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Preparing Novice Teachers for the Requirements of Teaching Professional Development

Case study LMD Graduated Students of Biskra University.

Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in Sciences of Language.

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Dedication

To my dear parents for their wholehearted support throughout all my study,

To my dear brothers and sisters, nieces and nephews and to all my family,

To all my friends and colleagues,

To all people who helped me to accomplish this work.

I dedicate this paper.

Acknowledgements

Abstract

Teachers play an enormous role in the educational process. Due to the difference between the two processes, teaching and learning, neophyte teachers face various challenges. This study aims to figure out to what extent the new educational reform at the tertiary level prepares graduates students to the requirements of the labor market as well as stress the need for a kind of preparation for novice teachers. As this study revealed that the academic courses of university does not prepare new teachers adequately. The results obtained through complementary research tools; questionnaire distributed to second year master students, novice teachers and university teachers, interview and classroom observation. The findings indicated that the hypotheses being stated came to be confirmed, in that university courses provide only the theoretical background on teaching profession without stressing its pedagogical implications consequently it does not prepare future teachers adequately. By the end, recommendations and suggestions were offered to improve the quality of teachers to learn better using efficient professional development strategies.

List of Abbreviations

BEM : Brevet d' Enseignement Moyen

BMD: Bachler, Master, Doctorat

CBA: Competency Based Approach

CPD: Continuing Professional Development

DEUA : *Diplôme d'Etudes Universitaires Appliqués*

ECTS : European Credit Transfer System

ELT: English Language Teaching.

ESP: English for Specific Purposes

ICT: Information and Computing Technology

L: Learning.

L_1: first language

LMD: Licence, Master, Doctorat

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NQT: Newly Qualified Teachers

P D: professional Development

SLA: Second Language Acquisition

SLTE: Second Language Teacher Education

T: Teaching.

TD: Teacher Development.

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English as a Second or Other Languages.

TT: Teacher Training

USA: United Stated of America.

* Translated

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General Introduction

In 2002 Algeria has seen educational reforms. The aim of these reforms is to improve the educational system at all levels, from primary level till the tertiary level. This later saw the implementation of the new system known as the LMD (Licence/Master/Doctorat) system. The incorporating of this system started in the academic year 2004/2005. The LMD system is considered the most relevant system that bridges both academic knowledge and professionalism. The ultimate objective of this system is to respond to the requirements of the job market by providing all the skills and knowledge students need to realize their dreams both academically and professionally in a rapidly changing and competitive world. As all the universities of Algeria, Mohamed Kheider university of Biskra implemented it in the academic year 2005/2006 to meet the global standards of academic structure. Department of English was one of the departments which start applied this system in which most of the graduate students will persist the teaching career.

The implementation of educational change involves change in practice. This change should occur at many levels. One of the most significant levels is teacher's level because it is closer to instruction and learning. Teachers are one of the main pillars of a sound and progressive society. Teachers play an enormous role in the educational process because they put political desire into practice; they link between curriculum designers' perception of the optimal way of learning and the final product , student learning.

Teachers are the most important key to success and to the implementation of reforms in the educational system. Teachers of English language bear much responsibility due to the role that English language plays as a lingua franca. Knowing this language allows the coming generation to play a vital role in the development of the Algerian society since it is the language of international communication, trade and the language of science and technology.

It is a common knowledge that the quality of teachers is the dominant factor in how successful student will be in the school. This is due to teachers' main role as the guide of the educational process. In the Algerian educational system, students pass at least fifteen years as students who are only aware of their role as learners in the educational process; after graduation students find themselves in radical shift from learning position to completely different position, teaching. This transition from education to the world of work creates a challenge. In teachers' work, the step from education to work seems to be even more demanding than in many other professions. In many fields, the career is being started from duties with minor responsibilities, and gradually the person is given more challenges and

duties. In teaching profession, instead, the full pedagogical and legal responsibility is given as soon as the teacher enters the school with a formal qualification. The challenge of today's novice teachers is to apply theoretical background in real life situation and respond to today's demands and needs. They have to accommodate with today's rapid change in many aspects of different methods and techniques of how to educate future generation which is something they themselves did not receive.

1. Aim of Study

This study aims to emphasize the important role of the novice teacher in the educational process. Also, it aims to show to what extant graduated students are aware of the challenges they may face during their career in teaching profession. In addition, it will estimate the degree of readiness and whether they have been equipped with enough knowledge and skills to overcome challenges they may face. Moreover, it will consider graduated students' attitude towards LMD courses. Similarly, this study will determine whether they wish to get a sort of professional preparation. By the end, this paper will stress the need for initial preparation of novice teachers.

2. Statement of the Problem

The main questions that this research tends to answer are:

➤ To what extent graduated students were prepared to teaching profession.

- To what extent they are aware of the challenges they may face during their career in teaching profession?
- Were they equipped with enough knowledge and skills to overcome the challenges they may face?
- To what extent they are aware of the gap between teaching and learning; how they will cope to bridge this gap?

➤ Do they wish to get a sort of professional preparation?

3. Hypotheses

If academic courses of the university did not prepare its graduated students, then they will face many challenges in responding to the demands of the new educational reforms.

If graduated students were not well prepared for teaching profession then they will effectively involved in the educational process.

4. Research Methodology

4.1 Participants

In this study, the sample is both graduated students who start their career as teachers and post graduate students of second year master who continue their study as well as university teachers to have a complete view from different perspectives.

4.2 Research Instruments

This research will be conducted through the descriptive method as it is the appropriate way to deal with this issue in order to determine the facts of current situations and to clarify the status of language teachers in Algerian educational system. The tool used to collect data is the questionnaire. It is considered as the appropriate way to collect data in this issue. Questionnaire will be distributed to a random sample of university teachers, novice teachers

and second year master students aims at investigating their opinions about the efficiency of university preparation. Besides questionnaire, a classroom observation and an interview with novice teachers will be used as another research tool in order to gather a significant data that will help to reach an accurate view about the status of novice teachers in Algeria.

5. Benefits, Limitations and Delimitations

This study is worth doing because it attempts to estimate the readiness of novice teachers. Teachers play a vital role in the educational process and are the most important key to success and to the implementation of reform in the educational system. Through a comparison between student teachers who live real life challenges of teaching profession and post graduate students who are not yet involved the process of teaching. This will estimated challenges and the existing problems in real life situation. This study will emphasize the role of novice teachers as the most efficient participant in educational improvement because they are able to adapt new approaches and materials. This can be achieved through introducing new teachers to initial preparation because they are supposed to teach in a different manner that they were not taught with.

The limitations of this study are the limited number of student teachers who start their career. They work in different places and teach different levels between middle, secondary schools and university; also they have a short experience in this domain. Moreover, the classroom observation was conducted by a student for relatively short time which limit the result obtained from this tool since the researcher may not be aware of some requirements of the new approach or the teaching practice in general. This may affect the result of study in

terms of the difficulties they may face. The delimitation of the study is embedded in dealing only with LMD students not the old system or students of teacher-training because LMD students represent the new educational reform as well as in the use of other research tools because of shortage of time and administrative rules.

6. The Organization of the Research

This research is basically divided into two main parts. The first part is devoted to the review of the literature composed of three chapters. Chapter one is a general overview about teaching profession meanwhile chapter two is about teacher professional development and chapter three summarizes the historical development of Algerian educational system. The second part is devoted to field work. Presenting and analyzing the results obtained from the questionnaire, observation and interview. By the end, recommendations will be offered based on the findings.

Chapter One

General Overview on Teaching

Profession

Introduction

Teaching is a complex process; it should be viewed from different perspectives in order to have a general understanding about it. The general aim of this chapter is to provide a theoretical background about teaching profession and the teacher. First, it conceptualizes teaching and learning, identifies the relation and the gap between the two processes. Then, it goes more specifically to identify language teaching and its historical development. Second, this study identifies the teacher and his/her major role in the educational process and how it has changed. This chapter also introduces the different kinds of teachers, their beliefs, their knowledge and their skills as well as their different teaching styles. Third, the characteristics of effective teacher, and the characteristics of good language learner are also included. Moreover, this chapter will identify the novice teacher and examine the challenges that novice second language teachers face in their first year of the classroom as well as the stages they pass through.

1. Conceptualising Learning and Teaching

The relationship between teaching and learning is complex. The following section attempts to provide enough feedback to better understand the two processes.

1.1 Conceptions of Teaching

Due to its complex nature, teaching should be reviewed from different perspectives and by different scholars to have a clear image about it. In trying to define teaching, it is better to begin with the etymological roots of the concept. The derivation of teaching from old English pointed out by Smith (1987, p. 11) qtd in Uljens (1997, p. 9) as:

> It [teaching] comes from the Old English taecan meaning to show. The term "teach" is also related to "token"—a sign or symbol. "Token" comes from the Old Teutonic word taiknom meaning to teach. To teach, according to this derivation, means to show someone something through signs or symbols; to use signs or symbols to evoke responses about events, persons, observations, findings, and so forth. In this derivation, "teach" is associated with the medium in which teaching is carried on.

Many researchers define it from various angles. For instance, in the conventional sense; teaching as success; teaching as an intended activity, and teaching as a normative activity (ibid, p. 10). In the conventional sense teaching is the act, practice, occupation, or profession of a teacher, or it is "the imparting of knowledge or skill; the giving of instruction'; instruction in this context means furnishing others with knowledge and information, especially by a systematic method" (Westwood, 2008, p.1). An example of teaching as

success is "teaching can be defined as an activity such that X learns what Y teaches. If X does not learn, Y has not taught." Smith (1987) qtd in Uljens (1997, p. 10). Teaching as an intended activity can be embodied in Brown's definition (2007, p.8) as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Teaching is seen as normative behaviour. Teaching is here regarded as a generic term; "it designates a family of activities: training and instruction are primary members and indoctrinating and conditioning are near relatives while propagandizing and intimidation are not family members at all" (Smith, 1987, p. 14, qtd in ibid, p. 10).

Other approaches view teaching as content relation as Passmore (1980, p. 22) stated that it "coverts triadic relation" qtd in (ibid, p. 10), or as Doff defined it as "a three-way relationship between the teacher, the materials used and the students" (1995, p. 138) this means that teaching consists of the three poles teacher, student and content. Other scholars identify it in terms of subdivision of skills; skills of planning, monitoring and assessment, and teaching and class management (Nicholls, 2004, p .13). Teaching can be defined as 'the art or profession of a teacher'. Claxton (1984) qtd in (ibid, p .16) defined it as 'what one person does to try and help another to learn', a broad definition that includes a number of the activities that most people associate with the act of teaching:

• demonstrating skills;

• giving friendly advice;

• explaining things;

• dictating homework.

There are three views of teaching

1.1.1   The Behavioural View

In this respect, teaching is generally viewed as behaviors and actions which lead to other peaple's learning. At best teaching is seen as instructional (Rosenholtz, 1989) qtd in (Bailey & Nunan, 1996, p. 91). There is a difference between instruction and teaching as Eisner (1964) explained that "instruction refers to intentional efforts aimed at supporting student learning, but does not require learning to occur. Teaching as doing would be restricted to those activities that really make learning occur (qtd in Uljens, 1997, p. 10). Some have argued that this view contributes directly to de-skilling since it breaks teaching down into routinized activities (Bailey & Nunan, 1996, p .91).

1.1.2   The Cognitive View

Teaching is viewed as combination of thought with action. It includes the crucial cognitive and affective dimensions which accompany the behaviors and actions that teachers and learners undertake in classrooms. In this respect teachers knowledge play important role as Halkes and Olsen (1984, qtd in Bailey & Nunan, 1996, p .95) " after all, it is the teacher's subjective school-related knowledge which determines for the most part what happen in the classroom."

1.1.3   The Interpretivist View

Teachers interpret what they do. This interpretation is central to their thinking and -- their action. Classrooms and students are frameworks of interpretation that teachers use for knowing how to act and react. Knowing how to teach entails behavioral knowledge of how to do particular things; a cognitive dimension that links thought with activity, and interpretive process of knowing what to do. All this shape what is truly effective classroom practice. (ibid, p. 99).

All in all, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Understanding of how learners learn will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques. (Brown, 2007, p. 87). Teaching cannot be defined apart from learning.

1.2 Conceptions of Learning

Learning is "acquiring knowledge of a subject or a skill by study, experience, or instruction." (Brown, 2007, p. 385) or it is a "change in individual caused by experience" (Slavin, 2003) qtd in (ibid, p. 7). Wong and Wong (2012, p. 6) defined it as "acquiring basic knowledge and skills. It can also include acquiring behaviours, values, and understanding". Learning at all levels requires active mental processing of information, the making of meaningful connections between and among ideas and information, and repetition, practice, and memorization (Howe, 1998, qtd in Klein, 2006, p. 15). More specifically, language learning can be achieved through two different processes consciously as it is identified by Krashen as "conscious language development particularly in formal school-like settings"(Stern, 1983, p. 20), or subconsciously through the expose to natural language use (Edge, 1993, p. 15). Language learning is a long and complex undertaking process. It is not a set of easy steps that can be programmed in a quick do it yourself.

1.2.1 The Relation Between Teaching and Learning

Learning precedes teaching; a learner may not be a teacher but a teacher has to be a learner. Teaching facilitates learning; the purpose of teaching is to help students to learn , so teaching can be only judge by seeing how well students succeed in learning because the quality of teaching affects individual learning. They are strongly related to each other; the theory of teaching must relate to learning in one way or another. Recognition of the complexity of the relationship between learning and teaching leads to conceptualisation of teaching as the creation of learning opportunities. As Malaguzzi (2008) puts it *" Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey"*. Teaching does not necessarily lead to learning. If teaching is going on, this does not mean that learning it happening. Teaching does not equal learning. As Scrivener (2005, p. 17) clarified "… the great and essential formula (one that all teachers should probably remind themselves of at least once a day): T $\neq$ L."

1.3 Language Teaching

Language teaching is a complex undertaking. It is an enterprise that is shaped by views of the nature of language, of teaching and learning a language specifically, and of teaching and learning in general; and by the socio-cultural settings in which the enterprise takes place. It can be defined as "the activities which are intended to bring about language learning." (Stern, 1983, p. 21). Although language is the primary medium used to teach any subject matter, for language teachers it is both the medium and the content. Language is both the content and the process of teaching, in this case teachers convey not only pieces of information, but they also convey a language, as it is illustrated in this figure.
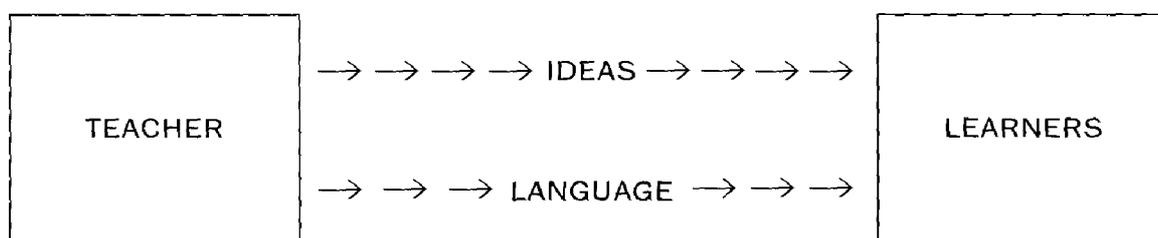
Figure 01: Language teaching   Scrivener (2005, p. 99).

1.3.1 Traditional Language Teaching (Instructivism)

It is characterized by an emphasis on chalk and talk. The teacher spends quite a lot of time using the board, transmitting knowledge to the class. After this student do some practice exercises. It is teachers centered teaching approach; the teacher control the subject matter,

make decisions and determine what students do. The process by which traditional teaching is imagined as working is something characterized as "jug and mug" the knowledge being poured from one receptacle into an empty one. It is based on the assumption that the teacher is the knower has task of passing over knowledge the to the students. In traditional teaching the role of learner is passive; his job is mainly to absorb and store the received learning (Scrivener, 2005, pp.17-18).

1.3.2 Modern Language Teaching (Constructivism)

Constructivism is a theory about human learning, not specifically about a method of teaching (Rowe, 2006) qtd in (Westwood, 2008, p. 3). It is a new learner-centered approach to teaching. It is a theory which regards learning as an active process in which learners construct and internalise new concepts, ideas and knowledge based on their own present and past knowledge and experiences. Knowledge is constructed rather than received. It is an active learning approach; constructivists believe that the very nature of human learning requires that each individual creates his or her own understanding of the world from firsthand experience, action and reflection, not from having predigested information and skills presented by a teacher and a textbook (Zevenbergen, 1995, qtd in Westwood, 2008, p. 2). Since the 1990s, constructivism has spread as a strong influential force, shaping new learner-centered approaches to teaching.

1.4 Teaching is Art, Profession, or a Science

There is spirited debate about how much teaching can be based on science, how much of it is art and whether to consider teaching as profession or not. In the first place, teaching is an art because it requires teachers to adapt their teaching and the learning environment that they provide to the needs of their students, their community and the locality. Teaching being an art is related to the indeterminate skills that are usually associated with process of teaching. (Unisco, 1990, p. 32).   In the second place, teaching is profession as Hoyle (1995) qtd in (ibid, pp. 34-36) presents the following five criteria: social function, knowledge, practitioner autonomy, collective autonomy and professional values. Based on these criteria teaching is defined as a profession.

Teaching has a social function; it is considered of paramount important to the well being of society. In regard to Knowledge it is crucial and can only be acquired through specific training. The tendency over the last few years has been to accept teaching as profession. In the third place,

teaching is science since it applies the research based knowledge of educational psychology. On the whole, in order to be informed about the entire teaching situation one should consider teaching from all these perspectives as Black (1995) states that 'teaching is both an art and a craft that can be learned through hard work' qtd in (Nicholas, 2004, p. 18). There is no doubt that teaching is a hard work and learning to teach is not a simple process; as Dunne and Wragg (1994, p. viii) claimed that teaching is "a set of craft skills, values, beliefs and practices that can be added to and improved at all stages even of a long career".

1.5 Conceptualizing the Teacher

A teacher is a person directly engaged in instructing a group of pupils or students (UNESCO, 1990, p. 3). Teachers are at the center of educational process because they hold the government responsible for this in terms of workload and prescribing initiatives. Due to their important role in the society, Algeria inaugurated 28 February as national day of teachers (Baroura, 2013). Also at the international level UNESCO inaugurated 5 October as world teachers' day; this was in 1994 to commemorate the joint signing of the UNESCO-ILO. Recommendation concerning the Status of Teachers on 5 October 1966. World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. (Status of teachers, n.d.).

1.6 Teachers' Role in the Educational Process

"Role" means one's function, what person or thing is appointed or expected to do. The concept of role is a "term in common usage to denote the functions that teacher and learners perform during the course of a lesson" (Hedge, 1995, p. 26). Teachers play a vital role in the educational process which includes a relation between somebody who teaches, something that is taught and somebody who is taught. It refers to the traditional didactic triangle consisting of the three poles teacher, student and content. Many studies conducted in order to identify the roles of the teacher. For instance in the study of karawas and Dukas (1995) they identify four main categories of roles: teacher as source of expertise, management roles, source of advice and facilitator of learning (ibid, p. 27). While Harmer (2001, pp. 57- 62) listed the following roles that teacher may perform.

1. Controller, he is in charge of what happen in the class.
2. Orgniser performs the role of organising students to do various activities.
3. Assessor deternimes students' understanding and provide feedback and correction.
4. Prompter assists and encourages learners

5. Participant takes part in the class activities as participant

6. Resource as a profiver of information

7. Tutor guiding learners in direction they have not thought of taking.

8. Observer observes students performance to provide guidance and feedback.

9. Teacher as teaching aid through mime and gestures; he is also act as language model and provider of comprehensive impute.

Teacher's role changes from one activity to another or from one stage of an activity to another. Roles of the teacher can be viewed in the context of the relationships that exist between the student, the teacher and the curriculum as it is illustrated in figure 02.

1The teacher as information provider

2 The teacher as role model

3 The teacher as facilitator

4 The teacher as assessor

5 The teacher as planner

6 The teacher as resource developer.
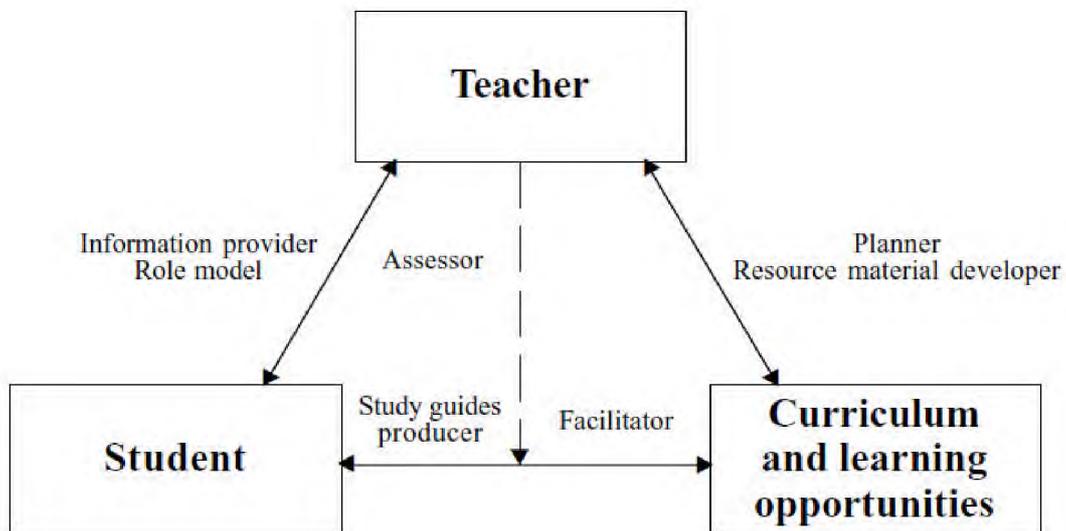
Figure 02: The roles of the teacher in the context of the teacher, student and curriculum framework. (Harden & Crosby, 2000).

This figure reflects the complexity of teachers' role. According to Beltrán (2001) teachers have two major roles in the classroom: the first is known as the enabling or managerial function (the social side of teaching) to create the conditions under which learning

can take place. The second is the instructional function (the task-oriented of teaching) to impart, by a variety of means, knowledge to their learners. They complement each other. In practice, it is very difficult to separate the two and often one act in the classroom can perform both functions simultaneously. In the study of Biddle and Ellena (1964) found that there was not even clear agreement amongst teachers, parents and administrators about the role teachers should play (Dunne & Wagg, 1994, p. 2). This is firstly due to the complex nature of various roles teachers should play; this variation depends on the teaching method being adapted. Secondly, Teaching is fundamentally about working with people who differ at many levels. Thirdly, every teacher had their personal way, personal methodology, of working in the classroom. Finally, the functions of the teacher are complex and the role will vary depending on the aim of a course, the stage of the student, the curriculum within which the teacher operates, and the culture; some cultures favour more informal roles of teachers and others more didactic roles. Although each of the roles has been described separately, in reality they are often interconnected and closely related. Indeed, a teacher may take on simultaneously several roles. On the whole, the different views mentioned above about teacher's role they all agreed that the major role of teachers is to help learning to happen by creating the conditions for optimal learning to take place.

1.6.1 The Change in Teacher's Role

From the literature related to the roles of a teacher, one may notice the fundamental changes in the role of the teacher. "Teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on" (Harmer, p. 57, 2001). It is redefined due to new beliefs about how learning occurs, and the optimum conditions under which it takes place. A leading issue in education today concerns the role of the teacher as a facilitator and supporter, or as an instructor. There are two different views about teacher's role :

1.6.1.1 Instructivist Beliefs

Instructivists believe firmly in the value and efficacy of direct and explicit teaching. It is more teacher-focused and concerned with effective transmission of information and skills from teacher to learner through explicit instruction. It is known as the traditional didactic teaching (teacher-directed approach). Direct teaching "is based on a firm belief that learning can be optimized if teachers' presentations are so clear that they eliminate all likely misinterpretations and facilitate generalization." (Ellis, 2005) qtd in Westwood (2008, p. 9). The teacher is instructor, lecturer, presenter of information and manager of the classroom.

1.6.1.2 Constructivist Beliefs

The role of the teacher in this view becomes one of facilitator and supporter as Cohen , Manion, and Morrison (2004, p. 168) reported that "the teacher sets up the learning situation and enables learning to occur, with intervention to provoke and prompt that learning through scaffolding"; within this context the teacher supports learners' progress. Constructivists believe that learners must construct knowledge from their own activities. It is learner-focused approach and primarily concerned with bringing about deeper conceptual understanding and change in students through minimally guided instruction. The table below summarizes the two views.

Function	Instruction	Construction
Teacher's role	Teacher- controlled; didactic	Learner-centred, interactive
Student role	Fact teller; expert	Collaborator, learner
Instructional emphasis	Listener, always the learner	Collaborator, sometimes the expert
Concept of knowledge	Accumulation of facts	Transformation of facts
Demonstration	Quantity	Quantity of understanding
assessment	Norm-referenced, multiple-choice items	Criterion-referenced, portfolios and performances
Technology use	Drill and practice	Communication, collaboration, information access and retrieval, experession

Table 01: Differences between instruction and construction. (Cohen, Manion, & Morrison, 2004, p. 171)

1.6.2 Teachers' Styles

It is defined as the manner in which the teacher interprets his or her role within the context of the classroom. It is a "set of behaviors arranged into varying patterns, creating distinctive learning environments for students" Bailey and Nunan (1996, p. 61). Teaching style, encompassing teacher beliefs, goals, interpretations of syllabi, and knowledge of content material , affects the way techniques and procedures are applied in the classroom. (ibid, p. 58). Effective teachers employ a range of teaching strategies and styles. Barnes reports three significantly different teaching styles, thus:

• **Closed:** a formal, didactic style with little or no negotiation between teachers and students;

• **Framed:** where an overall structure for a lesson was given by the teacher but within that there was room for students' own contributions;

• **Negotiated:** where teachers and students largely negotiated the content and activities between themselves.

The work of Galton et al. presents an alternative tripartite classification of teaching styles. These are:

• **Class enquirers** characterised by whole-class teaching together with individuals working on their own, a high level of teacher questioning and a high degree of control exercised by the teacher;

• **Individual monitors** characterised by teachers tending to work with individuals rather than with groups or the class as a whole, and making very stressful demands on the teacher);

• **Group instructors** characterised, as its title suggests, by teachers organising students into groups and working with them in the group situation. (Cohen et al, 2004, p. 186).

1.6.3   Kinds of Teachers

Teachers vary in their ways of teaching. Generally speaking there are three broad categories of teachers based on their teaching styles as Adrian Underhill has classified them as they are summarised in Figure 1.4. Qtd in Scrivener (2005, p. 25).

1.6.3.1 The Explainer

The Explainer who knows their subject matter very well, but have limited knowledge of teaching methodology. This kind of teacher relies mainly on explaining or lecturing as a way of conveying information to their students.

1.6.3.2 The Involver

Besides knowing the subject matter, this teacher is also familiar with teaching methodology. S/he is able to use appropriate teaching and organizational procedures and techniques to help students learn about the subject matter and involve them actively and puts a great deal of effort into finding appropriate and interesting activities that will do this.

1.6.3.3 The Enabler

The third kind of teacher is confident enough to share control with the learners for active encouragement in the learning process. Decisions made in this classroom may

often be shared or negotiated. This teacher believes in the importance of creating the conditions that enable the students to learn for themselves. S/he has an awareness of how individuals and groups are thinking and feeling within class.

	Subject matter	Methodology	People
Explainer	√		
Involver	√	√	
Enable	√	√	√

Table 02: The three kinds of teachers Scrivener (2005, p. 26).

There is no way to categories all teaching under three heading. Teachers move between categories depending on many factors such as the class, the level of students and the aims of the lesson.

1.6.4 Teachers' Beliefs

It is generally agreed that teachers' beliefs or conceptions about teaching, learning, and curricula influence strongly how they teach and what students learn or achieve. Calderhead (1996, p. 719, qtd in khonamri & Salimi, 2010) argued that there were five main areas in which teachers have significant beliefs about:

- learners and learning,
- teaching,
- subjects or curriculum,
- learning to teach,
- the self and the nature of teaching.

These five areas are closely related and may well be interconnected. Teacher's belief is the adapted approach that include teacher's believes about what language is, how people learn and how teaching helps students learn (Scrivener, 2005, p. 39). Based on such belief, teachers make methodological decisions about the aim of a lesson, what to teach, teaching techniques, activity type, ways of relating with students and ways of assessing.

1.6.5 Teacher knowledge

By teachers' knowledge it is meant "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught". (Grossman & Richert, 1988, qtd in Ben-Peretz, 2011). There

are many aspects of knowledge that teachers need to know. Shulman (1987) qtd in Thornton and Randall (pp. 27-29, 2001) categories it into seven types that involve in teaching, regardless of the subject specialism, teacher knowledge would include:

- **Content knowledge:** it refers to teacher's knowledge of the subject. In this case the English language. It includes all aspects of teacher's proficiency in the language.

- **General Pedagogical Knowledge:** this refers to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; it is related to practical aspect of teaching.

- **Curriculum Knowledge:** this refers to the particular grasp of the materials and programs that serve as essential tools for teachers.

- **pedagogical-content knowledge:** this refers to the best way that the target language may best be presented and learned; it represents how the subject is taught based on an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners which is one of the primary concerns of teachers.

- **knowledge of learners and their characteristics:** having this knowledge, teachers become aware of the effect of their behavior on individuals learning as Claxton clarified that "if teachers do not understand what learning is and how it happens, they are as likely to hinder as to help" (1984, p. 212). Also teachers should be aware of learners' preferred learning style.

- **Knowledge of educational contexts:** this refers to how the sociocultural and institutional context will affect learning teaching process.

- **knowledge of educational ends, purposes, and values, and their philosophical and historical issues:** such knowledge is not usually seen as important, it is important to be aware of these issues within which the advice is being offered.

Among those categories, pedagogical content knowledge is of special interest because it identifies the distinctive bodies of knowledge for teaching which is of great importance to insure students' learning.

1.6.6   Teacher Skills

Regardless of the type of teaching method being used, the teacher requires a repertoire of skills and competencies. There are five areas of teacher's skills. These areas include presenting and explaining subject matter and ideas, questioning students during lesson time, giving feedback, strategy training and adapting or differentiating instruction.

1.6.6.1 Presenting and Explaining

The skill of presenting information, giving explanations requires clarity through

▸ efficient initial presentation of new work

▸ clear and precise instructions

▸ a greater variety of ways of explaining topics.

Sotto (1994) believes that teacher's clarity when instructing and explaining relies on:

▸ knowing the subject matter extremely well

▸ appreciating the subject matter from the perspective of a novice learning it for the first time

▸ identifying key ideas to emphasis in what is being taught

▸ explaining things in simple terms.

1.6.6.2 Questioning

Questioning students is an essential part of effective instruction, and plays an important role in promoting learning. Research has indicated that the teachers of classes showing the highest achievement levels are found to ask many questions during their lessons (Brophy & Good, 1986). Questioning is used to help students grasp the topic. An important aspect of questioning is 'wait-time'. Teachers should give enough time for all learners to answer; this will promote their involvements as Good (1981) suggested that teachers' questioning is one factor that could cause passivity in lower-ability students.

1.6.6.3 Giving Feedback

Another essential teaching skill is the giving of feedback to students. Constructive comment from a teacher motivates students and inform them of how they are progressing and what they may need to focus on. The most useful feedback comes immediately after a student has made a response.

1.6.6.4 Strategy Training

Effective instruction must include an element of teaching students how to learn. One of the ways in which all learners can become more successful is to teach them the most effective ways of approaching the various tasks in the classroom.

1.6.6.5 Adapting and Differentiating Instruction

The last component is responding to differences among students. Adaptive instruction is defined as instruction geared to the characteristics and needs of individual students through tailoring the resources, the learning activities, and the amount of teacher-support to the differing capabilities of individual students (Westwood, 2008, pp. 60-66).

1.6.7 The Effective Teacher

"Effective" is defined as having an effect, producing an intended result (Wong & Wong, 2012, p. 3). Kyriacou (1997, qtd in Nicholls, 2004, p. 16) defines effective teaching as "(that) which successfully achieves learning by pupils intended by the teacher". Effective teacher can produce student learning, growth, and achievement. It is clear that " the single greatest effect on student achievement is the effectiveness of the teacher". (ibid, p. 3). It is the teacher's effectiveness, not the program, the major factor that helps student learn because "programmes cannot replace an ineffective teacher. A trained, effective teacher will enhance the quality of any program". (ibid, p. 5). Teacher success can be measured most obviously by how much their students learn (Edge, 1993, p. 11). Many studies conducted to identify the characteristics of effective teachers. For instance, according to Dunne and Wragg (1994, p. 1) an effective teacher possesses knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent and appropriate questions, and monitor and assess learning. Kyriacou (1997) qtd in (Nicholls, 2004, p. 17) cites a survey designed to ascertain the most important qualities of a good teacher. Teachers, pupils, teacher trainers and others reported the following qualities in order of frequency:

• personality and will;

• intelligence;

• sympathy and tact;

• open-mindedness;

• a sense of humour

According to Bruce Torff effective teacher should have:

1. classroom management skills,

2. lesson implementation skills, and

3. ability to establish rapport with students (qtd in Wong & Wong, 2012, p. 9)

It is clearly recognized that the complex nature of teaching and education could not be unravelled by a simple categorization of qualities, skills and knowledge, but the three following characteristics have been repeatdly researched that form the framework for effective teaching:

1. **classroom management** consists of the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.

2. **lesson mastery** refers to how well a teacher provides instruction so students will comprehend and master a concept or skill to a level of proficiency as it is determined by the lesson objectives.

3. **positive expectations** for student success which help students achieve it (Wong & Wong, 2012, p. 10).

In reality there is no one correct answer to what makes good teacher; as Stones (1992) confirms that despite attempts to come to a consensus on the nature of quality teaching, there is none. In short, the effective teacher needs a wide range of subject knowledge and a large repertoire of professional skills because the complexities of classroom do not allow effective teachers to follow a "one-size-fits-all" approach to teaching.

1.7 Novice Teacher

Novice teachers, sometimes called newly qualified teachers (NQTs) are usually defined as teachers who have completed their university study and commenced teaching in an educational institution. During this stage, they are involved in the process of learning to teach, or as Doyle (1997) puts it "learning the texture of the classroom and the sets of behaviours congruent with the environmental demands of that setting". qtd in Farrell (2009, p. 182). In their first year their experiences are mediated by three major types of influences: their previous schooling experience, the nature of the teacher-education program from which they have graduated, and their socialization experiences into the educational culture generally and the institutional culture more specifically. Their schooling experience includes all levels of their education from primary till university. This is what Lortie (1975) refers to as an "apprenticeship of observation". The difference between novice and expert teachers lies in "the different ways in which they relate to their contexts of work, and hence their conceptions

and understand of teaching, which is developed in these contexts" (Tsui, 2003, qtd in Richards & Farrell, 2005, p. 7). Some of these differences include:

- A richer and more elaborated knowledge base.
- Ability to sound intuitive judgments based on past experience.
- Greater awareness of the learning context and students learning.
- Better understanding and sue of language learning strategies.
- Greater fluidity and automaticity in teaching. (Ibid, pp. 7-8)

1.7.1 Challenges of Novice Teachers

Novice language teachers face many challenges in their first year; during this period they formulate their teaching identities. This period has been called an unpredictable and idiosyncratic activity, an anxiety provoking experience that involve the balancing act between learning to teach and attempting to take on an identity as a real teacher within an established school culture. The change in role from student to teacher is not a simple transition. Beginning to teach is now seen as a difficult and complex task that can have a major impact on the professional development of first year teacher.(Featherstone, 1993) qtd in (ibid, p.183). Prior assumptions, beliefs and attitudes built during students' years serve as lens through which novice teachers view teaching. As Tahone and Allwright (2005) argue "differences between the academic course content (...) and the real conditions that novice language teachers are faced with in the language classroom appear to set up a gap that cannot be bridged by beginning teacher learners" (qtd in ibid, p. 184). Learning to teach is increasingly seen as complex process that many novice teachers decide to abandon the profession after a short period of time.

1.7.2 Complexity of Teaching for Novice Teachers

Transition from education to the world of work is always a challenge due to the complex nature of teaching and the diverse areas of knowledge and skills that must be brought to bear on the classroom context to survive the first year of teaching, and ultimately to succeed in a teaching career. Studies have shown that 35% of teachers leave the profession during the first year. This is due to the great challenges novice teachers face during this period. As Veenman (1984) qtd in (Tynjälä & Heikkinen, 2011) identified the following specific problems perceived by beginning teachers: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents,

organization of class work, insufficient or inadequate teaching materials, and dealing with problems of individual students in large classes. Wider literature on graduates' transition from the educational system to the world of work has brought up the following six challenges that most graduates meet in early stages of their career:

(1) threat of unemployment: many students after leaving university with diplomas face up to unemployment as Bouzid and Chorfi (2004) reported that there is increased phenomenon of massif unemployment of licensed student in Algeria;

(2) inadequate knowledge and skills,

(3) decreased self-efficacy and increased stress,

(4) early attrition: this is due to lack of support for the surroundings.

(5) newcomers' role and position in a work community,

(6) importance of workplace learning.

1.7.3 Phases of First-Year Teaching

The first year of teaching is a difficult challenge. They express self-doubt, have lower self-esteem, and question their profession commitment. Teachers move through the phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, and then back to anticipation (Moir, 2011).

1.7.3.1 Anticipation Phase

New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals.

1.7.3.2 Survival Phase

Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated. During this phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching

1.7.3.3 Disillusionmen Phase

The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence.

1.7.3.4 Rejuvenation Phase

The rejuvenation phase is characterized by a slow rise in the new teacher's attitude toward teaching. A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers. Beginning teachers

gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter during the second half of the year. During this phase, new teachers focus on curriculum development, long-term planning, and teaching strategies.

1.7.3.5 Reflection Phase

Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies which bring them to a new phase of anticipation. Through these phases new teachers struggle to survive their teaching practice. The following figure clarify the complexity of teaching practice especially in their first year which require support and encouragement.
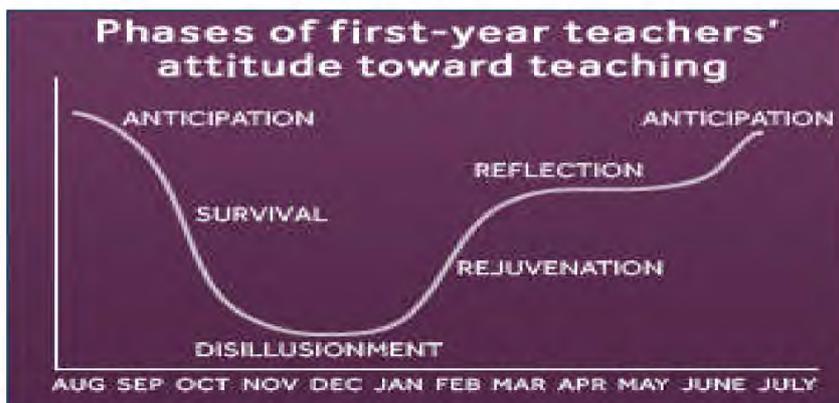
Figure 03: Phases of first year teachers' attitudes toward teaching (Moir, 2011).

1.8 Conceptualizing Learners

A pupil (or student) is a person enrolled in a school for systematic instruction at any level of education (Unisco, 1990, p. 2). Students bring to class not only pen and paper, but they also bring a whole less visible things for example their needs, their home background, their worries, their moods, and everything else that goes with being a human being, including the ability to speak at least one language.

1.8.1 Characteristics of Good Language Learner

Like the characteristics of effective teacher, characteristics of good language learner cannot be restricted in a list. These characteristics are typical of good language learners, although no learner would have them all. (Edge, 1993, p. 9)

1. They have a positive attitude about the language and the speakers of that language.

2. They have a strong personal motivation to learn the language.

3. They are confident that they will be successful learners.

4. They are prepared to risk making mistakes and they learn from the mistakes that they make.

5. They like to learn about the language.

6. They organise their own practice of the language.

7. They find ways to say things that they do not know how to express correctly.

8. They get into situations where the language is being used and they use the language as often as they can.

9. They work directly in the language rather than translate from their first language.

10. They think about their strategies for learning and remembering and they consciously try out new strategies.

1.9 Teacher's Effectiveness and Student's Attainment

In all phases of education, student achievement correlates with the quality of the teacher. Teacher's effectiveness has clear impact on pupils' academic attainment and progress. This latter is used as indicator of teacher's effectiveness as Salkind (2008, p. 382) reported that "student performance in high-stakes testing often determines the effectiveness of teachers; (…) student ratings have a significant impact on the evaluation of teachers and their effectiveness". The figure below clarifies this relation; teacher's thoughts and believes have a great impact on students' thought and learning.
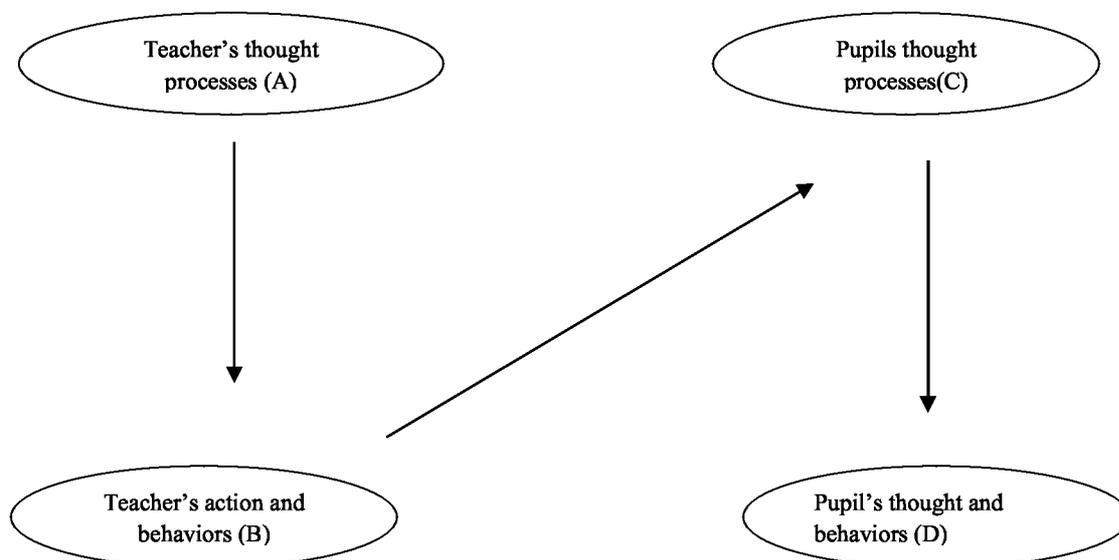
Figure 04: The effect of teacher on students (Freeman & Richards, 1996, p. 149).

Conclusion

There are many issues related to teaching that cannot all be covered in this study. The scope of this study emphasizes on the complex nature of teaching profession with attention to the following points: the difference between the two processes, teaching and learning in terms of the different roles teachers and learners perform and their good characteristics. Teaching consists of three elements teacher, learner and content; the first element has major effects on other elements. It has three aspects 'pre teaching' lesson plan, 'teching' classrooom managemnt and 'post teaching' assessment. To become an effective teacher, teachers need a wide range of knowledge and skills. Novice teachers struggle to overcome many challenges in their profession. In regard to the previous points teaching is a complex practice that novice teachers need certain support and preparation; this latter issue will be dealt with in detail in the next chapter.

Chapter Two

Teacher Professional Development

Introduction

The complex nature of teaching profession is the reason that led many nations to provide its novice teachers with different processes of preparation and support. New teachers need to be involved in this process due to the recently rapid and substantial social changes and major reforms in education. As a result, teacher education and promoting professionalism among teachers has become an almost universal feature of the educational scene. This chapter starts by presenting the field of second language teacher education, its scope and different terminology related to it. Then, identifying different processes of teacher learning for general perspectives to the more specific, namely teacher education, professional development, teacher training, induction, mentoring, coaching and the difference between these processes. Moreover, this chapter emphasizes the need of teacher preparation as well as its importance in improving the educational system. By the end, this chapter considers the state of teacher education around the world.

2.4 The Field of Second Language Teacher Education

The field of second language teacher education (SLTE), also called teacher learning, is relatively new; it began with specific approaches to teacher training with short training programs and certificates dating from 1960s. It gives prospective teachers the practical classroom skills. It is developed to respond to two issues; one internally initiated change which is the gradual evolving of the teaching profession and the other externally as the globalization and the need of English as an international language which means the demand of new language teaching policies. Since 1975, teacher learning have become established as a core concept in educational research (Freeman & Richards, 1996, p. 351). In the 1990, the distinction between teacher training, as an entry level teaching skills linked to a specific teaching context, and teacher development, as the longer-term development of the individual teachers over time, represents the new apprehension of the nature of teacher education under the strong influence of social-cultural theories (Burns & Richards, 2009, p. 02). This field now becomes well established within applied linguistics and TESOL (ibid, p. vii). It has expanded considerably through the efforts of scholars and researchers as well as the demand for effective SLTE programs. The aim of this field is to understand how people learn to teach, how the process of teacher learning actually unfold and which knowledge and experience that underlie those processes (Freeman & Richards, 1996, p. 351). The field of SLTE is concerned

with determining appropriate curricular content and effective instructional processes in language teacher education programs. The content of SLTE is composed of six domains which form the foundation and the core knowledge base of any SLTE program attempting to give priority to teaching itself and to acknowledge the complexity of the nature of effective second language teaching. These domains include:

- **Theories of teaching:** They are the core of SLTE; they provide the theoretical basis for the program as (Posner, 1985, qtd in Richards, 1998, p. 2) explained that "different theories of teaching lead to different understanding of the classroom life". They are chosen according to learners' needs as Stern (1983, p. 12) argued that good language teaching theory would meet the conditions and needs of learners in the best possible way.

- **Teaching skills:** It represents the core competency of a language teacher. Shulman (1997, qtd in Richards, 1998, p. 4) referred to all these skills as instruction which "involves the observable performance of the variety of teaching acts".

- **Communication skills:** Generally, this refers to language proficiency and the ability to communicate effectively. As Cooper (1993, qtd in ibid, p. 6) comments "the essence of the teaching-learning process is effective communication (...) thus one of the core components of teacher education should be speech communication."

- **Subject matter knowledge:** This refers to all what second language teachers need to know about their subject matter.

- **Pedagogical reasoning and decision making:** This concept focuses on the complex cognitive skills that underlie teaching skills and techniques such as thinking and problem solving. Shulman (1987, ibid, p. 10) referred to it as "the capacity of teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students".

- **Contextual knowledge:** This refers to the understanding of how the practice of language teaching is shaped by contextual factors; examples of these factors include language policies, language teaching policies, sociocultural factors and others.

2.1.1 The Scope of SLTE

The scope refers to the range covered by an activity, subject, or topic. The scope of this field is examined in terms of three dimensions; firstly, the substance of SLTE which has

move from knowledge and skills to social activities. Secondly, engagement addresses how teachers expected to learn through this design. Thirdly, outcomes or influences another word for the results of their learning through SLTE activities (Freeman, 2009). The scope helps to frame and reflect on the development of an area of activity. Throughout the 1970s, the scope of SLTE was shaped in various teacher training designs ranging from short courses to higher education courses and degrees. In the 1980s, the scope was redefined by given attention to the person of teacher, person-centered notion, which extended the scope beyond knowledge and skills covered through training to the development of the individuals throughout their career (Head & Taylor, 1997, qtd in Freeman, 2009) within this sense teachers act in two fields of activity, with student in classrooms and in formally instructed settings of professional training. In this status, teachers designated as teacher-learner or student teacher. In the 1990s, the scope moved beyond the language learning-teaching framework; it involved not only the knowledge, but also how to learn it. In this decade, the shift in SLTE is represented in three ways; first, the activity itself was labeled and its boundaries were redefined; second, the development of an independent research base for SLTE; and third, alternatives conceptions of what might include was introduced. The scope of SLTE is summarized in the following figure
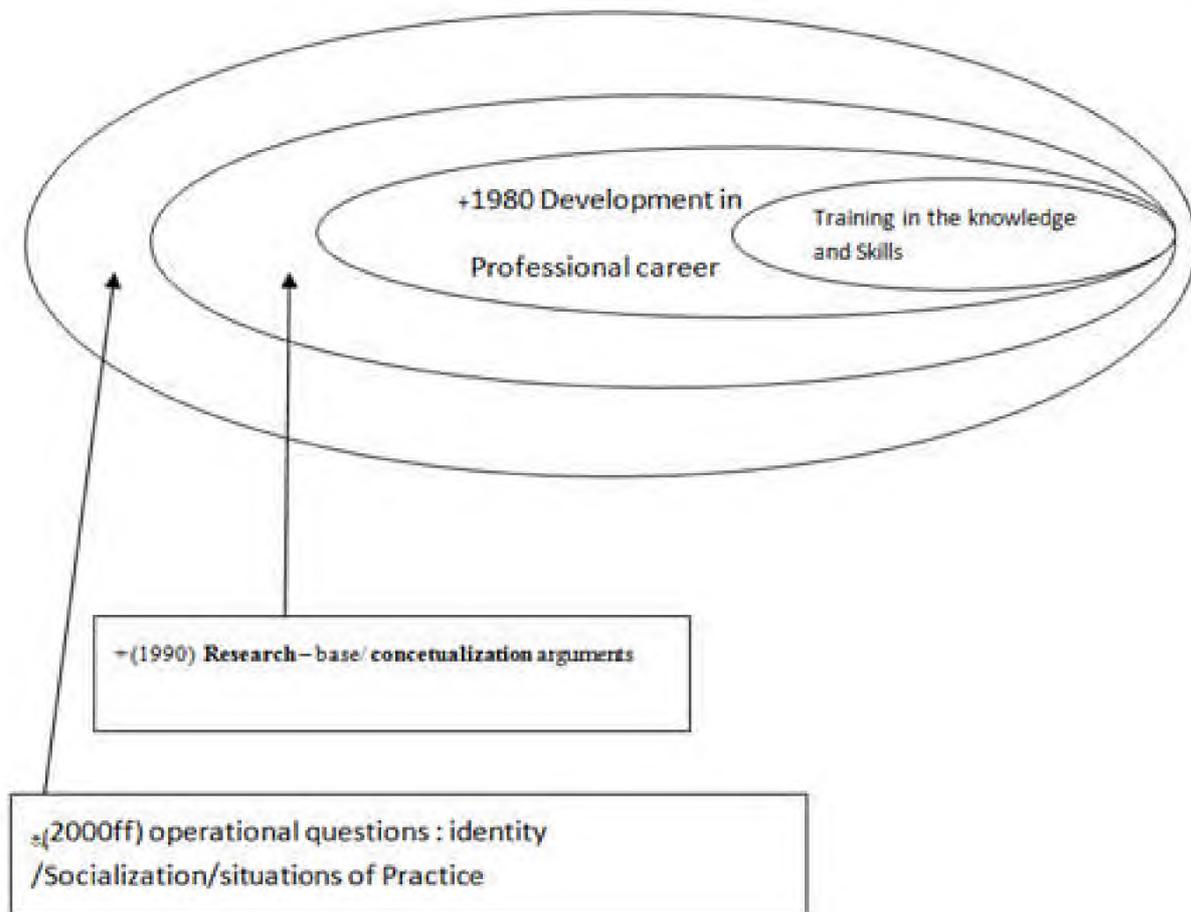
Figure 05: The Widening Gyre of SLTE. (ibid, p.14)

2.5 Different Terminology Related to the Field of SLTE

To ensure that a certain consensus exists regarding the terminology in this paper, certain key terms will be defined and explained.

2.5.1 Second Language Teacher Education

First of all, in this context second language refers to any language rather than the native language. Second language teacher education was a term originally coined by Richards (1990) to cover the preparation, training and education, of L_2 teachers. As Richards and Nunan (1990, p. 15) declared that, "the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use". SLTE has since become an umbrella term for language teacher education in TESOL. It covers all what in various contexts is known as 'initial teacher training', 'initial teacher education', 'pre-service training' and other variations of related terms. Richards' definition also provides a useful delimitation of the focal points of this review, how beginning language teachers acquire

knowledge and skills and begin to build a working model of effective teaching. These concerns are at the heart of any SLTE programme (Wright, 2010).

2.5.2 Initial Teacher Education

This refers to the education that teachers receive before being licensed to teach. Throughout the world initial teacher education generally takes place in postsecondary institutions (as colleges, universities). The typical initial teacher education programme includes two major components: formal coursework and field experiences. This latter generally referred to it as practice teaching (Anderson, 1995, p. 571).

2.5.3 Andragogy

Adult learning theory or andragogy is pertinent to any discussion of professional development for teachers. The philosophical underpinnings of andragogy as related to learning new things are as (Knowles 1984) asserted that, "Adults need to know a reason for learning something; they need to learn experientially; they must approach learning as problem solving; and they learn best when the topic is of immediate relevance, meaning it can be applied right away in their personal and/or professional lives" (qtd in Peery, 2004, p. 3). For teachers in professional development situations, this theory implies that the growth process, the how, is much more important than transmission of any specific content, the what. This implies that the methods used in the process of learning, the ''how'', should always take precedence over the ''what'' which means more emphasis on process over content. The ''how'' includes methods like reflection, self-evaluation, personalized inquiry, simulations, dialogue, coaching, and the direct application of new strategies. From an andragogical perspective, good professional development should be the best form of problem-based learning.

2.5.4 Novice Teacher

It may refer to it in this paper by other terms such as future teacher, student teacher, prospective teacher, newcomer, newly qualified teacher (NQT) to avoid repeating the same words each time.

2.6 Different Approaches to Teacher Preparation

2.6.1 Teacher Education

Teacher education is a programme related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the

profession and face the challenges therein; it refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development (UNISCO, 1990, p. 02). Under a broad definition, it refers to all planned interventions intended to help teachers, directly or indirectly, to become better at, or at least better informed about, their job. Such a definition could cover several considerations: the provision of professional courses for initial (preservice) training and for teachers already working (in-service) as well as academic courses. It would also extend to any non-course provision of relatively informal opportunities for teachers to learn more about their work. More broadly, it could also extend to what is typically called teacher development, where development is distinguished both from education and from training. However a narrow definition of teacher education would exclude both training and development altogether, and would confine itself to the provision of formal opportunities for becoming better informed about the job of being a teacher. This paper will consider teacher education as it is covered in the broad definition.

There are two fundamental purposes for teacher education. Firstly, it assists teachers to learn and apply important ideas about teaching and learning. Secondly, it attempts to achieve some balance between teaching and learning how to teach. Moreover, it prepares teachers for schools and existing curriculum demands through encouraging a critical perspective on schooling (Loughran & Russell, 1997, p. 48). It gives confidence and support for teachers to implement policies and provide leadership in education. Teacher education may make its greatest contribution by enhancing the way teachers value their own knowledge generation and dissemination.

2.6.1.1 Teacher Education Around the World

There are large differences in the scale of the teacher education as well as the entry standards for teaching. These variations depend on the culture and values of a particular society, the historical time, and the society's perception of teachers and teaching. This great variety cannot be covered in this study as Barone et al. (1996, qtd in Barduhn & Johnson, 2009) state that

> there is literally no end to the complex and overwhelming task of discovering, reporting, summerising, analysing and critiquing the corpus of teacher education research conducted in nations outside the U.S. Such a task is probably suitable to an encyclopedia or perhaps a book dedicated to the topic.

There is a great variety of acceptable qualification, but in general the Bachelors is the common required qualification. However, initial qualification does not guarantee future effectiveness as a teacher. Eraut (1994, qtd in ibid) argue that, "the current expectation of

professional qualifications is based on a general judgment of competence which divides learning professionals into two groups, those who are properly qualified and those who are not."

2.3.1.2 The Role of Teacher Educator

Kessels and Korthagen (1996, qtd in Northfield & Gunstone, 1997) have clarify the role of teacher educator as follows

> *(A teacher educator) is there to help the student see, not to teach the student a number of concepts. One is there to help the student refine his or her perception not to provide the student with a set of general rules. One is there to help the student make his or her own tacit knowledge explicit, to help the student capture the singularities of the experience, to find the rightness of tone and the sureness of touch that only holds good for a particular situation. One is not there to lecture about educational theory, to instruct given rules, or extensively discuss instructional principles.*

2.3.1.3 Principles of Teacher Education

The following principles form the basis for any approach to teacher education which aims at enhancing teachers' capacities to affect their situations.

• Teacher education programs should model the teaching and learning approaches being advocated and promote the vision of the profession.

• Teacher education must be based on recognition of the prior and current experiences of teachers and encourage teacher knowledge and understanding.

• Teacher educators should maintain close connections with schools and the teaching profession to support novice teachers.

• Teacher education is best conducted in a collaborative setting to share ideas and experiences.

• Teacher education involves the personal development, social development as well as the professional development of teachers (Northfield & Gunstone, 1997, p. 49).

2.3.1.4 Models of Teacher Education

This classification comprises three models of teacher education organized chronologically (Wallace 2001, qtd in Vuco, n.d. ; Barduhn & Johnson, 2009).

- **The First Model: Teacher Education as a Craft.**

This model refers to learning to teach in the way apprentices learn crafts: by modeling and imitating an expert teacher and following directions without questioning why they need to do so. This model is conservative and static; future teacher learned by observing experienced older teacher, following his advice and experience. This model gives great attention to experience.

- **The Second Model: Teacher Education as an Application of Science**

This model suggests that teachers learn by applying research-based theories into their practice. As Richards (1998, p. 34) reported that this model "is informed and validated by scientific research and supported by experimentation and empirical research". Teacher education is performed by knowledge transfer; it is one-way model, experts introduce scientific achievements to future teachers, which they apply in practice latter. The weakness of this model is the disorientation of teachers in practice due to the difference between the theory and the practice.

- **The Third Model: Reflexive Model of Teacher Education**

This model gives equal significance both to theoretical knowledge and to practical experience. It emphasizes on preparing future teachers for self-education by formal and empiric knowledge through reflexive manner. The former refers to theoretical knowledge based on scientific facts while the latter refers to gained knowledge not only by practice but also by thinking on practice. This model reflects the contemporary idea about autonomy in teaching; teachers learn by reflecting on their own experience. They then apply what they have learned through reflection into their practice with the aim of further refining their professional abilities. This process is represented in the following figure.
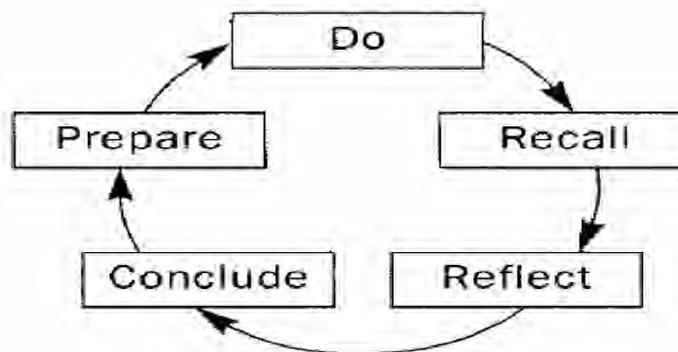
Figure 06: The reflective model of teacher education (Scrivener, 2005, p. 20).

Two points should be highlighted. Firstly, these models reflect different views of language teaching. Each view makes specific assumptions about what are the essential knowledge, skills and attitudes towards teachers. For instance, the first model considers teaching as an observable activity while the second model reflects the view of teaching as a type of scientific activity. However, the third model reflects interpretative view of teaching. As Richards (1998, p. 14) asserted that developing an SLTE program involves adapting a model of teaching that provide the theoretical foundation for the program, then selecting

teaching and learning approach that are suitable for the theory of teaching. Secondly, the notion of teacher training corresponds to Wallace's first and second models, while teacher development can be categorized into the third model. This distinction attributes to view the issue of teacher learnability from two different perspectives. The training perspective reflects what is often called the micro approach, in which teaching can be broken down into discrete and tangible skills or techniques, while the view of teacher development goes beyond those atomistic dimensions of teaching to the beliefs, knowledge, and thinking processes that underlie actual teaching behaviors (Freeman, 1989, qtd in kota, 2004). The following section will identify and differentiate between the two processes with more focus on professional development because it represents current practices in this field.

2.3.2   Teacher Training

Training is one of the kinds of teacher education; it has characterized traditional approaches to teacher education. At the simplest level, training means teach people how to do the work of teaching, or to educate people to teach second language. More specifically, it refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short term and immediate goals as a preparation for induction into first teaching position. The content of training is determined by experts in standard training format or in methodology books. (Richards & Farrell, 2005, p. 3). The free dictionary (2013) defines teacher training as professional preparation of teachers, usually through formal course work and practice teaching.   It reflects process-product notion of language teaching, in which teaching is seen as the exercise of specific ways of acting or a set of behaviours that need to be taught directly as represented in the following figure:
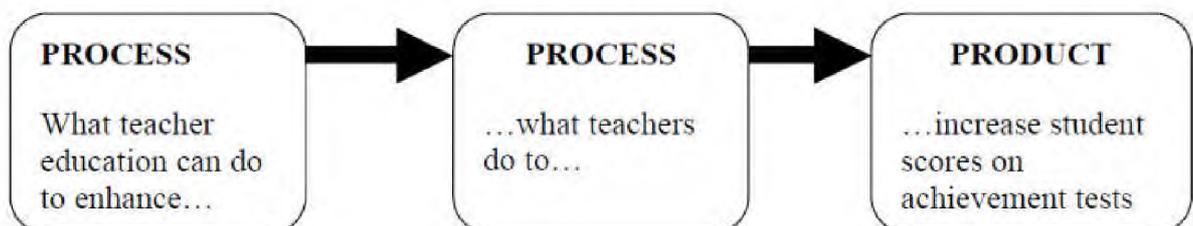
Figure 07: process-product model in language teaching (Teaching council, 2009).

This figure represents the effect of teacher training on their performance; this latter affect students' learning which is the ultimate aim of educational process.

2.3.3   Professional Development (PD)

First of all, by professional it is meant "a trained and qualified specialist who displays a high standard of competent conduct in his practice" (Leung, 2009). The glossary of education terms identifies it as "training intended to teach teachers or administrators the knowledge and skills they need to perform their jobs well. Often, these programs are aimed at veteran teachers to help them update their professional skills and knowledge" (Ravitch, 2007, p. 173). It is "educational opportunities for school teachers and administrative personnel with goals of personal and professional growth, and school improvement. Professional development is often called staff development" Nelson (2007, p. 196). Professional development refers, in a broad sense, to the development of a person in his or her professional role. More specifically, "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically." (Glatthorn, 1995, qtd in Reamers, 2003, p. 9). Sustained learning is key in the success of teacher's growth as Lange (1990, qtd in Wong, 2011) states teacher development is

> *a term used in the literature to describe a process of continual intellectual, experiential, and attitudinal growth of teachers . . . [It permits] continued growth both before and throughout a career . . . in which teachers continue to evolve in the use, adaptation, and application of their art and craft.*

In this sense, it includes the notion of continuing education that permit professional advancement through lifelong development of vocational capabilities using self-learning materials as well as more formal delivery systems Unisco (1990, p. 5). Professional development includes formal experiences such as attending workshops and professional meetings, mentoring, and many other activities and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline. (Ganser, 2000, qtd in Reamers, 2003, p. 9). This conception of professional development is, therefore, broader than career development, which is defined as "the growth that occurs as the teacher moves through the professional career cycle" (Glatthorn, 1995, p. 41, ibid, p. 41), and broader than staff development, which is "the provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development". This paper will adapt Ganser's conception.

2.3.3.1 Difference between Training and Development

In general terms, the distinction between education and training can be formulated in the following ways. According to Widdowson (1990, p. 62) "training is a process of preparation towards the achievement of a range of outcomes which are specified in advance".

It is the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is very limited. It is directed at providing solutions to a set predictable problems. Education on the other hand is not predicted on predictability in this way. It is not the application of readymade problem solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiring and of adaptable practice (ibid, p.62). It provides for the appraisal of ideas in order to make them more practical and effective. In training teaching materials are prescriptive, but in educational perspective the teaching materials as illustrations. (ibid, p. 63). To illuminate this idea a bit further and provide a humorous slant on it Paul Browning reported that, "Training is for dogs. Development is for people" qtd in (Peery, 2004, p. 8). The essential difference between teacher training and development is whether the element of personal growth is involved or not in the teacher learning processes (Kota, 2004).

Teacher Training (TT)	Teacher Development (TD)
Time-bound	Continuing
Related to needs of course	Related to needs of individual
Terminal outcomes pre-empted	Terminal outcomes open
Information/skills transmission	Problem solving
Fixed agenda	Flexible agenda
hierarchical	Peer-oriented
Other-directed	Inner-directed
Top-down	Bottom-up

Table 04: The difference between teacher training and teacher development. Alan Maley, qtd in (Spratt, 1994, p. 54).

To conclude, the main tenet of teacher development as opposed to training is not to judge what we do but to describe and understand "what we are now by reflecting on how we got to be here" (Bailey, Curtis, & Nunan, 2001, p. 247, qtd in Kota, 2004).

2.3.3.2 Who is Professional?

To be considered a professional, one needs to possess the theoretical background, mentored experience, professional affiliations, and certifications to meet the standards of excellence. Professionals act as advocates for their field because they have the knowledge, skills, qualifications, connections, and accountability to engage in their professions as

advocates. Generally speaking, professional development refers to the opportunities for teachers to learn and develop as professionals in a way that will ultimately impact student achievement. To achieve this professional growth, teachers need to engage in continuous collective learning that promotes the individual and positively impacts student learning. Indisputably, new teachers need opportunities to develop professionally as Susan Johnson avows "what new teachers need is sustained, school–based professional development." (Wong & Asquith, 2002, p. 3). Professional development reflects the recognition that teaching involves both action and the thinking as well as the higher-level cognitive processes that are less amendable to direct instruction or training.

2.3.3.3 Reasons to Engage in Professional Development

There are many motivators to engage in professional development that are varied from one teacher to another. These reasons are classified under the following six headings. (Wong, 2011)

- **Raise Awareness of Strengths and Weaknesses.**

It gives teachers opportunities to build upon their strong points to make an even greater impact. Likewise, it focuses their weaknesses in their teaching to change it. It also promote awareness, of one's decisions and one's strengths and weaknesses, so that teachers will growth and develop. Several professional development activities help to reflect critically upon one's teaching in order to make changes and improvements. Some of these activities include keeping a journal, learning a language, peer observations, engaging in team teaching, finding a mentor, or conducting a survey.

- **Acquire New Knowledge**

Another reason to engage in professional development is to acquire new knowledge because the field of TESOL has seen several areas that are new such as World Englishes, digital communication, and critical pedagogy. Teachers need to keep abreast of these changes. Examples of these activities include attending a conference or enrolling in an advanced degree program, read professional journals and reviewing, writing, or editing a book.

- **Solve a Particular Problem**

Professional development activities may help target a particular issue such as how to address the use of L_1 in the classroom, individual diversity. This includes activities such as engaging in a case study, interviewing colleagues, analyzing a critical incident, joining an online discussion list, or finding online resources.

- **Upgrade Skills due to Changes in Society or the Field**

The necessity of professional development is due to changes in both society and the field of language learning and education. An example of this is the use of technology in the classroom. Knowing how to use these tools may require additional training, but much can be learned on one's own by going online, or learn from colleagues or perhaps offering help to others to upgrade their skills.

- **Advance One's Career**

Professional development gives teachers opportunities to get a promotion, tenure, or raise. Professional activities that hold potential for advancing one's career such as writing journal articles, co-writing a book, or creating a language program.

- **Find Fulfillment in One's Work to Prevent Burnout**

This is a good reason to seek to grow in one's profession. Activities that respond best to this orientation include many of those already mentioned as well those such as mentoring others, organizing a conference, or teaching less advantaged students, can be considered.

2.3.3.4 Effective Professional Development

Effective professional development has an impact on teacher learning and ultimately enhances student achievement. There have been multiple studies to determine the criteria of effective professional development. For instance, Rasmussen et al. (2004, p. 19, qtd in Wong, 2011) suggest that "effective professional development is coherent, research based, and capacity building". In study conducted by Garet et al. (2001) three characteristics of effective professional development include: focus on content knowledge, engage teachers in the learning process, and be coherent with other learning opportunities. Guskey (2003, p. 749) incorporates the idea that effective professional development requires that "teachers work together, reflect on their practice, exchange ideas, and share strategies". Hirsh (2004, qtd in Morrow, 2010) avows that effective "professional development focuses on deepening educators' content knowledge, by applying research-based strategies to help students meet rigorous standards, and using a variety of classroom assessments". Darling-Hammond (1996, qtd in Morrow, 2010) asserts "the most effective staff development is curriculum based, sustained over time, linked to concrete problems of practice and built into teachers' ongoing work with their colleagues". From these different studies, the effective professional development criteria include continuity, long term process, that constantly involves an element of reflection and evaluation. It addresses the needs of the school, student learning, through collaboration with colleagues.

2.3.3.5 Characteristics of Professional Development

The following characteristics represent the new perspective of professional development (Reimers, 2003, pp.13-15). They reflect more flexible view of PD.

1. It is based on constructivism rather than on a transmission-oriented model.

2. It is perceived as a long-term process.

3. It is perceived as a process that takes place within a particular context. actual classroom experiences.

4. It is linked to school reform.

5. A teacher is conceived as a reflective practitioner.

6. Professional development is conceived of as a collaborative process.

7. Professional development may look and be very different in diverse setting.

Taking the above criteria will enhance teachers' performance consequently raise educational standards.

2.3.3.6 Stages in Professional Development

Throughout their career, teachers pass through different phases in their professional development. Despite individual and work context differences, many researchers studied these stages and provide different models. One of these is the following categorization that permits to form a holistic understanding of the complex factors which influence teachers in different phases of their work (Day, Sammons, Stobart, Kington & Gu, 2007, pp. 66-101).

- **Professional Life Phase (0–3) Years Commitment: Support and Challenge**

In this phase, teachers would be likely to follow one of two distinct professional life paths.

a) Developing sense of efficacy; enjoy career advancement with increased self-efficacy.

b) Reduced sense of efficacy which led to change of school or career.

- **Professional Life Phase (4–7) Years: Identity and Efficacy in Classroom**

Teachers demonstrate a primary concern about their confidence and feelings in being effective; promotion and additional responsibilities had already begun to play a significant role in teachers' perceived identities, motivation and sense of effectiveness.

- **Professional Life Phase (8–15) Years – Managing Changes in Role and Identity: Tensions and Transitions**

This phase is a key watershed in teacher professional development. Teachers face additional tensions in managing change in both their professional and personal lives. Most of them had additional responsibilities they were at the crossroads of deciding the direction of

their professional identity within the profession, whether to climb up the management ladder or to remain in the classroom.

- **Professional Life Phase (16 –23) Years Work Life Tensions: Challenges to Motivation and Commitment**

In this phase, teachers were categorized into three sub-groups on the basis of their management of the challenges of work–life and home events:

Sub-group a) teachers who had seen their motivation and commitment increase, as a result of their further career advancement and good pupil results/relationships.

Sub-group b) teachers who maintained their motivation, commitment and sense of effectiveness, as a consequence of their agency and determination to improve their professional life.

Sub-group c) teachers whose workload, management of competing tensions had led to decreased motivation, commitment and perceived effectiveness.

- **Professional Life Phase (24–30 Years) Challenges to Sustaining Motivation**

Teachers faced more intensive challenges to sustaining their motivation in the profession. On the basis of their levels of motivation, two sub-groups were identified.

Sub-group a) teachers with strong sense of motivation and commitment to continue self-efficacy in their profession.

Sub-group b) teachers holding on but losing motivation, which lead to a sense of detachment and early retirement.

- **Professional Life Phase (+ 31) Sustaining/Declining Motivation, Ability to Cope with Change, Looking to Retire**

Sub-group a) maintaining commitment

Sub-group b) teachers whose motivation had declined, and who look to retire and exit the profession.

In order to have a complete image about the different stages, the two following tables summerise two different basis through which these stages are classified. Huberman's table using the period of teaching as the criteria of classification. However Dreyfus and Dreyfus (1986, qtd in Hubermen, 1989) provide more detailed model from being novices to becoming experts.

years	Dominant themes

1-3	Career Entry: Survival and discovery
4-6	Stabilisation
7-18	Experimentation (activism) <<---------------- >>Re- assessment (self- doubts)
19-30	Serenity (relational distance) <<---------------- >> Conservatism
31-40	Disengagement: serene or bitter

Table 05: Teacher's professional life cycle: successive theme. Hubermen (1989)

Stage 1: Novice level [all student teachers and 1st-year teachers] •	Needs context-free rules/procedures about teaching • Operates rationally, but fairly inflexibly, in following such rules/procedures • Starts to learn the objective facts and features of situations and to gain experience
Stage 2: Advanced beginner level [many 2nd-year and 3rd-year teachers]	Experience begins to be melded with the verbal knowledge acquired in Stage 1 • Starts to acquire episodic and case knowledge, and to recognise similarities across contexts • Still unsure of self and of what to do when experience / case knowledge is lacking • May still have little sense of what is important in a specific situation
Stage 3: Competent level [many 3rd-year and 4th-year teachers + more experienced teachers]	Personally in control of events going on around him/her • Makes conscious choices about what to do • Has rational goals and is able to set priorities, decide on goals and choose sensible means for achieving those goals • When teaching, is able to determine what is or is not important • Still not very fast, fluid or flexible in behaviour
Stage 4: Proficient level [a modest number of teachers, from around 5th year of teaching onwards]	•Intuition and know-how become prominent • Is able to view situations holistically and to recognise similarities between events • Can therefore predict events more precisely • Is able to bring case knowledge to bear on a problem • Still analytic and deliberative in deciding what to do

Stage 5: Expert level [a small number of teachers, after at least 5 years]	• Has an intuitive grasp of situations • Seems to sense in non-analytic and non deliberative ways how to respond appropriately in classroom situations. • With routine, repetitive tasks, acts fluidly, effortlessly and without consciously choosing what to do or to attend to. • When a problem arises, and with non-routine tasks, is able to bring deliberate, analytic processes to bear. • Is willing and able to reflect on and learn from experience.

Table 06: Berliner's five-stage model of teacher development (based on Berliner, 1994, qtd in Andrews, 2007, p. 120).

These phases of professional life reveal, firstly, generational differences in teachers' professional experience and views of educational change. Secondly, there are two general stages of developmental challenges. The first is characterized by survival and mastery, and the second stage involves either setting into a state of resistance to change or staying open to adaptation and change of practice (Farrell, 2009). Thirdly, these stages differs from one teacher to another as Broad and Evans (2006, p. 4) "there is no single, linear pathway or career trajectory for teachers. Instead, career paths are often cyclical and even recursive."

2.4. The Initial Professional Preparation

The first step in the process of professional development is the initial professional preparation. This preparation varied from country to another in terms of content, time and forms; it is separated into two very broad categories: preservice and inservice teacher preparatio (Reimers, 2003, pp.42-45).

2.4.1 Preservice

It is the first in a longer process of professional development. It is simply identified as "courses that led to a basic qualification in teaching" (Teaching council, 2009).These programmes takes place at colleges or universities and in special institution which may or may not connected to a university system. For examlpe, in the UK, India and Iseal there are special institution to prepare teachers. In other countries, it is offered in universities in form of short programmes varied from two to four years as in Chile, USA, Japan. Yet other countries offer it in the actual school setting as in UK while in some developing countries teachers are prepared in secondary, post-primary and post secondary programmes that last for six month to a few years. However, in many countries , a number of teachers begin to

teach without any prior training or preparation. Despite variability, the wide trend require at least a bachelor's degree for enty into teacher preparation programmes. (Cobb, 1999, qtd in Teaching council, 2009, p. 46).

2.4.1.1 Models of Preservice Education

Calderhead and Shorrock (1997) present the following three models of early professional development. Each model give a different emphsis on specific aspects of learning how to teach and is based on a variety of different approaches to the learning process.

- **The enculturation, or socialization into the professional culture, model.** In this model, teaching is perceived as a demanding task that takes palce in material and ideological context.

- **The ecchnical, or knowledge and skills model.** This model emphsises the knowledge and skills teachers need to acquire to conterbute to classroom practices.

- **The teaching as a moral endeavour model** focuses on a method of teaching which involves caring for young children, preparing them to be part of a future society.

2.4.2 In-service

In-service education includes " those education and training activities engaged in by primary and secondary-school teachers and principles, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate childen more effectively" (Bolam, 1982) qtd in (Reimers, 2003, p. 55). It varies from country to another; it may take place in school, as in Germany, Japan, Spain, United Kingdom, or away from it, as in France missions have been created to support NQTs in some specifically designed training environment. It includes activities such as "Workshops and lectures designed to keep practicing teachers informed about current trends and practices in their field. Nelson (2007, p. 188). Its importance embedded in its opportunity to develop human resource, manage the planned change and self development of both teacher and school. The traditional model includes courses in subject matter, pedagogy and teaching methods. While new trends go beyong this; it provides a variety of opportunities for professional development (Nelson, 2007, pp. 57-61).

2. 5 Other Processes of Professional Development

2.5.1 Induction

Induction is the process of training, supporting, and retaining new teachers by:

• Providing instruction in classroom management and effective teaching techniques

• Reducing the difficulty of the transition into teaching

• Maximizing the retention rate of highly qualified teachers.

A good induction process begins before the first day of school and typically runs for two or three years. Its purpose is to acculturate new teachers to the responsibilities, missions, academic standards, and vision of the district. In order to do so, an induction program should proceed into a comprehensive, coherent, sustained, another word for lifelong professional development manner (Wong, 2002). These three characteristics are explained as follows:

- **Comprehensive:** There is a well planned curriculum with many and varied activities.

- **Coherent:** The varied activities and people are logically connected and fit together.

- **Sustained:** The program is lifelong and runs for many years (Breaux & Wong, 2003).

2.5.1.1 Components of Successful Induction Programmes

No two induction programmes are exactly alike; each caters to the individual culture and specific needs of its school. However, there are several common components that underlie the most successful induction programs. In the study done by Ingersoll qtd in (Wong & Wong, 2012, p. 17) found that comprehensive induction programme must have at least seven of these components:

1. Initial Four or five days of preschool workshop
2. Continuum professional development activities for two or more years
3. Strong sense of administrative support with a campus coordinator
4. A coaching component utilizing trained coaches
5. A structure for networking with new and veteran teachers
6. Opportunities to visit demonstration classrooms.
7. A welcome center that provides help to settle into a new community
8. A bus tour of the community, led by the superintendent
9. A formative assessment process that helps the new teacher develop skills for student achievement. The following figure summarizes these components.

Preschool year workshop

Welcome center

Tour, bus

Networks, study groups

Mentors, facilitators, coaches

Portfolio, video

Demonstration classrooms

Administrative support

Learning circles
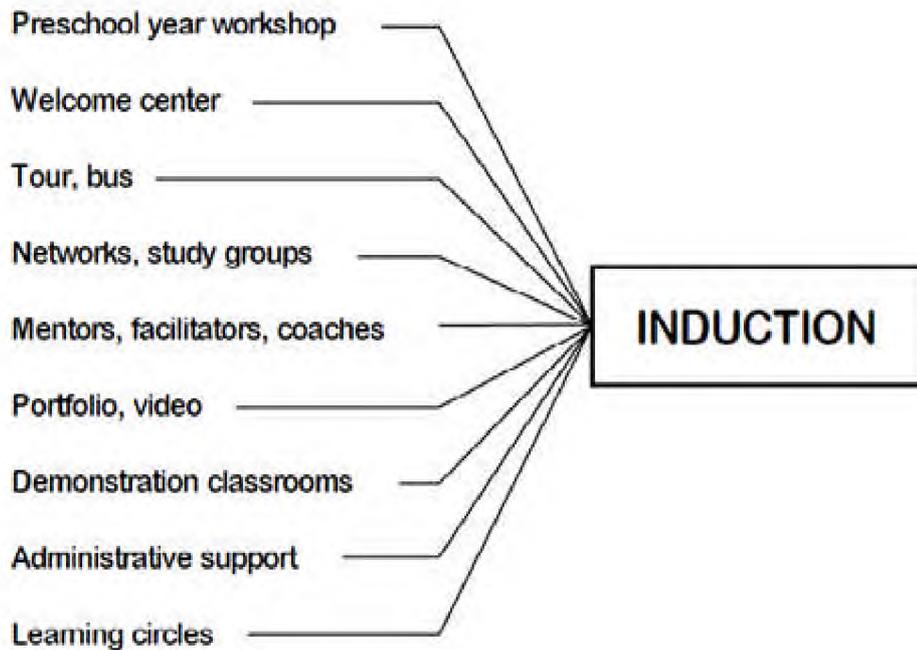
INDUCTION

Figure 08: Some component of induction programs (Wong & Breaux, 2003).

2.5.2 Mentoring

Mentoring is defined simply as a situation where "a knowledgeable person aids less knowledgeable person" (Eisenman & Thornton, 1999) qtd in (Farrell, 2009). It is "the passing on of support, guidance and advice in which a more experienced individual uses their knowledge and experience to guide a more junior member of staff" (CIPD, 2008) qtd in (Parsloe & Leedham, 2009, p. 200). In this respect, it defers from supervisory process which includes the maintenance of standards within an organization, or system; the supervisor's role restricted in observing teachers to identify strengths and weaknesses in their teaching behaviour to help them to improve (Gebhard & Oprandy, 1999, p. 36). However, mentoring is one to one, workplace-based, contingent and personally appropriate support for NQTs during their professional acclimatization, learning growth and development (Maldezer, 2009). Mentoring is an essential aid to staff development as Holloway (2002, qtd in Kwo, n.d. , p. 221) asserted that "mentoring continues to be profoundly influential in educational settings as a strategy for professional development, particularly in terms of reflective practice". It is carried out one on one process, in isolation to help new teacher to survive. It is a complex process as Bush, Coleman, Wall and West-Burnham (1996) stated that "mentoring can be conceived as a complex, interactive process that occurs between individuals of differing levels of expertise and experience. It envelops interpersonal development, socialisation, career and/or educational development, as well as professional and/or personal benefits" qtd in (Kwo, n.d. , p. 221). It involves many activities as (Clutterbuck, 1991) reported that, "[It]

includes coaching, facilitating, counseling and networking. It is not necessary to dazzle the protégé with knowledge and experience. The mentor just has to provide encouragement by sharing his enthusiasm for his job" qtd in (Kwo, n.d., p. 198). High quality mentoring is concerned with competence, experience and clear role-definition, but it also crucially depends upon the right balance of personal qualities. A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. The mentor's primary function is to be a transitional figure in an individual's development. There are many views and definitions of the role of mentor including roles like supporter, guider, and facilitator. There are five roles that mentors could play in order to provide on-site support and assistance to novice teachers during their first year:

1. Models who inspire and demonstrate
2. Acculturators who show them the ropes
3. Sponsors who introduce them to the right people
4. Supporters
5. Educators (Eisenman & Thornton, 1999) qtd in Burns and Richards (2009, p.183).

Mentoring is a role which includes coaching, but also embraces broader counselling and support, such as career counseling and privileged access to information. (Landsberg, 1996) qtd in (ibid, p. 199)

The terms induction and mentoring are often incorrectly used interchangeably. The following table clarifies the difference.

The Difference Between Mentoring and Induction

Mentoring	Comprehensive Induction
Focuses on survival and support	Promotes career learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrators -- district and state assistance
Treats mentoring as an isolated event	Treats mentoring and induction as part of a lifelong professional development design
Limited resources spent	Investment in an extensive comprehensive, and sustained induction program

Table 07: The difference between mentoring and induction (Breaux & Wong, 2003).

2.5.3 Coaching

Coaching is developing a person's skills and knowledge so that their job performance improves, hopefully so that organizational objectives are achieved. It generally occurs over a short duration and is relatively structured to achieve specific goals (Megginson & Boydell, 1984, qtd in Parsloe & Leedham, 2009, p. 200). It facilitates the performance, learning and development of another who is less experienced. As Whitmore (2003) added "coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them" qtd in (ibid, p. 198).

Like the terms induction and mentoring, coaching and mentoring are not the same. The following table clarifies the difference through distinguishing the roles of coach and mentor.

Differences Between Mentors and Coaches	
Mentors	Coaches
Are available for survival and support	Help teachers improve student learning
Provide emotional support; answer singular procedural questions	Coach to improve instructional skills on a sustained basis
React to whatever arises	Collaborate with administration and other teachers
Treat mentoring as an isolated activity	Part of job-embedded induction and staff development process
Mentor with reflective conversations	Coach to specific learning objectives

Table 09: The differences between mentors and coaches (Wong & Wong, 2012, p. 20).

Mentoring is a component of the induction process, which, in turn, should flow seamlessly into a sustained, lifelong professional development program. As the following figure clarify the relation.
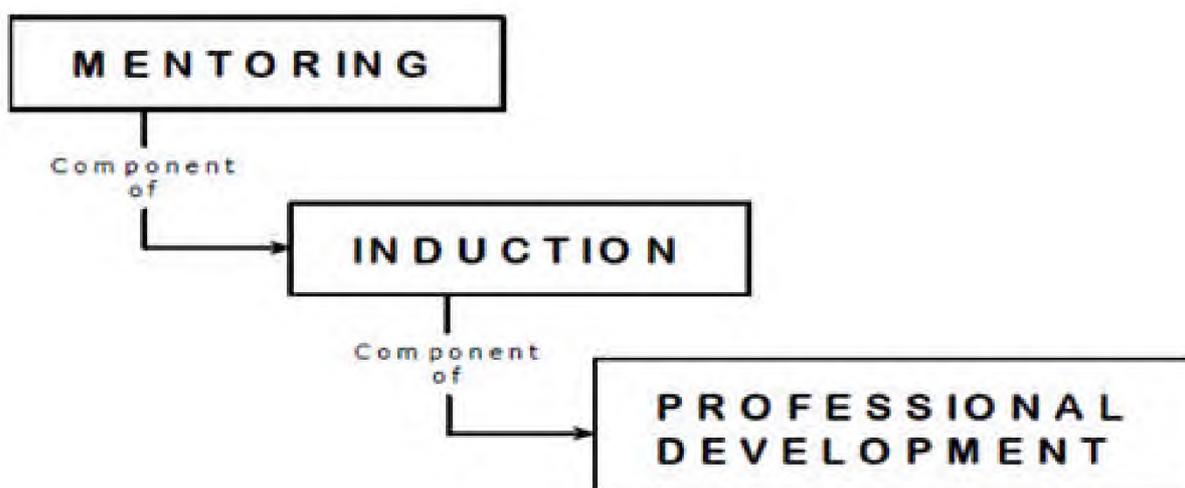
Figure 09: The relation between mentoring, induction and professional development (Breaux & Wong, 2003).

2.5.4 Other Forms of Professional Development

Despite its complexity, teachers have many opportunities for professional development as Goodwyn and Branson (2005, p. 147) asserted that "teaching is a career

where there are many options and opportunities for progression". Later in the final chapter more comprehensive categories of variety of methods and procedures, formal and informal, traditional and innovative, will be introduced considering their usefulness and the ultimate aim of these activities is to help teachers understand, reflect and explore their own teaching to gain awareness of their beliefs and practice. The following table summarizes some of these activities.

Individual	One-to-one	Group-based	Institutional
-Self-monitoring -Journal writing -Critical incidents -Teaching portfolios -Action research	-Peer coaching -Peer observation -Critical friendships -Action research -Critical incidents -Team teaching	-Case studies -Action research -Journal writing -Teacher support groups	-Workshops -Action research -Teachers support groups

Table 10: Activities for teacher development (Richards & Farrell, 2005, p. 14).

2.6 The Need for Professional Development

Apparently, teachers are the most prepared persons for their profession because they spend a long period as students observing different teachers as Lortie (1975, qtd in Bailey et al., 1996) refers to it as the "13,000-hour apprenticeship of observation", but as it is indicated in the previous chapter that teaching includes three aspects, lesson plan, classroom instruction and assessment, during this whole period students are aware only with one aspect classroom instruction. Novice teachers face many challenges to learn how to teach; this is due to the direct transition from learner to teacher; research reveals that the change in role from student to teacher is not a simple transition; rather, beginning to teach is now seen as a difficult and complex task that can have a major impact on the professional development of first year teachers (Featherstone, 1993, qtd in Farrell, 2009). Secondly, academic courses focus on theory that does not reflect classroom situation as Freeman (1994, qtd in ibid) cautioned that "(...) what is presented in language teacher education programs may be washed away by the first year experience". Consequently, the first year is known as unpredictable, idiosyncratic and anxiety provoking activity because NQTs work on two trucks, learn to teach and teach students. For these reasons, novice teachers need to engage in a various processes of preparation that encourage them to achieve professional growth and respond adequately to their students' needs.

2.7 The Importance of Teacher Preparation

In every aspect of the real world, people are trained which is not always the case with many teachers. (Wong, 2002). Despite the continual change that has been characterized the teaching profession, teachers are not well prepared to hold this reform with regarding to their crucial role in this process as it is well acknowledged that the single greatest effect on student achievement is the effectiveness of the teacher. As (Wong &Wong, 2012, p. 8) insisted that "programs and ideologies do not produce student acheivement. Teachers produce student acheivement". Due to their major roles, teachers need to involve in a process of professional development as Reimers asserted that "teachers act not only as subjects, but also as objects of that reform" (2003, p. 57).

Researchers in this field have come to realize that even a good initial education program cannot equip a teacher with all the knowledge, skills, and values he/she will need during his/her career (Delannoy, 2000). For that reason, new teachers need initial preparation to ensure their success from the very first day of school. The involvement in this process allows them to overcome the challenges that they may face as (Calderhead and Shorrock, 1997, qtd in Reimers, 2003, p. 44) stated that "during initial training and their first few years in the classroom many teachers, perhaps even the majority, experience difficulties in learning to teach". This transition from the academic courses to the first year of teaching has been characterized as a type of "really shock" (Veenman, 1984, qtd in Farrell, 2009). This shock may occur because the ideals that novice teachers formed before teaching are replaced by the realities of the social and political contexts of the school. Consequently many novice teachers are left to cope on their own in a "sink or swim" situation. As a result, many promising new teachers leave the profession after only a few years. As (Wong, 2002) reported that "current estimates show that between 40% and 50% of new teachers will leave the profession during the first seven years of their career, and more than two thirds of those will leave in the first four years of teaching."

In order to prevent this to happen again, NQTs need support to adapt the new changes in this field. As Ho, Watkins, and Kelly (2001, qtd in Klein, 2006, p. 8) showed in a study planned to change teacher's conceptions of teaching that teaching practice improved promptly and student learning eventually improved when teachers adopted a more advanced conception of teaching. Teachers are the main factor for the success of the new reform as Terry Dozier (1998)qtd in (Harden & Crosby, 2000) emphasized that "if we don't focus on the quality of teaching, other reform efforts won't bring us what we're hoping for". Teachers should be

prepared to adapt the growing use of digital technologies in educational settings to respond appropriately to their students' needs and to achieve the desired outcomes because several research studies have shown positive associations between student achievement and teachers' academic skills, level of content knowledge, years of experience and participation in content-related professional development opportunities (UNESCO, 2006, p. 67).

Conclusion

This chapter provides a general overview on the field of SLTE; including its historical evolution to respond to the rapid change in educational setting. This field is interested in teachers development because they lead education reform and they are the key to continuous improvement in schools. This process, TD, involves various activities differ in many aspects from one county to another. From this chapter the following points should be emphsised; firstly, teacher's quality* determines the success of educational system. For that reason many nations acompanied their educational reform with different processes to encourge teachers' success. These processes may have different names in different countries which make a terminological confusion as a result of different historical views of the process of teacher learning. Secondly, this process involves various activities differ from one county to another to respond appropriately to their specific social, cultural and educational needs. Consequently, to have the desired outcomes TD should be designed to respond to teacher's specific needs in that country because it is social, contextual, dynamic and cognitive related process. Thirdly, to ensure its effectiveness, TD should accompanied teachers from the very beginning to gain awareness of their beliefs and practices. Finally, and most importantly, there is a strong relationship between teachers' professional development and educational reforms. This last issue, educational reforms, will be the content of the following chapter.

Chapter Three

Algerian Educational Reforms

Introduction

In the new millennium, there is a change in most of the educational systems in the world in terms of the implementation of new curricula and new approaches. This is the case of Algeria in which deep educational reform includes all levels of instruction. This paper attempts to shed light on the historical development of Algerian educational system through different reforms with more emphasis on current reforms which embedded in the adaptation of LMD system at the level of high education and the implementation of the competency-based approach. This chapter provides abackground information about CBA; its characteristics, aims, and the reasons behind its application in the Algerian educational system. It also specifies the roles of both learner and teacher. Moreover, this paper sheds light on the high educational reform represented in the LMD system including its key components and aims. By the end, this chapter describes the status of teachers within this reform.

3.1   The Role of the Educational System in Algeria

Algerian education system played central role in society especially in the last thirty years. School plays a large part in personal lives and family life across the whole spectrum of social backgrounds. Pupils and their parents have increasingly become focused on one specific function of the education system, namely securing a job through degrees which lead to securing a higher social position which means that studying is no longer an end in itself but a means to ensure social advancement or salvation. In this sense, school considered as the funnel one must inevitably go through in order to realize one's aspirations. This clearly gives evidence that schools are at the heart of the social system (Benmati, 2008). For that reason Algerian schools pass through various reforms in attempt to improve its educational system.

3.2   Educational Reform

Before viewing the different phases of Algerian educational reform, it is essential to understand that educational reform refers to a planned change brought into widespread use for the betterment of an educational system. It is an innovation that is in widespread use throughout a particular education system. In this sense, educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs through the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of the group or groups involved (UNISCO, 1990, p. 2).

As it is known the past shaped the present situation, it is beneficial to have an overview on different reforms that Algerian educational system passed through. Before talking about this issue, it is worth mentioning that educational reform refers to a planned change brought into widespread use for the betterment of an educational system. It is an innovation that is in widespread use throughout a particular education system. In this sense, educational innovation refers to the introduction or promotion of new ideas and methods that are devised in education and school practices which have a substantial effect on changing the existing patterns of behaviour which lead to educational development or improvement. It is an overall, multidimensional and diversified process, endogenous in nature linked with the values peculiar to each society and requiring the active participation of individuals and groups who represent its agents and beneficiaries UNISCO (1990, p. 2). In order to understand the Algerian educational system, one should trace its historical development.

After the independence in 1962 and with the creation of the Ministry of Education in 1963, Algeria has started the process of building an inclusive and open national education system. Since then, many reforms occurred; the most important one is passed in 1971 introduced at the higher education level new options including democratization, ensure the education for all, arabization, Arabic is the language of instruction and algerianisation, the employment of only Algerian teaching staff. This leads according to Kadri (1992, qtd in Benmati, 2008), that "the algerianisation of the teaching staff was synonymous to a levelling down" because a large number of teachers were without real qualifications but with a remarkable strategy of promotion and no scruple (Guerid, 2001:3, qtd in ibid). In this way, Algerian universities and colleges were created though they were not endowed with the minimum conditions to operate.

Further reforms in 1976 extended the period of compulsory education from six years to ten years also guaranted that education at every level is free. It mandated that education is the exclusive domain of the state. In this period, the structure of the school system is based on 6+3+3 model: six years of primary school, three years of lower secondary school and another three years of upper secondary school. In academic year 1992-93, English was introduced alongside French as a first foreign language. Then it was introduced from the beginning of the second three-year cycle. In Middle School, English was taught 4 hours/week in the 8 grade and 5 hours/week in the 9 grade. Higher education in Algeria contained three stages; first, short three-year track, *Diplôme d'Etudes Universitaires Appliqués,* (DEUA), or four- to five-

year long programs leading to the **Licence, second,** the two year **Diplôme de Magister.** Third, the Doctoral degree requires three to five years of original research. In 2004, the government passed an executive decree that amended the 1976 reforms.

Speaking more specifically about ELT in Algeria, after trying many approaches and methods; for instance: the Grammar-Translation, the Direct Methods and the Communicative Approach Algerian educational designers agreed upon the perfection of CBA. This latter represents the current educational system. In nutshell, the educational system is still highly centralized because the general education policy is ultimately decided at the top (Bouabdesselam, 2001, p. 102, qtd in Medjahed, 2011).

3.3 The Current Educational Reform

The recent reform involves both levels, basic (primary, elementary) and secondary education as well as Higher Education; it is worth to note that the Ministry of National Education is responsible for the supervision of basic and secondary education while the Ministry of Higher Education and Scientific Research, and the Ministry of Professional Education in collaboration with various other relevant ministries regulate the tertiary sector.

3.3.1 Background Information on Basic and Secondary Education

At the first level, reforms included that the first five years of schooling are compulsory for all children. French is the first foreign language taught at the primary level starting from the second year. English is introduced in the first year of the second cycle of basic education as the second foreign language. It is taught for four years based on the new syllabus and the new textbooks following competency-based approach. Students access to the secondary education after passing the national basic education certificate examination (BEM), Brevet d' Enseignement Moyen. At the secondary level, students are streamed into two main streams: languages and social studies, sciences and technology. At the end of the third year, Students sit for the *baccalaureate* examinations; their admission to tertiary-level institutions is based on their performance in these exams, starting from 10 on a 20 point scale in all subjects.

3.3.2 Background Information on Higher Education

The Algerian Higher Education composed of 57 public institutions: 27 universities, 13 university centers, 6 national schools, 6 national institutes, and 4 teacher-training institutes

(Nick, 2009). There are five categories of academic staff, who are appointed by ministerial order. First, university Professors, supervise Master dissertations and doctoral theses, have nine hours' teaching time each week and prepare teaching and research programmes. They are responsible for guiding students, coordinating teaching teams and directing research teams. Second, Associate Professors recruited from experienced senior lectures; they have the same responsibilities as university professors. Third, Adjunct Professors are responsible for delivering lectures, have nine hours' teaching time per week and prepare teaching and research programmes. They are responsible for guiding students and coordinating teaching teams. Fourth, senior lecturers have 10 to 12 hours' teaching time a week in tutorials and seminars, take part in the preparation of teaching, research programmes and in student guidance. The last is senior lectures recruited through a competitive examination open to holders of a Master or doctorate degree (Allab & Benstaali, 2009).

3.3.3 The Historical Development of Teacher Education in Algeria

In Algeria, teacher preparation is supported by law as the article number 49, concerning organizing the education and training of teachers, recommends that "training is continuous process for all teachers at all levels; its function is to give opportunities to have the highest competence, culture and full awareness of their duties" *qtd in (Mrabt, 2011). After the independence, Algeria started establishing its educational system. This was accomplished with the help of teachers from Arabic and other countries, during the academic year 1962/1963 they were about 20 000 foreign teacher (educational system, 2004); it also allow literate citizens to teacher. The process of teacher training pass through different phases can be summerised as follows:

3.3.3.1 The First Phase: from 1962 to 1970

During this sensitive period, the government recruited literate people with limited educational level, who have finished their primary school, without any preparation or training in order to replace the colonise as well as to respond to the increased number of pupils. Later, there were two kinds of training; the first one known as the exceptional training takes place in cultural centers during 15 to one month long to familiarized new recruited teachers with teaching profession and ameliorate their educational and professional level. The second model take place in teachers' center (Ecoles normales d'instituteurs) for one year; this model focus on observing and imitating expert teachers. By the end of this decade, 1969, the

technological centers of education were established for primary and middle school teachers. The preparation of high school teachers takes place in teacher-training institutes, Koba, 1964.

3.3.3.2 The Second Phase: from 1970 to 1980

The government made a new procedure of teacher preparation to respond to the increased number of pupils through a quick training for the new recruited teachers without any qualification to equip them with the knowledge and skills needed in teaching. During this period, teachers' centers were replaced by technological centers of education to train four year school students and third year high school. The period of high school teachers were reduced from four years to three years.

3.3.3.3 The Third Phase: from 1980 to 1994

This period characterized by improving the quality of teacher preparation through lengthening the period of training of middle school teachers from one year to two years as well as the period of training in teacher-training institutes from three to four years. Generally, there were reforms in terms of content, duration and programmes.

3.3.3.4 The Fourth Phase: from 1994 to1999

The number of teachers responds to the needs of schools which led to gradual close of all the technological centers of education and lengthen the period of training of middle school teachers from two to three years and from one to two for primary school teachers. In the academic year 1995-1996 the ministry of education started a new policy of training; the university is in charge of preparing all the categories of teachers* (Mrabt, 2011).

3.3.3.5 The Fifth Phase 1999 to 2003

There was a reorganization of the process of teacher education in all phases of educational sector. Teacher-training institutes were in charges of preparing teachers; students who study in this institution should have high degree in their baccalaureate exam and pass the entering exam.

- ➢ Teachers for three years
- ➢ Teachers of middle school for four years
- ➢ Teachers of high school for five years

During this period, there were a kind of support for non licensed teachers to improve their level. In this reform the teachers should have license degree; inspectors of education are in charge of supervision of these teachers.

3.3.3.6 The Sixth Phase 2003 till Today

What is new in this period is the establishment of centers for training teachers of primary school teachers lasting for three years. According to (Mrabt, 2011)* the process of teacher preparation is a hard task because it need a great potential, specialized persons and continued innovation. There should be a kind of innovation in the process of preparation otherwise it will be weakening which is one of the clearest reasons of the failure of educational organization (Hadid, 2009)*.

3.3.4 The Adaptation of CBA

Since the academic year 2003/2004, Algeria launched a global reform based on the Competency based approach resulted in designing new syllabuses and textbooks at all educational levels to build a real educational project, one that is more in line with the developed world. Before embarking on an overview of the CBA, and for convience sake certain terms need to be defined namely, competence, competency and Approach. Competence is "the quality of being adequately or well qualified physically and intellectually, or the ability to do something well measured against a standard, especially the ability acquired through experience or training" (Chelli, 2010), or it is a set of behaviours refers to the capacity to use appropriately a variety of resources, both internal and external, in particular, learning acquired in school or in everyday life (Introducing the CBA, 2009). Competence is defined as 'a know how-to-act process' which integrates a set of capacities, skills, and knowledge mobilized to face problem-situations. This notion, competence, is borrowed from the language of markets, investments, and products which reflects the crucial role of this domain in the modern life. On the other hand, competency is defined by Roumadi (n.d. , p. 3) as "the ability to do something well. A skill or an ability that we need in a particular job for a particular task. The competency is a know how to do. It integrates capacities, skills and knowledge". More precisely, it refers to the ability of a student to accomplish tasks adequately, to find solutions and to realize them in real life situations.; it involves the knowledge of "know how to act" (Introducing the CBA, 2009), it is a cumulative personal quality. The figure (04) below stated the steps to reach competency and clarify the difference between these two concepts. An approach is a set of correlative assumptions dealing with the

nature of language teaching and learning. An approach is axiomatic; it describes the nature of the subject matter to be taught" (Anthony, qtd in Richards & Rodgers, 1986, p.15). In order to avoid confusion, an approach is the broadest and encompasses theories of language and language learning, a method specifies how a language ought to be taught, a technique being the most specific, involves classroom activities and devices. The competency-based approach came in an attempt to bridge the gap between school life and real life, by relating school acquisitions to varied and pertinent contexts of use inside as well outside school. It develops students' information to reach high learning competency as it is clear from the figure below.
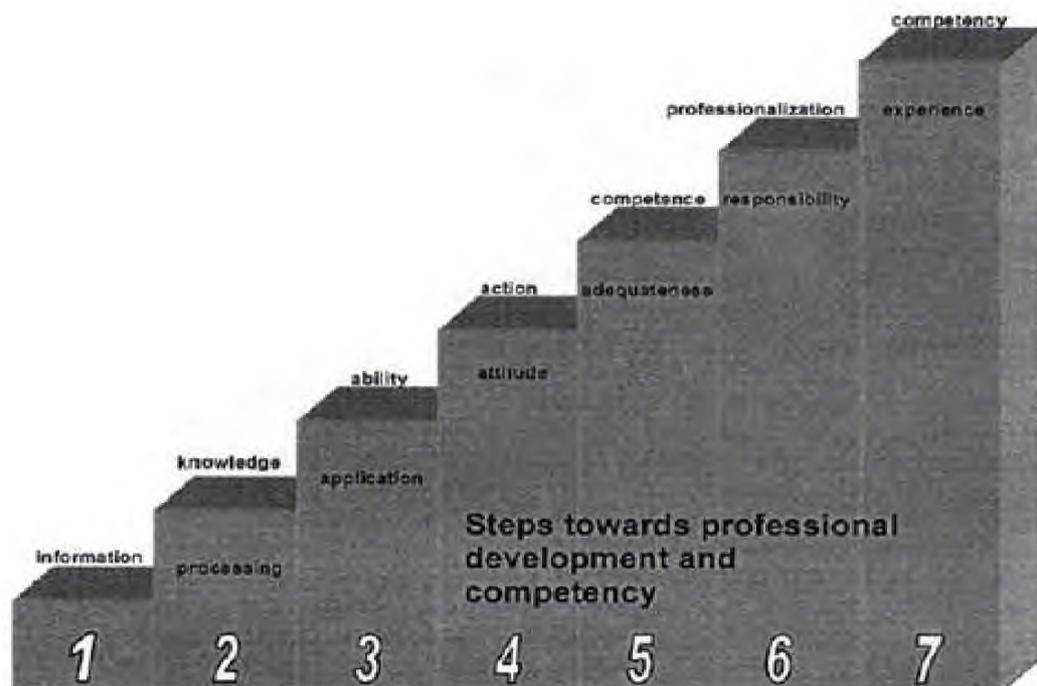
Figure 10: Competence development model (Schneckenberg & Wildt, 2006, qdt in Chelli & Khoni, 2010).

As it is shown from the figure, competence development started by perception of information, it accommodates and adapts which lead to second step, knowledge, through correct application it becomes ability. This ability should be accompanied with motivational attitude to perform it. At the fifth step the activity should be adequate to the required level this leads to competence. Through performing various activities as a result of a kind of responsibility a person constructs a competency.

3.3.4.1 Background of the Competency-Based Approach

The CBA was first applied in USA military field. It has, then, been extended to the professional training domain, including education, where it proved its worth. It represents educational movement emerged in the USA in the 1970s. It seeks to establish competences in

learners so as they use what has been acquired in school; it links between learning and context of use, thus helping the learners in making learning meaningful. Competency Based Education is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. It was defined as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society"(U.S. Office of Education, 1978, qtd in Weddel, 2006). The CBA focuses on measurable and useable knowledge, skills and abilities. It is an approach that revolves around three main concepts that are competence, the ability to do something well, problem-situation, learners should be placed in front of problems to reflect on this make learning meaningful, and transfer of knowledge, the application of knowledge acquired in one situation to new situations. This approach adapts the functional and interactional views of language theory, from this angle, it is viewed as an extension of the communicative approach as well as the cognitivism, and socio-constructivism view of learning. It view learning as cognitive, affective and social process. This implies that optimal learning takes place through intellectual procedures, respect for differences, co-operation and team work. It aims at developing competencies that are regarded as essential for the learner of the new century. More specifically, language learning is viewed as set of interacting competencies, the ability to use language as speaker, listener, reader and writer; it enables learners to use English to express themselves meaningfully, and make themselves understood.

3.3.4.2 The Aim of CBA

This approach was adapted in many countries answering the 21st century needs and the world's new changes. It makes the school acquisitions viable and sustainable through emphasising beneficial and relevant use of the school knowledge in real life situations; it aims at the establishment of a know-how-to-do. It also develops the thinking process of the learner through exposure to problem situations which presents learning contexts in relation to the needs of the learner. One of the main aims of CBA is putting an end to disciplinary barriers through encouraging the development of transversal competencies to go beyond the disciplinary field to develop competencies in various real life situations. This inter-disciplinarity process helps learners face with efficacy a problem- situation, make learning meaningful and long lasting. Unlike a one-size-fits-all approach, it gives space for teachers to choose various pedagogy activities to respond to individual differences. All the above mentioned reasons encourage Algerian authority to adapt this approach to reach the required international level of effective educational system.

3.3.4.3 Characteristics of CBA

There are certain Characteristics that are peculiar to this approach, it is "learner centered and project-geared". (Arab, Riche & Bensemmane, 2007, p. IV). In this approach the learners play an active role in the learning process. CBA is project-based approach. Project is defined by Wiggins and McTighe (1999, p. 52, qtd in CBA Strategies, 2009) as "an extended and complex performance task, usually occurring over a period of time." Projects usually involve extensive pupil inquiry culminating in pupil products and performances which are assessed using a variety of assessment tools. It is a creative way for learners to apply what they have learned in class. During the realization of a project, learners involve in collaborative work, discuss, interact and share ideas to construct new knowledge. Project work makes learning more meaningful. This process, Project-based learning, refers to "students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation" (Patton, 2012, p. 13); it increases students' passion for learning and foster a wide range of skills such as time management, collaboration, and problem solving that students will need in their real life. Besides the already mentioned characteristics, CBA featured by the following:

1. Specific, measurable competency statements

2. Content based on learner goals (outcomes/competencies)

3. It measures student learning rather than time, it characterized by a flexible use of time that allows students to progress at their own pace

4. Use a variety of instructional techniques and group activities

5. Focus on what the learner needs to learn, which is the application of basic skills in a life skills context

6. Use texts, media, and real life materials geared to targeted competencies

7. Provide learners with immediate feedback on assessment performance

8. Pace instruction to learner needs

9. Have learner demonstrate mastery of specified competency statements. (Weddel, 2006)

In a nutshell, the most important characteristic of competency-based education is its focuses on outcomes of learning; it measures learning rather than time. Students progress by demonstrating their competence regardless of how long it takes. Competency-based learning allows to hold learning constant and let time vary. As it is represented in the figure below, it

mainly focuses on the competence through selecting instruction based on students needs and designing assessment to evaluate this competence.
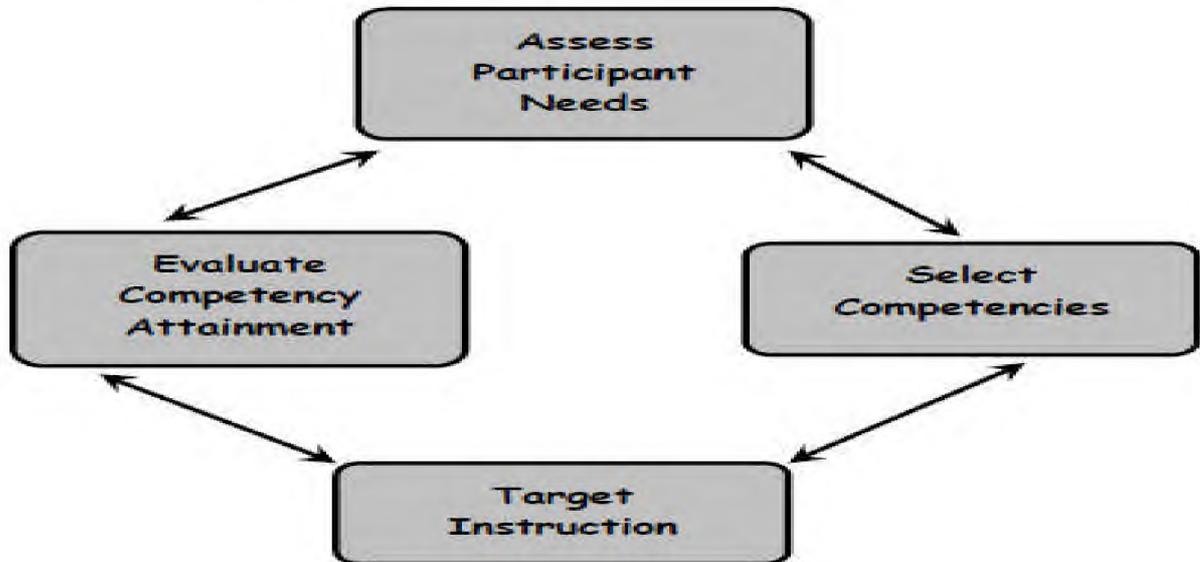
Figure 11: The cycle of CBA (Weddel, 2006)

3.3.4.4 The Role of Learner and Teacher in CBA

This approach is learner-centred and focussed on the construction of the learner's knowledge in meaningful situations. In this perspective, the perception of the role of both teacher and the learner has radically altered. Firstly, the learner plays an active role; he is the responsible for his progression and improvement. He creates situations of learning through searching for information and validates it through consulting various sources of documentation or knowledgeable people; this is known as the process of personal appropriation, or as it is referred to it "self reflexive and autonomous way" in Spotlight on English third year middle school (Arab, 2005, p. 4), where the learner works on his specific needs and questioning his own convictions. This implied autonomous and lifelong learning. (Chelli, 2010). Secondly, CBA leads to a serious revision of the teacher's profession. This implies a change in the teacher's attitude toward knowledge and towards teaching. The teacher will have to:

- Do more than teaching as merely communicating knowledge.
- Make the learner learn.
- Quit his function of monitoring and evaluating in order to get involved in all activities.
- Create various means of teaching.
- Share his power, negotiate with the learners and accept their point their view.

- Work on projects, and to do so, he must have a perfect knowledge of the project procedures.
- Possess a complete knowledge of group dynamics.
- Be able to conduct discussions, to act as a mediator between the learners and analyse the group functioning.
- Clarify the processes, the ways the learners think and act; thus the teacher displays greater transparency.
- Encourage and guide the learner's efforts by showing the learner that he is allowed to make errors and to have doubts.
- Enhance the value of co-operation between the learners.
- Proceed to formative evaluation in working situations.
- Open to other disciplines and have discussions with his colleagues about methods and interdisciplinary concerns.

In fewer possible words, teacher's role under the competency - based approach has to parallel the demands of the new method namely enabler teacher, as it is explained in chapter one. The teacher is no more just a transmitter of knowledge whose unique duty is to fill in empty vessels, but rather a facilitator who engages learners in tasks, and helps them develop learning strategies for lifelong learning. The following two tables compare between the previous and the new role of both teacher and learner.

Teacher's role		
previously	Now	What has changed
-Knowledge provider -Omnipresent in class -Decided everything -authoritative	-Guide / helper -Counselor -Facilitator -Co-learner -Seeks pupils' participation	-Attitude less authoritative -Open to discussion, and negotiation -Takes into account pupil's anxieties and interests
	-Teachers individually (when necessary) -Develops learning autonomy	

Table 11: Teacher's Role (Ministry of Education, 2005, 10, qtd in Benmati, 2008)

Learner's Role		
Current Approach	New Approach	What has changed
-Knowledge recipient -Teaching dependent - Applies models - motivation based on marking, examination, and parental pressure.	-The learner wants to know what s/he learns -Is responsible for her/ his learning -Learns better through action - s/ he builds her/ his own strategies - defines her/ himself the process s/ he will make use of when working - strengthens skills into problem- solving	- s/he learns due to and through action -increases her/ his intellectual potential - improve her/ his memorization process - has a positive attitude toward learning

Table 12: Learner's Role (Ministry of Education, 2005, p. 12, qtd in Benmati, 2008)

3.4 Higher Education Reform

The Algerian educational reform at the level of higher education represented in adapting a new university system; the Bologna process (B.M.D.), known in French as (L.M.D.), it is a system of education that awards principally three types of qualifications Licence /Master/Doctorate. This system initially designed in the Anglo-Saxon countries, 29 European ministers of education convened in June, 1999 in the Italian city of Bologna to agree on a common platform for higher education; it is spreading nowadays everywhere. The application of the LMD system in Algeria is considered a step towards Globalisation because this Anglo-Saxon programme has proved its success in many other countries; this reflects Algerian tendency towards openness to the world. Algerian authorities decided to apply it in partial replacement of the old system. It is introduced by executive decree in 29 August 2004. The reforms are being undertaken as a pilot project at 10 Algerian universities, which are working in consultation with a number of European universities. Officially, the incorporating

of the three-tier system started in the academic year 2004/2005. (LMD guide, 2011; idri, 2010)

3.4.1 The Aims of Higher Educational Reform

The aim behind changing of educational system at university level is to create an overall innovation within the Algerian universities. It is hoped that the new system will make program offerings from Algerian universities more compatible with those around the world, thereby increasing the international mobility of Algerian faculty and students. In addition, the reforms are aimed at increasing student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate, as represented in the table below; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labor market. The LMD system is considered the most relevant system that bridges both academic knowledge and professionalism. The ultimate objective of this system is to respond to the requirements of the job market by providing both the skills and knowledge students need. Graduate employability is now one of the main indicators of the quality, relevance and socioeconomic utility of higher education in a rapidly changing and competitive world. This system deemed to be more internationally compatible and represents the global standard of academic structure, by standard here it is meant the "levels of persons attainment compared to comparators or criteria". (Page, 2003, p. 439). All in all, the objectives of reform is to place universities at the heart of the country's economic development by ensuring the production and dissemination of knowledge, mastery of technology, promotion of research and development and training of the human resources. (Megnounif, n.d.; idri, 2010; Clark, 2006)

BMD System		Former System	
Name of the Degree	Number of Years	Name of the Degree	Number of Years
Doctorate	≥3	Doctorate	≥5
Master	2	Magister	≥2
Bachelor	3	Bachelor	4

Table 13: Comparison of the systems (Benmati, 2008)

3.4.2 Key Component of LMD

Due to the newness of this system in the Algerian educational system, it seems important to represent some of its key components. This system brought new notions; for instance, semestrialisation, the division is based on semesters rather than years of formation; teaching units, there are three main teaching units make up the skeleton of the whole system fundamental unit, core classes specific to the general field of study, methodological unit, classes for particular subjects of study, and discovery unit, electives outside the student's area of specialization. This system brought a new pedagogical activity known as tutoring. A tutor is a graduate student help to bridge the gap between teachers and students as well as to engage learners in self-directed and self-tested learning (Abdellatif, 2012). Another new notion in this system is the Credit which means that each teaching unit corresponds to a number of credits that can be capitalized and transferred. The total number of credits for each semester is equal to 30. Based on this European Credit Transfer System (ECTS) the academic structure is organized as follows:

- The license, Bachelor degree, granted after three years of study, bac+3, (corresponding to 180 credits). There are six semesters in this first phase. In each semester, students are expected to attend 400 hours. When reach the third year students may choose to go to work or carry on the process of learning. New subject fields have been added in this system to allow students have as much choices as possible when moving to the Master Degree.

- Master's degree conferred after two years of study, bac+5, (corresponding to 120 credits earned).

- The doctorate conferred after the completion of research for at least three years, bac+8, and defending a thesis. (Abdellatif, 2012; idri, 2010; Clark, 2006 ; idri, 2005).

In case students were unable to attain the credit they have a second chance in resit examinations.
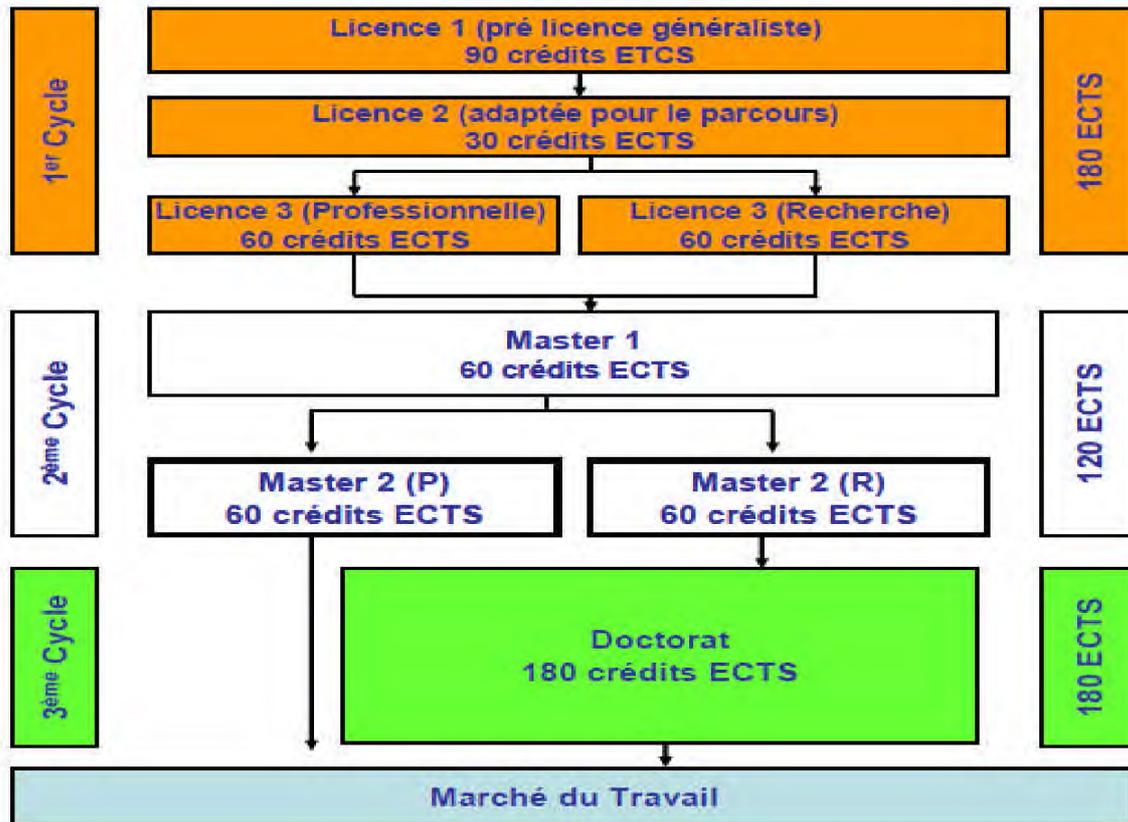
Figure 12: General organisation of parcours of LMD formation based on the number of credit (Gourene, Zoro, Bekro & Ehile, 2006, p. 7)

3.5   The Status of Teachers within Educational Reforms

The implementation of educational change involves change in practice. This change should occur at many levels. One of the most significant levels is teacher's level because s/he is the closest to instruction and learning. As it has been earlier noted, the teacher is considered by a great number of educational theoreticians as the most important member of the educational unity because s/he is the one who applies the approach and gives life to the educational tools. The importance of the teacher as an agent of change in the teaching-learning process is widely undeniable. As Fullan (2007, p. 129) confirmed that "educational change depends on what teachers do and think; it is as simple and as complex as that." For that reason to ensure the success of educational reform, it should be in parallel with teachers professional development, in another word teachers should be prepared and involved in this process; as (Reimers, 2003, p. 24) asserted that "the relationship between educational reform and teachers' professional development is a two way, or reciprocal, relationship". In one way, educational reforms that do not include teachers and their professional development have not

been successful. In the other way, professional-development initiatives that have not been embedded in some form of reform of structures and policies have not been successful either. Taking the case of Algeria, the introduction of new approach without prepares teachers, who are supposed to put it in practice, creates a challenge for teachers as Miliani (2010) reported that "this new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it". This make the achievement of the objectives of this new approach unrealizable as (Richard & Rodgers, 1986, p. 22) asserted that ''The objectives of a method (…) are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom.'' Also Louznadji (2009) reported that "in the first years of the implementation of the reform, teachers are confronted with very complex and challenging tasks. They have to teach and at the same time learn what and how to teach at a rapid rate ".

For that reason Chelli (2010) wonders

> *But how will this objective be attained if the teacher, who is an important partner in the educational system, has been neglected before implementing this new approach? In spite of the government's plan for teacher development in the language, a large number of teachers are just using new books and ignore all about CBA and the objectives of using such an approach.*

Within this situation, Algerian teachers left in a swim or sink situation as (Modjehd, 2010) reported

> *In the absence of specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and improves himself (if ever he does) individually. Observation shows that many Algerian English teachers teach just the same way they were taught.*

Consequently, teachers do not work within the aim of educational reform as Miliani (2010) further announced that

> *the textbooks that have been designed along CBA characteristics are posing problems to the teachers who return systematically to their old ways and practices. Teachers who have not been really introduced to CBA have acknowledged the fact that pupils' level is at a record low, and without the ministry's handling of the baccalaureate examination, the results would have been catastrophic.*

He also added "what has made the situation all the more cataclysmic is that it is not just pupils need proper attention. Neophyte teachers as well require adequate training because of their amateurish or ill-informed approaches to teaching." This gives evidence that university courses alone are not enough, due to the gap between theory and practice; it cannot provide efficient professional preparation, as an example, Manani (2009) reported that "the module of psycho-pedagogy, which is essential and primordial in the training of any teacher, is very poorly reflected and executed in classrooms and amphitheatres by many of the university teachers". The aim of this reform is to improve learning outcomes, but as Miliani (2010) reported that "it is true that quick makeshift reforms are being launched successively, without any tangible impact on classroom practices: the results, about half a million dropouts each school year"; this reflects the most worrying fact that is the low level in all the education system. To get a clearer idea, Kadri (1992, p. 348 qtd in Benmati, 2008) gives a dramatic image of the percentage of success, "chances to access higher education are 1% of pupils enrolled in their first grade at primary school."

Within this situation, a new and increasing phenomenon, shadow education represents the solution for many parents. It also refers to it as a private lessons or private supplementary tutoring; it is "a private service oriented at improving academic performance" (Bray, 2007, p. 7). Shadow education consists of non-formal, extra-curricular activities that aid pupils especially in preparing for national exams and improving their academic performance". It explains the lack of confidence and anxiety experienced by pupils and their families toward the teaching staff; as Bray (p. 53) stated that "poor quality teaching leads to private tuition, and private tuition leads to negative student behaviour in the class which in turn leads to further deterioration of classroom teaching". This is another evidence that teachers are suffering because in shadow education what is changed is the teacher not the learners or the content.

Conclusion

The field of education considered as a basic component of the formation of a person's intellectual growth; to achieve this latter, Algerian educational system passed through different reforms. The last reform embedded in adapting the CBA as an approach of teaching and LMD system as organizational system of higher education. This reform aims at integrating Algeria in the globalized world pedagogy, so as to enable its students to reach an international level in terms of required competencies as well as to modernize the goals of

teaching to offer an efficient instruction for learner to meet the 21st century needs and the world's new changes. This imported reform takes place to get the same positive results in developed countries without taking into account the linker, teacher, between the approach and the result.

Chapter Four

Data Collection, Analysis and Findings

Introduction

The previous part shed the light on certain issues related to teaching. This chapter links all the previous points together namely teaching complexity especially for novices, the process they go through to develop professionally and how they perceive the new educational reforms. Its aim is to identify student teachers' common difficulties in teaching and learning how to teach. In order to investigate to what extant novice teachers were prepared to undertake these responsibilities; this chapter is divided into three parts; using the following complementary research tools, namely questionnaires, classroom observation, and interview.

4.1 Students' Questionnaire

The aim of this research study is to assess the students' attitudes towards university studies. For this purpose, a questionnaire for learners is administered to collect various views in a short time.

4.1.1 Administration of the Questionnaire

The questionnaire was given to 45 second year Master students chosen randomly from the Department of English at M. K. University – Biskra. Only 36 gave back their answers. The sample covers only second year Master students because those students are supposed to graduate this year, they were only from the science of language due to their large number in contrast with students of literature and civilization who do not exceed 30 students. Another reason is that science of language students are more likely to be teachers.

4.1.2 Description of Students' Questionnaire

The questionnaire was developed to explore the different aspects the research intended to investigate. The questionnaire is composed of 17 items varied between closed questions and open-ended questions. The 17 items were categorized into four interrelated sections. The first section is about respondents' background information while section two is about their attitude toward university study. However, the third section is about the need for training. The last section is for any further suggestions or comments.

4.1.3 Analysis of the Questionnaire

4.1.3.1 Part A: Background Information

Item 01: Gender

Gender	Male	Female
Respondents	6	30
Percentage	16.66%	83.33%

Table 14: Students' gender

Most of respondents were female (83.33%); this is mainly due to the fact that females prefer to study the literary stream while males prefer scientific studies; it is a common knowledge that females learn foreign languages better than male.

Item 02: Age

Age	20 – 25	26 – 30
Respondents	32	4
Percentage	88.88%	11.11%

Table 15: Students' age

The majority of the participants were between 20 – 25 which means that it is their first experience to study English language at the university level while only 11.11% their age range between 26 – 30 years old; this gives a chance that they have other career besides learning English.

Item 03: choice of English was: a-Personal ☐   B-Parental (family) ☐

Choice of English	Personal	Imposed	No answer
Respondents	28	1	6
Percentage	77.77%	5.55%	16.66%

Table 16: The choice of English

The majority of students (77.77%) reported that English was personal choice which means they were motivated and interested to study English. Therefore they have the will to teach it, to cope with challenges and improve their level. (16.66%) did not answer this is because their choice was in between personal and imposed. Only (5.55%) reported that their choice was imposed depending on their grades in baccalaureate exam.

Item 04: Why do you study English?

The reason to study English	To be teacher	Others	No answer
Respondents	28	6	2
Percentage	77.77%	16.66%	5.55%

Table 17: The reason of studying English

A great number of respondents (77.77%) reported that they choose English branch to become teachers. This is due to the increasing of salary that this occupation has seen during the last years as well as teaching is considered a respectable job that guarantees good social status. However (16.66%) respond that they will be translator or working in companies.

Item 05: Why do you want to become a teacher?

Most of the respondents gave strong reason to become teachers; for instance, they were attracted to teaching as a profession, enjoyed studying and using English, like to share knowledge with pupils, and felt that they could make a positive contribution to English learning in Algeria. In contrast, others gave less convincing reasons such as being licensed, to earn money, good salary, and teaching is a female job.

4.1.3.2 Part B: As university student

Item 06: do you think you are prepared to teach English?

Preparing to teach English	Yes	No
Respondents	10	26
Percentage	27.77%	72.22%

Table 18: Students' readiness to teach

(27.77%) of respondents believe that they are prepared to teaching profession some of them justify that they reached a high level of English proficiency others having diploma (being licensed); however, (72.22%) believe that they are not well prepared to teach; some of them reported that they have no experience and low language proficiency.

Item 07: Generally speaking how do you find the lectures of university?

Attitude towards lectures of university	Boring	ordinary	interesting
Respondents	6	18	12
Percentage	16.66%	50%	33.33%

Table 19: Students' attitude towards lectures of university

Half of the sample agreed that lectures were ordinary which means that these lectures were not interesting; they were not at the level of expectation of students. 16.66% of the respondents consider the university lectures as boring because it does not meet their expectation meanwhile (33.33%) appreciate the university courses this is due to many factors such as kind of teachers, the nature of subject matter.

Item 08: Do you attend all the modules?

Attending all modules	Yes	No
Respondents	22	14
Percentage	61.11%	38.88%

Table 20: Students' attendance

Over half of respondents (61.12%) reported that they attend all the modules. It is worth mentioning that the attendance in LMD system is compulsory; absence three times lead to exclusion from the module. Despite this fact, 38.88% of them did not attend most of the modules. The majority reported that they did not attend certain modules such as Pragmatics, SLA, Arabic, literature, written and French; they justified due to the teacher and repeated content.

Item 09: There is a disconnection between university courses and the future requirement of teaching?

Disconnection between university courses and teaching requirements	Totally agree	agree	disagree	Totally disagree
Respondents	6	20	10	0
Percentage	16.66%	55.55%	27.77%	0 %

Table 21: The disconnection between university courses and teaching requirements

The majority of students (55.55%) agree and (16.66%) totally agree that there is disconnection between university courses and teaching requirements; only (27.77%) disagree with this view. This means that LMD students are aware of their needs.

Item 10: Did you study the CBA at university?

Study CBA	Yes	No
Respondents	12	24
Percentage	33.33%	66.33%

Table 22: Study CBA

Most of the respondents (66.33%) did not study the CBA at the university level however only (33.33%) revealed that they study it which reflects that there is no agreed upon syllabus or coordination between university teachers.

Item 11: Do you think you have enough knowledge to implement it?

Having enough knowledge to implement CBA	Yes	No
Respondents	6	30
Percentage	16.66%	83.33%

Table 23: Possess enough knowledge to implement CBA

Since most of the students did not study the CBA they have not enough knowledge to implement it in their future classrooms. They will show lack of confidence in their teaching practice.

Item 12: Is there a repetition, same content, in modules?

Repetition in modules	Yes	No
Respondents	30	6
Percentage	83.33%	16.66%

Table 24: Repetition in modules

Great number of students agreed that there is a repetition in content in some modules. Whereas only (16.66%) of the students state that there is no repetition.

Item 13: Do you think that some modules are needless?

Some modules are needless	Yes	No
Respondents	18	18
Percentage	50%	50%

Table 25: Some modules are needless

Students were equally divided into those who stated that some modules are needless and others who half of students disagree with this view. The half of sample who view that are needless modules give examples as Pragmatics, Second Language Acquisition, Arabic, Discourse Analysis and French. This is may be due to lack of emphasis on their pedagogical implications.
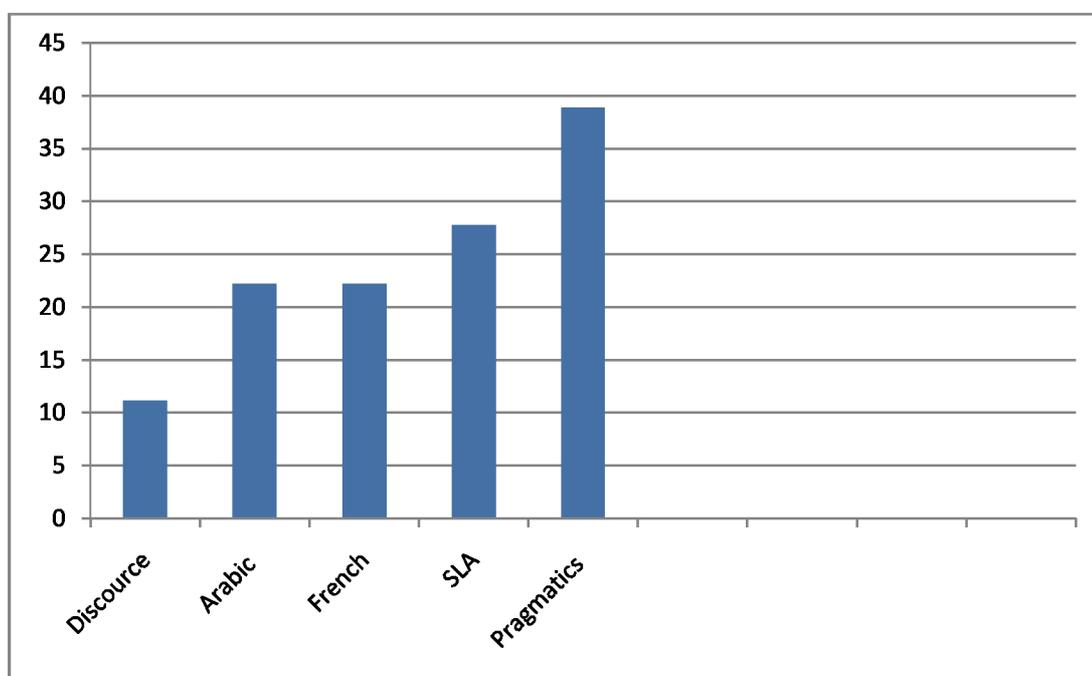
Graph 01: Needless modules

Item 14: Do you think you need to receive a kind of preparation before start teaching?

Need a kind of preparation	Yes	No
Respondents	34	2
Percentage	94.44%	5.55%

Table 26: Need a kind of preparation

The majority of students (94.44%) express their need for kind of preparation before starting their teaching career. Only (5.55%) state that they were prepared to teach without any kind of preparation. Students who need preparation they expect to be familiar with the new syllabus, trained several times before start teaching, observe experienced teachers and be familiar with how to make a lesson plan, assessment and classroom management.

Item 15: After experiencing learning English within the LMD system, are you?

Students satisfaction	satisfied	neutral	Dissatisfied
Respondents	6	28	2
Percentage	16.66%	77.77%	5.55%

Table 27: University students' satisfaction

The attitude of the majority of students towards university studies is neutral; this means that this new system includes positive aspects as well as other negative aspects that need revision. (16.66%) of respondents were satisfied which mean that this system satisfied their needs.

Item 16: university does not provide the practical knowledge needed in teaching?

The university does not provide the practical knowledge	Totally agree	agree	disagree	Totally disagree
Respondents	16	18	2	0
Percentage	44.44%	50%	5.55%	0 %

Table 28: The university provision of the practical knowledge

The table 26 above illustrates that half of the students agreed that university does not provide the practical knowledge needed in teaching profession meanwhile (44.44%) have a strong believe about this view. However, (5.55%) disagree and no one totally disagree. This means that the majority of respondents (94.44%) believe that they were not equipped with practical knowledge which is necessary for teachers to be successful.

4.1.3.3 Part C: Suggestions and Comments

Item 17: In your opinion, how teachers should be prepared, any suggestions?

As in all questionnaires, this last item was about any comments or suggestions. The majority did not respond to this question which reveals that they were not familiar with

different teaching professional development procedures to support novice teachers. Some suggested that they need more practical side through observing experienced teacher or suggest reading books or consulting the internet.

4.1.3.4 Findings

Most of the second year master students were females and their age range from 22 -30, the majority prefers to study English to be teachers of that language. Some of them give convincing reasons and positive attitude to teaching profession. A great percentage, (72.22%), confessed that they were not prepared enough to teaching profession which explains their ordinary attitude towards university lectures; this is due to the disconnection between university courses and future realities of classroom. For instance, great number of students, (66.33%), did not study the CBA which represents the new adapted approach in Algerian educational system. Consequently, they could not implement it in their future classes. This attitude can be understood as (83.33%) of respondents stated that there is a repetition of the same content in some modules as well as they view that some modules are needless. Based on the above mentioned reasons, most of second year Master students (94.44%) express their needs to a kind of preparation before starting teaching which is a strong evidence that university is unable to provide all the needed knowledge and skills to start successful teaching career. Another evidence that support this view is the neutral attitude, (77.77%), towards their learning English within LMD system which reveal that some aspects need to be revised while others need to be encouraged. The majority (94.44%) of respondents consider that university does not provide the practical knowledge needed in teaching profession which is another prove that teacher initial education within university alone is not enough. Besides to the all mentioned arguments, the last item supports this view since most of the students did not respond to this question; this reveals their unfamiliarity with how teachers should be prepared which means that this issue was not tackled during university classes. The minority who respond to this question stress the need for practical side which they did not received during university.

4.2 Novice Teachers Questionnaire

The aim of this questionnaire is to view the novice teachers' attitudes towards university studies, to what extent they were prepared, the kind of difficulties they face, the way they perceived the current educational reforms and the kind of preparation they need to receive.

4.2.1 Administration of the Questionnaire

The questionnaire was distributed to 15 novice teachers only 10 gave back their answers. The participants of study were from different regions and teaching various levels which allow to collect different views this will give more credibility for the result of study. The small sample of study can be justified due to their unavailability as well as to the fact that most of graduated students did not start teaching yet. This reflects one of the problems that novice teachers face during their first year (see chapter one).

4.2.2 Description of Novice Teachers' Questionnaire

This study sets to explore different attitudes towards university teacher preparation. The questionnaire is consisted of 27 items and divided into four sections; section one is about participants' background information while section two is about their experience as university students. However, section three is about teacher preparation and the last section is about any further suggestion or recommendation.

4.2.2.1 Part A: Background Information

Item 01: Gender

Gender of Participants	Male	Female
Respondents	1	9
Percentage	10%	90%

Table 29: Novice teachers' gender

The great number of participants, (90%), were females and only quarter were male. This is due to the fact that females prefer teaching profession because it is respectable job with good social status considered more suitable for women in the Algerian society. Only (10%) of participants were males since most of males prefer other professions.

Item02: Age

	20 – 25	26 – 30
Respondents	8	2
Percentage	80%	20%

Table 30: Novice teachers' age

Most of the participants (80%) were at the same age ranging from 20-25. Only 20% their age ranges from 26-30; this is may be their second diploma or they repeat many years especially in official exams.

Item 03: Specialty

	Science of language	Literature and civilization
Respondents	9	1
Percentage	90%	10%

Table 31: Specialty during university

The vast majority of the respondents were from science of language because the majority of students in Biskra University prefer science of language option because it considered the specialty that deal with teaching issues which reflects learners strong will to become teachers. Only (10%) were from literature and civilization stream which reflect the small number of students in compared with the whole population.

Item 04: Teaching Experience

All the participant reported that their teaching experience varied between two years to several months. This is due to the fact that they are the first graduated of LMD which was implied in 2007-2008 in the English Department at M. K. University of Biskra.

Item 05: What is your status as a teacher?

status of teacher	fully-fledged	part-time
Respondents	2	8
Percentage	20%	80%

Table 32: Status of teacher

As it is shown in the above table most of novice teachers (80%) were part-time (vacataire) only (20%) were permanent. The permanent novice teachers were recruited as result of annual competition of teachers, however the majority assigned temporarily due to the shortage of teachers or to replace absent teachers.

Item 06: Please specify the institution where you work

Working place	Middle school	High school	University
Respondents	3	3	4
Percentage	30%	30%	40%

Table 33: Working place

The participants work in different institutions. This will give more credibility and enrich the results of the study.

4.2.2.2 PART B: As University Student

Item07/08: Why do you study English? / why do you want to become a teacher?

Study English to be teacher	Yes	No
Respondents	9	1
Percentage	90%	10%

Table 34: The reason of studying English

The vast majority studies English specialty to be teachers which reflects their will and positive attitude towards teaching profession. (10%) did not want to be teachers which support the idea that not everyone studies English will be a teacher of that language.

Item 09: Generally speaking how do you find the lectures of university?

Attitude towards lectures of university	Boring	ordinary	interesting
Respondents	1	6	3
Percentage	10%	60%	30%

Table 35: Attitude towards lectures of university

More than the half of the participant state that the university lectures were ordinary. (30%) considered it interesting only (10%) believe they were boring; this diversity in their attitude is due to their choice of English was imposed or this courses did not meet their expectations.

Item 10: There is a disconnection between university courses and the requirement of teaching?

Disconnection between university courses and teaching requirements	Totally agree	agree	disagree	Totally disagree
Respondents	2	5	1	2
Percentage	20%	50%	10%	20 %

Table 36: Opinions about university courses and teaching requirements

There are different views about the connection between university courses and requirement of teaching; (20%) have strong agreement, (50%) agree while 10% and 20% totally disagree. This question reveals that the majority (70%) agrees that there is no link between the content of university and the lived teaching practice. This is because the learning activities the teachers engaged in were not analogous to those activities they engaged in as teachers.

Item11: Did you study the CBA at university?

	Yes	No
Respondents	4	6
Percentage	40%	60%

Table 37: Studying the CBA

Item12: Do you think you have enough knowledge to implement it?

	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 38: Having Enough knowledge to implement CBA

(60%) of the participants in this study declared that they did not study the CBA during their five years of study only 40% study it; this can be explained since the participants were from two different graduated groups (2010/2011). This means that there is no pre designed curriculum based on it lessons were chosen. Consequently, as it is clear from the table (90%) did not have enough knowledge to implement it even those who studied it they state that they have not enough knowledge to implement it. This also support the view that university lectures does not focus on pedagogical implementation of the issue being studied.

Item13: Do you think university courses prepared you enough to start your career successfully?

readiness to teach	Yes	No
Respondents	4	6
Percentage	40%	60%

Table 39: Readiness to teach

Most of novice teachers confess that they are not ready to teach because they have not enough experience, sufficient background and practical knowledge; only (40%) stated that they were ready to teach because they have high language proficiency and study English for five years.

4.2.2.3 PART C: Teacher Preparation

Item14/15: Have you received any specific training at the beginning of your teaching career? / Do you feel any needs for a kind of preparation before start teaching?

received any specific training	Yes	No
Respondents	0	10
Percentage	0%	100%

Table 40: Receiving any specific training

need a kind of preparation before start teaching	Yes	No
Respondents	10	0
Percentage	100%	0%

Table 41: Need a kind of preparation before start teaching

In the item 15, all the participants asserted that they did not receive any training at the beginning of their teaching career. As it is clear from the second table all of the novice teachers express their need to a kind of preparation. They justify this need due to the lack of experience, the gap between the theory and practice as well as to learn practical skills. This reduces their sense of readiness to teaching profession that (40%) asserted this fact.

Item 16: What do you expected to be included in this preparation?

Novice teachers expect their preparation programme to include different procedures of how to evaluate their learners, make oral presentation, deal with students, use different sources and implement teaching theories in their classes.

Item 17: Have you ever been engaged personally in a project aimed at preparing you to respond to your learners needs?

engaged personally in a project aimed at preparing you to respond to your learners needs	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 42: Engaging in project to respond to learners needs

The majority of the participants in this study show that they have never engaged in any project aimed at preparing them to respond to their learners needs. This reflects that they are not familiar with different professional development activities. Only (10%) stated that they ask other teachers' help.

Item 18: After experiencing learning English within the LMD system, are you

Novice teachers satisfaction	satisfied	indifferent	Dissatisfied
Respondents	2	7	1
Percentage	20%	70%	10%

Table 43: Novice teachers' satisfaction with LMD system

Like most of LMD students, novice teachers also show indifferent attitudes towards studying English within LMD system. Only (20%) were satisfied. This means that the content of this system did not respond appropriately to their needs.

Item 19/20: The university provide graduated student only with subject knowledge? /The university does not provide the practical knowledge needed in teaching?

The university provide only the theoretical knowledge	Totally agree	agree	disagree	Totally disagree
Respondents	1	6	3	0
Percentage	10%	60%	30%	0 %

Table 44: The university provide only the theoretical knowledge.

The university does not provide the practical knowledge	Totally agree	agree	disagree	Totally disagree
Respondents	2	7	1	0
Percentage	20%	70%	10%	0 %

Table 45: The university does not provide the practical knowledge

From the above two tables, the majority of the participants expresses their agreement that university provides only theoretical knowledge. The second table also supports this view since the vast majority agrees that the university did not provide the practical knowledge needed; this means that university courses could not bridge the gap between theory and practice.

4.2.2.4 Part D: As Novice Teacher

Item 21: Please mention if you have encountered any problems in English-teaching?

encountering any problems in teaching English	Yes	No
Respondents	9	1
Percentage	90%	10%

Table 46: encountering problems in teaching

Item 22: What kind of problems did you face as a teacher?

The kind of problems	Respondents	Percentage
Difficult students	9	90%
Lack of teaching aids	5	50%
Unpleasant work relations	2	20%
Lack of support from the colleagues/administration?	4	40%
Large class sizes	7	70%
Difficulty to design lesson plans and assessments	8	80%
Others: Heavy programme	1	10%

Table 47: The kind of problems novice teacher face

Nearly all the respondents state that they face different difficulties varied based on the level they teach. As it is clear from the above table novice teachers face various difficulties. For instance, the majority (90%) suffer from difficult students, (80%) experience difficulty in designing lesson plans and assessments. From the above percentages, it is clear that regardless of the level they teach most of teachers experience different challenges; most of these challenges can be overcome through different procedures of teacher preparation to ensure students learning.

Item 23: Did your attitude towards teaching profession changed after you start teaching?

Changing attitude towards teaching profession	Yes	No
Respondents	9	1
Percentage	90%	10%

Table 47: Changing attitude towards teaching profession

Great number of the sample state that their attitude towards teaching had changed which is another point that support the view that university courses could not prepare teachers. For instance, some participants stated that they focus more on classroom management rather than lesson delivery, it was not as easy as they thought. This means that despite novice teachers familiarity with classroom live the transition from learning to teaching was not an easy task.

Item 24: Do you teach English as you have been taught

Teaching as you have been taught	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 48: Teaching as you have been taught

Great number of novice teachers (90%) stated that they did not imitate their previous teachers. This means that they tried to establish their own identity and to be innovative, or due to the change in students, textbook and increased exposure to English language through different mediums.

Items 25/26: What do you like most about being a teacher?/ What do you like most about being a teacher?

In this question, novice teaches were asked about what they most like about being teachers; the majority reported that they like to help students, facilitate their learning and being creative. Meanwhile, most aspects dislike about being a teacher was commitment, time constraints, dealing with disruptive behaviour and assessing students work. These disliked aspects can be overcome through exposing novice teachers to different training programmes.

Item 27:

In the last part, most of the participants provide different suggestions and recommendations about how teachers should be prepared. For instance, novice teachers stress the need for receiving preparation by specialists in psychology and language teaching strategies, attending in the field with experienced teachers, trained on how to use different teaching aids and techniques of lesson delivery.

4.2.3 Findings

Most of the participants in this study were females ranging from 20-25 years old. They studied Science of Language as specialty at the university working as part time teachers in different institutions. After experiencing studying English for five years at the university level, most of them show ordinary attitude towards university courses this is due to the disconnection between the content of university courses and lived teaching requirements. For instance the majority of novice teachers being questioned avowed that they could not implement the new adapted approach because they did not study it at university. This explains why most of teachers (60%) express their unreadiness to teach due to the gap between academic courses and real conditions that beginner teachers face.

All the participants express their needs to receive a kind of preparation focus more on pedagogical implications of teaching theoretical knowledge. This represents a kind of contradiction since (40%) of respondents who express their readiness to teaching insist on the need of kind preparation and reported their unfamiliarity with different professional development procedures that may respond to their learners needs. This apparent contradiction can be clarified; university equips novice teachers only with theoretical knowledge without giving importance to its pedagogical implication. Due to this fact, novice teachers suffer from various problems which change their attitude towards teaching profession. Despite the difficulties that novice teachers face they show their appreciation of teaching, attempting to be innovative and successful teachers. To sum up these views, novice teachers need continuous professional development to help them overcome teaching challenges and compensate the missing practical pedagogical implications that university was unable to provide.

4.3 Analyzing University Teachers' Questionnaire

The aim of this questionnaire is to view the teachers' attitudes towards university reforms (LMD), how they were prepared, the kind of difficulties they face, the way they perceived the current educational reforms and how they evaluate the process of teacher preparation at the university level.

4.3.1 Administration of the Questionnaire

A questionnaire is given to ten teachers of University at the Department of English at M. K. University – Biskra. The participants of study teach different modules which allow

collecting different views; this will give more credibility for the results of study. The small sample of study can be justified due to the period of second semester in which most of students preparing their thesis have questionnaires for teachers. This creates challenge for teachers who most of time refuse answering questionnaires.

4.3.2 Description of University Teachers' Questionnaire

The questionnaire consists of 29 items and divided into four sections; section one is about participants' background information while section two is about their previous teacher preparation; section three is about their experience as university teacher and the last section is about how they saw the process of teacher education and any further suggestion or recommendation. The questionnaire was given to teachers of various modules who have the adequate experience that makes their suggestions and observations valuable for the aim of this research.

4.3.3 Analysis of the Questionnaire

4.3.3.1 Part A: Background Information

Item 01: Gender

Gender	Male	Female
Respondents	5	5
Percentage	50%	50%

Table 50: Teachers' gender

It seems from the results obtained in the table above that there is equality in gender. This reflects the improved status of women in Algerian society in the last decades and the movement towards equality between the two genders.

Item 02: Age

Age	20 – 25	26 – 30	31 – 35	36 –40	41 – 45	46 – 50	above 50
Respondents	0	2	1	3	1	1	2
Percentage	0%	20%	10%	30%	10%	10%	20%

Table 51: Teachers' age

As the results in the table show this diversity allows having adequate feedback based on different experiences.

Item 03: Educational Qualification

Highest Educational Level	Bachelor Degree	Magister Degree	Master Degree	Doctoral Degree
Respondents	0	9	0	1
Percentage	0%	90%	0%	10%

Table 52: Teachers' educational qualification

The majority of university teachers have a Magister degree only (10%) have a Doctoral degree.

Item 04 : Teaching Experience

Teaching Experience	<1 year	1 – 5 years	6 – 10 years	11 – 15 years	16–20 years	Beyond 20 years
Respondents	0	3	2	4	1	0
Percentage	0%	30%	20%	40%	10%	0%

Table 53: Teaching experience

As it is shown in table, (30%) of the questioned teachers have been teaching English for one to five years; (20%) of them have been teaching English for 11 to 15 years, and the same percentage have been teaching English for six to ten years. The obtained results imply that teachers' experience is to some extent reliable source to enrich the result of this questionnaire.

Item 05: What is your status as a teacher

status of teacher	fully-fledged	part-time
Respondents	9	1
Percentage	90%	10%

Table 54: Status of teachers

The vast majority of teachers were assigned as a full time teacher that means they know various aspects of university teaching which gives more credibility to the data gathered from this sample to support the result of this study.

4.3.3.2   Part B: Your Previous Teacher Preparation

Item 06: Have you received any specific training at the beginning of your teaching career?

Receiving training	Yes	No
Respondents	2	8
Percentage	20%	80%

Table 55: Receiving training

Most of university teachers reported that they did not receive training at the beginning of their teaching career. Only (20%) claimed that they were trained, (10%) at the institute of education and (10%) received EFL teacher education for 3 terms. From the above response one may conclude that teacher education in Algeria has no strong basis or law to govern this process.

Item 07: Do you think this training has been fruitful for you?

The (20%) of respondents who receive training assure that it was beneficial. They gained an awareness with the reality of teaching and its practical strategies for effective classroom instruction.

Item 08: What kind of difficulties you encountered during the beginning of your career?

The participants in this study were asked about the difficulties they had encountered during the beginning of their career. Most of them face different challenges related to the three aspects of teaching. Firstly, (60%) faced classroom management problems, 70% large classes, secondly, (80%) lesson plan issues such as task selection, effective preparation and using various sources and finally, assessing students learning including designing exams, designing rubrics to correct and evaluate fairly. All the teachers being questioned emphasis the lack of experience and knowledge.

Item 09: What kind of activities did you rely on to improve your teaching?

The activities that university teachers rely on to improve their teaching relatively varied from one teacher to another. For instance, reading about how to teach, classroom management, psychology, consulting experienced teachers and reading English Teaching Journals.

4.3.3.3 Part C: As University Teacher

Item 10: how do you consider students proficiency in English language?

Students' level	Good	Average	Low
Respondents	0	8	2
Percentage	0%	80%	20%

Table 56: Students' level

Most of teachers (80%) claimed that students have average proficiency level. Only (20%) estimate that students have low level. This means that the students have acceptable language proficiency, subject matter knowledge, which enables them to teach.

Item 11: Do you think that LMD provide learners with lifelong learning opportunities?

LMD provides learners with lifelong opportunities	Yes	Somehow	No
Respondents	1	7	2
Percentage	10%	70%	20%

Table 57: Lifelong opportunities in LMD system.

Great number of respondents stated that LMD system somehow provides lifelong opportunities which illuminate the possibility of the self conducted professional development aiming at helping graduated students overcome challenges they may face.

Item 12: Do you think that LMD students are aware of the objectives of the new reforms?

Awareness of LMD student about the objectives of educational reforms	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 58: Student awareness about the objectives of educational reforms

There is nearly an agreement between university teachers that students are not aware of the objectives of educational reforms which create a challenge for them to implement it in their classes.

Item 13: Do you think that LMD graduated students are aware of the challenges they may face after graduation?

Awareness of LMD students about the challenges they may face as teachers	Yes	No
Respondents	3	7
Percentage	30%	70%

Table 59: Students awareness about future challenges as teachers

The vast majority of teachers estimated that LMD students are not aware of the challenges they may face as teachers. This reflects that they were not prepared at university which will cause a shock for them at the beginning of their career.

Item 14: Please mention from your own field-level experiences, what problems will the novice teachers encounter in implementing this new reform?

Different teachers listed different problems that novice teachers may face in implementing the new reforms. For instance, time shortening, reducing information of core knowledge, students' related problems.

Item 15: Did you face any challenges in implementing the CBA?

Facing challenges in implementing the CBA	Yes	No
Respondents	6	4
Percentage	60%	40%

Table 60: Facing challenges in implementing the CBA

The obtained results show that (60%) of teachers face difficulties in implementing the CBA in their classes; despite their high language proficiency and years of experience they suffer from different problems such as students' various levels, time , large number of students per group, the type of syllabus which is based on content rather than skills and strategies. One of the participants asserted that "we really do not see any difference with the communicative approach".

Item 16/17: What module (s) do you teach? / How does it prepare students for requirements of teaching?

The respondents teach different modules. Most of these modules help in improving students' proficiency, develop their competencies and familiarize them with language related knowledge, for instance its culture, literature and English for Specific Purposes. This means that most of university courses attempt to develop students' language proficiency. From this it can be deduced that students were treated as learners of that language not as future teachers.

Item 18: do you think that the English curriculum is appropriate for preparing student teachers?

	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 61: Appropriateness of English curriculum to prepare student teachers

Table 61 supports the preceding deduced point since(90%) believed that English curriculum is unappropriate for preparing student teachers. Respondents justify this view that this curriculum is not designed by specialists, too general, most courses focus on theoretical side of teaching profession. One participant clarifies the relation between English curriculum and teacher preparation as being in breach, two opposite sides. Others gave reasons such as the lack of learning strategies, teacher training to enable students to improve their competencies and skills, lack of time, inappropriate classroom atmosphere as well as due to the lack of practice due to the absence of a convention between Higher Education and Middle and Secondary Education.

Item 19: do you think that the university provide all learning material needed to achieve the objectives of learning?

	Yes	No
Respondents	1	9
Percentage	10%	90%

Table 62: University provision learning material needed

There is an agreement between the respondents that the university does not provide all learning material to achieve objectives of learning which illuminate the quality of objectives being assigned or hardens its achievement.

Item 20: What kind of standards the LMD programme emphasizes while selecting the lessons?

Teachers' response	Respondents	Percentage
Self reliance hard work	1	10%
I do know, clumsy, I don't see or notice any standards, not clear	5	50%
imitating foreign programs	1	10%
real life correspondence, the real world	1	10%
no answer	2	20%

Table 63: The standards the LMD programme emphasize while selecting the lessons

In order to have a clear idea about the different views of university teachers perception of the standards based on which courses were designed, their answers were classified as follows; 10% believe that the selection is based on self reliance, hard work, half of respondents have no clear image about the standars. It is worth mentioning in this context that in this system teachers are the course designers. As it is clear from the above table there is no agreement about the standards of LMD system. This means that they were not informed and therefore they were not aware of the standards based on which they should design their lectures.

Item 21: Please mention, in your opinion, what are the positive aspects about this newly designed LMD modules for teaching students of English?

Most of teachers consider students autonomy, students centered learning and change in teachers role as the most positive aspects of LMD as well as diversity in introducing new modules like ESP, Computing and methodology which permit develop students various competencies.

Item 22: What are the negative aspects about these newly designed LMD modules?

The participants consider different aspects as being negative in this system for instance, time limitation, lack of equipment and teachers, large number of students, criteria of selection, passage to master and PhD is not really studied, the new regulation about compensation between modules and unities, no local product with no clear objectives so they cannot be fully attained. All the above mentioned negative aspects reduce the possibility of effective teacher preparation at the university level.

Item 23: Do you consider yourself as a teacher educator?

	Yes	No
Respondents	3	7
Percentage	30%	70%

Table 64: University teachers as teacher educators

Most of university teachers being questioned did not consider themselves as teacher educators because they believe that teacher educator's role differ completely from university teachers. They focus more on improving students' proficiency and language related knowledge. For example one of the teachers reported that "I am not trained to be trainer, I am just a simple teacher who is not even trained to be teacher" Kessels and Korthagen (1996, qtd in Northfield & Gunstone, 1997) clarify the role of teacher educator (see chapter two). However the rest consider themselves as teacher educators according to the new methods applied which are learner-centred they guide, advice and orient students.

Item 24: Do you think that the university provides teacher preparation activities?

	Yes	No
Respondents	0	0%
Percentage	0	100%

Table 65: university providence of teacher preparation activities

There is a strong agreement among teachers that university does not provide teacher preparation activities. This is another evidence that the university alone is unable to provide adequate teacher preparation programme.

Item 25: Disconnection between university courses and the realities of the classroom

Disconnection between university courses and teaching requirements	Totally agree	agree	disagree	Totally disagree
Respondents	2	7	1	0
Percentage	20%	70%	10%	0 %

Table 66: Disconnection between university courses and teaching requirements

As it is clear from the table above, the great majority of teachers agreed that there is not a strong relation between the academic courses and teaching profession requirements.

Item 26: University reforms change the form without changing the content.

University reforms change the form without changing the content.	Totally agree	agree	disagree	Totally disagree
Respondents	6	3	1	0
Percentage	60%	30%	10%	0 %

Table 67: University reforms change the form without changing the content

More than half of participants totally agree that the university reforms were at the form level not the content; this means that there were no efforts to involve concrete changes to respond appropriately to today's job market requirements.

Item 27: On what basis LMD students are streamed as science of language and literature and civilization?

In this question teachers were asked about on what basis LMD student were streamed as science of language and literature and civilization since the ultimate aim of this system is to respond to job market. Most of respondents state that it is based on students' personal choice, as well as their level. One of the teachers reported that "we had this before the coming of LMD system". This latter supports the above point that LMD changes the form without changing the content which means that it is not based on the needs of job market.

4.3.3.4 Part D: Further Recommendations and Suggestions

Item 28: How do you evaluate the process of teacher education in Algeria?

In this part, teachers were asked about their evaluation of teacher education in Algeria. They gave various evaluation, for instance one estimated that it is far away from standards. Another one claimed that s/he could not give evaluation for the reason being not well acknowledged about this area which means that teacher education is neglected area that university teachers have not enough knowledge about. Meanwhile, the rest of teachers' evaluation varied from being suffering, deplorable, has no clear standards or application, no teacher education in Algeria, teachers do everything by their own depending on their motivation and it does not receive any attention at all.

Item 29: Do you have any suggestions for preparing novice teacher?

University teachers provide quite different suggestions for preparing novice teacher including organizing continuous workshops and seminars on different topics such as didactics, psycho-pedagogy, attending sessions with experienced teachers and read a lot about

teaching, extensive field training programs both pre-service and in service training are essential for teacher development, divide degrees of Licence and Master into teaching ones and general ones because not any holder of Licence or Master can teach one day, send them to schools to have opportunity to teach in real classes before starting teaching, design our own teacher training program based on environment analysis to choose the most suitable one that responds to our needs and renew their teaching knowledge from time to time.

4.3.4 Findings

Most of the participants work as fully fledged; they have different teaching experience and teach different modules. The majority of them did not receive any kind of training which creates different difficulties during their beginning of teaching. Most of teachers consider that LMD somehow provides lifelong learning opportunities. They also illuminate the degree of awareness of students about the objectives of educational reforms as well as the challenges they may face especially with implementing CBA which most university teachers reported that they face certain challenges in implementing it.

Teachers being questioned agreed that English curriculum is not appropriate for preparing student teachers as well as they reported that university does not provide all the learning material needed to prepare teachers. Moreover, they showed that they have no clear image about the standards based on which content is chosen. In addition they did not consider themselves as teacher educators. They also state that there is disconnection between university courses and teaching requirements and again they reported that university reforms change the form without changing the content. By the end, most teachers express their dissatisfaction with the process of teacher education in Algeria.

4.3.5 Discussing the Findings

The three questionnaires administered to three representative samples of the population involved in teaching/learning English. Most important findings were summarizer in the following figures.
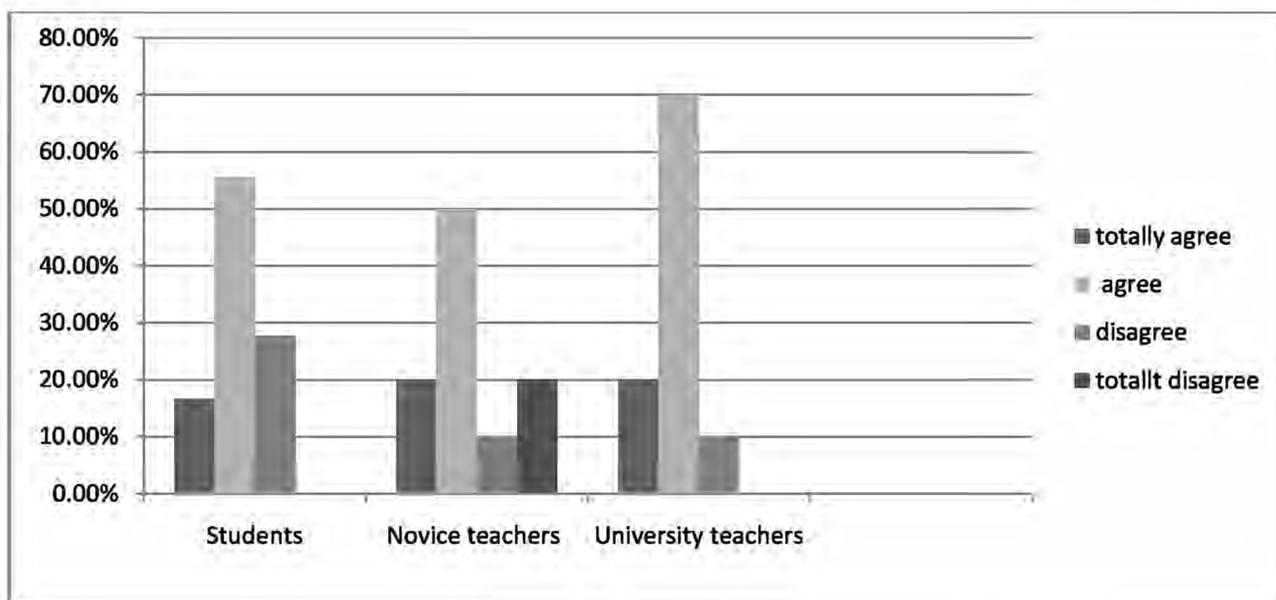
Graph 02: Disconnection between university courses and teaching requirements

From the above figure one may notice that the majority agree that there is a kind of disconnection between the content being taught in university and the requirement of teaching. This means that bridging the gap between academic knowledge and professionalism did not achieved in the LMD system which according to most teachers it changes the form without changing the content.
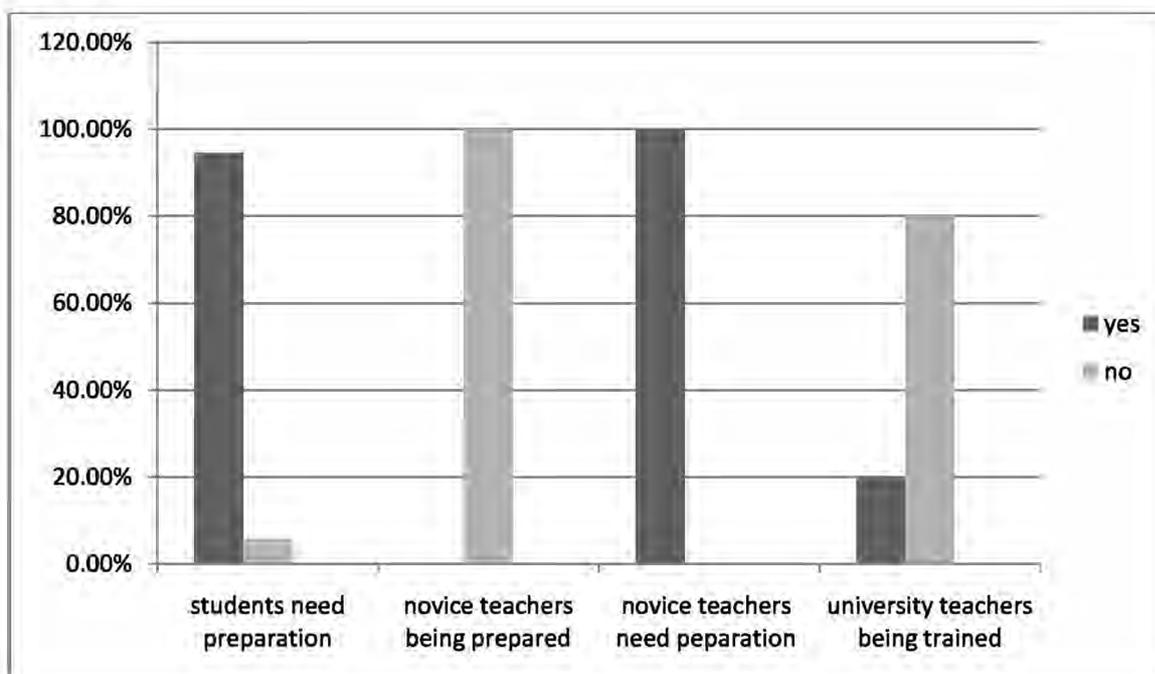
Graph 03: The status of teacher education in Algeria

As it is clear from the graph, educational reform in Algeria did not include teacher education. Most of students and novice teachers express their need to be trained and prepared before they start teaching which most of university teachers did not receive. This means that there were no reforms at the level of teacher preparation process.

4.4 Classroom Observation

In order to examine the kind of difficulties novice teachers face and to what extent they were able to implement educational reform a classroom observation was conducted with several classes of different levels, Middle School, Higher School and University. Classroom observation is "nonjudgemental description of classroom events that can be analyzed and given interpretation" (Gebhard, 1999). It seems to be an appropriate tool for getting data from the field which permits lack of artificiality, this will give more credibility for the result of research. Furthermore, it allows to examine teachers actions and behaviour as (Mrabt, 2011) claimed that "observing is the best way to examine teachers' ability in the classroom"* moreover, to be acknowledged to what extent the educational reforms make a change as Fullan (2007, p. 44) claimed that "change by doing rather than change by elaborate planning". The observation took place during half a month to see various activities.

The Classroom observation aims to explore what was occurring in classroom. It aims to identify multiplicity of features such as type of interaction, role of teacher, role of learners and learning material used. A series of classroom observation has been carried out during the third term of the school year. The overall time allotted to the teaching of English is three hours/week; the duration of each session is one hour. Field notes and Grids were used to facilitate record those activities to avoid any sensitiveness from the teacher being observed or the learners. The headings of those grids are extracted from Wajnry's book (1992) "classroom observation task" involved different aspects of teaching skills.

From observation of Middle and High School novice teachers; several issues can be revealed mainly through following aspects. The first thing that is obviously noticed is novice teachers style was more textbook based, this is due to the absence of preservice training, lack of learning materials available at the level of schools as well as to their lack of confidence to move beyong the textbook as Richards (2013) asserted "teachers with little training and with limited English, however, may be more dependent on the book since it may serve to compensate for their limited level of training as well as their low level of English language proficiency".

Secondly, novice teachers suffer from classroom management problems. As a result of discipline problems most of the planned activities were abandoned in mid- course shifting to illuminate disruptive behaviour. Most of the time class was completely out of control. The class was teacher-centered. The teacher spends much time speaking while the students have a passive role which is not the aim of the new adapted approach. Generally speaking, novice teachers were explainers, individual monitors following closed teaching style (See chapter one). During the observation there was no pair or group work due to serious classroom management problems. There is no great difference between Middle and High School. The teachers use only the textbook and the board as teaching material. There is no interaction in class because teachers did not adapt and differentiate instruction based on learners level.

At the university level, novice teachers suffer from relatively large classes; use only the handout and the board as teaching material and they also show a kind of difficulty in classroom management due to their near age. It is worth mentioning in this context that most of novice teachers teach in other departments were English is classified in discovery unit. The class was teacher-centered, the teacher dominates and speaks most of the time which reduces the interaction in the classroom. This is may be also due to the content chosen which does not suit their needs. For instance, the novice teacher in French department choose to teach written modules (how to write paragraph) which is already known for French students. The lesson presented the content in the handout (reading) which reflects weak presentation skills. Although most of teaching is not observable, the classroom observation revealed that teachers face different challenges that can be overcome through supporting and preparing teachers.

4.5 The Interview

In order to examine novice teachers thoughts and perceptions of teaching profession an interview was conducted with six novice teachers. These six face-to-face interviews were used to enrich the findings of this study and to complete the other research tools through clarifying any misunderstanding since it allows for personal explanations as well as to tackle unobservable issues. The aim of making interviews is to provide general information about their university study, their living classrooms and their professional development process. The form of the interviews is designed according to the purpose of the dissertation which is to know whether graduated students were prepared for the requirement of teaching. The total duration for each interview is between fifteen minutes to twenty minutes. There is flexibility in asking questions according to the interviewees. The interview was nearly around the same lines. Generally speaking the semi structured interview was structured around four main

themes: their perception of being a teacher, their attitude towards educational reform, what kind of preparation they receive or they wish to receive, and any suggestion to enhance teacher preparation in Algeria.

All the interviewee asserted that their perception of being a teacher changes; they stated that teaching is not an easy task as it seams to be. This is a strong evidence that university courses could not prepare teachers as Chelli (2006) stated that "the theoretical courses they had during their university vanish when facing the reality". All the participants asserted that teaching is a demanding profession with great responsibilities.

The interviewee did not have a clear view about Algerian educational reforms and how they should apply them; only two participate in teachers' competition they received in-service training during holidays; this programme spread over 300 hour, they study five modules: school legislation, didactics, psycho pedagogy, computing and teaching methods. The two novice teachers stated that they wish to receive this kind of training before starting teaching. They also claimed that it was difficult experience because they did not have a rest as well as their teaching duties that require a great time of preparation. The rest of interviewees asserted that they did not receive any kind of preparation.

The interviewees were also asked about any suggestions to enhance their practice. All the participant stress the need for more practical side of teaching; how to make lesson plan, use different sources, how to deal with student and assess their progress. Some of them recommended observing more experienced teachers, collaboration with peers and being observed and guided by more experienced teachers.

Conclusion

Due to the complex nature of teaching, three research tools were used in this study to collect representative data from different participants about the status of novice teacher preparation within new reforms. The results obtained from the analysis confirmed the points and claims that have been hypothesised at the beginning of this research. Namely, university courses could not provide adequate knowledge and skills needed in teaching profession; most of its content covers theoretical related knowledge. As a result, most of novice teachers face different challenges due to the hiatus between theoretical knowledge and the realities of language teaching classroom. All the participants expressed their need to teacher preparation at the beginning of their career which is an open appeal to the high staff responsible to study this issue. Teacher preparation is indisputable necessity within the new educational reforms

that most of student teachers show unawareness of its procedures and objectives which harden their role to implement it in their classes.

Chapter Five

Recommendations

Introduction

This study has investigated the process of preparing LMD students of English for the requirement of teaching profession with regards to the objectives of this system; bridge the gap between academic courses and the job market. It has thereby revealed that university courses equipped student teachers only with teaching theoretical related knowledge which is necessary but not enough to start successful teaching career. Neophyte teachers need to be engaged in a process of preparation before starting teaching. Although there is little consensus about the best way to prepare teachers for today's schools, this last part of the study presents a series of recommendations on action that needs to be taken into consideration in the future. These recommendations are addressed to different partners in the educational process, namely the NQTs, university teachers and government, to keep up with the rapid changes occurring in the world and to be able to improve their practice.

5.1 Recommendations

The teaching practice is irreplaceable in the life of the students, especially English language in the era of globalization. Due to their major role in educational system, which represents (60%) while the other elements represent (40%) (Amomon & Mamri, 2011), teachers of English, who teach a compulsory subject imbued with national importance, really need to feel confident that they understand the concept of professionalism as it applies to both teaching and their subject (Goodwyn & Branson, 2005, p. 142). The following suggestions help in achieving this objective.

5.1.1 To the Ministry of Education

Teaching like any other profession its new enters need to be prepared to guarantee their successful fulfillment. Neophyte teachers need to be introduced to different process of learning to teach because they deal with human being whose educational success or failure affect deeply future image of the Algerian society. Teaching is a domain which deserves all attention from the responsible of the state. The following suggestions focus on educating teachers and preparing them at the very beginning to ensure achieving the objectives of educational reform and promoting educational standards.

- Teacher candidates to the teaching profession should receive a pre-service training. In national teaching competition, teacher recruiting should be based on their effectiveness through testing both their teaching knowledge and skills.

- This pre-service training may occur in parallel with academic courses or directly after graduation; it may take different forms such as distance learning using the new technological devices, visiting schools or in special institution for teacher training.

- Teachers should be regularly assessed through redesigning teacher accountability systems to ensure that all teachers possess the skills and knowledge needed to improve students' learning.

- Policy makers and practitioners need to consider both how to support and encourage participation and how to ensure that PD opportunities match teachers' needs. This needs to be balanced with teachers' time. To give NQTs opportunities to focus more on their PD their working hours should be reduced to have the intended result from PD programmes.

- More experienced teachers, about to retire, need to reduce their teaching hours to supervise and guide novice teachers during their first years to benefit from their long experience especially in classroom management and improve their habitual teaching routine.

- Schools should provide the favorable conditions allowing teachers to work in optimal environment and to ensure that all teachers are able to participate in high-quality professional development so they can improve their practice and enhance student learning.

- There should be convention between Higher education and Middle and Secondary education to allow LMD students experience teaching in real context before they start teaching officially. This can be achieved through giving students of English a number of less able students to improve their level. This will raise novice teachers awareness about the less able students, establish good relationships with students and reduce the phenomenon of shadow education. This is a suitable opportunity for student teachers to make sense of the lectures of university through trying to applying them with the support of their university teachers which is an opportunity that cannot be obtained after graduation for all student teachers.

- Teacher classification should be based on their professional abilities not on the years of service to motivate them to work hard which will be beneficial for both teachers

and their students. Ensure that teacher recruitment and retention policies target the areas of greatest need based on their teaching competencies.

- Policy makers should define clearly the objectives of teaching and learning and prepare teachers to achieve them and evaluate them with regard of teaching conditions.

- English is the lingua franca; it should be given more attention so that all future citizens master this language to contribute effectively in improving our international position.

- Encouraging action researches through providing the needed information and statistics to help researchers get representative results and applying these results because it reflects the real Algerian situation. More importantly, relying on research performed by teachers to improve education system because they are in the field and may provide reliable result and practical recommendation.

- NQTs need significant apprenticeships with master teachers as well as more opportunities for professional development and joint planning time with accomplished veterans to facilitate the accomplishment of teaching objectives.

- Ensure diverse and high-quality approaches to teacher preparation that involves solid partnerships, strong field experience, and good support for new teachers.

- Well-structured and resourced induction programmes may support new teachers in their transition to full teaching responsibilities before they obtain all the rights and responsibilities of full-time professional teachers.

- Novice teachers need one or two years of intensively supervised teaching. During this period, the beginning teacher should receive a reduced workload, mentoring by master teachers. Their training should pass through three phases observation phase, alteration phase and full time phase. Successful programmes involve teachers in learning activities that are similar to those they will use with their students, and encourage the development of teachers' learning communities.

- Establish and encourage a regular evaluation of the program of initial teacher education with collaboration with its graduated novice teachers.

- Evaluation processes at different levels to identify the best of the teachers and relief them of some or all of their teaching duties so that they can give lectures to their peers, provide demonstrations, and coach other teachers on a district, provincial and even national level. This will encourage teachers to focus more on their professional enhancement.

- Regular evaluation of educational system to guarantee its dynamic and appropriateness to the development and needs of society.

- Teaching workforce should include opportunities to become a master teacher and move up a ladder of teacher classification, it also pays the good teacher to become even better.

- Establish national educational journals that tackle local teaching and learning issues and provide practical implementations for the challenges being identified.

- Hired teachers need to receive a training like the recruited teachers because the first year of teaching affect their future career more importantly both of them responsible on students learning.

- Establish certain standards or set a baseline and ensure that all teachers receive similar support and preparation defined by law.

- Teachers need to be equipped with competence to use ICT for their own professional development and their teaching classes.

- Teacher education should benefit from high technology to facilitate the process of learning. For instance, video tape of different lessons presented by highly qualified teachers may simplified many teaching aspects and make it accessible whenever needed.

- Materials design should be given the importance it requires in the undergraduate and teacher-training courses. It should be included both in pre-service and in-service courses to encourage teacher go beyond the English textbook. This will promote their innovation and motivation since teachers shift from being implementers to designers.

- Teacher trainers should be carefully chosen based on their high ability. They should be well prepared to hold this mission.

5.1.2   To Novice Teachers

Teaching is complex endeavor that needs continuous learning opportunities. This section is about how novice teachers can continue with their PD once their official period of training, 300 hour of in-service training, is over; this creates many challenges for teachers to apply educational reform as Rahim (2011)* stated that one of the main obstacles of teaching CBA in Algeria is the absence of pedagogical training for graduated students or training only for four to five days per year. As well as lack of internal and external motivational factors to encourage teachers do their best. The following procedures are teacher led-initiative; they may differ from one teacher to another because teachers have different needs at different

times during their career. Throughout their career, teachers experience intense pressure to update their knowledge in different areas such as learning material, technology and assessment.

Good teaching could not occur in isolated environment; pair or teamwork is a good way to achieve mutually desired goals as it is acknowledged that teachers benefit from working together, sharing ideas and discussing methods as Watkins, Carnell and Lodge (2007, p. 85) asserted that "teachers who develop more active approaches often do so collaboratively". Relying only on individual efforts harden the process as Fanselow (1997, p. 166) asserted that "seeking to develop by ourselves is like trying to use a pair of scissors with only one blade" qtd in (Gebhard & Oprandy,1999, p. 5). Collaborative learning allows NQTs to move from the teacher as operative to the teacher as creative, problem solver and decision maker. The following PD procedures ensure mutual sharing of different knowledge, skills and experiences through interaction with different people of different level and experience to maintain the interest, creativity, critical reflection and enthusiasm.

5.1.2.1 Workshops

They are short training sessions that help teachers develop teaching knowledge and skills through providing practical ideas that can be applied latter in the classroom. It is an intensive, short term learning activity that provides an opportunity to meet other teachers to share different experiences. It aims at enhancing teachers practical skills and knowledge to resolve teaching related problems and raise their motivation and commitment. Workshop-based learning is an occasion for teachers to step back from classroom, make connections with other teachers to renew a sense of enthusiasm. Workshops are one of the most useful forms of PD activities for the reason that they can be scheduled outside of class time as well as they are flexible in organization. The goal of these workshops is to either give the teachers new information to help them teach more effectively or to enhance and clarify information the teachers already possess received from expert person (Richards & Farrell, 2005, pp. 23-30). Besides workshops, attending clinics, seminars and conferences may increase teachers awareness because such professional gatherings are held on special topic of discussion in small groups that problems of individual teacher can be sorted. Teachers who attend these sessions have greater opportunities to learn, better ways of helping their students. The teacher can be evaluated on the basis of his/her visits to such sessions.

5.1.2.2 Teacher Support Groups

Teacher support groups, also referred to it as study groups, teacher network and learning circles, it is two or more teachers collaborate to achieve either their individual or shared goals. It provides an informal forum in safe environment to discuss goals, concerns and experiences much more it allows them to function as a community rather than as an individual which encourages their professional growth (ibid, 2005, pp. 51-60).

5.1.2.3 Peer Coaching

It is an effective procedure in which two or more teachers collaborate to improve some aspects of their teaching. This procedure allows them to reflect on their practice, expand, refine and build new skills as well as to share ideas and solve problems in the work place. It is developmental process since it provides supportive opportunities to try new teaching materials and approaches. This form of collaboration offers benefits to all the participants, for both the teacher and the coach (Richards & Farrell, 2005, pp. 143-155).

5.1.2.4 Peer Observation

Watching another teacher in real classroom context permit NQTs gain an understanding of some aspects of the process of teaching and learning. Moreover, it is an opportunity to see what more experienced teachers do and how they do it. Observing another teacher develops self awareness of their teaching practice as well as it gives new or alternative solutions for daily classroom problems. Furthermore, it is beneficial for the teacher being observed the observer can provide an objective view about certain issues that s/he could not be realized before; peer observation provide feedback on one's teaching in non judgment or threatening environment. To better benefit from the experience of observing others there should be a preparation to record events using different procedures such as written narrative, field note and checklist. In addition to observing teaching, talking about the observed teaching, in a nonjudgmental and non prescriptive way, can offer chances to see teaching differently as well as to collect samples of teaching in a variety of ways (Gebhard, 2005).

5.1.2.5 Team Teaching

It is also called pair teaching; it is a process in which two or more teachers take equal responsibility of the different stages of the teaching process. Team teaching is a powerful medium of collaborative PD activity that provides a readymade classroom observation situation without any evaluative component. It gives each member a new perspective of teaching and encourages creativity through trying a new or alternative methods or techniques

of teaching. Moreover, it develops professional as well as personal relationship; this permits to learn from each other and exchange strengths and expertise. More importantly, it is a very beneficial experience for student that they receive different models of language, different teaching styles and give more opportunity for individual interaction with the teacher (Richards & Farrell, 2005, pp. 159-169).

5.1.2.6 Keeping a Teaching Journal

Teaching journal is an ongoing written account of observations, reflection, problems and other insightful thought about teaching. It is usually in a form of notebook; this document enables teachers to keep a record of classroom events for self evaluation, reflection and further learning. The regulate revision of these records permit to raise awareness about one's developmental rate as well as to explore one's own teaching practice. Keeping a teaching journal is an effective way of reflecting on teaching (Richards & Farrell, 2005, pp. 68-82).

5.1.2.7 Self-Monitoring

Self-monitoring refers to activities in which information about one's teaching is documented, it may either take the form of lesson report, audio or video recording, to be reviewed and evaluated. Moreover, it is self judgment, teacher initiated to better understand one's strengths and weaknesses objectively and systemically. Self-monitoring allow teachers to bridge the gap between their subjective perspective and the objective reality. In addition, it is a stress free procedure that develops teachers' sense of confidence and reinforces positive view of oneself. It is considered as the cornerstone for all professional development. To conclude, it is good starting point in planning personal PD because it helps identifying areas of improvement and deficiency in one's teaching in a nonjudgmental and nonprescriptive way (Gebhard, Hashimoto, Joe & Lee, 1999).

5.1.2.8 Action Research

It is "a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice" (Frost, 2002, p. 25, qtd in Costello, 2007, p. 4). It is a teacher conducted research to diagnose and resolve practical teaching issues through processes of planning, acting, observing and reflecting on classroom related problems in order to improve teaching practice that result in ameliorate learning outcomes. It is associated with the study of classroom actions. It is a powerful way for teachers to investigate their own practice; through this process teachers become aware of their teaching practices, develop a deeper understanding of many issues in teaching and learning and acquire a useful classroom investigation skills. Action research is an effective way to develop an awareness and

reflective view towards ones teaching context. Being action researchers, novice teachers can identify appropriately any problems, help their student effectively and have positive attitude towards their career (Burns, 2009; Gebhard, 1999).

5.1.2.9 Teaching Portfolios

It refers to the process of assembling documents and other items to have insight on different aspects of teaching; it is a good self directed learning because it promotes teachers thinking, creativity, resourcefulness and effectiveness. Portfolio documents how teacher approach his objective consequently it reflects teacher's beliefs, practices and reflection. It is a practical procedure for comprehensive self assessment; this facilitates determining priorities, goals and areas for further development (Richards & Farrell, 2005, pp. 98-108).

5.1.2.10 Analyzing Critical Incident

Critical incidents are unplanned event that occurs during teaching; through the process of reflection teachers can learn from them to improve their practice; it serves to raise teacher's professional awareness through trigger insights into teaching. This incidents allows teachers to reflect on its meaning and consider it to implement changes in their teaching techniques as well as in their longer term implication (ibid, pp. 113-123).

5.1.2.11 Case Analysis

It involves collecting information about a phenomenon and drives principle from it. Conducting case studies over a period of time can provide a basis for arriving at valuable insights and principles of effective teaching. It is a useful teacher PD resource for NQTs through the process of analyzing problematic issues teachers will develop deeper understanding of their own beliefs and practices. Case analysis can serve as an initiative teacher development activity (ibid, pp. 126-139).

5.1.2.12 Use Various Sources

Nowadays there is availability of diverse sources easy to access especially online sources that provide individualized professional development. It has advantages such as flexible scheduling, low-cost or even free and no commutes. Online resources, such as forums and blogs, journals and social media encourage initiatives for improvement through collective accountability balanced with collaborative autonomy that allows teachers to do what is best for their professional growth. Teacher should Keep intellectually alert through daily association with magazines and books. In addition, they should hold discussions with friends and colleagues to enliven his intellectual interest and deepen their thinking.

These procedures allow reflective practice which is an essential element in the ongoing process of career-long teacher professional development. Reflection draws on teachers actual classroom experiences and involves a systematic process of examination that guides their instruction. Reflective practice occurs when teachers consciously take on the role of reflective practitioner, subject their own beliefs about teaching and learning to critical analysis. Through these procedures teachers take full responsibility for their actions in the classroom, and continue to improve their teaching practice. It gives teachers a strong foundation in the core areas of teaching knowledge needed in the English language teaching classroom. It is ideal for all teachers, whatever their background and teaching experience.

5.1.2.13 Rating by Students

Teachers should give their students the opportunity to rate them anonymously and with complete impunity. Many research studies have indicated that student's opinions are the most reliable source of teachers' effectiveness. Again the teachers should have full opportunity to study objectively the comments made for them. Also, it is very important that he / she should not be offended by unfavorable ratings and comments or sensitive about learning that their teaching is not totally effective. On the contrary they should regard it as an opportunity to improve their professional skills.

5.1.3 To the University

The ultimate role of universities is to prepare people to their future professions in order to respond to the society needs through equipping them with the knowledge as well as the skills needed to fulfill approximately their duties. The following suggestions may help in achieving this objective.

- At the end of a programme, an evaluation of whether the objectives have been achieved. It must be evaluated internally to test whether it taught what it sets out to teach. It must equally evaluate externally to get the learners' feedback. Checking whether the programme was useful in that it met the learner's needs, and whether it has improved the learner's language proficiency. Both the learner's and the teacher's feedback are significant for leading to remedial work and, therefore, to the improvement of the teaching programme.

- University programme should suit the social and economic needs. To do so syllabus designers should be aware of these needs. They should list a number of objectives that are achievable and measurable. As well as the university should be aware of the

realities of teachers working conditions, students learning environment, curriculum needs, and the kind of learning material available in Algerian schools.

- There should be a needs analysis, for what reasons they need English, based on it LMD students classified to respond to the market needs

- More flexible structures of initial teacher education can be effective in opening up new routes into the teaching career.

- The content of initial teacher education and professional development needs to be interconnected to create a lifelong learning for teachers.

- The students should be informed in advance about the rules governing the LMD system and its ultimate objectives to make them ready and well prepared to achieve these objectives.

- The students should be acknowledged about the pedagogical implications of each module being studied to raise their interest and involvement. As Bartels (2005) stated that

> *For knowledge to transfer successfully, the practice tasks (i.e. what is done in the university setting) have to be as similar as possible to the target tasks (i.e. what L_2 teachers do in schools) at both the surface level and at a deeper level.*

- There should be coordination between teachers to design a syllabus for five years to avoid needless repetition of the same content in one or more modules which affect negatively students' enthusiasm to study. Moreover, a coordination should occur at the national level between universities to benefit from each others' experiences.

- Instead of including French which most of its content was already taught before coming to the university, students of English should be exposed to a new foreign language, chosen based on their preference, which will make them aware of their beginner learners' difficulties in dealing with new language.

- More investments need to be made in master teachers who, in turn, would have more to do in the design of university-led teacher education and novice teacher-support programmes. The process of designing university syllabus needs to include different partners including graduated novice teachers, educational inspectors, experienced teachers of high and middle school.

- More investments need to be made in master student as tutors for new LMD student; which have mutual benefit; on one hand to prepare master student for their future job and to promote their teaching skills as guiders, supporters and advisers. On the other hand it is beneficial for first year LMD student to have support from non formal source which make it easy to ask for the help needed.

- It is preferable to select a variety of subjects linked by a common denominator either syntactic or rhetorical to prepare LMD students of English for various jobs. (Segueni, 2012), or make a needs analysis, for what they need English, based on it, students are classified.

- Teachers should learn a lot about the content they plan to teach, and then concentrate on gaining a prerequisite set of teaching skills (either in university or in an intensive after university preparation programme). Then, this combination of knowledge and skills permits them apply and expand on what they have learned through reflective teaching.

- An adequate and updated teacher training programmes is indispensable within the Algerian universities to meet the demand for ESP teachers and other new subjects in this system (Segueni, 2012).

- Send prospective teachers on regular basis to schools could definitely be more helpful to new teachers by giving more feedback on classroom management and how to deal with diverse students; it gives students a clear idea of different aspects of teaching and learning. Based on it they may choose their research problem and they will be more motivated to investigate it.

- Instead of teaching Arabic which its content already seen in English, novice teachers need to be familiar with new technology with its technical and pedagogical implementations; as Reinders (2009) asserted that "the process of new technologies in the classroom depends in large part on the teacher's ability to apply them meaningfully." This will reduce the number of hours of in-service training consequently focus more on other practical aspects of teacher education. The mastery of new technology will facilitate teachers' self professional growth as well as their pupils' language learning.

- Coordination between universities and high and middle schools to offer school based teacher preparation. One of the implications of this study is that there should be co-ordination between University English teachers and those of secondary schools so that

learning takes place between the needs of the school students and those of University students.

- Continues revision and improvement is needed in this new system bases on the evaluation of graduated students who started their career to include the needed knowledge and skills; this will be very beneficial since this system is in its very beginning, so that university will contribute in improving the Algerian society through equipping its graduated students to become competent citizens. This becomes easy to achieve using social media or through establishing online forums and blogs for this purpose.

- The ELT officials should help the teacher to have access to the necessary information about the new developments in the contributory disciplines. By being exposed to new information and approaches emerging from research and developments in the field of education, teachers will change their thinking and adopt behaviors that lead to student achievement (Smith & Gillespie, 2007).

- In order to create stronger, more effective teacher education programs. Three critical components of such programs include tight coherence and integration among courses and between coursework and clinical work in schools, extensive and intensely supervised clinical work integrated with coursework using pedagogies linking theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and that develop and model good teaching.

- The last suggestion has to do with the outcomes of research which should not go unnoticed in the teaching performance. Unless Algerian teachers and designers of English syllabuses take into account the findings of research studies conducted in Algeria, and elsewhere, the effectiveness of their teaching and outcomes will not be achieved.

5.3 Recommendation for Further Study

This study needs to be replicated in some years in order to see whether the new educational reforms are really aiming at improving the educational standards. Moreover, such study needs to be conducted on large population including different universities to find the result of educational reforms at large scale like the study in 1998 conducted by Bou Abdallah and Mikdad including all eastern universities of Algeria to examine to what extant university prepare its students for job market. In addition, studies should be conducted to investigate future implications of various modules being studied at the university level. Similarly, studies

should be conducted to determine novice teachers teaching knowledge and skills that university may offer so that to reduce their training hours. More studies need to be conducted to find out the credits and doubts of this system on teacher learning opportunities.

Conclusion

Teacher learning is a process that takes place over time; it does not start and end with formal training or graduated education. High-quality university-based teacher education is necessary but insufficient. Teacher education should be supported by different partners especially both at the institutional level and through teacher's own individual efforts. Teachers need regular opportunities to update their professional knowledge and skills which make them in charge of their own learning and development. They should constantly examine and evaluate their practice in order to improve their teaching; this can be achieved through collaboration, constant innovation and continuity to gain confidence in their teaching skills and developing their teaching ability.

General Conclusion

    The ultimate aim of this study is to figure out to what extant Algerian educational reforms at the university level succeeded in achieving its aim which is preparing its students for their future professions. The case of this study, students of English, were expected to be prepared to teaching profession. In order to study this issue, this study started by giving general brief overview on teaching profession with more emphasis on its requirements and its complexities especially for novice teachers. Then, it introduced different approaches to teacher preparation and its role in promoting teachers' quality. After that, this study spotted the light on the historical development of Algerian educational system with more concentration on the current educational reforms. Moreover, it reported the chronological development of Algerian teacher education.

    In order to estimate to what extent the university initial teacher education programme prepare its graduated students for the requirements of teaching three complementary research Tools were used. Firstly, questionnaires were distributed to the three main participants in the process of teaching and learning at the university level, namely university teachers, novice teachers and second year master students, to draw a complete image about the process of teacher preparation at the tertiary level. Secondly, a classroom observation was conducted to find out novice teachers' class related difficulties. Thirdly, due to their major contribution in the results of this study, an interview with some novice teachers revealed their sufferance during their first year of teaching. By the end, recommendations were offered to contribute to the improvement of the teaching learning situation.

    From the results of this study the following points should be emphasized. Teachers have a major role in determining the success of the educational process, their quality determine the success of educational system regardless of the effectiveness of the curriculum or learning material. Good teachers guarantee students' learning to a great extent. Based on literature reviewed in this study, teacher education in Algeria during the last decades was an emergency act responding to urgent demands of great number of students comparing with the available qualified teachers. This resulted in low achievements which lead to educational reforms 2002. This reform implies enormous challenges especially for teachers who were asked to imply new approach, CBA, that they were not familiar with.

    This study revealed that the transition from learning to teaching situation is not an easy task which needs a kind of support and preparation to encourage neophyte teachers overcomes various challenges. This preparation is highly recommended since this study revealed that

university education provides teachers only with some teaching related theoretical knowledge without stressing its pedagogical implications. Due to this fact most of learners find that there is disconnection between academic courses and realities of classroom; they also reported that there are some needless modules. This means that university courses fail to make meaningful learning that is one of the main peculiar aspects of new approach; moreover, it was unable to some extent to prepare its graduated for the requirement of job market that the new adapted university system emphasis on.

In order to ensure the success of the process of renewal of educational system, novice teachers should be introduced to different procedures of PD to respond appropriately to their individual teaching needs. These procedures should start by pre-service training which equips novice teachers with the prominent practical skills that ensure at least their familiarity with their new roles. Moreover, from the beginning of their teaching, beginning teachers need in-service training which solves their living teaching problems. In addition, they need support from their colleges, administration and inspectors. Through reviewing the literature related to teacher education, it is worth mentioning that teacher learning depends heavily on their individual efforts, enthusiasm, initiative, and self reliance learning. This is due to the complexity of teaching which puts teachers in charge of their own learning and development. This can be achieved through exploring one's own teaching relying on reflecting on teaching practices and its effectiveness on students learning which will lead to continuous improvement, innovation, motivation and high positive attitude towards teaching profession.

To conclude, novice teachers are the most able people to adapt the educational reform and perform their new roles in learning process which is very hard task for relatively experienced teachers who have already eternalized specific teaching style related to the previous method. During the beginning of their teaching career, novice teachers have flexible teaching practices which should be guided and supported from different participant in the educational process to help them implement accurately the method and achieve the intended results.

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Appendices

Appendix I: The Students' Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about your teaching career. Feel free to add any comment. I would be grateful if you could answer the following questions by ticking (√) the appropriate box, or by making a full statement wherever needed. Thank you for your collaboration. Your answers are very important for the validity of the research.

Part A: Background Information

1. Gender ☐Male ☐Female

2. Age ☐20 – 25 ☐26 – 30 ☐31 – 35 ☐36 –40 more ☐

3. Your choice of English was: a-Personal ☐ b- Imposed ☐

c-Other …………………………………………….

4. Why do you study English? To be teacher of English ☐

Others specify…………………………………………

5. Why do you want to become a teacher?

………………………………………………………………………………………..

Part B: As university student

6. You have almost finished your study do you think you are prepared to teach English?

Yes ☐ No ☐

Why………………………………………………………………………………………

7. Generally speaking how do you find the lectures of university?

a- Interesting ☐ b- Ordinary ☐ c- Boring ☐

Justify your answer………………………………………………………………………..

8. Do you attend all the modules? Yes ☐ no ☐

If no, which module you do not attend regularly………………………………………….

Say why……………………………………………………………………………………

9. There is a disconnection between university courses and the future requirement of teaching?

Totally agree ☐ agree ☐ disagree ☐ totally disagree☐

10. Did you study the CBA at university? Yes ☐ No ☐

11. Do you think you have enough knowledge to implement it? Yes ☐ No ☐

12. Is there a repetition, same content, in modules? Yes ☐   No ☐

13. Do you think that some modules are needless? Yes ☐   No ☐

If yes, give examples…………………………………………….

14. Do you think you need to receive a kind of preparation before start teaching?

Yes ☐   No ☐

Why ………………………………………………..

15. After experiencing learning English within the LMD system, are you?

Satisfied   ☐   neutral (in between) ☐   dissatisfied   ☐

Why………………………………...

16. The university does not provide the practical knowledge needed in teaching?

Totally agree ☐   agree ☐   disagree ☐   totally disagree ☐

Part G: Other comments

17. In your opinion, how teachers should be prepared, any suggestions?

…………………………………………………………………………………

Thank you for your cooperation.

Appendix II: Novice Teacher's Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about your teaching career. Feel free to add any comment. I would be grateful if you could answer the following questions by ticking (√) the appropriate box, or by making a full statement wherever needed. Thank you for your collaboration. Your answers are very important for the validity of the research.

Part A: Background Information

1. Gender ☐ Male ☐ Female
2. Age ☐20 – 25 ☐26 – 30 ☐31 – 35 ☐36 –40 more ☐
3. Specialty: Science of Language ☐ Literature and civilization ☐
4. Teaching Experience: specify…………..
5. What is your status as a teacher: a. fully-fledged? (Permanent) ☐

    b. part-time? (Vacataire) ☐

6. Please specify the institution where you work: Middle school ☐ High school ☐University ☐

   PART TWO: As university student

7. Why do you study English? to be teacher of English ☐

Others specify………………………………………………

8. Why do you want to become a teacher?

……………………………………………………………………………………………

9. Generally speaking how do you find the lectures of university?

a- Interesting ☐ b- Ordinary ☐ c- Boring ☐

10. There is a disconnection between university courses and the requirement of teaching (the realities of the classroom)?

Totally agree ☐ agree ☐ disagree ☐ totally disagree☐

11. Did you study the CBA at university? Yes ☐ No ☐

12. Do you think you have enough knowledge to implement it? Yes ☐ No ☐

13. Do you think university courses prepared you enough to start your career successfully? Yes ☐ No ☐

PART Three: Teacher Preparation

14. Have you received any specific training at the beginning of your teaching career of English?   Yes ☐   No ☐

     If yes, have you learned any new skills from this training? Yes ☐   No ☐

If yes, please say what are those skills, and if no, why?

……………………………………………………………………….………..........................

15. Do you feel any needs for professional learning/development (a kind of preparation before start teaching)?

Yes ☐   No ☐

16. What do you expected to be included in this preparation?

……………………………………………………………………….………….....................

....

17. Have you ever been engaged personally in a project aimed at preparing you to respond to your learners needs? Yes ☐   No ☐

If yes, give examples…………………………………………………………………..

18. After experiencing learning English within the LMD system, are you

Satisfied ☐   indifferent☐   dissatisfied ☐

19. The university provide graduated student only with subject knowledge (develop their language proficiency)?

Totally agree ☐   agree ☐   disagree ☐   totally disagree☐

20. The university does not provide the practical knowledge needed in teaching?

Totally agree ☐   agree ☐   disagree ☐   totally disagree☐

Part four: As novice teacher

21. Please mention if you have encountered any problems in English-teaching?

     Yes☐   No ☐

22. If yes, please specify

Difficult students		Lack of support from the colleagues/administration?	
Lack of teaching aids		Large class sizes	
Unpleasant work relations		Difficulty to design lesson plans and assessments	

Others…………………………………………………………………………..

23. Did your attitude towards teaching profession changed after you start teaching?

Yes ☐   No ☐

If yes, how……………………………………………………………………………..

24. Do you teach English as you have been taught (imitate one of your previous teacher)?

Yes ☐   No ☐

25. What do you like most about being a teacher?

……………………………………………..……………………………………………

26. Which aspects of teaching do you like least?

……………………………………………..……………………………………………

Part G: Other comments

27. In your opinion, how teachers should be prepared, any suggestions?

………………………………………………………………………………………………

……………………………………………………………………………………

Thank you for your cooperation.

Appendix III: The Teachers' Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about the teacher preparation. Feel free to add any comment. I would be grateful if you could answer the following questions by ticking (√) the appropriate box, or by making a full statement wherever needed. Thank you for your collaboration. Your answers are very important for the validity of the research.

Part A: Background Information

1. Gender: Male ☐   Female ☐

2. Age: 20 – 25 ☐26 – 30 ☐31 – 35 ☐36 –40 ☐41 – 45 ☐46 – 50 ☐ above 50

3. Educational Qualification:

Licence degree ☐   Mgister degree ☐   Master degee ☐   PhD ☐

4. Teaching Experience   ☐<1 year ☐1 – 5 years ☐6 – 10 years ☐11 – 15 years ☐16 – 20 years ☐Beyond 20 years

5. What is your status as a teacher: a. fully-fledged? (Permanent) ☐

                              b. part-time?   (Vacataire)   ☐

Part B: Your Previous Teacher Preparation

6. Have you received any specific training at the beginning of your teaching career?   Yes ☐   No ☐

If yes, what kind of training…………………………………………………………………

7. Do you think this training has been fruitful for you?

Yes ☐   No ☐

Why…………………………………………………………………………………………

8. What kind of difficulties you encountered during the beginning of your career?

………………………………………………………………………………………………

……………………………………………………………………………………………..

9. What kind of activities did you rely on to improve your teaching?

Part C: As university teacher

10. Generally speaking how do you consider students proficiency in English language?

Good ☐   average ☐   low ☐

11. Do you think that LMD provide learners with lifelong learning opportunities?

Yes ☐   Somehow ☐   No ☐

12. Do you think that LMD students are aware of the objectives of the new reforms?

Yes ☐   No ☐

13. Do you think LMD graduated students are aware of the challenges they may face after graduation?

Yes ☐   No ☐

14. Please mention from your own field-level experiences, what problems will the novice teachers encounter in implementing this new reform?

……………………………………………………………………………………………

……………………………………………………………………………………………

15. Did you face any challenges in implementing the (Competency Based Approach)?

Yes ☐   sometimes ☐   No ☐

If yes, give examples

……………………………………………………………………………………………

……………………………………………………………………

16. What module (s) do you teach?

……………………………………………………………………………………………

17. How does it prepare students for requirements of teaching?

……………………………………………………………………………………………

....

18. LMD is designed to respond to the needs of market; do you think that the English curriculum is appropriate for preparing student teachers?

Yes ☐   No ☐

Why..
....

19. Do you think that the university provides all learning materials needed to achieve the objectives of learning?

Yes ☐   No ☐

20. What kind of standards the LMD programme emphasize while selecting the lessons?
....
....

21. Please mention, in your opinion, what are the positive aspects about these newly designed LMD modules for teaching students of English?
....
....

22. Please mention, in your opinion, what are the negative aspects about this newly designed LMD modules ?
....
....

23. Do you consider yourself as a teacher educator?
Yes ☐   No ☐

Why...
....

24. Do you think that the university provides teacher preparation activities?
Yes ☐   No ☐

25. Disconnection between university courses and the realities of the classroom
Totally agree ☐   agree ☐   disagree ☐   totally disagree☐

26. University reforms change the form without changing the content.

Totally agree □   agree □   disagree □   totally disagree□

27. In your opinion, on what basis LMD students are streamed as science of language and literature and civilization

……………………………………………………………………………………………

……………………………………………………………………………………………

Part G: Other comments

28. How do you evaluate the process of teacher education in Algeria?

……………………………………………………………………………………………

……………………………………………………………………………………………

29. Do you have any suggestions for preparing novice teacher?

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you for completing this questionnaire.

الملخص

يلعب الأساتذة دورا فعالا في عملية التدريس. نظرا للاختلاف بين العمليتين التعلم و التعليم يواجه الأساتذة الجدد مصاعب على مختلف الاصعدة. تهدف هذه الدراسة لمعرفة مدى نجاعة الإصلاح التربوي على المستوى الجامعي في تحضير المتخرجين الجدد لتلبية حاجات سوق العمل. ان نتائج هذه الدراسة أثبتت أن الدروس الجامعية وحدها لا تكفي لتأهيل و اعداد الطلاب. تم جمع النتائج هذه الدراسة باستعمال وسائل متكاملة متمثلة في الاستبيان، ملاحظة و المقابلة, اثبتت النتائج الفرضية بان دروس الجامعة النظرية وحدها لا تكفي. في النهاية توصيات و اقتراحات قدمت بغية تحسين نوعية الاساتذة

لتعلم افضل باستخدام استراتيجيات التكوين المستمر الفعالة.