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**The Impact of Training English Language Teachers on  
Classroom Practices: Case Study of Primary School  
Teachers of English in Mostaganem**

**A dissertation submitted in partial fulfilment for the requirement of  
Master's Degree in Didactics of Foreign Languages**

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# Dedications

I am deeply grateful to Almighty Allah for granting me the chance to complete this work.

I dedicate this work to my beloved parents who have consistently supported me during challenging times throughout my life. I am also fortunate to have the unwavering support of my compassionate and understanding small family: my husband and my three sons, Aymen, Mohamed Lamine, and Mehdi. I am forever grateful for their constant support, encouragement, and patience.

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## **Abstract**

The nascent introduction of English at the primary school level in Algeria is an emerging experience, which has various prospects and challenges for students, teachers, and educational stakeholders. Hence, in the present research, the endeavour is to perform an intense review of the present literature to extract all possible dimensions of the impact of training programs on novice teachers' performances, notably classroom practices. The study aims to explore how training programs impact the teaching skills, confidence, and classroom performance of novice primary school teachers in Algeria. The first cohort of English teachers in Mostaganem was examined as a case study. Additionally, suggestions are brought into the table to adapt and develop the present training programs so that they could cope with the constant changes and new teaching trends. To reach the target objective, a mixed (qualitative and quantitative) approach was adopted and three research tools are utilized in the data collection: a questionnaire, interviews and classroom observations. The research findings revealed that training programs have positive impact on classroom practices, yet they need to be updated and developed to meet the teachers' needs, the constant changes and the new teaching trends.

**Keywords:** training programs, classroom practices, teaching trends, teachers' performances.

## **List of abbreviations**

**EFL: English as a Foreign Language**

**CLT: Communicative language teaching**

**MONE: Ministry of National Education**

**CNP: National Curriculum Board.**

**BC: British Council**

**ICTs: Information and Communications Technologies**

**OHPs: Overhead projectors**

**UNESCO: United Nations Educational, Scientific and Cultural Organization**

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A blue scroll-like banner with a dark blue outline and rounded corners. The banner is positioned horizontally and contains the text "General Introduction" in a bold, black, sans-serif font. The banner has a slight 3D effect, with a darker blue shadow on the left side and a small circular detail at the top right corner.

# General Introduction

## **General Introduction**

During the last couple of years, the status of English in Algeria has viewed important changes particularly in education. The year 2022 was as a turning point. It brought to table the paradigm of bilingual and multilingual education and the importance of an early learning of foreign languages, namely English. Basically, teachers are essential elements in applying the principles of the national curriculum in the reform phase. Thus, a pre-service training program was innovated to guide the newly recruited primary school teachers of English and help them in their profession. Then, an in-service training program was scheduled to help these teachers, who have become trainees, develop in the field of teaching.

In order to ensure effective teaching and learning experiences, it is crucial to examine the impact of training on classroom practices. This research study aims to explore the effects of training programs and their effectiveness in developing novice primary school teachers' teaching skills, confidence and overall classroom performance in the Algerian educational field taking the example of Mostaganem as a case study. Furthermore, this study seeks to contribute to the ongoing efforts in improving educational practices and providing recommendations for effective teacher training programs. To reach these objectives, the following research questions were posed:

- Are the current training programs effective to improve teachers' professional knowledge, skills and attitudes that lead to successful classroom practices?
- How could the actual training programs be developed to meet the teachers' needs in the light of the thriving change in the Algerian educational field?

Two hypotheses have been proposed to address the above research questions:

1. **Hypothesis 1:** English primary school teachers in Mostaganem who received pre-service training and in-service training in teaching English as a foreign language may well demonstrate improved classroom practices.
2. **Hypothesis 2:** Identifying teachers' needs, setting realistic goals, allocating sufficient time, implementing diverse successful strategies, designing engaging communicative tasks, providing assessment tools, and suggesting a sound evaluation program for practical application could be considered as the backbone of a well-designed training program.

In this research study, a combination of data collection tools was used. It consisted of questionnaires, interviews and classroom observation. Questionnaires were used to gather quantitative data from primary school teachers. The structured questions helped to measure the impact of training on teachers' performance, language proficiency, assessment practices and learners' achievements. Additionally, interviews were conducted with middle school inspectors to gather qualitative data. These interviews provided an opportunity to delve deeper into the inspector's views about the effectiveness of the existing training programs and their impact on teachers' performance and learners' achievement. As well as, gathering suggestions on how to adapt the current training programs to the new category of teachers' needs and improving them so that they meet the constant changes in the Algerian educational field and the new teaching trends in the world. Classroom observation allowed to directly observing the classroom practices, the teaching strategies employed by teachers by utilizing a checklist that focuses on organization, clarity, teacher-learner's rapport, classroom language, teaching materials, and assessment and feedback.

The collected data helped in getting a clear vision of the implementation of the knowledge and skills acquired from the training into classroom setting. They also led to gain a holistic understanding of the impact of training on classroom practices in Mostaganem. Lastly, evidence-based recommendations that will help improving the training programs to improve the quality of Education in Algeria, specifically the teaching of English as a foreign language (EFL).

The current research is divided into three chapters. Chapter one deals with the literature review. It covers the historical background of English language training in Algeria, examples of training programs, teaching practices, the influence of training on classroom practices. It also includes some suggested models for aligning teaching training with instructional methods in addition to some previous research studies examining the effects of training on classroom practices. Chapter two presents the methodology and procedures used in this research. It focuses on the practical side exploring the implementation of the knowledge and skills gained from the training programs in the classroom and providing suggestions for improving the actual training programs. Classroom observation was done to observe both teachers and learners and evaluate various aspects of the teaching learning process. Moreover, a questionnaire was given to primary school teachers in Mostaganem to investigate the effectiveness of the actual training process and identify their concerns. Besides, middle school inspectors were interviewed in order to gather data about difficulties faced in the implementation of the current training programs, evaluate them and gather some suggestions on how to improve them. Chapter three focuses on presenting key findings from the impact of training primary school teachers of English on classroom practices. It discusses suggestions for enhancing existing training programs, provides a systematic description of the obtained results, interprets them referring to the previous researches, and explains the principal implications of the findings regardless of statistical significance. This chapter ends with recommendations for updating and adopting the actual training programmes to meet the

primary school teachers of English and advocating for ongoing professional development opportunities.



Chapter one

# Chapter One: Literature Review

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## 1.1 Introduction

In the new global world, providing novice teachers with effective training programs that promote their teaching practices and improve the learning outcomes of learners has become a central issue for many countries.

In Algerian education, English is stated in the national curriculum as a foreign language. It is mainly introduced in the first year of middle school and learners continue studying it during high school. However, there are some challenges, such as limited exposure to authentic English language resources, and a need for more opportunities for language practice. Considerable efforts are being made to improve English language education, primarily the implementation of the English language in primary school and the promotion of English language proficiency among teachers and learners. Therefore, added to the existing training programs, special training contents are being innovated to train the newly recruited teachers.

This research aims to explore the relationship between training programs and their effectiveness in developing novice primary school teachers' teaching skills, confidence and overall classroom performance in the Algerian education system, taking the example of Mostaganem as a case study. Furthermore, it seeks to contribute to the ongoing efforts in improving educational practices and providing recommendations for effective teacher training programs.

This chapter covers topics such as teaching training, the historical background of English language training in Algeria, examples of training programs, teaching practices, the influence of training on classroom practices. It also includes some suggested models for aligning teaching training with instructional methods in addition to some previous research studies examining the effects of training on classroom practices.

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## 1.2 The Implementation of English in Algerian Primary School

The use of English and demand for English language and English language education have exploded with economic globalization and transfer of the cultural trends (Sultana & Rahman, 2010; Choudhury, 2006; Nunan, 2005; Chaboot & Raminez, 2004; Nunan, 2003; Bhatt, 2001). In recent years, the status of English in Algeria has witnessed important changes, particularly in education. The year 2022 was a turning point, as it brought to table the paradigm of bilingual and multilingual education and the importance of early learning of foreign languages, namely English. Early studies suggested that there is a critical period for language acquisition that extends until puberty (Lenneberg, 1967; Penfield and Roberts, 1959), typically falling within the primary school years. The advantage of integrating more than one foreign language is clearly stated in article 2, section 6 of the Orientation Law on National Education No. 08-04 23 (January 2008), which states that: *“Empowering learners to master at least two foreign languages in order to open up to the world, considering foreign languages as a means to refer to documentation and promote exchanges with foreign cultures and civilization”*. Algeria has introduced English as a foreign language alongside French in primary schools. This decision aims to help students adapt to globalization, advanced technology, and world culture. In the summer holidays of 2022, President Abdelmadjid Tebboune announced the addition of English to the primary school syllabus at the beginning of the upcoming new school year in September (Boukhalifa, 2022). Saada (2022) reported that, during a Council of Ministers meeting, the President ordered the validation of English language instruction starting in the third year of primary school. A ministerial proclamation dated 28/08/2022 was issued to implement this decision. This move will positively impact the education system and students' prospects. It was made after an in-depth study by experts and specialists. The details of learning English in key stage 1 of Primary Education are outlined in the English syllabus for primary school. It is mentioned that:

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“The ultimate goal of the inclusion of English as another foreign language in the Algerian Primary Education is to provide the Algerian child with opportunities to learn another language which will contribute better to broaden his knowledge, structure his thoughts and develop his linguistic and communication skills in English gradually”.

Referring to Maouid Newspaper (2022), The Minister of National Education, Mr. Abdelhakim Belabed, stressed that the Ministry of National Education (MONE) is working to enable students to master at least two foreign languages as stipulated in the National Law of Orientation. The Minister of Education noted in his response that teaching children one or two widely used foreign languages is to provide them with the tools for success and enable students to have direct access to global knowledge; opening up to other cultures and creating a successful alignment between the various branches of education, vocational training and higher education. The Minister also stressed the necessity of adopting the principle of flexibility in order to create integration between the foreign languages adopted within the framework of educational practices. Rigorous measures on the necessity of adequate careful pedagogical and administrative preparation were taken, in order to apply the decision to teach the English language in the primary cycle, starting with the school year 2022-2023. Referring to Ed Diwan Newspaper(2022), Mr. Belabed affirmed at the opening of a three-day national meeting focused on preparing qualified training for English teachers in the 3rd grade, held at Hassiba-Ben Bouali High School (Algiers) that "bringing together all material, human, and organizational resources before moving on to other levels in the coming years." Thus, prompt measures were taken at several levels. Initially, age and diploma were the foremost conditions for recruitment of English primary school teachers. The hired teachers must have an academic background, bachelor's degree in English or a diploma in English translation, and the recruitment for English teachers was done through contracts. To hire English teachers in 20,000 elementary schools was a hard task because 60,000 applications were submitted in just

# Chapter One: Literature Review

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few days. However, only 5,000 of the applicants were eventually hired. These new teachers were given 90 hours training before joining their respective classrooms.

## **1.3 Teacher Training Programs**

Quality education represents the cornerstone in the development process of any society (Afroze, Kabir and Rahman, 2008; Chalard, 2009). To improve the quality of teaching in the primary cycle, newly designed training contents intended as pre-service training was launched, followed by an intensive in-service training to ensure the high quality of teaching. As well, these exceptional training contents include several modules prepared as a pre-service training for the newly recruited teachers. Before school resumed, all teachers underwent a 15-day training program and joined their classes equipped with elementary knowledge and skills about teaching English in primary school. By mid-September, all necessary pedagogical documents were directed to schools including the Didactic Guide of English, the listening scripts, and the 3PS course book. Consecutively, special training which aims to explain the guide was cascaded all over the country to assist middle school inspectors and contract teachers in the field. It is worth mentioning that the Communicative Language Teaching (CLT) had been undertaken by MONE and National Curriculum Board (CNP). On December 11<sup>th</sup>, 2022, all contract teachers were integrated and became trainees. Successively, they pursued preparatory pedagogical training to foster their competence which consists of professional knowledge, professional practice and professional engagement. Along with this training, the MONE in collaboration with the British Council (BC) launched a programme called Teaching for Success intended for primary school teachers of English. The course is comprised of seven different modules to enhance teachers' professional development and provide them with new techniques, teaching experiences and strategies. Throughout Algeria, teachers received in-service trainings on planning, classroom management, didactics,

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assessment and remediation, curriculum, psych pedagogy, and legislation. Subsequently, the aim of this endeavour is to investigate the impact of the training programs provided to teachers in Mostaganem on their level of performance and their classroom practices.

## **1.4 English Teacher Training**

Teacher training aims to help teachers develop the skills and knowledge they need to perform their job effectively and efficiently “The training helps acquire educational qualification and experiences needed to improve the education system, as well as identify the most important successful pedagogical techniques which lead to master the general educational goals” (Hadi, 2021 p. 116). In education, training refers to the process of acquiring new skills, knowledge, and attitudes that enable teachers to perform better in the field of teaching. Training is a preparatory stage that aims to reach a set of determined achievements (Widdowson, 1990, p. 62). According to Freeman (1989 p.39), “training is based on an assumption that through mastery of discrete aspects of skills and knowledge, teachers will improve their effectiveness in the classroom”. According to Mirou (2015), teacher training programs main objectives are to:

1. Increase the teacher performance, and develop his educational skills and abilities.
2. Help the teacher to learn more about the modern teaching methods, and build his trust zone i.e. the relationship between the teacher and his students.
3. Guide teachers to get effective methods that affect the students’ behaviour.
4. Improve the efficiency of teachers’ objectives in education.
5. Help teachers identify trends and developments in the field of education and improve working relationships.

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6. Provide teachers with everything new to increase their efficiency and refine their expertise.
7. Qualify the teacher to face problems that hinder his career.
8. Improve teacher's competencies and treat their deficiencies and encourage them to do scientific research.

## **1.5 Training Programs in Algeria: “A Historical overview and Key Examples”**

To establish the Algerian education system after the independence, thousands of literate citizens were directly recruited as monitors, and no training was required in order to fill the gap left by the French colonialism. No institution was devoted to train the newly recruited teachers (Benziane and Senouci, 2007) as cited in a research undertaken by Hadi, (2021). In 1962, the French colonial educational system established in Algeria six training schools for primary teachers. Two training institutions in the period 1963-67 were founded, which are: the National Training Centre of Primary and Middle School's inspectors and the National School of Technical Learning in El Harach, Algiers (Benmati, 2008) as mentioned in the same work. Hadi (2021) also stated in her endeavour that according to Benmati (2008) the Ministry of Education established two bodies for training teachers: the first was the continual Training Body during the service from December 1999 to March 2000. The second was the Temporary Training Body for the Basic Educational Teachers that has not finished their Secondary learning. The year 1970 matched with the establishment of a training institution called the Institution Technology of Education “Institut Technologique de l'Education ITE”. Following the “Craft Model” Wallace (1991), student teachers had to be trained by a monitor in schools in their last six months of training. They had to prepare lessons and present them. They had to imitate their monitor's way of teaching.

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Hadi (2021) added that in 1999 to 2000, the Algerian Ministry of Education has moved the teachers training into university, exactly to the Higher National Schools (ENS). Ministry proclamation N° 22/10/2000 has marked three different teachers training institutions.

- 1- The higher schools of teachers 1999 to 2000.
- 2- The national teachers training institutions.
- 3- The teachers training institutions during the service

The MONE made innovation in teacher employment through competition in the 2000's. Besides, in their research, Lansari and Hadam Bouabdallah (2022) affirmed that under the reform of the educational system in 2003, principles underlying the new teacher education and training system have been established to ensure that novice teachers receive quality training rather than quantitative. Starting from 2015, novice teachers graduated from university are required to have a pedagogical training for 6 weeks i.e. 180 hours (during school holidays and weekends). The training programs contain 09 modules.

With the implementation of the English language in primary school in 2022, the need for English teachers upraised which leads to a direct recruitment of university Bachelor's graduated students. The newly employed teachers receive pre-service training of 60 hours in 8 modules before they join schools. The innovation of pre-service training programs for the newly recruited teachers is a leap forward that has a positive impact on the educational system in Algeria. Then, they continue in-service training of 180 hours during holidays. Moreover, teachers must adapt to the evolving nature of their profession by continuously updating their teaching skills through reflection and ongoing professional development (CPD). Teacher development, an essential aspect of teacher education, allows educators to reflect on classroom practices, gain insights from teaching experiences, view education as a long-term process, and effectively manage change and diversity (Semmoud, 2008, p. 56).

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## 1.6 Pre-service Training

Pre-service training refers to the training that occurs before a practitioner enters the workforce. It is designed to prepare individuals to meet the personnel standards of a specific field. Pre-service training is often used in the context of teaching, research, or administration. Widdowson (1990, p. 64) states that,

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

In Algeria, a new procedure in the employment of teachers is adopted. The enrolment in one of the digital platform of the sixty Education Boards is the first step. Then, the selection of the candidates is based on two criteria: age and graduation date of their Bachelor's Degree is proceeded automatically. After selection, a pre-service training program including 7 modules is pursued. The first promotion had their pre-service training from September 10<sup>th</sup> to 19<sup>th</sup>, 2022. The Modules of pre-service training programs intended for primary school teachers are as follows: Didactics, Planning, Assessment and Remediation, Educational Psychology, School Legislation, School Organization and Curriculum, and Classroom Management and Pedagogical Practice. The training is divided into 10 days, an illustration is provided in the table below:

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Days/ Time	From 8h :00 to 10h :00	15 mins	From 10h:15mins to 12:15mins	60 mins	From 13h:15mins
Saturday 10/09/2022	School Organization and Curriculum	Break	School Legislation	Lunch	Didactics
Sunday 11/09/2022	Planning		Educational Psychology		Assessment and Remediation
Monday 12/09/2022	Didactics		Classroom Management and Pedagogical Practice		Assessment and Remediation
Tuesday 13/09/2022	Didactics		School Legislation		Planning
Wednesday 14/09/2022	Planning		Psychology		Classroom Management and Pedagogical Practice

*Table 01: An Illustration of One Week of Pre-Service Training*

## 1.7 In-Service Training

In a study by Zulkifli (2014) on the need for in-service training for teachers and its effectiveness in school, it is cited that Frederick and Stephen (2010) found that during the in-service training, teachers would develop school management skills and evaluation techniques, and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their efforts in fostering and implementing in-service training in schools to improve the effectiveness of development in schools.

According to Marsha and Naftaly (1999) as cited in the previously stated research study, one of the important components of improving the quality of education is through in-service training for teachers. Studies done by Thompson (1992) show that, after going through in-service training, there are positive changes in teachers' attitudes, increased self-confidence, and also follow up with teachers' readiness to face various resistance situations. This implements that a training program that is planned and implemented well will have a positive

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effect on learners, teachers, and schools. It is often used to improve performance in a particular area, such as teaching, research, or administration.

In-service training is a type of training that is given to employees during their employment. It is designed to improve employees' qualifications and skills while they are working. It also improves knowledge, skill and attitude (Shah, Kiani, Mahmood and Hussain, 2011). In-service training can take many forms, including classroom instruction, on-the-job training, e-learning, simulation training, apprenticeships, cross-training, and refresher training. In the context of Algerian education, the Ministry of National Education announced new training programs in 2016. The innovated pedagogical training programs of the novice teachers last for 6 weeks in a training period of 180 hours. Trainees are supervised by inspectors of all stages, headmasters and engineers. They are required to prepare a final report by the end of the training and take a final exam as well. In-service training includes 9 modules: Didactics, Assessment and Remediation, The Algerian Educational System and Learning Curricular, Psycho-pedagogy, School Legislation, School Organization and Curriculum, Classroom Management, School Mediation, Ethical Profession, Automated Media, and Training Engineering. The in-service training was divided into two periods. The first one was held in the period between Saturday, March 25<sup>th</sup>, 2023 and Saturday, April 8<sup>th</sup>, 2023 and the second period was between Saturday, July 1<sup>st</sup>, 2023 and Thursday, August 3<sup>rd</sup>, 2023. The first training was disseminated into two weeks, an illustration is provided in the table below:

## Chapter One: Literature Review

Days/ Time	From 8h :00 to 10h :00	15 mins	From 10h:15mins to 12:15mins	60 mins	From 13h:15mins
Saturday 25/03/2022	The Algerian Educational System and Learning Curricular	Break	School Legislation	Lunch	Psycho- pedagogy
Sunday 26/03/2023	Classroom Management		Psycho- pedagogy		Didactics
Monday 27/03/2023	Didactics		Automated Media		Assessment and Remediation
Tuesday 28/03/2023	Didactics		School Legislation		Ethical Profession
Wednesday 29/03/2023	Assessment and Remediation		Didactics		Automated Media
Thursday 30/03/2023	Didactics		Assessment and Remediation		

**Table 02: An Illustration of One Week of In-Service Training**

Added to those training programs, the ministry of national education in collaboration with the British Council launched a promoting program called ‘Teaching for success’. The program focuses mainly on classroom practices supported with videos from EFL classrooms and communicative tasks to help teachers improve their performance and boost their confidence in classroom management, assessment and providing feedback. The program includes seven modules as mentioned in the course calendar below:

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Teaching for Success

- Algeria

## Course Calendar

### Teaching for Success – Algeria January – March 2024

Week	Module	Mentions	Dates
1 and 2	Getting started	Live session 1	8 – 21 Jan
3	M1 - Understanding reading skills		22-28 Jan
4	M2 - Understanding vocabulary	Live session 2	29 Jan – 4 Feb
5 and 6	M3 - Understanding grammar	Assignment 1 Live session 3	5 -18 Feb
7	M4 - Understanding assessment for learning	Live session 4	19 – 25 Feb
8	M5 - Understanding Differentiation	Live session 5	26 Feb - 3 March
9	M6 - Understanding and anticipating classroom management problems		4 -10 March
10 and 11	M7 – Understanding lesson planning	Assignment 2 Live session 6	11 – 24 March

**Table: 03 Course Calendar by the British Council “Teaching for Success – Algeria”**

## 1.8 Classroom Practices

Classroom practices refer to a set of strategies and instructional methods that characterize the interaction between teachers and students in the classroom, which are meant to promote learning, as well as develop and manage pupil’s behaviour. Classroom practices include classroom management, pedagogy, learning activities, as well as students’ engagement in

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learning and the use of instructional time (UNESCO, 2009). As observed in many classrooms, these practices principally include eclectic approaches that aim to achieve the target learning objectives of any lesson through implementing active learning strategies, assigning engaging learning experiences, and developing learners' competencies. Effective classroom practices also include all assessment strategies and the integration of technology to enhance critical thinking, communication, collaboration and creativity among learners and create a positive and healthy learning environment. Additionally, providing constructive feedback to learners and enhancing self-reflection promote a deeper understanding of the learning process and strengthen continuous progress.

In the view of many education practitioners, classroom practices should consider learners' diverse needs, backgrounds, and abilities to ensure fair access to education for all learners and create a supportive learning environment. Teachers play different roles in managing classroom practices. 'The "teacher/class/context effect" shows that the teacher plays a decisive role for quality education, but that the teacher-pupil performance relationship is complex (UNESCO, 2009) and is a result of multiple factors demanding a consistent context-related teacher management system.' (Best, Tournier and Chimier, 2018: 4). On one hand, it is admitted that continuous professional development (CPD) helps teachers update their knowledge and skills to stay current with educational trends and best practices. On the other hand, involving learners in the learning process and encouraging them to actively participate in their learning boosts autonomy and increases learner-centeredness. Ingvarson, et al. (2003) stated that teachers' classroom practices should be carefully monitored during the difficult implementation phase to offer support and assistance to the teacher.

## **1.9 Teaching English to young learners**

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With the spread of English as an international language, ministries of education where English is not commonly spoken are consistently lowering the age of compulsory English education to the elementary grade levels (Celce, Murcia Brinton & Snow, 2013). Teaching English in primary school aims to expose young children to a foreign language or more in order to build and develop basic language skills which comprise listening, speaking, reading and writing. Furthermore, Harmer (2003, p.553) mentioned that an earlier start means more time spent learning the language, an important factor in overall attainment. As Curtain and Dahlberg (2010) stated, “The amount of language to which the student has already been exposed is a critical element in his or her current and future levels of language acquisition. Time is a great ally in development of language proficiency (p.5).

The term ‘teacher’ is traditionally used to refer to somebody with privileged access to wisdom: a sage or savant, whose teaching (or teachings) inspires reverence (Widdowson, 1997a). Hence, educators play an active and vital role in producing and shaping future citizens. Teaching young learners is rather different from teaching adolescents or adults because they hold certain features which discern them from other categories of learners. According to Harmer (2001, p. 38), young children, especially those up to the age of 9 or 10, learn differently than older children, adolescents, and adults. They have specific characteristics such as :

- They respond to meaning even if they don’t understand individual words.
- They often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

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- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses their own lives as main topics in the classroom.
- They have limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

## **1.9.1 Experience of teaching young learners in an EFL context**

In a primary school in a semi-urban area in Mostaganem, an innovative teacher teaching 9 to 10-year old learners succeeded to reach the session of “I play roles” learning objectives which consisted of enabling learners to ask and answer questions about their favourite fun time activities and act a scene out. In the input phase, teacher interacted with her learners in an engaging revision about fun time activities where colourful stunning flashcards were utilized. In the intake phase, using an over-head projector (OHP), teacher played a video, a conversation between two friends, and invited her learners to answer two comprehension questions. To ensure the installing of resources, learners performed the conversation in pairs through drilling and substituting key words. For the assessment phase, learners acted out a scene where they asked each other about their favourite fun time activities.

This amazing experience demonstrates the integration of the installed resources in real-life situations where language is used for communicative purposes. Moreover, the use of flashcards and the implementation of ICTs contributed in the success of the session.

## **1.10 Communicative Language Teaching**

Communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with

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others (Duff, 2014 p.15). She added that the CLT movement emerged first in continental Europe, the United Kingdom and the United States in the 1970's to meet the needs of migrant learners who needed to use language in actual social contexts and that the CLT was essentially developed by Canale and Swain in the 1980's for the purpose of promoting real-life communication in language learning. It focuses on using another language rather than L1 in meaningful and authentic contexts in order to communicate effectively. Giving learners the tools to communicate and some choice regarding what they might want to say or write as well as the freedom to experiment with language use distinguished CLT from other widely used approaches based on pattern drilling, recitation, and grammatical analysis (Richards & Rogers, 2001). Content-based instruction and task-based instruction are the extensions of CLT movement but which take different routes to achieve the goals of CLT to achieve learners' communicative competence (Rustipa, 2011). Duff (2014 p.29) summarises that some core principles of CLT include developing the learners' confidence, fluency, resourcefulness (strategies) and autonomy in the L2 and that ,teachers must ensure contextualization of learning in discourse that is relevant to learners and appropriate to the curriculum.

## **1.11 Some Models Exploring the Connection between Training and practice**

There are diverse theories and models which determine the relationship between teacher training and classroom practices. This study undertakes Reflective Model developed by Wallace (1991), and Integrated Approaches to Teacher Development by Hargreaves and Fullan (1992).

Wallace (1991) suggested that there are currently three major models in professional education. He called them the craft model, the applied science model, and the reflective model. They historically appeared in the following order:

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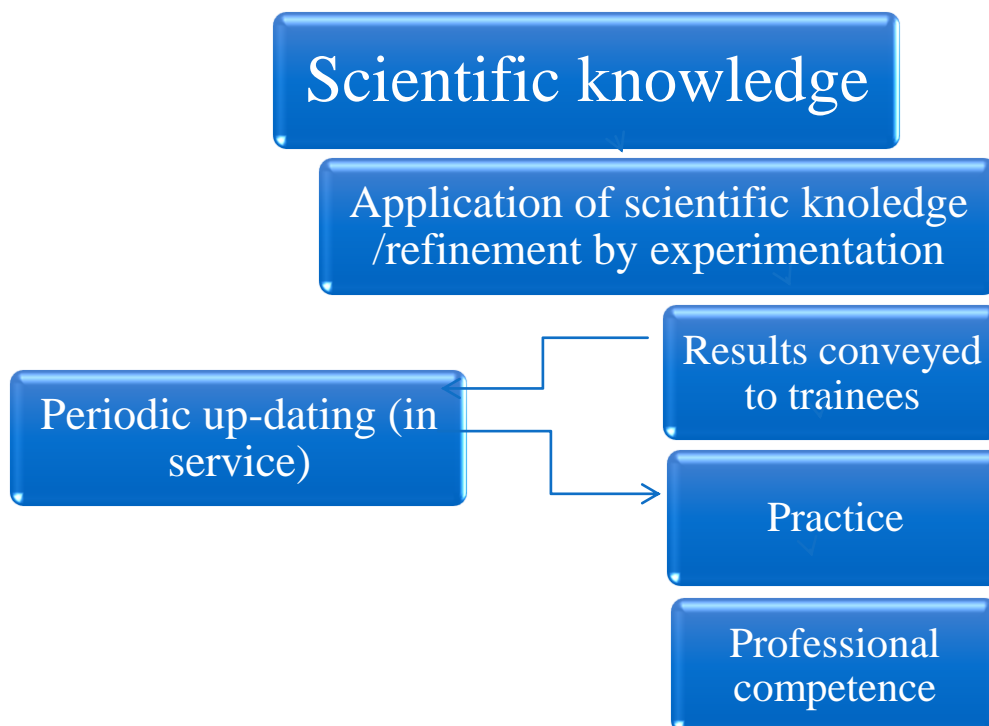
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1. The craft model: in this model, trainees follow the expert's techniques. It is based on imitation and it doesn't follow the growth of relevant scientific knowledge in recent times. It is represented by the following diagram:



Diagram 01: The Craft Model of Professional Education

1. The applied science model: this model has taken this into account, which is why it is considered as a research-based model that emphasizes the application of scientific principles to solve problems. Yet, it could not provide a scientific solution to very complex professional dilemmas.



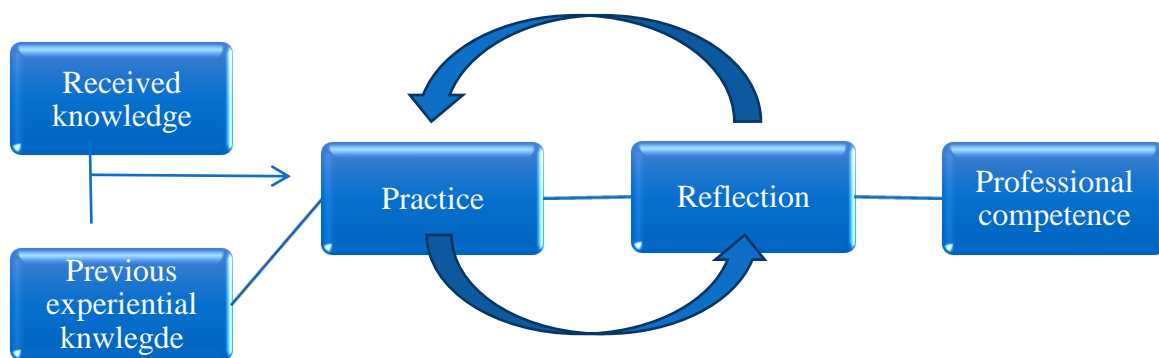
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Diagram: 02. Applied Science Model

3. The reflective model: The reflective theory developed by Wallace (1991) is associated with two stages – pre-training and professional education/development. These two stages lead to an ultimate goal that is called the professional competence. This model emphasizes the importance of reflection and critical thinking in professional development. Wallace proposed this model which gives due weight to experience and the scientific basis of the profession and has therefore suggested that the teacher education has two main dimensions:

- Received knowledge
- Experiential knowledge.



**Diagram: 03 Reflective Model (Preliminary)**

Fullan and Hargreaves have contributed to the field of teacher development with distinct approaches. On the one hand, Fullan's approach includes the following features:

- Collaborative Professional Learning: Fullan believes that working in groups and sharing ideas enhance teachers' professional development.
- Focus on Deep Learning: Fullan highlights the significance of critical thinking, problem-solving, and creativity and states that professional development promotes effective teaching practices for deep learning outcomes.

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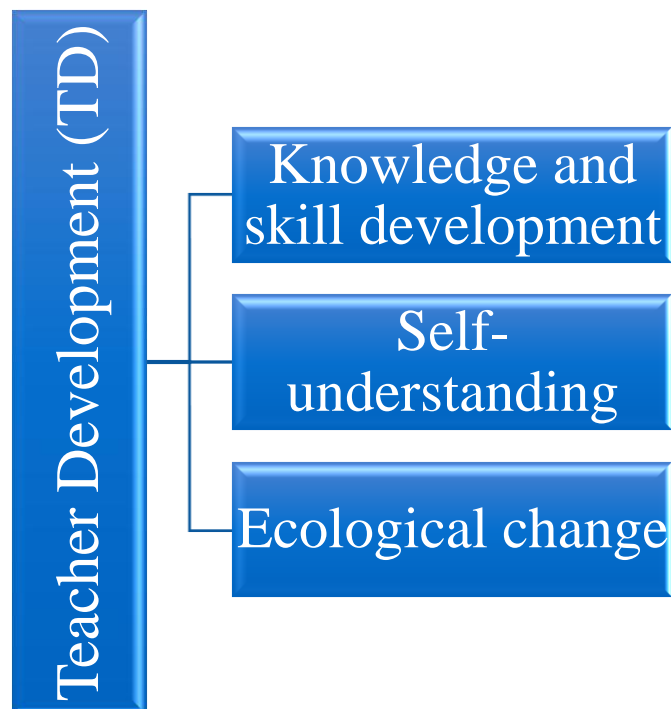
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- **Leadership's Role:** Fullan places a strong emphasis on effective school leadership and its essential role in creating a culture of continuous improvement and fostering a positive learning environment.
- **Systemic Change:** Fullan argues that sustainable improvements in teacher development require changes at the school, district, and systemic levels.

On the other hand, Hargreaves' approach includes the following key aspects:

- **Professional Capital:** Hargreaves emphasizes the concept of "professional capital" which encompasses the knowledge, skills, and collaboration among teachers. He claims that investing in and developing teachers' professional capital leads to educational improvement.
- **Collaboration and Networking:** Hargreaves values collaborative learning environments not only within schools but also across schools and networks.

To conclude, Fullan and Hargreaves have points in common and both of them assert that collaboration is vital to teacher development as it helps teachers better place their performance and improve their teaching practices. Those approaches were integrated. Hargreaves and Fullan (1992) identify three approaches associated with teacher development (TD) – TD as knowledge and skill development, TD as self-understanding and TD as ecological change.



**Diagram 4: Teacher Development Model (Hargreaves and Fullan, 1992).**

### **1.12 The Impact of Teacher Training on Classroom Practices**

According to Zimmerman, Boekarts, Pintrich, and Zeidner (2000), a trained teacher is more effective and thus able to plan better strategies to assist students in various aspects. Accordingly, teacher training provides teachers with knowledge, skills and attitudes that aid in effective planning, classroom management, and creation of an engaging learning environment. It has been proved that a well-trained teacher can develop the skill of the incorporation of distinct strategies, the integration of information and communication technologies, and the enhancement of the twenty first century skills amongst learners.

Various studies investigated the impact of training on classroom practices and found different results. In a study conducted by UNESCO on the impact of in-service training on English teachers' classroom practices, it was found that teachers who received cluster trainings

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at English in Action (EIA) intervention schools, approximately 80% of their needs were fulfilled resulting to the implementation of new methods and techniques in their classrooms. This study used a mixed-methods approach, combining quantitative (surveys) and qualitative (interviews and observations) data to assess the impact of in-service training on classroom practices. Uysal (2012) states that for successful educational reforms, in-service teacher education programs should be planned as an ongoing professional learning process with a follow-up stage. Besides, cooperation between authorities or change agents, trainers, and trainees at all stages of this professional development process is crucial since in-service education programs should be based on trainees' contextual needs as Fullan (2001 p. 32) notes in the change process "uniqueness of individual setting is a critical factor as what works in one situation may or may not work in another" Participating and reflecting on the training programs, teachers will feel responsible of their own learning and develop a sense of possession of the change process in their beliefs and behaviours. In this study, the researcher elaborated multiple sources, such as face-to-face semi-structured interviews with trainers and trainees, one questionnaire, and the course materials. Abdul, K. and Abdul, M. R. (2019) examined the impact of English in Action (EIA) training program on secondary-school English teachers' classroom practice in Bangladesh. They revealed that teachers learned a lot of activities that were related to English language teaching; however, the activities have limited practice in English classes.

## **1.13 Conclusion**

In conclusion, this chapter has covered some of the main points in relation to the effectiveness of teacher training programs starting by defining keys concepts, and going through stating some theories and models which determine the relationship between training and classroom practices, and ending by reviewing previous researches that investigated the impact of training

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on teachers' performance and classroom practices analysing their findings and recommendations. The low level of teachers' knowledge, skills and performance made training of a paramount importance to boost the teaching learning process to a better position. Enormous efforts should be done and plenty of challenges are facing stakeholders to innovate training programs in order to meet the teachers' needs and the new situation of English in the Algerian education.

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Chapter two

## **ChapterTwo: ResearchMethodology**

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### **2.1Introduction**

Further to the presentation of basic concepts in teacher training in the former chapter, this chapter presents the methodology and procedures used in this research. First, it begins defining of the mixed-methods design and explaining of the rationale behind opting for this methodological movement. Then, it describes the targeted population and the explanation of the sampling techniques used as well as the justification of the sample size supported by a thorough explanation of the data analysis techniques employed. As it provides details on how the data from questionnaires, interviews and classroom observation have been analysed and justifying why these tools have been specifically chosen as analytical methods. Besides, a discussion on ethical considerations and limitations in the research process is conducted in this chapter to explain how ethical principles were adhered to during data collection and analysis. The last but not the least, it deals with the identification of the research methodology and the acknowledgment of potential biases and constraints in the study and ends with a recap of the research design and data collection methods.

### **2.2Research Design**

The mixed-methods approach is carried out in this research. According to Johnson *et al.* (2007) mixed-method research is “a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories and or language into a single study”. The purpose of mixing approaches is to afford opportunity to gain a more complete understanding of research problems (Creswell and Plano Clark, 2007). To enhance the credibility, generalizability, and the depth of the research findings, this study involves combining and integrating quantitative and qualitative methods to provide a comprehensive understanding of the impact of the existing training programs provided by the MONE on the classroom practices of the primary school teachers and examining the

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effectiveness of those programs since teaching English as a foreign language in the Algerian primary school is a new experience and a promoting project in the field of education. Furthermore, to measure the progress and the innovation realized in the field of training this new specific category of English teachers. The distinctive aim is to come out with suggestions from experts in education on how to improve and adapt the actual training programs so that they meet the novice primary teachers' needs.

The quantitative approach has been used in this study to gather statistics form the questionnaire to get a clear vision and to construct a generalized understanding of the impact of training on classroom practices and learners' outcomes. The quantitative approach emphasizes on statistics, numbers and figures in the collection and analysis of data (Bryman, 2001, p. 20). Whereas, the qualitative approach has been perceptibly employed to establish a more comprehensive understanding of the phenomenon and seek suggestions to innovate, adapt and tailor the available training programs to fit the primary school teachers' needs through the interpretation and the description of the issue from the point of view of the selected population.

### **2.3Population and Sample**

#### **2.3.1 Study Area**

This study was conducted in rural, urban and semi-urban areas in Mostaganem, a city located in the northwest of Algeria. It was taken as a study sample of the 58 wilayas, where primary teachers of English received the same training programs. The first promotion of English teachers in Mostaganem consists of 111 teachers who were distributed among over 479 primary schools in the school year 2022/2023. Each teacher was assigned between two to four schools because of time allocation. It is stated in the Didactic Guide of English- Key

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Stage 1 (2013, p.19) that key stage 1 learners have English class of forty five minutes twice a week as mentioned in the table below:

Level	Yearly timing	Weekly timing	Annual amount
Key stage 1	28 weeks	1h30 /week	42 hours

**Table 04: Time Allocation for Key Stage 1 Learners of English**

### 2.3.2 Study Population

Research population and sample serve as the cornerstones of any study. According to Thomas (2023), the research population, also known as the target population, refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn. The research population is defined based on specific parameters and attributes under investigation, aligned with research objectives.

The reason of including teachers was to get their opinions towards the training programs and their impact on improving their skills and knowledge as well as to measure the real impact on their classroom practices. The purpose of selecting inspectors was to gain feedback on the implementation of training programs and receive suggestions for adapting and improving them to meet teachers' needs.

### 2.4 Sample Size and Sampling Techniques

#### 2.4.1 Sample Size

Sample size is the number of observations or individuals included in a study or experiment (Staff, 2023). It is also perceived as the number of individuals, items, or data points selected from a larger population to represent it statistically. Considering the purpose

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of the study and the approximate the population size, the appropriate sample size is determined.

When determining the sample size for this research study, the level of precision in the findings is considered that is why a large sample size of teachers, which represents half of the primary school teachers in Mostaganem, is opted to lead to more accurate and reliable results and trustworthy conclusions. Whereas, for the number of inspectors is limited to twenty (20) for a desired level of confidence in the findings and attainment of successful proposals that would expand the actual training programs. By focusing on this specific population, the study determines a comprehensive understanding of the impact of training on the teachers' practices and provides valuable insights into the effectiveness of English training programs and how they influence the teaching methods, instructional strategies, and overall classroom dynamics and its potential implications for improving English education in Algeria. In addition, collect some suggestions to innovate the existing training programs. More than 50 selected English primary school teachers were selected and were asked to complete a questionnaire with various types of questions. Additionally, 20 English inspectors from middle schools, who are currently in charge of the primary schools, were interviewed on the subject. Both categories represent a specific group within the education system in the Algerian context.

### **2.4.2 Sampling Techniques**

According to Kothari (2004) sampling is the process of obtaining information about an entire population by examining only a part of it. It includes two types of sampling techniques: probability sampling and non-probability sampling. In this endeavour, non-probability sampling was used.

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### 2.4.2.1 Non-Probability Sampling

Nikolopoulou (2022) published that non-probability sampling is a sampling model that uses non-random criteria like the availability, geographical proximity, or expert knowledge of the individuals you want to research in order to answer a research question. To ensure objectivity, the questionnaire was sent to teachers randomly though it is not purely random sampling as used in experimental researches. Accessibility to internet was the unique considered quality as the questionnaire was delivered to teachers via Google form. Within this condition, the distribution of the questionnaire was at random among the targeted population. According to Kumar, R (2005) primary consideration in purposive sampling is the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. In this endeavour, the interviewees were chosen deliberately due to qualities they possess. Therefore, Judgmental sampling or purposive sampling was chosen. Purposive sampling is common in qualitative and mixed methods research designs and since the research is limited to a group of participants with many similar characteristics, case study which is a dominant type of purposive sampling was utilized in this research.

### **2.5Data collection methods**

Data collection is the methodological process of gathering information about a specific subject (Cote, 2021). Various methods are employed to gather, organize and analyse data effectively such as survey, observation, interview, focus and design thinking. Considering the research objectives, data quality, sample size, cost and resources, time constraints, and data analysis, the following data collection methods are exploited in this research study:

#### **2.5.1 The questionnaire**

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions (Bhandari, 2023). A research questionnaire usually consists of close-ended questions and open-ended questions. It was developed in 1838 by the Statistical Society of London.

Firstly, considering the targeted objectives of the present research, the clarity and relevance of the questions aim to gather the necessary data by maintaining confidentiality and anonymity for participants through the protection of their privacy and avoiding the collection of any personal identification information. Next, the questionnaire was distributed to primary school teachers using Google Forms by sharing the link to teachers via various channels like email and messenger on January, 2024.

This questionnaire is designed to gather information about teaching English language in primary schools in Mostaganem, focusing on the impact of training EFL primary school teachers on classroom practices. Respondents are asked to provide details on various aspects

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related to their teaching experience and the effectiveness of training programs. The questionnaire covers areas such as training experience, classroom practices, student engagement, language proficiency, assessment and feedback, challenges faced, needed support, and suggestions for improvement. Each area encompasses a set of questions. These questions consisted of four multiple choice questions, six closed questions and ten open-ended questions.

### **2.5.2 The interview**

Merriam Webster Dictionary (2016) defines an interview as a structured conversation where one participant asks questions, and the other provides answers. It can be conducted face to face, in person, but the parties may be separated geographically as in video call. In some cases, the two persons involved in a conversation simply type their questions and answers.

Like the questionnaire, the first step when conducting the interview of this study was determining the purpose of the interview and specifying the needed information. The aim consisted of investigating the impact of training primary school teachers on classroom practices and collecting suggestions to develop the existing training programs. The reason for interviewing middle school inspectors, who monitor teachers' training, was to obtain reliable insights that can lead to positive changes and innovations in current training programs. Accordingly, this was done to avoid redundancy in the responses, which may occur by teachers when they fill out the questionnaire. Moreover, interviews enabled the researcher to obtain data required to meet specific objectives of the study and to provide in-depth data, which were not possible to get by using a questionnaire (Mugenda, 1999; Wiersma and Jurs, 2004). Next, a list of questions that helped gathering the desired information was fixed. Three closed questions and nine other Open-ended questions were posed to encourage detailed responses. To ensure accuracy when analysing the data, notes were taken and some interviews

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were recorded. Due to the distance of certain participants, some interviews were conducted online via messenger, zoom and Google meet.

### **2.5.3 Classroom observation**

Duncan (2021) defines classroom observation as “an important part of teaching which ensures that teachers are providing a satisfactory learning experience for the student and identifies weaknesses which can be shored up with adjustments and training” . Checklists are one of the observation techniques.

For classroom observation, the number is limited to ten (10). To help paint a clear picture of the characteristics of the participants, relevant details were considered such as age range, educational background and teaching experience. In terms of ethical considerations, it was crucial to prioritize participant confidentiality, informed consent, and voluntary participation. All measures were taken to ensure anonymity and data protection. As a consequence, it was essential to adhere to ethical guidelines and protect the rights and well-being of all participants involved in this research.

Observation allowed the researcher to directly observe the phenomena in authentic and natural settings in rural, urban and semi-urban areas in Mostaganem. It was carried during the second and the third terms of the school year 2023/2024. It helped gaining insights and gathering data that could not be obtained through the other methods. For that reason, different ways were used to record information such as note taking, video recording and photo taking. Above and beyond, it was a genuine opportunity to study behavior, interactions and patterns in classrooms. The observed session lasted for forty five minutes and varied between I listen and repeat and I sing and Have Fun, I Read and Discover, I Read and Enjoy, I Read and Write, and I Play Roles.

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The checklist adapted for this study covers multiple observational categories such as organization, presentation skills, teacher-student rapport, clarity, variety and pacing of instruction, and content knowledge. Each section outlines specific behaviours or actions to observe during an instructor's teaching session. The variables of interest involved the organization and maintain of a positive learning environment by observing and analysing the different instructional techniques used by the teacher in the classroom. Additionally, the focus was on the level of learners' involvement and participation during lessons considering the teacher-learner rapport and the variety of the interaction patterns. Besides, the clarity and pacing of the instruction together with the content knowledge were meticulously observed. Also the integration of technology in the classroom was explored. Moreover, the focal variable was the evaluation of the assessment strategies by dint of looking at the methods and tools used by teachers to assess learners' learning and progress. After the observation, the recorded data was used to provide targeted, data-driven feedback to the teacher. The final section prompts the observer to summarize what went well in the class? What hindered? And suggest areas for improvement and action plans based on the observations made and self-reflection.

To ensure the reliability and validity of the observational data, several steps were taken. Firstly, multiple observers independently recorded the same observations to check for agreement and that was done during the lesson. This inter-rater reliability approach helped ensure consistency in data collection. Secondly, using standardized observation checklist helped maintaining consistency and reduced bias. Lastly, maintaining detailed documentation of the observation process, including specific dates, times and contexts of sessions enhanced reliability and validity of the collected data. This ensured that the findings accurately reflect the classroom practices being observed and studied.

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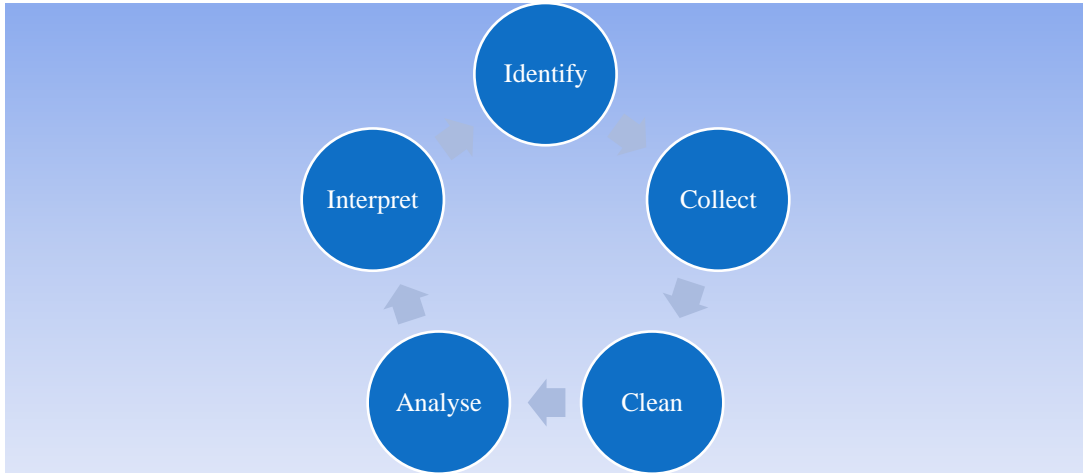
## 2.6Data Analysis

Data analysis is a comprehensive method that includes inspecting, cleansing, transforming, and modelling data to discover valuable information and draw conclusions (Crabtree and Nehmi 2023). It involves various methods and techniques to interpret and draw conclusions from the collected data. Those various data analysis techniques and methods fall under two main types:

- The qualitative data analysis method extracts data from symbols, texts or words, photos, and observations. The method doesn't use statistics. Instead, it uses content analysis, narrative analysis, and grounded theory techniques to analyse data you can't quantify.
- The quantitative data analysis or statistical method turns raw datasets into numerical data. It involves qualitative analysis methods, such as mean or averaging, hypothesis testing, and sample size determination.

## 2.7The analysis process

In her endeavour Rukhaiyar (2023) stated that data analysis process consists of 5 key stages.



**Diagram 05: Data Analysis Process**

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2.7.1. Defining the objective: the process starts with identifying the problem that can be solved with data.

2.7.2. Collecting the data: to organize data, sort them into categories and label them.

2.7.3. Cleaning data: to ensure that the collected data is free from misspellings, redundancies, and irrelevance.

2.7.4. Analysing data: to extract relevant information and valuable insights that tie into the problem set in the first step. It can be done in several ways.

<b>Types of Data Analysis</b>	
<b>What?</b>	<b>Use it when you want to...</b>
<b>Descriptive analysis</b>	<b>Find out the “what”</b>
<b>Diagnostic analysis</b>	<b>Find out the “why”</b>
<b>Predictive analysis</b>	<b>Gauge what will happen next</b>
<b>Prescriptive analysis</b>	<b>Find out what to do next</b>
<b>Inferential analysis</b>	<b>Drive conclusions from all the above</b>

**Table 05: The Four Types of Data Analysis**

The main data analysis categories are:

- a. Descriptive analysis identifies what has already happened.
- b. Diagnostic analysis focusing on why something has happened.
- c. Predictive analysis allows identifying future trends based on historical data.
- d. Prescriptive analysis allows making recommendations for the future.
- e. Inferential analysis allows driving conclusions from all the above.

2.7.5. Sharing the results or the insights: to share insights with stakeholders and other target audiences.

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### **2.8Description of the process followed in this research**

Still in Algerian classrooms, teachers often rely on textbooks and traditional instructional methods though training programs has been innovated over years. To explore the impact of training novice primary teachers on classroom practices. The objectives of this work are as follow:

1. To assess the effectiveness of training programs in improving the teaching skills and confidence of novice primary teachers in Algerian classrooms.
2. To explore the impact of training on student learning outcomes and engagement in Algerian classrooms.
3. To identify the specific areas of teaching practice that novice primary teachers struggle with the most and develop targeted training interventions to address these challenges.
4. To gather insights from education experts on best practices for training and supporting novice teachers in the Algerian context.

After identifying the problem and setting the above objectives, the mix-methods approach was carried out in this research because it is the most appropriate approach to gather the accurate data that help solve the already stated problem. Next, the data collected from the questionnaire, the interview and the classroom observation were organized, sorted into categories and labelled considering misspellings, redundancies, and irrelevance. Analysing data was then followed by describing the real situation and measuring what impact has the training programs of the primary school teachers on classroom practices and found out what suggestions were provided for the sake of improving the existing training programs. Finally, conclusions were driven and decisions were taken to share the insights got from the study with stakeholders and other target audiences.

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### **2.9 Ethical Considerations**

To ensure integrity and validity of the research, all measures were taken to minimize potential harm or discomfort to all the participants by maintaining their anonymity and data security. Besides, the participants were informed and their voluntary participation was ensured throughout the research process.

### **2.10 Limitations**

Every research has its own set of limitations and a time constraint was the foremost. Besides, some population members were less likely to participate in the interview due to procedural issues. They claimed that they are too busy with work in their respective districts to have time for meetings, whether virtual or in-person resulting in under coverage of certain population segments. Instead of interviewing twenty middle school inspectors, only fourteen inspectors contributed with their responses. Classroom observation was stressful for some involved teachers since it was their first time being observed. As a result, they did not perform to their usual standard. Some learners also felt reticent, hesitant and sometimes reluctant.

### **2.11 Conclusion**

This chapter covered the research design delineated in this study and which consisted of the mixed-methods approach, the population sample and the random sampling technique employed in the selection of the participants, the data collection methods (the questionnaire, the interview and the classroom observation) adopted to collect the accurate data that deal to the resolution of the research problem, the data analysis techniques adopted to treat the gathered data, the ethical principles that were respected in the research process, and the limitations and potential biases faced in the study. The upcoming charter will deal with the description and the analysis of the findings sustained with beneficial recommendations.

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Chapter three

## **Chapter Three: Data Findings and Recommendations**

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### **3.1 Introduction**

This chapter focuses on presenting key findings from the impact of training primary school teachers of English on classroom practices. It discusses suggestions for enhancing existing training programs and includes non-textual elements like figures and charts to illustrate the findings. The chapter also provides a systematic description of results obtained from questionnaires, interviews, and observations. The discussion section includes the interpretation of results referring to the previously cited researches and explaining the principal implications of the findings regardless of statistical significance. This chapter ends with recommendations for updating and adopting the actual training programmes to meet the primary school teachers of English and advocating for on-going professional development opportunities. Likewise, suggestions for further research in the field to build upon the findings of the study and continue to improve English teacher education practices are highlighted.

### **3.2 Reporting Results**

Data analysis is a crucial part in any research. It is a process that consists of an ongoing and reflection and continual interpretation of the collected data. After collecting the necessary data for a research study, it is important to present clear and concise information that includes key findings, statistical analysis, and relevant conclusions. Accordingly, the findings of this study were presented and communicated effectively and understandably by providing evidence and supporting details such as tables, graphs, or charts. To reach credibility, the collected data were analysed objectively.

# Chapter Three: Data Findings and Recommendations

## 3.2.1 Questionnaire

The requested teachers responded to the questionnaire quickly and had no difficulty understanding and answering all the questions.

### 3.2.1.1 Personal Data

The characteristics of the questionnaire respondents include personal information related to gender, age, school environment and the number of assigned schools.

### 3.2.1.2 Gender

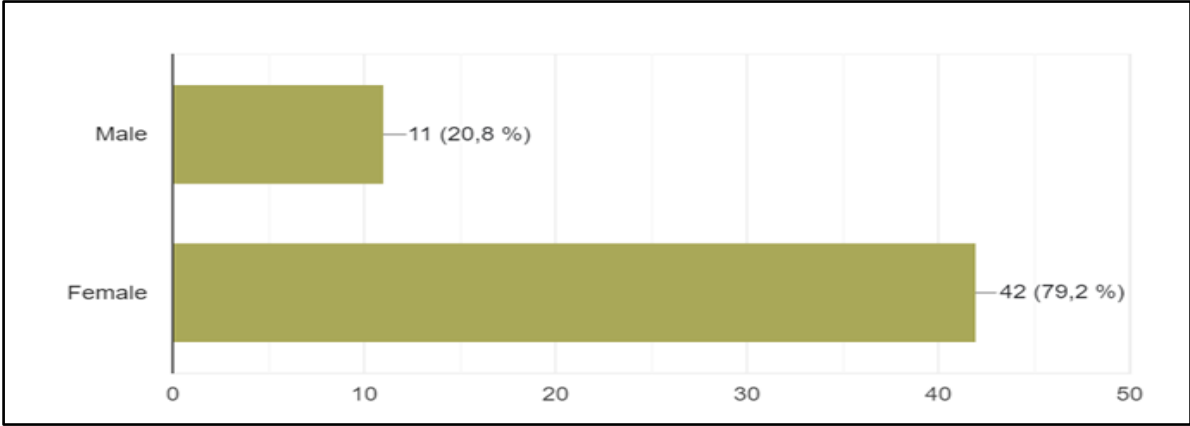
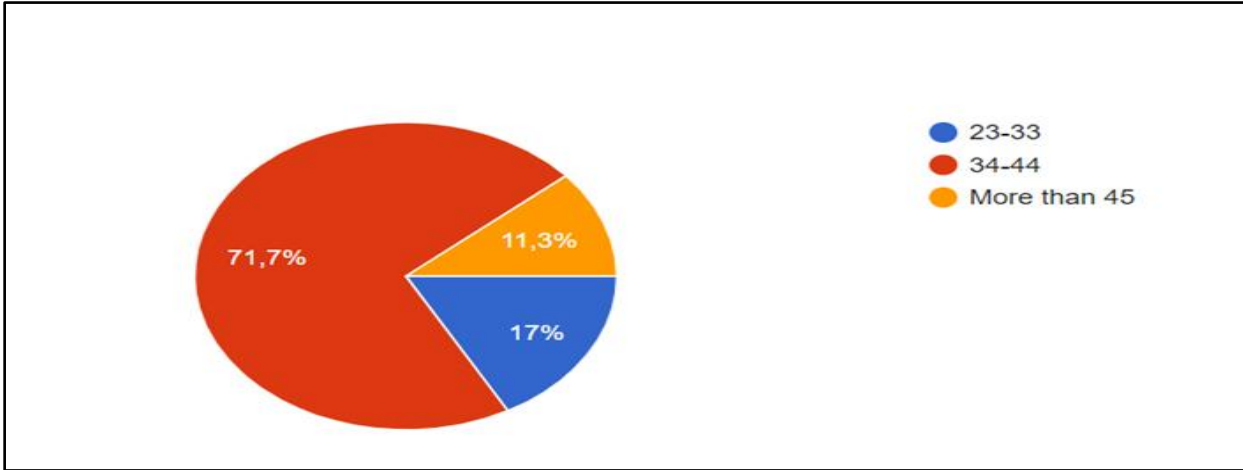


Figure 1: Respondents’ Gender Distribution

### Respondents’ Gender Presentation

It is evident from the data presented in Figure 1 that the teachers who participated in this study were predominantly females, accounting for 79.2% (N° 42) of the total, while males represented only 20.8% (N°11).

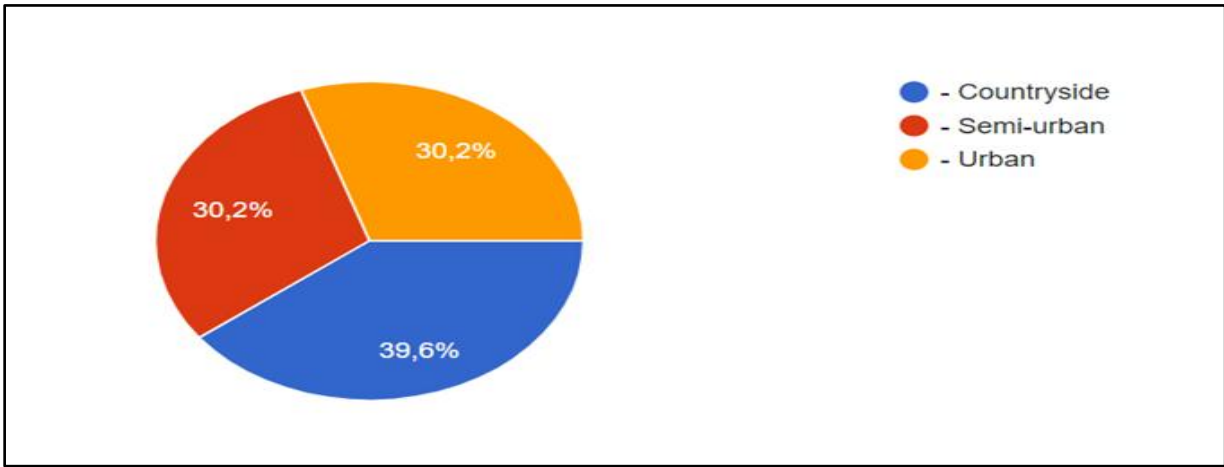
### 3.2.1.3 Age



**Figure 2: Respondents' Age Distribution**

The pie chart depicted above displays that the age group ranging from 34 to 44 has a larger number of participants as compared to other age groups. It represents 71, 7% of the total number of participants. This could be attributed to the fact that the selection of teachers was done through the education board's platform, where the age of the subscribers was one of the key criteria for selecting teachers for this position. Consequently, the remaining groups from 23 to 33 and more than 45 rank between 17% to 11, 3% respectively.

**3.2.1.4 School Environment**



**Figure 3: Respondents' School Environment**

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As shown in figure 3, the respondents from the countryside represent 39, 6%, while those from urban and semi-urban areas represent an equal percentage of 30, 2% each. This indicates that the participation rate from teachers in the countryside is little bit higher than those in semi-urban and urban areas. This is due to the distribution of schools in different regions. There are more schools in rural areas with fewer learners. Consequently, teachers often have to teach at multiple schools, sometimes more than three, to fulfil their weekly schedule. These factors lead to a larger pool of teachers from rural areas taking part in this questionnaire.

### 3.2.1.5 Number of schools

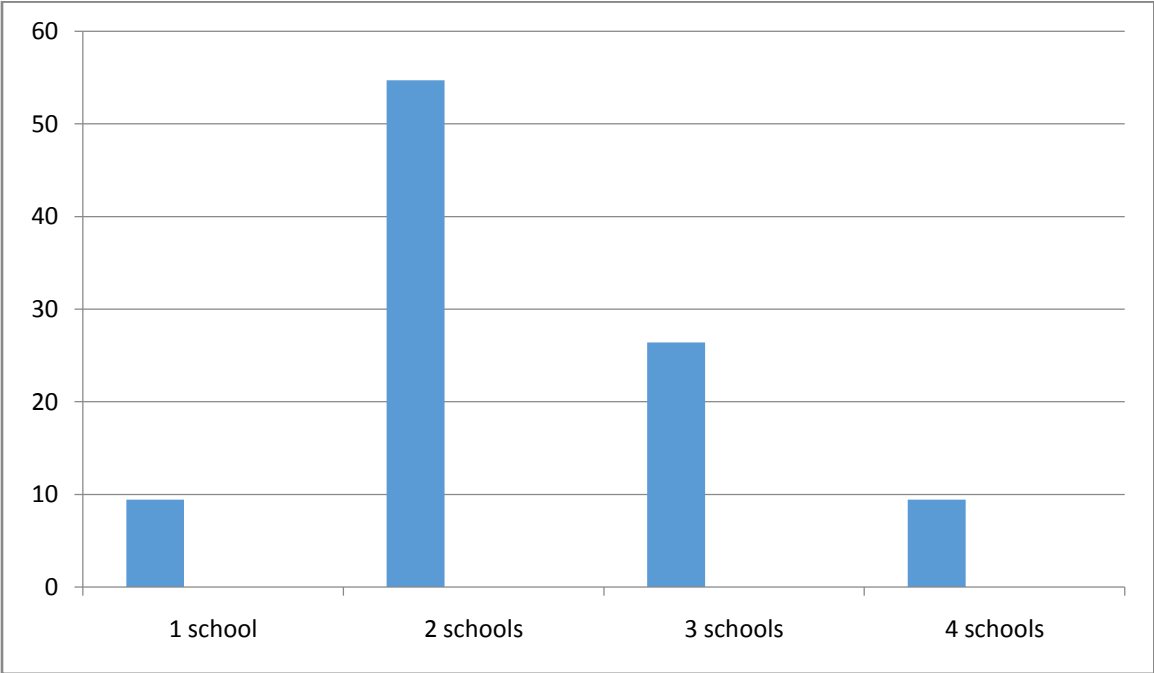
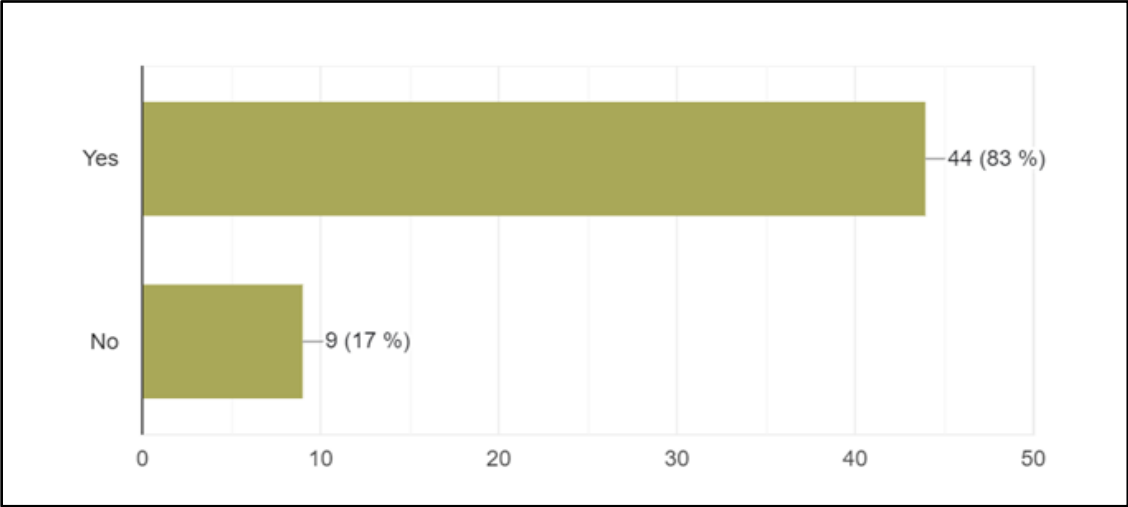


Figure 4: Number of Assigned Schools

From the graph above we can see that 9,43% (N°5) of the participant teachers are assigned one school, 54,71% (N°29) two schools, 26,41% (N°14) three schools, and 9,43% (N°5) four schools.

# Chapter Three: Data Findings and Recommendations

## 3.2.1.6 Training Experience

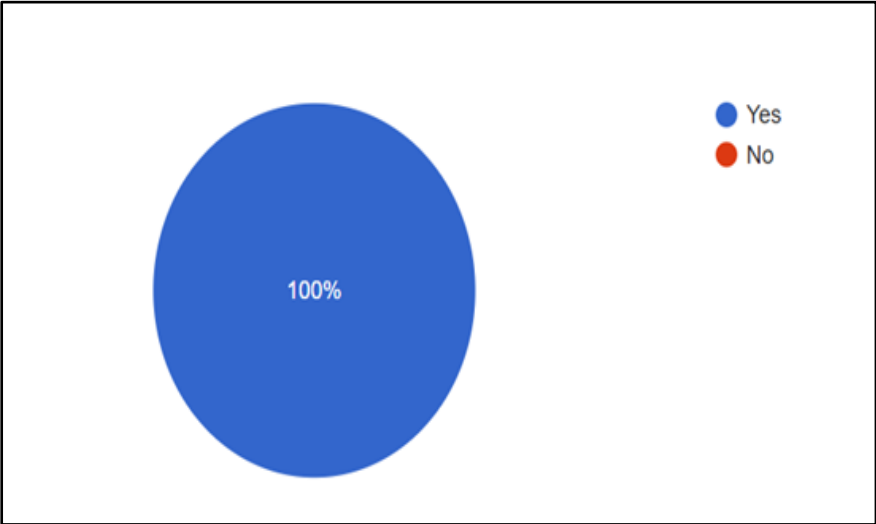


**Figure 5: Training Programs**

Based on Figure 5 above, it is evident that only 17% (9 respondents) did not receive any other training programme apart from the ones offered by the MONE. On the other hand, 83% (44 respondents) confirmed they pursued additional training programmes besides the pre-service and in-service trainings. According to their responses to the next question, it appears that they completed the British Council teaching for success training programme, which has been launched in collaboration with MONE. This training programme is intended for primary school teachers all over Algeria but in groups due to their huge number. Therefore, even the first group of respondents which replies with ‘NO’ will benefit from this training.

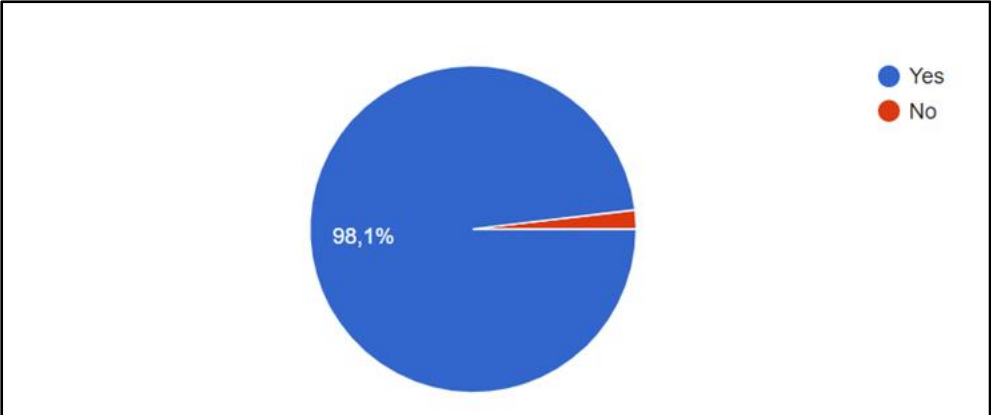
# Chapter Three: Data Findings and Recommendations

## 3.2.1.7 Classroom practices



**Figure 6: Respondents’ Teaching Methods**

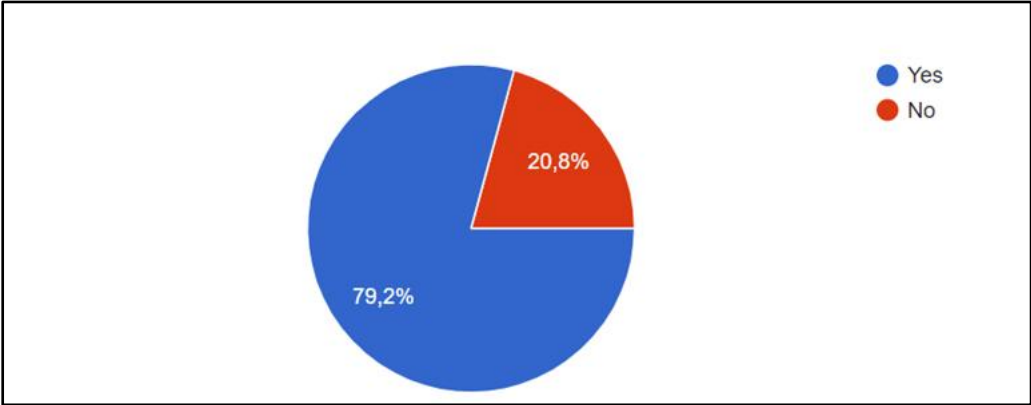
As Figure 6 shows, all the respondents confirmed that their teaching methods evolved after receiving training. The training programmes suggest a bulky variety of teaching strategies and techniques to enhance active learning in the classroom.



**Figure 7: Adopting New Teaching Strategies**

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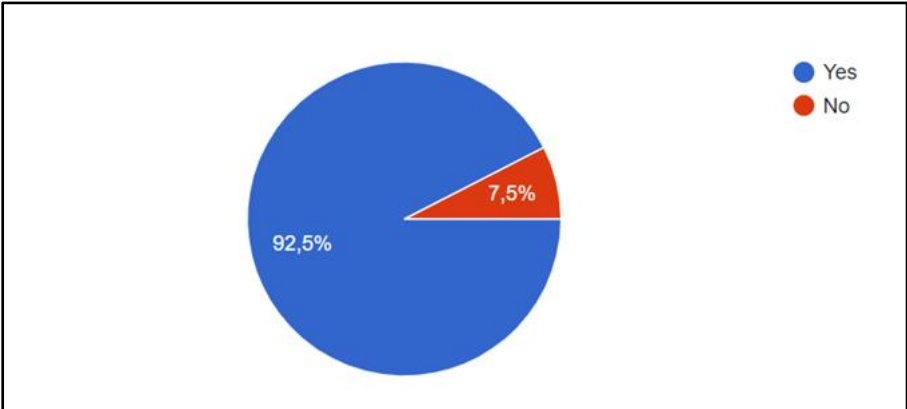
Figure 7 also shows that the vast majority of the respondents represented by 98,1% have adopted and adapted new teaching strategies in their respective classrooms.



**Figure 8: Incorporating Technology in the Classroom**

As can be seen from the pie chart above, 72,2% of the respondents incorporate technology in their lessons such as cell phones, loud speakers, and overhead projectors. Yet, only 20,2% do not. By incorporating technology in the classroom and adopting new teaching strategies, more active participation is observed from learners. They exhibit more active, motivated, enthusiastic and engaged learning experiences. High levels of interactions are remarked throughout the learning process.

### 3.2.1.8 Language proficiency

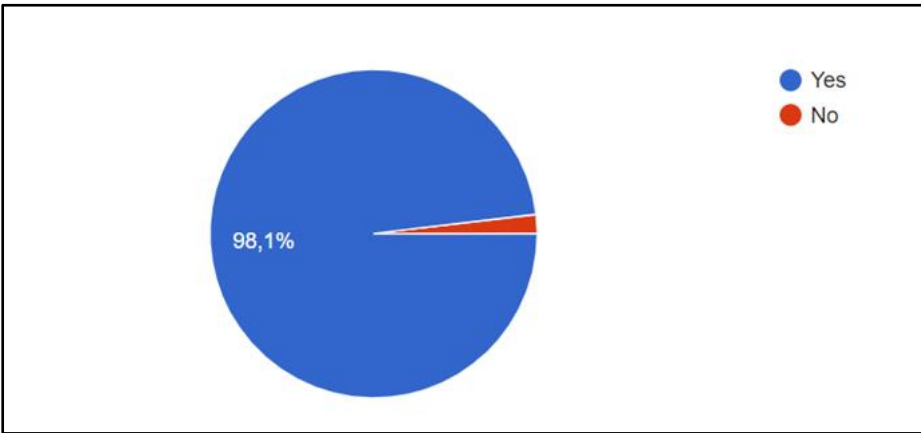


**Figure 9: Language Proficiency**

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Figure 9 shows that 92,5% of the participants noticed improvement in their English language proficiency. All participants agreed that the training programs effectively improved their teaching practices and language proficiency, especially for those who had received their certificates long ago and had not worked since. They stated that they had lost touch with English due to lack of practice or its complete absence, but thanks to the training programs and communication with trainers and colleagues, they could brush up their language skills. As they praised the effectiveness of the training provided by the British Council, which greatly contributed to enriching their knowledge and teaching skills by providing them with the latest teaching strategies adapted in the countries where English is taught as a foreign language.

### 3.2.1.9 Assessment and Feedback



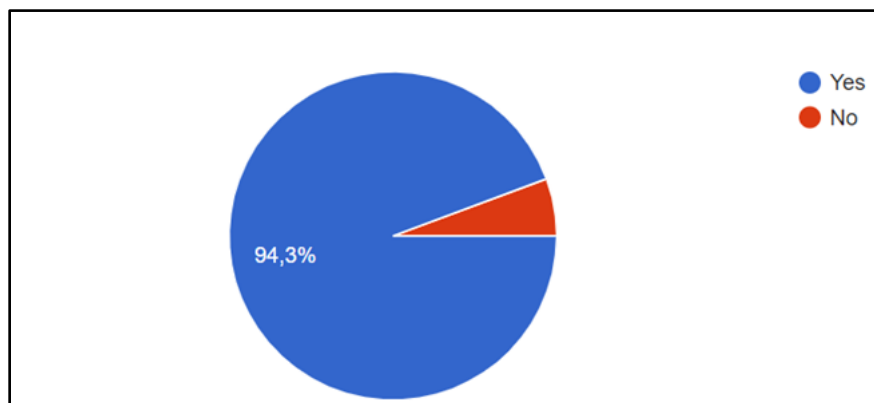
**Figure 10: Assessment and Feedback**

As shown in the pie chart above, 98,1% of the participants responded with 'Yes' confirming that their assessment methods changed since receiving training. They became aware of the different types of assessment and how to give constructive feedback. They added that they can assess learners more effectively.

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### 3.2.1.10 The Content of the training programs



**Figure 11: The Content of the Training Programs**

As it can be seen in the pie chart above, 94, 3% of the respondents feel satisfied with the content of the training courses received in various modules. They stated that they benefited a lot from the training programs and that was a genuine starting point in their profession

### 3.2.1.11 Challenges and Support

The most common obstacles stated by the participant teachers are time constraints, lack of necessary tools, unsupportive environments, and overcrowded classrooms. They affirmed that these obstacles hinder the implementation of the new teaching practices and strategies and the completion of the tasks to achieve the target learning objectives in specific and the global competence in general in the estimated time. Furthermore, insufficient resources and lack of support impede the implementation of technology in the classroom as Warlick (2006) said, "We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world." Additionally, they mentioned that different learning styles and multiple intelligences among learners often lead to misunderstandings and confusion, posing a real

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challenge in motivating and engaging learners. It is believed that the varying levels, ages, backgrounds, and interests of learners emphasize the need for tailored approaches rather than a one-size-fits-all solution. They added that the main constant challenges they face as novice teachers are managing hyperactive learners, maintaining discipline, and managing time effectively. Besides, they stated that some learners struggle to differentiate between foreign languages specifically French and English in third year primary school.

### **3.2.1.12 Respondents' further comments**

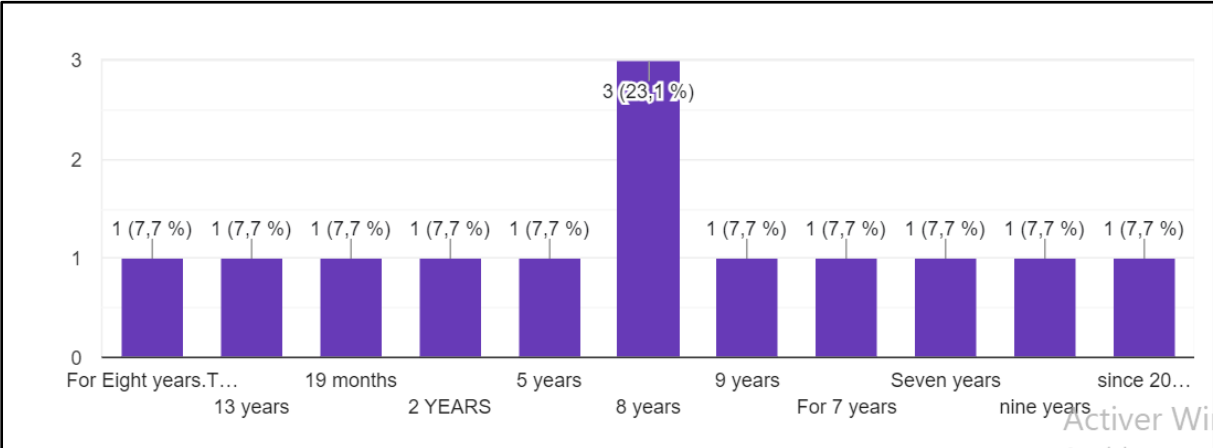
Respondents declared that comprehensive and practical training was provided and trainers spared no effort in ensuring trainees were well-equipped to teach. They added that such experience has motivated and inspired teachers to replicate the same with their learners. For better achievements, participant teachers suggested to be trained in real classrooms focusing more on the practical side of teaching such as teaching strategies, classroom management and material use. Additionally, they proposed that devising a balance between theory and practice by incorporating further courses explaining how to succeed in teaching English as a foreign language for young learners at the primary school with efficient pedagogical materials would be supportive.

### **3.2.2 Interview**

The interview of middle school inspectors aims at investigating the impact of training programs on classroom practices and gathering suggestions to develop the existing training programmes.

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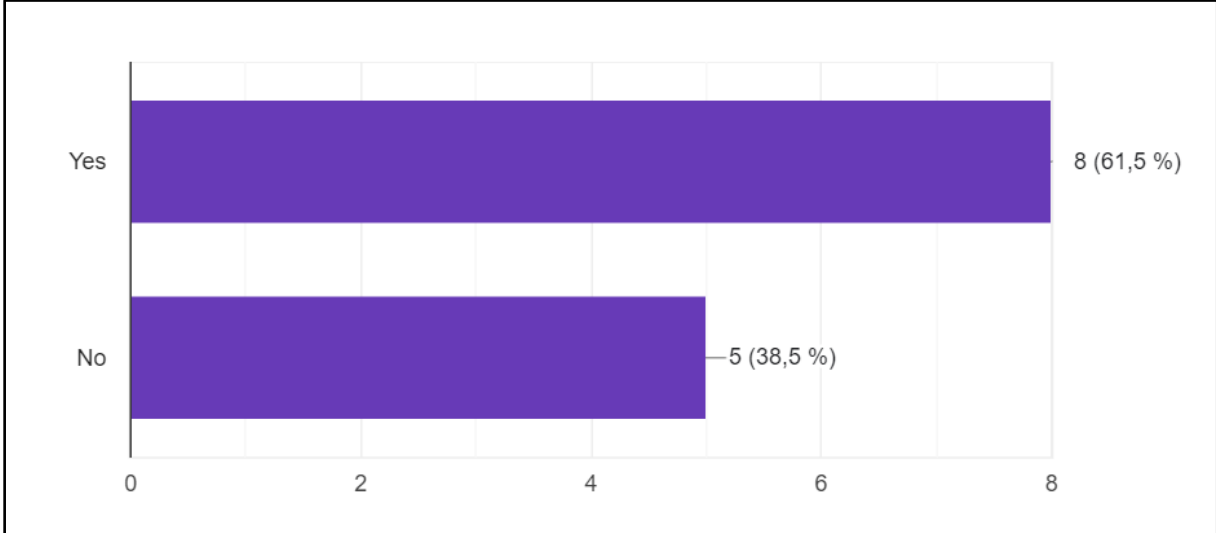
## 3.2.2.1 The interviewees' Personal data



**Figure 12: The interviewees' Experience**

The interviewees' experience spans from two to nine years, reflecting diverse expertise from various locations across the country. They participated in teacher training programs. The pre-service training was in September 2022, and the in-service training was in March and July 2023.

## 3.2.2.2 Training programs



**Figure13: Training Programs and Teachers' Needs**

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As seen in the graph above, 61,5% (N°8) of the interviewees affirmed that the training programs met the primary school teachers' needs; whereas, 38,5% (N°5) negated. They noticed that this training proved insufficient to meet the trainee primary school teachers' demands, a new category of teachers with specific needs.

### **3.2.2.3 Challenges in implementing the training programs**

The interviewees held two different opinions regarding the implementation of training programs. The first group reported that they did not encounter any challenges as commented by one of the inspectors, "Well, I haven't found any challenges because the training programs were well designed to my eye and meet with the teachers needs in whole". However, the second group stated that they faced certain difficulties due to the large number of trainees and the need to adapt and tailor some content to meet the primary teachers' needs. They reported some comments about the most common challenges. Here are the main ones:

- Dealing with teachers who are new to teaching and have not been teaching for a long time.
- A large number of trainees.
- Lack of time, hot weather, and a lot of knowledge to convey to potential teachers in a short period, in addition to a lack of materials.

### **3.2.2.4 Classroom practices**

Based on the responses of the interviewees, the training programs integrated current trends and best practices in teaching English language. The training involved various techniques like games, songs, storytelling, and role-plays. As well, the interviewees listed some key areas of improvement in classroom practices observed after teachers undergo training programs. Their comments were as follows:

- They are getting better in all areas.

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- Teachers could transform what they have acquired into teaching practices.
- I am impressed by the behaviour, well-organised lesson plans, documents, and demonstrations shown by teachers. The promotion of teachers of 2022 has given very satisfactory results till now.
- Mastering and using the language, managing the time and the learners in the class in addition to their planning.
- The main areas of improvement in classroom practices consisted in classroom management and decoration, use of simple and age-appropriate language, incorporation of game-based learning, development of teaching materials and support, maintaining good rapport with learners, language development, teaching strategies, social-educational competence, collaboration and communication with students and colleagues, reflective practices, and development in assessment practices.
- Teachers have developed stronger reflective practices, engaging in self-assessment, goal-setting, action planning, and on-going professional development. They reflect on their teaching practices, student learning outcomes, challenges faced, and areas for growth, using feedback from inspectors and peers.
- Many primary school teachers were highly motivated and displayed a great deal of creativity in their approach to teaching English. They enthusiastically engaged students through interactive games, storytelling, and multimedia resources, making language learning both enjoyable and effective. Their dedication to fostering language skills was evident in the meaningful learning experiences they created, which inspired learners to be engaged and motivated towards learning English. On the other hand, one inspector shared a quite different view. According to him, the

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teachers' performance is neither bad nor perfect. Teachers are endeavouring in the class to improve their performance.

### **3.2.2.5 Suggestions to enhance the actual training programs effectively**

The success of training programs in improving classroom practices for primary school teachers can be influenced by several key factors. The interviewees suggested various factors which are summarized in the following:

- Providing adequate resources.
- Tailoring training content to meet the specific needs of the primary school teachers.
- Promoting interactive training methods to keep teachers motivated and actively involved in the learning process,
- Guiding and inspiring teachers throughout the training programs (by skilled trainers /inspectors).
- Creating a supportive learning environment through collaboration among teachers to keep them motivated.
- Providing opportunities for professional growth and advancement.
- Providing hands-on practical training, such as demonstration lessons and peer observations,
- Integrating modern teaching trends and best practices.
- Providing proper training for inspectors who support teachers.
- Tailoring training programs to suit the learning levels and needs of primary school learners.
- Ensuring that teachers have adequate time, resources, and teaching materials to implement what they learn in training.

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### **3.2.3 Observation**

I used my position as an inspector and evaluator of teacher performance to gather data on how training impacts teachers' classroom performances. To ensure that my observations align with the research questions, I used an observation grid that helped me to focus on specific topics related to the research. This way, I could effectively limit the scope of my observations and gather relevant data.

#### **3.2.3.1 Organization**

The observed teachers demonstrated a great sense of responsibility towards their learners. They meticulously planned their pedagogical documents, and prepared impressive teaching materials which showed their love for the teaching profession. Yet two teachers did not know how to use the teaching aids properly. All observed teachers provided a well-structured outline for the class session, with clearly defined learning objectives that were SMART (specific, measurable, achievable, relevant, and time-bound). Additionally, they were able to link new resources to previous learning effectively. They implemented a variety of teaching strategies to motivate learners and engage them throughout the session in the learning process. Most of the observed teachers (seven teachers) demonstrated proficiency in integrating technology in their classroom like using audio-visual aids. They confirmed that they use their own material because overhead projectors (OHPs) and loudspeakers are unavailable in their schools. However, a few of them (three teachers) could use only basic technology such as their mobile phones and loudspeakers, particularly during the "I sing and have fun" session. Motivating games, which created a joyful learning environment characterized by competition were performed in different sessions and specifically in "I read and enjoy" session by all observed teachers. In addition, teachers who completed the British Council Teaching for

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Success training demonstrated advanced teaching skills, such as adopting engaging strategies, using effective materials, and maintaining friendly rapport with their learners.

### **3.2.3.2 Presentation Skills**

For the presence in the classroom, all observed teachers ensured audibility for all learners and maintained a good eye contact. It was observable that a few of them (two teachers) sometimes articulated words incorrectly, and they did not vary tone and pitch for emphasis. One of them, over- relied on her notes.

### **3.2.3.3 Instructor-Student Rapport**

The main positive observation was the good rapport that all the observed teachers maintained with their learners. They attended to student comprehension, encouraged participation and comments, treated students as individuals, provided feedback, and used positive reinforcement. They praised their learners continuously with words and through gestures for trying and when successful.

### **3.2.3.4 Clarity**

Eight teachers explained new concepts by means of verbal and non-verbal communication like flashcards, facial expressions and body language. They used examples to clarify content and invite their learners to provide their own examples to check comprehension and understanding of meanings frequently. However, Two others found it easy to refer to L1 (Arabic) repeatedly either by him/ her or by the learners.

### **3.2.3.5 Variety and Pacing of Instruction**

Only a few teachers (four teachers) used different forms of instruction and used instruction checking questions. The others kept to the already stated instructions and repeated them. Eight teachers engaged learners in activities and games successfully. One teacher did not succeed to

## **Chapter Three: Data Findings and Recommendations**

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bring fun and create a joyful atmosphere in “I read and enjoy” session though she used games and active strategies.

### **3.2.3.6 Content Knowledge**

All observed teachers followed the syllabi and focused on topics related to learners’ immediate environment, daily concerns, and interests. Tasks were contextualized and from the stated topics in the official syllabi.

### **3.2.3.7 Prioritized & Summarized Feedback**

All observed teachers were aware of the importance of reflecting on their teaching, including what worked well, what hindered progress, and what action points and suggestions for improvement were necessary. Yet, providing guidance and support to novice teachers is crucial in the field of teaching like regular visits of inspectors, headmasters, and peer colleagues. Additional training will surely enhance their skills and significantly boost their confidence and effectiveness. This constant guidance can help them overcome the challenges of the profession, refine their teaching techniques and adapt to the diverse needs of their learners. As it can contribute to the growth and success of novice teachers and impact positively their learners.

## **3.2.4 Discussion**

The training programs not only have always helped novice teachers in honing their knowledge and skills in the field of teaching, but they have also assisted them in overcoming their concerns. Precisely English at the primary school level, especially considering that they may be the first cohort to experience this change since the recent implementation of English in primary schools, it is crucial to acknowledge the varying backgrounds and experiences of novice teachers, including differences between fresh graduates and older graduates who may

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have graduated many years ago and have not practised the teaching profession. Addressing these differences can help provide context and insight into how teacher readiness may impact their ability to effectively teach English in primary schools. Specifically for this promotion of teachers, many of them have been waiting impatiently for a long time to gain their positions. Now that their dream has come true and they have the opportunity to teach, they are eager to succeed.

Findings reveal that training programs were essential starting in the teachers' career. One interesting finding was that the training programs helped teachers a lot in shaping their performance and contributed in the learners' achievements. Another important finding was that teachers developed their knowledge, skills and attitude in the field of teaching. Another finding that stands out from the results reported earlier is that the training programs effectively improved the teachers' teaching practices and language proficiency. Nevertheless, the most significant finding is that the training programs lack hands-on practical training such as demonstration lessons and peer observations and that a significant portion of the content was theoretical. Research has shown that hands-on experiences, such as observing and practicing teaching techniques in a real classroom setting, can significantly enhance novice teachers' skills and confidence. Peer observations provide valuable feedback and opportunities for reflection and improvement. It entails educators undertaking observations of their peers or being observed by fellow educators, allowing for the exchange of constructive criticism along with useful insights (Richards & Farrell, 2005). Studies in teacher education literature often highlight the benefits of these practical training methods for novice teachers. A study by Jihan Tamimi et al. (2024) on the impact of peer observation found that peer observation positively impacted EFL teachers' professional development. Teachers showed positive attitudes towards peer observation and reported improvements in their pedagogical skills, classroom practices, and overall teaching effectiveness as a result of peer feedback and collaboration.

## **Chapter Three: Data Findings and Recommendations**

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According to the study, peer observation was seen as a valuable tool for enhancing teachers' reflective practices and encouraging continuous professional growth in the EFL context.

According to the interview results, the training programs require to be well-structured to effectively support teachers in the field of teaching. Training programs in the 21<sup>st</sup> century should meet the teachers' needs and school demands. It is crucial to integrate the content of the Didactic Guide in the training programs so that to ensure a clear understanding of the concepts. Doing so, teachers can grasp the new concepts and apply them in the practical teaching scenarios. Including tasks that can act as models will surely help teachers create their own tasks effectively following a particular typology of instructions. As a result, teachers will be able to design tasks tailored to their learners' needs and learning objectives. This approach can enhance the learning experiences by providing real-life examples and context within the training programs and empowers teachers to develop their teaching styles that align with the unique requirements of their classrooms. It is noteworthy that the training was held by knowledgeable trainers who effectively facilitated and motivated teachers during the training process. However, the time allocated for delivering the content was insufficient and the content needed to be adapted to the primary teachers' needs. Moreover, the second phase of the in-service training, exceptionally held in July, was challenging due to the high temperatures. It is an opportunity to reassess and improve for future training programs in order to enhance areas of improvement. Reflecting on what worked and what hindered can help taking action plans that will ensure future training endeavours are more effective and meet their targeted objectives.

The observation of the teachers' performance in class has allowed me to deduce some significant conclusions. It has first proved that training programs have a positive impact on classroom practices. The findings show the explicit impact of the actual training programs on the teachers' performance including language proficiency, self-confidence, self-esteem,

## **Chapter Three: Data Findings and Recommendations**

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classroom management, teacher-learner rapport, and content delivery. But a few teachers still find difficulties in assessment, time management and material use. The different seating arrangements, availability, accessibility and adequate use of teaching and learning materials are classroom practices which vary from one teacher to another. Enhancing learners' autonomy and boosting their responsibility in the learning process are influenced by the competences of individual teachers. The teacher's professional identity is also sharpened by the different modules suggested in these training programs like legislation, psych pedagogy, and professional ethics. Consequently, this reflects on the learners' behaviour and achievements. For instance, it was observed that a lot of learners exhibit excellent handwriting, reflecting the cross-curricular resources between French and English and the efforts of both language teachers to improve learners' competencies. However, the obtained results proved that training programs helped to put teachers on the right path and that continuous professional development is compulsory to develop their performance and overcome difficulties faced in their everyday teaching. It is also notable that teachers who completed their training with the British Council, Teaching for Success program, has demonstrated advanced teaching strategies, maintained a good rapport with their learners, and shown effective classroom management.

Based on the results obtained from the questionnaire, it was found that 71, 7% of the total number of participant teachers' age ranged between 34 and 44 years old and 17% more than 45. Many teachers who belong to this category need to practice the language to reach proficiency. That was due to the lack of practice in English for an extended period. To achieve language proficiency, teachers should check the pronunciation of key lexical items beforehand to ensure that they articulate words correctly.

Consistent with previous studies, every training program has positive aspects on classroom practices and has its own deficiencies as well. Training novice teachers implies

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enhancing knowledge, developing skills, and motivating learning to improve their competencies in the teaching field. However, deficiencies are often identified in the application phase. Assessing and evaluating training programs help improving and adapting them so that they meet constant changes, curriculum development, and evolution of teaching trends. In Algeria, training programs aim to develop the Algerian educational system by developing the teachers' performance and learners' achievements. In a study aiming to analyse the teachers' perception of their professionalism in teaching English as non-English education graduates as well as the challenges that are faced by the teachers, Dewi, M. and Kurniawan, E. (2024) assumed that their teaching English professionalism could be developed as long as they had taught English skills, which could be reinforced by some experiences in teaching English, applying pedagogical knowledge, and attending teacher training programmes to improve their teaching competence. In her attempt to examine the Importance of teachers' training and professional development programs in the Algerian educational context, Boudersa (2016) points out that it is always an important educational necessity for teachers to obtain enough educational and professional training. According to her, such training may allow teachers to have adequate knowledge and teaching abilities and to be able to devote themselves to the teaching profession. Overall, these findings could provide valuable insights for shaping curriculum design and training program revisions to enhance support for novice teachers and elevate teaching quality in primary schools

Additional research is needed to better understand the impact of customized training programs on teachers' performance. Such programs can target specific skills and address teachers' needs separately to enhance effective teaching abilities. They can also help teachers stay up to date with the latest educational practices. Further investigations may take into account the variables of gender, age and motivation to examine the efficacy of training on teachers' engagement and performance. Extending the research to a wider range of primary

## **Chapter Three: Data Findings and Recommendations**

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school teachers and middle school inspectors to generalize the findings and get more suggestions on how to improve the training programs and identify areas of improvement provided to support teachers can also be a stimulating field for research.

Incorporating training in the final years for university graduates enhances their teaching skills and equips them with the necessary practical experiences to thrive in the teaching profession.

### **3.2.5 Recommendations**

The successful educational process requires the collaboration of all stakeholders. Thomas Edison said that success is 1% inspiration and 99% perspiration. Based on the major findings of this study, the upcoming recommendations are suggested:

- i. Primarily, training programs need to be reviewed and updated to match with the emerging changes in the field of teaching such as new syllabi and teaching trends. Moreover, they should be tailored to meet the trainees' needs and focus on the required teaching skills and knowledge to improve their performance. Likewise, dates and times for training should be planned in a convenient way that maximizes participation and engagement of both trainers and trainees. Besides, integrating technology in the pre-service teacher preparation should be a vital point like how to do a PowerPoint presentation or how to create a digital video. The final point is to devote time for practice in the pre-service training and provide the teachers with the opportunity to observe and teach before joining their respective schools.
- ii. Moreover, the inclusion of training in the final years for university graduates is essential to bridge the gap between theory and practice.
- iii. Importantly, the recruitment of teachers should go through a firm and strict process, which consists of a written test, an interview and a classroom demonstration to ensure the ability and readiness to teach.

## Chapter Three: Data Findings and Recommendations

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- iv. In addition, teachers must prioritize addressing classroom management issues, learners' behaviour, and time constraints to develop learners' competencies in language skills, knowledge, and attitudes. Darling-Hammond (2006) claimed that teachers also need to understand the person, the spirit, of every child and find a way to nurture that spirit. She added that they need the skills to construct and manage classroom activities efficiently, communicate well, use technology, and reflect on their practice to learn from and improve it continually. Firstly, effective classroom management is crucial amidst overcrowded classrooms and limited resources thus dedicated efforts are vital. Secondly, the readiness of the new generation for innovative strategies and the use of ICTs necessitate immediate conversion to new teaching practices and a smooth transition from a traditional classroom to a 21st century classroom. English is not just a language but also a technology for surviving within a context of growing trends of globalization and English is the key to national progress (Appleby et al., 2002; Shamim, n.d.). Thirdly, peer observation and face to face collaboration or via social media among teachers are vital to support the learning environment. As a final point, the utilization of available resources, such as teacher's didactic guides, is emphasized for contextual understanding.
- v. Furthermore, providing primary schools with the necessary materials to integrate technology in the classroom is a necessity as Whyte (2014, p.13) explained that technology can help teachers to implement task-based approaches that are likely to foster interlanguage development by providing access to rich language input and supporting opportunities for output, interaction and reflection, which are necessary for effective language learning. Furthermore, mobilizing and allocating needed resources is crucial such as a computer and a printer should be available in the staffroom in order to help teachers prepare and design their own teaching materials..

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- vi. Additionally, inserting the content of the Didactic Guide in the training programs will ensure a better understanding of the new concepts and help contextualize the training content.
- vii. Importantly, an effective evaluation program should be put in place as a follow up in the field to measure the implementation of the knowledge and skills gained from the training programs. It can be called the growing phase. Ellis and Read (2015, P.129) pointed out that the intense teacher training programs involve observation and assessment.
- viii. Lastly, enhancing continuous professional development (CPD) amongst teachers, like peer observation, collaborating with colleagues and encouraging them to conduct research will surely improve their self-confidence, self-esteem and performance. Develop collaborative cultures at the school level, while avoiding superficial versions of professional learning communities (Fullan, 2001). It is mentioned in the Curriculum of English for Middle School Education (2015, p.64) that the inspector has a leading role in education system and they are recommended to encourage teachers to carry out action research in their classes using feedback to design further training. To enhance peer learning among teachers, mentoring and coaching support should be available.

In conclusion, identifying teachers' needs and estimate their demand and supply, setting realistic goals, providing sufficient time, implementing diverse successful strategies, and designing engaging communicative tasks for practical application are essential elements in any training program. Particularly, courses on teaching English to young learners with efficient pedagogical materials are highly required. Teachers should also be encouraged to do scientific research. It is worth mentioning that The British Council Teaching for success online

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training program is a plus to the existing training programs in Algeria since it has brought positive impact on enhancing teachers' competencies

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**GENERAL CONCLUSION**

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## General Conclusion

The teaching-learning process, which encompasses the high-quality performance of teachers and the rigorous achievement of learners, is a key factor in the success of any educational system. The aim of the present research was to examine the effects of training programs and their effectiveness in developing novice primary school teachers' teaching skills, confidence and overall classroom performance in the Algerian education system taking the example of Mostaganem as a case study. Furthermore, this study seeks to contribute to the on-going efforts in improving educational practices and providing recommendations for effective teacher training programs. This research has shown the positive impact of training on teachers' performance, and learners' achievement. The second finding was that teachers developed a bunch of teaching strategies, integrated technology in their classroom and adapted efficacious assessment tools. The collected data indicated that pre-service training ensured that novice teachers were equipped with fundamentals of teaching, especially for those who had never taught before. Furthermore, in-service training sharpened their competencies and engaged them in the teaching field. The study has also identified that teachers' language proficiency has noticeably improved after receiving training regarding that many teachers have not practised the language since their graduation. The practical procedures also confirmed the lack of the teaching materials in the primary schools and teachers have to design their own materials. The major finding was that the time and the date schedules of the training were sometimes inconvenient and the content of some modules had to be adapted to the primary teachers' needs.

The results of this study indicate that effective training programs imply well trained teachers. Consequently, efficient trained teachers engage learners and create a supportive learning environment. The findings of this study suggest identifying suitable dates and times for the

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training to ensure the readiness of both the trainers and the trainees. It can be held in weekends or in holidays to ensure the effectiveness of the training programs. Most importantly, in pre-service training, teachers need to practice teaching in authentic classroom situations to reduce stress and fear in facing learners for the first time. These findings suggest that in general the training programs need to be tailored to meet the English primary school teachers' needs and adapted to the new changes in the Algerian curriculum and syllabi. Subsequently, a well-designed training program should be a comprehensive plan that includes well-defined goals, SMART objectives, interactive strategies, communicative tasks, carefully-selected teaching materials, effective assessment tools and a significant evaluation program. These elements should align together to lead to positive results in the field of education.

The findings will be of interest to forthcoming researches in a way that they provide data about a case study and further researches can be conducted to generalize the finding throughout Algeria. This thesis has provided a deeper insight into the different areas of improvement in the teachers' professional development after undergoing training programs and their positive effects on teaching practices and learners' achievement. The findings reported here shed new light on the deficiencies faced in the current training programs and suggestions to improve them. The study contributes to our understanding of the main elements that contribute in the success of the training programs in the Algerian educational system. The results add to the rapidly expanding field of education, major concerns of teachers and basic recommendations to consider in treating treat the existing deficiencies and develop more efficient training programs accordingly. The contribution of this study has been to confirm the positive impact of training on teachers' professional development, instructional strategies, classroom practices and learners' achievement. To conclude, every training program has its own positive and negative prospects.

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However, teachers should never end learning, search and work on their continuous professional development (CPD), which is a way to update their knowledge and skills and cope with fast changes and new trends in the education world.

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**APPENDICES**

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## Questionnaire

### **About:**

This questionnaire is for the sake of asking you for information about teaching English language in primary school as a new project in Algeria investigating the impact of training EFL primary school teachers on classroom practices. You are kindly requested to answer the questions below either by ticking the appropriate box or by writing a full statement. I look forward to your scaffolding to complete this questionnaire.

### **Confidentiality:**

All the information that is collected in this questionnaire is for research purpose and will bring validity to the current work.

Thank you very much for your cooperation.

### **Personal data:**

Gender: Male  Female

Age: 23-33  34-44  More than 45

Graduation date: Less than 5 years  5-10  More than 10 years

### **School environment:**

- Countryside

- Semi-urban

- Urban

Number of schools:

### **1. Training Experience**

1- How well does pre-service training provide you with quality teaching practice?

2- Have you completed any training programs or courses?

---

Yes  No

**If yes, mention it.**

.....

3 - On a scale of 1 to 10, how would you rate the efficacy and quality of your training? /

How effective and high-quality do you think your training is?

.....

## **2. Classroom Practices**

1 - Have your teaching methods evolved after receiving training?

Yes  No

2 - Have you adopted any new teaching strategies or techniques?

Yes  No

3 - Are you incorporating technology in your lessons?

Yes  No

**If so, how?**

.....

.....

.....

## **3. Student Engagement and Participation:**

1 - How has learner engagement changed in your classes after training?

.....

.....

.....

.....

2 - Do you observe more active participation from learners?

---

Yes  No

3- What strategies are you using to encourage learner involvement?

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

**4. Language Proficiency:**

1- Have you noticed any improvement in your English language proficiency?

Yes  No

2- How confident do you feel when using English in the classroom?

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

**5. Assessment and Feedback:**

1- Have your assessment methods changed since receiving training?

Yes  No

2- How do you provide feedback to learners?

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

---

3- Is it more effective now?

Yes  No

**6. Challenges and Support:**

1- What challenges do you still face in implementing new practices?

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

2- What support do you feel you need to further enhance your classroom practices?

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

**7. Teacher's Comments and Suggestions**

1. Considering your modest experience, how likely are you to describe the experience of teaching English in primary school after receiving training?

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

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

Yes  No

3. What suggestions do you have for improving the training program?



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

**Further comments**

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

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## **An Interview for Middle School Inspectors**

1. How long have you been training, supervising and inspecting teachers?
2. What is your district? Where is it located?
3. Have you been part of the training committee or active members designated by the Ministry of National Education (MONE) to train Primary School teachers?
4. Have you encountered any challenges in implementing the training programs recommended by the MONE for primary school teachers during the school year 2022 / 2023 (both pre-service and in-service training programs)? If yes, what are they?
5. How do these training programs incorporate emerging trends and best practices in primary English language teaching?
6. Do they guarantee that inspectors are adequately prepared to evaluate and support teachers proficiently?
7. In what ways are inspectors continuously updated and prepared to address evolving challenges and advancements in primary English language teaching, ensuring that they can provide pertinent feedback and guidance to teachers in the field?
8. Do the recommended training programs meet the primary school teachers' needs?
9. What are the key areas of improvement in classroom practices observed after teachers undergo training programs?
10. Have you noticed any changes in their assessment practices as a result of training? If so, could you explain?
11. How do the content, frequency and duration of training programs affect the impact on classroom practices and learners' outcomes?

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## Checklist for Instructor Observation

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Teacher: _____	Date of Class: _____
Sequence.: _____	Time of Class: _____
Session: _____	Course Level: _____
Session: _____	No. Students: _____

---

### 1. Organization:

The teacher

- ----- arrives on time
  
- ----- relates to previous classes or allows students to do so
  
- ----- provides class goals and objectives
  
- ----- offers an outline for the class session
  
- ----- demonstrates proficiency in educational technology
  
- ----- locates class materials as needed
  
- ----- makes transitional statements between segments
  
- ----- follows the structure
  
- ----- conveys the purpose of activities
  
- ----- completes scheduled topics
  
- ----- summarizes periodically

### 2. Presentation Skills:

---

The teacher

- ----- ensures audibility for all students
- ----- articulates words clearly
- ----- varies tone and pitch for emphasis
- ----- speaks at a suitable pace
- ----- maintains eye contact
- ----- avoids over-reliance on notes or slides
- ----- uses visual aids effectively

### **3. Instructor-Student Rapport:**

The teacher

- ----- attends to student comprehension
- ----- encourages participation and comments
- ----- treats students as individuals
- ----- provides feedback
- ----- incorporates student ideas
- ----- uses positive reinforcement

### **4. Clarity:**

The teacher

- ----- explains new terms or concepts

- 
- ----- elaborates on complex information
  - ----- **uses** examples to clarify content

**5. Variety and Pacing of Instruction:**

The teacher

- ----- utilizes different forms of instruction
- ----- engages all students in discussions/activities
- ----- guides discussions effectively

**6. Content Knowledge:**

The teacher

- ----- provides accurate information based on field standards
- ----- incorporates current research and diverse perspectives

**7. Prioritized & Summarized Feedback**

- What went well in this class?
- What hindered?
- Suggestions for improvement.

**8. Additional comments**

.....  
.....

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This form was adapted from Chism, N.V.N. (1999) Chapter 6: Classroom Observation, *Peer Review of Teaching: A Sourcebook*. Bolton, MA: Anker Publishing, by Angela R. Linse, Executive Director, Schreyer Institute for Teaching Excellence, Penn State.