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**Pre-service and In-service Education for EFL Teachers: EFL  
Teachers in Secondary Schools as a Case Study**

Dissertation submitted as partial fulfillment 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.

Date: Juin 2020

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A handwritten signature in black ink, appearing to read 'Rezine', with a large, stylized flourish extending upwards and to the right.

## **Dedication**

This work is dedicated to my parents, who always guided me and motivated me in my studies.

To my husband Zouggar Abderrahmane for his help and my daughter Roeya Nour Sine.

To my sister Imane, and my brothers Hamza and Oussama.

To my uncle Dr. Rezine Okacha for his help and guidance.

To all people who helped me to accomplish this research work.

To my beloved parents

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## **Abstract**

The current discussions, debates, and interests in ELT are about one critical issue “how to promote high-quality language teachers to guarantee high-quality education”. However, the teaching of English should be in accordance with the learner’ assumptions, societies’ requirements as well as the globalization standards for business, communication, and technology. In this regard, the present research work aims at investigating the efficiency of the pre-service teacher education for secondary school EFL teachers in Algeria, and whether it makes the in-service teaching quite successful. The population of the study consists of sixteen high school teachers chosen randomly, two inspectors, and one teacher educator. Two research tools have been leaned on in this study; a questionnaire, sixteen teachers were questioned about their experiences and opinions regarding both their pre-service training and in-service teaching. In addition to that, the two inspectors and the trainer were interviewed about their perspectives and views concerning the same matter. Furthermore, the findings specify that this problem is associated with the inefficiency of the pre-service preparation programs, lack of guidance, and unsupportive teaching environment regarding in-service teaching. Therefore, the present research work addresses the ministry of education and school administrators to ensure high-quality pre-service education and well-organized instructions and guidance for the professional development of in-service teachers.

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## **List of Acronyms**

**EFL:** English as a Foreign Language

**TEFL:** Teaching English as a Foreign Language

**ELT:** English Language Teaching

**ELL:** English Language Learning

**CRT:** Classroom Teaching

**VAK:** Visual Audio Kinesthetic

**PSTE:** Pre-service Teacher Education

**ICT:** Information and Communications Technology

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## **General Introduction**

It is agreed that high-quality education is accomplished by addressing teaching practices in the English language through teacher training. However, the concept of pre-service teacher training has enormous importance in qualifying high-quality language teachers as well as assist teachers to strengthen their knowledge and skills in their in-service teaching. As a matter of fact, the present research work aims to investigate the notion of the pre-service teacher training for the Algerian EFL teachers as well as examine its efficiency and effectiveness in the in-service teaching.

For that sake, the following research questions are formulated:

- Is there a link of complementarity between the pre-service training programs and the in-service teaching?
- Do EFL teachers gain sufficient training to be skillful future teachers?
- What are the challenges confronted by in-service teachers?

To pursue that, it is hypothesized that:

- Pre-service education may not be sufficient enough to make in-service teaching quite successful.
- Teachers may need to be supplied with blend sorts of knowledge, skills, and competences.
- All teachers mainly may be confronted with similar challenges that can originate from different directions, such as; classroom management or lectures designed.

To survey this research work, two research tools have relied on in this study: a questionnaire that is completed by sixteen secondary school teachers chosen randomly, and two inspectors and one teacher educator are interviewed about the same matter. The results

obtained from the data collection indicate that the pre-service teacher training for the Algerian EFL teachers is quite not effective enough to make the in-service teaching successful and productive.

The present research work has been divided into three chapters. Chapter one deals with the theoretical background which is the literature review that examines the concept of teaching regarding TEFL, the focus is on the notion of the English language in the Algerian educational system. Chapter two explores the pre-service and the in-service education for secondary school EFL teachers in Algeria. Whereas the last chapter represents the research tools used for data collection concerning the quality of the pre-service training and whether it complies with in-service teaching.

In this research work, I have encountered for number of challenges, including:

- Inability to find suitable articles for writing the literature review.
- Lack of cooperation on the part of the participants concerning the research tools.

### **1.1 Introduction:**

Language teaching aims at advancing students learning and enhancing classroom teaching in a persuasive and powerful way. However, to make language teaching achieves its predominant goals, teachers need to be well equipped and prepared so as to be effective in their teaching process. In this respect, teachers are required to have pre-service training before integrating the teaching profession. Therefore, this training is very important for novice teachers in order to improve their teaching abilities in a convincing way before incorporating in-service teaching. The current chapter aims at examining the concept of teaching in general and the notion of high school EFL teachers in Algeria in particular.

### **1.2 Definition of Teaching:**

Teaching is the practice of ministering people's requirements, experiences, perceptions, and interceding so that they learn specific things and go beyond the given. In this regard, Burton argues that teaching is the incitement, supervision, guidance, and assistance of learning.

Whereas Smith (1961) asserts that teaching is considered to be the classification of actions predetermined in order to activate learning. In addition to that, an English teacher at secondary school, named Gary Meegan was asked about his perspective regarding teaching, by which he maintains that teaching is the art and science of assisting others to develop and advance their knowledge and understanding. However, he defines teaching from different angles that are cited as follow:

- Teaching is being accurate and mindful that you acknowledge each learner on a daily basis.
- Teaching is steadily being conscious of what you are doing false in the classroom and trying to solve them instantly.

- Teaching is keeping up with the most recent research and respecting permanent traditions.
- Teaching is to make the subject easily reachable to each student.
- Teaching is getting the room adjusted, the copies prepared, the desks arranged, and being careful to test that the whiteboard markers are still good.
- Teaching is getting gift cards from shy learners at the end of the year.

Meegan asserts that teaching is all these, and being a teacher is an amazingly rewarding job. Whereas Ann Brewer, a high school mathematics teacher maintains that teaching is being concerned with the life accomplishments and failures of many individuals, and convincing students to be appreciative and caring as well. He asserts that teaching is not only being flexible concerning your teaching approach in order to adjust the learners' needs, but teaching is also sharing personal experiences, stories of others, and stimulating the curiosity of learners so they can ask critical questions and engage in interesting discussions.

While the author Virgil Alexander argues that teaching is the sharing of knowledge and methods for the learners in order to comprehend and implement that knowledge. However, the teacher's personal experience and engagement of students determine the standards being taught. So they can come to a close with studious understanding, techniques, and skills to persuasively shift to the next level.

Furthermore, the author Tonny West holds that teaching is the practice of imparting moral values, qualifications, skills, and aptitudes by an expert person to inexperienced person to guarantee positive adjustment in shaping one's thought and action through offering instructions and operating practices that actualize new behavior and ability.



On that account, teaching is to motivate the pupil to learn and obtain the intended knowledge, skills as well as attractive ways of living in society. However, it is a practice by which teacher, learner, curriculum and further variables are coordinated psychologically and analytically in order to accomplish the desired goals. Along these lines, good teaching is about passion, listening, questioning, being reactive, entertaining, and supported by strong and abstracted leadership.

### **1.3 Teaching through Times:**

It is quite true that teaching approaches and styles change significantly over the years. However, the traditional way that education receives is through narration and memorization methods, on the other hand, the modern way of teaching incorporates interactive techniques. In addition to that, the change has influenced the challenges and the opportunities of teaching as well as the knowledge and skills required to construct a teaching career.

First of all, traditional teaching, conventional education, or the old-fashioned way of teaching depends upon the recitation technique. For instance, pupils generally sit in silence, while the teacher presents and explains his lesson and the pupils are expected to study and memorize the lesson. However, a written test or examination is conducted at the end of each semester.

As follows, the teacher is always the source of everything in traditional teaching. The pupils totally depend on the knowledge and information provided by their teacher, the learners have no space to express their opinions and ideas freely. They are only receivers of knowledge, the predominant responsibility of teaching is on the teacher.

On the other hand, modern teaching or progressive educational practices focus on the individual learner's needs as well as allow teachers to recognize that learners have

considerable knowledge that may contribute to the teaching-learning process. In addition to that, modern teaching is about learner-centered by which the teacher monitors learners to gather subject literature from distinct sources. However, the integration of ICT in teaching-learning has improved the pace of learning and offered modern ways of assessment of learning. In fact, teaching now is more activity-based, adopting questioning, analyzing, illustration and collaboration techniques. Jackson argues that the traditional teaching is no more effective since it fosters inferior results. However, the modern way of teaching is more productive since the interaction is encouraged, students' opinions and thoughts are welcomed, and a focus on enjoyment over grades is maintained.

Therefore, because traditional teaching is based on repetition and memorisation of information to teach students, it means that they are not improving their critical thinking, problem-solving and decision-making techniques. Nevertheless, with the assistance of technology and innovative teaching strategies, the modern way of teaching motivates learners to collaborate and be more productive since the focus is now more on the students (student-centered) and activity-based.

#### **1.4 Effective Teaching Strategies:**

The classroom is a vital environment that assembles students with different skills and personalities and from distinctive backgrounds. However, being a skillful teacher requisites the application of productive, creative, and inspired teaching strategies to accomplish the programmed goals. As a matter of fact, a teaching strategy is a procedure or a method that teachers generally use to transmit and convey information to their students. In fact, research demonstrates that persuasive teaching strategies often foster effective results on the part of students' achievements. In this regard, there are plenty of productive teaching strategies that teachers use to stimulate their classroom practice.

First of all, the teacher should select clear lesson objectives so as to keep students organized and focused. As Brophy asserts that stating clear lesson objectives helps students to know, apprehend, and be able to complete a learning practice or assignment (2004).

After that, the teacher is obliged to tell his students what they need to comprehend as well as show them how to do the tasks or assignments. Along with making everything clear to students, the teacher needs to check their understanding using different techniques, such as; randomized sampling at different phases of the lesson.

As follows, the teacher should always graphically encapsulate new knowledge, including; maps, charts, or diagrams as well as artificially discuss the graphical results so as the teacher can refer to that at the end of his lesson. In fact, the teacher needs to employ an abundance of practice to ensure the retainment of knowledge and skills that students have studied during the lesson.

Another important teaching strategy is that the teacher should supply his learners consistently with written or spoken feedback for individual or group assignments. For instance, Wiggins holds that students requisite for continuous feedback on the part of their teachers so as to advance productively and correctly. This strategy fosters positive learning achievements, guarantees a concrete understanding as well as powerful student property, and recognizing of the learning process.

In addition to that, Solarz argues that collaborative learning grants us to accomplish more than we can achieve by ourselves. In this scope, collaborative learning is a very important strategy since it encourages students of assorted abilities to work in cooperation by forming small groups or entire class activities. In fact, this strategy helps students to progress their self-confidence as well as improve their analytical reasoning and communication skills.

As follows, it is very important to stimulate students to interrogate and inspect their ideas in order to advance their problem-solving abilities as well as acquire a profound understanding of academic approaches.

Another essential strategy that the teacher should approve is to differentiate his teaching through designing tasks based on students' skills as well as selecting classroom activities in accordance with students' learning requirements to provide suitable support to students with weak abilities.

Moreover, it is quite important to integrate technology as a teaching strategy to actively involve students, particularly as digital media encircles students in the 21st century. However, learning can become more attractive when technology is joined. For instance; the employ of an appealing whiteboard or mobile devices to exhibit images and videos, that will assist students to anticipate new academic conceptions as well as develop autonomy.

Furthermore, another significant teaching strategy that teachers should assent is the application of a productive behavior management strategy. In fact, the latter ensures respect among students and their teachers as well as guarantees an equivalent opportunity to students so as to reach their complete potential. As Josephson argues that is quite important for teachers to be desirous regarding what they teach and respectful and executive of those they teach. In this vane, the teacher should create an atmosphere of correlative respect through a mixture of strictness and reward that can be advantageous and gainful for both teachers and students.

Experiential learning is another imperative teaching strategy that teachers should approve. This strategy involves creating experiences for students to examine the theories in action as well as grants a safe environment for creative practice to take place. Then,

students should reverse the experience and debate what they learned from it. To illustrate; classroom activities that constitute experiential learning include; experiments, incitements, or entertaining games.

Therefore, class discussions are a very important and productive strategy that advances students' learning in an inspiring manner as well as allows teachers to assess their students' knowledge and to what extent they have grasped the lesson.

Furthermore, the utmost important phase of effective teaching is how to start. In fact, if the teacher starts inaccurately eventually the students will never get involved again. Instead of the teacher should always start his lesson with headlines and hooks. A headline is a concise sentence that boils down the basic profit of being part of the class. However, this method labeled the desired method.

Another inspiring and outstanding teaching strategy is to teach with VAK. As a reminder, there are three (3) basic categories of learners:

A- Visual

B- Audio

C- Kinesthetic

To easily master persuasive teaching, the teacher should carefully observe which category of students he teaches. As a matter of fact, visual is viewing the material, audio is listening to the material while kinesthetic is perceiving the material.

Along these lines, the ideal learning environment is not being passive until the end of the lecture. Though, the perfect learning environment is when students view, listen, and perceive the material. For instance, preparing enthusiastic videos and presentations has to be such an approved and attractive modern teaching approach. Likewise, Franklin confirms

that the most productive strategy to make one's teaching success is to involve students to learn effectively. In fact, students will get involved through the use of attractive teaching strategies, such as; the VAK method.

Accordingly, being an effective and competent teacher is difficult and effortful since each student is unique. However, through the use of a mixture of productive teaching strategies, the teacher can address students' variable learning characteristics and styles, and academic qualifications as well as adjust a vital and inspiring classroom for students.

#### **1.4.1 Creative Ideas to Make Teaching Methods More Effective:**

The most difficult challenge for any teacher is getting students engaged and transmitting ideas efficiently and adequately enough to develop a permanent impression. In order to equip this challenge productively, the teacher should adopt innovative ideas that convincingly adjust the classroom's teaching. In such a manner, the teacher should be creative regarding his teaching. However, he should employ some tools so as to arouse creativity, such as; playful games or designs of visual activities that will inspire students as well as hold their interest. However, Cleese argues that the use of some playful and inspiring activities will eventually stimulate creativity. Likewise, the teacher should also import aspects of creativity within all subjects, boost different ideas to develop ingenuity and cleverness in students.

As follow, the teacher may combine audio-visual materials, such as; pictures or filmstrips, so as to help students develop imagination as well as their aptitude to listen and understand conceptions more valuable. For instance, the use of some vocal history materials or registrations of public speeches.

As a matter of fact, the teacher should integrate real-world experiences into his teaching so as to improve and enhance classroom learning. However, reporting and displaying over

real-life situations will make the material accessible to comprehend and acquire as well as make students inspired, enthusiastic, and involved.

In addition to that, allow time for brainstorming in class will ensure abundant ideas as well as grant opportunities for each student to get involved in the discussion. In fact, this assists students to express their thoughts and perspectives without being anxious about right or wrong. In this way, the teacher can lean on:

- A- Simple brainstorming
- B- Group brainstorming
- C- Paired brainstorming

Moreover, some lectures are preferred to be taught outside of the classroom. For instance, take students for a walk outdoors in the classroom. Surely, students will find this different, inspiring, and impressive. In this way, students learn effectively and effortlessly.

Furthermore, teaching through role-playing is a creative and profitable method that helps students recognize how the academic material will be appropriate to their everyday activities as well as advance their interpersonal competences.

Along these lines, Kipling holds that history will never be out of one's mind if it were learned through stories. In this regard, teaching through the use of storyboards is an effective method to teach any subject that needs gradual memorization. However, the teacher can use this method in order to recreate complex events or concepts easily. Thus, storyboarding teaching stimulates students to join a story through pictures employing their imagination.

Likewise, decorating the classroom is very beneficial and improving that engages students to learn and perform better, particularly for young learners in order not to get

bored and spiritless. As a matter of fact, the teacher should always accept and be grateful for new ideas. However, he should be open-minded so as to make his teaching more creative.

As everyone knows, collaborative work always fosters great results. However, teachers should spend time with their colleagues, exchange ideas and views concerning elaborating and developing teaching methods. Eventually, they will come up with attractive and exceptional strategies. Additionally, learning is interesting when integrating puzzles and games, it is effortless and helps learners to think creatively as well as face challenges.

Another important aspect is that teachers should always refer to creative books since it is very helpful and beneficial for teachers' professional improvement. Along these lines, teachers do their best regarding their work since they definitely love what they do. However, this will make them more innovative and inspired.

To sum up, to actualize an innovative, accessible, productive and authentic environment for students so as to develop, take risks, and feel relaxed in their own patterns of learning, there are some creative ideas as above-mentioned teachers can adopt in order to constitute a more creative and productive classroom.

### **1.5 The Importance of English Language in Teaching:**

English is the most controlling language in the world. It plays a considerable role in abundant branches, such as; education, medicine, engineering, and, business. As a matter of fact, English is the language of universal communication and the internet. So, acquiring English is essential for socializing, entertainment, and work. Thus, it maximizes your chances to obtain a good job either in your home country or abroad.



Teaching English can be definitely beneficial. In this regard, students of English have abundant opportunities due to their English skills. Therefore, being able to teach English can further supply language teachers with new opportunities. As for TEFL qualifications teachers can go abroad and share their knowledge as well as visit new corners of the world. Concerning the domination of the English language, English learners will take complete advantages of the potential of the web.

Mckay (1992) in her book «Teaching English Overseas » demonstrates that English becomes a worldwide language due to the belief that an assertive proficiency in that language may contribute or supply social and economic attainments.

English is the language for research in whatever field. In this scope, it is very substantial for higher studies, regarding the assistance of this language we become conscious of recent technologies as highest details are accessible today in English language only. Mckay (2002) maintains that the English language became an international possession or an international language rather than the English speaking world inheritance.

Furthermore, when someone wants to undertake higher studies, English is the most controlling language and it requires good English skills. Considering this; approximately all books are accessible in the English language only.

In English Language Teaching (ELT) essentially when English is related to CRT, it plays a very important role in raising student's attention. In this respect, the teacher plays a valuable role in attracting the student's attention. Richards and Rodgers (1986) maintain that the most studied foreign language all over the world is English. For that reason, the requisite to learn English is highly increased since there are distinct aspects that contribute to the importance and domination of the English language.

### **1.5.1 English Language Teaching Objectives:**

Language teaching aims at improving both the ability to communicate and the linguistic qualification in the selected language. An equilibrium of receptive skills (reading and listening) and productive skills (speaking and writing) are advanced upon communicative classes and self-study. Furthermore, it aims at developing professional abilities in the learner.

Therefore, English language teachers should be explicit, precise, and exact in developing purposeful objectives. This keeps students focused on the instructional course rather than wander aimlessly. In fact, ELLs requisite both language objectives and content objectives; teachers should supply their learners both within a restrictive amount of time (Echevarria et al, 2008).

What are the learning objectives:

There are two important and apparent objectives:

1/ The Content objectives: analyze and recognize what students should know and be equipped to do at the end of the lecture. The indicated objectives will ordinarily be used to structure or shape the assessments. As a matter of fact, content objectives refer to the description of a noticeable student attitude and performance in order to distinguish a judgment about student learning. For instance; students will dispose of the main idea of the text, or outline the characters and their actions in the story.

2/The Language objectives: refer to how the students will demonstrate what they are learning. As they focus on the four basic language skills. However, outlining or preparing language objectives is a somehow difficult process that is based on the students' needs. To illustrate; students will be capable to explain and apply vocabulary words.

Thus, in order to develop language objectives teachers should ask questions as follow:

- 1) What language structure are students endeavoring for and struggling with?
- 2) What will maximize their fluency?
- 3) What gap most require or demand to be filled?

### **1.6 Teaching English as a Foreign Language in Algeria:**

The Algerian curriculum planners incorporated English to be taught in the national educational program. Even though, teaching English for non-native speakers is a challenging and demanding experience for teachers. However, the main goal of teaching English is to ensure communication in all its forms through advancing learners' abilities and aptitudes regarding the four language skills (listening, speaking, reading, writing). For this reason, abundant methods and procedures have been maintained by the Algerian educational system in order to ensure effectiveness and flexibility between the teacher and the learner as well as fostering better teaching-learning results.

In this respect, the teaching of English as a second foreign language after French has been officially represented within the general goals of teaching foreign languages in the Algerian educational system. It aims at accomplishing both the socio-cultural objectives and the educational objectives that guarantee the distinct forms of communication and get people enlightened about technological and scientific advancement.

As a matter of fact, the teaching and learning of English are basically depended on communication and interaction. However, effective classroom interaction requires effective and appropriate teaching strategies and methods.

During the last decades, the teaching of the English language in Algeria has witnessed a kind of reformation and spirit after the serious crisis (the black decade) that had negative outcomes on the future of many generations of pupils. In this scope, the President of the Republic asserts that the Algerian educational system originates from a serious decrease in the general level of teaching, a strong school failure because of the bad cooperation among the various levels of the educational system. He also declares in his speech to the nation (1999) that the educational system requires a strong reform project in order to improve and enhance teaching and learning processes.

From these declarations, we can assume that the Algerian school system suffered from many breakdowns that were reflected in the poor results of pupils' level, especially in the English language. However, the reform project that was constructed by the President of the Republic maintains the adoption of modern and more productive and valuable teaching methods to improve and advance the teaching of English in our schools.

On that account, are the Algerian English language teachers well trained, prepared, and informed enough about the teaching principles so as to improve and enhance both classroom teaching and students' learning?

### **1.6.1 The Algerian English Language Teachers Issues in TEFL:**

The Algerian EFL teachers are concerned about supplying their learners with the necessary knowledge for the sake of being competent in the target language. Unfortunately, most of the English learners in Algeria are not interested and not exposed to English. They only used English in the classroom, once they are out they dismissed from their mind.

In this scope, an Algerian teacher called, A.Brahim asserts that the English language students in Algeria are not completely serious concerning this language. However, they

meditate this language as a deceased language, they believe that it is just a waste of time to acquire such a language since when entering university they will study in French.

Another key implication is that teaching English in Algeria needs more improvement and enhancement. In this vane, the Algerian English teachers especially at secondary schools requisite training, they need to ameliorate and elevate their own level of English as well as acquire the current approaches and procedures of teaching.

Although, the predominant complication is the teachers' wrong assumption that the obstacle is the system and the students' attitude. Actually, the real problem is that students misbehave because their teachers have not been qualified enough to simplify and assist their learning. However, in order to enhance classroom teaching, English language teachers in Algeria need an advancing professional teacher preparation as well as progressive learning and practice.

As a matter of fact, they are absolutely urging adequate and effective training by experts either before integrating the teaching profession or during the teaching process. Significantly, language teaching is a process that entails distinct activities, and it is the teacher's accountability to determine when and how to involve learners in the classroom. However, teaching English in Algeria is very complex and effortful since teachers confronted with several problems, such as; oversized classes, classroom management, and deficiency of teaching materials. Not only the atmosphere of teaching English is not appropriate but also the current program does not satisfy the teaching objectives and the learners' requirements.

Eventually, it is necessary to consider that English language teachers in Algeria are doing their best so as to elevate and enhance their teaching. Unfortunately, they acquire neither competent training nor scholarships.

To illustrate; A.Madjid is an English teacher at secondary school in Algeria. However, he argues that no one can monitor and guide teachers even inspectors, they just disapprove or criticize without providing any resolutions or clarifications because honestly, they do not know. In fact, English teachers in Algeria need only some essential facilities so as to teach this language efficiently.

Likewise, to foster better teaching-learning results concerning TEFL, the Algerian educational system needs to systematize effective pre-service teacher training by experts teacher educators or trainers in order to promote well trained and qualified English language teachers.

### **1.7 Qualities of a Successful Teacher:**

Teaching is a complex behavior that is too challenging, by which the teacher should act as an expert, a skilled worker, a creative, a contriver, and a controlling person. Likewise, Atatürk said: « a good teacher is like a candle, it consumes itself to light the way for other ». In this regard, the teacher has an abundant responsibility toward his learners, however, the great teacher should be active and enthusiastic in creating a challenging, subsistence environment for his students.

Due to the fact that students are most affected by the quality of their teachers, however, the latter should have an agreeable and delightful teaching style as well as ample sorts of knowledge and skills to sustain the prearranged goals of a course or a learning experience. Gallagher argues that being a good teacher is selected to be one of the utmost challenging and intricate employment in the world.

As a matter of fact, the great teacher inspires his learners at each stage of their life as well as he should be a lifelong learner since the professional readiness and progress of

teachers is an extended and interminable process. As Adams asserts that the teacher never apprises where his inspiration and effect stop, he should prevail infinity.

In addition to that, the teacher should have an engaging and appealing personality in order to attract the attention of his students. To illustrate, an entertaining smile on the part of the teacher can deliver a positive liveliness to his students. Successful teachers respect and value the students' beliefs and assumptions in class as well as treating his students impartially because a discipline issue can eventuate if students notice discriminatory treatment.

In fact, the good teacher should have clear objectives behind each lesson as well as locate the objectives in a space of the classroom where all students can see them. Due to the fact that the teacher is the controller and the supervisor of his class, he needs the authority to control and monitor the students' behaviors. For example; the teacher has the power of designing and preparing activities in his class.

Furthermore, good teachers dispose to exhibit strong classroom management skills. Likewise, Koonlaba maintains that classroom management is concerned about being anticipated, resolving problems, enlightened and speculative. Along with displaying good classroom management, student's discipline should be under control. However, teachers need to layout pleasant classroom management so as to abridge student behavioral issues. As a matter of fact, students misbehave for a handful of reasons, for example; lack of interest or the tread of the lesson is unreliable either accelerated or delaying.

Therefore, the good teacher should adopt some approaches and methods that can assist classroom management, to illustrate; salute students by name, listen without interference, adopt reposeful tonality of voice (no yelling), talk privately with students when a problem eventuates, adapt inspiring and appealing lessons as well as have a sense of joyfulness. In

fact, the successful teacher must affiliate solid and fine classroom management skills so that teaching and learning can progress in an efficacious and a secure manner.

Additionally, a good teacher should be insightful and knowledgeable about the curriculum. However, the teacher can employ his own creative beliefs and concepts in teaching without going out of the designed curriculum standards. Thus, the teacher should have mastery of the subject. Notably, being well-versed with the subject will eventually create an interesting atmosphere in class.

Another important aspect is that the teacher should be always kept in touch with the students' parents in order to have background knowledge about their students.

Therefore, a good teacher should continually ameliorate his teaching skills through learning and accompanying refreshment courses. However, teachers must update their knowledge by consistent and regular reading, the use of the internet, and attending conferences as well. Another significant factor is that the good teacher should always adopt new methods and approaches as well as integrating new technology into teaching. To support this argument, Clarke asserts that being a good teacher is more like being a good entertainer, first must have the attention of the listeners and engage them emotionally. Then, he can introduce the lesson.

Moreover, it is agreed that being a successful and a good teacher involves the adoption of the below-mentioned characteristics:

- A- Qualified communication competences.
- B- Excellent listening abilities.
- C- Profound knowledge and devotion to their subject matter.
- D- The capability to constitute strong accordance with students.
- E- Amiability and accessibility.



F- Superior readiness and arranging skills.

G- Powerful work ethic.

H- Holding high expectations.

It is important now to consider that being a successful teacher is not only about the transfer of content, but also about putting effort within each aspect or detail and make the maximum of every day. The greatest teachers are stable, anticipated, and treating their students coordinately and fairly within the same situation and performing corresponding to the same person every day.

Another important aspect regarding the qualities of a successful teacher is time management. However, the good teacher should have indeed accomplished time management skills so as to succeed in doing plenty of things in a short extent of time. As a matter of fact, the teacher can apply this in his classroom to arrange his work. For instance; designing extra enjoyable activities in class. As Paine asserts that having proficient and skillful time management will make teachers more creative. In fact, the successful teacher advances his time management so as to improve his performance and accomplish his goals with limited effort and more productive methods.

Another key implication is that the good teacher observes when a single student amid many does not comprehend or grasp the lesson instructions and adjusts efforts to contact separately when necessary.

Hence, the best teachers are those who care intensely about their jobs as well as about each student they supervise. They should be receptive, acceptive, reachable and accessible

### **1.8 Joys of Teaching:**

Though teaching is a complex and intricate behavior that is too challenging but being a teacher is really considered to be the most amazingly pleasing job. By which the teacher witnesses the diversity of maturing in young learners and their joy in learning, stimulates spiritually lifelong learning as well as experiences the challenges of designing appealing and inspiring activities for learners. In this regard, Roufus argues that the teacher's joy rises from teaching.

As a matter of fact, the teacher experiences the pleasure of satisfaction when plotting complex activities that share new concepts and skills persuasively. In this vane, the real intricacy of classroom life practically guarantees that teaching is definitely far from getting bored and spiritless. Robinson asserts that professional teachers involve, approve, qualify, look forward, and accredit.

In addition to that, the job always evolves consistently. However, teaching a specific learning objective many times, allows the teacher to understand it differently each time. In fact, as long as you maintain teaching you will admit job with novelty.

Furthermore, whatever the teacher teaches, its significance can be an opening of inquiring, wonder, and enthusiasm. For instance, it can be a reason to be cheerful about life typically and about students particularly. To illustrate; Garrison holds that the teacher is considered to be the compass that arouses curiosity, consciousness, and intelligence in his learners.

Moreover, teachers are devoted to the success and prosperity of their students as well as the communities they assist, taking into consideration their cultural differences, group pursuit, and what is worthy in education.

Another key implication is that teaching can be really difficult and challenging. But the teacher should realize that joy is one of the most helpful things that can create an

appropriate atmosphere in the classroom. In this regard, there are four (4) distinct tips to asset joy in the classroom and teaching:

1- The teacher should provide things that stimulate joy, such as; pictures, stories, games, or decorating the classroom so as to make it in high spirits. In fact, it includes using things that provoke joy and inspiration.

2- The teacher should review those moments by which students admit improvement or impressed on something in class. And he should search for those small pieces of joy in their assignments and celebrate them.

3- The teacher should use affirmations that absolutely arouse joy in the classroom. However, it can be in the form of enjoyable and charming quotes or posters in which the teacher suspends them in his classroom.

4- The teacher should encourage joy and excitement to his subject matter so as to raise the enthusiasm level in his classroom.

Likewise, the day does not certainly terminate when the bell rings. However, at the end of the lecture, the students are asked to be lifelong learners by which learning is not limited in the classroom. Although, it locates all over life and in a sphere of situations. On the other hand, the teacher is supposed to reflect.

In this scope, Srinivasan holds that the powerful impression that mostly affects students is the love and joy that the teacher leaves behind his teaching.

### **1.9 The Main Goals of Teaching:**

Teaching is the most crucial thing in the world. It is a decisive part of the educational process. Notably, its distinctive concern is to expose knowledge and foster understanding and skills. Furthermore, teaching is a relationship that is constituted amidst three central points in education; the teacher, the student, and the subject matter together. As a matter of

fact, teaching is a difficult and complex behavior. Every teaching aspect is structured by the teacher's role in the improvement of his students.

First of all, inspire students in which the teacher's enthusiasm and achievement will straightly influence students' commitment to the course as well as interest in the field. Thus, great teachers inspire students by displaying or exposing belief in their students' abilities and competencies by supplying or producing the students want and requisite to face challenging academic requirements. Likewise, Dent holds that when the teacher takes pride in helping others appreciate and recognize their potential, this will lead and stimulate students to do their best.

As a matter of fact, the classroom is a training ground in which the teacher helps his students to adept and master the essentials. Concerning their subject matter, that will advance their study field as well as their understanding of the world.

Along with the teacher should be a lifelong learner, he also should prepare his students for lifelong learning as well. As follows, Mann assumes that without inspiration and enthusiasm the learner will never have the desire to learn.

In addition to that, one of the fundamental goals of higher education is to assist students to figure out who they are and how can they be of service to their community. In this regard, teachers should help their students comprehend and be conscious of the social accountabilities of their field and the social effect of their choices. So, they will articulate and follow their values. In this vane, Estrada maintains that great teachers tend to take course material outside the context of the classroom and reminisce us that the purpose of our studies is to improve and better the world.

Moreover, one of the authoritative goals of teaching is to facilitate learning where the students are inspired and supported to be in charge of their learning process. It stands on

arranging and contributing resources plus support to learners. In fact, facilitated learning is to construct and maintain cooperative learning experiences, or group learning in which interchanges between teachers and learners and among learners exist over a period of time. Thus, facilitated learning appears in a well-resourced atmosphere with participants who are extremely motivated and pro-active. Furthermore, being aware of how to facilitate and simplify learning may have a considerable effect on constituting advantageous and successful outcomes for your students.

In fact, there are immutable strategies that teachers opt for in order to facilitate learning among their students. In this respect, the teacher should try to give his students diversified choices while appointing projects. Thus, this demonstrates that the teacher respects their unique and particular learning style.

In addition to that, the teacher needs to supply his students with trustful resources as well as tools for measuring trustworthiness. Then, make sure that students will be able to evaluate and practice incomparable learning styles through the variation of class activities. Also, conversation advocates communication aptitudes, associations, and collaboration. Besides that, teachers should ask questions that do not need one specific answer, it should be open-ended.

On the subject of facilitating learning, the teacher needs to record and post lessons with resources online as a reference for students. Hence, when teachers facilitate and simplify learning evenly, they facilitate career accomplishment and success as well. In fact, creativity, productivity, and problem-solving skills have high importance as well as the capability to think and anticipate critically and examine or analyze information. Therefore, supporting students to learn for their own success is supplying them with beneficial constructive and valuable tools that help them for the rest of their lives.

Regarding the principles of teaching goals, teachers need to pay considerable attention to their own goals as qualified, skilled, and professional workers in their domain. And as a person who can share and convey his knowledge.

On the subject of teaching goals, the teacher needs to be a student informant in which the instructor makes a balance between the role of the teacher and the role of the informant. For instance; when the teacher introduces his lesson, he may not explain only the apparent reason behind sharing a particular word or phrase, but also he can add background facts or information about the utterance or the statement itself. Concerning this additional information, it places alternatively academic clarification toward the framework of language as an ongoing and a vital tool for communication. However, May holds that teaching involves three things: knowing the stuff, to whom you are stuffing, in addition to that, stuff them appropriately.

Furthermore, teaching intends to help students become assistants of a change either in their personal lives, their communities or in the world as a whole. Everyone will take part in the changes that will appear. For example; being competent in using English and a speaker of the present worldwide language. As a result, being able to operatively associate in this change. Regarding this point, Shakur argues that the world can not change accidentally, although, the brain will reinforce or assist this change.

Additionally, to this point the focus has been on the most common goals of teaching, it is interesting now to consider something more creative that is the smart goal of teaching. Along with framing apparent deadlines, these goals apply an acronym to make them accessible to achieve: straight-out, significant, determinable, obtainable, and reasonable. However, these smart goals are set for both students in order to advance their learning and for teachers in order to empower their proficiency. In fact, along with making the teaching

goals real, they will be more effective and productive in altering practice in purposeful, valid, and permanent ways.

Concerning the acronyms that pursuit to make teaching goals accessible to achieve, it is important however to also examine those acronyms in a way that is beneficial for framing teaching goals. Regarding the coming acronyms, all of them can be adapted by any teacher in any classroom.

First of all, authentic goals focus on fostering routine methods that depend upon a certain volume of adaptability to be successful. In fact, setting a teaching goal to be a branch or an element of my routine practice and hope to ceaselessly work to ameliorate and improve it. In this regard, Maxwell asserts that the secret of any success is raised from our regular routine.

Then, activities should be planned at a distinct part of the lesson (beginning, middle, and end). However, by outlining various student cooperations rather than just one, it will be easy to bounce an activity that is not necessary or required at that time.

Another significant factor in smart goals of teaching is engaging. Setting goals requisite engaging for the teacher. Even though the focus is on engaging students, but research demonstrates that favorable and efficacious teachers design, evaluate, and teach in ways they find significant. In fact, teaching goals should be energetic, active, interesting, and allow space to creative concepts or ideas. In fact, when the teacher is completely engaged, this will help in reaching the desired goals.

Another key implication of the teaching goals is authentic, reaching objectives starts from a place of authenticity. The latter advocates students' engagement and a bottomless level of understanding. However, in order to make learning activity authentic to students, there are two distinctive factors, including:

1) Authentic activities particularize to life experiences that implement ideas, perceptions, and skills being learned.

2) Authentic activities depend upon analytical thinking, problem-solving, research, methodology, and assessment of data and facts.

Likewise, goals of teaching must be significant, indicative, and long-lasting adjustments to teaching practices since a long-lasting teaching goal is ever absolutely accomplished. To illustrate; students interact with each other is considered an ongoing goal so that the teacher can not plan his lesson without students' interaction.

Henceforth, before setting any teaching goal, the teacher needs to interrogate himself regarding the following inquiries:

- 1- May the goal be the portion of a pliable routine in your practice?
- 2- Do you feel completely engaged as a teacher while applying this goal?
- 3- Does the goal need you to be authentic in holding risks and appraising appropriate and recent ideas?
- 4- Will the goal guide to long-lasting changes that are essential to your teaching beliefs?

### **1.10 Conclusion:**

In conclusion, teaching is considered to be a significant and crucial part of the educational process that involves appreciable joys. However, the latter holds a powerful impression that positively affects both teachers and students. Like so, the teacher should adopt a mixture of productive teaching strategies that enhance students' variable learning styles as well as their academic development. As a matter of fact, the English language has substantial importance in teaching since it is the most controlling language around the



world that aims at developing both the ability to communicate and the linguistic qualification. Along these lines, teaching English in Algeria is quite a challenging experience for teachers, who are definitely urging for a sufficient and effective training by experts before incorporating the teaching profession.

**2.1 Introduction:**

The former chapter examines the concept of teaching from different intersections regarding the teaching of English as a foreign language. Thus, the focus is on the notion of the English language in the Algerian educational system. However, the present chapter aims at investigating both the pre-service and the in-service teacher education for secondary school EFL teachers in the Algerian context as well as examine the efficiency of the pre-service teacher training and whether it makes the in-service teaching successful and effective.

**2.2 Pre-service Teacher Education Denotation:**

The Pre-service teaching is a period of piloted and supervised teaching, in which the student teacher is moderately introduced into the teaching role for a specific class by a trainer or assisting teacher. The assisting teacher works with and encourages the pre-service teacher to deduce higher responsibilities in classroom management and instruction as the experience advancements. The pre-service teacher starts-off as an observer and ends the pre-service training experience as a competent professional.

Furthermore, the pre-service teachers are those who are in a teacher-education program for the sake of pursuing teaching accreditations either in public or private sectors. Richards & Schmidt (1985) argue that pre-service training is a chain program of learning that is addressed to student teachers before they practice teaching.

Therefore, pre-service teacher education is the education and the training supplied to student teachers before they have tackled any teaching (Wikipedia)

In fact, throughout the pre-service teacher education schedule, teaching practice goes side by side as long as they are getting knowledge about theory papers.

In addition to that, the training programs should consciously select suitable and appropriate topics to be constituted in the curricula because it is extremely important to make the training highly structured and comprehensive. In fact, a pleasant arrangement of recovery in the teacher education program is required.

As Lucas et al (2008) elucidated that the urgent need for an ample range of knowledge and skills has abundant importance for teachers, such as; deep and pedagogical content knowledge, also knowledge of how children acquire information in a variety of settings. Besides that, they should be familiar with different forms of assessment and the capability to reflect on practice.

### **2.3 Pre-service Teacher Education Importance in Educational Development:**

The Ministry of Education in Algeria has highlighted the learning and the improvement of the English language as a key characteristic in strengthening entry to academic, technological, and cultural networks around the world. In this regard, the Algerian educational system organizes a pre-service teacher training for EFL teachers in order to improve and develop the teaching and learning of English in high schools across Algeria.

Pre-service teacher education programs are the first step in the professional study that teachers pass through before integrating the teaching profession. However, PSTE programs generally composed of a mixture of analytical, theoretical, and academic knowledge regarding teaching with an established practice. As a matter of fact, the quality of the pre-service training influences the teacher's practice, validity, performance, success, capability, and career guarantee as well.

In this regard, the quality of PSTE programs has an effect on the teaching and learning improvement as well as on student's achievement. However, these programs are regarded as a key characteristic or the basis for advancing professional lifelong-working. In addition

to that, great responsibility and pressure are put on the PSTE programs in fostering high-quality teachers.

Moreover, pre-service training enables teachers to be conscious of the philosophy, principle, and teaching-learning approaches and methods of the subject being taught. This training has considerable importance in qualifying teachers to distinguish the characteristics of learners in order to guarantee appropriate educational provisions for them. However, PSTE assists teachers to develop competences to impart abstract and intricate ideas and concepts in easy and simple terms. In fact, the PSTE programs help teachers to comprehend the objectives, assessment techniques, and curriculum designing in distinct areas of study.

Hence, the Algerian educational system should highlight a considerable focus on pre-service teacher education because it is a very substantial and critical part of the educational system. In fact, it has enormous importance in enhancing classroom teaching persuasively.

#### **2.4 The Main Objectives of Pre-service Teacher Education:**

The pre-service training is considered to be an allotment of our study in teacher education. It takes place in the academic denomination of study in a university-level institution for the extent of time of education. It contains alternative or joined studies and balanced teaching of theory and practice as well as principles of educational psychology.

Regarding this training, the teacher is exposed to psychological, sociological, technological, and philosophical features as well as the fundamentals correlated to education. However, the pre-service training seeks to promote or advance the necessary intuitiveness into the professional and some basic skills needed for several teaching-learning tasks.

As a matter of fact, the pre-service training offers his trainees with the basic underlying teaching, including; the objective of education, curriculum, characteristics of child improvement, and teaching-learning techniques so as both teachers and pupils can draw for the aim of teaching and learning. Thus, the pre-service training aims at providing a clear and convenient understanding concerning the main objectives of education.

Then, promoting anticipated teachers a qualified understanding of the principles of child development and the process through which pupils learn. In fact, this training enables teachers to introduce and outline the subject-matter in a way that will boost the interest as well as a clear understanding process of pupil's progress. In addition to that, the pre-service training aims at fostering communication skills and abilities guidance to human connections for interacting with children to improve learning inside and outside the classroom. Moreover, this training intends to establish interests, attitudes, and skills that authorize teachers to control the development of children under their care.

Even though, further institution courses, activities that devote knowledge and experience to the potential teacher, pre-service teaching maintains the opportunity to practice the challenging and satisfying or valuable task of assuming superior teaching accountabilities.

More importantly, the pre-service teaching experience is constructed to arrange a restrained learning situation in which the potential teacher can put into practice the fundamentals and procedures learned. For that reason, PSTE is considered to be a fundamental and constitutive experience in the professional education program.

On the whole, the decisive goal is for the pre-service teacher to accomplish proficiency in opening level skills in the teaching profession.

**2.5 Pre-service Teacher Preparation Programs:**

Pre-service teacher preparation, also labeled elementary teacher training or initial teacher education, differ incomparably among countries. However, the framework, coursework, and the domain experiences of pre-service training programs are very substantial and critical to consider when preparing or reconstructing teacher training since they all contribute to the quality of the preparation. As a matter of fact, high-quality teachers requisite high-quality training, yet several countries are obliged to be careful and conscious when selecting the training programs so as to foster qualified teacher assisting in the development of the educational system.

As follows, it is essential to take into consideration the local context as well as national needs while deciding which kinds of programs are relevant and applicable. To illustrate; Pakistan employed distance training so as to increase the number of trained teachers.

Along with considering the local context and the national needs of countries, it is very important and essential to consider the length of the pre-service training that also differs among countries. However, in some countries, the duration of the training for secondary school teachers is longer than for primary teachers, while in other countries it is the same.

Generally speaking, the quality of the pre-service preparation is highly based on the program's arrangement and design than on the duration of the training. Nevertheless, graduates of short-term programs (e.g., 2-10 weeks) will definitely requisite extensively more in-service support than graduates of long-term programs (e.g., 2-5 years).

In addition to that, teachers' mastery of the subject(s) absolutely corresponds with their students' accomplishment results. In this respect, recent evidence from Algeria, for example, indicates that students' grades increase and develop noticeably when taught by

teachers with mastery of the subject. It is substantial for pre-service mentors to develop a profound knowledge of their content stretch.

Moreover, the selection of pedagogical courses is very relevant and effective, especially when trainers determine and display various pedagogical approaches in their courses instead of common lectures about pedagogy. Along these lines, classroom management, learning needs, evaluation practices as well as the integration of technology in education are very valuable and essential topics to be selected in the pre-service teacher preparation.

Another important aspect regarding the pre-service programs is pedagogical content knowledge. However, it focuses on the appropriate arrangement and presentation of the content to make it reachable for distinct groups of learners. As a matter of fact, programs frame pedagogical content knowledge through contributing an amplified concern about specific trends of teaching, likewise, teaching a particular subject at a particular level. For example; the teaching of reading and writing skills at the lower level at secondary schools.

Furthermore, field experiences are a substantial and critical part of the pre-service programs. However, it depends on their form, flow, order, duration, and supervision by trainers. Regarding various programs, the duration of field experiences differs from a few weeks to many months or more. In fact, more experience in the classroom often fosters the best results. Pre-service teachers need to observe expert teachers about how to teach as well as practice teaching at different phases of the training in order to supply the trainees with the appropriate guidance and feedback.

Therefore, it is agreed that most pre-service trainers or teacher educators have limited or no prior experience. However, they do not get or receive any professional or efficient advancement programs in order to guarantee the quality of their pre-service training instructions. Generally speaking, these facts affect the quality of the pre-service program's

courses, but solid reinforcement networks and effective training programs for trainers can definitely ameliorate and advance the quality of the pre-service teacher training.

Likewise, pre-service teacher preparation programs need to shed light on students with disabilities that are a very important side in teaching. In fact, most teachers do not know how to diagnose learning disabilities since the pre-service programs simply ignore this part. However, teacher educators who enlighten these issues in their courses often accomplish excellent and improved outcomes.

## **2.6 Pre-service Teacher Training Concerns in the Algerian Educational Context:**

It is agreed that high-quality language teachers are guaranteed by high-quality teacher training. However, the teaching of English should conform to the learners' assumptions, societies' requirements, and the globalization basics for business, communication, and technology.

As far as the Algerian educational system is concerned, the drawback that hinders English language teaching is the absence of a comprehensible and effective framework on how to teach. In fact, high-quality education is achieved by adjusting teaching practices in English language classes through pre-service teacher training. Nevertheless, the latter has always been an essential concern for researchers and educators of EFL. Unfortunately, insufficient consideration is devoted to the concept of the pre-service teacher training by the Algerian educational system.

In order to advance education, it is very important to consider two substantial procedures, the first one is the pre-service training program that takes place before integrating the teaching profession, whereas the second one is the in-service education that refers to a developmental program that takes place during the teaching profession as a reinforcement.



Furthermore, the problems that face the English language teachers in Algeria can be divided into two major sections, the first one is related to teachers themselves, however, their problems are reflected in the poor pedagogical skills in assessment, instruction, and classroom management. In addition to that, teachers strive with the lack of cooperative work with teacher educators, teachers' negative attitude as well as the absence of awareness and realization. Those problems ensure because of the lack of guided instructions and procedures that should be encountered in the training program. Regarding the second issue, the teaching atmosphere or situation that is highlighted by either the absence or inefficient of the pre-service training as well as there is no training courses or professional improvement. However, the teachers' personal experiences are the predominant source of development. Thus, all the above-mentioned problems are just part of the various challenges that face the English language high school teachers in Algeria due to the ineffectiveness of the pre-service and the in-service of teacher education in Algeria.

As far as the Algerian educational context is concerned, the Algerian universities do not involve students in any teaching training since there is no such training in the educational programs. However, everything learned or taught in the form of theorems, there are no opportunities for practice. Even though there is some universities offer their learners with opportunities for training as a degree concern, but the training is not appropriate and effective enough to target the necessary skills and knowledge needed in secondary schools. In fact, the training is about how to teach general English, it was not outlined as formal courses, however, students select a teacher and observe his classes.

Therefore, we can not appraise that the pre-service teacher training in the Algerian context was unsuccessful and ineffective in all circumstances. However, there some teachers in a specific situation or under certain conditions, such as, English language

teachers who study in superior colleges have extensive practice. Though, they have been consistently involved in teaching training along their stretch of learning. So, they mostly will not confront with teaching complexities when integrating the teaching profession. In addition to that, the pre-service training sometimes is fruitful and profitable for teachers when they are supervising by an expert teacher educator or trainer. Even though the conditions are not helpful but the trainer's proficiency plays a substantial role in improving agreeable and acceptable training.

Thereupon, to ensure a conclusive, positive, and advantageous change to take place, the Algerian educational system should devote an appreciable amount of finances, resources, and efforts for pre-service teacher training programs. In fact, EFL teachers should be well prepared and supplied with abundant and necessary sorts of knowledge, skills, and abilities before integrating the teaching occupation in order to guarantee efficient teaching and high-quality learning.

### **2.6.1 Examples of Initial Teacher Training in Algeria:**

Pre-service teacher training differs from one country to another and within the same country, it also differs. However, it depends on the level of both the teacher educators or trainers and the trainees, the duration, and the chosen programs.

The first example is about an Algerian English language teacher at secondary school, named Benmoussa Mohamed who shares his pre-service training experience with us by which he speaks about some beneficial points in his training as well as the framework and the structure of the preparation programs.

Mister Benmoussa argues that the training was set-up in 2001, precisely in May, it took four (4) weeks in a high school labeled, Zidouri in Sidi Belabbes supervised by an expert

trainer, named Mrs. Ayachi Fatima. He confirms that teaching is not an easy task to do, it requires a solid background, inspiration, and devotion to give your learners what they need.

He asserts that the first week was programmed for observation, they just sit at the back of the classroom and observe the way that Mrs. Ayachi teaches English. While in the second week she starts to show them her official documents: daily journals, lesson plans, syllabuses, books.....etc, in order to have an idea about the program. Then, she focuses on how to plan a lesson since it is very important. Concerning the third week, she encourages her learners to take one of her classes. However, it was interesting and stressful as well because it was the first time they face a whole class but mister Benmoussa confirms that it was a nice experience and the pupils were gentle and very cooperative. Therefore, the fourth or the last week Mrs. Ayachi organizes a meeting with her learners to give them fruitful advice that they should take into consideration in their future professional career.

On that account, mister Benmoussa confirms that the training was very helpful and beneficial because his trainer Mrs. Ayachi is quite a good and expert teacher educator.

As a remark, after the pre-service training of mister Benmoussa and his colleagues in the training, they exceptionally went to Dubai to teach the English language. Yet, during the period of the Arab Spring, they were sent back to their country home and start working as English language teachers at secondary schools.

The second example is about another Algerian English language teacher at secondary school, named Didouh Nadjat who maintains that her pre-service teacher training was not helpful at all, it does not add anything to her in-service teaching because it lacks many procedures and practices.

First of all, she asserts that the duration of her training was only two (2) weeks without taking any rest since they studied at the weekend, however, they have no time for

reflection. Then, Mrs. Didouh confirms that her trainer was a French inspector because most of her colleagues or trainees were from the French stream. Unfortunately, she maintains that she is not competent enough to master the French language and the same case for her colleagues in the training. In addition to that, there was no practice or in other words no time for practice, only the theoretical spectrum was presented. Concerning the program, Mrs. Didouh argues that the presented lessons were about some basic theories and methods about teaching without further clarification.

For that reason, Mrs. Didouh Insists that her pre-service preparation was neither beneficial nor constructive and she confirms that she faces many problems that hinder her teaching process. To illustrate, she lacks the appropriate way of implementing some theories and methods with her learners.

### **2.7 In-service Teacher Education Denotation:**

In-service teacher education denotes any learning opportunity for practicing teachers. Thus, the concept of the in-service teacher means a teacher who has attestation or is actually practice teaching (Oxford Bibliographies)

Therefore, when a teacher completes his pre-service training and accesses into service as a teacher, he comes across problems or challenges, and alongside he is obliged to solve them out. However, there is a commitment to extensive knowledge and more education for making him a good teacher.

Oliver believes that a teacher should not only rely upon the training college, but he must also learn from diverse kinds of experience.

In addition to that, Nelson (2007) describes in-service teacher education as the workshops and lectures designed in order to maintain practicing teachers enlightened about contemporary practices in their field.

Furthermore, teaching is a complex and difficult behaviour in which a serving teacher should be a scholar, a researcher, an assessor, and a lifelong learner. In this respect, a teacher should distinguish and decipher supplied learning programmed, outline original learning programmed, analyze, and determine the necessities for a particular context of learning and adapt appropriate resources for learning. Hence, all these parameters must be included in the pre-service teacher training.

### **2.8 In-service Teacher Education Importance in Educational Development:**

It is assumed that most of the pre-service teacher education in the Algerian educational system is not effective enough to make the in-service teaching successful and sufficient. In this respect, it is very important to adopt and arrange in-service teacher training in order to update teachers' skills and knowledge for the sake of improving teaching and learning that lead to high-quality job performance. The in-service training aims at qualifying teachers to attain new understanding and instructional skills which are not accessible in their pre-service training.

In addition to that, the in-service teacher training is very substantial from different intersections. However, teachers should be lifelong learners since professional advancement is a continuous process. They are asked to continue making efforts along their teaching process because a teacher who does not study alongside will never remain a good teacher. Then, for the professional development of teachers, they are always required for guidance and support from others, either veteran's teachers or teacher educators and inspectors.

Furthermore, education is dynamic due to technology and science advance and progress. In this scope, teachers should always follow the current advancement through updating their knowledge permanently since the curriculum and syllabus change frequently. However, teachers can handle this situation through continuous in-service teacher training. Also, the in-service education programs assist the teacher to be democratic for the sake of being able to meet people from different types as well as sharing experiences with others.

Likewise, according to Zeichner and Liston (1990), “Teaching demands an approach to teacher preparation that reflects the complex and uncertain nature of the work. The crucial task from this point of view is to foster teachers’ capabilities to exercise judgment about the use of teaching skills” (p.9).

Hence, in-service teacher training grants for the reconstruction of teaching principles, techniques, and methods to the current social needs and improves different types of knowledge. This refresher programs also equip teachers with new sorts of knowledge and skills to effectively advance their professional development.

## **2.9 Common Challenges that Face Teachers along their Teaching Process:**

The practice of teaching is considered to be a very demanding and challenging behavior. However, being a teacher is a difficult and intricate responsibility for both novice and experienced teachers. In fact, all teachers mainly are confronted with similar challenges, the hindrances that they encounter can originate from various directions: with administrators, learners, parents, or with the abundant roles and accountabilities teachers have to ensure. As a matter of fact, a teacher is supposed to be a good model for learners in order to inspire them to learn and live a better life. At the same time, the life of a teacher is not that perfect, however, teachers are also facing several difficulties and challenges. Though all teachers generally have a pre-service teacher training before integrating the

teaching profession so that to make one's teaching successful. The question is whether this pre-service education is quite effective enough in the Algerian context to make the in-service teacher education successful or not. However, addressing the following common challenges faced by EFL high school teachers in the current educational scenario in Algeria will determine the efficiency of the pre-service training and at the same time help to improve the quality of the Algerian educational system.

The very first challenge faced by most teachers is lack of time for planning since the situation requires teachers to handle different roles in the classroom, including; bringing up to date the subject to a new interest, correcting materials, content and documents exposition, as well as produce new innovative approaches to conform the current educational trends. In this regard, teachers struggle to handle several roles as they have insufficient time for planning and this adds a lot of pressure. In addition to qualifying pleasant teaching content, teachers are asked to prepare and update student progress and growth indicators, so teachers are obliged to handle extra roles like a social worker or counselor and this is considered to be one of the critical classroom challenges that they take in charge besides teaching notes. Such paper works take excessive time out of teacher's ordinary schedules and this can affect the quality of their teaching process.

In addition to that, teachers are put under huge performance and achievement pressure from school administrators. They are obliged to be accountable for the success rate of the class, the student growth indicators as well as managing students' discipline. Thus, being responsible to perform extra roles besides the quality of teaching will put teachers on a lot of performance pressure. However, this is considered to be very challenging for them since they lack some teaching principles and techniques that can help them handle the situation.

Moreover, it is quite true that each student is different in learning, memorizing, understanding, and other variables. However, teachers are supposed to implement a stable curriculum for learners with largely different needs. It is a quite serious challenge for teachers to satisfy all learners in the same way while approaching a fixed curriculum. Nowadays, teachers adopt various teaching strategies and methods to ensure high-quality learners taking into consideration all individuals variables. Thus, they are obliged to produce distinct strategies and a lot of creativity that requisites extra readiness because their pre-service training programs do not provide them with necessary strategies and methods in order to deal appropriately with such cases. Though it is challenging for teachers, it helps them to empower their teaching experience as well as enhance and advance students' learning. Along these lines, after distinguishing the learning style of each student, teachers come up with innovative ways of assessments but they come out with another challenge that is school administrators who persistently assert on regulated testing methods. However, this forces teachers to switch their approach of teaching and creativity in order to elevate the progress of learners.

Furthermore, satisfying learners, parents, and school managers is classed to be a serious challenge for teachers since they are struggling with many obstacles; breakable management, learners' problems, and parents who are complaining all time. However, all these can make the job tough for teachers who are expected to have the solution for all these issues as well as they have to adjust choices between fairness and survival. In this scope, the pre-service teacher educators should supply teachers with innovative ways and strategies to deal with similar situations.

As follows, teachers are confronted with various factors that get them to burn out easily, including; overworking, depressing, discouragement, underpaid, the hardship of work-life equilibrium, and lack of personal time, all these factors can result in burnout. For instance;



overworking can negatively impact the most active and dynamic teachers and affect their teaching process.

In addition to that, teachers are struggling with a lack of financial backing that can seriously affect the process of learning. In fact, some teachers pay from their own pocket in order to effectively work out abundant teaching strategies as well as guarantee an appropriate learning atmosphere. However, this refers to the lack of teaching materials that really hinder the process of learning.

Another serious challenge that teachers are facing is a lack of parental support. In this respect, parents should be the perfect working assistants of teachers to ensure high-quality learning for pupils. It will be very tough for teachers if parents are stepping far from their responsibilities. For that reason, teachers prepare meetings with pupil's parents in order to supervise the progress of their children.

Furthermore, changing educational trends is considered to be one of the most serious classroom challenges that teachers are struggling with. However, schools are obliged to affiliate modern technologies and devices in order to update recent trends since the educational tendencies change every year. Unfortunately, schools do not provide adequate training to teachers on how to employ these new tools so they have to find effective ways to make use of these new devices. In fact, this results in a discrepancy in the teaching styles of teachers and it leads to disappointment and low job satisfaction as well.

Accordingly, teachers play a significant role in student life since they are the ones who frame the personality or the individuality of their learners as well as contribute to improving educated, conscious, and responsible generation. In this regard, the job of the teacher is very valuable and priceless, but at the same time, this makes teachers' jobs very demanding, challenging, and full of accountability. However, the Algerian English

language teachers come to cross several hindrances, difficulties, and challenges as above-mentioned. For that reason, the Algerian educational system or school administration should provide adequate pre-service training that can assist teachers in their in-service teaching as well as supply them with the necessary guidance and instructions along their teaching process in order to guarantee high-quality education.

### **2.9.1 Novice Teachers Common Challenges in Teaching:**

It is quite true that the first year of a profession is a critical and difficult period for teachers. However, being a new teacher means that you will confront with many struggles and challenges that mainly all new jobs have. Likewise, Goodwin asserts that novice teachers deliver a high rate of energy and enthusiasm to their classroom, but also a particular set of needs. By adequately addressing these challenges, school administrators in the Algerian context can assist new teachers to improve their skills more productively and rapidly as well as raise students' achievements, and this through designing effective pre-service teacher training that fosters well-qualified teachers who will pass out these challenges easily.

The very first challenge that mainly faces all new teachers is struggling with classroom management. However, many novice teachers assert that their pre-service programs do not prepare them enough for the realities of the classroom so they lack many management tricks that can be very helpful. Even if the training were efficient enough concerning this issue, sometimes a new teacher confronts with unexpected behavior problems, for instance, a student behaves impolitely or harshly to his teacher in front of the class. In fact, it takes many years to be able to display strong classroom management skills. In this regard, classroom management difficulties can affect the teaching process of new teachers as well as frustrate them and hinder their professional progress.

Another significant challenge that new teachers usually raise is the lack or absence of instructions, guidance, and resources for both lesson and unit planning. In fact, abundant researches claim that the pre-service programs or schools provide new teachers with few or not necessary instructional resources and appropriate guidance, for example; how to plan a lesson? Or how to plan a unit?. However, this curriculum abandon may be worked with an expert teacher but it indeed will be a burden for a new teacher, who lacks guidance and resources. It is quite true that this problem will harm the learning process of pupils, who requisite for an appropriate structure in order to progress in a safe manner.

Another important challenge, and apparently the most harmful one, is the lack of support and assistance given to new teachers. It is quite true that a novice teacher often needs the guidance of an expert teacher from time to time, such as sharing lesson plans, attending classes, peer observations, and so on. However, this is the job of the pre-service mentors, who should provide new teachers with appropriate support and guidance to proceed in a supportive environment.

Thereupon, the above-mentioned challenges are considered to be the common new teachers' struggles in their first year of teaching. However, being a new teacher is not easy because you are accountable for the progress and development of the coming generation. In this vane, teacher educators and school administrators should determine a well organized and productive pre-service training that really helps and assist new teachers during their teaching process.

### **2.10 In-service Teacher Education Programs and Techniques:**

After analyzing the common challenges faced by most teachers, it is important now to consider how to solve those problems or at least diminish them. However, it is quite true that the pre-service training programs in Algeria are not effective enough to assist teachers

in their in-service teaching. In this respect, teachers should have in-service training programs in order to improve and develop their skills and knowledge as well as ensure high-quality teaching.

First of all, a seminar is considered to be one of the most effective techniques in in-service education by which teachers make a small group of discussion in an academic setting with a clear schedule. A speaker proposes a theme and it is debated by all participants, the seminar is arranged in order to improve the power of understanding and insight, higher cognitive competences, synthesis, observation, as well as promote collaboration and tolerance among teachers. In fact, the seminar aims at highlighting some education problems and issues and there is shared thinking. However, conclusions and solutions are composed under the guidance and supervision of some experts.

Then, refresher courses are very substantial and important programs of professional development of teachers since they assist in refreshing and renovating the knowledge and experience of in-service teachers. However, these courses are used in order to provide training for teachers concerning the most recent developments in teaching and education. Or supplying them with an understanding of educational policies and procedures made by the government and other agencies from time to time.

As a constitutive technique of the in-service teacher training, the workshop is composed of a group of teachers who share similar problems and difficulties regarding particular aspects. The workshop aims at developing the psychomotor function of teachers concerning practices and creativity in the field of education. As follows, this technique helps in-service teachers to improve skills to carry out a task independently, to employ teaching strategies productively, and to maintain the training of contemporary practices in teacher education.

To illustrate, the followings are examples of workshop topics:

- A- Classroom challenges faced by teachers.
- B- Preparation of modern teaching model.
- C- Workshop on task constitution.
- D- A new module of a lesson plan.

Thus, the workshop is very helpful in developing proficiency for the approaches of education, ensures confidence in the participants, improves cooperation among the trainees, as well as allows teachers to collect theoretical and practical knowledge concerning the problems and difficulties they face.

Another important technique regarding in-service education programs is study groups. However, a group of teachers of the same subject matter supervised by a subject expert in the institution of education is joined and start working. They select some topics of shared and ordinary interest or common problems and challenges concerning their teaching subject. Thus, teachers start their discussions under the guidance of a subject expert, the study groups can be arranged for once in a week or once in a month. In fact, this technique is very effective and can foster good results.

As follows, a conference is a valuable technique that develops cooperation, tolerance, team enthusiasm, freedom of thoughts, and respect among the participants. However, it is a meeting of a group of teachers who engage in the debate for the sake of accomplishing a particular task in a limited time. It is arranged to discuss contemporary teaching problems and issues to present workable solutions. The conference aims at improving synthesis, evaluation, analytical and critical intelligence, and competences as well as developing abilities to study conceptions, problems, and facts in depth. Thus, the conference is an effective procedure that assists in developing excellent styles of asking questions, pursuing

clarification, expressing own point of view as well as defending others' beliefs and conceptions.

Furthermore, teachers can develop their skills and enrich their knowledge through auto-instructional methods since a reading of professional literature can guarantee the professional development of teachers. However, this method allows teachers to read further books or articles about education as well as follow the current literature through the Internet in order to improve their teaching skills on a daily basis.

On that account, in-service teacher education or professional development is considered to be the second chance for teachers who have not efficient and effective pre-service training that can help them in their in-service teaching. In this regard, in-service teacher education involves an ample range of programs prepared to assist the professional learning of in-service teachers. However, the ultimate goal of the in-service professional development is to improve and develop the knowledge, skills, and competences of teachers for the sake of being more productive and competent in teaching, planning lessons, evaluating students' learning, and undertaking other school accountabilities.

### **2.10.1 In-service Teacher Education Case in Algeria:**

It seems that the pre-service teacher education in Algeria is breakable and not convincing enough to empower teachers along their teaching process. For that reason, the Algerian educational system should grant and ensure high-quality in-service teacher training that fulfills the predetermined needs of teacher's professional development. It should determine the evaluation of the teachers' requirements and the simplification of the aims and means of the training. However, it is quite true that this training can be motivating and important for teachers only if it guarantees an impact on their career upgrading or financial returns.

In addition to that, in-service teacher training in Algeria is coordinated by inspectors of each grade or subject inspectors. This training takes distinct forms, including; seminars, conferences, and workshops, It lasts for a few days during school holidays. This training is considered by teachers as ineffective and unproductive in terms of teaching practice development or even professional improvement.

On the other hand, the in-service teacher training that was set-up in by the end of 2014 in Blida, Algeria. It includes three hundred and twenty inspectors and teacher trainers who were trained and qualified in four regional centers across Algeria; Ghardaia, Boumerdes, Tlemcen, and Setif, it lasts throughout the school year. Therefore, the ultimate goal of this in-service training is to ensure continuous professional development, it focuses on developing teacher training skills, including; the teaching of speaking and writing skills, an emphasis on the role of assessment in the classroom, the importance of reflective practice and developing communication as well as constituting the principles of successful and cooperative working relationships among the participants. This training accomplishes good results due to the high level of engagement among the participants as well as the simplification of the training courses.

Therefore, the in-service teacher training in Algeria requires elaboration and improvement. It should move from the theoretical sessions to a more practical and functional approach. However, the in-service training programs can be effective and stimulating for teachers if they are approximately linked to the curriculum they are teaching with prominence on real situations practice as well as select a reasonable duration for the training sessions. Hence, in-service training is very essential and important in the Algerian context since it includes fundamental aspects of overall teachers' professional improvement and a standard fulfillment and completion of the pre-service teacher training.

**2.11 Some Practical Procedures for Improving Teaching Practice:**

Being an effective teacher incorporates various methods and policies that can improve and enhance both teaching and learning. However, teaching involves mastering a set of skills, promoting inclusive work, and the most excellent teachers work on developing and elaborating those skills.

First of all, the teacher should make a dialogue with himself or self-talk concerning his teaching, for instance; the teacher may reflect on his lesson plan and ask himself questions include, What are the most difficulties that face students? What makes students highly engaged with the material? What kinds of things that require better clarification? Are there any necessary modifications having to do with a particular topic? Thusly, the teacher's reflection will often keep his teaching greatly enhanced and repaired on a daily basis.

Then, teachers can not improve their teaching without receiving feedback from their students. However, they can be a great source of feedback, there are several methods teachers can employ in order to perceive continuous feedback from their students concerning specific topics and activities. For instance, teachers can ask students to take a sheet of paper and note down what they prefer to learn, change or modify about the class without writing their names in order to avoid any kind of embarrassment on the part of the students and give them more space to express their opinions more freely. After receiving their responses, teachers can determine what they will add or change their teaching. This genre of ordinary feedback can be collocated at different stages of the semester.

In addition to that, one of the outstanding resources for reflecting and bettering teaching is a dialogue with peers. In this regard, teachers may meet weekly with their peers to discuss perceptions, ideas concerning teaching particular topics, and to interchange resources, materials, and recommendations about promoting an inspiring learning



atmosphere in the classroom. Teachers need to invite faithful colleagues into the classroom so as to ensure receiving effective feedback since colleagues are mirrors. However, teachers who have visited each other's classes have confirmed that peer observations will definitely improve teaching.

Moreover, teachers can distinguish models of good teaching practice using technology. The latter allows teachers to process specific methods to improve their skills, arranging student work, maximizing the validity of homework as well as build connections with colleagues who are inaccessible.

Along these lines, teachers should always provide their students with opportunities to outline, construct, adjust as well as monitor their work and learning. In this way, students will be enlightened of their knowledge and thinking, and this will boost students' ownership.

Furthermore, technological developments and advancements change various fields of education and practical implementations. In this vane, teachers should refresh and update their knowledge, teaching strategies, and skills since this improvement fosters very good results that can advance teaching and learning productively.

The followings are some of the positive results of this advancement:

- 1- Improve and increase students' achievements in all educational institutes.
- 2- Ensure high quality of teaching and learning.
- 3- Boost the well-being of both teachers and learners.
- 4- Develop and contribute to sharing knowledge among diversified brains.

Hence, teachers should adopt the above-mentioned tips in their teaching-learning process in order to ensure high-quality education. In addition to that, it is substantial for

teachers to receive well-prepared and effective pre-service and in-service training courses in order to strengthen them with distinct sorts of knowledge and skills, and teach them to be more prospering and confident to improve and encourage a cohesive environment for the educational institutes.

### **2.12 Conclusion:**

Accordingly, it is quite true that good education requires good teachers, the most appropriate and capable should be inducted into the teaching profession. However, the Algerian educational system should provide an effective and high-quality pre-service training program of teacher education, and afterward grant teachers with opportunities to upgrade their skills and knowledge along their teaching process through organizing a productive in-service teacher training program. Regarding the increased capacity of communication technology, language becomes a powerful and dominant instrument. In this vane, the teacher-education program should be empowered to improve language competency among teachers. Along these lines, inquiries are about the efficiency and the effectiveness of the pre-service teacher education in the Algerian context and whether it makes the in-service teaching successful.

### **3.1 Introduction:**

The previous chapter investigates both the pre-service and the in-service education for EFL teachers and their effects on classroom teaching and students' learning. However, the present chapter aims at representing the research tools used for data collection regarding the quality of the pre-service training and whether it complies with the in-service teaching or not. In fact, this chapter covers the use of a questionnaire addressed to high school teachers and an interview addressed to inspectors.

### **3.2 The Teachers' Questionnaire:**

#### **3.2.1 Administration of the Questionnaire:**

The questionnaire was distributed to twenty (20) teachers, only 16 of whom responded. The sixteen teachers who responded were chosen among different high schools with a different education qualification in order to allow for distinctive perspectives to be collected and this gives considerable credibility to the study results.

#### **3.2.2 Description of the Questionnaire:**

This research work sets to explore if pre-service education is efficient enough to make the in-service teaching successful. The questionnaire consists of twenty (20) questions which are arranged in a logical way, they are either closed questions requiring from the teachers to choose "yes" or "no" answers or to indicate their level of agreement regarding each statement or open questions requiring from them to give their own answers and justify them.

The questionnaire is divided into (3) three sections; section one is about the participants' background information while section two is about the pre-service education of EFL teachers, and section three is about the in-service teaching.

### 3.2.3 Analysis of the Questionnaire:

#### Section one: Background information

##### Q1: Age

As shown in the figure below, most of the participants (56,25%) were at the same age ranging from 25-30, while (25%) of the participants were at 30-35 age ranging. However, only (18,75%) their age ranges from 35-40.

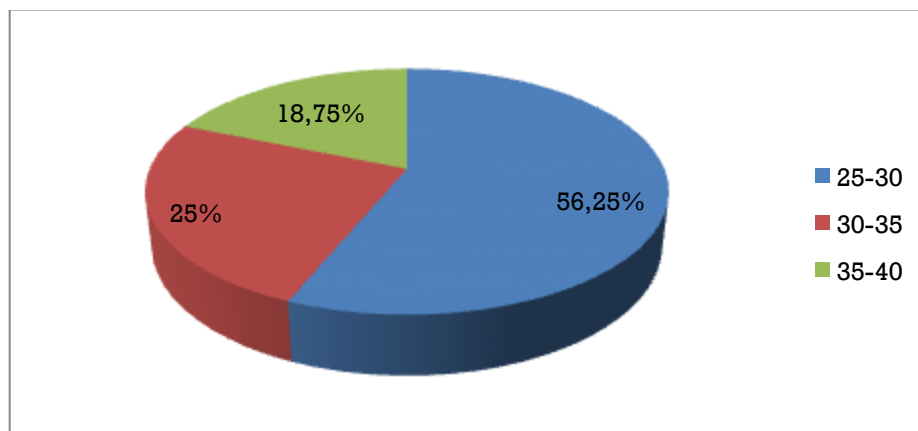


Figure 1: Teachers' age

##### Q2: Educational Level

The majority of secondary school teachers have a master's degree (62,50%), while (25%) of teachers have PEF / PES; high college teachers and only (12,50%) have a license degree.

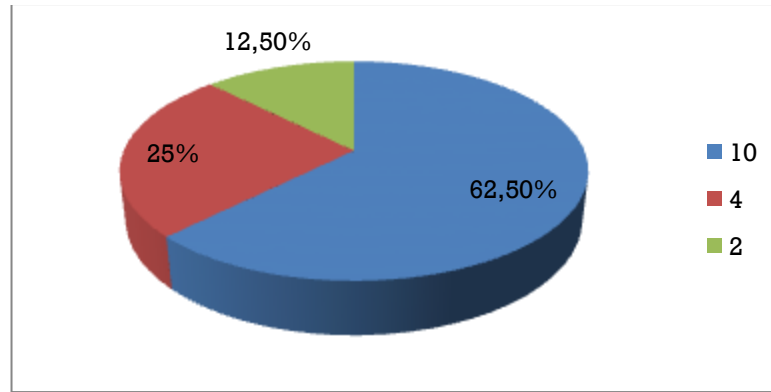


Figure 2: Teachers' educational level

**Section two: Pre-service Education**

Q1: Teachers need to have a pre-service education before integrating the teaching profession.

A- Yes

B- No

All teachers (100%) accept that they really need to have a pre-service education before integrating the teaching profession.

Q2: Efficacious pre-service training fosters competent and professional teachers.

A- Yes

B- No

As shown in the figure below, the vast majority of teachers (81,25%) accept that effective pre-service training will eventually promote competent and professional teachers. On the other hand, only a few numbers of teachers (18,75%) refuse this idea.

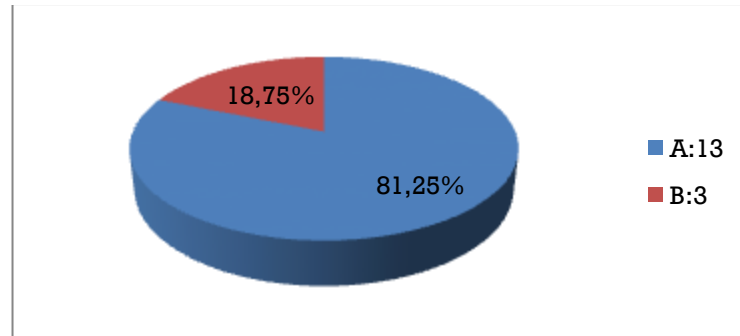


Figure 3: Efficacious pre-service training fosters skillful teachers

Q3: Teachers are obliged to be equipped with different sorts of knowledge and skills.

A- Yes

B- No

All teachers (100%) accept and support the idea of being supplied with distinct kinds of knowledge and skills.

Q4: High-quality education is achieved by pre-service teacher training.

A- Yes

B- No

As presented in the figure below, most of the teachers (62,50%) did not accept that high-quality education is accomplished by pre-service teacher training. In contrast, only (37,50%) of teachers accept this idea.

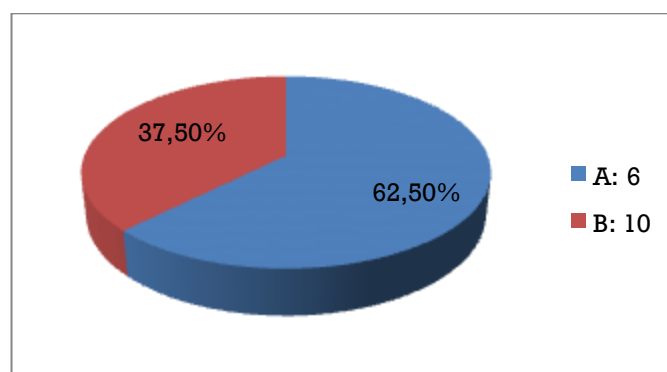


Figure 4: Successful pre-service training promote high-quality education

Q5: The notion of pre-service training has enormous importance in ensuring high-quality language teachers.

A- Yes

B- No

The figure below indicates that (56,25%) of teachers opt for « yes », which shows that the pre-service training has considerable importance in guaranteeing high-quality language teachers. On the other hand, (43,75%) of teachers opt for « no ».

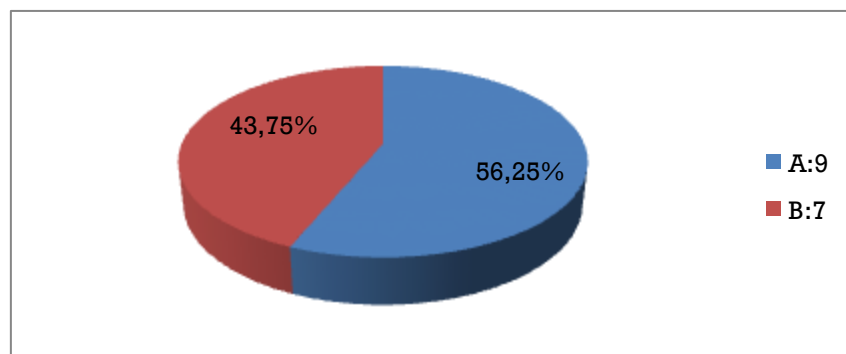


Figure 5: High-quality language teachers is ensured by the pre-service training

Q6: The topics covered in pre-service education are appropriate.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly disagree

Table 1: The Appropriateness of the covered topics in pre-service education

| Option | Number | Percentage % |
|--------|--------|--------------|
| A      | 2      | 12,5         |
| B      | 3      | 18,75        |
| C      | 1      | 6 ,25        |
| D      | 6      | 37,5         |
| E      | 4      | 25           |
| Total  | 16     | 100          |

We can notice that the highest percentage of teachers (37,5%) disagree and (25%) of teachers strongly disagree about the appropriateness of the topics concerning pre-service education. On the other hand, (18,75) of teachers agree that they had appropriate topics in their training. In fact, it is the same case for (12,5%) of teachers who strongly agree concerning the same matter. Whereas (6,25%) of the respondents are neutral.

Q7: The objectives of the pre-service training are apparently defined.

- A- Strongly agree
- B- Agree
- C- Neutral
- D- Disagree
- E- Strongly disagree



Table 2: The Clarity of the pre-service training objectives.

| Option | Number | Percentage % |
|--------|--------|--------------|
| A      | 0      | 0            |
| B      | 7      | 43,75        |
| C      | 2      | 12,50        |
| D      | 4      | 25           |
| E      | 3      | 18,75        |
| Total  | 16     | 100          |

As shown in the table above, (43,75%) of the teachers agree, which reflects that the pre-service training objectives are clearly to them. However, (25%) disagree since the objectives are ambiguous for them. Thus, (18,75%) strongly disagree about the same matter. While (12,50%) are neutral.

Q8: Participation and interaction are stimulated.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly disagree

Table 3: Participation and interaction.

| Option | Number | Percentage % |
|--------|--------|--------------|
| A      | 1      | 6,25         |

|       |    |       |
|-------|----|-------|
| B     | 7  | 43,75 |
| C     | 0  | 0     |
| D     | 5  | 31,25 |
| E     | 3  | 18,75 |
| Total | 16 | 100   |

Table (3) shows that (43,75) of the teachers agree that interaction and participation are encouraged during their training. However, (31,25%) of teachers disagree, which denotes that there is a lack of interaction. In fact, (18,75%) of teachers strongly disagree concerning this matter as well. Whereas (6,25%) of the teachers strongly agree that the interaction is highly encouraged during the pre-service training.

Q9: The use of organized, easy, and formulated content.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly disagree

Table 4: The Use of coordinated and easy content.

| Option | Number | Percentage % |
|--------|--------|--------------|
| A      | 2      | 12,50        |
| B      | 4      | 25           |
| C      | 0      | 0            |
| D      | 6      | 37,50        |

|       |    |     |
|-------|----|-----|
| E     | 4  | 25  |
| Total | 16 | 100 |

As shown in the table above, the highest percentage of teachers (37,50%) disagree concerning the clarity of the content in the pre-service training. As a matter of fact, (25%) of the teachers strongly disagree as well. On the other hand, (25%) agree that the content is easy and arranged. Thus, (12,50%) of the teachers also strongly agree about the same concern.

Q10: The materials used are helpful.

A- Strongly agree

B- Agree

C- Neutral

D- Disagree

E- Strongly disagree

Table 5: Beneficial materials

| Option | Number | Percentage % |
|--------|--------|--------------|
| A      | 0      | 0            |
| B      | 3      | 18,75        |
| C      | 3      | 18,75        |
| D      | 4      | 25           |
| E      | 6      | 37,50        |
| Total  | 16     | 100          |

Table (5) indicates that (37,50%) of the teachers strongly disagree, which reflects that there is a lack of materials. In fact, (25%) of the teachers also disagree concerning this matter. In contrast, (18,75%) of the respondents agree that the materials used in pre-service training are helpful. Whereas, (18,75%) of the teachers are neutral.

Q11: There is a balance between practice and theory.

A- Yes

B- No

If no why.....

The figure below shows that (31,25%) of the teachers respond by opting for « yes », which reflects that they have the chance to practice what they have learned in the theory. In contrast, (68,75%) opt for « no », which indicates that they have not sufficient practice.

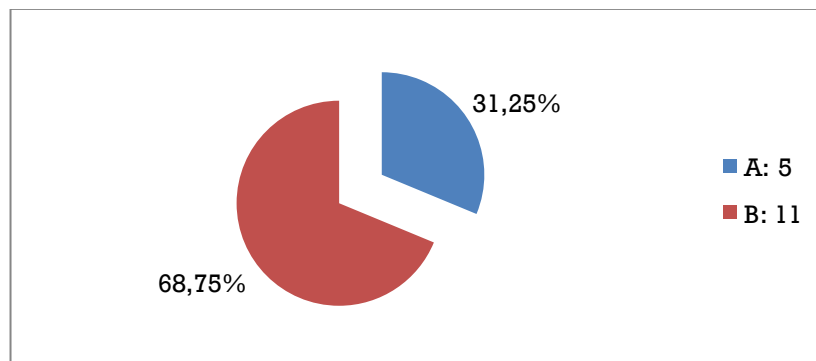


Figure 6: The balance between theory and practice

### Section three: In-service Teaching

Q1: Good teachers reveal to share learning with all learners.

A- Yes

B- No

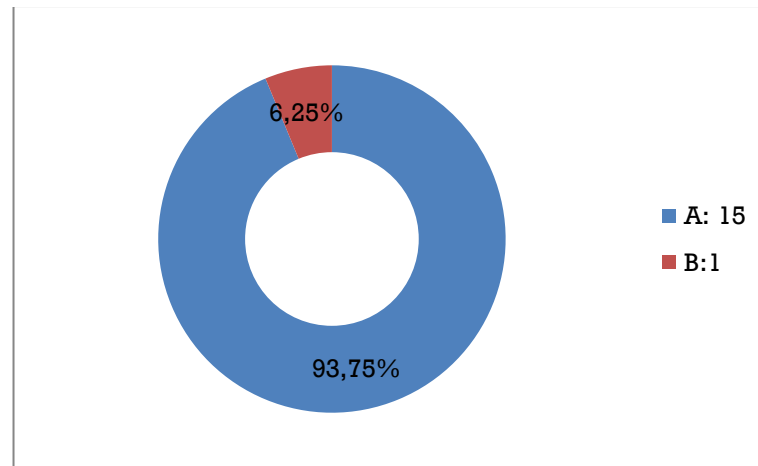


Figure 7: The love of teaching

As shown in the figure above, the vast majority of teachers (93,75%) agree that they reveal to share learning with all learners. On the other hand, only few numbers of the respondents (6,25%) opt for « no ».

Q2: Teaching is a difficult and complex behavior that is too demanding.

A- Yes

B- No

All teachers (100%) agree that teaching is a difficult and complicated practice that is really challenging.

Q3: Teachers should be equipped with different kinds of knowledge and skills in order to maximize their teaching effectiveness.

A- Yes

B- No

The figure below represents the vast number of teachers (93,75%) accept that teachers must have distinct sorts of knowledge and skills so as to make their teaching effective. Whereas an imperceptible number of teachers (6,25%) deny this view.

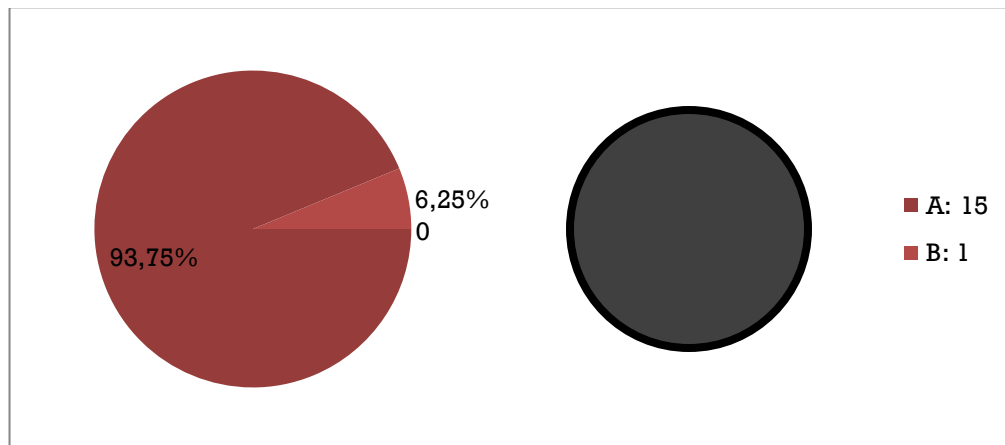


Figure 8: Teachers should be equipped with different kinds of knowledge and skills

Q4: The current in-service teaching programs need to be updated in order to fulfill the predominated goals.

A- Yes

B- No

As shown in the figure below, the vast majority of teachers (87,50%) agree that contemporary in-service teaching programs require to be updated in order to be effective. While only (12,50%) of teachers deny this view.

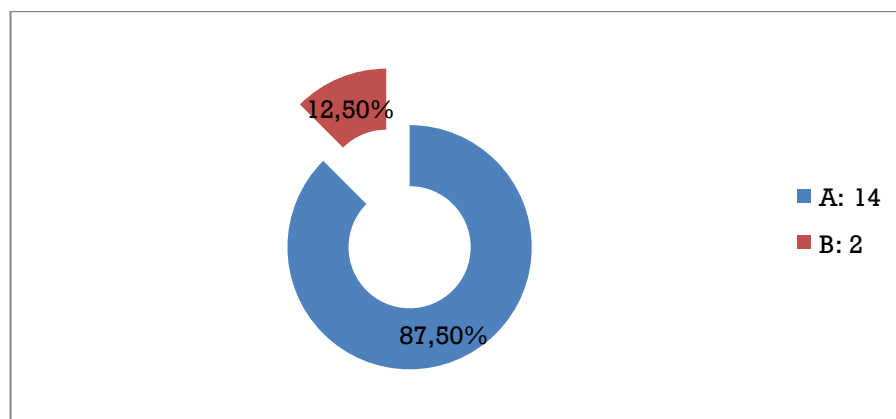


Figure 9: The in-service teaching programs need to be always updated

Q5: The pre-service training is very helpful and it fulfills the essentials of the in-service teaching.

A- Yes

B- Somehow

C- No

Why.....

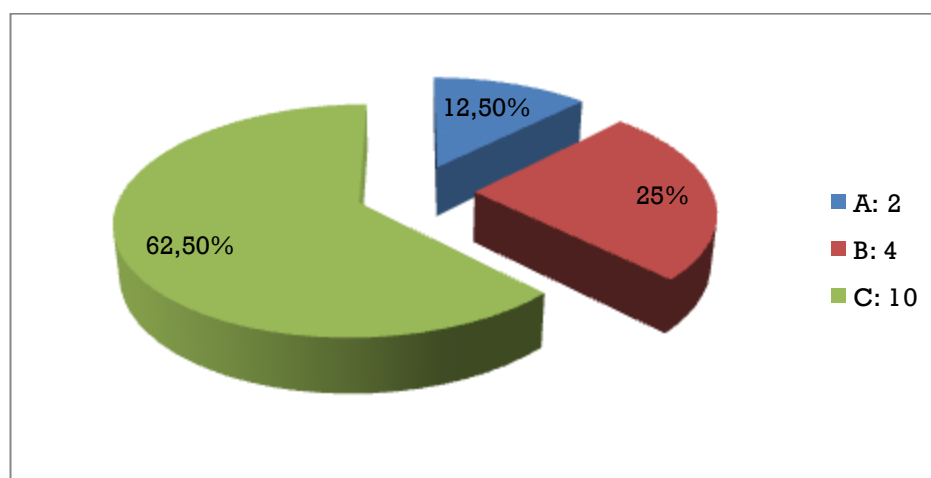


Figure 10: The pre-service training is very helpful to the in-service teaching

The figure (10) indicates that most of the teachers (62,50%) do not accept that the pre-service training satisfies the principles of in-service teaching. However, (25%) of teachers express their opinions by opting for « somehow ». In contrast, (12,50%) of teachers accept this view.

Q6: What are the most challenges that really hinder your teaching process?

The figure below shows that the vast majority of teachers (81,25%) state that lack of materials, oversize classes, and classroom management are the challenges that really hinder their teaching process. Whereas, few numbers of teachers (18,75%) select individuals variations as the predominant challenge for them.

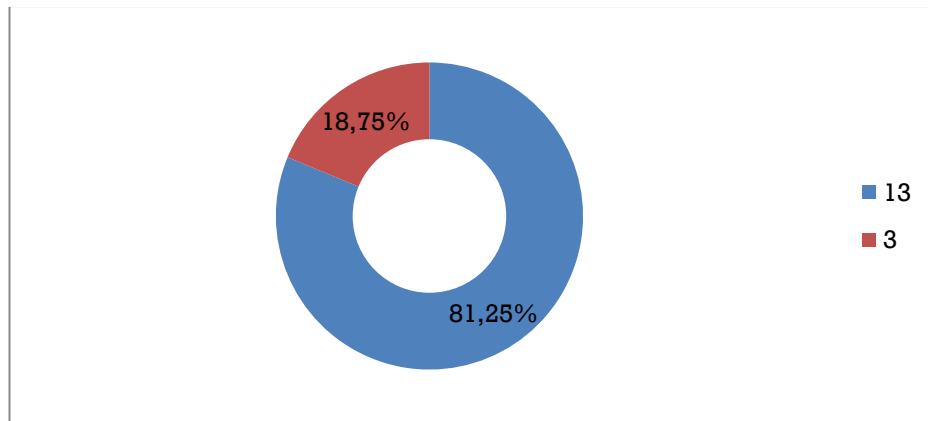


Figure 11: The teachers' challenges during the teaching process

Q7: The expectations and the objectives of the pre-service training are exactly pointed in the in-service teaching.

A- Yes

B- Somehow

C- No

Justify your choice.....

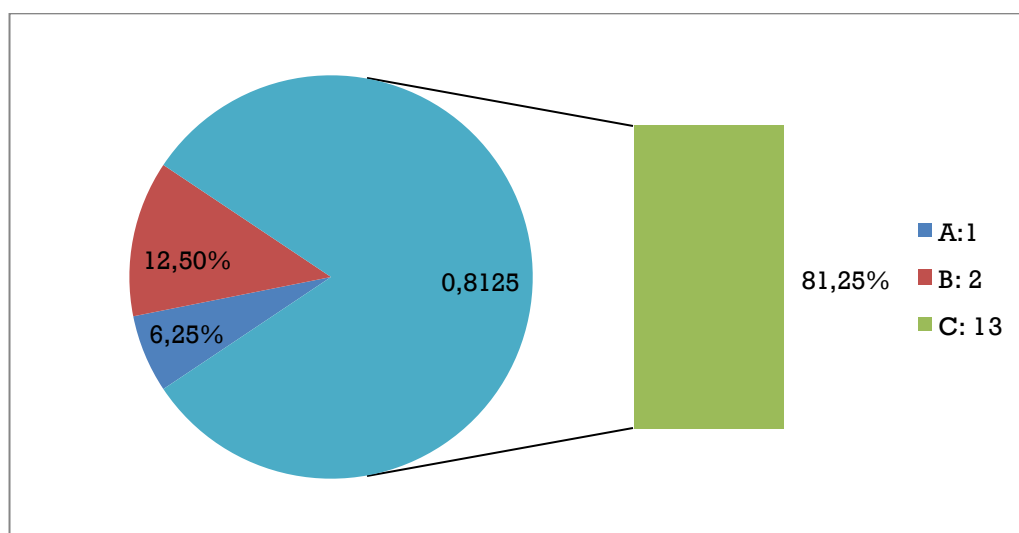


Figure 12: The objectives of the pre-service training are accomplished in the in-service teaching



As presented by the figure above, the vast number of teachers (81,25%) do not accept that the objectives of the pre-service training are achieved in in-service teaching. While (12,50%) of teachers express their opinions by opting for « somehow ». On the other hand, only few numbers (6,25%) of teachers accept this view.

### **3.2.4 Interpretation of the Results:**

First of all, the chosen sample in this study reveals that the predominant age of the respondents in Q1 is ranging between (25-30), which reflects that novice teachers have a pre-service training before integrating the in-service teaching. However, most of the teachers (62,50%) in Q2 have a master's degree concerning their educational qualification. Then, in Q3 all teachers (100%) agree in having a pre-service education before integrating the teaching profession, which reflects their high willingness and positive attitude toward having a pre-service education. Thus, the majority of teachers (81,25%) in Q4 accept the idea that efficacious pre-service training fosters competent and professional teachers, which confirms that if the pre-service training is efficient enough, it will eventually foster skillful teachers. On the other hand, only few numbers of teachers (18,75%) do not accept this idea, which indicates that they did not have efficient pre-service training. In Q5, all teachers (100%) accept that teachers are obliged to be equipped with distinct kinds of both knowledge and skills in order to be effective in their teaching process. In addition to that, most of the teachers in Q6 do not accept that high-quality education is achieved by pre-service teacher training, which shows that the pre-service training is not convenient and productive enough to foster high-quality education. In contrast, only (37,50%) of teachers accept this view, which reflects that the pre-service training is beneficial and valuable enough to promote high-quality education. While in Q7, (56,25%) of teachers highly recognize that high-quality language teachers are achieved by adequate pre-service training. On the other hand, (43,75%) of teachers indicate that pre-service training is not

effective enough to ensure high-quality language teachers. Moreover, in Q8 the highest percentage of teachers (37,50%) disagree and (25%) strongly disagree concerning the covered topics in the pre-service education, which affirms that they have inappropriate topics in their training. On the other hand, (18,75%) of teachers agree that they have appropriate topics in their training. In fact, it is the same case for (12,50%) who strongly agree. Whereas, only (6,25%) are neutral. Additionally, (43,75%) of teachers in Q9 agree that the pre-service objectives are clear and well defined, which reflects the efficiency of their training. However, (25%) disagree since the objectives are ambiguous to them. As a matter of fact, (18,75%) strongly disagree about the same matter. While (12,50%) are neutral. A considerable percentage of teachers (43,75%) in Q10 agree that interaction and participation are encouraged during their training. Yet, (31,25%) of teachers disagree, which denotes that there is a lack of interaction between the trainees and their trainer. In fact, (18,75%) strongly disagree regarding the same matter and this will affect the training negatively. Whereas, only a few number (6,25%) strongly agree that interaction is highly encouraged during their training. In Q11, the highest percentage of teachers (37,50%) disagree in having organized and clear content, and (25%) of teachers strongly disagree as well, which highlights that the content of the pre-service training is complicated and ambiguous for them. On the other hand, (25%) agree since the content is clear and arranged for them. Regarding the same concern, (12,50%) also strongly agree. Then, (37,50%) of teachers in Q12 strongly disagree concerning the accessibility of the materials used, which holds that there is lack of materials. In fact, also (25%) disagree regarding this matter. In contrast, (18,75%) of the respondents agree that the materials used in their training are efficacious and beneficial for them. And the same percentage (18,75%) show « neutral ». Furthermore, the highest percentage (68,75%) of teachers in Q13 claim that has insufficient practice during the pre-service training, some teachers indicate that the

focus was on theory and practice was simply omitted, others state that theories are always ideal where practice and application allow you to test the accuracy of the theory while others claim that there are some theories and knowledge are not applicable with our learners for example «CBA » method. On the other hand, (31,25%) of teachers maintain that they have the chance to practice what they have learned in the theory. The highest percentage (93,75%) of teachers in Q14 express their admiration for the teaching profession and that they reveal to share learning with all learners. In contrast, very few numbers (6,25%) of teachers claim that they forcibly teach, it is not their willingness. Therefore, all teachers (100%) in Q15 agree that teaching is really a difficult and complex behavior that is too demanding and highly challenging Whereas, the vast majority of teachers (93,75%) in Q16 accept the idea that all teachers should be equipped with distinct sorts of knowledge and skills as to make their teaching extremely effective. In contrast, only (6,25%) deny this view. Moreover, the results obtained in Q17 denote that the vast majority of teachers (87,50%) agree that the present in-service teaching programs require to be updated so as to fulfill the desired and the predetermined goals. Whereas, only (12,50%) deny this view, which reflects that they prefer the old programs. Regarding Q18, the highest percentage of teachers (62,50%) do not accept that the pre-service training fulfills the principles of the in-service teaching, some teachers assert that their pre-service training was mainly theoretical and nothing was helpful within the classroom, others state that there is a huge difference between what teachers learn in the training and what he could face in the in-service teaching. However, (25%) show « somehow » since they affirm that the training provides you just with the theories and methods, but the way of implementing them is ambiguous, and the training does not introduce all the issues of the in-service teaching as well as experience is needed to acquire many important notions and practices. In contrast, only (12,50%) accept this view, who claim that their pre-service

trainer is helpful, skillful and a good adviser, while others maintain that the training enables the teacher to get rid of the stress to face the audience, discover the points and techniques in teaching, how to prepare and how to be prepared in terms of readiness. Concerning the challenges that hinder the teaching process in Q19, the vast majority of teachers (81,25%) argue that since they are novice teachers so they have no experience to this job, oversize classes, no pre-defined goals and no goals linked to the actual learning process, lack of more effective teaching materials, classroom management, such as; controlling and monitoring the students and poor teaching techniques to apply approaches. However, only (18,75%) indicate that having many pupils with many characters, mentalities, different levels and each of them has his own way of learning, this diversity among learners makes the teaching process very challenging and hard. Likewise, the vast number of teachers (81,25%) in Q20 do not accept that the objectives of the pre-service training are achieved in the in-service teaching, however, some teachers affirm that the proposed objectives are too perfect to be applied in a real-life context, others assert that what they learn in the training is completely different to what they face in the work ground. While (12,50%) show « somehow » in which they maintain that there are some techniques that are not adequate with learners' level, they need very simple and guided instructions. On the other hand, only few numbers (6,25%) of teachers accept this view, in fact, they claim that their trainers are very skillful and they fulfill their requirements.

On that account, the interpretation of the results shows that the vast majority of teachers affirm that the pre-service training should be practical, guided, productive and highly equipped with the teaching essentials because to move directly from being a student to a teacher is a difficult process that requires guidelines which were not available in the pre-service training. However, when integrating the teaching profession the teacher finds himself in totally different situations concerning what he learned in the pre-service training

and what he found in the in-service teaching. Hence, the pre-service training is not sufficient and effective enough to make the in-service teaching outstanding and successful.

### **3.3 Inspectors' Interview:**

#### **3.3.1 Administration of the Interview:**

The second research tool that is used in this research work in order to collect more information is the interview. However, the interview is done with two (2) inspectors and one (1) trainer who were chosen among different cities, with different education qualification as well as experience. To grant for distinct prospects to be collected and this makes the research work more effective.

#### **3.3.2 Description of the Interview:**

This research tool appointed to survey if pre-service education is efficient enough to make the in-service teaching successful. The interview consists of seven (7) questions that are organized in a logical flow, they proceed from general to specific. The interview is reported in a written form only since the interviewees were not available and they prefer to have only the written copy so as the only solution is sending them the written sample via email.

#### **3.3.3 Analysis of the Interview:**

Q1: As an evaluator and an assessor of specific standards in teaching and learning. What do you think of the current educational level of English teachers in Secondary Schools?

Both inspectors and the trainer (100%) hold that the current educational level of English teachers in Secondary Schools is quite a medium level.

Q2: What qualities make a successful teacher?

As shown in the figure below, the highest percentage (66,67%) respond that successful teacher should love the subject matter or simply be dedicated to the work they have chosen and should have a good relationship with his/her learners. While only (33,33%) respond that the successful teacher should be equipped with different sorts of knowledge and skills as well as a facilitator of learning.

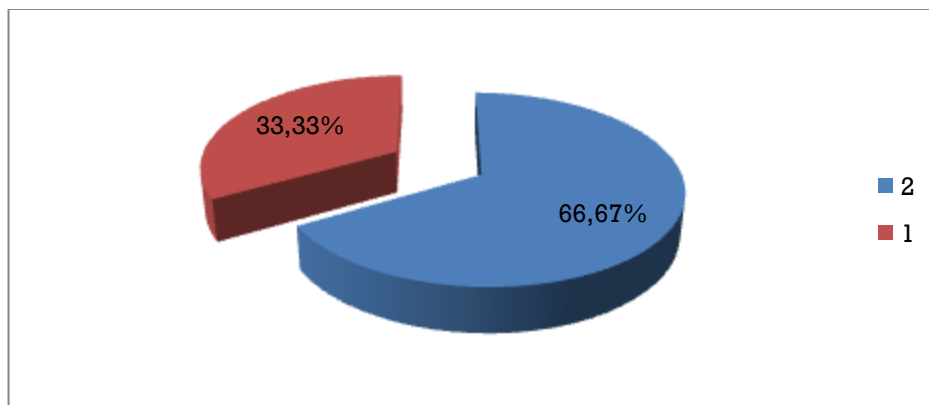


Figure 13: Qualities of a successful teacher

Q3: To what extent it is possible to assess the impacts of pre-service teachers' training on students' learning?

As presented in the figure below, (66,67%) of the interviewees assume that the impacts of pre-service teachers training on students' learning depend on what he/she has acquired during the training sessions. Whereas (33,33%) maintain that it depends on the students' results during a school year/term.

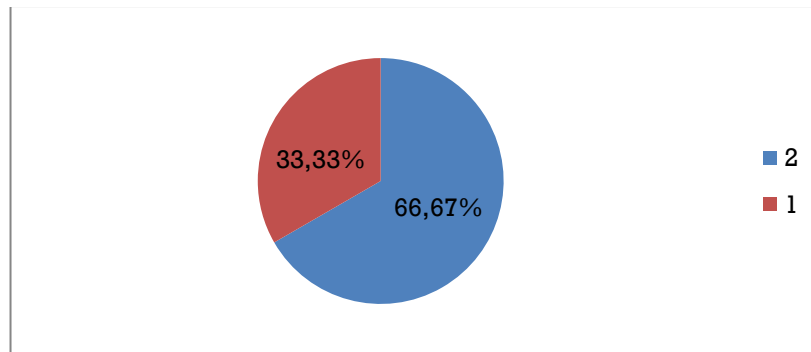


Figure 14: The impacts of pre-service teachers training on students' learning

Q4: As an evaluator, do you think that pre-service education is efficient enough to make the in-service teaching successful?

All the interviewees (100%) hold that pre-service education is not efficient enough to make the in-service teaching successful.

Q5: What kinds of challenges that novice teachers face in their first year of the profession and how can they solve them out?

The figure (15) indicates that both inspectors (66,67%) shed light on classroom management and lack of teaching skills as the most challenges faced by novice teachers. However, the trainer (33,33%) selects the lack of materials and no guided instructions as the most challenging. In fact, the interviewees argue that they can overcome these challenges by working with their school colleagues and have peer-observation sessions.

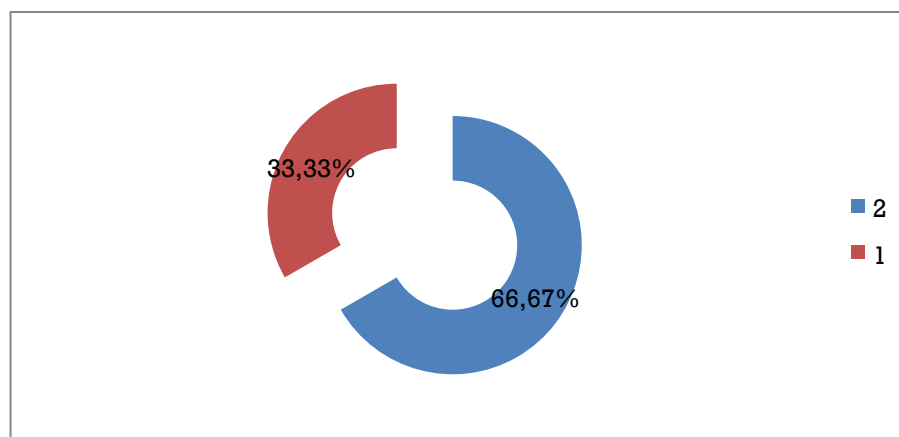


Figure 15: Challenges faced by novice teachers

Q6: As a pre-service trainer, what kinds of subject matters do you teach and what lessons do you mostly focus on?

As shown in the figure below, (66,67%) of the interviewees hold that they mostly teach receptive skills (reading and listening). Whereas (33,33%) maintain that the focus is on the four language skills (reading, writing, listening, and speaking) plus educational psychology.

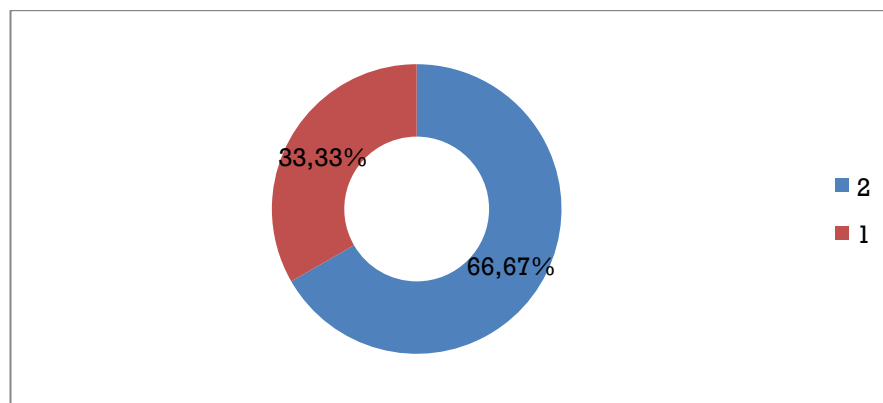


Figure 16: The Pre-service subject matters and lessons

Q7: According to you, what do you suggest to pre-service trainers to set up as an applicable program in order to fulfill the needs of in-service teaching?

The data gathered set-up workshops, peer-observation sessions, psychology, how to design (syllabus, course, materials, assessment/test) based on some specific parameters either internal or external, time management, classroom management, planning a lesson, how to teach the receptive and the productive skills as well as focus on both the language forms and usage. However, all these parameters are gathered as an applicable program so as to novice teachers apply and fulfill the teaching process needs.



### **3.3.4 Interpretation of the Interview:**

First of all, the second sample in this study discloses that the educational level of English teachers in Secondary School in Q1 is a quite medium level, which acknowledges that teachers during their learning process are exposed to the theoretical spectrum only, practice is simply omitted and no guided instructions as well. However, both inspectors (66,67%) in Q2 admit that successful teachers admire their profession, they reveal to share learning with all students, they believe that teaching is an incredibly rewarding job. On the other hand, the trainer (33,33%) holds that successful teachers should be supplied with different sorts of knowledge and skills so as to advance students' learning and enhance classroom teaching in a persuasive and powerful way. Therefore, (66,67%) of the interviewees in Q3 maintain that the impacts of the pre-service teachers training on students' learning depends on the quality of the training. Although, (33,33%) of the interviewees select the students' achievements during the learning process. Furthermore, all the interviewees in Q4 come out with the same opinion that the pre-service is not efficient enough to make the in-service teaching successful due to the lack of practice, lack of teaching materials, inappropriate programs, no clear objectives and lack of teaching skills as well. As presented in Q5, both inspectors select classroom management and lack of teaching skills as the most challenges faced by novice teachers, which brings to light that the training does not establish clear procedures and techniques that help teachers in order to keep students organized, focused, orderly and academically productive during a class. However, the trainer holds that no guided instructions and lack of materials as the most challenging due to the ineffective and powerless of the training and the institutional administration as well. Likewise, (66,67%) of the interviewees in Q6 admit that they mostly teach the receptive skills since they are quite easy to teach if compared with the productive skills. While (33,33%) maintain that the focus regarding the subject matter is on

the four language skills plus educational psychology, this will foster very good and skillful teachers. Lastly, the data collected in Q7 shed light on the above-mentioned program for efficient and adequate pre-service training so as to carry out the requirements and essentials of the in-service teaching.

To sum up, the results demonstrate that all the interviewees approximately come out with the same denouement that sheds light on the inefficacious and of the pre-service teacher education. In fact, the latter demandingly requires relevant and purposeful programs with dynamic and effective techniques and skills in order to make the in-service teaching fruitful and flourishing.

### **3.4 Conclusion:**

In conclusion, after analyzing the teachers' questionnaire and the inspectors' interview, the result is conclusive and significant. However, it supports the same denouement for both research tools as well as answers the very first research question in the first chapter. Therefore, the findings confirm that pre-service education is not competent and satisfying enough so as to make in-service education advantageous and outstanding. In fact, the pre-service training requisites an applicable and effective program as well as competent and expert trainers.

## **General Conclusion**

The ultimate goal of the present research work is to ensure high-quality language teachers provided with high-quality pre-service programs of teacher education as well as opportunities to upgrade their knowledge and skills along the full length of their careers. In such a manner, teachers are equipped with the necessary and essential knowledge and skills in order to cope with the new inquiries placed on them. However, the present study focuses on secondary school EFL teachers in Algeria. In fact, most EFL teachers assert that they gain neither sufficient and effective pre-service teacher training nor guidance and support for the professional development of teachers along with their in-service teaching.

Furthermore, to qualify successful and competent English language teachers, teachers need to be equipped with different procedures of professional improvement and development to respond properly to their individual teaching requirements. These procedures should start by preparing and ensuring high-quality pre-service teacher training programs that equip teachers with prominent practical and efficient skills that guarantee at least their familiarity with their new roles. In addition to that, EFL teachers need in-service training that assists their problems and difficulties along their teaching process. However, they also need support and reinforcement from their colleagues, administration, and inspectors as well. It is quite true that the complexity of teaching forces teachers to be accountable for their own learning and development. In this regard, teacher learning depends profoundly on their individual efforts, enthusiasm, leadership, and self-reliance learning.

To conclude, for a positive and beneficial change to take place, the Algerian educational system should be concerned with preparing an effective and productive pre-service teacher education. So that EFL teachers will be equipped with the necessary skills and

competences before integrating the teaching profession. Likewise, EFL teachers require opportunities to assist and upgrade their skills and knowledge as well as the appropriate support and guidance along with their in-service teaching in order to ensure effective teaching and high-quality learning.

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## Appendices

### Appendix A

#### The Questionnaire

Dear Teachers,

We are investigating the Pre-service and the In-service Education for EFL Teachers in Secondary Schools. To help us in that evaluation you are kindly asked to answer these questions in order to collect data about our research work. The questionnaire should take between 15 and 20 minutes.

Thank you very much

#### Section One: Background Information

Age:

Educational Level:

#### Section Two: Pre-service Education

A /Put across the appropriate box:

| The Statements  | Yes | No |
|---|-----|----|
| 1-Teachers need to have a pre-service education before integrating the teaching profession              |     |    |
| 2-Efficacious pre-service training fosters competent and professional teachers                          |     |    |
| 3-Teachers are obliged to be equipped with different sorts of knowledge and skills                      |     |    |
| 4- High-quality education is achieved by pre-service teacher training.                                  |     |    |
| 5-The notion of pre-service training has enormous importance in ensuring high-quality language teachers |     |    |

B /Please indicate your level of agreement with the statements listed below :

| The statements  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| 1-The topics covered in the pre-service education are appropriate   |                |       |         |          |                   |
| 2-The objectives of the pre-service training are apparently defined |                |       |         |          |                   |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 3-Participation and interaction are stimulated      |  |  |  |  |  |
| 4-The use of organized, easy and formulated content |  |  |  |  |  |
| 5-The materials used are helpful                    |  |  |  |  |  |

C /There is a balance between practice and theory.

Yes ☐

No ☐

If no why .....

.....

### Section Three: In-service Teaching

A-Put a cross in the appropriate box:

| The statements  | yes | no |
|---|-----|----|
| 1-Good teachers reveal to share learning with all learners.   |     |    |
| 2- Teaching is a difficult and complex behavior that is too demanding.  |     |    |
| 3-Teaching should have different kinds of knowledge and skills in order to maximize their teaching effectiveness. |     |    |
| 4-The current in-service teaching programs need to be updated in order to fulfill the predetermined goals.        |     |    |

B / The preservice training is very helpful and it fulfills the essentialities of the in-service teaching.

Yes ☐

Somehow ☐

No ☐

Why.....

.....

.....

C/ What are the most challenges that really hinder your teaching process?

.....

.....

.....

D/ The expectations and the objectives of the preservice training are exactly pointed in the in-service teaching.

Yes ☐

Somehow ☐

No ☐

Justify your choice.....

.....

## **Appendix B**

### **The Interview**

I want to thank you for taking the time to answer my questions.

My name is REZINE Fatima Zohra, I am master two English language student at Saida University, and I would like to ask you some questions about my topic that is titled: « The Pre-service and the In-service Education for EFL Teachers in Secondary Schools ». To help me in that evaluation, you are kindly asked to answer my questions in order to collect data about my research work.

Thank you so much

The Questions :

1/ As an evaluator and an assessor of specific standards in teaching and learning. What do you think of the current educational level of English teachers in Secondary Schools?

2/ What qualities make a successful teacher?

3/ To what extent is it possible to assess the impacts of pre-service teachers training on students' learning?

4/ As an evaluator, do you think that pre-service education is efficient enough to make the in-service teaching successful?

5/ What kinds of challenges that novice teachers face in their first year of the profession and how can they solve them out?

6/ As a pre-service trainer, what kinds of subject matters do you teach and what lessons do you mostly focus on?

7/ According to you, what do you suggest to pre-service trainers to set up as an applicable program in order to fulfill the needs of in-service teaching?