

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH

FACULTY OF FOREIGN LANGUAGES



MASTER IN

« DIDACTICS AND APPLIED LINGUISTICS »



The Importance of Training Novice Teachers and Developing Professional Skills

The Case of EFL Novice teachers at 20 Aout 1995 Middle School and EL
ARBI ABDELKADER High School at Bouguirat

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Academic Year: 2017/2018

Abstract

Teaching is one of those that nearly everybody thinks her or she can be better experts. Teachers playing an extraordinary and an important part in the lives of their students for the formative years of the development, and many faced various challenges. This study aims to clarify the suffering that novice teachers face in their academic career and the importance of the training and their development. It also reveals that the academic courses of university do not prepare new teachers adequately. The results obtained through a complementary research tool; a questionnaire for novice teachers. The findings indicate that the hypotheses being stated came to be confirmed. In that university courses provide only a theoretical background on the teaching profession without stressing its pedagogical implications and consequently it does not prepare future teachers adequately. By the end recommendations and suggestions were made to learn better how to use effective professional development strategies.

Key words: Teaching, Formative Years, Challenges, Novice Teachers, Training.

Dedication

In the memory of my Father

*This work is dedicated to **my Father**, who died too early, who always guided me and motivated me in my studies.*

*To **my Mother** for her wholehearted support throughout all my study.*

*To my sisters **Zohra** and **Hijou**, to my brother **Mohamed el Amine**.*

*To my future husband **Ahmed Yassine** for his help.*

*To my friends **Houaria** and **Lina** all my colleagues.*

To all people who helped me to accomplish this work.

Acknowledgment

First and foremost, we thank Allah for everything.

*Then, I would like to express my deepest gratitude to my supervisor **Ms. Bellal Hanane** for her unaccountable guidance, support, advices and patience.*

*My deepest gratitude goes also to the members of jury **Ms. Baghdadi** and **Ms. Bendoukha**, who have kindly accepted to examine and evaluate this work.*

*A warm salutation goes to our dearest teachers in the field of English at **ABD EL-HAMID IBN BADISS** University, for all the effort they have been doing for us as students.*

Special thanks go to all our colleagues for the nice times that we spend together helping each other.

List of Abbreviations

EIL: English as an International Language

ELT: English Language Teaching

TEFL: Teaching English Foreign Language

EFL: English as Foreign Language

SLTE: Second Language Teaching Education

TESOL: Teaching English for Speaking of Other Language

NQT: Newly Qualified Teacher

PD: Professional Development

List of figures

Figure 1.2: Process-Product Model in Language Teaching (Teaching Council, 2009)

Figure 2.3: Novice Teacher Gender

Figure 3.3: Novice Teacher Age

Figure 4.3: Specialty during University

Figure 5.3: Teach Educational Qualification

Figure 6.3: Status of Teacher

Figure 7.3: Working Place

Figure 8.3: The Reason of Studying English

Figure 9.3: Attitude toward Lecture of University

Figure 10.3: Opinion about University Courses and Teaching Requirements

Figure 11.3: Reading to Teach

Figure 12.3: Receiving any Specific Training

Figure 13.3: Need a Kind of Preparation before Start Teaching

Figure 14.3: Engaging in Project to Respond to Learners Need

Figure 15.3: The University Does Not Practical Knowledge

Figure 16.3: Encountering Problems in Teaching

Figure 17.3: The Kind of Problems Novice Teacher Face

Figure 18.3: Changing Attitude towards Teaching Profession

Figure 19.3: Teaching the Way You Have Been Taught

Table of contents

Abstract	
Dedication.....	
Acknowledgment	
List of Abbreviations.....	
List of Figures	
General Introduction	
1.1 Motivation	
1.2 Statement of Problems.....	
1.3 Research Questions.....	
1.4 Hypothesis.....	
1.5 Aim of study.....	
1.6 Research Methodology.....	
1.7 The Structure of Study.....	
Chapter one: Literature Review about Teaching profession.....	
Introduction	
1.1 Importance of the English Language in Teaching.....	
2.1 Teaching as foreign Languages in Algeria	
3.1 Novice Teachers Training	
3.1.1 Teaching Development-Teaching Training.....	
3.1.2 Teaching Problems	
3.1.3 Novice Teachers Struggles in Teaching.....	
4.1 The Problems That Novice Teachers Faced in The First Year of Profession.....	
5.1 Algerian Teachers Profession Development.....	
6.1 Current Teacher Training and Professional Development Situations in Algeria.....	
Conclusion	

Chapter two: Teacher Professional Development

Introduction.....	
1.2 The Field of Second Language Teacher Education.....	
2.2 Different Terminology Related to The Field of SLTE.....	
1.2.2. Second Language Teacher.....	
2.2.2. Initial Teacher Education.....	
3.2.2. Andragogy.....	
4.2.2. Novice Teacher.....	
3.2 Different Approaches to Teach Preparation.....	
1.3.2. Teacher Education	
1.1.3.2. Teacher Education around the World.....	
2.1.3.2. The Role of Teacher Educator.....	
3.1.3.2. Principles of Teacher Education.....	
4.1.3.2. Models of Teacher Education.....	
5.1.3.2. Teachers Training.....	
6.1.3.2. Professional Development.....	
4.2. Mentoring	
5.2. The Need for Professional Development.....	
6.2. The Importance of Teacher Preparation	
Conclusion	

Chapter three: Data collection, analyses and findings

Introduction	
1.3. Novice Teacher Questionnaire.....	
1.1.3. Administration of Questionnaire.....	
2.1.3. Description of Novice teacher Questionnaire.....	
3.1.3. Analyzing the Questionnaire.....	
4.1.3. Findings.....	
2.3. Recommendations.....	
1.2.3. To Novice Teachers.....	
General Conclusion.....	
List of References.....	
Appendices	
Appendix: Novice teacher questionnaire.....	

General Introduction

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

It is a common knowledge that the quality of teachers is the dominant factor in how successful students will be at school. This is due to teachers' main role as the guide of the educational process. In the Algerian educational system, students pass at least eighteen years as students who are only aware of their role as learners in the educational process; after graduation students find themselves in a radical shift from a learning position to completely different position, teaching. This transition from education to the world of work creates a challenge. In teachers' work, the step from education to work seems to be even more demanding than in many other professions. In many fields, the career is being started from duties with minor responsibilities, and gradually the person is given more challenges and duties. In the teaching profession, instead, the full pedagogical and legal responsibility is given as soon as the teacher enters the school with a formal qualification. The challenge of today's novice teachers is to how apply a theoretical background in a real life situation and respond to today's demands and needs. They have to accommodate with today's rapid change in many aspects of different methods and techniques of how to educate the future generation which is something they themselves did not receive.

1.1 Motivation

Many of novice teachers are suffering from the lack of training. Most of them found some difficulties at the beginning of their academic career. In the light of this talk we can say that novice teachers deserve a lot of training that will enable them to walk into their own classroom for their first day ready to teach, but many things show that there is a long way to

go. A teacher needs to be equipped with an appropriate competency as to the choices and use of an adequate methodology for teaching it.

2.1 Statement of the Problem

The problem that is observed is that teachers really need more training; they need to know how to improve their own level of English and learn more methods of teaching, especially with regards to teaching large size classes. The biggest issue is that teachers have mistaken belief that the problem is not just the system and the students behavior, the reason why students misbehave is because their teachers have not improve sufficiency to facilitate their learning. If they trained him/her they would become competent teachers, because they will be aware about the how and the what. S/he should teach almost everything given sometimes, motivation and support. S/he must be aware about how to inspire and motivate his learners and specially how to manage the classroom.

3.1 Research questions

- 1- What is the difference in mean scores of teachers teaching effectiveness before and after in-service training workshops?
- 2- How do teachers perceive the usefulness of the topics covered during in-service training workshops they participate in?
- 3- What is the impact of the lack of training on the novice teachers?

4.1 Hypotheses

Teachers may need training for guiding them obtain academic and professional qualifications in order to improve their positions in the school system, otherwise it is really useful to get them require more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy in order to improve their efficiency in the classroom. While this enables the teacher to be adequately equipped to meet up with the colleges of our century.

5.1 Aim of Study

This study aims to emphasize the importance of the role of the novice teachers, and how to improve their competence and confidence in themselves first, and then their methodology and practical method. The purpose of the study is not only identifying the beginner teacher's first year problems but also examining the reasons of these problems. Most of teachers have not received any preparation for their roles as methodologists; they have no idea about

approaches, techniques, language skills, materials, and strategies to use. Teaching English have difficulties especially in our days, for that there must be some basic facilitates to know how to teach such a language perfectly.

6.1 Research Methodology

a. Participants and Sample

In this study, the sample is the graduated students who stared their career as teachers of English from EL-ARBI ABD ELKADER High School and 20 AOUT 1955 Middle School in Bouguirat, Mostaganem.

b. Data Collection Tools

In order to investigate about this study, we suggest give a questionnaire to those graduated students who started their career as novice teachers.

c. Novice Teachers Questionnaire

It was giving to some of novice teachers, especially those who are facing problems and difficulties associated with the first year of teaching.

7.1 The structure of study

This research is divided into three chapters. The two chapters constitute or represent the theoretical part. The first one tends to present the differentiated perceptive on the most important concept in the subject as training, teaching problems, the problems that novice teachers may face, the professional development, etc. and the second chapter is devoted to the field work that includes all outstanding information. While the third chapter is the practical one. It is devoted for the analysis of the collected data gained from the questionnaire.

Chapter One

Literature Review about Teaching
Profession

Introduction

In the last few decades, there has been a growing interest in the development of English as an international language (EIL). EIL implies a new way of communication across different nationalities and cultures through the medium of a common language. The emergence of EIL and World English's is undoubtedly linked to the phenomenon of globalization and it is often stigmatized in the traditional ELT context, which is still dominated by native-speaker standards. EIL is dramatically challenging the ELT profession and further research can help practitioners better appreciate the contribution of EIL to language teaching and intercultural communication all over the world. The contributions collected in this volume are aimed at expanding the EIL paradigm and provide readers with useful insights into the current status and role of EIL.

1. The Importance of English Language in Teaching

Language is important because it is one of the main ways to communicate and interact with other people around us. It keeps us in contact with other people. English language is an example for the importance of a language because it is an international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, also it is spoken as the first language in many countries. English is playing a major role in many sections like education, medicine, engineering and business.

2. Teaching English as Foreign Languages in Algeria

Teaching English for non-native speakers is a challenging and a difficult experience for teachers. TEFL refers to the teaching English in formal and English contexts in this case

representing a foreign language for learners. Stern defines language teaching as the activities which are intended to bring about language learning (1983:21). In their words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

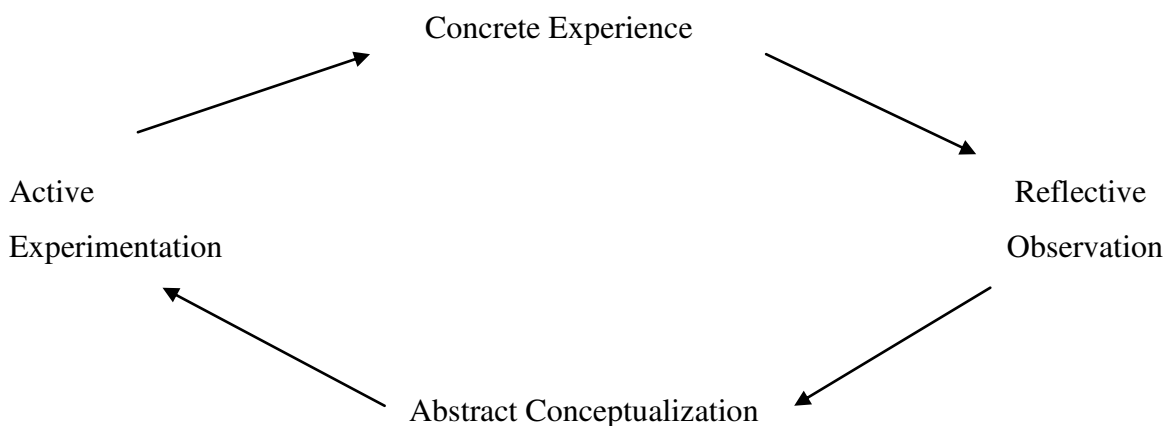
EFL teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language. According to Canal and Swain (1980,1981) to be competent is in terms of three dimensions. In other words, they have defined communicative competence as having knowledge of grammatical rules and vocabulary and they named that component the linguistic or grammatical competence. The second competence, which is the sociolinguistic one, is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Whereas the third is the strategic competence which is the ability to use certain strategies to compensate for breakdowns in communication developing learners with communicative competence is the goal most EFL teachers want to accomplish. But of course communicative competence is not enough. Trainees need other dimensions to succeed. To be precise, teachers need to develop a number of plans that should be designed taking into account the different objectives, and of course the levels of the trainees. Richards et al (2002), demonstrate that the last three decades witnessed the development of the field of TEFL which aims at improving the quality of teaching, as well as of learning by focusing on learners' need, their motivation, the strategies they use to learn and the process they go through in learning, without neglecting the roles of teachers as course developers, the methods they use to transfer knowledge, and the material they use to promote understanding when teachers become aware of those dimensions, they can easily cope with the problems they face in their teaching career, and can find ways to help their students cope with their learning problems in order to achieve their educational goals and tasks. Teachers of English as a foreign language are the knowledge providers for students, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning; when they understand the factors affecting students performance, they can easily make a change. Teachers are the feedback of students; when given them feedback of satisfaction vis-à-vis their performance students feel that they are praised. This may encourage them to work and participate in a variety of educational activities. Good English teachers are those who engage their students in different classroom contexts and different authentic experiences which are related to real life situations.

3. Novice Teachers' Training

Teacher training refers to the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students. However, in Algeria, in the absence of specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and improves himself (if ever she/he does) individually. Observation shows that many Algerian English teachers teach just the same way they were taught. Therefore, it is an important issue because it provides choices and use of adequate methodology in teaching.

3.1 Teacher Development -Teacher Training

It is generally acknowledged that promoting teacher quality is a key element in improving high education in any country. Teacher development is seen as a continuous progress that starts with a pre-service preparation and spans the entire career of the teacher. (Sithamparan and Dhamotharan,1992.) It refers to professional learning by teachers already engaged in professional practice, usually through reflective discussion sessions based on current classroom experience. Wallace's model, learning derived from reflection on practice, corresponding with teacher development can be represented through the model of experiential learning provided by Kolb (1984).



Teacher training, on the other hand, involves giving "ready-made" answers as opposed to "allowing them to discover their own alternatives"(Lucas,1988:42) to experienced and non experienced teachers. According to Davis and Plumb(1988:40) training entails "pre-

planned" agenda set by a syllabus as opposed to an "impromptu flexible" agenda set by groups, "qualification" as opposed to "career development", "leader and experts" as opposed to "peer group" and "standardization" as opposed to "innovation". To Irvine-Niakaris and Bacigal (1992:42) "the trainee passively undergoes a period of conditioning during the "dos" and the "dont's" of classroom practice are inculcated. Only after this basic training, does the teacher trainer become concerned about empowering trainees to become agents of their own development, much in the same way that the scales must be mastered before a would-be pianist is able to interpret a sonata. Freeman (1989:39) defines training as a strategy by directed intervention in the teacher's teaching from the part of the trainer. "The intervention is focused on specific outcomes achieved through a sequence of steps, within a specific period of time. It is based on the assumption that through mastery of discrete skills, teachers will be effective in the classroom." The teacher training involves giving novice and experienced teachers ready made alike answers as opposed to allowing them to discover their own alternatives (Lucas, 1988:42). However, for Davis and Plumb (1988:40), training entails a "pre-planned" agenda set by the workplace or syllabus as opposed to an "impromptu flexible agenda set by groups"; "needs of workplace" as opposed to "personal needs"; "qualification" as opposed to career development; and "standardization" as opposed to "innovation". Clearly, Teacher training may be defined as preparation for professional practice usually through formal courses at colleges or universities. It usually results in some kind of recognized accreditation, granting successful candidates a certificate and implies pre-service learning. According to Wallace's reflection model, teachers learn by reflecting on their own experience and applying what they have learned in order to develop their professional abilities further.

3.2 Teaching Problems

One can say that the quality of teaching has an effect upon the quality of education. However, some problems arise in the Algerian universities. New post-graduate students are only interested, and it is logic, to find a job first, and experience would come later. English language teaching seems to be one of the few fields where experience is not an emphasized prerequisite because there is a high demand on the profession in a country where a population is growing rapidly. So, there is an increasing tendency to put untrained new teachers with some form or no form at all of preparation into classrooms. As far as the department I belong to is concerned, most of the teachers have not received any preparation for their roles as methodologists. They have no idea about approaches, techniques, language skills, materials, and strategies to use. As an example, in the module of conversation, one of

the difficulties that all teachers (experienced and un-experienced) face is that the classroom is not designed in "natural" communication. It is a place where information is given and received and the teacher is in the centre and the only focal point. Therefore, this arrangement isolates the learner from the teacher and even from his classmates. Moreover, it seems that there is a bad tendency for some teachers to act as "academics" and "lecturers" with no feedback and interaction from the learners. Another difficulty that new teachers seem deprived concerns their skill awareness of teaching. A teacher needs to be equipped with an appropriate competence as to the choices and use of an adequate methodology for teaching it. Teachers also seem to ignore the theoretical aspects behind methodology (mainly the 4 skills: listening, speaking, reading and writing) so as to adopt, adapt or reject it. Furthermore, university students appear to be confused as teachers give lectures in the modules of TEFL, Psycho-pedagogy Psycho-linguistics with exactly the same contents and topics. The last but not the least, teachers in their first year avoid asking for help from colleagues because they consider that they are now "experienced" and not "incompetent". As far as the 4th year students are concerned, there seemed to be no link between the secondary school and the university. Theoretical lectures given in TEFL at the university have no link with the practical courses and tasks provided in the secondary school. In addition, the graduate students-to be are thrown into the classroom without any psychological and pedagogical preparation for about a month and a half to dispense lessons to adolescents for the first time of their life.

3.3 Novice Teachers' Struggles in Teaching Context

Many novice teachers may face many difficulties associated with the first year of teaching. And these subcategories were also observed by some other researchers (eg, Veenman, 1984) various studies were conducted on junior teachers. Some quotations are helpful to point out the views of novice teachers regarding their teaching struggle. Many of quotations from junior teachers' responses based on the main topics are:

1- Class room Management:

The greatest challenge of the first years of teaching was classroom management. For this reason, most of the teachers chose activities such as drills and dictation, which restrict behavior and minimize potential problems. Some of the teachers drew attention to the problems of managing behavior in classrooms for young learners.

...Classroom management. I recognized that no one listened to me. It took time to feel myself confident and to maintain classroom management. On the other hand, I also felt that my subject knowledge was not enough. I had problems in transferring my knowledge to students (how to teach)...

I have not experienced so many problems, but I have had and still have some problems related to classroom management...

Classroom management is an issue that novices might face in their teaching. This is emphasized by several researchers in earlier studies (e.g. Veenman, 1984, Talbert 1994, Fantilli & McDougall, 2009). The participants also stated this issue in this present study. Another important issue indicated by novice teachers was about how to teach. Some examples reflecting novice teachers' viewpoints are given below:

2- Teaching

Knowing how to teach. To exemplify, I am working at a high school currently... My students have difficulties to understand English. It was hard for me to teach English to them. Some of them did not know the most basic math processes. So, I tried hard. I also had problems in following the curriculum. Because if I deliver fast, they could not understand...I also experienced difficulty in classroom management... (English T, First year).

After undergraduate education, I thought that I could do everything and I would be a good teacher. When I began my career, I tried to make the subjects more concrete, but I do not think I always access the students. Sometimes I could not deliver the courses regarding students' age. I do not know how to provide knowledge to students! (English T, 2 years).

As can be seen from novice teachers' views, they have some problems regarding with how to teach. In another research conducted by Battal, Yurdakul and Sahan (1998), 178

primary teachers' perceptions on teaching profession and the problems they experienced are examined. The most common problems reported by teachers were physical conditions and incompetency regarding their profession. Novice teachers in this present study also reported that they have some problems about evaluation. To give an example :

3- Evaluation

... I have some problems in evaluation. Although I have learnt student evaluation theoretically, I do not know how to use this knowledge ..

The responses of the participants indicate that novice teacher's start teaching with hopes, but they encounter some difficulties. Carre (1993) states that many problems experienced by new teachers is a result of their deficiency in terms of the application of knowledge and skills which can also be considered as an important issue in this field. Particularly, novice teachers in this study claim that they experienced some challenges about classroom management and how to teach students. Similar results can also be seen in related research. Classroom management is an area that new teachers may experience problems with in the classroom, which also interferes with timing and planning, and may lead to other problems (Ryan, 1970, p.177).

The findings also show that the participant teachers have not enough confidence in their subject knowledge and their ability of transferring this knowledge to their students. This suggests that teachers' efficacy should be considered here. Related research indicates that a teacher's efficacy is related to how teachers' decisions are made, how goals are shaped, how planning and organization are implemented, and how teachers react in the classroom and relate to students (Tschannen-Moran & Hoy, 2001; cited in Corbell, Reiman and Nietfeld, 2008).

4. The Problems That Novice Teachers Faced in The First year of the Profession

In this study, the researchers are interested in finding out the problems that the beginning teachers faced in the first year of their professional career. The purpose of the study is not only defining the beginning teachers' first year problems but also examining the reasons of these problems. This research question was about the main problems that novice teachers faced in the first year of the profession and the teacher training program was helpful to solve these problems. The result of the study will enable educators to consider about training beginners teachers effectively in a broader framework.

According to Brighton (1999) a lot of new teachers start their profession with perfect ideals, high hopes, energy and a determination to be effective facilitators of their students' learning. Many researchers conclude that the majority of teachers entering the profession are highly motivated at the beginning of their career; however, being motivated cannot eliminate some difficulties for beginning teachers. Liston, Whitcomb and Borko (2006) state that there are three main reasons, which cause the beginners teachers to have problems. The first one is related to the curriculum in university-based teacher preparation programs, which does not prepare them for the real world. The second one is the lack of peer support and the last one is inefficient in-service education programs.

5. Algerian Teachers' Professional development

According to the Strategy for professional continuous training in the educational system of Algeria continuous professional training in the educational system is focused on achieving the following desiderata: - develop capabilities to design, implement, evaluate/self evaluate educational activities; - accumulate, innovate and produce new knowledge for continuous professional training; - monitor the performances and the process of pupil's development; - pedagogical communication, communication with parents and community; - respect pupil's personal necessities and characteristics taking into consideration their age; - develop team work and efficient communication skills, as well as create and maintain an environment of understanding and respect; - develop professional practice, self-training, self evaluation, monitoring and improvement capacities; - develop capacities for designing and implementing new informational and communicational technologies.

With a view to implementing a permanent monitoring system of teaching career of each teaching/managerial employee and improvements achieved in continuous training there have been elaborated and approved by the National Council for Curriculum as part of the Ministry of Education "Standards for Continuous Training of Teachers". The Standards for continuous training of teachers form a referential framework for the continuous development of professional skills in line with the educational necessities, existing tendencies and the requested didactic degree, as well as with the motivation of self-training and motivation to perform a qualitative didactic activity. The following Fields of Skills are included:

1. Specialty skill /2. Psycho - pedagogical skill / 3. Psychosocial skill /4. Technical and technological skill /5. Managerial and career management skill.

The professional skills aim at promoting an efficient policy concerning the teaching staff development, which would guarantee the professional development right of each teacher and at acknowledging teacher's role in cultivating and developing individuals. In Algeria

Teachers' professional development is under the direction of National system of in-service training. The national system of in-service training concerns the totality of bodies, organizations, institutions, economic entities whose activities focus on professional development. There are several types of in-service training: Qualification building new professional skills within the same qualification; Specialization – acquiring knowledge and skills in a specific area of an occupation; Getting a supplementary qualification – acquiring special knowledge and specific skills required to exert a new occupation or a profession related to the previous one; Requalification – acquiring new competencies required for exerting a new occupation or profession, different from the previous one. In-service training can be done by the means of training courses organized by the teachers between their self's within their own organizations or in vocational training institutions; – professional development or requalification courses and programmes, seminars, conferences, round-tables, workshops; – distance-learning courses; – other types of training courses complying with the legislation in force.

The trainee's evaluation is done both at the beginning (with a view to identify training needs) and at the end of the training course (to identify the changes). Evaluation sheets and self-evaluation tests furnish comprehensive information concerning further enhancement of training methods. Upon completion of the course, trainees pass tests in psycho-pedagogy, school curriculum and information technologies, consultancy and educational management.

Taking into account the information above, we notice that there are no programs designed especially for novice teachers' professional development, fact that must be considered by Algeria policy makers and urge them into reviewing the regulation concerning novice teachers admission in the profession.

S. Feiman-Nemser [55] claims that it is important to plan and implement programs that encourage teachers, especially novice teachers, to cope with the difficulties involved in constructing a personal credo, as well as to promote further professional study that will lead to the development of a professional identity.

In December 2013, a broader program was introduced than previous programs. For the first time, this program included the new role of trained teachers, a role proposed by the British Council and a new concept in the Algerian government education.

Therefore, 320 inspectors and trained teachers have been trained in four regional centers in Algeria, Tlemcen, Ghardaïa, Setif and Boumerdes, which means full and complete coverage of all regions of Algeria.

The aim of this training was to establish successful and successful working relationships between inspectors and trained teachers in order to launch effective teacher training programs. The second was to provide continuous professional development, which focused on developing teacher training skills, Conversation, writing, comparison and evaluation skills for learning.

6. Current Teacher Training and Professional Development Situation in Algeria

In the Algerian educational context, universities do not usually provide students with, and involve them in, any teaching training and professional development programs. This is mainly due to the fact that we do not even have such educational programs in order to talk about training at all. Future student-teachers and beginning teachers take the whole burden to form themselves as teachers, but, most of the time, they find themselves confronted with troubles when they are engaged in the teaching profession. This is not only because they lack the necessary readiness, experience and skills in teaching; what they really lack goes far beyond such things. In many cases, lack of competence in the subject-matter and the teaching/assessment skills can drive so many novice teachers to lose confidence in themselves and even hate and complain about the profession, but they just keep struggling because they have no other solution for remedy. Some might even see teaching as a valuable source for financial support in the first place and they cannot abandon it whatever conditions and circumstances they might be in.

Unlike the Algerian universities, the Algerian Teachers' Training Schools/Colleges provide future student-teachers with some kind of teaching training. This teaching training starts first in classroom with students (would-be-teachers) learning different subject matters related to teaching. It takes the form of the necessary knowledge transmission, skills and competence improvement, and so on. In such educational institutions, students of English, for instance, are taught subjects that will help train them in mastering the language as a whole, designing courses, establishing goals and learning outcomes in lessons, raising their awareness about the importance of effective warm-ups in lessons, developing competence and mastery of knowledge in subject matter areas, learning the different methods and strategies used to teaching and so on. There is also the kind of real life training that takes place in the graduation year and in the context of middle/high schools, whereby students are engaged in teaching young learners as if they were their teachers. This training takes place in a given school and students are placed in authentic contexts of teaching and their teaching is followed by a mentor to guide them. Such kind of educational institutions, which are directed to forming young Algerian teachers, contribute a good deal in forming competent

student-teachers who will find themselves ready for the profession, to some or a great extent.

Some teacher training and professional development programs can also be prepared and organized by some independent agencies. In the teaching of English as a foreign language in Algeria, the British Council in Algeria, for instance, organizes annually some interesting events intended at gathering Algerian teachers and informing them about new methods, strategies/techniques in the teaching of different subject-matters. They also provide them with practical and up-to-date insights that might help them in their teaching practices. But despite the fact that such modest attempts help Algerian teachers to get more informed and improve the quality of their teaching, they still remain limited, not to say non-effective. Great efforts on the part of the Algerian educational institutions should be made and initiatives to have teaching training and professional development programs should be introduced. Not only that, but the Algerian ministry of education and the ministry of higher education can help establish national and/or regional council(s) made up of experts in respective fields and levels of education to prepare training programs and collaborate with schools and universities to reach a shared goal, which is that of refreshing and improving the level of the Algerian education through quality teaching and learning.

Professionalism' in teaching the subject-matter and this may lead them to lose confidence in the teacher, and motivation in the subject-matter and learning as a whole. The teacher is not, of course, the first and the only person to be blamed for that because all this is a direct reflection of the educational policy, politics and ideologies which control education at all levels. For that, teacher training and professional development are considered as being of crucial importance and they call for lot of serious efforts on the part of teachers, schools, universities, stakeholders to collaborate together and to consider teachers' training and their professional development more carefully as an educational priority in Algeria.

Conclusion

Programs of teachers' training and professional development are of central importance in any educational institution, be it in the primary, middle school, high school or even the university level. Teachers at all levels need to be trained in their related fields and subject matter on a regular basis if they are to change their teaching beliefs, attitudes and daily life practices in classrooms. Such programs will help teachers sharpen their teaching skills and deepen and improve their knowledge in the subject matter they teach, and hence improve students' learning and schools education. For positive and beneficial change to take place there should be an alignment between the curriculum and teachers' actual experiences

in teaching. Another important point is related to the time that teachers spend on professional development and its efficiency. Teachers will benefit better from professional development that has main focus activities which focus on high-quality-subject-matter content.

Neither diploma nor certificate can prove that a person is the holder of competence in teaching. Experienced or un-experienced, a teacher needs to improve him/herself most of the time and be subjected to continual training. However, a new teacher needs guidance, at the beginning of his career, which can come from his colleagues. In this way, he cannot only ameliorate his learning and teaching but also create a fresh enthusiasm and cooperative spirit among his colleagues.

Chapter Two

Novice Teacher's Personal Professional Development

Introduction

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

1. The Field of Second Language Teacher Education

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

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

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

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

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

- **Pedagogical reasoning and decision making:** This concept focuses on the complex cognitive skills that underlie teaching skills and techniques such as thinking and problem solving. Shulman (1987, *ibid*, p. 10) referred to it as “the capacity of teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students”. Contextual knowledge: This refers to the understanding of how the practice of language teaching is shaped by contextual factors; examples of these factors include language policies, language teaching policies, sociocultural factors and others.

2. Different Terminology Related to the Field of SLTE

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

2.1. Second Language Teacher Education

First of all, in this context second language refers to any language rather than the native language. Second language teacher education was a term originally coined by Richards (1990) to cover the preparation, training and education of L2 teachers. As Richards and Nunan (1990, p. 15) declared that, “the intent of second language teacher education must provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use”. SLTE has since become an umbrella term for language teacher education in TESOL. It covers all what in various contexts is known as ‘initial teacher training’, ‘initial teacher education’, ‘pre-service training’ and other variations of related terms. Richards’ definition also provides a useful delimitation of the focal points of this review, how beginner language teachers acquire knowledge and skills to begin to build a working model of effective teaching. These concerns are at the heart of any SLTE programme (Wright, 2010).

2.2. Initial Teacher Education

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

2.3. Andragogy

Adult learning theory or andragogy is pertinent to any discussion of professional development for teachers. The philosophical underpinnings of andragogy as related to

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

2.4. Novice Teacher

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

3. Different Approaches to Teacher Preparation

3.1. Teacher Education

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

3.1.1. Teacher Education Around the World

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

There is literally no end to the complex and overwhelming task of discovering, Reporting, summarizing, analyzing and critiquing the corpus of teacher education Research conducted in nations outside the U.S. Such a task is probably suitable to an encyclopedia or perhaps a book dedicated to the topic

There is a great variety of acceptable qualification, but in general the Bachelors is the common required qualification. However, initial qualification does not guarantee future effectiveness as a teacher. Eraut (1994, qtd in ibid) argue that, "the current expectation of professional qualifications is based on a general judgment of competence which divides learning professionals into two groups, those who are properly qualified and those who are not."

3.1.2. The Role of Teacher Educator

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

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

3.1.3. Principales of Teacher Education

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

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

- Teacher education must be based on recognition of the prior and current experiences of teachers and encourage teacher knowledge and understanding.
- Teacher educators should maintain close connections with schools and the teaching profession to support novice teachers.
- Teacher education is best conducted in a collaborative setting to share ideas and experiences.
- Teacher education involves the personal development, social development as well as the professional development of teachers (Northfield & Gunstone, 1997, p. 49).

3.1.4. Models of Teacher Education

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

○ The First Model: Teacher Education as a Craft.

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

○ The Second Model: Teacher Education as an Application of Science

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

○ The Third Model: Reflexive Model of Teacher Education

This model gives equal significance both to theoretical knowledge and to practical experience. It emphasizes on preparing future teachers for self-education by formal and empiric knowledge through reflexive manner. The former refers to theoretical knowledge based on scientific facts while the latter refers to gained knowledge not only by practice but also by thinking on practice.

Two points should be highlighted. Firstly, these models reflect different views of language teaching. Each view makes specific assumptions about what are the essential knowledge, skills and attitudes towards teachers. For instance, the first model considers teaching as an observable activity while the second model reflects the view of teaching as a

type of scientific activity. However, the third model reflects interpretative view of teaching. As Richards (1998, p. 14) asserted that developing an SLTE program involves adapting a model of teaching that provide the theoretical foundation for the program, then selecting teaching and learning approach that are suitable for the theory of teaching. Secondly, the notion of teacher training corresponds to Wallace’s first and second models, while teacher development can be categorized into the third model. This distinction attributes to view the issue of teacher learn ability from two different perspectives. The training perspective reflects what is often called the micro approach, in which teaching can be broken down into discrete and tangible skills or techniques, while the view of teacher development goes beyond those atomistic dimensions of teaching to the beliefs, knowledge, and thinking processes that underlie actual teaching behaviors (Freeman, 1989, qtd in kota, 2004). The following section identifies and differentiates between the two processes with more focus on professional development because it represents current practices in this field.

3.1.5. Teacher Training

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

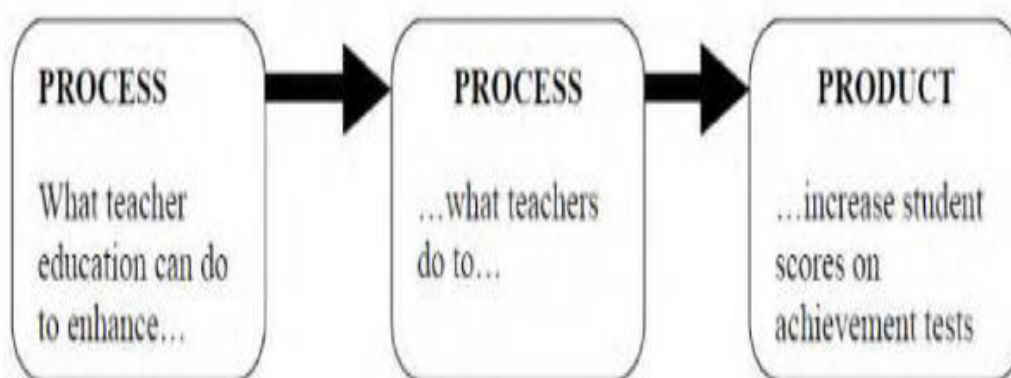


Figure 01: Process-Product Model in Language Teaching (Teaching council, 2009).

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

3.1.6. Professional Development (PD)

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

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

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

systematic interventions that can be used for teacher development”. This paper adapts Ganser’s conception.

4. Mentoring

Mentoring is defined simply as a situation where “a knowledgeable person aids less knowledgeable person” (Eisenman & Thornton, 1999) qtd in (Farrell, 2009). It is “the passing on of support, guidance and advice in which a more experienced individual uses their knowledge and experience to guide a more junior member of staff” (CIPD, 2008) qtd in (Parsloe & Leedham, 2009, p. 200). In this respect, it defers from supervisory process which includes the maintenance of standards within an organization, or system; the supervisor’s role restricted in observing teachers to identify strengths and weaknesses in their teaching behaviour to help them to improve (Gebhard & Oprandy, 1999, p. 36). However, mentoring is one to one, workplace-based, contingent and personally appropriate support for the Newly Qualified Teachers during their professional accilimatization, learning growth and development (Maldezer, 2009). Mentoring is an essential aid to staff development as Holloway (2002, qtd in Kwo, n.d. , p. 221) asserted that “mentoring continues to be profoundly influential in educational settings as a strategy for professional development, particularly in terms of reflective practice”. It is carried out one on one process, in isolation to help new teachers to survive. It is a complex process as Bush, Coleman, Wall and West-Burnham (1996) stated that “mentoring can be conceived as a complex, interactive process that occurs between individuals of differing levels of expertise and experience. It envelops interpersonal development, socialisation, career and/or educational development, as well as professional and/or personal benefits” qtd in (Kwo, n.d. , p. 221). It involves many activities as (Clutterbuck, 1991) reported that, “[It] includes coaching, facilitating, counseling and networking. It is not necessary to dazzle the protégé with knowledge and experience. The mentor just has to provide encouragement by sharing his enthusiasm for his job” qtd in (Kwo, n.d., p. 198). High quality mentoring is concerned with competence, experience and clear role-definition, but it also crucially depends upon the right balance of personal qualities. A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. The mentor’s primary function is to be a transitional figure in an individual’s development. There are many views and definitions of the role of mentor including roles like supporter, guider, and facilitator. There are five roles that mentors could play in order to provide on-site support and assistance to novice teachers during their first year:

1. Models that inspire and demonstrate

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

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

5. The Need for Professional Development

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

6. The Importance of Teacher Preparation

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

process of professional development as Reamers asserted that “teachers act not only as subjects, but also as objects of that reform” (2003, p. 57).

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

In order to prevent this to happen again, NQTs need support to adapt the new changes in this field. As Ho, Watkins, and Kelly (2001, qtd in Klein, 2006, p. 8) showed in a study planned to change teacher’s conceptions of teaching that teaching practice improved promptly and student learning eventually improved when teachers adopted a more advanced conception of teaching. Teachers are the main factor for the success of the new reform as Terry Dozier (1998)qtd in (Harden & Crosby, 2000) emphasized that “if we don’t focus on the quality of teaching, other reform efforts won’t bring us what we’re hoping for”. Teachers should be prepared to adapt the growing use of digital technologies in educational settings to respond appropriately to their students’ needs and to achieve the desired outcomes because several research studies have shown positive associations between student achievement and teachers’ academic skills, level of content knowledge, years of experience and participation in contentrelated professional development opportunities (UNESCO, 2006, p. 67).

Conclusion

This chapter provides a general overview on the field of SLTE; including its historical evolution to respond to the rapid change in educational settings. It is interested in teacher’s development because they are the leaders of education reform and they are the key to

continuous improvement in schools. From this chapter, the following points should be emphasized; firstly, teacher's quality determines the success of educational system. These processes may have different names in different countries which make a terminological confusion as a result of different historical views of the process of teacher learning. Secondly, it may involve various activities that differ from one country to another to respond appropriately to their specific social, cultural and educational needs. Consequently, to have the desired outcome should be designed to respond to teacher's specific needs in that country because it is a social, contextual, dynamic and cognitive related process. Thirdly, to ensure its effectiveness, should accompanied teachers from the very beginning to gain awareness of their beliefs and practices. Finally, and most importantly, there is a strong relationship between teachers' professional development and educational reforms. This last issue, educational reforms, is being the content of the following chapter.

Chapter Three

Data Collection, Analysis and

Introduction

The previous section highlighted some issues related to teaching. This chapter links all of the above points, namely the complexity of teaching, especially for beginners. It also aims to present the positions of beginner teachers from university studies to the extent to which they are prepared, the type of difficulties they face, and the way in which current educational

reforms are introduced and the type of preparedness. This work is divided into five parts via using the following questionnaires.

3.1. Novice Teachers Questionnaire

3.1.1. Administration of the Questionnaire

The questionnaire was distributed to 15 teachers, only 10 of whom responded. Study participants from different regions studied different levels that allow for different perspectives to be collected and this gives greater credibility to the study results. The small sample can be justified because of its lack of availability and the fact that most of the graduating students have not yet started teaching. This reflects one of the problems faced by novice teachers during their first year.

3.1.2. Description of Novice Teachers' Questionnaire

This study sets to explore different attitudes towards university teacher preparation. The questionnaire consisted of 23 questions and is divided into five sections; section one is about the participants' background information while section two is about their experience as university students. However, section three is about teacher preparation; then, section four is about novice teachers, and section five is about any further suggestions or recommendations.

3.1.3. Analysis the Questionnaire

➤ Part One: Background Information

Q 01: Gender

The great number of participants (70%) were female and only quarter were male. This shows that most of females prefer the teaching profession because it is a respectable job. With a good social statue, it is considered the most suitable for woman in the Algerian society. Only (30%) of participants were males since most of males prefer other professions.

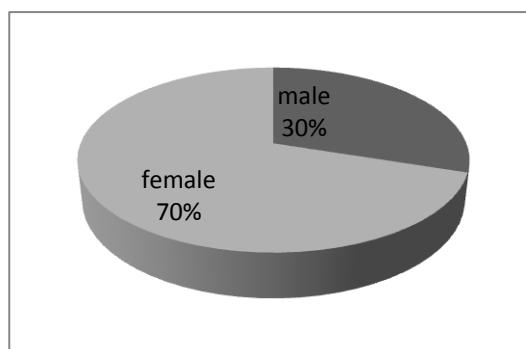


Figure 2.3: Novice Teachers Gender

Q 02: Age

Most of the participants (60%) were at the same age ranging from 22-25. Only (40%) their age ranges 31-35.

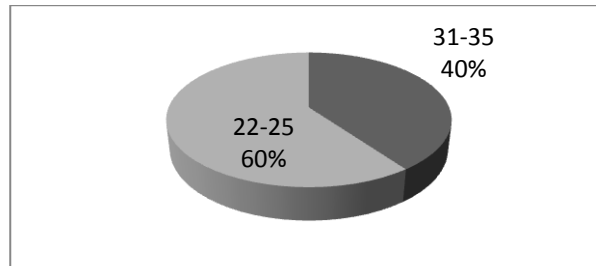


Figure 3.3: Novice Teachers Age

Q 03: Specialty

The vast majority of respondents were from literature and civilization. Only (20%) were from didactics and I think that is reflects the small number of students in compared with population.

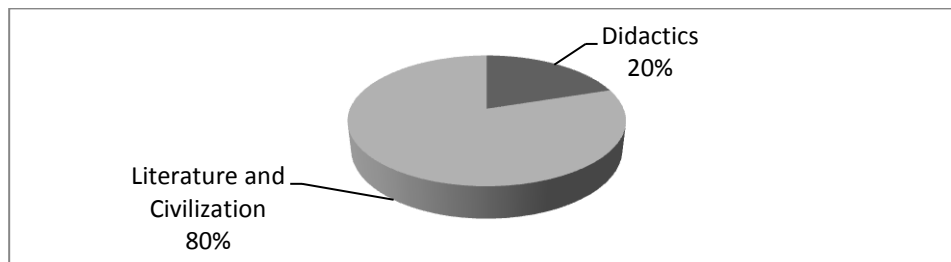


Figure 4.3: Specialty during University

Q 04: Education Qualification

The majority of university teachers have a master degree and only (10%) have Doctorat degree and the others (20%) teach at the place of the substitute teachers.

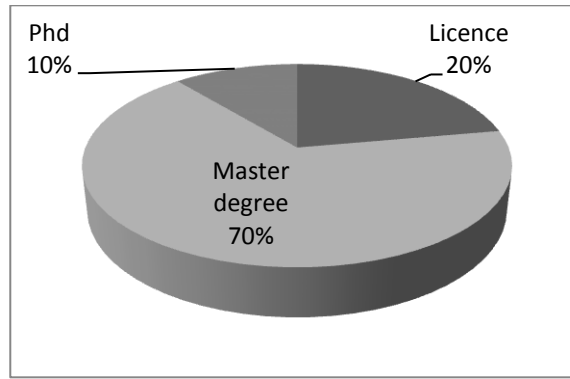


Figure 5.3: Teach Educational Qualification

Q 05: What is your status as a teacher?

Most of novice teachers (80%) were part-time (vacataire), only (20%) were permanent. The permanent novice teachers were recruited as a result of annual exam of teachers, however the majority were assigned temporarily due to the shortage of teachers or to replace absent teachers.

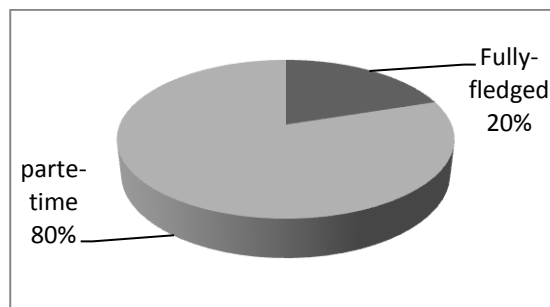


Figure 6.3: Status of Teacher

Q 06: Please specify the institution where you work?

The participants work in different institutions, this gives more credibility and enriches the results of the study.

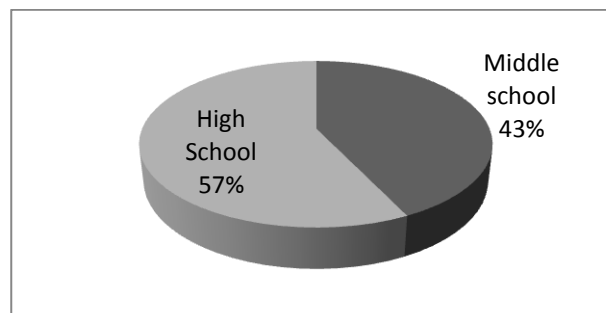


Figure 7.3: The Working Place

➤ **Part Two : As a University Student**

Q 07: Why do you study English?

The vast majority studies English specialty to be teachers, which reflects their will and positive attitude towards the teaching profession. (30%) did not want to be teachers which support the idea that not everyone studies English will be a teacher of that language.

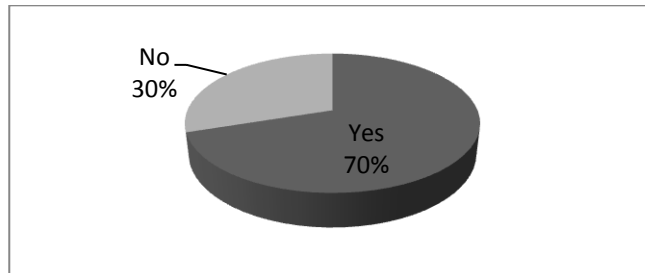


Figure 8.3: The Reason of Studying English

Q 08: Generally speaking how do you find the lectures of the university?

The half of the participants states that the university lectures were ordinary. (30%) consider that it is interesting and only (20%) believe they were boring; thus who found it boring is diversity in their attitude due to their choice of English that was imposed or their courses that did not meet their expectations.

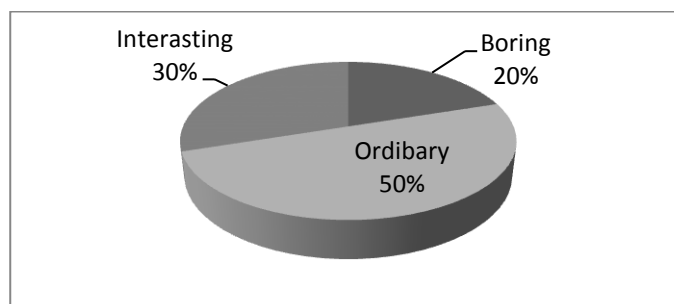


Figure 9.3: Attitude toward University Lectures

Q 09: Is there a disconnection between university courses and the requirements of teaching?

There are different views about the connection between university courses and

requirements of teaching, (20%) have strong arguments, (50%) agree, while (10%) and (20%) totally disagree. This question reveals that the majority (70%) agree that there is no link between the content of university and the lived teaching practice. This is because the learning activities the teachers engaged in were not analogous to those activities they are engaged in as teachers.

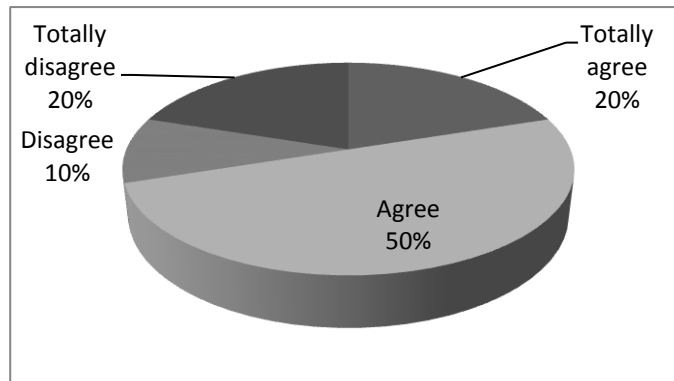


Figure 10.3: Opinions About University Courses and Teaching Requirements

Q 10: Do you think university courses prepare you enough to start your career successfully?

Most of novice teachers confess that they are not ready to teach because they have not enough experience, sufficient background, and practical knowledge; only (20%) stated that they were ready to teach because they have high language proficiency and study English for five years.

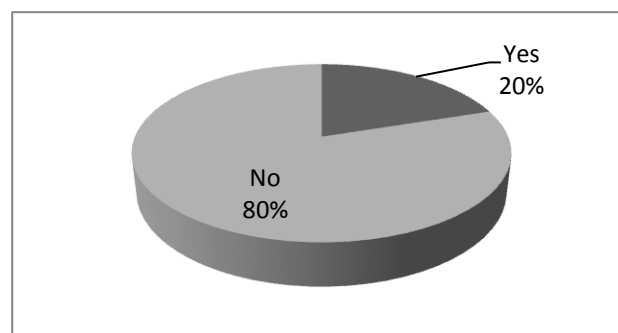


Figure 11.3: Reading to Teach

Part Three: Teacher Preparation

Q 11/12: Have you received any specific training at the beginning of your teaching?

In question 12, most of the participants asserted that they did not receive any training at the beginning of their teaching career. As it is clear from the second figure (70%) of

novice teachers express their need to a kind of preparation. They justify this need due to the lack of experience. The gap between theory and practice as well as to learn practical skills.

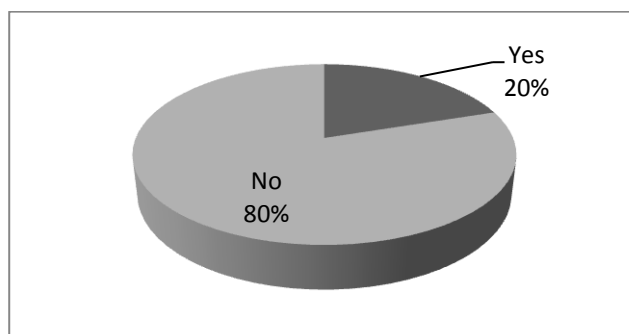


Figure 12.3: Receiving Any Specific Training

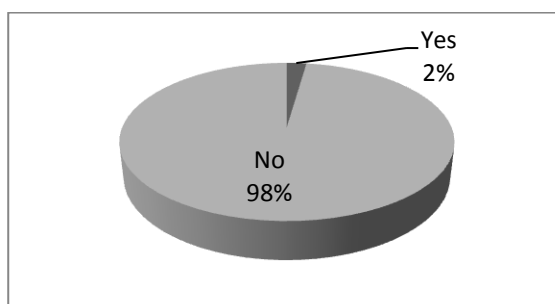


Figure 13.3: Need a Kind of Preparation before Start Teaching

Q 13: what do you aspect as an addition to be included in this preparation?

Novice teacher's aspect their preparatory programme to include different measures of how learners are assessed, oral presentations, student interaction, and use of various sources and implementation of teaching theories in their classroom.

Q 14 : have you ever been engaged personally in a project which aimed at preparing you to respond to your learners need ?

The majority of participants in this study show that they have never been engaged in any project that aimed at preparing them to respond to their learners needs. This reflects that they are not familiar with different professional activities. Only (30%) stated that they ask other teachers help.

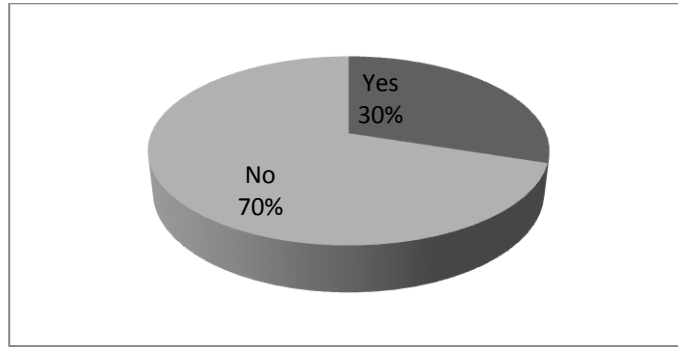


Figure 14.3: Engaging in Project to Respond to Learners Needs

Q 15: The University does not provide the practical knowledge needed in teaching the majority of the participants express their arguments that university provides theoretical knowledge only. And that the university courses can not bridge the gap between theory and practice.

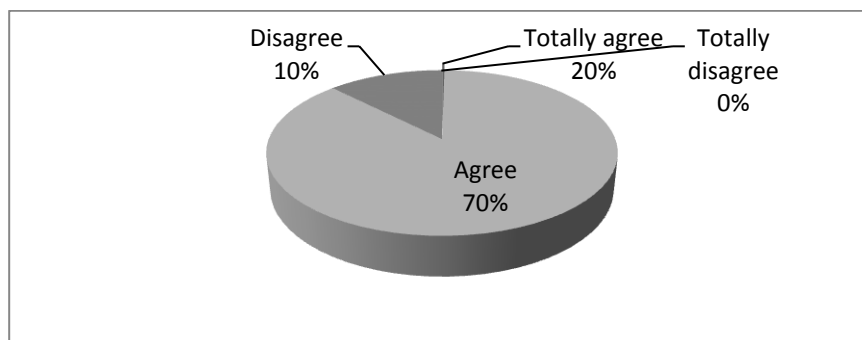


Figure 15.3: The University does not Provide Knowledge

➤ **Part Four : As a Novice Teacher**

Q 16: Please mention if you have encountered any problems in English-teaching?

The majority of participants mentioned that they have encountered some problems in teaching, especially with students and the difficulty that faced them to design a lesson plan and assessment.

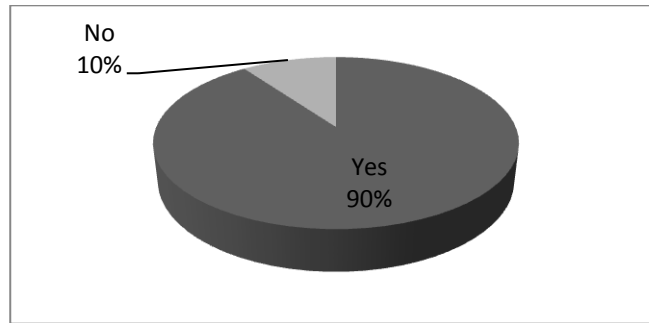


Figure 16.3: Encountering Problems in Teaching

Q 17: What kind of problems did you face a lot as a novice teacher?

Almost all respondents say that they face different difficulties depending on the level they are teaching. For example, the majority (40%) suffer from difficult students, (30%) experience difficulty in designing lesson plans and assessments. From that percentage, it is clear that regardless of the level they teach most of teachers experience different challenges.

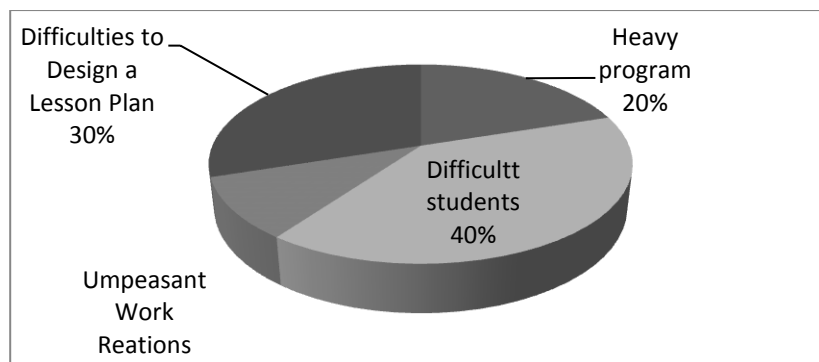


Figure 17.3: The Kind of Problems Novice Teachers Face

Q 18: Did you attitude towards teaching profession after you start teaching?

A great number of the sample state that their attitude towards teaching had changed which is another point that supports the view that university courses could not prepare teachers. For instance, some participants stated that they focus more on classroom management rather than lesson delivery. It was not as easy as they thought.

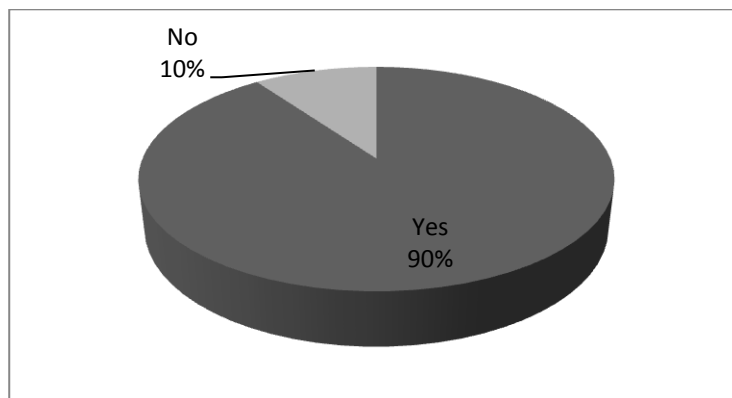


Figure 18.3: Changing Attitude Towards Teaching Profession

Q 19: Do you teach English the same way you have been taught?

A great number of novice teachers (80%) stated that they did not imitate their previous teachers. This means that they try to establish their own identity and method and to be innovative, or due to the change in students, textbook and the increased exposure to the English language through different mediums.

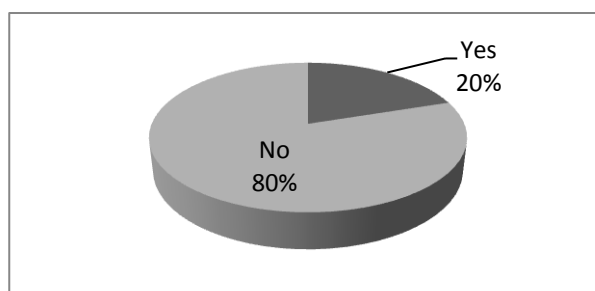


Figure 19.3: Teaching the Way You Have Been Taught

Q 20/21 : what do you like the most about being a teacher? / Which aspects of teaching do you like the least?

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

➤ Part Five : Other Comments

Q 22: Do you think this training is fruitful for you?

Most of the respondents who receive training assure that it was beneficial. They gained awareness with the reality of teaching and its practical strategies for effective classroom introduction.

Q 23: In your opinion, how teachers should be prepared, any suggestions?

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

3.1.4 Findings

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

Conclusion

The results obtained from the analysis confirmed the points and claims that were assumed at that, University courses can not provide enough knowledge and skills required in the teaching profession; a bone of content that covers relevant theoretical knowledge. As a result, most novice teachers face different challenges because of the gap between theoretical knowledge and the reality of classroom instruction. All participants expressed the need to

prepare the teacher at the beginning of their career, an open appeal to senior officials responsible for studying the issue. The preparation of teachers is an indisputable necessity in the framework of new educational reforms, which show most of the teachers of students not to recognize the procedures and objectives that emphasize the role of implementation in the classroom.

3.2.Recommendations

The teaching practice of student life, especially English in the age of globalization, can not be dispensed with. Because of its central role in the education system, English teachers who study a compulsory subject of national importance really need to feel confident that they understand the concept of professionalism that applies to both Teaching and subject matter (Goodwyn & Branson, 2005, p. 142). The following suggestions help to achieve this goal :

- Planning courses not during the academic year, but during the holidays to reinforce teachers' knowledge in certain disciplines to enable them to cope with new programmes.
- Overcrowded classes hinder both effective teaching and learning, therefore, the number of students should not exceed 25 in the same class, because the purpose of teaching is to enable learners to establish good human relations with one another and the world to be able to communicate, the thing which is not really evident in large classes.
- Teachers trainers also need to be selected among the most experienced ones and qualified in addition to the required material.
- Workshops; they are short training sessions that help teachers develop teaching knowledge and skills through providing practical ideas that can be applied latter in the classroom.
- Teacher support groups; also referred to it as study groups, teacher network and learning circles, it is two or more teacher collaborate to achieve either their individual or shared goals.
- Peer coaching; at is a effective procedure in which two or more teachers collaborate to improve some aspect of their teaching.
- Peer observation; watching another teacher in real classroom context permit NQTs gain an understanding some aspects of the process of teaching and learning.
- Team teaching. It is also called pair teaching it is a process in which two or more teachers take equal responsibility of the different stages of the teaching process.

- Keeping a teacher journal; is an going written account of observations, reflection, problems and other insightful through about teaching. It is usually in a form of notebook.
- Self monitoring; it is refers to activities in which information about one's teaching is documented, it may either take the form of lesson report, audio or video recording to reviewed and evaluated.
- Use various sources, nowadays there is avail ability of diverse sources easy to access especially online sources that provide individualized professional development. It has advantage such as flexible scheduling, low-cost or even free and no commutes.
- Rating by students; teachers should give their students the opportunity to rate them anonymously and with complete impunity. Many research studies have indicated that student's opinions are the most reliable source of teachers' effectiveness.

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

General conclusion

The ultimate aim of this study is to figure out to what extent Algerian educational reforms at the university level succeeded in achieving its aim which is preparing its students for their future professions. This research work is determined to provide the effect of the lack of training that novice teachers face in Bouguirat middle and high schools in Mostaganem. Students of English were expected to be prepared to the teaching profession. In order to study this issue, this study started by giving general brief overview on the importance of English language with more emphasis on its objectives and its complexities especially for novice teachers. Then, it introduced different approaches to teacher preparation and its role in promoting teachers' quality. After that, this study spotted the light on the historical development of Algerian educational system with more concentration on the current educational reforms. Moreover, it reported the chronological development of Algerian teacher education.

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

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

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Appendix

NOVICE TEACHER'S QUESTIONNAIRE

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

Part one: *Background Information*

1. Gender Male Female
- Age 22 – 25 26 – 30 31 – 35 36 –40 more
2. Specialty: Didactic Literature and civilization other
3. Educational Qualification:
Licence degree Master degree PhD
specif.....
4. What is your status as a teacher: a. fully-fledged? (Permanent)
b. part-time? (Vacataire)
5. Please specify the institution where you work:
Middle school High school

PART Two: *As a University Student*

6. Why do you study English? to be teacher of English
Others
specify
7. Why do you want to become a teacher?
.....
.....
.....
.....
8. Generally speaking how do you find the lectures of university?
Interesting b- Ordinary c- Boring
9. Is there a disconnection between university courses and the requirement of teaching (the realities of the classroom)?

Totally agree agree disagree totally disagree

10. Do you think university courses prepare you enough to start your career successfully?

Yes No

PART Three: *Teacher Preparation*

11. Have you received any specific training at the beginning of your teaching career of English?

Yes No

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

Yes No

13. 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.....

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

Satisfied indifferent dissatisfied

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

Totally agree agree disagree totally disagree

Part four: *As Novice Teacher*

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

Yes No

If yes, please specify.....

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

Others.....
...

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

Yes No

If yes,
how.....

18. Do you teach English the way you have been taught (imitate one of your previous teachers)?

Yes No

19. What do you like the most about being a teacher?

.....
.....

20. Which aspects of teaching do you like the least?

.....
.....

Part five: *Other Comments*

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

Yes No

Why?.....
.....

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

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