issues confronting current Algerian INSET, a number of recommendations and plausible suggestions have been made.

1. First and foremost, it is apparent that there is a paramount need for having a systematic and organized INSET plan with pre-defined objectives and structured materials that are based on andragogy principles, societal expectations, as well as, teachers' different needs and interests. A critical and comprehensive need-based analysis should be conducted as the initial step towards this systematic planning, before taking the next steps : "To ensure the quality of a programme or instruction, systematic development of instructional specifications is essential. There are many design models to choose before developing a programme. But almost all designs start with analysis of existing conditions, context, and needs of learners"(Tuba. K, 2012: 71). These first notions can be summarized in the two below figures.



**Figure 3.5: The prime process of INSET****Figure 3.6 : The basics towards formatting INSET’s objectives and course materials**

2. The Ministry of National Education shall hire a specific committee that is formed of supervising specialists and experts taking charge of constant examination, revision, and evaluation of INSET so as to assure uniformity among all Algerian wilayas. Then, The committee would make the necessary reforms and improvements regarding the course content, methodology, and practice. By doing so, teacher trainers will not have to reinvent a training design, and their heavy responsibility will get mitigated.

It is possible to include some practicing teachers as contributing members in this committee as they are in a better position for giving more insights about teachers’ needs than course instructors. They will set out what do novice teachers need exactly, and what will work best for them : *“The question of - what should be learnt by teachers?- can be best answered by teachers themselves”* Tuba (2012:17).

3. It might be proposed for INSET’s stakeholders to examine and adapt different paradigms of teacher learning programmes used in foreign and developed countries and take them as models to form future qualified INSETs. By doing so, teachers will be more interested in attending the target training programme.
4. Moreover, since these programmes are designed only for teachers, these matters should be put at the hub core of the training process and their voice worth to be heard. Training programmers and performers should follow the participant-centred approach by valuing teachers and involving them during the planning and

execution phases (through use of communicative methodologies with trainees for example). Trainers should negotiate the course content with trainees regarding the selection and decision of training materials, mode of instruction, and rising concerns or issues regarding innovational aspects.

In this vein, Diaz-Maggioli (2003: 4) stated that : *“Programmes which involve participants in the planning, organization, management, delivery and evaluation of all sections in which they are expected to participate have more chances of success than those planned using a top-down approach, where administrators make decisions in lieu of teachers”*.

5. Organizers should stir teachers’ motivation and desire to participate in INSET by attractive announcements for example, and let them know about the things they are going to be trained about so that teachers will prepare themselves adequately before starting the course. Therewith, trainers should endeavor to build teachers’ positive attitudes towards training and to bring satisfaction to these teachers by helping them in developing themselves and increasing their joy, passion, and commitment to their services.
6. The schedule allotted for INSET should be clearly and carefully designed by taking into consideration members’ opinions and preferences to make it convenient for them.
7. It is highly recommended for teacher mentors to equip their mentees with adequate methods and strategies of how to put the learnt theory into practice and fill in the correlation gap through purely practical-based training. Video reviews, sample stories and fables, case discussions and talks, modeling, and Q&A can be among the most influential ways/procedures to gain this experiential training, as to forge a good balance between theory and practice.



**Experiential training**



**Figure 3.7 : Integrating video reviews and sample stories, case discussions, modelling, and Q&A sessions to support INSET**

In an attempt to support the previous point, a number of scholars presented their claims as follows :

McCloskey (2002) reported that the use of storytelling in teacher education is regarded as one of the useful strategies enhancing INSET's effectiveness. As essential teaching knowledge, skills, and principles are better learned and remembered through enjoyable listening to moral and thematic stories, rather than mere direct pieces of advice. Moreover, the integration of stories will contribute to the : creation of a positive affective training atmosphere, facilitation of particular language points' instruction, and stimulation of critical thinking.

Garet (2001), Wei (2009), and Doppelt (2009) have advocated the idea of using video support for many reasons:

- It is beneficial to teachers in that it will present a clear PD picture that is attached to classroom context, as it is valuable for teachers' active learning and implementation of teaching approaches and procedures.
- It can also facilitate the training for both teacher trainees and their educators, for teachers are more likely to achieve successful learning as they are experiencing practical learning instead of mere theoretical one. Teachers will adopt what the videos expose for them and make the necessary refinements.
- Then, unlike conventional training techniques, videos are regarded as vivid resources which may capture teaching practices and permit for judging the utility of educational innovations.

From another perspective, Gersten (2001) asserted that collaborative discussions will raise teachers' confidence to fulfill class achievements, contributes significantly in building their lifelong learning, and will reinforce working rapport between teacher colleagues.

8. Vicarious experiences or study visits are also significant for neophyte teachers during their service and can be included as a fundamental part of INSET (practicum-based learning). Neophytes should be enrolled in more educational opportunities to visit other schools and actively observe other senior/experienced colleagues performing their real teaching practice in their own teaching contexts.

By involving teachers in a variety of local teaching contexts, whether with good or poor and difficult conditions, the novice teachers will better understand the process of teaching and learning and they will be encouraged to improve and refine their teaching styles as these latter are more easily caught than taught (exploratory teaching).

9. INSET designers and decision makers should put more emphasize on job-embedded training activities (tasks which are tightly related to the participants' job and pertinent to their specific teaching environments), rather than unauthentic materials that are neither applicable for everyday problematic realities and schoolrooms' situations nor efficacious for students' fulfillment. As recommended by Hayes (2000: 136), "*teachers are at the heart of any innovation within national education systems and, therefore, they and the contexts in which they work need to be studied to inform the innovation process*" (p. 136).

To support this context oriented view, Waters (2000) and Sandholtz (2002) affirmed that continuous classroom-based activities which are related to daily teaching practices are mostly favored by novice trainees as an efficient alternative for those out-of-school group sessions and seminars. In other words, teachers do prefer an INSET programme that involves school based evaluations and connects theory with practice as it is proven to be successful in long term .

10. Efforts should be directed to introduce constructivist, action research and problem-based learning in training courses ; instead of mere information transmission of theoretical and prescriptive content : "*Successful language teaching involves a great deal of problem solving and that problem solving should be systematically included in language teacher preparation*" (Celce.M, 1983:47).
11. In addition, trainers should raise trainees' awareness and tendency of the significance of autonomous reflective practices on past experiences and current beliefs. Algerian EFL teachers should take professional reflection as habit in their daily work by thinking back on their own pre-actions or others' experiences and trying to take advantage from them : "*Reflection is key to teacher development because it is through reflection on professional action that professional expertise is developed*" (Wallace, 1991-1998: 96 ).
12. Most recommended for senior officials in teacher-training field to separate teachers into groups/classes based on their relevant disciplines or subject areas. EFL

teachers' training should be based on teachers' particular subject, as it should be carried out via using the target language only (English language). This standard will improve teachers' language aptitude and self-confidence as they would be students' models in English language.

13. The government should make deliberate efforts to provide adequate funding in order to cater for the demands of participants. This is by increasing the salary of trainers, exploiting the available resources and potentials, and promoting facilities with regard to : transport, training laboratories, and new and improved technical equipment. This will result in effective and appropriate implementation of curriculum innovations, and will stimulate class application of the trained-about materials.





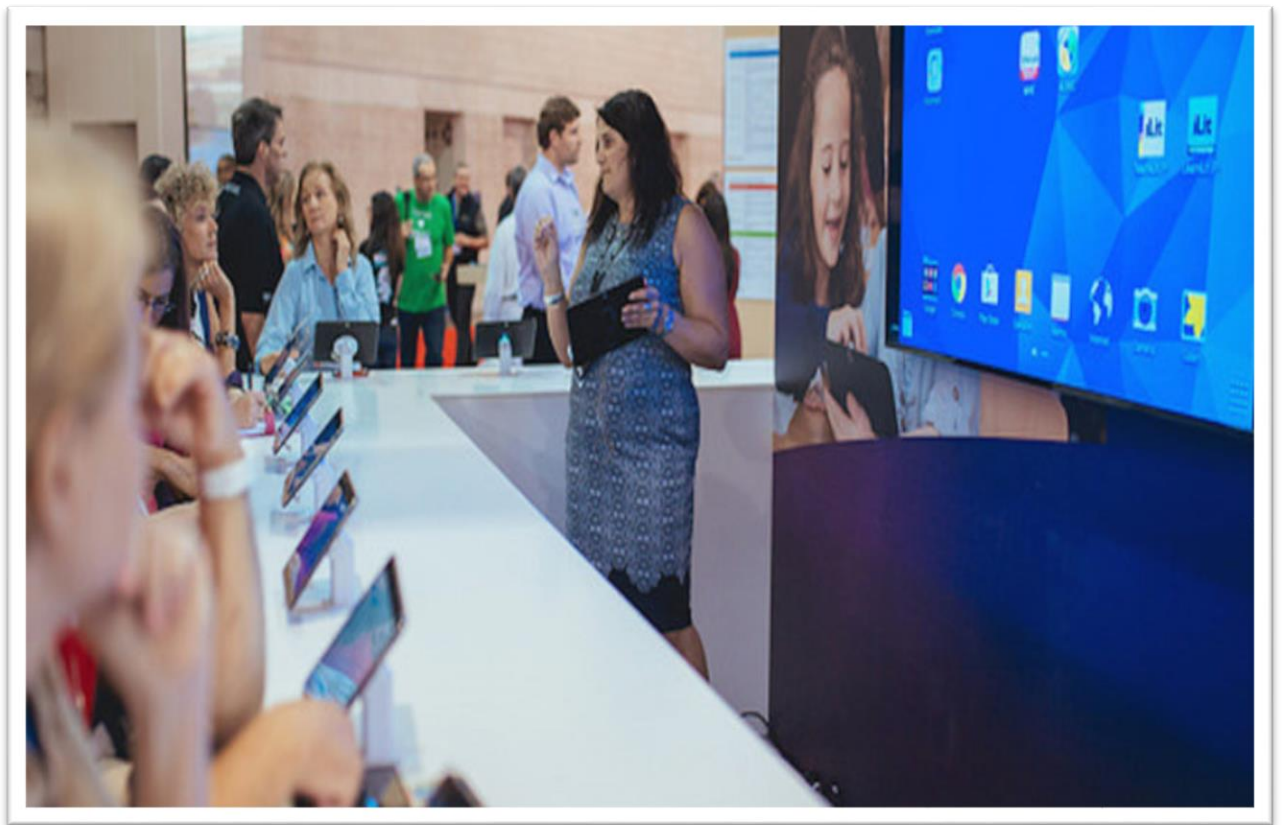
Training laboratory/room



Improved technical equipments

Figure 3.8 : Facilities with regard to training laboratories and technical equipment

14. In respect to teachers who live far from the training institution, it can be strongly suggested that distant or online learning approaches can be used as efficient alternatives to give such training to novice teachers. TV, Radio, blogs, and e-rooms within the professional network are considered as the ideal mediums for this approach so that trainees do not need to travel long distances.
15. The field of education is no longer able to escape the wave of transformations generated by ICT evolution. Therefore, efforts should be directed to ICT integration for the teaching staff to advance their learning, to facilitate access to recent improved materials, and to enrich their professional networking experience with other educators overseas.



**Figure 3.9 : Incorporating ICTs to support teacher training**

So as shown in figure 3.9, it is about finding the way that the technology fits into what trainers are already doing, and making what they are already doing even better with the technology. By doing so, trainers can really expect their classroom to transform as they will be very responsive to the needs of teachers and will get these latter engaged and excited about their learning process.

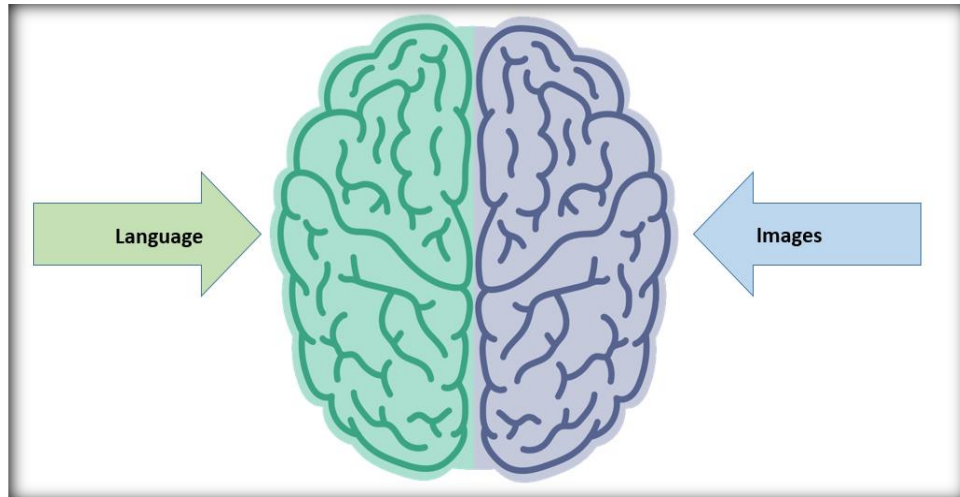
16. Teacher trainers need to possess the required qualifications to raise their proficiency level for educating their trainees appropriately because these teacher educators are considered as the most influential sources for enhancing teachers' self efficacy and professional identity. Trainers should be recruited based on a richer expertise and high professional qualifications relevant to trainees' particular subject field. As pointed out by Benabed (2016), "*Educators in charge of teacher training should undergo periodic training sessions to hone their knows about the issues of teaching the foreign language*' (p. 233).
17. Trainees should be accompanied by their particular inspectors from the very beginning to discuss their concerns and rising matters (longitudinal accompaniment). Effective assistance and guidance are also needed from the part of the trainers to the novice teachers in order to master the new knowledge, skills, and attitudes. With such pedagogical and affective scaffolding, teachers are more likely to develop motivation towards training and teaching.



**Figure 3.10 : Offering pedagogical and affective scaffolding to trainees**

18. INSET performers should make use of diverse training activities and innovative methods so as to boost trainees' motivation to attain the new required skills and techniques (variation in the type or nature of activities). Moreover, teacher's

INSET should include more captivating visuals as it is widely proven that the human brain has two separate but complementary “processing channels” for acquiring the target information. The first channel is for language, and the second channel is for visuals.



**Figure 3.11 : Brain’s processing channels for learning**

19. With regard to participants’ varied favored topics, there seems to be a paramount need for mentors to organize a host of workshops by devising trainees into study groups and each group deals with a certain topic relevant to its members’ gaps and wants to achieve their shared goals. However, trainers should focus more on highly selected topics including ; class management, time management, and learner’s psychology. Trainers should make these new teachers aware of the learner’s psychology, and show them how they can deal with their students (how they can be patient, how to tolerate, how they can educate and not punish, how to teach through games/jokes/and fun activities to motivate students etc... because good EFL teachers have a balance of fun and work in the classroom).
20. Moreover, trainers should introduce more training activities that will help these new teachers to know more about evaluation and assessment so that they can evaluate their students fairly. Besides, their evaluation should be formative (productive) and not only descriptive (giving marks only).
21. A very essential component or stage that each future INSET course should have by its end is a follow-up evaluation using proper inquiry instruments (like questionnaires, surveys, quizzes, and tests) to get teachers’ feedback, and assess whether trainees did learn what has been delivered for them so far. Teachers’ opinions are the most reliable source about the programme’s effectiveness. So, this

after- course evaluation shouldn't be forgotten as it helps in spotting the current gaps and inadequacies, that will in turn, highlight the kinds of adjustments and refinements needed to have more effective INSETs.

In this vein, Tarrou (1999) and Demirbilek (2015) reported that such evaluations are valuable and significant as they provide information about the weaknesses, strengths, and outcomes of INSET courses as well as the reasons behind so. As they inform the stakeholders and policy makers with contextualized recommendations so as to design suitable INSET programmes for future educational opportunities or to make required changes and regulation for the coming year.

Tsui (2012) added that given constant improvements in both theoretical and practical aspects of knowledge, it will be possible to assure that foreign language teachers' professional education could always be refined.

22. Trainers' expectation regarding the increasing of ENS is also significant, as stakeholders should make appropriate actions by either providing further quality colleges or improving the quality of the existing universities.
23. Teachers also need some education and improvement in their English language skills as open ended questionnaire responses have indicated some serious language problems. In this respect, trainers can include activities that will strengthen neophytes' written expression skills, grammar, and phonetics ( to master the English sounds and give correct intonation to students).. ect in order to help these new teachers develop their effectiveness in the classroom.
24. It is necessary that INSET shall take place over and over again throughout the first years of teaching, as teacher's development does not end with a kind of formal training. Then, the government shall allocate a regular sponsorship for neophytes' INSET in order to upgrade their knowledge and instructional skills, as well as, to familiarize them with innovative and necessary strategies and updated materials (factor of continuity).

To put it succinctly, all INSET responsables should work jointly in all stages as key agents of teachers' professional and personal growth. As they should work in close coordination with each other to invest in this training project over the coming years, and to address the needs and expectations of the participating members.

The below figure shows the different main stages that INSET responsables should work in them jointly. Starting from the prime stage which is the planning of the course, moving

to the development of content and supporting materials, to course delivery, and then to its evaluation. After this fourth stage, the responsables shall take the next necessary steps by considering the data obtained from the evaluation, and working on improving the present training.



**Figure 3.12 : Stages of an effective in-service teacher training**

### 3.4 Conclusion:

Successful teacher training cannot be achieved overnight, rather it is an outcome that can be reached gradually under certain conditions. Then, it is possible to say that future INSET's effectiveness and success highly depend on how far the above recommendations and suggestions are taken into consideration. As in the absence of their consideration any educational reforms will remain a dead letter. So, if those appropriate actions are made, the aims of INSET will be best served and the government will ensure fruitful training and quality education for the coming generations. By doing so, the Algerian educational sector will reach, if not exceed, the desired outcomes and targeted prospects as it will overcome any training challenges.

# General Conclusion

## *General Conclusion*

Teacher retraining evolved into being a considerable trait of the global educational scene, and the need of effective in-service training (INSET) programmes is felt now more than ever as teacher retraining is one among the significant research areas that needed a further investigation. Thus, the present work attempted to examine the effectiveness of current Algerian INSET to see whether it is meeting the needs and expectations of its participants.

In this respect the following questions were formulated:

1. How do EFL trainers and novice teachers perceive current INSET ?
2. Which aspect (s) do participants find most challenging regarding current INSET ?
3. What do participants expect from future INSETs ?

To pursue that, the following hypotheses were suggested:

1. Being limited to a few days per year, current theory-based INSET remains insufficient and not really effective to equip teachers with the required essential competencies.
2. The recurrent challenge facing inexperienced teachers today is the difficulty to adapt what they learned in the training course to their real teaching contexts as to respond to today's demands and needs, for coordination is emphasized but not easily realized. Trainers' main challenges can be attributed to lack of incentives and motivating conditions that will facilitate the training process.
3. In the light of the previous hypotheses, teachers may prefer extra training time with further successful guidance that will facilitate the application of theoretical prerequisites in the practical context. Besides, the members concerned may look forward for the program to be updated and to be in line with their immediate needs.

The motivation behind investigating this topic was to inquire into the effectiveness of current Algerian INSET, and to shed light on teachers and trainers' challenges and expectations. To investigate that, the researcher used 2 research tools (questionnaire and interview) addressed to teachers and trainers and she made use of a mixed method approach. This enabled the researcher to gather useful qualitative and quantitative data, to answer all her research questions, and to learn a great deal about the effectiveness of the existing INSETs.



## *General Conclusion*

The results of this study confirmed the three hypotheses. They indicated that current Algerian INSET are mainly theoretical, static, and insufficient. And participants challenges were mainly related to lack of transfer to actual teaching contexts, lack of incentives and lack of motivating conditions. Therefore, it is hoped that this work encourages stakeholders to make the necessary changes to address such deficiencies.

Given the fact that this work pinpointed a number of current INSET's shortcomings, the researcher invites stakeholders to reconsider current INSET in order to improve its quality by putting forward a number of suggestions for an enhanced INSET and they include: the conduction of a pre-need assessment as to design a systematic plan, formation of more qualified and well trained teacher educators, involvement of teachers in planning and execution phases, provision of facilities and incentives to promote participants' motivation and positive attitudes, stimulation of more practical and context-based training, provision of proper technical equipment for effective implementation, and conduction of after-course teacher-based evaluation for future refinements.

With respect to the delimitation of the present study and due to time limitation, the researcher could not make use of another significant research instrument which is class observation. Therefore, it can be suggested for future studies to add this research instrument in order to further enrich the study results. Moreover, the context of the present investigation was limited to high school teachers in Saida. It can be suggested that further studies will generate this study to other educational levels in local or foreign contexts. Furthermore, though the present study tackles two significant points in teacher education (the ICTs in teacher training and trainers' education), it could not explore deeply those notions. Henceforth, further studies can bring about detailed investigations regarding these notions. They may investigate the procedures of how those ICTs can be integrated effectively in teacher training and how teacher educators can be trained successfully (whether to train them by foreign experts, and via using what , ... ect).

While conducting this investigation, the researcher encountered some difficulties related to time constraint and the non collaboration of some participants in answering the questionnaire and interview. Other challenges regarding the present study were related to some stressful circumstances caused by confinement and anxiety.

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# Appendices

## *Appendix A : Trainers' Interview*

### **Introduction :**

Good morning Sir,

Well I would like to thank you for taking the time to meet with me today as to collaborate in my research study.

My name is Nihed NEDJAA and I am an English language Master 2 student at Dr Tahar Moulay University. Well, I would like to have some talk with you about in-service training for EFL teachers.

So in order to help me in my research, I would like to ask you a set of questions. The interview will take less than half an hour and it will be recorded because I do not want to miss any of your comments.

Yet, all the responses you provide, will be kept confidential.

You also do not have to talk about anything you do not want to, and you may end the interview at any time.

Moreover, if you have any questions or comments, you are most welcome.

### ***Questions:***

- 1/ According to you, sir, what does in-service teacher training refer to ?
- 2/ In what ways does it differ from the pre-service training (PRESET) ?
- 3/ Who plans these programmes ?
- 4/ Are the current in-service training programmes for free or funded?
- 5/ How long does it take to accomplish the current INSET programme ? (15 days /month / or more ) and is it a full- time course or a part- time one ?
- 6/ What are the aims of this INSET ?
- 7/ Are the groups homogenous or heterogeneous ( in terms of levels / experience / age / speciality )
- 8/ Do both experienced and novice teachers share same level of assimilation ? or is it different ?
- 9/ Is the content of the present INSET determined on the basis of English teachers' needs ?

10/ Do teachers share the same needs? If not, does the present INSET programme fit those varied needs?

11/ Is the course fully planned and implemented by the trainer or is it negotiated with the trainees considering their needs ?

12/ Are teacher educators properly selected (based on qualification criteria) to train those novice teachers? ( Have they been received any formal training about how to train neophytes or is it a matter of experience)

13/ Does the role of the teacher educator rely on being provider or facilitator?

14/ How are the training lessons conducted? (through use of which models : craft model / applied science model / or reflective one )

15/ Is the current INSET programme broad focus (deals with general teaching methods) or does it target specific situations and problem cases (narrow focus) ?

16/ What are the contents being taught or implemented to those participant teachers ? (what do educators teach trainees about )

17/ Does what teachers learn about theoretically in their training meet what they face in real life experience ? In other words, is the course content appropriate or enough maybe for teachers to face day-to-day problems occurring in the work place ?

18/ Is there any form of assessment at the end of the course for those trainees ?

19/ Concerning ICT, do you think that the support of technology will help both trainers and teachers in their language classes to get better learning outcomes?

20/ Well, before we end up this interview, if you have a word to say concerning your professional challenges maybe or any possible solutions you are expecting from the current training system and you want to propose, you are most welcome Sir.

**Conclusion:**

Thank you again for your time Dear Trainer and thank you for the enjoyable conversation I have just had. Your collaboration is much appreciated.

## *Appendix B : Transcription of the Interview' s Results*

*1/ According to you, sir, what does in-service teacher training refer to ?*

Trainer 01 (T 01): 'Well, it represents the continuous training designed for practising teachers, and it may be considered as a form of lifelong learning given to teachers during their course of employment'.

Trainer 02 (T 02): 'It refers to all training sessions, workshops, seminars, peer observation ... and so on which are planned during the school year'.

*2/ In what ways does it differ from the pre-service training (PRESET) ?*

T01. 'The main difference is that PRESET is afforded to teachers after they succeed in the National Competition of Teachers and before entering the job. While INSET means that the teacher is being trained while he is working'.

T02. 'The difference is that PRESET refers to the period before teacher has the first contact with learners. It basically provides new teachers, first, with administrative documents that teachers will need to tackle the first days of their work as dailybook, copybook, textbook, unit planning, how to prepare lessons, how to treat learners.. and so on. While INSET is basically concerned with the types of lessons we have to tackle while achieving the programme or syllabus with learners ; ways of preparing lessons, things to take into account while being on stage or classroom.. and so on'.

*3/ Who plans these programmes ?*

T01. 'The inspector in association with the Ministry of Education. Yet, this latter does not provide a detailed programme.. rather, only broad titles and some directives are transposed to those teacher inspectors'.

T02. 'But in reality, there is no official programme for trainers.. the programme is generally prepared and done by the trainer himself.. because the Ministry gives us just some orientation benchmarks on the stuff that trainees should do or use'.

*4/ Are the current in-service training programmes for free or funded?*

T01. ' They are free. No fees needed'.

T02. 'Yes, they are for free'.

5/ *How long does it take to accomplish the current INSET programme ? (15 days /month / or more ) .. and is it a full- time course or a part- time one ?*

T01. 'It can last for a period of 6 months and it's a part-time course'.

T02. 'Well they are organized for each Saturday by teacher inspectors'.

6/ *What are the aims of this INSET ?*

T01. 'To train novice teachers about different teaching approaches'.

T02. 'The aim is to provide the teachers with the necessary working tools.. I mean, in general, techniques of how to do this.. how to prepare this ..why to do this.. and so on .. so it concerns how,why ,and when to do the work thing'.

7/ *Are the groups homogenous or heterogeneous ( in terms of levels / experience / age / speciality )*

T01. 'Okay, actually they are heterogeneous'.

T02. 'They are not homogenous .. sorry.. they are completely heterogenous..for example each of French /Arabic/Spanish and English language teachers are grouped together .. and even their previous experiences differ which may affect the quality of their training ..you know.. as we may have same teachers coming from different schools.. learning at the same university and they are different in their quality and the amount of knowledge they have received. Also, there are other factors that do make difference like the age, the cultural background, and the interests'.

*Here another related question emerged :*

**Researcher :** And is it challenging for you to train such heterogeneous groups ?

T02. 'Yes, of course.. err.. it is quite challenging to deal with and manage these varied trainees, because we have different human beings, different personalities, different feelings .. err.. different experiences in front of you .. so you cannot put them in the same set.. I mean if you want'.

8/ *Do both experienced and novice teachers share same level of assimilation ? or is it different ?*

T01. 'Generally speaking, they do not share the same level of assimilation since novice teachers lack professional experience'.

T02. 'No, for sure'.

9/ *Is the content of the present INSET determined on the basis of English teachers' needs ?*

T01 'Yes, it is'.

T02 'Yes, we do consider their needs'.

10/ *Do teachers share the same needs? If not, does the present INSET programme fit those varied needs?*

T01. 'No they do not. There are variety of needs to be served. And yes, the present programme targets those varied needs'.

T02. 'No .. well in fact .. teachers do not share the same needs and we should comply with this aspect.. I mean the trainer must observe, in his teacher group/s, what each one of them needs ..this teacher needs this.. that teacher needs that.. you see'.

11/ *Is the course fully planned and implemented by the trainer or is it negotiated with the trainees considering their needs ?*

T01 'Well most of the time, it is fully planned by the trainer'.

T02 'No.. which concerns trainees.. we do not ask them what 'do you need ?' because we know what our learners want or need'.

12/ *Are teacher educators properly selected (based on qualification criteria) to train those novice teachers? ( Have they been received any formal training about how to train neophytes or is it a matter of experience)*

T01. 'Well now, he is an inspector and chosen based on experience. So it can be both, it all depends on those trainers'.

T02. ‘ Okay .. it is both.. to be a formal trainer at the institute means that necessarily we should have a teacher trainer having a long experience with teaching. Also, there are some recommendations circulated from high quality inspectors to INSET performers for transmitting them to the new teachers’.

*13/ Does the role of the teacher educator rely on being provider or facilitator?*

T01. ‘Both of them, of course’.

T02. ‘Well, it is better to be a facilitator because the experiences differ from one place to another place and from a person to another person .. but sometimes I do feel myself obliged to recommend .. I mean like .. do this and do not do this .. and even when I say so , I have to give reasons and I have to convince my trainee why not doing this and why doing this’.

*14/ How are the training lessons conducted? (through use of which models : craft model / applied science model / or reflective one )*

After explaining the three models to both interviewees, these latter responded as follows :

T01. ‘They are usually conducted through a set of training workshops, and the model depends on the situation we are in’.

T02. ‘Well I think the third one maybe. Because, concerning the first model you have proposed, it cannot be a model to follow and it is not suitable, as we cannot always imitate another teacher .. I mean teaching is personal. And model number two.. emm.. Of course, we can have and should know about others’ pre-experiences but not necessarily to apply what they have found and brought as solutions or as teaching models because the cases they have seen while teaching or treating their particular learners are completely different and specific for them .. trainees for example in Saida are not the same as in Tamanrasset, Algiers, Tizi ousou, Annaba , or Oran .. So the place can change and give you another situation.. I mean though we may take profit or advantage from that situation or experience and stock it in our professional repertoire, but we cannot always import and use. For the third model, well I do prefer the third one for the fact that it is inspired from the principle or the approach of « Eclecticism » ..you see.. we should be eclectic in solving the issue and we should reflect each time on that

issue .. because it always depends on the place, on the time, and on the person you are in contact with.

*15/ Is the current INSET programme broad focus (deals with general teaching methods) or does it target specific situations and problem cases (narrow focus) ?*

T01. 'It's a broad focus which targets wide range of approaches'.

T02. 'Well as I have said at the beginning that the programme concerns generally the teachers' needs.. and it depends whether to keep it broad or to specify it by including some daily cases and problems because.. you know.. we have to provide trainees with previous experiences to get them maybe as samples of teaching'.

*16/ What are the contents being taught or implemented to those participant teachers ? ( what do educators teach trainees about )*

T01. 'Methods, approaches, techniques and programmes'.

T02. 'Well they have different things to know about teaching in general. Legislation for example, they have to know about their rights and duties first .. like how to be a model of a disciplined worker in the eyes of your students.. because the teacher is going to work with adolescents, and these latter do learn through imitation .. Another thing is that to provide trainees with some techniques to face the learning situations.. I mean to bring the attention of new teachers on, concerning the methodology, tricks of doing things in classroom . To be more clear, these teachers are not trained on knowledge or competences because they are supposed to have that knowledge at the university.. so the period they stand at the ITE (institute) should be basically on ways of teaching, tricks of teaching, how to treat learners .. ect so this is the kind of programme that should be followed while training'.

*17/ Does what teachers learn about theoretically in their training meet what they face in real life experience ? In other words, is the course content appropriate or enough maybe for teachers to face day-to-day problems occurring in the work place ?*

T01. 'Well, not to a great extent , to be honest with you'.

T02. 'Hummm, frankly speaking, No. We just give them highlights if you want. We supply them with large or broad contents about school regulation, for example, and other



working regulations like absences and so on .. but you know.. when you work you may face other details' .

*18/ Is there any form of assessment at the end of the course for those trainees ?*

T01. 'Assessment is an ongoing process, we cannot ignore it during the training process'.

T02. 'Yes, there is..but it is not a matter of grade or certificate or whatever. Assesment is done in the application phase.. by observing the teacher's behavior, his performance to the lesson.. emm I can and do notice his love to the job also .. wether he is interested in teaching and wether he has the desire to make achievements .. as I do prefer a person who loves doing that job .. because if the teacher really loves his job and his learners.. no matter what his level is .. he will succeed for sure and do the work perfectly ..even if he does not master many things, he will learn them by time'

*Meanwhile, another question emerged:*

**Researcher :** When you observe those novice teachers performing their job.. will your assesment result in any kind of teacher's promotion ?

T02. 'Of course .. we have to encourage them ; because if we do not support them we will break their professional carrer and make them hate their job maybe even if they really love it. Also, we have to work with principles and be fair with them.. for those who make good .. we should admit that and offer some rewards or bonus .. and those who make bad .. we tell them their weaknesses in a proffessional manner and that's all'

*19/ Concerning ICT, do you think that the support of technology will help both trainers and teachers in their language classes to get better learning outcomes?*

T01. 'Sure, there is no doubt on that. They are very effective means for supporting the implementation process of foreing language teaching and training. They also support creativity, autonomous learning..emm managing various learning styles.. they also facilitate the process of teaching particular concepts or skills. Another thing is that these ICT tools help teachers in that they really facilitate the process of teaching pupils with cognitive or physical dissabilities'.

T02. 'Emm yes, on one hand.. it helps in terms of interaction. For example sometimes when we project to our learners some videos or photos on the screen is better than giving handouts or explaining to each one of them. Also they may help you to save time or.. I mean to gain the time of writing on the board- cleaning-writing again- correcting and so on. Also, the ICTs will draw the attention of learners by motivating them and getting them involved in the process of learning better than classical methods'.

*20/ Well, before we end up this interview, if you have a word to say concerning your professional challenges maybe or any possible solutions you are expecting from the current training system and you want to propose, you are most welcome Sir.*

T01. 'Okay now, I do thank you for this opportunity you just gave me to express our challenges and expectations from the present training system which can be regarded as a mess !! to be honest with you. Actually, inspectors are given some large and heavy responsibility as they are in charge of doing multiple works, along with training their teachers. And these teacher trainers are not well paid, as they get only about 260 DA per hour and some of them even take long roads and travel from El Bayadh and so on for salary as such ! Another thing is that we usually resort to the use of the Arabic language while training teachers so that all trainees with their different specialties, will understand and pick up things easily. This is not appropriate for the foreign language trainee, and such factors force many trainers to give up on their jobs for another occupation because they did not accommodate with the present situation. And also, most of the time the training period is not sufficient for teachers as some of these latters can tell you that they have not got any benefits. Other thing is the timing which is bad for training, like sometimes we are asked to come on july or August.. so who is going to come on such times !'

T02. 'Well, we do need to train teachers .. because there is a huge lack of competent teachers and this INSET is a big opportunity to develop such competent teachers ... err and the training period should be at least for one year if not more. I do feel also an expectation of boosting the number of ENS (école normale supérieure) as frankly speaking, these latters are better in the quality because learners are formed about five years specifically on how to be an effective teacher, and this type of school are beneficial for they guarantee the post to future teachers. I am telling you this

expectation because I faced a vivid example for I was a member of jury for a girl graduating from one of these ENS and her viva presentation was extremely great .. the girl was having high self-confidence and self-esteem .. so I did notice the difference in the quality between these schools and unversities. University students are formed academically and not pedagogically. I also feel an expectation of promoting ICTs, because there are few in available and even those few that are made available ... most of them are still untapped.

And to conclude, I would like to say that I hope I have helped you and your work will benefit the workers of educational sector in such a way that would make responsables aware of the necessary changes that should be made to improve the current situation’.

Appendices

**Appendix C : Teachers' Questionnaire**

**Dear teachers ,**

*Thank you for agreeing to take part in this questionnaire , your feedback is appreciated .*

*This questionnaire aims to identify EFL Novice Teacher's Perspectives on in-service Training and the data collected will be used only for an academic purpose .*

*Please take time to complete this questionnaire as accurately as possible , and answer each question as honestly as you can.*

*If you do not understand something you will be most welcomed to ask for clarification.*

*Be assured that all answers you provide will be kept in the strictest confidentiality and will never be linked to you personally .*

*Please, tick where appropriate.*

**Section One: General Data**

This part is devoted to your personal information, qualifications, and university specialty.

**Q01/ Gender :**                      Male                      Female

**Q02/ Age :**                              22-25                              26-30

**Q03/ Qualifications :**

Master degree              Licence degree                      Other : .....

**Q04/ University specialty ( for Masters) :**

Didactics                      Literature and civilization                      Other : .....

## Section Two : Teachers' General Perceptions

*Q 01 : Are you satisfied with your job ?*

Yes                      Somewhat                      No

*Q 02 : Were you motivated to attend this teacher training programme ?*

Yes                      Not really                      No

*Q 03 : Do you think that the current training programme offer you, as teachers, an opportunity to get to know each other and have some good time with colleaugues ?*

Yes                      Somewhat                      No

*Q 04 : Do you think the duration provided for this in-service training is :*

Sufficient                      Tiresome                      You need more time

*Q 05 : What do you think of this training programme ?*

Useful and successful                      Useless and weak

*Q 06 : Do you think that the present in-service training programme is based on the needs of English language teachers ?*

Yes                      Somewhat                      No

*Q 07 : Does the present teacher training programme provide trainees with opportunities to share and reflect on their personal views, teaching experiences, and daily problems ?*

Yes                      Somewhat                      Completely no

## Section Three: The Professional Setting

*Q 01 : Do you think that these programmes improve teachers' proficiency in English language ?*

Yes                      Not really                      No

*Q 02 : Do you think these programmes supply English language teachers with fundamental teaching skills such as class management ?*

Yes                      Not really                      No

*Q 03 : Do you think that these programmes equip you with the skills related to pedagogical and cultural contexts in which you work ?*

Yes                      Not really                      No

*Q 04 : Do you believe that these programmes consolidate and update your knowledge and skills as a teacher ?*

Yes                      Not really                      Not at all

**Section Four : Challenges, Perspectives, and Expectations**

*Q 01 : What were the kinds of challenges that you faced while attending the in-service training programme ?*

.....  
.....

*Q 02 : Please, state some of the strengths of the current in-service training programme.*

.....  
.....

*Q 03 : What are the points that you think the current in-service training programme is lacking or weak at ?*

.....  
.....

*Q 04 : Are your teacher educators supportive, and good communicators for imparting (informing) and modelling the new methods ?*

Yes                      Not really                      No

*Q 05 : What do you think of the supervising role of principals ? ( in terms of observing teacher's practice and giving feedback)*

Strong and remarkable                      Weak

*Q 06 : Do you feel any positive changes in your teaching performance and attitudes after participating at the in-service training programme ?*

Yes                      Not really                      Nothing at all

*Q 07 : Do you feel a kind of improvements in your students' achievements after you have been exposed to in-service training?*

Yes                      Not really                      No

*Q 08 : What do you expect from future in-service training programmes ?*

.....  
.....

*Q 09: In your opinion, does the integration of information and communication technology (ICT) tools and skills will facilitate the training process and help you do better in your language classes ?*

Yes                      Somewhat                      No

*Q 10 : With respect to your current professional needs and preferences, what are the main topics that should be covered during future in-service training or that you want some improvements in them ? ( you can choose from one to four topics)*

Please make sure to **mark 1 to 4 topics** from the elements listed in **the below scale after reading all of them.**

Appendices

Elements to be covered in in- service training	✓
<i>Subject area knowledge and pedagogy</i> : this involves the teacher’s competence for understanding and teaching his/her subject field by applying particular methodology, instructional skills, and learning strategies. They may also include teachers’ ability to teach the four skills and grammar .	
<i>Content field knowledge and material developement</i> : as how to plan and prepare lessons and units, how to design and organize activities or tasks, how to practice them .. ect	
<i>Classroom management</i> : this may include the application of preventive measures for hostile and troublesome conducts ; dealing with youth’s behavioral problems or provocation ; controlling incessant interruptions and disruptive noise ; maintaining discipline and self controll ; managing work pressure and stressful/challenging situations ; managing large/crowded classes by keeping them undercontrol... ect	
<i>Time management</i> : this can include strategies for using time efficiently by setting priorities and avoiding any kind of delay or postponement	
<i>Psychological topics</i> : they involve disscussions on how to assist students psychologically by considering their affective and social sides to get on well with them ; they also deal with troubling questions and sensitive issues related to learners.	
<i>Active Communication<sup>1</sup>, negotiation<sup>2</sup>, and conflict resolution<sup>3</sup> skills</i> : wether with students, parents, or other working colleaugues by being clear and consize to assure understanding <sup>1</sup> ; using efficient techniques and arguments that result in win-win solutions <sup>2</sup> ; reducing tension and achieving positive agreement between both parts <sup>3</sup> ; and seeking positive interpersonal relationships <sup>3</sup>	
<i>Ethics in teaching</i> : they cover the basic ethical principles that one should have while performing the teaching job as being fair and honest for example to all students ; possessing integrity and serving their well being ; promoting cooperative learning among learners .. ect	
<i>Curricular changes and administrative functions</i> : this concerns the adaptation of new reforms regarding the syllabus, textbook, documents .. ect	
<i>Special education</i> : it implies some guidance and practical recommendations on how to deal with gifted students and students with learning dissabilities.	
<i>Student counselling, supervision, and assesment</i> : they concern the standards and techniques of how to guide learners, how to evaluate their performance and learning outcomes ; how to set and design exams .. ect	
<i>Technology use for educational purposes</i> : this implies effective application of basic and advanced ICT presentation skills in teaching contexts to serve the needs and interests of students .	
Creative and critical thinking along with Problem solving skills	
Preparation for national and international exams	
<b>Other</b> , please specify :.....	

*Thank you very much for your cooperation !*