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The Impact of Teacher's Pre-Service Training on Learners' Achievements

Case of EFL secondary schools' trained teachers in Mostaganem and 5th year students of
High School (ENS) in Oran

A dissertation submitted in partial fulfillment for the requirement of
Master Degree in
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Dedication

I dedicate this work to “my queen”, my dear mother for her love, sacrifice and support. She is my source of inspiration and encouragement

It is dedicated to my beloved father “the greatest father on the world”. I am always grateful for his support and confidence in me.

Special dedication is addressed to my grand-mother “God rest her and put her in paradise” and I hope she is now proud of me and happy for my accomplishments. I would like to thank her for everything.

Also, it is dedicated to all my family particularly my sister: Iness Noor El Imene and my aunts: Amel and Naima.

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Abstract

In spite of the development of the teaching process, the teacher nowadays still faces difficulties in transmitting the message to his/her students. Among those difficulties is the lack of teacher training before entering the profession or what is called pre-service training. This study aims at examining the effectiveness of pre-service training on the EFL teachers' performance and the learners' achievement in the Algerian context. It also seeks to explore knowledge that pre-service training programme should provide for EFL teachers. A set of hypotheses was suggested. First, pre-service training contributes effectively to the EFL learners' progress. Second, knowledge about language has to be mastered by EFL student teachers and how to be transmitted correctly to learners with different styles, needs and interests. To test those hypotheses; a questionnaire, an interview and classroom observation were utilized. The research findings reveal that pre-service training equips student teachers with the necessary practice and knowledge before being embarking on the job to enhance their productivity. Then, the enhancement of teachers' productivity leads to develop the learners' performance. Hence, pre-service training must be integrated at the level of universities (within the LMD system) to ensure high learning quality.

Key words: pre-service training, student teachers, learners' achievement, EFL teachers' performance.

Table of content

Dedication	I
Acknowledgements.....	II
Abstract.....	III
Table of content	IV
List of abbreviations.....	VIII
List of tables.....	IX
List of figures	IX
General introduction.....	1

Chapter One: Learning to Teach in a New Era

1.1. Introduction	3
1.2. Teaching in 21 st Century	3
1.3. Pedagogy	4
1.4. Pre-service training: Learning to teach	5
1.4.1. Definition of pre-service training.....	5
1.5. Professional knowledge.....	5
1.5.1. Content knowledge	6
1.5.2. Pedagogical content knowledge (PCK)	7
1.5.3. Knowledge of learners	8
1.6. Professional practice	8
1.6.1. From the learner’s identity into a teacher’s identity	8
1.6.2. Professional relationships	10
1.6.2.1. Teacher attitudes towards learners	10
1.6.2.2. Teacher collaborative work	11
1.6.3. Self-confidence	11
1.6.4. Classroom management	12
1.6.5. Time management.....	12
1.6.6. Content delivery.....	13
1.6.7. Assessment and monitoring	13
1.6.8. Ethical practice.....	14
1.6.9. The use of digital technologies	14

1.7.	Where and when does pre-service training occur?.....	14
1.7.1.	Campus-based contexts.....	14
1.7.2.	School-based experiences	15
1.8.	The effect of pre-service training.....	18
1.8.1.	Teacher’s performance.....	18
1.8.2.	Students’ academic achievement	19
1.9.	Conclusion.....	19

Chapter Two: Research Methodology

2.1.	Introduction	20
2.2.	Research methodology	20
2.3.	Research instruments.....	21
2.3.1.	The questionnaire.....	22
2.3.2.	Classroom observation.....	25
2.3.3.	The interview	32
2.4.	Conclusion.....	34

Chapter Three: Data Findings and Recommendations

3.1.	Introduction	36
3.2.	Data analysis	36
3.2.1.	The questionnaire.....	36
3.2.2.	The interview	53
3.2.3.	Classroom observation.....	56
3.3.	Data discussion.....	58
3.3.1.	The questionnaire.....	58
3.3.2.	The interview	58
3.3.3.	Classroom observation.....	59
3.4.	General discussion of the results.....	59
3.5.	Limitation of the study	60
3.6.	Recommendations	60
3.6.1.	Devoting more time for practice	60
3.6.2.	Providing diverse practical experiences.....	60
3.6.3.	Qualified educators	61
3.6.4.	Generalizing the pre-service training in all universities	61
3.7.	Conclusion.....	61

General conclusion	62
Bibliography	64
Appendices	72

List of abbreviations

EFL: English as Foreign Language

ENS: High School (pre-service training institution)

ELLS: English Language Learners

PCK: Pedagogical Content Knowledge

HEI: Higher Education Institution

NQTs: New Qualified Teachers

ICT: Information and Communications Technologies

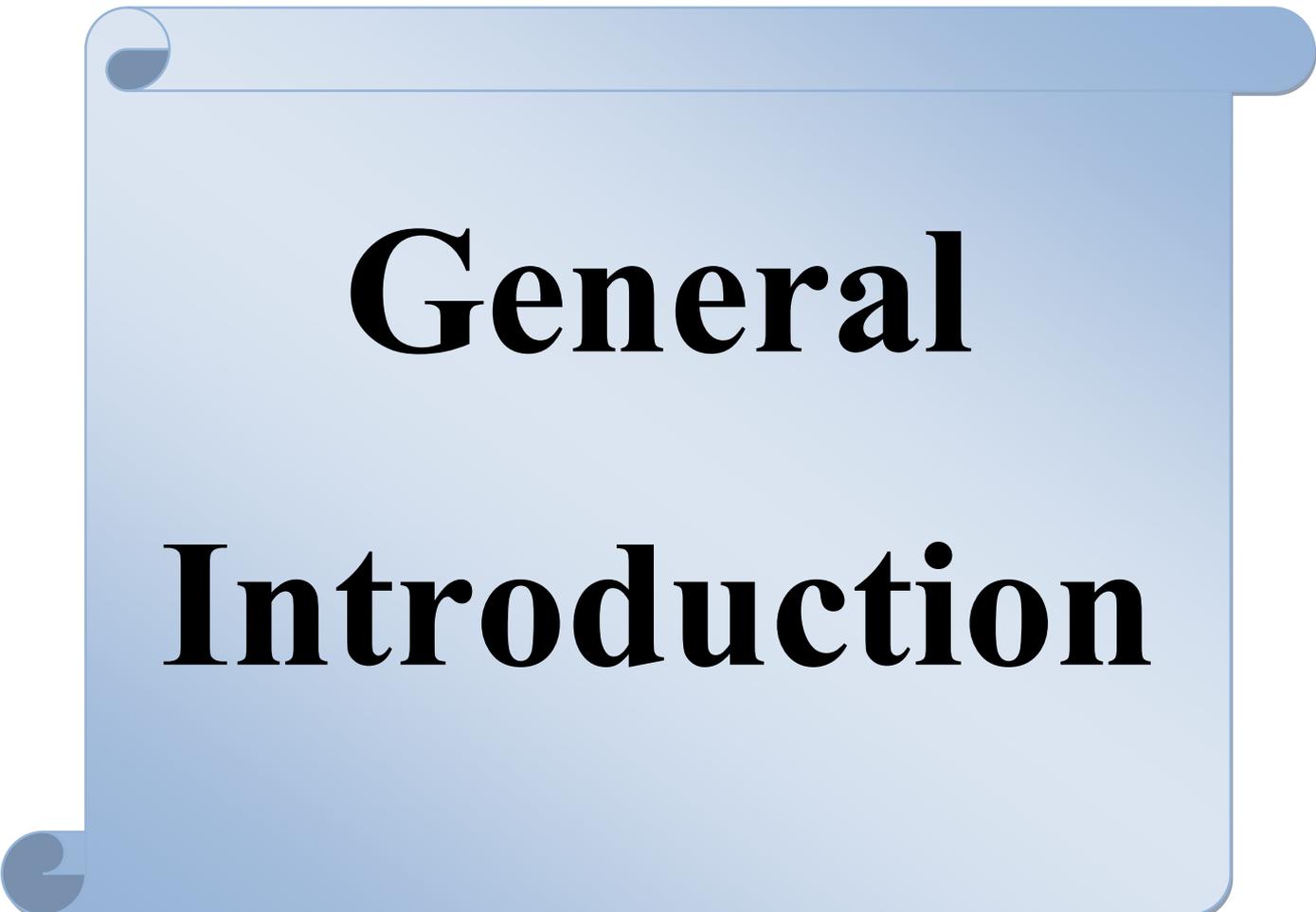
IQ: Intelligent Quotient

List of tables

Table N° 1: The student teachers' gender and age.....	36
Table N° 2: The student teachers' reasons behind choosing the profession (teaching EFL)...	37
Table N° 3: The kinds of practical experiences.....	39
Table N° 4: Classroom observation's period.....	40
Table N° 5: Teaching practice.....	41
Table N° 6: Pre-service training characteristics.....	43
Table N° 7: Student teachers' feelings after working collaboratively.....	47
Table N° 8: Their opinions about the courses' content.....	51

List of figures

Figure 1: Shulman’s Major Categories of Teacher Knowledge.....	6
Figure 2: Venn diagram about Pedagogical content knowledge (PCK).....	7
Figure 3: The factors influencing the development of teachers’ beliefs.....	9
Figure 4: The student teachers’ reasons behind choosing the profession (teaching EFL).....	37
Figure 5: The student’s teacher’s opinion about the High School’s (ENS) lectures.....	38
Figure 6: The practical experiences.....	39
Figure 7: Classroom observation’s period.....	40
Figure 8: Teaching practice.....	41
Figure 9: Pre-service training characteristics.....	43
Figure 10: Student teachers’ engagement in project.....	45
Figure 11: Student teachers’ engagement in collaborative projects.....	46
Figure 12: Student teachers’ feelings after working collaboratively.....	47
Figure 13: The effect of ENS on the student teachers’ readiness.....	48
Figure 14: Their opinions about the similarity of previous and nowadays' way of teaching...	50
Figure 15: Their opinions about the courses' content.....	51



**General
Introduction**

General introduction

“We learn to do something by doing it, there is no other way”

John Holt

The teaching and learning processes have been influenced by many recent discussions and debates that have one main objective which is ‘promoting high quality of EFL teachers to ensure high quality of learning. Teaching EFL is considered as a challenging task especially for novice teachers. It requires particular knowledge, skills and competencies to reach the expected learning results. As a result, most researchers and educators try to bring change and innovation to cope with the new demands of the educational system. Likewise, solving learners’ difficulties has also attracted a great deal of Algerian educators. However, little if no attention has been given to the teachers’ needs, which can be summarized in one main problem: the lack of teachers’ training at the level of Algerian universities.

The present study aims at confirming the effectiveness of the pre-service training on the EFL teachers’ and learners’ progress as well in the Algerian context. The study’s objectives are twofold: first, it is intended to prove the importance and the necessity of the pre-service training for the EFL prospective teachers, specially the novice EFL secondary schools’ teachers. Accordingly, the essential objective is to make this kind of training as an obligatory stage for EFL student teachers in all institutions to be qualified as professional teachers. Second, the investigation attempts to explore the difficulties that the novel EFL teachers may face, then how does the pre-service training help them to behave in particular situations where those difficulties exist. Thus, to reach the investigation’s purpose, some research questions have been raised.

- 1) To what extent does pre-service training contribute to improve EFL learners’ performance?
- 2) What kind of knowledge do EFL student teachers need to acquire to be effective teachers?

In line with these questions, some hypotheses are put forward:

- 1) Pre-service training contributes to improving EFL learners’ performance.
- 2) Knowledge about language has undoubtedly to be mastered, but the most important issue is to know how to transmit this knowledge to different learners.

General introduction

With the intention to realize the research credibility and proving the suggested hypotheses, both quantitative and qualitative approaches were employed. An interview was conducted with EFL Secondary Schools' teachers of Mostaganem, who were qualified from High School (ENS), to identify the effects of knowledge acquired during pre-service training. A questionnaire was also handed to 5th year students of high school in Oran (ENS), who are still in the training stage. Moreover, a classroom observation was held to analyse EFL trained teachers' and their learners' behaviours and attitudes in the classroom.

The current research work is divided into three main chapters. The first chapter is a theoretical overview of the topic which begins with definitions of the key terms. Then, it includes the effect of pre-service training on the prospective EFL teachers' identities in terms of their professional knowledge and practical skills. Also, it identifies pre-service training contexts where the student teachers were provided with professional preparation. In the end of this chapter, it is attempted to present the influence of pre-service training programme on the EFL teachers' performance and learners' academic achievement.

The second chapter is centred on the practical aspect of the study. It focuses on exploring both teacher's and learners' attitudes towards each other through observing them. Moreover, a questionnaire was given to 5th year student teachers of High School (ENS) in Oran. Besides, EFL Secondary Schools' trained teachers of Mostaganem were interviewed. The three data collection instruments are described with the justification behind using them.

The third chapter includes the data analysis of data collection tools: the questionnaire, classroom observation and the interview. Their results are presented in tables, diagrams and figures. After the findings' discussion, some recommendations are put forward basing on what is found. This chapter suggests some practical solutions to improve pre-service training programmes and the Algerian educational system by treating the existed deficiencies.

Chapter One

**Learning to Teach in
a New Era**

1.1. Introduction

The first part of this study involves the understanding of the teaching process, pedagogy and the relationship between the two concepts. It includes pre-service training definition from different perspectives. It identifies the three important aspects in teaching process. These aspects are defined as professional knowledge, professional practice and the impact of pre-service training. In the first aspect, it is mentioned the knowledge the teacher needs to have to enter the profession. Secondly, the effect of this preparative education on the teacher professional relationships -with learners and colleagues-, classroom and time management, and content delivery are discussed. Besides the transition from student-teachers' beliefs into teachers' beliefs is clarified.

Moreover, it attempts to shed the light on where and when pre-service teacher development takes place. As a conclusion, the study includes the effect of this kind of initial preparation on teacher's performance and students' academic achievement. The objective of this chapter is to present an overall introduction about teaching process and to clarify and give the necessary background about pre-service teacher training in order to examine the rational in an efficient way.

1.2. Teaching in 21st Century

The teaching process has been defined differently by many scholars. Recently, it is defined as “the art of designing and re-designing learning experiences to guide students through there learning process, enhance their meaningful learning and learning in upper levels in cognitive, affective and psychomotor domains” (Ç. S.Belikuşakh-Çardak, 2016, p. 6). On the other hand, C. Akdeniz (2016) summarizes the term ‘Teaching’ in the following key principles:

- An interactive process between learner and material.
- The way of affecting the learning process.
- Learner's opportunity to engage to a particular activity in certain circumstances.
- The selection of the adequate teaching style and approaches to achieve the expected objectives. (p. 59)

In short, teaching is a continuously interactive process that is realized through guiding and assisting the student's learning process. (Ibid, p. 58)

Chapter one: Learning to Teach in a New Era

In the literature, it has been argued that teaching may be considered as a simple process, in other words, it is just the act of standing in front of students and talking then they learn. However, it is discovered that the reality is totally different (Leask & Moorhouse, 2005, p. 9). That is because « teaching is a personal activity and while certain teaching styles and strategies might suit one teacher, they might not be appropriate for another » (Ibid, p. 8). Accordingly, the teaching process becomes, in the 21st century, a set of complex activities and strategies used to satisfy learners' emotional and academic needs. The learner becomes the central interest which determines the teaching process' dimensions'.

1.3. Pedagogy

Pedagogy is a contested key term in teaching learning process in terms of its definition and its relationship with the EFL classroom setting. It is considered as any intentional task or an action that seeks to improve other's abilities to learn (Watkins & Mortimore, 1999, p. 3) . According to Bernstein (2000), pedagogy “is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator” (p. 78). That is to say, it is the process in which the teacher is aware of how he uses knowledge, skills and strategies in order to achieve the learning objectives.

Several studies emphasize the relationship between teaching and pedagogy by outlining the difference between them. As Alexander (2008, p. 6) argues, teaching is “an act” while pedagogy is “both act and discourse”. That means teaching is a part of pedagogy. Pedagogy is not, therefore, simply describing the activity of teaching but reflects the production of broader social and cultural values within the learning relationship. Pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their ‘teaching practices’, that is, what teachers actually think, do and say in the classroom.

To develop a wider definition of pedagogy, Tochon and Munby (1993) suggest a distinction between didactics and pedagogy:

Pedagogy is concerned with our immediate image of the teaching situation. It is live processing developed in a practical and idiosyncratic situation. Didactics goals can be written down, but pedagogical experience cannot be easily theorized, owing to its unique interactive

Chapter one: Learning to Teach in a New Era

aspects. Through action research and reflection reveals the existence of basic principles underlying practical classroom experience, no matter what rules might be inferred, pedagogy still remains an adventure.

From this conceptualization, the shift from pedagogy as a science of teaching that includes authentic experiences into pedagogy as knowledge of practice can difficultly occur. In here, the notion of praxis – it is a description of the argumentative relationship between theory and practice - has emerged.

1.4. Pre-service training: Learning to teach

1.4.1. Definition of pre-service training

To define pre-service training, the term “Training” needs to be defined first. Training is a preparatory stage that aims to reach a set of determined achievements (Widdowson, 1990, p. 62). According to Collins English Dictionary (1994), teacher training is “training that a student must undergo in order to qualify as a teacher”. In other words, being a teacher must be achieved only through qualification that requires a specific preparation and self professional development. Therefore, pre-service training has been defined as a kind of immediate contribution to realize professional teacher performance in classroom through enriching prospective teachers with the necessary needed knowledge and skills that must be mastered as requirement of teacher qualification (Freeman, 1989, p. 39) . Widdowson (1990, p. 64) agrees when he writes:

Pre-service preparation initiates the prospective teacher into the basics of professional activity. These are, in general, of two kinds. There are those which relate to the craft of classroom management and the use of routine procedures for organizing class activity, the tricks of the pedagogic trade.

1.5. Professional knowledge

The central question that is discussed in many researches is ‘What knowledge is essential for teaching?’. The teaching process requires specific kinds of knowledge. However, the prospective teacher cannot enter the profession with only the content mastery. The other types of knowledge are required too. A central contribution to the study of the teacher’s knowledge has been undertaken by the scholar Lee Shulman. He categorizes all kinds of

Chapter one: Learning to Teach in a New Era

knowledge needed in the teaching context (Figure 1). These categories can be classified into three main types of knowledge which are: content knowledge, Pedagogical content knowledge (PCK) and knowledge of learners. So, which knowledge can determine what the teachers are able to do in the classroom?

- General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter
 - Knowledge of learners and their characteristics
 - Knowledge of educational contexts, ranging from workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures
 - Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds
 - Content knowledge
 - Curriculum knowledge, with particular grasp of the materials and programs that serve as “tools of the trade” for teachers
 - Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding
- (Shulman, 1987, p. 8)

Figure 1: Shulman’s Major Categories of Teacher Knowledge

1.5.1. Content knowledge

Content knowledge is crucially essential in teaching EFL students, so that the teacher has to understand the subject he is going to teach. In teaching EFL, the content knowledge, which is known also as subject matter knowledge, includes knowledge of language (proficiency) and about language (culture, literature, and any related sub-fields). “The content turn seems to come naturally, because preparing and presenting familiar materials to those who find it unfamiliar seems to lead most people to ‘fill in the gaps’ in their own understanding of a topic” (Russell, 1997, p. 44). In other words, teacher mastery of content lead to filling the knowledge gaps of learners. Additionally, he believes that content knowledge required in teaching can be developed extensively through the use of several

Chapter one: Learning to Teach in a New Era

sources in school context (Ibid, p. 45). This context is provided by pre-service teacher education. Therefore, Bullock (2016) reports the established view that the teacher does not need any other specific knowledge beyond a particular content knowledge. However, it is a common misconception about teaching; in fact, content mastery does not necessarily results well performed teaching (Leask & Moorhouse, 2005, p. 10).

1.5.2. Pedagogical content knowledge (PCK)

The term pedagogical content knowledge (known as PCK), which was introduced first by the American educational psychologist Lee Shulman in 1986, has been examined in several studies to identify its nature and what does it include. PCK has been defined as:

The intersection of content and pedagogy, including knowing which aspects of the content students can learn at a particular developmental stage, how to present it to them, and how to lead them into different conceptual understandings.

(Park & Chen, 2012, p. 924)

PCK is considered as the link between the input and the pedagogical skills to deliver it, including the way of presenting it using different materials to reach different comprehensions (Figure 2). Similarly, Shulman (1986, p. 8) represents PCK as the skills used to organize, represent particular issues, rationales and themes to students, and to assimilate them to their cognitive capacities and interests. He also interprets it as “that special amalgam of content and pedagogy that is uniquely the province of teachers” (Shulman, 1987, p. 8), which is required for teaching particular subject. Therefore, researchers have utilized the term PCK to refer to the overlap between the content and pedagogy that bridges the theoretical and the practical aspect in the teaching process.

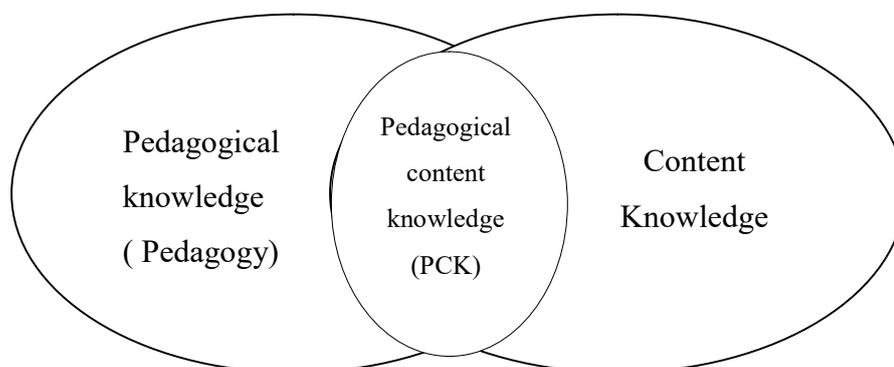


Figure 2: Venn diagram about Pedagogical content knowledge (PCK)

Chapter one: Learning to Teach in a New Era

Pre-service teacher training contributes effectively to the acquirement of PCK. As Northfield and Gunstone (1997, p. 48) claim, initial teacher education has two main goals; it enriches the prospective teachers with the necessary knowledge about teaching and learning process, and provide them with opportunities to apply it. It also has to realize a kind of balance between three important aspects: the available setting, the role of teaching and the possibilities to enhance teaching and learning process (Ibid). Takimoto Amos and Kukai (2017, p. 49) agree when they write: "... all teachers candidates should be prepared to effectively work with ELLs by acquiring appropriate knowledge, skills, and dispositions for the ELL population during teacher preparation". Accordingly, pre-service teacher professional development provides student teachers with the skills and knowledge that enables them to teach effectively, these skills and knowledge are conceptualized in pedagogical content knowledge.

1.5.3. Knowledge of learners

Knowledge of learners refers to the psychological, social/emotional and cognitive background related to students. Student teachers' awareness of the child and adolescent developmental psychology and cognition contributes effectively in shaping their professional identities and attitudes. In this situation, knowledge of learners is essential in pre-service teacher professional development. This notion is supported by many researches. Student teachers' improvement of the teaching skills requires knowledge of and about the learners they are going to teach (Fuller, 1969; Tochtermann, 2001). Moreover, the prospective teachers' focus shift from teacher centered approach into student centered; then, to classroom context's beliefs and the impact on learners' progress (Ward & McCotter, 2004). Consequently, student teachers have to pay attention to learners' development, learners' affective state – such as confidence – and learners' behaviours (Naylor D. A., 2015, p. 62). These three factors mainly influence their decisions regarding the teaching process (Ibid).

1.6. Professional practice

1.6.1. From the learner's identity into a teacher's identity

Teachers' beliefs are constructed and developed by many factors. Tsui (2003) mentions five factors that affect the teacher beliefs' development (figure 3). One of these factors is professional development, which is known as pre-service teacher professional

Chapter one: Learning to Teach in a New Era

development. Another factor is experience as a learner in which the prospective teacher conceptualizes teaching according to his past learning experience.

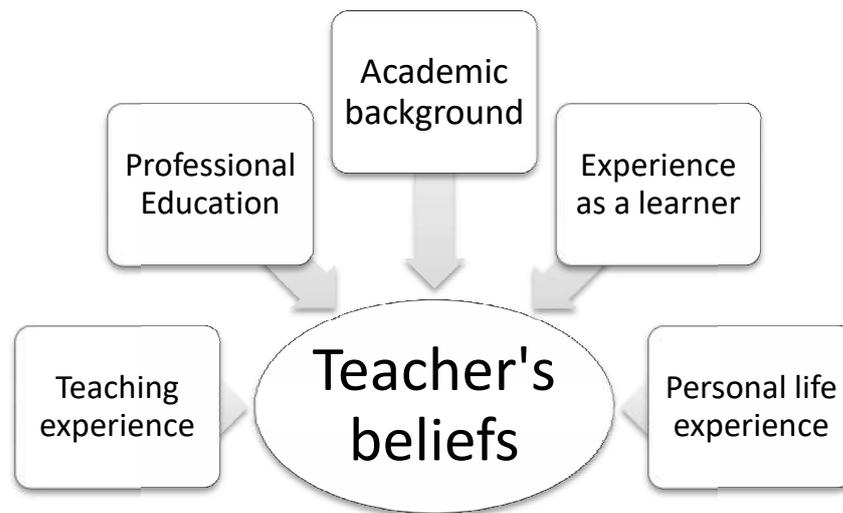


Figure 3: The factors influencing the development of teachers' beliefs.

Several studies indicate that pre-service training programs construct student-teachers teaching beliefs. Robert V. Bullough (1997, p. 17) reports that this kind of training programmes “did little to influence the beliefs and expectations about teaching that beginning teachers brought with them”. In like manner, the teacher’s identity would be constructed through developing the prospective teacher’s awareness and self concept as a teacher in pre-service teacher training (Johnson, et al., 2015). However, Marilyn Leask and Catherine Moorhouse (2005, p. 22) considers that changing a student-teacher’s self-image as a learner who has a passive role, into the teacher’s active autonomous image is rather difficult. Hence pre-service teacher preparation programme cannot make this radical convert by reason of its powerless and short duration (Goodlad, 1990, p. 149).

Furthermore, the prospective teachers’ experiences during their learning career cannot be neglected in constructing their professional identities. Feiman-Nemser (2001, p. 1016) believes that student teachers’ learning experiences influence their learning abilities within pre-service training. That is to say, the student teachers’ identities as learners contribute in constructing their identities as teachers through pre-service courses and experiences. Karavas and Drossou (2010, p. 262) agree on Pajares’ conclusion about the importance of student teachers’ beliefs. The past learning experiences and beliefs of prospective teachers influences their perception and construction of teacher’s identity through pre-service courses:

Chapter one: Learning to Teach in a New Era

Recent findings also suggest that educational beliefs of preservice teachers play a pivotal role in their acquisition and interpretation of knowledge and subsequent teaching behavior and that unexplored entering beliefs may be responsible for the perpetuation of antiquated and ineffectual teaching practices. (Pajares, 1992, p. 328)

Therefore, pre-service students' beliefs are considered as selective filters which pick out the provided knowledge. The student teachers relate this filtered knowledge to their pre-existing conceptions rather than making comparison and creating conflicts.

In contrast, teachers' professional identities are constructed and developed by particular cultural and institutional teaching settings (Robert V. Bullough, 2005, p. 240). In other words, there are specific educational institutions, like schools, where the student teacher forms and develops his / her professional identity through school experiences provided by pre-service education programmes. Building a professional teacher identity, therefore, requires the ability to 'build bridges' between the several different sets of ideas, assumptions or discourses that provide an explanation about the nature of the profession of teaching (Alsup, 2006, p. 55).

1.6.2. Professional relationships

1.6.2.1. Teacher attitudes towards learners

The most common concern of novice teachers is how to have safe positive professional relationships with their pupils. The teacher's focus is how to behave with his / her pupils to improve the classroom climate in which the sense of belonging is promoted (Maloney & Barblett, 2003). As the British linguist Widdowson (1990, p. 64) states:

In their initiation into both the craft and culture of pedagogy, it is in interests of novice teachers to conform in order to place their relations with pupils and fellow teachers on secure base and so to get established in their roles.

Making these kinds of relationships helps the teacher to execute his / her roles. A research has been conducted in Pakistan shows that learners' attitudes may be converted positively through the more possible teachers' training programmes. In like manner, teacher's training improves his / her abilities to be better interactive with learners in order to develop their positive

Chapter one: Learning to Teach in a New Era

attitudes towards the teacher, thus towards the learning process (as cited in Ali & Hamza, 2018, p. 241). Conversely, Davison and Dowson indicate through their research that:

Development as a student teacher may therefore be seen to be the product of, among other things, the complex interactions between the individual, the higher education institution (HEI) programme and the school context.

(Davison & Dowson, 2009, p. 312)

Pre-service professional teacher development is mainly measured by the teacher's relationships with their learners.

1.6.2.2. Teacher collaborative work

The teaching challenges sometimes cannot be treated individually, especially for novice teachers. Developing the personal and social aspects of teachers requires their success in working with colleagues. This provides teachers with opportunities to construct and establish their ideas and knowledge which may immediately lead to handle teaching and learning challenges (Northfield & Gunstone, 1997, p. 51). Accordingly, they believe that presenting the teaching process as a collaborative activity is extremely crucial at pre-service initial level (ibid).

Moreover, Davison and Dowson (2009, p. 319) claims that “collaborative teaching with your mentor will help you to develop your classroom teaching skills progressively and it will also enable you to gain access to those choices in relation to all aspects of teaching”. That is to say, teaching collaboratively within pre-service courses enhances teaching practices and encourage student teachers to gain practical experiences that may help them within the classroom. Teaching collaboratively is not necessary with a student teacher's mentor, but also it can be carried out with another teacher or fellow student teacher (Ibid).

1.6.3. Self-confidence

Confidence is definitely a crucial emotional condition for the prospective teachers to form their professional personalities. According to Davison and Dowson (2009, p. 314), “Obviously, your overriding aim for the period of your initial teacher education is to develop from a person who is interested in teaching into a confident, qualified subject teacher”. Pre-service teacher programmes aim at increasing student teachers' self-confidence to shape their EFL professional qualified self-concept as teachers which influences teachers' language

Chapter one: Learning to Teach in a New Era

proficiency then his / her performance. Likewise, in his book ‘Aspects of Language Teaching’, Widdowson (1990, p. 64) believes that the most crucial issue in pre-service training is to increase the novice teacher’s self-confidence by providing them with skills that develop their critical thinking competencies in making decisions and practicing them in order to get that feeling of security while teaching , especially when facing a new and challenging educational situation that may threat teacher ‘s emotions and identity; that mainly leads to destroy his /her authority before it has been actually acquired. Accordingly, “Pre-service teacher training enables student-teachers to lessen the level of anxiety” (Yusuf, 2010)in authentic contexts.

1.6.4. Classroom management

Most of EFL novice teachers face many difficulties within classroom which are related to different aspects like classroom management. Since it is a crucial condition to achieve effective teaching and learning, as expressed by Leask and Moorhouse, “Initially, most student teachers are concerned with classroom management issues, how they come across as teachers (self-images), how they are going to control the pupils ...” (2005, p. 22). Unquestionably, pre-service training programmes include theoretical considerations concerning teaching and learning process that encompass many angles: curriculum, instruction, assessment and classroom management (Kadri & Benmouhoub, ND). Pre-service teacher training provides the prospective teacher with the needed skills to well-manage pupils within classroom. Furthermore, several studies identify the key factors of poor classroom management which are: teacher attitudes towards learners (White, Sherman, & Jones, 1996, p. 55) and poor time management (Bainer, 1993, p. 1; As cited in Weeks, 2000, p. 233). Those two factors are the main concerns in pre-service teacher training programmes.

1.6.5. Time management

Time management is one of the crucial factors that contribute to the success of teaching and learning process. Through an effective managing of time, the student would comprehend and grasp the provided input appropriately (National Commission on Teaching and America’s Future, 1998). In this situation, pre-service teacher training programmes influence the teacher’s capacities in using the lecture’s time adequately within teaching learning context (Darling-Hammound & McLaughlin, 2011). That is to say, the teacher professional development enhances the teacher ability to manage the available time to reach the course objectives through going over the lesson stages in coherent way. Within pre-

Chapter one: Learning to Teach in a New Era

service training, student teachers are provided by opportunities to be trained on how to manage the lesson's time within the classroom.

1.6.6. Content delivery

Several studies have shown that pre-service teacher training has a direct effect on his / her content delivery within classroom. Pre-service teacher professional development improves the way the teacher delivers the content of the lessons (Gamoran, 2006), and teaching skills and knowledge (Jackson & Davis, 2000). Another investigation by National Staff Development Council (2003) supports the effectiveness of teacher initial education on the teaching instructional techniques and ideologies which improves content delivery. Similarly, Morgan (2010) indicates that effective content delivery requires acquirement of huge amount of knowledge by teachers. Additionally, the teacher professionalism related to his mastery of the content knowledge – subject matter knowledge – (Nyangarora, 1996), which can be developed only by pre-service training courses (Rowan, Correnti, & Miller, 2002).

1.6.7. Assessment and monitoring

Assessment is one of the teachers' responsibilities, and so the question that must be raised is: Does pre-service training programme develop the student teachers' competencies to practice various forms of assessment? Assessment and monitoring require specific knowledge of various evaluation tasks and tools, and how to use them to interpret students' performance. Nowadays, the teacher is not responsible only for understanding and interpreting his/her learners' achievement, but also she / he has to be able to “make that evidence visible to students, parents and administrators” (Graham, 2005, p. 619).

In Graham's (2005) study, thirty-eight (38) student teachers were asked about their initial background about assessment. It was found that their conceptualizations of the term assessment were inappropriate. They were restricted to exams, tests and marks. However, Graham changed their beliefs about assessment through teaching them explicitly; he provided them with opportunities to experience new types of assessment through being engaged in debates with their mentors. Pre-service training programmes enrich the prospective teachers with the plans or types of assessment, the methods of assessment, the learning goals and the link between those goals and the type of assessment selected.

1.6.8. Ethical practice

Ethical practice has been described as the moral issues of the teachers' work, and the ethical choices and activities they are engaged in throughout their professional careers (Campbell, 1997). According to Boon (2011), since 'education aims to change people in particular ways and uses methods which involve close, personal, hierarchical relationships, teaching is an occupation where ethical issues are central' (p 79). Hence, ethical morals and practices are required to be taught to student teachers in pre-service training institutions (ACARA, 2013) in order to prepare them to act professionally through respecting the ethical values and dimensions while teaching (Joseph, 2010). Another study by Kildan et al (2013) reaffirms that ethical practices were considered as personal and professional values which are part of teachers' professional development. This mainly constructs the prospective teachers' abilities to analyze logically the problems, reflect and defend themselves and their learners.

1.6.9. The use of digital technologies

In the 21st century, the traditional approaches of teaching are reviewed according to the learners' requirement. Teachers' flexibility becomes a part of their professionalism to satisfy their students' needs. The use of technology becomes necessary nowadays. Accordingly, as Bennett and Leask (2005, p. 45) report "Teachers are expected to use ICT for teaching and learning as well as for professional development". Unquestionably, student teachers must have basic knowledge that enables them to teach their subject content using ICT resources and technological techniques in order to reinforce their professional performances, and to improve their pupils' technological skills (Ibid). Pre-service training programmes develop the prospective teachers' skills in "finding, accessing, cataloguing and presenting information in a range of formats" (Ibid, p. 52). Furthermore, pre-service teacher development enriches student teachers with strategies and skills to manage their students while using ICT resources. Therefore, it influences immediately student teachers' competencies to select, use and manage up-to-date materials in the classroom to create a motivating interactive environment.

1.7. Where and when does pre-service training occur?

1.7.1. Campus-based contexts

The first context to learn how to teach is the university or the institution which called campus-based context. Pre-service teacher training courses began in middle of the 20th century. Their inexplicit objective was to present the theoretical aspect, skills and information

Chapter one: Learning to Teach in a New Era

(Allen, 2009). Examinations and assignments were the main instruments that are used to assess pre-service teachers' knowledge and comprehension (Naylor D. , 2015). On the contrary, there is a debate on the effectiveness of these kinds of contexts on the teacher productivity. Universities and pre-service schools transmit a completely theoretical teaching sample which does not focus on the deep comprehension of teaching itself (Tardif, 2001), because of the insufficiency of training for authentic teaching (Allen, 2009; Ministerial Advisory Council on the Quality of Teaching, 1998; Ramsey, 2000; Wilson, Floden, & Ferrini-Mundy, 2001).

There is an agreement on the notion that there is not a complete novice teacher, he / she enters the profession with certain background about skills, knowledge and beliefs brought from several settings (Furlong & Maynard, 1995, p. 182). Loughran (1997, p. 65) argues that the prospective teachers need to comprehend the teaching aspects through being continuously reinforced by the learning experiences within pre-service courses. Likewise, he goes on: “if they are to understand how a teaching strategy influences learning, they need to experience the teaching strategy as a learner” (Ibid). Hence, the learning experiences derived from pre-service institutions and universities encourages student teachers to be professionally ready to teach. However, are campus-based contexts the only contexts where the prospective teacher learns about teaching?

1.7.2. School-based experiences

Several studies have identified another context for student teachers to get professionally prepared. Pre-service educators consider that learning to teach is based on time spent in schools (Robert V. Bullough, 1997, p. 20). Similarly, Davison and Dowson (2009, p. 312) agree when they write: “Development as a student teacher may therefore be seen to be the product of, among other things, the complex interactions between the individual, the Higher Education Institution (HEI) program and the school context”. That is to say, student teachers development requires the involvement of different contexts which are: the campus-based context and the school-based experiences. Takimoto Amos & Kukai (2017, p. 50) reaffirm Hollins' and Guzman's belief (2005) when they state that providing student teachers with authentic and immediate experiences will certainly enrich them with the adequate and needed knowledge and skills in order to be able to treat and teach effectively ELLs (English Language Learners).

Chapter one: Learning to Teach in a New Era

School-based experiences, within pre-service teacher preparation, involve classroom observation which has a great positive effect on NQTs – Newly Qualified Teachers – (Bubb, Bailey, Heilbronn, Jones, & Totterdell, 2002, p. 130). It is the primary step to practice EFL teaching in which “the trainee has mainly observational and analytic role” (Wallace, 1991, p. 89). Immediate communication and observation of EFL learners, with different linguistic and cultural competencies, will be as a challenge to student teachers’ beliefs and values about the teaching learning process (Coffey, 2010) by providing them with the ability to understand and develop self-confidence in teaching ELLs, and to stimulate their creativity in using instructional practices within classroom (McGraner & Saenz, 2009). Therefore, as Takimoto Amos & Kukai (2017, p. 50) claim, “ Field experiences will increase teacher candidates’ opportunities to directly engage with ELLs”. Namely, school-based experiences through classroom observation encourage the prospective teacher to be familiar with ELLs. Increasing this familiarity facilitates the teacher roles by interacting and communicating with ELLs within classroom.

There is no criticism about the effectiveness of school-based experiences on student teacher attitudes towards ELLs. “Experiences with ELLs directly correlate to positive attitudes towards them” (Takimoto Amos & Kukai, 2017, p. 50). Nevertheless, Lee and Oxelson (2006) believe that teachers who had not been professionally trained produce deconstructive and inflexible attitudes towards ELLs. Simply stated, pre-service training provides the prospective teachers with personalized experiences with ELLs through classroom observation. Hence, student teachers develop positive attitudes toward EFL learners, that enhances their emotional and academic achievement as a result of improved teacher’s performance.

The effectiveness of school-based experiences has been criticized and debated. There are some experiences which are educative and effective, others are miseducative, they prevent teacher professional development (Dewey, 1938, p. 13). For this reason, constructing educational value of an experience requires identifying and clarifying its sense through reflection (Dewey, 1916, p. 7). This reflection upon experiences is known as ‘critical practice’. This term has been defined and explained by many didacticiens and scholars. According to Davison and Dowson (2009, p. 311), critical practice can be explained through identifying its effect on teacher education and development:

Chapter one: Learning to Teach in a New Era

The term ‘critical practice’ in the subtitle of this chapter indicates the two factors central to successful development as a teacher: the crucial role of school experience and the ability to reflect on that experience.

Davison and Dowson explain what ‘critical practice’ does indicate by identifying the two essential reasons behind the idealistic model of teacher professional development. First, school experience is a key factor to reach professionalism. Besides, the second factor is building professional principles by reflecting on that experience.

Developing critical practice, within pre-service training programmes, affects positively the teacher professional development which mainly enhances the teacher’s performance. Classroom observation is the effective tool to develop critical practice. Davison and Dowson (2009, p. 313) confirm when they write: “... NQTs believed that observation of, and being observed by, experienced teachers to be ‘the most useful activity’ for developing reflective practice during school experience”. Observing or being observed by experienced teachers or mentors or educators improves critical thinking through being critically involved in school experiences within pre-service training programmes. The student teacher has to be active in those experiences, as cited by Davison and Dowson (2009, p. 316):

It is most important that you clarify the terms of your relationship with your colleagues very early on in your school experience and while your mentor will be a knowledgeable experienced English teacher, who is a good source of ideas and who will engage in discussion of key issues related to the teaching of English, you should not act simply as a ‘sponge’ soaking up what is offered. You are expected to be proactive; to take responsibility for your own development; to set agendas; to identify targets.

More simply, during pre-service training development, student teachers have to identify several issues; like the relationships with colleagues, mentor and experienced EFL teachers who are expected to provide them with huge amount of information about the teaching process. This requires their awareness, productive creativity and reflection. Consequently, they will be able to identify the beneficial and educative experiences which help them to professionally develop.

School-based experiences help the prospective teachers to acquire the skills of how to act in any classroom situation rather than acting spontaneously (knowing-in-action). Goodlad

(1990, p. 215) believe that within pre-service teacher training the “socialization process appeared to nurture the ability to acquire teaching skills through experience rather than the ability to think through unpredictable circumstances”. That is to say, pre-service teacher education enables the student teachers to be able to acquire the needed skills that help them to know how to act in a particular situation rather than making spontaneous decisions within unexpected situations. Similarly, Munby and Russell (1994, p. 93) argue that “the authority of experience gets transformed into the authority that says, I know because I have been there, and so you should listen”. School experiences are powerful argument that is translated to the logical proof which is one’s knowledge is a result of his / her presence in the contextual environment, thus it is certainly true.

1.8. The effect of pre-service training

1.8.1. Teacher’s performance

Pre-service teacher training affects certainly the prospective teacher’s performance in educational setting. Initial teacher education includes: personal, social, emotional and professional development as well (Northfield & Gunstone, 1997, p. 49). Freeman (1989, p. 37) agrees when he writes: “Preservice education, therefore, can contribute significantly in terms of improving teacher effectiveness in all the areas of work expected of them”. More specifically, Loughran (1997, pp. 68 - 69) clarifies the effectiveness of pre-service training programme:

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

That is to say, pre-service education is the first crucial station to determine the student teacher’s role through providing understanding of the teaching learning process, the actual teaching environment and the knowledge needed to achieve professionalism. This mainly realizes the idealistic performance of the teachers within the classroom. Furthermore, (Darling-Hammond, 1999, p. 14) concludes the contribution of pre-service teacher training in

Chapter one: Learning to Teach in a New Era

this manner: “Teachers who have had formal preparation have been found to be better able to use teaching strategies”. In other words, pre-service teacher education improves student teacher’s capacities to utilize teaching strategies. Therefore, pre-service training enhances adequate competencies and attitudes in prospective teachers in order to be able to establish their roles and meet the responsibilities of all areas of their work (Freeman, 1989, p. 37).

1.8.2. Students’ academic achievement

Several studies have examined the relationship between pre-service teacher training and students’ academic achievement. It was found that there is a correlation between them. According to Killion (1999), teachers, who have exposed to the adequate professional development and training, have an effective performance in transmitting the lesson content in classroom, thus, they have a positive effect on learners’ achievement. Unquestionably, pre-service teacher education does not improve only the teacher’s performance but also influences positively the students’ learning outcomes (Ali & Hamza, 2018, p. 239). However, it was observed that “deficiency among teachers’ skill leads towards the deficiency among students learning behavior and outcomes” (Ibid). In like manner, Atsenga (2002) reports that teacher training affects the learning process by developing the teaching methods and approaches.

1.9. Conclusion

To conclude this chapter, it is worth noting that pre-service teacher training has a great positive impact on the teaching learning process. Most importantly, EFL teachers should be well trained and equipped by the necessary skills and knowledge to be qualified and enter the teaching world. Pre-service training programmes are the best instrument to bridge the gap between theory provided in university and practice in real classroom contexts. So that it enhances teachers’ performance through decreasing anxiety and stress and providing them with the needed knowledge. Consequently, it improved the learners’ achievement in classroom and in the final examination.

Chapter Two

Research Methodology

2.1. Introduction

This chapter outlines the research methodology employed to examine the questions posed in this study. This section deals with the empirical study that aims at exploring the impact of pre-service teacher training on EFL learners' achievement. It focuses on both EFL trained teachers of secondary schools in Mostaganem and 5th year student teachers of High School of Oran in order to examine the effect of pre-service training programmes on their performance in the classroom. The current chapter includes the methodological approach, the contextual circumstances and the data collection instruments used which are: a questionnaire to 5th year student teachers, interviews to trained teachers and classroom observation.

2.2. Research methodology

The experimental study was carried out in two different contexts. Fifty five (55) students in their 5th year (the last year) from high preparative school (ENS) of Oran were chosen to conduct the study. The aim behind choosing 5th year students of ENS is that they can evaluate and comment about the formation they were engaged in, in terms of the period, the quality and the quantity of knowledge they got. Besides, they supported the research work with more reliability and credibility. Also, five (5) trained teachers, who were qualified from ENS school of Oran, in five (5) secondary schools in Mostaganem were participated in the research construction. They were selected in order to get in-depth assessment of pre-service training programmes; and how the affected their professional personalities as well as their teaching.

The main purpose of the current research project is to explore the degree of pre-service training effectiveness in the Algerian context. In line with this aim, this study is guided by a mixed research approach that judiciously combines both research methods: quantitative and qualitative approach. Integrated approaches seek for possible answers to the research questions raised in the study which are:

- 1) To what extent does pre-service training contribute to the improvement of EFL learners' outcomes?
- 2) What kind of knowledge do EFL student teachers need to acquire to be professional teachers?

Chapter two: Research Methodology

With the intention of achieving systematicness and coherence in the research, a set of hypotheses was suggested:

- 1) Pre-service training contributes to development of EFL learners' achievement.
- 2) Knowledge about language has to be mastered, but the most important issue is to know how to deliver this knowledge to ELLs.

Combining quantitative and qualitative approach "is not only feasible but also quite beneficial in many diverse research settings" (Tashakkori & Teddlie, 1998, p. 167). In other words, in this empirical study, mixed approach had positive impact on the research credibility. The necessity of using each method is based on the reason behind using it which is known as "methodological appropriateness" (Patton, 1986, p. 39). The quantitative approach emphasizes on statistics, numbers and figures in the collection and analysis of data (Bryman, 2001, p. 20), to generalize certain knowledge (Daniel, 2016, p. 94). Thence it has been utilized in order to produce generalizable knowledge about the 5th year student teachers' opinions toward their pre-service initial formation in terms of quality and quantity (period).

While the qualitative approach, it aims to "describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied" (Mohajan, 2018, p. 24). In short, it provides a "deep understanding of the particular" (Domholdt, 1993). In line with this, it was used to confirm the effectiveness of the formation by assessing both of the teacher's and the pupils' attitudes toward each other, and the teacher's performance in the classroom through contextual observation. Moreover, teachers, who were provided with pre-service training, were interviewed in order to get in-depth opinions about the degree of pre-service training contribution in the classroom. The teachers are supposed to produce comments, judgments and even critiques about pre-service programmes they were taught.

2.3. Research instruments

To gather data, three diverse instruments were chosen: questionnaire, interview and observation; for the sake of confirming the degree of the research validity. In here, the questionnaire was utilized to get quantitative data in order to generalize the opinion of student teachers about pre-service training programmes. Whereas interviewing trained teachers and observing their attitudes was aiming to explore the effectiveness of pre-service training and its assistance, especially to novice teachers.

2.3.1. The questionnaire

The questionnaire is a technical means of gathering data that has been widely utilized by researchers and scholars. It is an effective technique of measuring attitudes, behaviours, preferences, opinions, and intentions more cheaply, easily and quickly than other research methods; as Anderson and Arsenaul (1998, p. 179) report:

The questionnaire has become one of the most used and abused means of collecting information. If well constructed, a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap and timely manner.

The questionnaire is a research instrument; it is considered as the most efficient way of obtaining a large amount of information from a large sample of people through series of questions. It is typically a mix of close-ended questions, open-ended questions, yes or no questions and multiple choice questions. It enables the respondents (student teachers) to elaborate their thoughts. The main purpose of the questionnaire in this study is to obtain student teachers' opinions about pre-service training and to explore to what extent it contributes to their psychological and professional identities as teachers.

In this study, the questionnaire was handed to forty five (45) students in their last (fifth) year in high school (ENS) in Oran – who are supposed to be secondary school teachers- on Monday 2nd of December 2019. After taking their teacher's permission, the handouts were distributed at 10 a.m. Then, they were provided with thirty (30) minutes to answer. During this period, the student teachers were asking some clarifications about some questions. They got more explanation of those questions. Thereafter, they gave back the handouts in an organized way.

The questionnaire is composed of fifteen (15) questions and a table; seven (7) questions are two-part questions (see appendix 1). Those questions were classified into three categories. The first part, which consists of three (3) questions, defines the personal background of the student teacher. Whereas the second part was a brief description of pre-service programme they were provided with; it includes five (4) questions. As for the third part, it was about the student teachers' opinions and judgments of pre-service training programmes along the five years. This part contained a table and seven (8) questions.

Question 01/02: gender and age

Chapter two: Research Methodology

The two questions are in the shape of statement, they are multiple choice questions. They were included for the sake of classification.

Question 03: why did you decide to become an EFL teacher?

This question was structured to know whether they are passionate to the profession and the language as well or it is just a way to get a job.

Question 04: how did you find the lectures of High School (ENS)?

This question aimed at exploring the quality of pre-service training courses for the student teachers. In other words, it examined their interest on the lectures' content.

Question 05: Have you got any kind of practical experiences? / If yes, what are those experiences?

The aim behind raising these questions is to know if pre-service training programme includes practical activities, then to identify which kind of practice the student teachers were provided with.

Question 06: Have you had classroom observation in schools? / **Duration:** Months

This question tends to know how much time was provided to the student teachers to observe experienced teachers during pre-service training.

Question 07: How often have you taught in schools?

This question was designed to know how many opportunities were available during pre-service training to teach (practice teaching).

Question 08: How well does pre-service training provide you with time and quality of teaching practice?

The purpose behind this question is to know if pre-service training provides the student teachers with the needed time and quality to practice teaching. More precisely, it aims at knowing if the practical aspect in this formation is enough in terms of period and quality.

Table:

- There is a disconnection between High School courses and the requirement of teaching EFL (the realities of the classroom).

Chapter two: Research Methodology

In here, the above statement aims to know the student teachers' opinions about pre-service training authenticity.

- The provided training helps you know how to behave in certain situations.

This statement tends to recognize the inclusion of educational psychology within pre-service training programme.

- High School provides you with the practical knowledge needed in teaching EFL.

The aim behind this statement is to know if pre-service training programme deals with the pedagogical knowledge needed in teaching process.

- High School enhances your language proficiency.

This statement was proposed to verify if the practice provided during pre-service training have an impact on the improvement of language proficiency of the student teachers.

- Training provides you with knowledge about skills in teaching EFL.

The above statement was designed to know if the student teachers were provided with the pedagogical content knowledge (PCK).

- Training increases your self-confidence and self-esteem.

This statement tends to check pre-service training contribution on the psychological status of the student teachers. It means it aims at demonstrating the positive effect of practice of their self-confidence.

Question 09: Have you ever been engaged personally in a project which aimed at preparing you to respond to your learners' needs? / If yes, give examples.

The above question was included to verify the existence of collaborative activities that seek at meeting the learners' needs.

Question 10: Have you been engaged in collaborative projects?

This question was raised to know if the training provides practical experiences regarding working in group.

Question 11: If yes, how did you feel after working collaboratively? / Why?

Chapter two: Research Methodology

This question aimed at knowing the effect of practice working in group on the student teachers' psychological status.

Question 12: High School enables you to start your career successfully. (Yes / no) / Comment.

This question was designed to explore if pre-service training is sufficient enough to prepare the student teachers psychologically to start teaching.

Question 13: Do you think that English is still taught in the same way as it was previously done? / Explain.

This question tends to know if pre-service training changes the student teachers' beliefs about the teaching profession (from beliefs as learners into beliefs as teachers).

Question 14: Do you feel satisfied with the content of your training courses? / Comment.

The reason behind this question is to know if the content of pre-service training programme was valuable for them.

Question 15: What advice would you give to stakeholders to improve the training of EFL teachers?

This question seeks to know the deficiencies of pre-service training programme that are needed to be treated then improved.

2.3.2. Classroom observation

Classroom observation is a formative and continuous process of gathering data to provide feedback on a particular phenomenon. It is a qualitative research method where the participants' ongoing behaviours are supposed to be observed in a natural context. In his book, A Dictionary of psychology, Cardwell claims:

Observation is a general term used to describe any situation in which an observer records behaviour that is exhibited by a participant. The term "observation" may be used as a technique of gathering information.

(Cardwell, 2013, p. 159)

Chapter two: Research Methodology

Classroom observation is a set of procedures to collect in-depth data during actual lessons by watching, listening, recording and reflecting. It enriches the researcher with an enormous amount of information about the participants' attitudes and behaviours in their authentic atmosphere.

In the current research, the main purpose of observation is to verify the effectiveness of pre-service training through evaluating the trained teachers' performance in the classroom. Further, it aims at identifying the teacher's competences and their pupils' reactions on his / her way of delivering the content. Therefore, the focus of the observation was on both teachers and pupils but much more on teachers in terms of their performance and attitudes in the classroom. The process took place from 20th of February to 11th of March 2020. Eleven (11) sessions were attended; they were divided on three (3) teachers in three (3) different secondary schools. Each EFL trained teacher, who was qualified from High School (ENS), was observed through three (3) to five (5) sessions.

This data collection instrument was structured and organized based on specific variables related to both pupils and the teacher. Those variables were organized through a particular checklist. The checklist consisted of twelve (12) criteria which were: teacher psychological status, teacher's self-confidence, teacher's language proficiency, students' attitudes, teacher's feedback, students' participation, time management, classroom management, interaction, content delivery and teacher's instructions (see appendix 2).

In Mohamed Ben Ahmed Abdelghani Secondary School, we attended three (3) sessions of different levels, different streams and different units on 20th of February 2020. The first session was a Think, Pair, Share session. She entered the classroom then she waited for two (2) minutes to manage the pupils (3rd year pupils of mathematics stream). She started with the warming up then she corrected a homework she had given last time.

After that, she moved to Read and Consider. She gave them a picture and a text out of their textbook about the solar system (the topic of the unit), then they were asked to describe the picture before reading the text through the given prompts by her orally. Later, they were allowed to read the text and check their answers to correct them. Then, she asked them to read the text for the second time to do a true or false activity. Hence, she went through three stages: pre-reading, while reading then post-reading. After each activity, she wrote its correction on the board with a clear handwriting. At the end, they were given homework.

Chapter two: Research Methodology

Regarding the second session, it was the continuum of the previous session of another class of 3rd year pupils. She corrected the homework on the board then she gave them another activity which includes four questions that are supposed to be answered after reading the text again. She had explained to them what they were expected to do. She gave to them ten (10) minutes while she kept moving in the classroom and monitoring to answer the students' questions to explain the provided questions of the activity. After that, she attracted their attention by clapping her hands in order to correct. She explained again each question by paraphrasing it (without translating it to Arabic) then she wrote the answers on the board. They were given two (2) minutes to copy the answers on their copybooks.

Later, they were asked to deduce the grammar lesson, which is comparison, from the activity's answers through her expression: "According to these answers what do you think the lesson is about?". The teacher and her pupils identified the structure of each sentence (adj + er + than). Afterwards, she had explained each form; as a result they deduced the kind of comparison. After that, pupils were asked to give examples; they were involved in each task during the session.

The third session was with 2nd year pupils of mathematical technique stream. As the previous sessions, the teacher entered the classroom and gave about two (2) minutes waiting for the readiness of the pupils to start the lecture. It was a practice session of the previous grammar lesson. It was done separated from the lesson because there was an unexpected situation (a researcher's work with the pupils). She started re-explaining the lesson using the first sentence of the practice as a sample. Then, she gave the opportunity to correct the other sentences of the activity on the board by saying: "who want to correct the next sentence? Any volunteer? Okay, I will start selecting if there is no volunteer".

They were given few minutes to copy the correction on their copybooks. After that, she gave them another activity from their textbook. They were asked to work in pairs. It was a matching activity; they were supposed to match each conditional sentence with its meaning (prediction, threatening, advice,...). She explained each term with examples. She monitored by moving in the classroom, observing and correcting the pupils' answers by giving meta-linguistic feedback. After a few minutes, they corrected on the board each other's mistakes after a direct instruction from her to keep attentive to what it would be written on the board to manage their attention. Thereafter, she looked at the board to verify if there was any mistake then she permitted to them to write the correction on their copy books.

Chapter two: Research Methodology

It was noticed that the teacher was comfortable and self-confident. She had a high oral performance; she uses correct simple English and a good pronunciation. Their pupils had positive attitudes towards her; they were comfortable, passionate, motivated, and attentive. She didn't use any feedback sheet so she didn't ask for her pupils' feedback. There was unorganized participation; as a result she managed the classroom to some extent (80%). We have noticed that she often gave her pupils the practice as homework because of time. She was constructing a kind of interactive atmosphere. As for the teacher's feedback, it was constructive and detailed; the notion of 'mistakes are part of learning' was promoted.

Concerning the teacher's content delivery, there was a smooth transition between the lesson's stages (coherence) with respecting the steps. The most remarkable issue is the teacher's presentation of authentic examples using verbal and non verbal language (rare use of French and Arabic); in addition to the involvement of their pupils' cognitive abilities (thinking) by asking questions and providing prompts. Further, the teacher's instructions were direct, clear and simple; they were well-explained by repeating them twice or more. Besides, the teacher's flexibility was strongly present.

In Houari Boumediene secondary school, we attended three (3) sessions of the same level but different stream and different units on 24th of February 2020. The first session was a grammar lesson (types of conditional) for 2nd year pupils of mathematical technique stream. She entered the classroom then she tried to manage her pupils through clapping her hands. She started asking them about the previous session to refresh their memories. Then the pupils were exposed to three examples (conditional clauses) which were taken from the text of the previous reading session. The sentences were written on the board in a clear way.

After writing those examples, she went at the end and read them to verify if the handwriting is clear for all of them. She divided each sentence into two clauses. Thereafter, she gave the rule by identifying the type of each structure. After that, she gave them scientific examples (taking into consideration their stream). She wrote them on the board then she provided them with prompts to guess the type of each conditional sentence. She erased the board and wrote the previous examples in an organized manner to be copied by her pupils. She gave them few minutes to copy what was written. Afterwards, she asked them to open their textbook and do an activity there (as a practice).

As for the second session, it was a Listening and Speaking session. It was for literature and philosophy stream. Once she entered at 9 a.m, she wrote the date and the unit on the

Chapter two: Research Methodology

board; she noticed that they were excited. After that, she said in a little high tone: “is it enjoyable?”. They stopped talking then they looked at each other. She repeated what she had said in a normal tone. They started asking themselves what she was talking about. She replied: “if you want to know what I am talking about open the book at page 78”. Afterwards, she asked them to look at the picture there then express what they were seeing. 90% of them were participating; they described what they had seen by a phrase or a sentence in a kind of interactive debate. She wrote the key terms in simple sentences related to the context in a clear manner.

She moved from the listening and speaking session into a grammar lecture about active and passive form (reminder). She underlined the verbs which were identified by them. Later, they were demanded to transform those sentences from active into the passive form. She wrote the object of each sentence at the beginning then dots. She confirmed if they had understood her instruction. After that, she corrected the first sentence with explaining and asking them “why this and not that?”. She kept moving and monitoring. After few minutes, she asked them to pay attention to their classmate’s mistakes after selecting someone to correct on the board. At the end, she verified what was written on the board before allowing them to copy the correction on their copybooks during the last ten (10) minutes.

As for the third session, it was a practice session of the grammar lecture that was done last time (in the morning). When she entered, she stood in front of their pupils then she said: “okay I know it’s very tiring to pay attention in the afternoon, but let’s help each other then you will have a break; let’s start”. The first step she did was asking what was done in the previous session. She asked them to express what they had understood then to paraphrase the rule.

After a while, she wrote an exercise on the board. The exercise was about turning a set of sentences from the active to the passive form. First, she explained the instruction twice then she transformed the first sentence. Before asking them to copy the correction, she verified if there was any mistake. She gave them fifteen minutes to do the activity and relax. They transformed all the sentences. Thereafter, they were engaged in the correction with the teacher’s management, support and motivation. At the end (the last ten minutes), the teacher asked them for their feedback about the lesson by giving them a worksheet.

Despite it was her first year of teaching, it was apparent that the teacher has a high self-esteem and self-confidence; she was relaxed and organized. She used modern approach of

Chapter two: Research Methodology

teaching by providing her pupils with the opportunity to deduce the lesson from an activity. She followed a structured presentation of lessons which is the P.P.P method (presentation, practice then production). She used a simple correct English and rarely French or Arabic when necessary; she adapted her English to their pupils' level. The pupils were interactive, respectful, involved, attentive and passionate to learn the language; they are not afraid of making mistakes or expressing their feedbacks. However, there were some pupils who were silent because of their introversion. The pupils as well as the time were well-managed.

Concerning the teacher's feedback, it was motivating as a result of integrating peer feedback to create a safe learning atmosphere within interactive environment. Moreover, it was remarkable that the teacher's ability to transmit the lesson to his pupils was highly developed; he provided prompts, examples and immediate questions to deliver the main message of the lecture. He sometimes asked them to translate the key terms in Arabic in order to check their understanding. Then, it was clear that he was making efforts to develop emotional skills, self-confidence and risk-taking. In addition, he promoted the notion of "learning comes out of mistakes".

In Elarbi Abdelkader Secondary School, five (5) sessions were attended on 11th of March 2020. The two first sessions were for 1st year pupils of scientific stream. They were remedial work session. The teacher entered the classroom, she started citing their mistakes and encouraging them to enhance their achievement for the next exam. After that, she distributed handouts that included three activities which were similar to the activities that did not have been mastered by her pupils in the exam. Those activities were about reported speech, the pronunciation of the final id and writing a report.

She asked them to work in pairs. She kept monitoring and correcting by giving positive constructive feedback. Then, she asked a pupil to read the first activity's instruction and the first sentence. The pupil answered and wrote the correction on the board responding to her demand. Afterwards, she re-explained the lesson of reported speech using the first sentence. After correcting the other sentences, she chose another pupil to read the second activity's instruction. Thereafter, she re-explained the rule of the pronunciation of the final "id". She corrected the second activity with her pupils. She moved to the third activity; she corrected some reports written by some pupils. She re-explained the activity instruction and its key words. She selected two reports which were excellent then she wrote a report sample by taking from those reports.

Chapter two: Research Methodology

Regarding the two second sessions, they were for 2nd year pupils of scientific and mathematic streams. The two sessions were nearly similar in terms of the lesson's type, the programme and the pupils' attitudes. They were reading and writing sessions. After entering immediately, the teacher started asking questions about the topic of the text they would read to check their prior knowledge about it. Then, she provided them with some prompts to find out the key terms. Her pupils were not really interactive; 60% were participating and the others were silent (introverts). She distributed handouts which contained two letters and multiple choice questions in form of statements. She gave them the opportunity to choose how they worked. Some of them were divided into three groups; each group consisted of four pupils. There were two pupils preferred to work individually and the others worked in pairs. She moved to monitor and explain what was not clear for them.

From time to time, she verified if they had finished by asking directly. After ten minutes, when she noticed that they started making noise, she asked a pupil to read the first letter. Then, she explained the letter's structure to identify the sender and the receiver. Afterwards, she allowed some pupils to correct on the board. After a while, she gave them an activity of production; they were asked to write problems they were suffering from as teenagers, no matter if they would write their names to make them feel comfortable and reduce their shyness. Then, she asked them to exchange their papers with each other. Each one read the problems of his classmate and gave him an advice to solve it.

Whereas the third session was a grammar lesson about if conditional. This session was for foreign languages stream of second year. After her entrance, she tried to manage their pupils by saying some expressions: "your attention please! Okay shall we start? Hello!...". First of all, she began the lecture with a brief revision about what they had seen last time by asking them to give a summary with examples about type 0 and type 1. She corrected the three activities which had been given previously as homework (handouts). They copied the correction on their handouts.

She asked them to write the date after they had finished before she wrote a title on the board "other functions of if conditional 'type 1'". She explained the notion of the lesson then she asked them to write what she would write. Thereafter, they were demanded to deduce what was common in the six provided examples. After explaining each sentence using verbal and non-verbal language, they respond by words: "offer, request, advice...". She gave them the page number of an activity to be done as homework. Then, she informed them what they

Chapter two: Research Methodology

would see in the coming session. In the last four (4) minutes, she re-explained the lesson to a group of pupils who did not understand.

Although her only two years of teaching, it was remarkable that she was professional because of high self-confidence that increases her language proficiency and performance to deliver the programmed input. During the classroom observation, it was noticed:

- When explaining, she uses very simple English without mistakes.
- She was creative and smart in selecting the activities.
- She dealt with some disruptive behaviours without destroying the calm learning atmosphere of the others.
- She was self-regulated for 100%.
- 70% of pupils were participating by raising their hands to take permission to answer.
- The pupils were respectful and motivated.
- There was an interactive learning atmosphere.
- The teacher's feedback was direct, constructive, encouraging and meta-linguistic feedback.
- She uses strategic questions and prompts to transmit the message.
- She stimulated her pupils' thinking by encouraging them to produce examples, and then she used them to explain the lesson.
- There was coherence while presenting the lecture.
- She was presenting the instructions more than twice.
- She provided further explanation to those who did not understand individually.
- She was organized and structured; time was well-managed.
- She motivated them to deduce the lesson content from the provided examples.
- She rarely utilized the Arabic language when presenting the instructions.
- She valued their cognition, feedback and opinion.

2.3.3. The interview

The interview has been defined as “a conversation for gathering data” (Easwaramoorthy & Fataneh, 2006, p. 01). It coordinates two persons who are the interviewer (the investigator) and the interviewee (the participant). The interviewer is the manager of the meeting; he restricts the informant by asking specific questions that suit his research objectives. The interview is a qualitative research technique that is necessarily used “when we cannot observe behavior, feelings, or how people interpret the world around them” (Merriam,

Chapter two: Research Methodology

2009, p. 88). In other words, its use becomes requisite when the investigator has to deal with abstract issues which cannot be observed. Likewise, Kvale (1983, p. 174) agrees when he said: “an interview, whose purpose, is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena”. Hence, it is conducted to gather specific in-depth information about unobservable issues related to a particular phenomenon.

According to Babbie (2012), the interview can be categorized into three (3) types: structured, semi-structured and unstructured interview. In the structured interview, the questions are specific pre-determined and organized in purposeful order without any modification in order to reach specific data. Whereas the semi-structured interview, whose questions, are pre-determined that can be modified or deleted. Besides, the interviewer may add other questions when necessary to get more clarification. However, the unstructured interview is informal spontaneous conversation in which the interviewer asks a starting question without restricting the interviewee with pre-drafted questions.

In order to confirm the classroom observation’s findings, five (5) EFL trained teachers were interviewed to obtain deeper information about the degree of effectiveness of pre-service training on their teaching. Three of them, who were observed previously, were interviewed face-to-face; while the two last interviews took place via the phone. The aim behind conducting this interview was to explore to what extent pre-service training contributed to develop the teachers’ psychological and professional aspect that enables them to enhance their learners’ academic and emotional achievement. It aimed at knowing how pre-service training helped them to treat the difficulties they faced. The interview was structured and pre-drafted; it was composed of eight (8) questions including both open-ended questions and close ended questions. Also, it includes two-part questions (see appendix 3).

Question 01: Why did you want to become an EFL teacher?

This question was repeated twice to verify their passion towards the act of teaching. The main purpose behind this question was to test the effect of the pre-service training on their interest about the teaching profession.

Question 02: How long have you been teaching?

It was an attempt to confirm that they are novice teacher; they did not have enough experience to reach professionalism.

Chapter two: Research Methodology

Question 03: How did you find the training programme you were provided with? Is it similar to the context you are in now?

It aimed at knowing their opinions about the pre-service training lectures and programs as well. Moreover, it examines pre-service training programmes authenticity.

Question 04: After experiencing the EFL teaching process, are you satisfied with the pre-service training you had?

The above question was raised to know if pre-service training was enough in terms of quality of theory and period of practice.

Question 05: Did you face difficulties at the first year of your teaching?

It investigated whether or not the teacher faced problems related to psychology, pedagogy or management as completely untrained novice teachers.

Question 06: What kind of difficulties you had?

This question sought to identify the pedagogical and psychological problems faced during the first year of teaching.

Question 07: Did the provided training help you to know how to behave / to treat those difficulties?

In here, it was intended to know to what extent the provided training and practice contributed to enhance their cognitive processes to behave in particular situations.

Question 08: Does the pre-service training affect your teaching process? How?

This question was designed to explore any further comments or recommendations about the effect of pre-service training on their current performance.

2.4. Conclusion

In this chapter, the research methodology followed in conducting this research was delineated. Besides, this section described the research design, the study context and the participants involved to accomplish the data collection process. To get credible, objective and multifaceted data, the researcher described, analyzed and explained the data collection instruments which were: questionnaire for 5th year student teachers, classroom observation

Chapter two: Research Methodology

and interview for trained teachers. As for the findings, they will be more analyzed and discussed within the coming chapter.

Chapter Three

**Data Findings and
Recommendations**

3.1. Introduction

In the present chapter, the collected data through the utilized instruments (questionnaire, observation and interview) will be interpreted, analyzed and discussed in order to answer the research questions. Besides, it emphasizes on testing the previously suggested hypotheses for the sake of providing efficacious suggestions and authentic recommendations. Therefore, those recommendations may enhance the Algerian educational system by improving the teachers' performance through imposing developed pre-service training programmes in all universities.

3.2. Data analysis

The next step after gathering data is analyzing it to find answers to the investigation's questions. Data analysis has been described as "making sense out of text and image data" (Creswell, 2003, p. 190). Similarly, Soldat (2009, p. 29) agrees when he says: "Data analysis is a process that includes an ongoing and continual reflection about the nature of the data being collected". In other words, it is a crucial process of extracting the meaning of the obtained data and writing analytical texts about it. It also involves new emerged themes which are provided with the participants.

3.2.1. The questionnaire

All the student teachers had understood the majority of questions and they answered them after the investigator's clarification of some of them. To reach credible answers to the research questions, each question was analyzed objectively.

Question 01 and 02: student teachers' gender and age

		Number	Percentage (%)
Gender	Male	5	11,11 %
	Female	40	88,88 %
Age	21 - 25	45	100 %

Table N° 1: The student teachers' gender and age

Forty-five (45) student teachers answered the questionnaire. All of them aged from 21 to 25 years old. The majority of them were females: they represented eight ninths (8/9) of total

Chapter three: Data Findings and Recommendations

number of respondents. Whereas there were only five males with represented one ninths (1/9) of the grand total.

Question 03: why did you decide to become an EFL teacher?

Student teachers' answers	Number
Passion for the language (English)	15
Passion for teaching	10
To be a productive and influencer member in society	5
The most appropriate job for women	10
To get a salary	2
Teacher's advice	3

Table N° 2: The student teachers' reasons behind choosing the profession (teaching EFL)

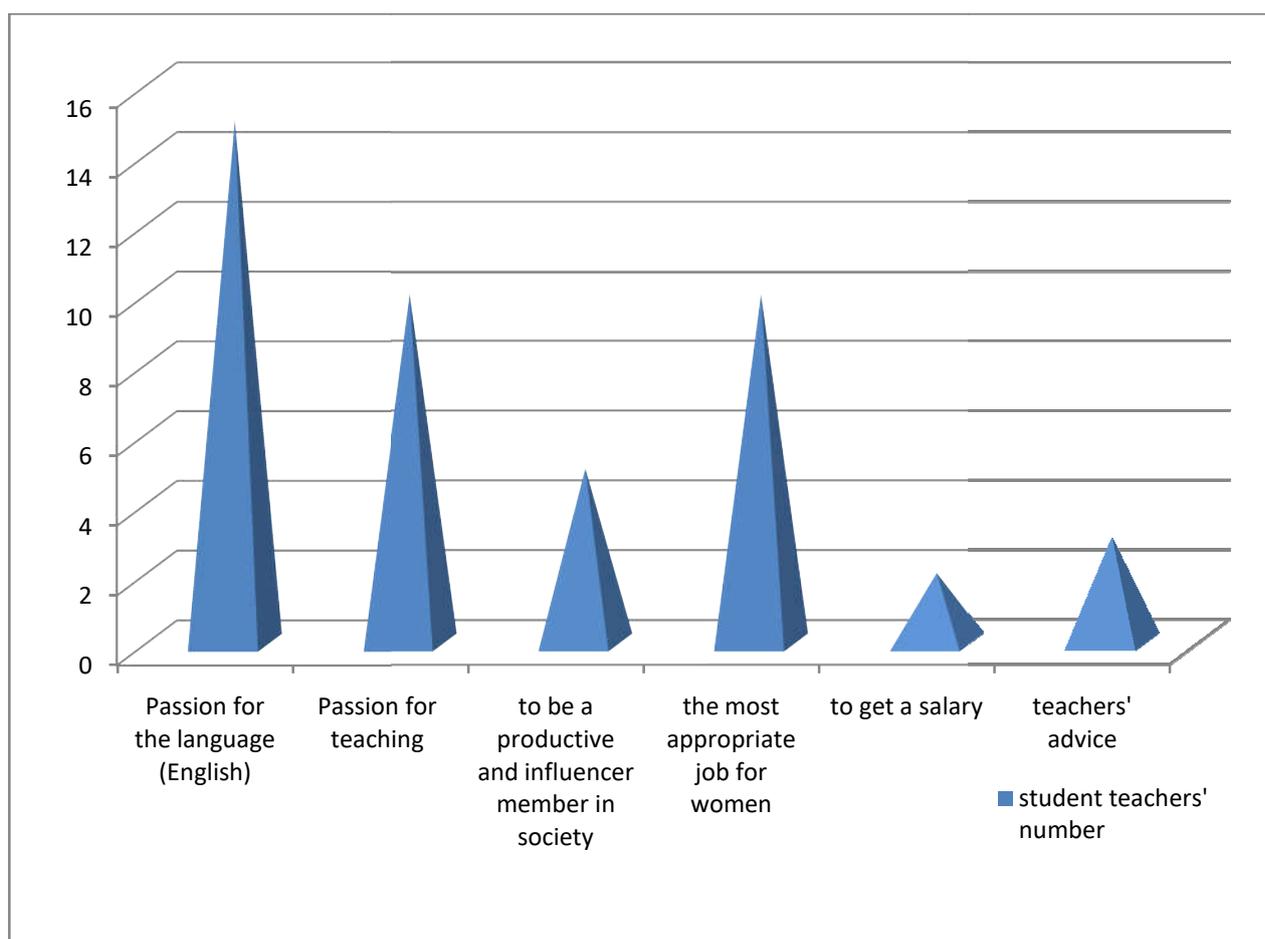


Figure 4: The student teachers' reasons behind choosing the profession (teaching EFL)

Chapter three: Data Findings and Recommendations

The student teachers who were given the questionnaire had different reasons behind choosing to become EFL teachers. The most common reason is their interest in the language; so that fifteen (15) of them likes the English language. Whereas, ten (10) respondents chose the profession because of their passion in teaching. Out of forty (40) females, ten (10) student teachers believe that teaching is the most appropriate job for women. While, five (5) participants seek to be productive and influencer members in society. In addition, the teachers' advice influenced the decision of three (3) student teachers. Finally, two males decided to become an EFL teacher just to get a salary.

Question 04: how did you find the lectures of High School (ENS)?

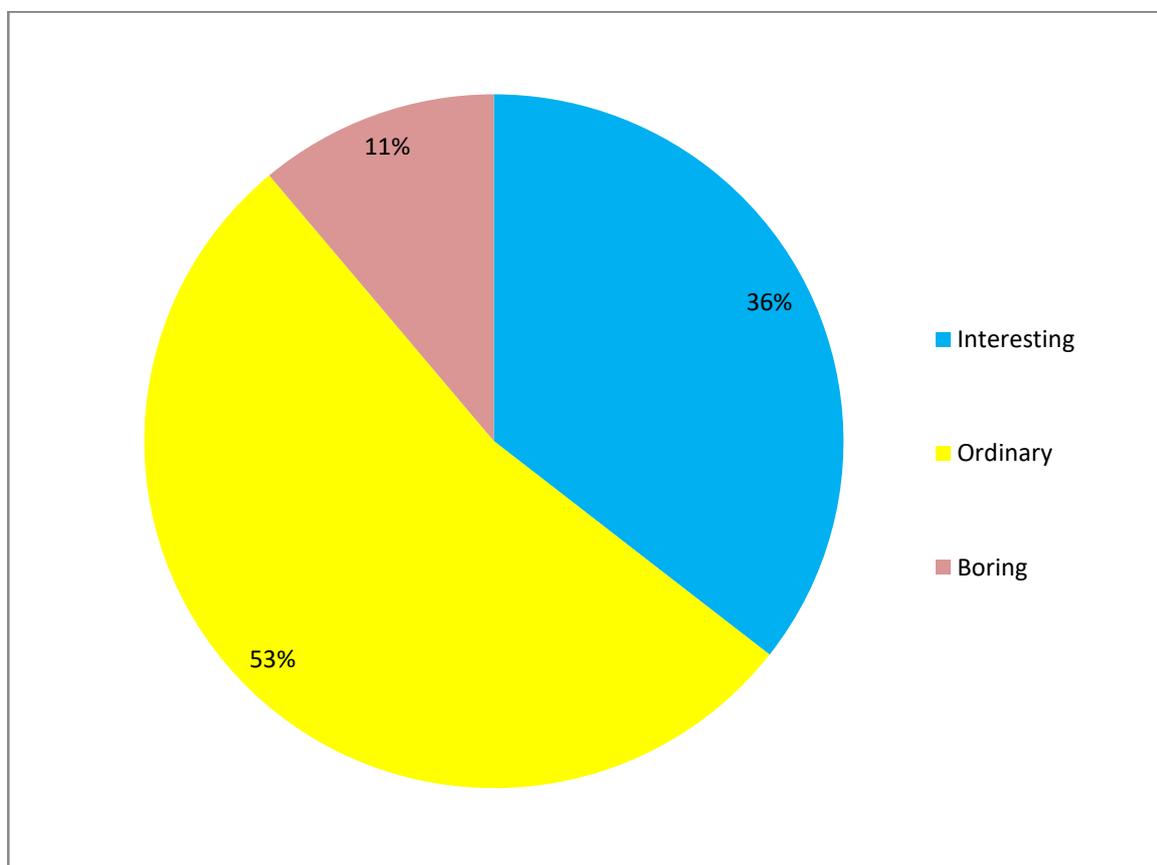


Figure 5: The student's teacher's opinion about the High School's (ENS) lectures

It is clearly apparent that 36 % of the total number of student teachers found that the lectures provided in High School (ENS) are interesting. Conversely, few of them (11 %) considered them boring. as for 53 % of them, they labeled those lectures ordinary.

Question 05: have you got any kind of practical experiences?

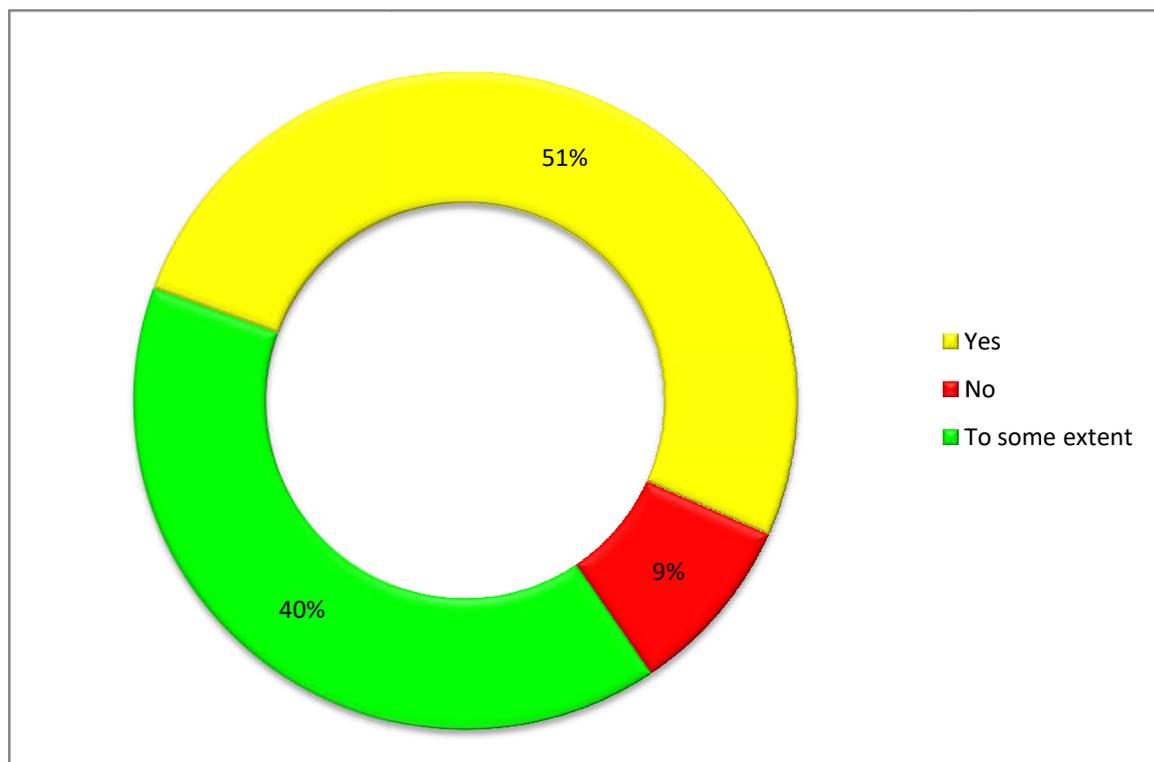


Figure 6: Their practical experiences

Practice is the foremost important and significant phase in the pre-service training. In High School (ENS) where the student teachers are confused and anxious with the new situation they would be in, teaching can become an easier task with the direct exposure to the real contexts. This question is a two-part one. The first part verified if they were provided with practical experiences during their training. The results were shown in the above ring (figure 6). 51 % of the informants have got practical experiences. While, 40 % of them had experienced practice to some extent. As for the remaining 9 %, it was devoted for those who did not have any practical experience.

Kind of practical experiences	Student teachers' number	Percentage
compulsory training	34	82,92 %
private training	2	4,88 %
working as private tutor in private schools	3	7,32 %
presentations within the lectures	2	4,88 %

Table N° 3: The kinds of practical experiences

Chapter three: Data Findings and Recommendations

The second part tackled what are the different practical experiences they had. They were categorized into four (4) kinds of experiences. Out of forty-five (45), forty- one (41) participants answered this question depending on the results of the first part. As shown in table 3, the majority of sample (82, 92 %) taught some lessons in secondary schools as a compulsory training. 4, 88 % of the student teachers were provided with a private training. For 7, 32 % of them worked officially as a private tutor in private schools. The last group, which represents 4, 88 % of the total number of respondents, presented some researches within pre-service lectures in High School (ENS).

Question 06: have you had classroom observation in schools?

Classroom observation is the second crucial phase in pre-service training programme. This question is close-ended. All the student teachers (100 %), who had answered this questionnaire, had the opportunity to observe experienced teachers in diverse secondary schools.

Duration	A month	2 months	3 months	4 months	5 months	6 months
Number	4	16	12	4	2	7
Percentage	8,89 %	35,56 %	26,67 %	8,89 %	4,44 %	15,56 %

Table N° 4: Classroom observation's period

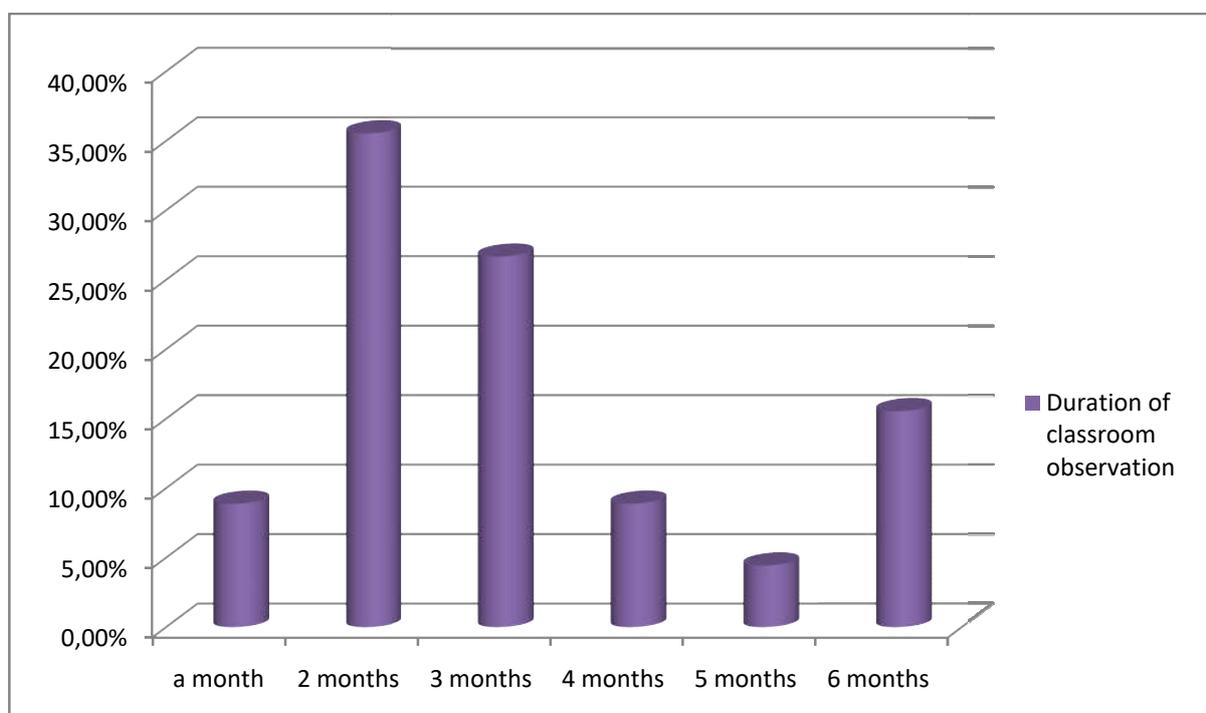


Figure 7: Classroom observation's period

Chapter three: Data Findings and Recommendations

The above figure represents how much time student teachers took to observe. It is definitely clear that most of student teachers (35, 56 %) had the opportunity to observe for two (2) months. while 26, 67 % of them declared that the process of observation lasted three (3) months. whereas four (4) informants which represents 8, 89 % claimed that they were provided with just a month to observe. another group of informants (8, 89 %) had been observing for four (4) months. as for 4,44 % of respondents, they attended lectures for five (5) months for the sake of observing. the remaining 15,56 % is devoted for student teachers who observe for six (6) months.

Question 07: how often have you taught in schools?

Teaching practice	Once	Twice	3 times	4 times	6 times
Number	13	11	8	4	9
Percentage	28,89 %	24,44 %	17,78 %	8,89 %	20 %

Table N° 5: Teaching practice

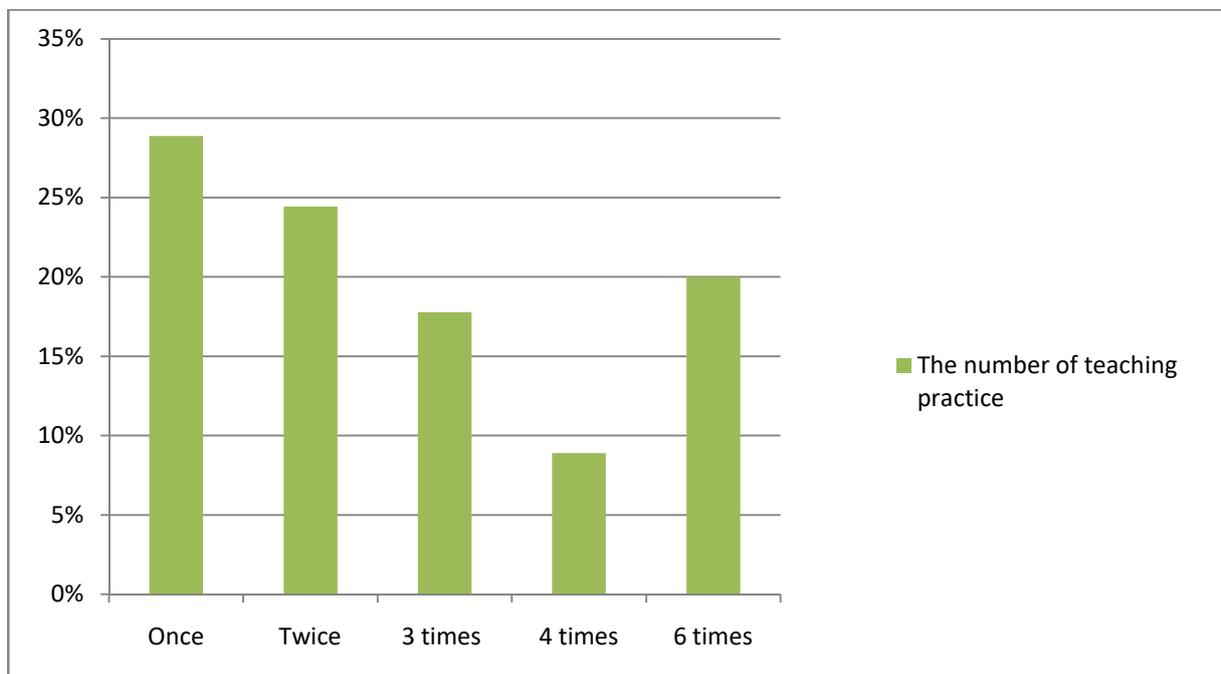


Figure 8: Teaching practice

Referring to the statistics above, it is clearly remarkable that all student teachers had practiced teaching during their pre-service training. However, their practice differs according to the trainer and the classroom circumstances. As it is noticed in the above figure, 28, 89 %

Chapter three: Data Findings and Recommendations

of the total number of respondents performed teaching once throughout the last year of practice. Whereas 24, 44 % of them were allowed to teach twice. While 17, 78 % of them had the opportunity to teach three lessons (3 times). Finally, 20 % of participants declared that they teach practically 6 times during their training period.

Question 08: how well does pre-service training provide you with time and quality of teaching practice?

Teaching practice is the main angle in pre-service training programme. It is considered as a necessary condition that must be experienced to get well-prepared to the profession. The question raised, in here, sought to explore the student teachers' opinions about the quality and period of teaching practice. Student teachers were definitely satisfied with the quality of teaching practice; they declared that the practical aspect was beneficial to great extent for several reasons which are:

- It enables them to know how to cover the learners' needs through discovering practical strategies.
- It helps them to master time and classroom management, lesson planning and delivering lessons.
- It enables them to be accustomed to teaching performance.
- It develops their creativity and flexibility to meet the needs, interests and abilities of learners with different learning styles and personalities.
- It enriches them with the practical knowledge they need.
- It provides time to observe different learners' behaviours.
- It enables them to apply what was studied during the previous five (5) years.

Regarding their opinions about time, they were not satisfied with the provided period which was devoted for practice. They believe that time was very limited. Nevertheless, there were two respondents who had different answers which are quoted as following:

“The quality and the time of teaching practice are relative because they differ according to the trainer”.

“The quality of teaching practice depends on the previously observed teacher”.

Chapter three: Data Findings and Recommendations

The table:

Statement's number	Opinions		
	Strongly agree	Agree	Disagree
(1)	7	13	25
	15,55 %	28,89 %	55,55 %
(2)	20	22	3
	44,44 %	48,89 %	6,67 %
(3)	12	24	9
	26,67 %	53,33 %	20 %
(4)	10	22	13
	22,22 %	48,89 %	28,89 %
(5)	13	28	4
	28,89 %	62,22 %	8,89 %
(6)	22	20	3
	48,89 %	44,44 %	6,67 %

Table N° 6: Pre-service training's characteristics

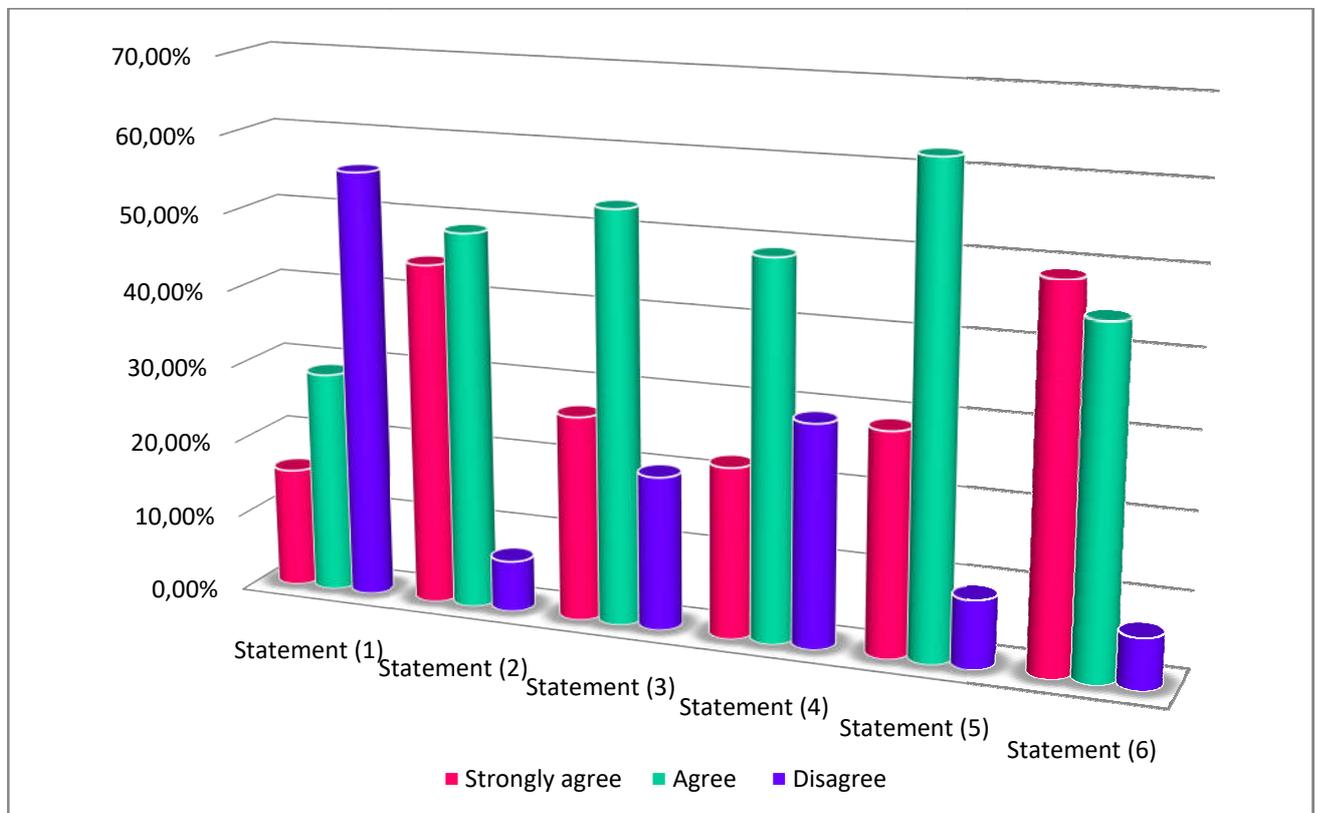


Figure 9: Pre-service training's characteristics

Chapter three: Data Findings and Recommendations

By accounting the different responses, there were six (6) statements to be evaluated by identifying their degree of agreement or disagreement on each one. The table (table N° 6) clarified the number of student teachers and percentage regarding each statement. The findings were clearly represented in figure 9.

Statement (1): There is a disconnection between High School courses and the requirement of teaching EFL (the realities of the classroom).

In here, the majority of informants (55, 55 %) confirmed the courses' authenticity by ignoring the existence of disconnection between the courses provided in High School (ENS) and the real classroom. however, 28, 89 % of them agreed on the existence of a gap between the theoretical knowledge and the real context. finally, 15, 55 % of them affirmed (strongly agree) the maladjustment of what was studied (the courses' content) and what would be found (real classroom).

Statement (2): The provided training helps you know how to behave in certain situations.

It is noticeable that 48,89 % of student teachers agreed on the effective positive influence of pre-service training on their decision making and behaviours in certain contextual situation. Certainly, 44, 44 % of them strongly supported their agreement. Conversely, 6, 67 % of respondents ignored the positive impact of pre-service training on their pedagogical decisions about their behaviours.

Statement (3): High School provides you with the practical knowledge needed in teaching EFL.

The analysis shows that 53, 33 % of the total number of respondents agreed on pre-serviced training programmes inclusion of the necessary practical knowledge of EFL teaching. As for 26, 67 % of them, they strongly agreed on the same notion. However, 20 % of participants totally disagreed on the effective role of pre-service training on their equipment with the needed knowledge in EFL teaching.

Statement (4): High School enhances your language proficiency.

Language proficiency is considered as one of the most important kind of knowledge that must be mastered by EFL teachers. It was found that a respectable percent of informants agreed on pre-service developmental function of their language proficiency. Whereas 22,22 % of them confirmed (strongly agreed) the role of the provided training on improving the

Chapter three: Data Findings and Recommendations

knowledge of language. On the contrary, the remaining 28, 89 % of student teachers confessed their disagreement about the enhancement of their language proficiency due to the provided training.

Statement (5): Training provides you with knowledge about skills in teaching EFL.

It is clearly apparent that the majority of sample, which represents 62, 22 % of the total number of respondents, believed that pre-service training programme enriches them with pedagogical content knowledge (knowledge about skills). Whilst 28, 89 % of them approved strongly on the effectiveness of that training in acquiring specific knowledge related to EFL teaching. In contrast, the remaining 8, 89 % of participants thought that it does not provide this kind of knowledge.

Statement (6): Training increases your self-confidence and self-esteem.

The high self-confidence is the most crucial characteristic of the professional competent teacher. So, 48, 89 % strongly agreed on the positive effect of pre-service training on their self-confidence and self-esteem as well. While 44, 44 % agreed on its effectiveness on their psychological status. Conversely, a tiny percentage of informants (6, 67 %) thought that the provided training does not affect the psychological aspect of student teachers.

Question 09: have you ever been engaged personally in a project which aimed at preparing you to respond to your learners' needs?

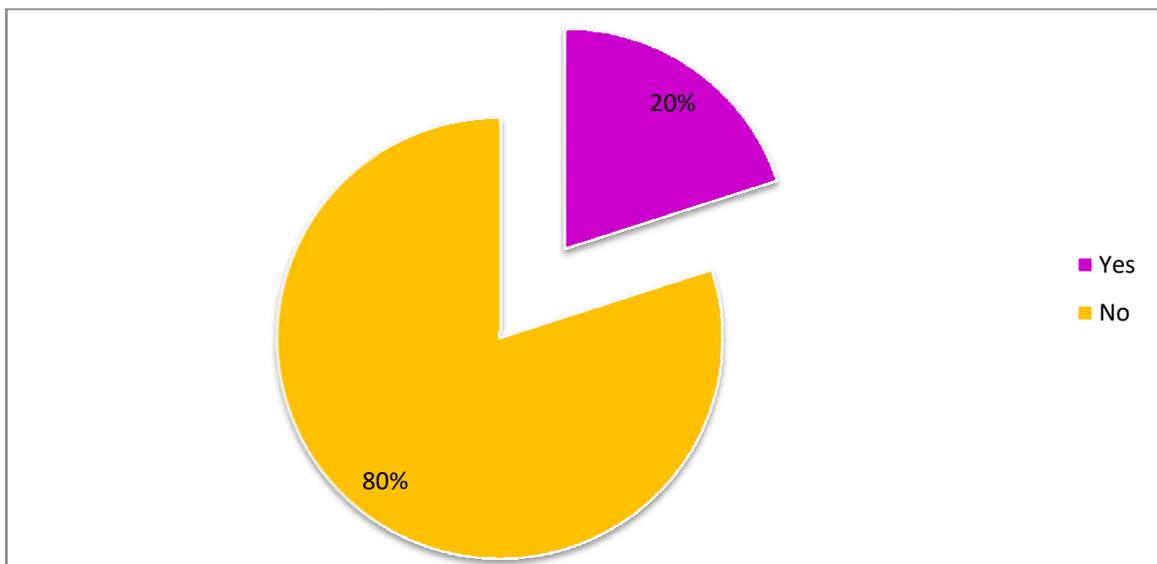


Figure 10: Student teachers' engagement in project

Chapter three: Data Findings and Recommendations

According to the statistical results above (figure 10), it is worth noting that the majority of student teachers have not been engaged in any project during their training. So that thirty-six participants (80 %) did not have the opportunity to be involved in such purposeful projects. While only 20 % of them have participated in diverse projects that aimed at preparing them to respond to their learners' needs. They supported their answers by giving some common examples which is stated as follows:

- They have presented an explanation of scientific experiments about the learners' questions.
- Participating in many workshops.
- Designing games.
- Designing presentations about syllabus design and material development.

Question 10: have you been engaged in collaborative projects?

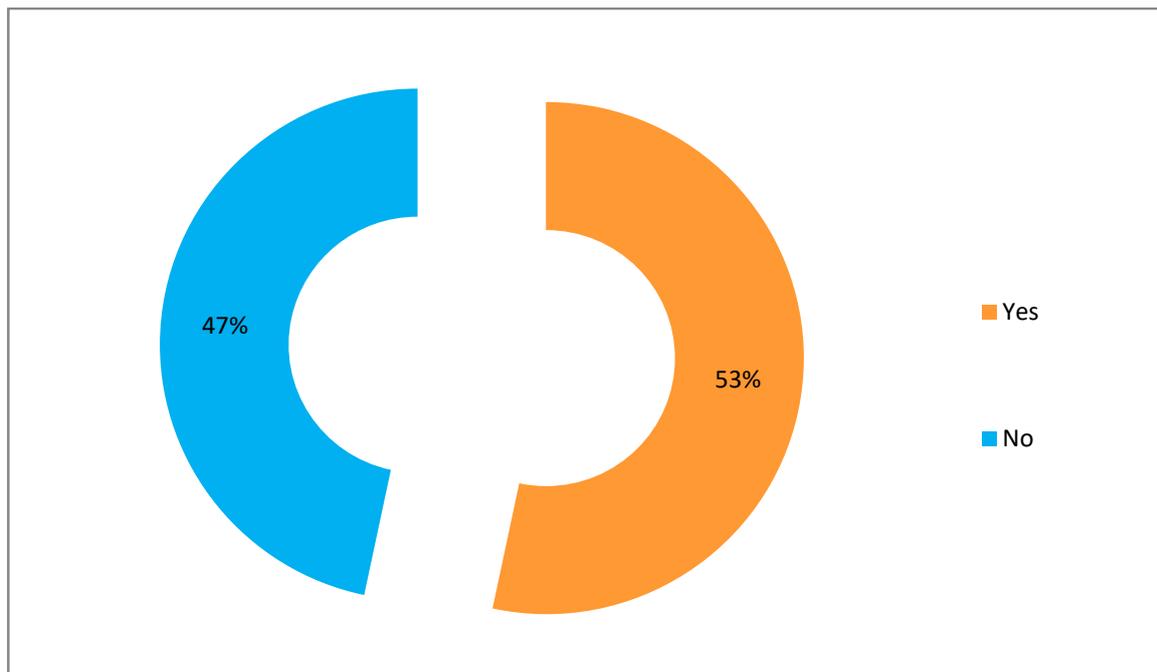


Figure 11: Student teachers' engagement in collaborative projects

Teaching is actually a personalized difficult task but working collaboratively is an important skill that enhances the teacher's creativity and flexibility. As it is noticed in the above figure, 53 % of student teachers have been engaged in collaborative work throughout their training. Whereas, 47 % of them did not have that opportunity to participate in team works.

Chapter three: Data Findings and Recommendations

Question 11: if yes, how did you feel after working collaboratively?

Feeling	Confident	Frustrated	Anxious	Satisfied
Number	10	0	3	11
Percentage	41,67 %	0 %	12,5 %	45,83 %

Table N° 7: Student teachers' feelings after working collaboratively

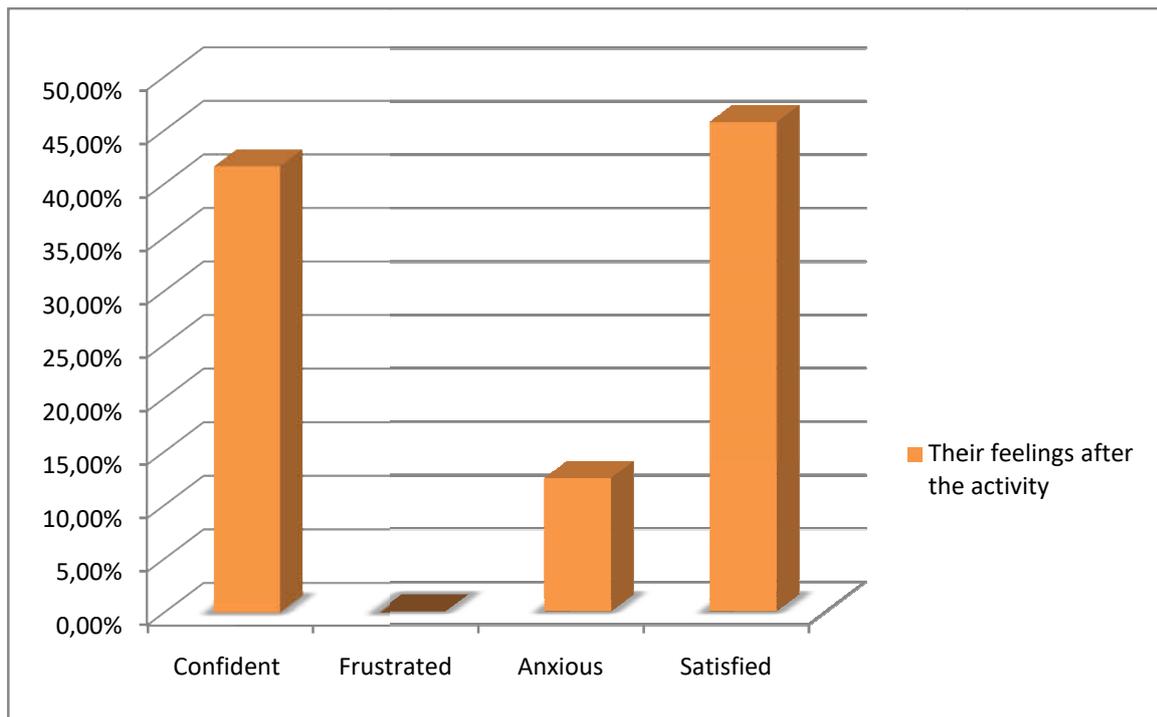


Figure 12: Student teachers' feelings after working collaboratively

Depending on the answers' analysis of the previous question, twenty four (24) out of forty five (45) participants answered this question. The findings above (figure 12) shows that 41, 67 % of student teachers felt confident after working collaboratively. They justified their answer as follows:

- The collaborative work increases the feeling of getting secured.
- I learnt to share my ideas without any fear or doubt in my capacities.
- It increases my self-esteem and tolerance to accept others' opinions.
- It enables me to improve my communication skills through interacting with the group members who help me to explain the work's results to the huge number of audiences.
- It helps me to get over my negative feelings of comparison.

Chapter three: Data Findings and Recommendations

While 12, 5 % of them who answered ‘anxious’ gave the following justifications:

- I did the whole work alone without any help.
- I did not like others’ ways of working.
- There is reliance on each other so it was stressful.
- I have fear of speaking orally in front of the group members.
- I have fear from negative evaluation about my oral performance.

As for the remaining 45, 83 %, they were satisfied after working in team. They justified their satisfaction as follows:

- The collaborative work provides more understanding of the activity by sharing different answers, explanations and suggestions.
- It saves time and efforts.
- It provides different research methods.
- It enables us to produce good results.
- It is enjoyable.
- I get rid of my psychological problem (Glossophobia).
- It enables us to divide the work according to the interest of each member.

Question 12: High School enables you to start your career successfully.

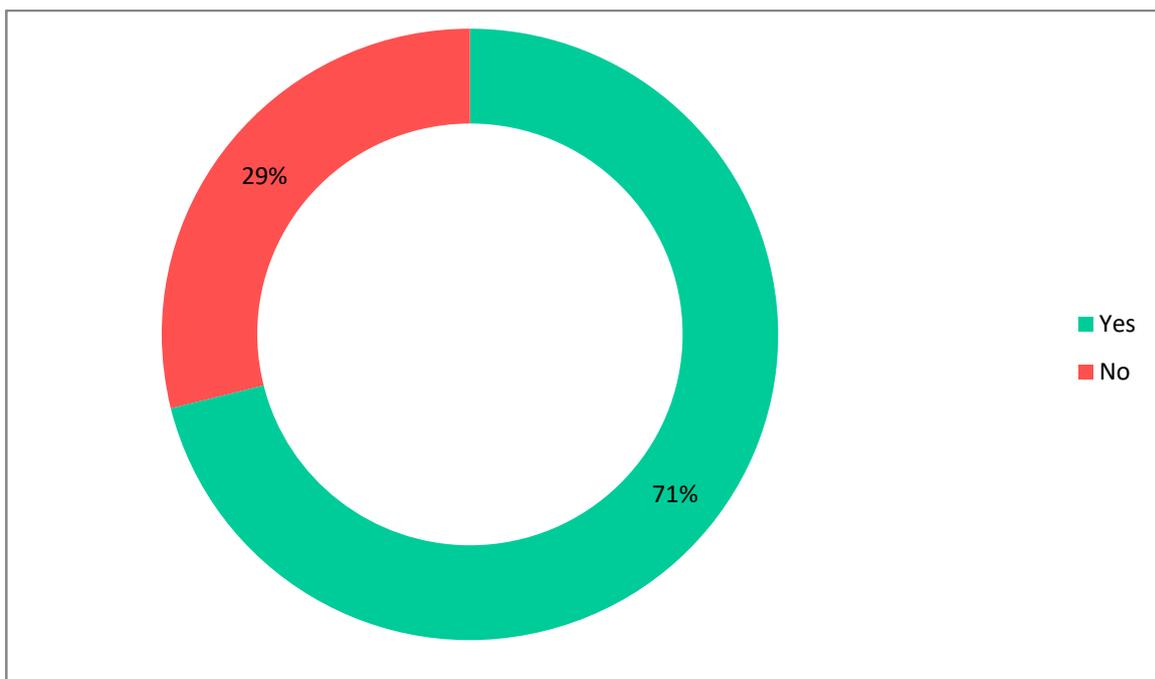


Figure 13: The effect of ENS on the student teachers’ readiness

Chapter three: Data Findings and Recommendations

Pre-service training programme is considered as a preparatory phase that gives the prospective teachers an image about the teaching process. So is it sufficient enough to enable them to start teaching professionally?. This was the aim behind the provided statement. The majority of sample (71 %) felt that they are ready to start teaching successfully. They supported their choice by some comments which are stated below:

- High School's programme enriches us with the pedagogical and psychological background
- It provides us with different kinds of knowledge (knowledge of the language, knowledge of skills and knowledge of learners).
- It enables us to experience teaching before starting officially.
- I get psychological preparation by increasing my self-confidence and reducing anxiety.
- It increases my English proficiency.
- I get prepared professionally in terms of planning lessons, dealing with lessons and meeting their diverse learning styles.
- I gain competence to be productive and motivated.
- I get provided with modules (for example materials design) that increases my creativity.
- I am competent enough to overcome the obstacles of teaching EFL.
- I think it is sufficient due to the quality of educators, lectures and the provided opportunity to observe and practice real teaching.
- It helps me to overcome my fears of facing pupils.
- It provides me with the needed practical strategies to behave on stage (what to do, how and why) in order to cover the different learners' needs (academic and emotional).

Whereas 29 % of them thought that they are not able to enter the profession yet. They expressed their reasons behind their belief as follows:

- The programme of ENS restricted my progress pathetically by preventing me from English practice.
- It provides just a good start but it does not guarantee success.
- My trainer was a slave to the textbook; she follows the traditional techniques.
- I did not receive enough practice during the training.

Chapter three: Data Findings and Recommendations

- It gives experience but it is not enough truly comparing to what is needed as an EFL teacher.
- The theoretical aspect is more than the practical one.
- It did not prepare me for the real context of the Algerian classroom.
- Being well prepared needs further personal development.
- It makes me less motivated because of the low quality of the provided knowledge that destroyed my skills.

Question 13: do you think that English is still taught in the same way as it was previously done?

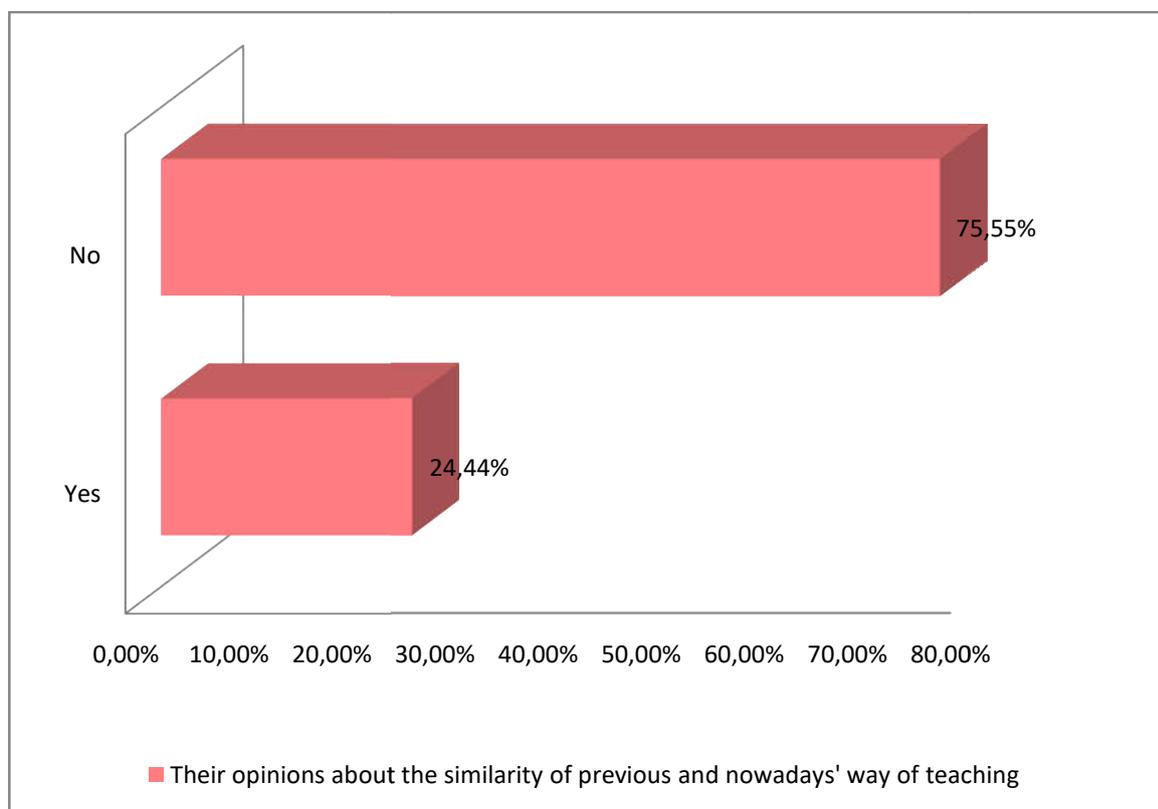


Figure 14: Their opinions about the similarity of previous and nowadays' way of teaching

The student teachers contested about the similarity between how they had been taught and nowadays' way of teaching learnt from pre-service training. Consequently, 24, 44 % answered 'yes'. They saw that they can teach according to the way they had been taught because of the similarity between the past and nowadays teaching. They explained their opinion by declaring that:

- The main focus is still on the writing skills by ignoring the importance of speaking skills.

Chapter three: Data Findings and Recommendations

- Teaching methodology is not updated, creativity is no encouraged.
- There is a lack of use of developed methods and technological devices (only the use of schooling textbooks).

Conversely, the remaining 75, 55% is devoted for those who thought that English is now taught in different way. They claim that:

- We were trained now to have our personal identities in our ways of teaching (our personal touches).
- As prospective teachers, we are more opened to others' experiences.
- Teachers are more professional due to High School's programmes (pre-service training).
- We were trained in order to meet our learners' learning styles, needs, interests and abilities.
- Creativity is promoted.
- Culture is taken into consideration.
- ICT materials are considerably used.

Question 14: do you feel satisfied with the content of your training courses?

	Number	Percentage
Yes	27	60 %
No	18	40 %

Table N° 8: Their opinions about the courses' content

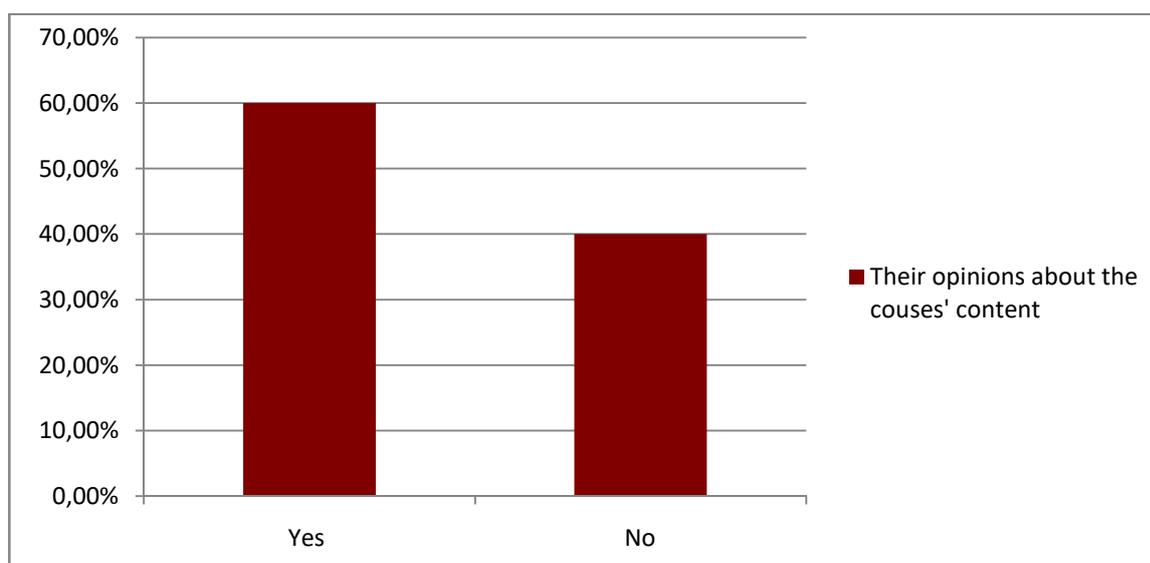


Figure 15: Their opinions about the courses' content

Chapter three: Data Findings and Recommendations

The paramount goal of pre-service training is to enrich the prospective teachers with the practical knowledge that enables them to apply strategic techniques and methods in EFL teaching within real contexts. As it is obvious in above figure (figure 15), 60 % of student teachers confirmed that the courses' content was interesting, authentic and valuable. They reported some comments about the provided courses:

- It was helpful, beneficial and useful
- The training courses provide me with useful different methods and techniques in teaching EFL.
- Those provided courses made me realize the purpose I was signed into ENS (I get prepared).
- They give me an idea about what to do as a teacher and how.
- They make me recognize that the fears and obstacles of presenting a lesson would be disappeared through the mastery of planning it.
- They provide me with authentic psychological and pedagogical knowledge.
- They build my identity as a teacher as well as my thoughts.

On the other hand, 40 % of them felt disappointed with the provided courses' content. They supported his reaction by declaring that:

- There is nothing new to be learned.
- The acquired content does not make us aware of our responsibilities as teachers.
- The educator and the trainer are irresponsible toward their trainees.
- The courses' content is so abstract and not equivalent (useful) to real situations.
- What we learned is inapplicable in real classroom.
- The content does not fit the learning objectives.
- There are many aspects which are still missing.
- I feel that I did not get sufficient knowledge that enables me to teach professionally (the content was not rich).

Question 15: what advice would you give to stakeholders to improve the training of EFL teachers?

Although the considerable advantages and benefits of pre-service training, there still are some deficiencies that must be treated. This was the opinion of the majority of

Chapter three: Data Findings and Recommendations

respondents. In order to enhance the EFL teachers' training, they commonly suggested some advices stated as follows:

- Practice duration must be extended either by dedicating the last year only for performing teaching or starting it from the second year.
- Practice must be present in the five years by devoting once a week for performing teaching in real classrooms.
- Time devoted for observation should be reduced and dedicating, instead, more time to practice teaching and gain more experience.
- We must be provided with locations and ICT's to teach every time.
- Paying more attention to socio-cultural considerations in teaching EFL.
- Focusing more on contextualized practical knowledge.
- There should be some modules related to training to give information about how to observe, how to reflect and how to practice.
- There must be careful supervision.
- Organizing seminars, conferences and meetings.
- The trainers and educators must be qualified and experienced; they should be careful and helpful.
- The gap between theoretical and practical aspect must be bridged through a transitional phase.
- Reducing the number of unnecessary modules and focusing on developing language proficiency and teaching skills.
- Collaboration with universities has to be enlarged.

3.2.2. The interview

The analysis of the trained teachers' interview aims at investigating the effects of pre-service training on their professional achievement. For this reason, it was important to conduct interview with trained teachers who were qualified from high school (ENS) to confirm the effectiveness of the knowledge provided during their training, and to verify to what extent it is beneficial in EFL teaching. As mentioned previously, it was intended to ask some questions that are similar to the questionnaire's ones to check the answers' validity about their satisfaction about pre-service training courses and practice.

Question 02: How long have you been teaching?

Chapter three: Data Findings and Recommendations

Four teachers have been teaching for two years while there is just a teacher who has been teaching for six years. So they are novice teachers.

Question 03: How did you find the training programme you were provided with?

All teachers replied positive answers; they were totally satisfied with the provided training programme. They answered as follows:

“The training programme, in fact, was good and so helpful”.

“I found it beneficial. At the beginning, I was stressed after that I gained confidence. I think it is all about confidence”.

“It was very useful and effective. It provided me with all what I need to start teaching comfortably and professionally to some extent”.

“It was interesting. First, I have learned a lot of important things. Second, I had the opportunity to teach within real classrooms. Besides, I made new relationships during my training”.

Is it similar to the context you are in now?

All of them agreed on the similarity between the provided programme and the real context of teaching (real classroom settings). They reported common answers which are stated below:

“Yes, to some extent. We were provided with everything related to teaching: documents and materials. During the training, we were invited to attend administrative meetings with being informed with the role of each member in practical way. We were invited to attend seminars with inspectors”.

“Yes, for 100 %”.

“It is similar, it is just an introduction. My supervisor was good; she introduces the teaching process and settings. The supervision gave me freedom and independence to start teaching”.

“All what I had learned I am applying it in my teaching. So, the provided knowledge was applicable, it covers all the teaching aspects”.

“I am still using my copybooks of my training period”.

Chapter three: Data Findings and Recommendations

Question 04: After experiencing the EFL teaching process, are you satisfied with the pre-service training you had?

Four teachers were satisfied with both theory and practice provided during pre-service training. These are the main comments they declared:

“Yes, of course. I was so satisfied with all the five years because it provides us with everything we need for our career. Each time I remember my teacher’s advices I thank god for having such opportunity in ENS”.

“I am satisfied for 100 % due to my teachers who were qualified and experienced. They provide me with all the needed skills and knowledge in one year. They make it sufficient”.

In contrast, there was one teacher who was unsatisfied with the practice duration.

Question 05: Did you face difficulties at the first year of your teaching?

They approved on the existence of many difficulties in the first four months because of the challenging situation.

Question 06: What kind of difficulties you had?

The common difficulties they faced are: time management, classroom management and content delivery. Further, there are two teachers who found other difficulties by declaring:

“One of them was communicating with pupils who considered me as a stranger”.

“The challenge was in transmitting the message to different learners that have different IQ’s and levels with managing time”.

Question 07: Did the provided training help you to know how to behave / to treat those difficulties?

Four teachers highlighted the role of the providing training as an authentic experience and its efficacy on their decisions and behaviours to treat those difficulties. However, one of them declared that each teacher has his own independent strategy to solve the faced problems.

Question 08: Does pre-service training affect your teaching process? How?

Chapter three: Data Findings and Recommendations

In here, all of them confirmed the effectiveness of pre-service training by claiming that:

“It affects my teaching process by increasing my self-confidence”.

“Yes, it does. It builds my identity as a teacher due to the trainers’ capacities. They were convincing”.

Nevertheless, there were some suggestions for better improvement of this kind of programme. Two teachers were suggested that:

“Improving the teaching process should not be limited to the pre-service training phase because it is not enough. There should be more time devoted for practice: two months per year throughout the five years of training”.

“It was not enough for me to be a professional EFL teacher. Professionalism needs many years to be spent in practice. This is why I suggest providing practical experiences from the third year in the pre-service training”.

3.2.3. Classroom observation

It was straightforward to have a structured observation within the classroom. The criteria were obviously apparent to be observed. It was easy to take notes since the teachers were organized. As a result of attending eleven sessions, only the notes of the most important items will be mentioned as follows:

Teacher’s psychological status

During all the attended sessions, it was clearly noticeable that the observed teachers were self-confident. They were comfortable and less anxious during the lesson’s presentation. The three teachers were insisting to develop high self-esteem on their pupils by being an ideal sample for them. They are self-regulated and less emotional to some extent.

Teacher’s language proficiency

The mastery of language is the key characteristic of the EFL teacher. It was apparent that the observed teachers have high oral performance. They utilized correct simple English with an excellent pronunciation. Mistakes were not existed in their oral performance.

Chapter three: Data Findings and Recommendations

Students' attitudes

Concerning the students' attitudes towards their teachers, it was remarked that all the students are respectful, attentive and active. There were some disruptive behaviours in the last ten (10) minutes in some sessions of a teacher. On the other hand, pupils were participating in an organized manner. Approximately 80% of pupils in each classroom were participating and interacting with their teachers' supervision. Although the remaining 20 % of them were introverts, the teachers were encouraging them from time to time to speak and interact without forcing them to do so all the time.

Teacher's feedback

Regarding the teacher's feedback, all of them were providing their pupils with constructive feedback without demotivating them with words. They focused more on giving meta-linguistic feedback to reach better achievement by giving them more opportunities to understand what was not clear for them. They promoted peer feedback to provide more explanation and to check their understanding. Furthermore, it was remarkable that they were promoting the notion of 'mistakes are a part of learning'.

Classroom and time management

As previously noticed, the three teachers are competent in managing their pupils. They showed to them that they care about their emotions, problems and interests. They were successful in managing disturbing situations. They were calm and relaxed while facing a problem with a pupil. Also, time was well managed; as a result, the pupils were busy in doing activities, following the lecture's presentation, producing, copying on their copybooks. Thus there was not time to disturb and make noise. Moreover, they were creative and flexible which made their pupils more attentive and curious to learn something. Therefore, we could see that they mastered planning their lesson because of their explicit organization of the provided time to reach the expected learning objectives.

Content delivery and instructions

As for the teachers' performance in delivering the lessons' content and instructions, it was clearly legible that all of them had a coherent presentation of lessons and instructions. They were strategically moving smoothly from a stage into the next one. Two teachers were using deductive approach to motivate their pupils' cognitive processes in order to maintain

Chapter three: Data Findings and Recommendations

their attention throughout the lesson stages. They used deep learning approach by using prompts and strategic questions to engage students in their learning process. They explained the unclear terms using verbal (simple correct English) and non-verbal language (gestures). They utilized personalized learning and modern approaches of teaching. They presented their instructions using simple correct English with a rare use of other languages as the last solution. In addition, the instructions were being repeated many times; then they were re-explained when monitoring.

3.3. Data discussion

3.3.1. The questionnaire

The obtained findings reveal that pre-service training enriches student teachers with the needed knowledge to develop their metacognitive and cognitive capacities to a great extent. They demonstrate that student teachers' are aware of the importance of the provided practical experiences and their roles as well. Pre-service training helps the prospective teachers to acquire the practical knowledge through the provided opportunities to practice teaching in real classrooms. However, student teachers are not satisfied with the period devoted for practice. Accordingly, it insures successful starting for them by the sufficient psychological and pedagogical preparation that will affect positively their performance.

3.3.2. The interview

The interview's results show that pre-service training affects teachers' identities, ways of teaching, ways of thinking and performance. They reaffirmed the questionnaire's answers about the usefulness of the training and its effects on the teachers' psychological professional and cognitive abilities. Moreover, as demonstrated in the findings, pre-service training helps teachers to overcome the difficulties faced specially in the first years of teaching. It enables them to have a primitive experience to start teaching successfully. It equips them with all the necessary teaching skills to transmit the message to learners in order to achieve the expected learning objectives. Finally, the most important effect is enabling them to be familiar with teaching performance. Thus, pre-service training programme has a positive impact on EFL teachers' performance.

3.3.3. Classroom observation

During the observation process, a great amount of data about teacher's performance and learners' attitudes could be obtained through the attended sessions. The previously stated hypotheses have been proved. First, the findings show the explicit positive impact of pre-service training on the teachers' performance which affects positively the pupils' attitudes towards them and towards each other. The teacher's performance includes the language proficiency, their self-esteem and self confidence, content delivery, their instruction, time and classroom management and their feedback. It was certainly proved that pre-service training improved all the teacher's skills related to the profession. This promotes the role practice and knowledge provided in pre-service training institutions. However, teachers did not use any ICT materials; most of them used the official textbook and handouts. Thus, they are still not accustomed to the use of technological devices.

Clearly, pre-service training affects also the pupils' attitudes towards the teacher and toward each other. The professional teacher's performance is reflected on the pupils' behaviours and actions. This means that the pupils are highly influenced by the teacher's professional identity and psychological knowledge of learners acquired from the provided training. The pupils, as observed previously, are respectful, attentive, motivated, productive and passionate for learning. They interacted with their teacher and with each other comfortably. Therefore, this creates a motivating interactive learning atmosphere that mainly enhances their academic and emotional achievement.

3.4. General discussion of the results

Overall, all the findings have demonstrated that pre-service training has a positive impact on teachers' performance and learners' achievements. Despite the insufficient time devoted for practice during the training, teachers built their professional identities that enable them to execute their duties. Also, they have acquired technical strategies to treat the obstacles faced in the first years of teaching EFL. The main developed teaching skills were language proficiency, self-esteem, self-confidence, delivering the content, instructions' presentation, providing feedback, time management and classroom management in addition to decision taking.

Additionally, pre-service training does not provide the prospective teachers only with knowledge of language (content knowledge) but also enrich them with practical, pedagogical

Chapter three: Data Findings and Recommendations

and psychological knowledge that is necessary for EFL teaching. Besides, it influenced effectively the learners' attitudes, their emotional and academic achievement. They develop social and personal skills which are communicating, participating in debates, self-regulation and self-confidence in addition to their academic results. To conclude, pre-service training covers all the teachers' needs that helped them to enhance their learners' achievement.

3.5. Limitation of the study

As any researcher, we have found some obstacles that influence to some extent the research credibility. It was found some difficulties in finding the sufficient references related to the research topic. Also, it was programmed to attend more sessions with five trained teachers. However, Because of special circumstances related to the schools' lock-up and quarantine as a result of outbreak of Covid-19, we have attended just few sessions with only three teachers. Besides, only five teachers were interviewed instead of nine teachers for the same reason.

3.6. Recommendations

After identifying pre-service impact on teacher performance and its deficiencies, some recommendations are suggested below to make that training more efficient and to enhance the Algerian educational system.

3.6.1. Devoting more time for practice

Considering the student teachers complaints about the insufficient time devoted to perform teaching, we agree with them on starting practice teaching earlier. They suggested starting practical training from the second year of pre-service training with focusing more on contextualized practical knowledge. Also, it is recommended to give them the opportunity to observe and practice once a week to apply what is learnt regularly. However, others suggested that it is preferable to dedicate the last year only for practice. Another issue is to encourage student teacher to write detailed reports to check their progress.

3.6.2. Providing diverse practical experiences

Most of student teachers claimed that there is only a unique kind of practical experiences. They suggested having diverse practical experiences to enrich them to get great amount of data. They suggested to organize seminaries, workshops and conferences in which they are allowed to present researches about the teaching process and how it can be improved

in all aspects. Further, collaboration with universities must be enlarged to have more opportunities in order to acquire more experiences.

3.6.3. Qualified educators

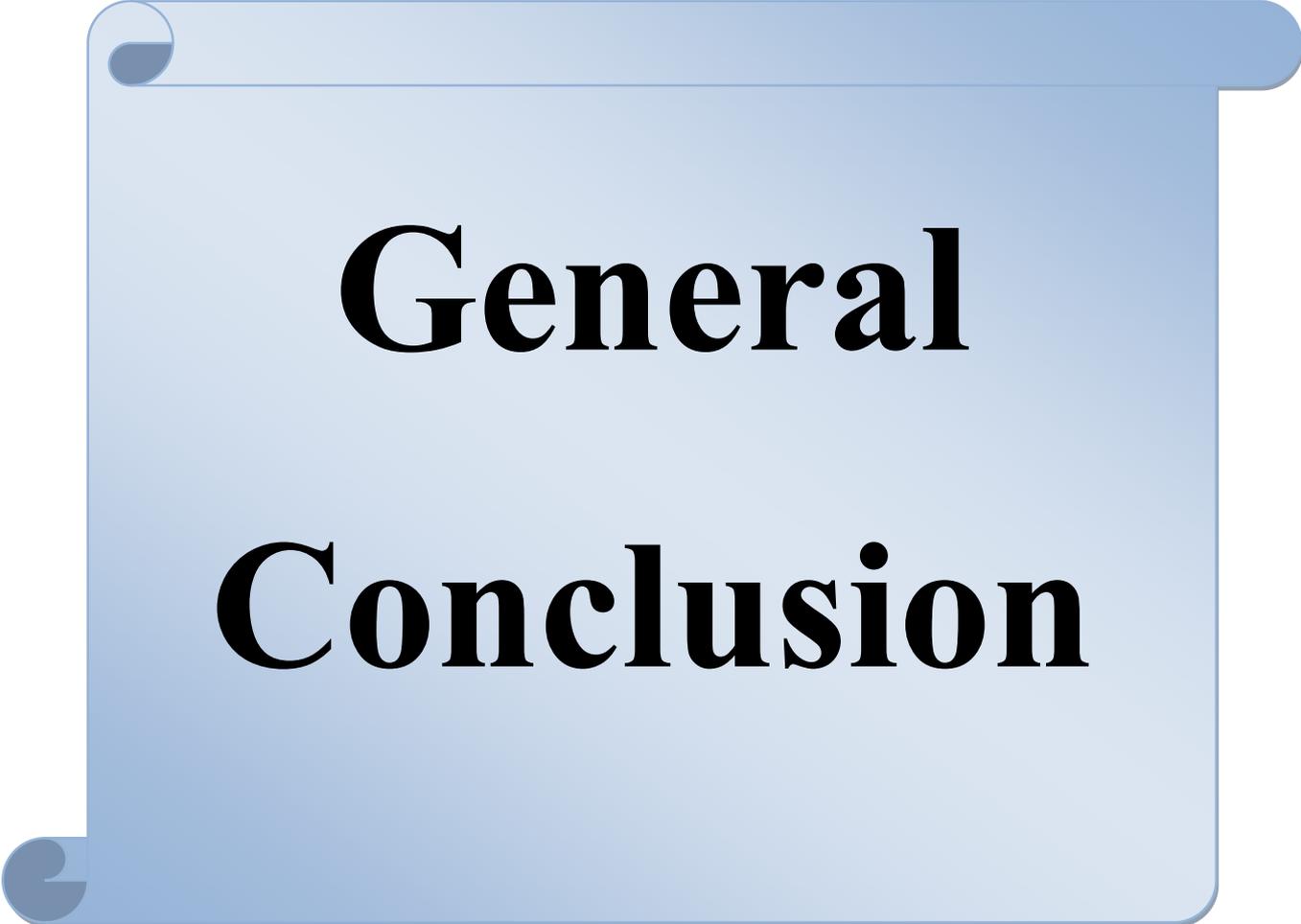
Referring to the student teachers' comments, it was noticed that the majority of them linked the quality of training with the educators' competencies. Thus, the quality of practice depends on the educators' and the trainers' guidance and supervision. Accordingly, it is suggested that the educators must be experienced and qualified to help the trainees to reach their expected objective in getting prepared.

3.6.4. Generalizing the pre-service training in all universities

Pre-service training is considered as a pre-requisite for degree obtainment and teachers' qualification due to its beneficialness on the teachers' professional performance. As cited previously, "Preservice education, therefore, can contribute significantly in terms of improving teacher effectiveness in all the areas of work expected of them" (Freeman, 1989, p. 37). Thus, it is highly recommended reconsidering the educational reform (LMD) by integrating pre-service training programmes in all universities to develop the Algerian educational system by ensuring effective teaching and high quality learning. EFL teacher must be provided with such programme in order to prepared and equipped with the necessary knowledge and skills before being engaged in teaching. However, entering the profession as a completely novice teacher decreases his performance and learners' achievement as well.

3.7. Conclusion

This section highlights the importance and the effectiveness of pre-service training to improve the Algerian educational system by developing the teachers' performance and the learners' achievement. After analyzing and discussing the collected data, we have confirmed the hypotheses which state that pre-service training contributes effectively to the enhancement of learners' outcomes. Within this chapter, we have suggested a set of possible recommendations that would enhance the Algerian classrooms in general, and the teachers' professional performance in particular. As we have grabbed the educators attention to dedicate much more time to practice to make the training more efficient and effective.



**General
Conclusion**

General conclusion

EFL teacher's performance is the centered determinant of the quality of learning process and the educational system as well. For this reason, teachers' needs and requirements have to be regarded as well as the needs of learners and the whole society. As an attempt to cover their needs and minimize the problems they face, teachers' awareness should be raised by providing them with the needed knowledge, skills and psychological preparation. Thus, teachers need to be professionally developed through pre-service training program. The aim of this study is to examine the usefulness of pre-service training for the sake of achieving high quality of education.

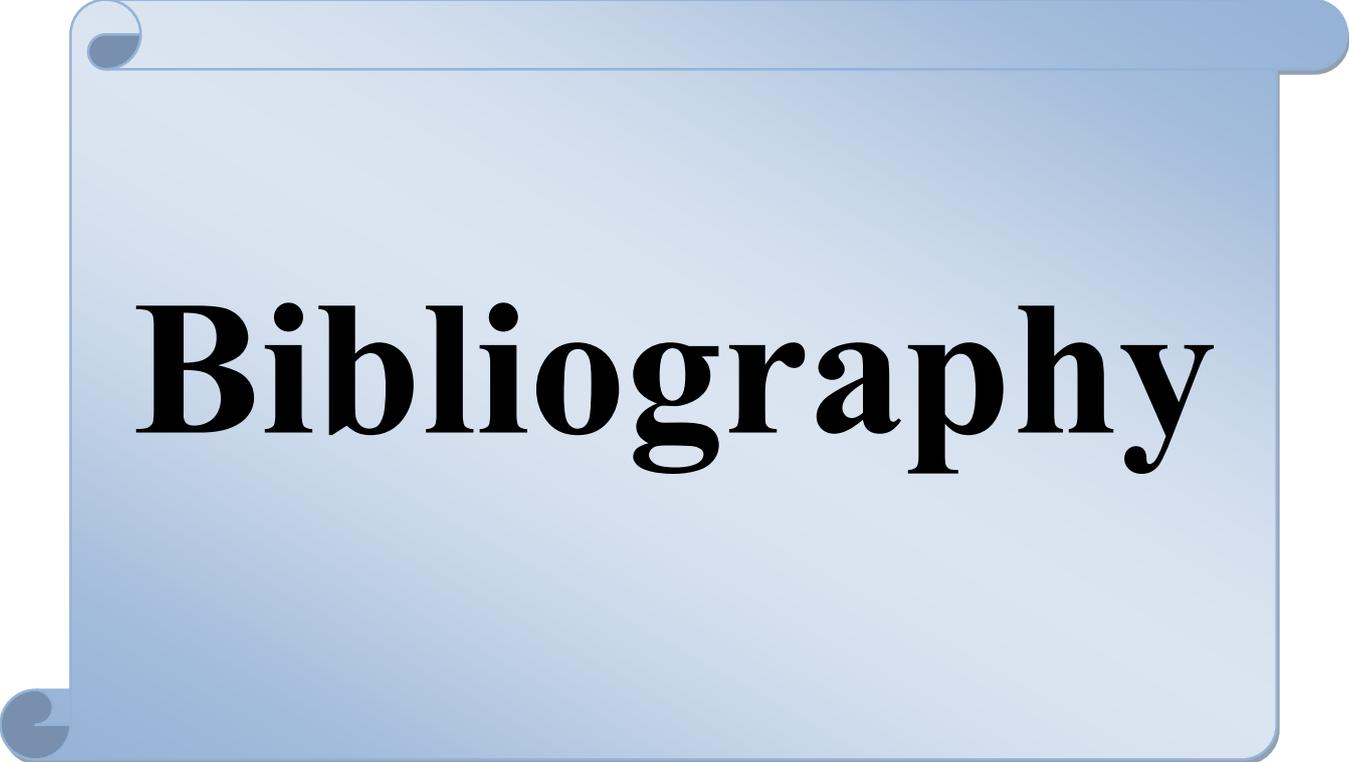
The investigation has attempted to confirm the impact of pre-service training on EFL teachers' performance within classroom in five secondary schools in Mostaganem. First, it highlights the importance of practical experiences in bridging the existing gap between theoretical aspect and the profession's requirements. Then, it clarifies the role of pre-service training in improving the teacher's knowledge and competencies to overcome the teaching difficulties. Furthermore, in order to prove the suggested hypotheses, there is a great focus on the practical aspect of the study. The utilized data collection instruments (the questionnaire, the interview and classroom observation) are minutely described, analyzed and discussed objectively in the current work. At the end, some procedures are recommended to enhance the quality of pre-service training and the Algerian education system as well.

The obtained findings demonstrate the significance of pre-service training. They prove that the teachers' performance can be improved more via their engagement in such professional developmental education. As a result of data collection tools' analysis, the previously stated hypotheses are surely proved. Accordingly, pre service training may influence advantageously the teachers' professional identities and competencies which affect subsequently the learners' academic and emotional achievement. Then, it necessarily enhances the learning quality in the Algerian context by providing the prospective teachers with the necessary knowledge in addition to the knowledge about language. However, pre-service training programmes need to be developed to be more efficient in improving the teaching quality.

In line with this experimental investigation, it is recommended to treat the existed deficiencies in pre-service training programmes. Indeed, we cannot override its effectiveness in building the student teachers' identities as professional teachers. Yet, pre-service training must include sufficient practice by expanding time devoted to perform teaching. In view with

General conclusion

the usefulness of those training programmes, it is suggested to devote a considerable amount of money, efforts and resources for integrating pre-service training courses as a pre-requisite for teachers' qualification in all universities.



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Appendices

Appendices

Appendix one: Questionnaire to 5th year students of High School

You are kindly requested to fill in this questionnaire by answering the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed to express your thoughts about your learning experience about teaching. Feel free to add any comment. Your answers are very important for the validity of the research.

Thank you for your collaboration,

1. Gender : Male Female
2. Age : 21-25 26-30 31-35 More
3. Why did you decide to become an EFL teacher?

.....
.....

4. How did you find the lectures of High School (ENS)?
 Interesting Ordinary Boring
5. Have you got any kind of practical experiences?
 Yes No To some extent

If yes, what are those experiences?

.....
.....

6. Have you had classroom observation in schools?
 Yes No ; **Duration:** months

7. How often have you taught in schools?
 Once Twice 3 times More:.....

8. How well does pre-service training provide you with time and quality of teaching practice?

.....
.....
.....

Appendices

	Strongly agree	Agree	Disagree
There is a disconnection between High School courses and the requirement of teaching EFL (the realities of the classroom)			
The provided training helps you know how to behave in certain situations.			
High School provides you with the practical knowledge needed in teaching EFL			
High School enhances your language proficiency			
Training provides you with knowledge about skills in teaching EFL			
Training increases your self-confidence and self-esteem			

9. Have you ever been engaged personally in a project which aimed at preparing you to respond to your learners' needs?

Yes

No

If yes, give examples.

.....

.....

10. Have you been engaged in collaborative projects?

Yes

No

11. If yes, how did you feel after working collaboratively?

Confident

Frustrated

Anxious

Satisfied

Why?

.....

.....

Appendices

12. High School enables you to start your career successfully.

Yes

No

Comment.

.....

.....

13. Do you think that English is still taught in the same way as it was previously done?

Yes

No

Explain.

.....

.....

14. Do you feel satisfied with the content of your training courses?

Yes

No

Comment.

.....

.....

15. What advice would you give to stakeholders to improve the training of EFL teachers?

.....

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Appendices

Appendix two: Classroom observation's checklist

Criteria	Yes	No	Notes
Teacher's psychological status			
Teacher's Self-confidence			
Teacher's language proficiency			
Students' attitudes			
Teacher's feedback			
Students' participation			
Time management			
Classroom management			
Interaction			
Content Delivery			
Teacher's instructions			

Notes :

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Appendices

Appendix three: *The teachers' interview*

- 1) Why did you want to become an EFL teacher?
- 2) How long have you been teaching?
- 3) How did you find the training programme you were provided with?
Is it similar to the context you are in now?
- 4) After experiencing the EFL teaching process, are you satisfied with pre-service training you had?
- 5) Did you face difficulties at the first year of your teaching?
- 6) What kind of difficulties you had?
- 7) Did the provided training help you to know how to behave / to treat those difficulties?
- 8) Does pre-service training affect your teaching process? How?