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An Evaluation of Higher Education-based Pre-service Training and School-based Initial Preparation of EFL Teachers

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Doctorate in Applied Linguistics and TEFL

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Dedication

To all who love Youcef:

Still climbing to the top; I hope you are proud.

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Abstract

The extraordinary expansion of English as a global lingua franca led to continuous reconsideration of curricula of English language teaching throughout the world. Algeria, as its counterpart countries, was always trying to follow this 'English tide'. After adopting the communicative language teaching approach in the last quarter of the 20th century, the Algerian educational system implemented the competency-based approach in 2003. In a parallel way, a novel approach, which is known in tertiary circles as the LMD system, was launched in the Algerian university. All these data imply that the goals of teaching English are going always different. This dynamic and complex nature of teaching English nowadays requires a continuous revision of the syllabi of teaching English either for preparing students to have full degrees in English, or for teaching English as a subject-matter in a broader curriculum. The present doctoral study derives its aims from the latter problematic situation since it tests whether the current EFL teacher training programmes are up-to-date to meet the goals behind the new reforms seen by the educational systems in Algeria. It is an attempt to define the student-teachers' needs in terms of knowledge and skills to be qualified EFL teachers. In order to obtain an on-site image about these inquiries, two questionnaires were administered on two different occasions to EFL student-teachers, and a focused group interview was employed to gather a number of EFL experts. The data collected through these instruments were analysed following a mixed-method approach that included both qualitative and quantitative procedures. The main findings revealed that despite the changes realised in the university-based EFL training curriculum, student-teachers still feel unconfident about their linguistic abilities. They also expressed their weakness in many EFL facets such as: Educational Psychology, Didactics and Assessment. At the level of the school-based internship held after novice teachers' recruitment, the trainees overtly showed their dissatisfaction with the components of the programme they

went through, since it did not constitute teaching practice sessions. This investigation concludes with a number of recommendations that first call for the design of Master's curricula specifically designed to EFL teacher training, and that take into account the real requirements of the EFL Algerian context. Some new measures to enhance EFL teaching practices and to assure quality in training were also suggested.

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Key to Abbreviations/Acronyms

ECS: Education Commission of the States

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

GVC: Global Virtual Classroom

ITT: Initial Teacher Training

KAL: Knowledge about Language

L1: First Language; Mother-tongue

L2: Second Language

LC: Literature and Civilisation

LMD: Licence Master Doctorate

LS: Language Studies

NCATE: National Council of the Accreditation of Teacher Education

PS: Pre-service

QA: Quality Assurance

SD: Standard Deviation

SWOT: Strengths, Weaknesses, Opportunities and Threats

TEFL: Teaching English as a Foreign Language

TEKS: Texas Essential Knowledge and Skills

TESL: Teaching English as a Second Language

TL: Target Language

TTA: Teacher Training Agency

General Introduction

Teachers are supposed to play a vital role in providing effective learning for the nation generations. They are required to assure high quality education that will equip learners with better personal and social skills, and that will facilitate more chances for employment positions in the future. However, this noble, but hard task is always dependent on whether teachers are well informed and equipped to undergo their duties. In other words, students' achievement is strongly tied to their teachers' quality. If there is a real want to deliver our learners with effective and high quality education, the cornerstone that should be first guaranteed is the provision of adequately developed teachers. Teacher education has a major impact on the quality of learning and on the shape of future generations. It is to this end that teacher education should be given a great share in the national educational policies and reforms (Mair, 2006).

Regarding the position taken by English among world languages, English language teaching (ELT) is considered as one of the thorniest educational topics in the globe. Either through colonial history, economy, travel, information exchange or popular culture, English has become the global language, a fact that pushed all educational systems in the world to adopt ELT as a sine qua non subject-matter. This is why, more light is always shed on English teachers' role, especially in countries where English is a foreign language. EFL teachers' task is regarded as more complex since they are required to teach a language to learners who share with them the same mother-tongue (Harmer, 2001). Consequently, EFL teachers require a more specific development before taking these responsibilities.

Starting from the recurrent claims highlighting the sharp need for well qualified and competent EFL teachers to improve the level of achievement among our pupils in English, in a previous research, Messaoudi (2012) sheds light on the pre-service (Hence forth PS) training students used to receive at the University of Tlemcen: what does it cover, and what does it lack to assure the preparation of qualified EFL teachers. This research dealt with students who followed a curriculum of training of four years, in what was known as the 'Classical System'. The results surprisingly illuminated the fact that this curriculum was not covering a lot of crucial theoretical areas about the language itself, the teaching of the language, and several other variables that are to be taken into consideration to shape each competent teacher's identity. Worse still, this programme did not constitute any practical side of EFL teaching save for very few sessions of peer-teaching inside the university. The conclusion reached was that this problematic situation did affect the newly recruited teachers' professional quality which would *de facto* influence the EFL teaching process in Algerian schools.

The present study inspires its area of concern from the above-stated results; however, taking into account another important variable which is the new reforms implemented in the Algerian University under the umbrella of the LMD System. This new approach introduces the teaching of English and the preparation of EFL teachers in a novel way. First, it introduces some new subject-matters to the curriculum. Also, unlike its precedent, the LMD system offers the Licence degree after three academic years and the Master's degree after two years.

Including all these new factors, the main worry of the current research is to see whether these reforms will fix the problems yielded by the previous higher education system. In other words, this research will assess whether the LMD system reforms succeeded in covering the shortcomings of the previous system, and consequently in assuring adequate and comprehensive EFL teacher education.

Furthermore, as stated before, lack of a sound teaching practice programme at the university level was a striking result which required more interest to be devoted to. This detail pushed us to investigate also the school-based initial teacher training (Hence forth ITT) of novice teachers, which is supervised by EFL inspectors at the level of the Directorate of Education. It is a one-year period of training that new teachers go through to be prepared for classes. Issues of complementarity and collaboration between the university-based PS training and school-based ITT programmes are also to be examined¹.

Intending to examine all the complex variables of EFL teachers' professional development at the University of Tlemcen, be it theoretical or practical, the present study tries to find answers to the following questions:

- 1) *What type of university-based pre-service training and school-based initial teaching training do EFL student-teachers receive?*
- 2) *What are the EFL student-teachers' needs in terms of professional quality, in both phases of training, and what is to be fostered to enhance this quality?*
- 3) *Is there any relationship or collaboration between these two phases of preparation to cover all the areas of novice EFL teacher education?*

¹ Throughout this dissertation we will use the term 'PS training' to refer to the university-based training during the five Master's years, and the term 'ITT' to mean the school-based internship the newly-recruited teachers spent before they will be charged of teaching. Also, in this work, student-teachers at the level of the university are referred to as 'PS students', 'student-teachers' or simply 'students'. However, at the school-based level, they are called '(ITT) trainees'.

Consequently, this study covers the investigation of EFL teacher training as a dependent variable in accordance with two main independent variables: the higher education-based pre-service training and the school-based initial teacher training. Building on these three research questions, three hypotheses were generated to be tested in the current research:

- H1. In their tertiary studies, EFL student-teachers receive a training programme based on theory. In addition, it mainly focuses on knowledge about the language itself, with few clear teaching preparation objectives. However, at the level of school-based training internship, they are directly introduced to official teaching material in real world EFL classrooms.
- H2. There is a sharp need for more importance to be devoted to EFL teaching practice, and technical knowledge about teaching the language not only about the language itself. In addition, more interest should be given to situation requirements that are supposed to assure an adequate environment for training.
- H3. There is lack of collaboration between universities and schools in the field of the EFL teacher training, so the relationship between what is introduced to EFL student-teachers at university and what is done in the school internships needs to be reconsidered and more fostered.

In order to test these hypotheses and answer the above-mentioned research questions, three research instruments were adopted. This triangular approach constitutes two questionnaires and a group interview. The first questionnaire addresses Master's students at the Department of English, while the second one is meant for newly-recruited EFL teachers during their internship at the level of the Directorate of Education in Tlemcen. As to the focused group interview, it is a forum inviting a number of EFL practitioners to share their

expertise about the topic under study. This multiplication of data sources and instruments requires a mixed-method approach to data analysis. Building on this, the questionnaires items are put under a number of statistical analyses and a Chi-square test, while the grounded-theory method is applied to analyse the qualitative data of the forum.

As the case of all needs analysis studies (Richards, 2001), what makes the current research significant is that it first provides a detailed account of the present situation of EFL teacher development in Algerian institutions taking the University of Tlemcen as a case. It is an attempt to identify the EFL would-be teachers' needs and wants to be qualified for their prospective profession. As it unveils the weaknesses and shortcomings of the syllabi and curricula in use, it will support EFL practitioners and trainers to reconsider some practices in the field of teacher development, and will provide helpful insights for the Ministry of Higher Education and the Ministry of National Education for more effective curriculum design and stronger collaboration between the two ministries. This study does not only define the gap between the reality of EFL teacher training and the expectations of society, but it also suggests many practical recommendations from an in-field standpoint that could be useful to all stakeholders.

To fulfil these aims and goals, this doctoral dissertation is divided into five chapters. The first chapter gives an overview on all issues related to EFL teacher development. It is a review of literature that attempts to set forth and introduce all the facets required in order to provide an adequate training for EFL novice teachers. It is an endeavour to collect the important definitions and previous research findings to understand the nature and challenges of preparing a new EFL teacher. This chapter also presents many models of programmes that proved to be successful in EFL teacher development, while the introduction of each model is coupled with scholarly justifications.

This literature review is followed by a second chapter devoted to the explanation of research design and procedures. This chapter provides a detailed illustration of the three research instruments adopted for data collection, their design and their implementation. It also explains and justifies the qualitative and quantitative methods used in analysing data. Issues of limitations encountered during the steps of this research are also tackled at the end of this chapter.

Then, both Chapters Three and Four are devoted to data analysis and discussion since these processes required a longer space to be illustrated. Each chapter is designed to introduce the results of a separate research method, while the findings are always illustrated through tables or figures. These procedures yield a number of conclusions that enable us to answer the research questions and test the hypotheses.

Finally, the fifth chapter is meant to present the final conclusions of this doctoral research. It begins with cross-checking the main results obtained after data collection and analysis processes in correspondence with the proposed hypotheses. In addition, Chapter Five mainly provides a set of implications and recommendations to enhance the adequacy of the university-based PS training and the school-based ITT. These recommendations are organised to address all the stakeholders who have a share in designing these training programmes. It is very important to point that these suggestions are specifically related the present doctoral study and its characteristics. Similar recommendations were referred to but not mentioned in detail to preserve the exclusivity of this study; this fact may explain why the fifth chapter is slightly meagre in comparison with the literature review.

CHAPTER ONE

Literature Review

- 1.1. Introduction**
- 1.2. Importance of EFL Teacher Development**
- 1.3. Scope and Objectives of EFL Teacher Training**
- 1.4. The Difference between PS Training and ITT Programmes**
- 1.5. Requirements of an (Ideal) EFL Teacher**
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- 1.6. Practicum in EFL Teacher Training**
 - 1.6.1. Importance of Practicum
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- 1.7. Situation Requirements for an Effective EFL Training**
 - 1.7.1. Societal Factors
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 - 1.7.6. Adoption Factors
- 1.8. Guidelines for the Design of an Adequate EFL Training**
- 1.9. Challenges of Non-native EFL Teachers**
- 1.10. Conclusion**

1.1. Introduction

The first chapter, serving as the review of literature, is an attempt to introduce and discuss the most important scholarly contributions that were meant to enlighten the area of teacher development, be it university- or school-based. After highlighting the importance of training novice EFL teachers, this chapter provides the reader with key elements and requirements that should be included in the preparation of an EFL competent teacher such as EFL teaching methodology, course design, assessment ... In addition, this review sets forth a number of crucial situation requirements and conditions that facilitate the success of any training programme such as the institutional and societal factors as well as the political dimension in curriculum design. Also, in this chapter, there is a considerable amount of literature that is devoted to introduce models and standards used worldwide by a number of scholars and accredited establishments. These models serve as concrete examples of how teacher development key elements and requirements can be blended together to work as an adequate pre-service training curriculum. Finally, this review is concluded by some guidelines that highlight other issues in training which are related to non-native teachers not least in Arab countries.

1.2. Importance of EFL Teacher Development

Teachers are burdened with a very loaded, but noble, responsibility which is to ensure pupils' intellectual growth and to provide society with new generations apt to encounter future challenges in all life domains such as teaching, nursing, building ... (Saha and Dworkin, 2009). In parallel with these duties, it is expected that teachers are rewarded by high salaries, comfortable work, and good life conditions. However, this is not always the case worldwide (Galloway, 2017), nor this is our primary concern in the current study. Nevertheless, teachers have the right at least to be subjected to an adequate training programme to enrich their knowledge and skills in their prospective

profession (Crandall and Christison, 2016). It is to this end that teacher professional development has become a necessary subject of investigation and has generated sharp debate worldwide (Hunzicker, 2010; Bennett and Carré, 2002). Contemporary society is increasingly requesting for more qualified teachers not least EFL teachers who have a more complex and thornier mission (Downes *et al.*, 2001). The importance of teacher development for the EFL profession is said to be more crucial regarding the specificity of teaching a language for speakers of other languages. Research in this case proves that there is a significant positive correlation between teacher evaluation and students' scores mainly in literacy (Téllez and Waxman, 2005).

Exploration studies on EFL novice teachers' beliefs and feelings throughout time (Dow, 1979; Fullan, 1982; Olson and Osborne, 1991; Bennett and Carré, 2002) have documented how a new teacher feels the school as a 'strange land' regarding its novel sociological atmosphere (Copa, 1991) which makes these newly-recruited teachers always frustrated and anxious about their self-image. These investigations showed that novice EFL teachers are more frustrated by problems of classroom management, discipline and proving their own competence in comparison with their more experienced counterparts. Accordingly, the prominence of EFL PS training lies in diminishing all the above mentioned variables that threaten the teacher's professional identity (Britten, 1988). A well-designed EFL PS training programme prepares teachers to face school pressure and its diverse pupils' socio-economic backgrounds and changing needs (Saha and Dworkin, 2009). In the same vein, Loughran and Russel (1997: 68-69) argue:

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

In addition, Schaffer, Springfield and Wolfe (1990) claim that PS development programmes introduced to EFL teachers, before the entire integration in the real world profession, enhance their confidence by providing continuous feedback both in cases of success and confounding during the programme. Consequently, increasing confidence will urge the student-teacher to take risks testing innovative techniques: an action that will surely lead to a better handling of the subject-matter and more effective classroom management. Strictly speaking, PS development allows the student-teacher to transfer the theoretical knowledge acquired through the training curriculum to a practical real ground. It provides a setting where to find rational justifications of their actions away from individual speculations (Dunne, 2002; Widdowson, 1990).

Therefore, what makes EFL teacher education specific and a 'never-ending journey' (Bennett and Carré, 2002) is that it is not beneficial only for teachers themselves, but also for several other stakeholders like parents, employers and society in general (Trappes-Lomax and Ferguson, 2002). This crucial fact makes the teaching and learning of languages, mainly the global language, English, as a constant political and economic concern worldwide. In the TEFL/TESL inner circles, EFL teaching quality control mechanisms are already executed through accreditation standards introduced in UK by the Teacher Training Agency (TTA), and in USA by the National Council of the Accreditation of Teacher Education

(NCATE). EFL PS training programmes are evaluated in comparison with these referential quality standards (NCATE, 1997; NCATE, 2001; TTA, 1998-2001).

To conclude this space devoted to highlight the importance of EFL PS training, it is worth to note that unsuccessful teachers, on the contrary, always blame the courses they received in their training. In cases where EFL teachers are inadequately prepared, PS training programmes are the first agents to hang failure on, in an extent that even teacher-educators themselves (trainers, mentors...) always criticise the curricula between their hands (Télléz and Waxman, 2005).

1.3. Scope and Objectives of EFL Teacher Training

According to Richards (2001), when goals of a curriculum are a priori determined, they will enhance the effectiveness of the learning-teaching process. In fact, learners are more motivated to track explicitly defined goals. As far as EFL PS training is concerned, excellence in being an EFL teacher is the major goal of any adequate training programme. To attain this desired ideal goal, student-teachers should acquire a number of personal qualities, attitudes and experience during their training (Alshuaifan, 2009). In other words, in order to develop an effective PS training programme, it is a vital necessity to define the trainees' level in its beginning (entry profile) and to decide on early what they expect and need to attain at the end of the programme (exit profile). Conversely, if the role of goals is downplayed in a curriculum, or at least goals are not sound or clearly introduced, the curriculum's efficiency will be criticised (Eisner, 1992).

As much as the importance of objectives is major, scholars (Richards, 2001; Jackson, 1993) differentiate between two main types of objectives: a) teaching objectives; and b) process objectives. As to the teaching (or instruction) objectives, they are the learning outcomes related to the subject-matter of the programme – in the current case: EFL teacher education. However, what is

termed 'process objectives' refer to the non-language outcomes that are aimed to be acquired hand in hand with the linguistic and pedagogical knowledge. Instances of non-language outcomes of a curriculum may be learner-centeredness, reflection, life-long learning, or cultural and social pluralism ... However, the latter genre of objectives is always underestimated in inadequate PS programmes regardless their significant values. In Jackson's (1993: 08) words:

Non-language outcomes represent more than desirable or optional by-products of the language learning process. They are essential prerequisites for on-going and meaningful involvement with the process of language learning and learning in general...

Following the same line of thoughts, Ravi (2016) insists on the point that 21st century teacher education programmes should be sensitive to many emerging demands of the school system to qualify dual-role teachers towards their learners and their society in large. He (2016: 09) summarizes teacher education objectives, not least in TEFL, to prepare a teacher who is:

- Encouraging, supportive and humane facilitator in teaching/learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,
- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

A slight investigation on the objectives of EFL teacher training shows the multi-dimensional nature of this arena. It is agreed that teachers under training are not the only beneficiaries of such programmes; however, teacher development will systematically impact learners and other stakeholders in society (Trappes-Lomax, 2002; Widdowson, 2002). All these facts made the definition and understanding of the scope of teacher education diverse regarding the number of other related factors (Ravi, 2016):

- a) Teacher education at different levels of education
- b) Triangular basis of teacher education
- c) Aspects of teacher education

First, teacher education scope can be determined in accordance with the different levels of the educational systems (primary, middle, secondary ...). As teaching requirements and learners' needs are varied from one level to another, EFL teacher training programmes should take into concern each stage specific expected outcomes. As for the factor of triangulation in teacher education, designers of training programmes are to consider the fact that teacher development is an inter-disciplinary area in which a hybrid of subjects pour such as psychology, sociology and linguistics ... A good conversion of knowledge from such areas with adequate application will lead to better achievements among student-teachers. Finally, many aspects play a great role in defining the scope of teacher education, in an extent that none of these aspects is secondary or optional. Ravi (2016: 08) claims that: "teacher education is concerned with the aspects such as who (teacher educator), whom (student-teacher), what (content), and how (teaching strategy)", while he insists, on the first hand, on the preparation of effective teacher educators to assure all these aspects.

1.4. The Difference between PS Training and ITT Programmes

If it is aimed to draw clear lines of demarcation between university-based PS training and school-based ITT, it is very helpful first to discuss the difference between the two concepts of 'training' and 'education' in the context of EFL teacher development. Training is a goal-oriented process in a way that the goals of the training programme are determined in advance. In other terms, following a prescriptive approach, training tries to prepare prospective teachers on specific needed knowledge and skills that are already predicted by EFL practitioners, teacher educators and programme designers (Widdowson, 1990). Conversely, teacher education is rather used to another orientation process which is not based on the predictability of pedagogical issues. Adopting a rather descriptive approach, education is built on "the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice" (Widdowson, 1990:62).

The first preparation EFL teachers receive is always fragmented into two phases in terms of content and in terms of setting (university and the place of work). In this way, an effective EFL teacher preparation is to partner university-based PS training (Phase 1) with school-based ITT (Phase 2) to enhance first and foremost field experiences among novice teachers (Borman *et al.*, 2009). The question raised at this level is: where to locate each training activity in the previous phases? Building on the works of Darling-Hammond *et al.* (2002) and Shulman and Sherin (2004), Borman *et al.* (2009) claim that the purely theoretical components of training embodied in the subject-matter (English) and pedagogy/methodology are to be dealt with in the university-based phase of training. Nevertheless, practice is not totally excluded here, but it is rather involved in the final year of the university career to see the relevance of the two components (subject-matter and pedagogy/methodology) in real teaching setting. As far as the latter component (experiential learning) is concerned, EFL teacher training should be crowned at the end by a considerable period of extensive field/experiential learning. This crucial phase cannot be accomplished

without a strongly tied partnership between the university and the school to touch the realities of the classroom in accordance with the theory acquired at university. Therefore, in a nutshell, university-based PS training objectives are to build a sound theoretical basis in terms of the subject-matter and pedagogy with gradual immersion to practice; school-based ITT is the suitable period for internships in real place of work to achieve total integration of novice teachers in the work field. It is worth to point to the importance of collaboration between the two settings to make the ends of the two phases meet. Forman (2016) claims that the establishment of a strong university-school partnership and collaboration is a key factor in structuring quality EFL teacher preparation. In the same vein, Martinet *et al.* (2001), in work supervised by the Ministry of Education of Québec, recommend university staff members and course designers to be aware of, or perhaps trained on, every practice and reform being implemented in schools to provide appropriate training assuring conformity with school needs.

It is worth to conclude this section in accordance with the typology of training vs. education introduced in the beginning. Both university-based PS and school-based IT programmes are considered as training processes since they rely on already expected needs to integrate EFL novice teachers in the novel milieu of the profession. Sound PS and ITT programmes will be the cornerstone upon which to construct 'education-process' programmes in the future of the EFL teacher professional life (in-service, lifelong learning).

1.5. Requirements of an (Ideal) EFL Teacher

As it was established, under the section of EFL training objectives, the overall goal behind developing a training programme is to make prospective teachers attain excellence and professionalism in their future career. According to Danielson (2007), professionalism is the outcome of knowledge, skills, values, passion and experience all together in an EFL teacher. The question which will be discussed more fully is: what does an EFL teacher need to attain professionalism?

Or in other expressions, what are the requirements to be assured in EFL teachers' training to be qualified or competent?

Before listing the conventional number of requirements of an ideal EFL teacher, it is worth first to shed light on the fact that a qualified teacher is to match between units of *theory* and *practice*. These units are respectively: *principles* and *classroom techniques* (Widdowson, 1990). In a similar manner, Wallace (1991: 15) distinguishes between two facets of knowledge in TEFL: received and experiential. Acquiring received knowledge in TEFL, the student-teacher is to be familiar with “the vocabulary of subjects and matching concepts, theory and skills which are widely accepted as being part of the necessary intellectual content of the profession”. Experiential knowledge is developed through teaching practice, starting by guided observation. Almost no scholar, in the field of teaching English, denies the importance of coupling between theory and practice in teacher development. For instance, Houston (2009), Wright (2002), Ferguson (2002) and the Education Commission of the States (ECS) (2003)..., all agree that an effective EFL teacher needs, on the first hand, is to master the subject-matter, and acquire the necessary skills to teach the subject, and then, he needs to be equipped with methodological and pedagogical techniques to transfer this knowledge in the classroom to positively enhance the learning process. In fact, novice teachers should be sharply aware of the centrality of knowledge about the subject-matter (English in our case), and the importance of experience in the fieldwork which is a totally different environment.

1.5.1. Components of EFL Teacher Preparation

Creating equilibrium between the subject-matter knowledge and pedagogy is one indication common to all adequate EFL training programmes that emerged worldwide. This indication implies a number of components to be assured in designing training programmes (Alshuaifan, 2009). Here are a number of

instances of essential components of EFL PS/IT training as seen by different scholars:

1. Borman *et al.* (2009) recapitulates EFL teacher development in three indispensable components which are:
 - *Subject-matter Knowledge (within university)*: This can be summarised in knowledge about the target language and culture.
 - *Pedagogy and Methodology (within university)*: It deals with courses and skills of the methodology of teaching and classroom practices in a structured, gradual and integrated way within a specific time schedule.
 - *Experiential Learning (within university and place of work)*: The experience of the two previous components in real setting starting from observation and assimilation, then assuming past experiences, and finally, providing sufficient time and opportunities for application.

2. Brumfit (1997) limits EFL PS and IT training in the following issues:
 - *The Introduction of Content Knowledge to EFL Teachers*: This facet was summed in the questions of what an EFL teacher needs to know about the target language (TL), and what are the appropriate attitudes EFL teachers should have towards the language?
 - *The Linking of Content Knowledge with Teaching Expertise*: It means that every action in the EFL classroom should be based on a sound theory already learned in component 1.
 - Teaching trainees how to find and create connections between the subject-matter and classroom methodology.

3. Building on the works of Cochran-Smith and Zeichner (2005), Darling-Hammond and Bransford (2005), and Samway and Mc Keon (2007), a more elaborated set of essential components of teacher preparation was introduced by Lucas, Villegas and Freedson-Gonzalez (2008). This model includes:
- Deep content knowledge
 - Pedagogical content knowledge
 - Knowledge on how children/adolescents learn in a variety of settings
 - Skills to create supportive classroom community
 - Knowledge about multiple forms of assessment
 - The ability of reflection on practice
 - The establishment of all the previous components on sound principles of second language learning.

These were some, among many, examples of scholarly attempts to define the components of an adequate PS training programme in the TEFL profession. These classifications may lead to an overall résumé of the issue of EFL teacher development which can be categorised in three broad areas: a) subject-matter; b) pedagogy and methodology; and c) experience. However, the questions which systematically float on this level of the current debate are: What does adequate knowledge about the subject-matter (the English language) comprise? What are the components of effective pedagogy and EFL teaching methodology? In addition, while there is a general consensus on the importance of experience, there is a significant deal of disagreement on: what is the best way student-teachers acquire experience? (ECS, 2003)

Attempts to provide an effective answer for the previous questions yielded a number of models and standards to be followed and assured in order to guarantee and adequate PS training that precisely cover all the aforementioned components with all their requirements.

1.5.2. Comprehensive Requirements of an EFL Competent teacher

According to Richards (1990) and Alshuaifan (2009), EFL teacher requirements moved from the basic study of theoretical grammar and phonetics to the study of pedagogical grammar and interlanguage syntax and phonology. In addition, several disciplines were included in the EFL teacher preparation such as discourse analysis, language acquisition processes, instruction design and assessment. All these knowledge areas are referred to under the umbrella term “Knowledge about Language”, or KAL for short, (Bartels, 2005; Thornbury, 1997; Andrews and Mc Neill, 2005). For instance, Thornbury (1997, qtd in Andrews and McNeill, 2005: 160), claims that KAL is “the knowledge that teachers have of the underlying systems of language that enables them to teach effectively”. In the same vein, it was claimed that linguistics and applied linguistics are primary areas to be covered when introducing KAL to prospective teachers (Attardo and Brown, 2005; O’Donoghue and Hales, 2002; Murray, 2002). As to the linguistic knowledge, it is considered as the backbone of the training programme since it represents the subject-matter, and at the same time, the medium of instruction in TEFL. As a conclusion of a research about EFL PS teachers’ KAL in China, Andrews and McNeill (2005:159) claim:

... We have become increasingly convinced that the extent and the adequacy of L2 teachers’ engagement with language content in their professional practice is a crucial variable in determining the quality and potential effectiveness of any L2 teachers’ practice.

As to applied linguistics which is an inter-disciplinary arena comprising all subjects related to real world issues of EFL teaching (psycholinguistics, sociolinguistics, and language acquisition...), it empowers EFL teachers to root their practice from sound theoretical beliefs not mere speculations (Popko, 2005). It is supposed that future teachers will improve their practices by the transfer of their knowledge in applied linguistics in their teaching. Fostering the

prominence of applied linguistics in EFL PS training, Bartels (2005: 405) argues that "... courses in applied linguistics do seem to have the potential to be successful in changing novice teachers' conceptions about language and language teaching".

In addition, there are many crucial metalinguistic areas to have a share in any EFL training programme without which novice teachers will be short of many professional dimensions like assessment, classroom management, educational psychology and EFL methodology (Davies, 2002; The National Comprehensive Center for Teacher Quality, 2007). Add to all these facets, the cultural component in teaching English to speakers of other languages which is a very crucial element that should not be underestimated when dealing with learners from different socio-cultural backgrounds (Ministry of Education of Québec, 2001).

a) Assessment:

EFL assessment and evaluation is a thorny procedure of gathering, analysing and interpreting the teaching/learning process outcomes. It is considered as evidence of learners' achievement, and at the same time, it is a database for reflection and change in one's teaching (Remesal, 2011). Effective teaching cannot be established unless there is an effective design in advance, and in its turn, effective course design cannot be made only by a teacher who thinks like an assessor (Wiggins and Mc Tighe, 1998). In sum, assuring the quality of well designing, using, and interpreting assessment is as central as lesson planning and design, as well as all other skills that are considered as factors of EFL teachers' requirements. This fact implies that teacher-educators, or the responsible of designing teacher education programmes, should give the facet of assessment its share in PS training, and IS programmes as well. In this train of thoughts, Rhodes *et al.* (1997: 413) claim:

Just as teachers need preservice and inservice professional development opportunities in new instructional strategies, they also need opportunities to learn how to develop forms of performance assessment that reflect the new strategies and the evolving curricular content. Teachers are eager to explore the use of assessment as a way of improving instruction and student learning.

b) EFL Methodology

Countless experts in the ground of teacher education dedicate large spaces, in their works, to the subject of EFL methodology, and its vital effect in qualifying EFL teachers especially in earlier stages (PS training) (Shulman, 1987; Allwright, 1988 and Freeman, 1991). For instance, Larsen-Freeman (2000) discourse is overtly addressed to teacher educators to enhance their awareness about the usefulness of teaching EFL methodology to PS trainees; usefulness that can be noticed in five areas:

- Understanding EFL methodology is regarded as the basic ground that every EFL teacher should depend on when reflecting on his classroom practices; otherwise, novice teachers will shape their professional identity on their EFL experience as learners, or on mere capricious speculations.
- Being familiar with EFL methodology, teachers become gifted to distinguish a range of numerous methods of teaching; and consequently, they will be equipped with ample choices to adopt in accordance to the classroom contexts they encounter. In other words, grasping EFL teaching methodology 'arms' the novice teachers with a 'repertoire' of methods and techniques effective in diverse circumstances in EFL classrooms.

- Familiarity with EFL methodology does not only enable novice teachers to practise every piece of information, related to their profession, as perceived in literature or textbooks..., but it also opens the door for them to shape their own teaching identity by professional dialogue among their professional community.
- Besides, interaction with more experienced practitioners, of the same professional community, will systematically challenge their conceptions about EFL methodology, which in turn will always drive them to reflect on their beliefs to switch from 'routinized' to 'updated' teaching.
- Finally, assuring training in EFL methodology in early stages, teachers will gain a comprehensive set of best practices that qualifies them to tackle numerous and diverse "unique qualities and idiosyncrasies" among EFL students.

To sum up all these dimensions where knowledge about EFL teaching methodology is beneficial, Larsen-Freeman (2000: XI) claims:

A study of methods need not lead to the de-skilling of teachers but rather can serve a variety of useful functions when used appropriately in teacher education. It can help teachers articulate, and perhaps transform, their understanding of the teaching/learning process. Methods can serve as models of the integration of theory (the principles) and practice (the techniques). Their study can encourage continuing education in the lifelong process of learning to teach.

Finally, in order to summarize all these areas constituting the interdisciplinary nature of EFL teacher education, many standards and models of sets of requirements were introduced worldwide, either by governmental

institutions or independent scholars. Here is a selection of the most comprehensive, and widely used, standards:

- ***Fradd and Lee (1998)***

Table 1.1: Fradd and Lee's Standards of EFL Teacher Preparation

Competency	Description
<i>Language Acquisition Process</i>	EFL prospective teachers must master the concept of language acquisition, and be familiar with Hymes' communicative competence and how language functions.
<i>Subject-Area Content</i>	EFL teachers are supposed to be content-area experts. They should be able to restate questions, paraphrase meanings and recapitulate ideas.
<i>Culture and Pragmatic Language Use</i>	Understanding the processes cultural growth and cultural adaptation within the TL (English) is a must for EFL novice teachers.
<i>Curriculum and Instruction</i>	An EFL teacher has the knowledge and ability to adapt grade-level teaching materials that correspond to the learners' needs.
<i>Assessment</i>	Because the exit outcome of any EFL programme is always compared to standardised tests, EFL teachers should grasp such types of assessments.
<i>Technology</i>	A competent EFL teacher is the one who knows how to enhance his learning with the use of ICT's.
<i>Classroom, school and community contexts</i>	Advocacy is another role to be assured to break differences between school, home and society.

- **Fillmore and Snow (2000)**

Table 1.2: Fillmore and Snow's Standards of EFL Teacher Education

Domain	Scope
<i>Language and Linguistics</i>	Language system of systems; history of English; language use in education; and the fundamentals of linguistic analysis.
<i>Language and Cultural Diversity</i>	Cultural contrasts in TL use.
<i>Sociolinguistics</i>	Language policies and politics.
<i>Language Development</i>	Academic language development in accordance with learners' age.
<i>Second Language Learning and Teaching</i>	Deep understanding of second language acquisition process in comparison with first language learning.
<i>Language of Academic Discourse</i>	Knowledge about different language registers.
<i>Text Analysis and Language Understanding in Education</i>	Knowledge about how language style and structure in the teaching material affect learners' comprehension.

- **TESOL/NCATE (2003)**

Table 1.3: TESOL and NCATE Standards of EFL Teacher Education

Domain	Description
<i>Language</i>	The understanding of English as a system: phonology, syntax, semantics, pragmatics and writing conventions; the understanding of L1 and L2 acquisition processes.
<i>Culture</i>	The role of culture in general and learners' cultural background, in specific, in language development and academic achievement.
<i>Planning, Implementing and Managing Instruction</i>	Knowledge how to teach the determined standards and how to effectively use teaching resources.
<i>Assessment</i>	Mastery of proper methods and techniques to evaluate students' language learning growth.
<i>Professionalism</i>	It refers to the knowledge about TEFL history and about the role of being an advocate for learners.

1.5.3. Texas Essential Knowledge and Skills Model

As it was revealed before, various models to design PS and IT training programmes are used in EFL circles worldwide, and that could be engaged as a referential model in approaching issues of PS training of future teachers. Regarding the previous findings about the different facets of theoretical knowledge and practical skills that should be covered by every EFL future teacher, in the present study, the researcher adopts the model of Texas ESL programme known as “Texas Essential Knowledge and Skills” (TEKS). The choice of the TEKS (2001) model was made on the fact that it is based on a comprehensive, and precisely detailed, number of requirements to develop different teaching skills leading to attain EFL teaching professionalism. In the same way, these principles are labelled as “standards”:

- The structure and conventions of the English language
- The foundation of EFL education
- First- and second- language acquisition processes
- EFL teaching methodologies
- EFL Individual learners’ factors
- Assessment procedures and instruments
- Advocacy for EFL Students

Table 1.4: TEKS EFL Standard 1

Standard 1: The EFL teacher understands fundamental language concepts and knows the structure and conventions of the English language.	
<i>Teacher Knowledge: What Teachers Know</i>	<i>Application: What Teachers Can Do</i>
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>1.1 K. the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, and lexicon);</p> <p>1.2 K. functions of language and registers of language (e.g., social versus academic language) in English;</p> <p>1.3 K. the relationships among listening, speaking, reading, and writing;</p> <p>1.4 K. the structure of the English language and conventions of written and spoken English; and</p> <p>1.5 K. patterns of written and oral discourse.</p>	<p>1.1 S. use knowledge of the nature of language and basic language concepts to facilitate student learning in the EFL classroom;</p> <p>1.2 S. apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote EFL students' English language proficiency;</p> <p>1.3 S. use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p>1.4 S. model and provide instruction in the structure and conventions of written and spoken English.</p>
<i>N.B:</i> K=Knowledge; S=Skill	

Table 1.5: TEKS EFL Standard 2

Standard 2: The EFL teacher has knowledge of the foundations of EFL education and factors that contribute to an effective multicultural and multilingual learning environment	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>2.1 K. the historical, theoretical, and policy foundations of EFL education;</p> <p>2.2 K. types of EFL programmes (e.g., self-contained, pull-out, newcomer centres, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness;</p> <p>2.3 K. research findings related to EFL education, including effective instructional and management practices in EFL programmes; and</p> <p>2.4 K. how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for EFL students; and ways to address the affective, linguistic, and cognitive needs of EFL students.</p>	<p>2.1 S. apply knowledge of historical, theoretical, and policy factors in EFL education to program planning, implementation, and advocacy;</p> <p>2.2 S. apply research findings to assist in planning and implementing effective EFL programmes;</p> <p>2.3 S. use knowledge of the types of EFL programme models to make appropriate instructional and management decisions;</p> <p>2.4 S. create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of EFL students and that facilitates students' learning and language acquisition; and</p> <p>2.5 S. demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>

N.B: K=Knowledge; S=Skill

Table 1.6: TEKS EFL Standard 3

Standard 3: The EFL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>3.1 K. theories, concepts, and research related to first-language (L1) development;</p> <p>3.2 K. theories, concepts, and research related to second-language (L2) development;</p> <p>3.3 K. the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2;</p> <p>3.4 K. the role of the linguistic environment and conversational support in second-language acquisition; and</p> <p>3.5 K. common difficulties (e.g., syntax, phonology, L1 interference) experienced by EFL students in learning English and strategies for overcoming these difficulties.</p>	<p>3.1 S. apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;</p> <p>3.2 S. help students transfer language skills from L1 to L2;</p> <p>3.3 S. use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p>3.4 S. provide a rich language/print environment with supported opportunities for communication in English;</p> <p>3.5 S. provide appropriate feedback in response to students' developing English language skills; and</p> <p>3.6 S. apply effective strategies for helping EFL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English</p>

N.B: K=Knowledge; S=Skill

Table 1.7: TEKS EFL Standard 4

Standard 4: The EFL teacher understands EFL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate EFL instruction.	
<i>Teacher Knowledge: What Teachers Know</i>	<i>Application: What Teachers Can Do</i>
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
4.1 K. factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and their individual needs;	4.1 S. use planning procedures to design effective, developmentally appropriate EFL instruction;
4.2 K. a variety of methods and techniques appropriate for instruction in the EFL classroom;	4.2 S. select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the EFL classroom;
4.3 K. strategies for fostering EFL students' communicative competence;	4.3 S. infuse technological tools and resources into the instructional process;
4.4 K. instructional practices, resources, and materials for content-based EFL instruction;	4.4 S. use strategies that foster EFL students' content-area learning;
4.5 K. the use of technological tools and resources to facilitate and enhance EFL instruction; and	4.5 S. engage students in critical-thinking processes; and
4.6 K. classroom management strategies for a variety of EFL environments and situations.	4.6 S. apply principles of effective classroom management in a range of situations in the EFL classroom.

N.B: *K=Knowledge; S=Skill*

Table 1.8: TEKS EFL Standard 5

Standard 5: The EFL teacher has knowledge of the factors that affect EFL students' learning of academic content, language, and culture.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>5.1 K. factors that may affect EFL students' learning of academic content, language, and culture (e.g., age, personality, academic background, socio-cultural factors, home environment, attitude, exceptionalities); and</p> <p>5.2 K. the nature of student variation in the EFL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning...)</p>	<p>5.1 S. use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture; and</p> <p>5.2 S. provide instruction and experiences that are responsive to diversity and individual student needs.</p>
N.B: K=Knowledge; S=Skill	

Table 1.9: TEKS EFL Standard 6

Standard 6: The EFL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in EFL programmes and uses assessment results to plan and adapt instruction.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>6.1 K. basic concepts, issues, and practices related to test design, development, and interpretation;</p> <p>6.2 K. types of assessment used in the EFL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations; and</p> <p>6.3 K. standardised tests commonly used in EFL programmes;</p>	<p>6.1 S. select, adapt, or develop appropriate assessments for different purposes in the EFL programme (e.g., diagnosis, programme evaluation, proficiency);</p> <p>6.2 S. interpret results of standardised tests commonly used in EFL programmes</p> <p>6.3 S. use on-going assessments to plan and adjust instruction that addresses individual student needs and enables EFL students to achieve learning goals.</p>
N.B: K=Knowledge; S=Skill	

Table 1.10: TEKS EFL Standard 7

Standard 7: The EFL teacher knows how to serve as an advocate for EFL students and facilitate family and community involvement in their education.	
Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>The beginning EFL teacher knows and understands:</i>	<i>The beginning EFL teacher is able to:</i>
<p>7.1 K. strategies for effective advocacy for EFL students;</p> <p>7.2 K. the importance of family involvement in the education of EFL students and ways to bridge differences between the home and school environments; and</p> <p>7.3 K. ways in which community members and resources can positively affect student learning in the EFL programme.</p>	<p>7.1 S. advocate for educational and social equity for EFL students;</p> <p>7.2 S. use effective strategies to bridge gaps that may exist between the home and school environments;</p> <p>7.3 S. communicate and collaborate effectively with students' parents;</p> <p>7.4 S. facilitate parents involvement in their children's education and school activities; and</p> <p>7.5 S. access community resources to enhance the education of EFL students.</p>
<i>N.B: K=Knowledge; S=Skill</i>	

1.6. Practicum in EFL Teacher Training

This section will deal with EFL practicum in PS and ITT training in terms of its importance, benefits and adequate organization. This section is concluded with presenting some models of EFL teaching practice.

1.6.1. Importance of Practicum

As it was established before that knowledge about the English language and its pedagogy is a major pillar in PS training, the literature also recognizes that it cannot be sufficient by itself. In fact, the literature emphasizes and well-documented the essential role of practicum (or field experience, teaching practice, supervised teaching...) in the beginning of an EFL teacher's career before the full involvement in the profession (Renandya and Widido, 2016). Also, Wallace (1991: 03) claims: "no teaching takes place in a vacuum". Knowledge about theory related to EFL teaching is not sufficient to put beginner teachers in the right trail; EFL future teachers are in a sharp need to experience what they learned in theory in concrete situations (in classrooms, with learners). In the words of Bartels (2005: 408):

Helping teachers acquire knowledge and conceptions about language learning and language learning alone is not enough to significantly change their teaching, perhaps because the learning activities teachers engaged in were not analogous to those activities they engaged in as students.

Strictly speaking, unless theory of EFL teaching and practice are coupled together, it will be learned aimlessly: novice teachers, in such a case, will risk the inability to apply what they know in real situations, as these situations may be totally different from the theory they acquired (Messaoudi, 2012).

This theory-practice dual requirements for EFL PS training lies in the nature of the EFL teaching profession itself, which is considered on a first hand as a “helping profession” which is based on a sound relationship between the teacher and the learner (Freeman, 1990). This relationship cannot be tied only if there is a realistic teaching atmosphere. On the other hand, student-teachers can gain more expertise only if effective interaction with other practitioners is assured in specific classrooms and schools (Renandya and Widido, 2016).

1.6.2. Benefits of Practicum

This invaluable credit given to practicum through the literature is due to the benefits such kind of experience provides to the trainees. For example, after a study on a number of student-teachers during their teaching practice, Bennett and Carré (2002) summarize these advantages as follows:

- a. It provides a worthy deal of learning about EFL teaching through classroom observation of class teachers and mentors, on a first stage, and of their peer student-teachers in more advanced stages.
- b. Practicum offers a suitable environment for the student-trainees to transfer their theoretical knowledge and beliefs into classroom practices. Teaching practice helps novice teachers to clarify their understanding of theory of teaching and see it in realistic relevance in EFL classrooms.
- c. It delivers gradual, and consequently, safe involvement with pupils and classroom tasks. In a parallel track with teaching, practicum will enable the student-teachers to assess their own development gradually.
- d. With the support of experienced teachers, student-trainees learn how to outline a lesson and become more familiar with the official curriculum and textbooks.

- e. Real classroom environment helps the trainees to form a plain new understanding of children's nature, how they learn and how they act... These learners' variables enable the student-teachers to build their classroom management skills and teaching techniques.
- f. Starting from classroom observation with zero involvement, teaching practice works on boosting the student-teachers' confidence till it pushes them to take in charge a whole EFL class which is the climax of confidence.
- g. A good period of internship inside a school will give the trainee an idea about colleague teachers and school administration and develop strong relationships with them (Anhorn, 2008; Darling-Hammond, 1998).

1.6.3. Practicum Organization

As far as the organization of teaching practice in EFL teacher development is concerned, effective design of such practicum should first take into account the students' beliefs and past learning experiences. It is widely believed that student-teachers come to real classroom with already established implicit beliefs and knowledge about EFL teaching and learning (Clarke and Peterson, 1986); therefore, an effective PS/ITT programme should be designed in a way that make the trainees more aware of the accuracy of their knowledge and its link and impact in the EFL classroom. In addition, a remarkable feature was pointed to by Trappes-Lomax (2002) which is that student-teachers' have also lot of worries about their professional identity. Most of the time, new EFL trainees experience lack of confidence in different range of areas such as: vocabulary gaps, partial command of grammar and fear of using English as the means of communication with pupils in ordinary situations. Likewise, being aware of such crucial details, mentors and trainers may address each individual trainee's need for better training. Here are a number of areas that should be highlighted when organizing an EFL teaching practice training:

a. Observation

Following the words of Wallace (1991: 89), the very first stage of any EFL teaching practice experience should be observation of other practitioners teaching, with no involvement, in which “the trainee has mainly observational and analytic role”. He claims that observation can generate very valuable “primary data” which will be the basis of all assumptions made by the trainee in the future. These primary data can be accumulated from three sources:

- *Indirectly Observed or Experienced Action:* In earlier stages of training (mainly theoretical), it is recommended to introduce teaching films or any other professional teaching to the trainees which is also of paramount importance as a beginning.
- *Directly Observed Professional Action:* With a fly-on-wall role, the trainee is guided to observe a number of variables in a real EFL classroom. This initial experience enables the trainees to draw an image out of realistic details upon which he will build his future decisions and practices in EFL teaching.
- *Directly Experienced Professional Action:* This kind of action is to be done in an advanced stage of observation in which the student-teacher is the observer and the professional at the same time. In such a case, the trainee, under the supervision of a mentor, is required to perform a lesson while being recorded so as to be observed and analysed later on.

b. EFL Teaching Skills Training

After an effective period of observation, the training programme is supposed to insert the trainees in activities that gradually equip them with EFL teaching skills they need to attain professional competence. Many models

of EFL skills training were, and are, followed in different PS training programmes, while Wallace (1991: 06) considers that “there are three major models of professional education which have historically appeared on the scene...”

- *The Craft Model:*

In this model, the presence of an expert (teacher, trainer...) is central since it is the primary source of instruction about EFL teaching skills and the only model to be imitated. However, this model is criticised to be static and dependent on an individual, or a number of few individuals, regardless any shortcomings that may occur.

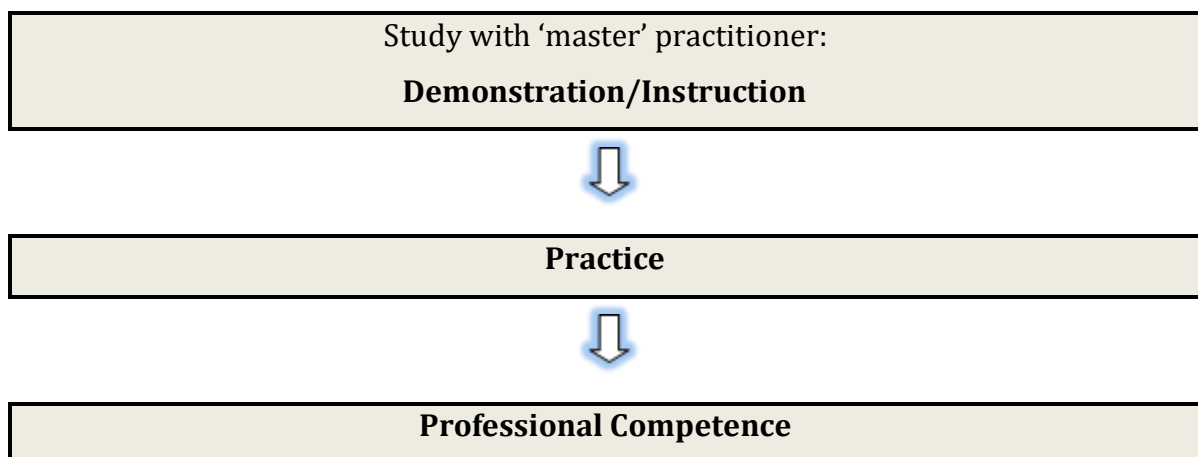


Figure 1.1: *The Craft Model* (Wallace, 1991: 06)

- *The Applied Science Model:*

The emergence of the Applied Science Model in the 19th century was based on relating any professional action to science. This model is claimed to be instrumental in which relative findings of scientific knowledge and experimentation are conveyed by experts in the field of training. However, no model is free of problems; and likewise, the Applied Science Model should be

approached while bearing in mind three cautious points: a) the trainees' understanding of the EFL skills under study should be fostered and guaranteed to be correct. Unless this is assured, the trainee may misunderstand the EFL skill in question as proved by science; and consequently, he will ill-practice it in teaching; b) the trainer should be aware that even in some cases where trainees well grasp certain skills, they might ill-transfer them in real situations, so the issue of theory transfer in practice should be carefully considered; and c) the PS training programme designers should always take into account what kind of knowledge they are including in the programme since many scientific theories proved to be incorrect or incomplete after a significant period of EFL practice.

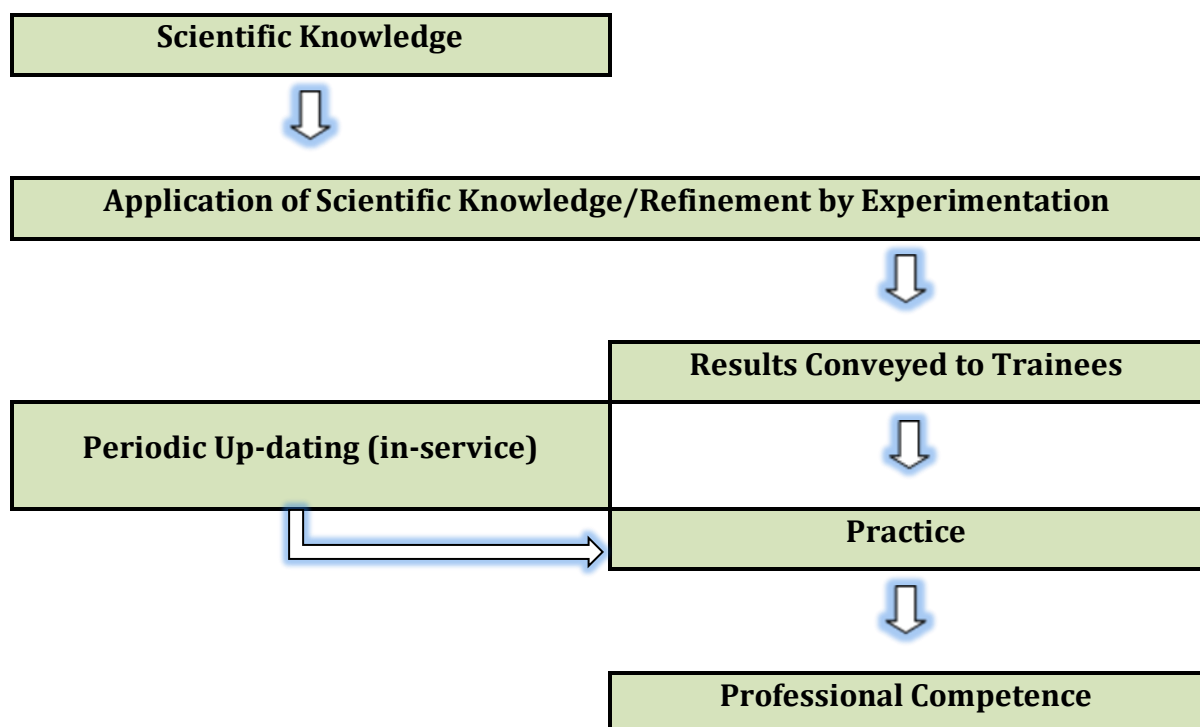


Figure 1.2: The Applied Science Model (Wallace, 1991: 09)

- *The Reflective Model:*

Experts in the field of EFL teacher education have always considered the Reflective Model as Schön's (1983) foundation. According to Schön (1983, 1987), there exist two types of professional knowledge: a) *research-based knowledge* which is acquired through facts and theories introduced in Linguistics, Applied Linguistics, science of Assessment...; b) *experience-based knowledge* which is the outcome yielded from professional competence. The latter type of knowledge is accumulated from two different processes:

- **Knowing-in-action:** Without any previous training in some EFL teaching situations, many teachers can judge their classroom actions to be correct or inappropriate with reference to knowledge acquired from experience rather than research. In such a case, it can be said that practice becomes a source of theory not the opposite (Widdowson, 1990).
- **Reflection-on-action:** It is the process of reflecting and re-analysing previous practices in the classroom. Most of the time, this act takes place when the teacher considers his actions, or one of them, as unsuccessful to a certain extent, and thinks how to make it more appropriate or avoid it.

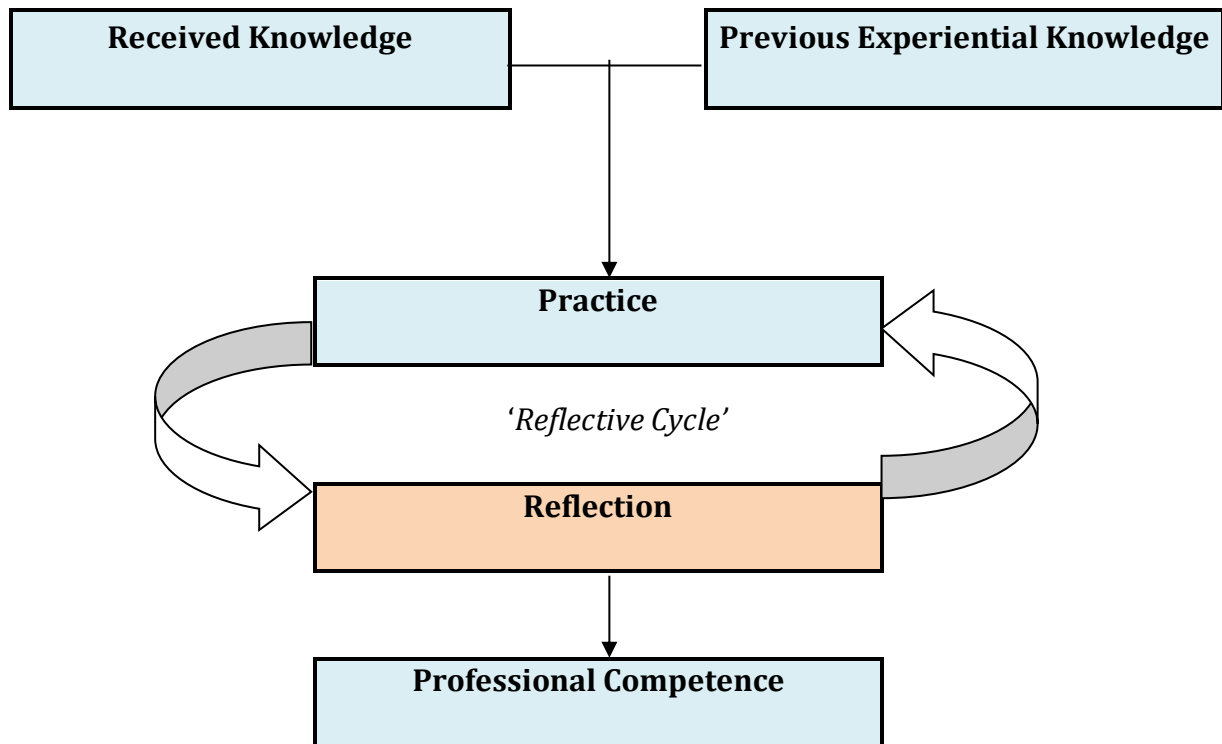


Figure 1.3: The Reflective Model
(Wallace, 1991: 15)

c. From Separate Skills to a Whole Approach

All the aforementioned models are routes to facilitate the introduction of future EFL teachers to their classrooms. In other words, the accumulation of the necessary skills will lead the trainee to cover all what the ELT approach, under practice, requires from an effective teacher. For more clarification, Wright (2002) exemplifies such a process in the following stages:

- *Stage 1: Working on Language Data*

The first step in training a novice EFL teacher how to deal with English, as a subject-matter of his course, is to grasp and well understand all the target linguistic data. This early stage in teaching is called 'language awareness'.

- *Stage 2: Looking Back – Reviewing*

The following stage in dealing with each language datum learned in stage 1 is to reflect on it with the help of a trainer/mentor. Reflection on the trainee's knowledge helps him to establish sound understanding of language he is going to teach, and simultaneously, challenging already existing concepts (either assuring or cancelling them). This stage in language awareness will reassure the fact that trainees will accumulate only accurate language data.

- *Stage 3: Making Sense*

In this phase EFL skills training, student-teachers are required to think how the already seized language data is practical in a real EFL classroom. This activity will lead the trainees to formulate rules about how language data make sense in teaching.

- *Stage 4: Linking*

The fourth step is to make the trainees able to transfer the language data prepared in the previous stages into practice. In this phase, which always proved to be problematic for trainees and trainers, a shift should be made from thinking on knowing the target language (TL) to knowing how to teach it.

- *Stage 5: To the Classroom*

The final stage is purely practical, which is to develop learning of the TL data in an EFL classroom. The aim behind this is to test the accuracy and relevance of the knowledge and skills acquired in the previous four stages. In earlier phases of practice, this stage is better to be planned in peer or micro-teaching activities.

1.6.4. Theory Transfer in Practice

It is the same case in all occupations where there is always a gap between 'theory' and 'practice'. Likewise, in the EFL teaching profession, it is by no means an easy task to bridge this gap especially by novice teachers (Wallace, 1991). This issue is known in the EFL circles as *knowledge/theory transfer*. From one side, activities for EFL trainees to transfer their knowledge in classrooms proved to be invaluable since they enable them first to fully understand the theory they have already acquired. Also, such activities enable the trainees to interact with real learners and consequently to see how these learners perceived language data introduced to them. From another side, the process of theory transfer in TEFL proved to be a thorny task for trainees in an extent that in the beginning of any training programme trainees feel that theory is totally independent from the classroom (Dunne, 2002). Regarding the importance of linking theory into practice, it was always recommended that any effective teaching training activity should have the orientation of helping the student-teacher to develop an independent competence to transfer any language datum they know in a real EFL classroom in a way that guarantees well understanding among the target EFL learners (Alshuaifan, 2009). In this vein, Bartels (2005: 406) claims that "... a high level of KAL, while helpful, is not necessary to be a good L2 teacher". Hence, the problem does not lie merely in knowledge, yet in its transfer in practice also; Bartels (2005) highlighted a number of issues that harden successful knowledge transfer in an EFL classroom:

- In numerous circumstances, student-teachers find themselves in charge of a "course work" which is not designed appropriately with "class work". In other words, the KAL trainees dealt with before the teaching practice programme, many times, proves to be not related to the real teaching activities;

- Some trainees may encounter a hardship to transfer knowledge that is not compatible with their previous knowledge, their personal and cultural conceptions of language and language teaching, and/or their preferred learning style; and finally
- There are many specialists, among which Bartels (2005), who believe that some specific areas of KAL are more problematic to be transferred in practice than others, such as complex orthographic errors identifying vs. simple errors (Messaoudi, 2012).

To sum up his conclusions after editing a significant number of works about KAL linking to classroom practices, Bartels (2005: 408) says: “Even if something is learned... for transfer to occur, this knowledge must be encoded in such a way that it can be used in the target domain”.

1.6.5. Britten’s Teaching Practice Model

Looking for a model that takes into account all the topics that were previously agreed on to be imperative activities in EFL teaching practice activities, it was found that Britten’s model succeeded to a high extent to cluster all the vital activities in practicum organization, and consider many other criteria that are central in the practical side of EFL PS/IT training. This model presented by Britten (1988) includes a number of target activities arranged as follows:

Table 1.11: Contradictory Requirements in PS Training Programme (Britten, 1988: 165)

Topic in training	1st desideratum	2 nd desideratum
<i>Guided Observation</i>	Directly observable behaviours	More significant categories
<i>Skills training</i>	Prescriptive approach to basic skills (lockstep training)	Exploratory approach to develop individual teacher's potential
<i>ELT approach</i>	Focus on the teacher (for training purposes)	Learner-centred teaching (for better learning)
<i>Evaluation of teaching performance</i>	Assessment made or checked by trainers	Practice in self-assessment
<i>Methodology component</i>	Need to impart knowledge (lectures)	Reflexive principle: practice what you preach
<i>Working mode</i>	Small groups for attitude development	Individual for self-reliance

As illustrated in table 1.11, Britten (1988) insists on the paramount importance of progression in PS training programmes and the difference between earlier stages and advanced stages of training. It can be assumed that the practices of the '*first desideratum*' are designed for early stages in the preparation of EFL teachers, while their counterparts in the '*second desideratum*' are proposed for later stages (Messaoudi, 2012). Assuring a safe passage from the first to the second desideratum requests a special approach from EFL students. This is what Britten (1988: 166-167) calls '*the incremental approach*', which is based on three progressions – in scale, integration and autonomy:

The first progression – that of scale- is a matter of controlling the risk level in practice teaching... [Then] the trainee progresses from this initial stage of skill-getting (the *what* of a teaching skill) to that of skill-using (the *why, when* and *with whom*)... The third progression – in autonomy- concerns attitude development and the individualization of the trainees' teaching style.

In addition, Britten (1988) also insists on progression as a critical component in approaching trainees' autonomy and self-confidence. According to Wallace (1991: 88), the noble rationale behind designing progressive teaching practice is to diminish the risks and the costs of teaching in front of student-teachers, especially in the beginning of the training programme:

The range of contexts [of learning for language teaching trainees] should be such that it can gradually bring the trainees from a position of minimum risk and cost, through increasingly realistic (and risky, and costly) contexts to the 'real thing'.

Here is an example of how to organize a teaching practice programme as introduced by Britten (1988):

Table 1.12: Progressions in PS Training (Britten, 1988: 167)

Progression of	From	To
<i>Scale</i>	Small learner group. Short teaching encounters.	Full classes. Whole lessons and lesson sequences.
<i>Integration</i>	Isolated skills or lesson segments. Skills objectives.	Skills integrated to achieve learning objectives.
<i>Autonomy</i>	Lesson planning and evaluation by trainer or group.	Individual planning and self-assessment.

To conclude the current headline, it was worth to be emphasised again that educators and course designers (policymakers included) should ensure that student-teachers will be equipped not only by knowledge about the TL, but also by concepts and procedures how this knowledge is best introduced to future EFL learners (ECS, 2003). Likewise, to guarantee all these requirements, university cannot be the only responsible for the success of a PS training programme. The practical side of a PS/ITT programme depend heavily on schools and EFL practitioners and their good wills to mentor and supervise the trainees (Dunne and Dunne, 2002; Copeland, 1980; Zeichner, 1980). The ECS (2003) summarizes all the requirements that are considered as vital characteristics of an adequate teaching practice programme in PS/IT training as follows:

- Strong partnership between programme designers, universities and schools.
- Firm and transparent process of new teachers' selection and recruitment.
- Strong supervision and mentoring.
- Adequate and strong curriculum of training which should be always relevant to EFL classrooms and teaching methods in use in schools.
- Assuring as much time for practice as possible, and time for integration in schools before full-time teaching.

1.7. Situation Requirements for an Effective EFL Training

For needs analysis to be useful, it should be coupled with another analysis process which is meant for other indirect elements that may affect the teaching-learning process (Richards, 2001; Clark, 1987). Though EFL student-teachers' needs in terms of theory and practice were determined, it remains insufficient to develop an adequate PS training programme since there are always other unforeseen factors that may hinder the success of the training programme if not well considered (Markee, 1997; Bean, 1993; Pratt, 1980).

In the same vein, many a specialist in Teacher Education tried to define these indirect effects that should be handled with care in parallel with the process of assuring student-teachers' pedagogical needs. For instance, in a report made for the benefit of Australia Commonwealth Department of Education, Science and Training (2001), this establishment determines a number of areas that should be covered hand in hand with learning/training needs:

- The existence of an environment which integrates adults and pupils learning.
- Strong partnership between university and schools that is built on parity between the two sectors in taking decisions on all issues of PS/IT training.
- In case of renewal of policies and approaches, change should be simultaneous in both sectors to provide PS training with the same perspectives and goals.
- Funding the professional experience especially to place the student-teachers in schools, and of course to pay school teachers for their valuable additional role of mentors.

Likewise, Strevens (1977, cited in Alshuaifan, 2009) recommends all stakeholders in teacher education to raise the following questions before launching any PS training programme:

- Is the training programme providing ample time to address all the student-teachers' needs?
- Are the staffs in charge of the training programme, either in university or school, of adequate standard and quality to attain the project goals and aims?
- Are there sufficient human resources to assure all the training programme requirements?
- Are there enough and convenient facilities in the training settings such as books, equipment, ICT's and of course space?
- Can appropriate arrangement be made for supervised teaching practice?

- Is the community involved in training (university teachers, teacher-trainers, class-teachers, inspectors...) well paid and enjoying high status in society?

Therefore, in a nutshell, needs analyses processes cannot be satisfactory to prepare competent EFL teachers unless such aforementioned kind of issues are carefully addressed under what is known as 'situation analysis'. According to Richards (2001, 91):

This is the focus of situation analysis. *Situation analysis* is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project. These factors may be political, social, economic, or institutional. Situation analysis complements the information gathered during needs analysis. It is sometimes considered as a dimension of needs analysis, and also can be regarded as an aspect of evaluation.

Insisting that these issues should be tackled in the very beginning in order to diminish any weaknesses and threats that may lead to negative impact on the training process, Richards (2001) classifies situation factors under a number of headings: societal factors, project factors, institutional factors, teacher factors, learner factors and adoption factors.

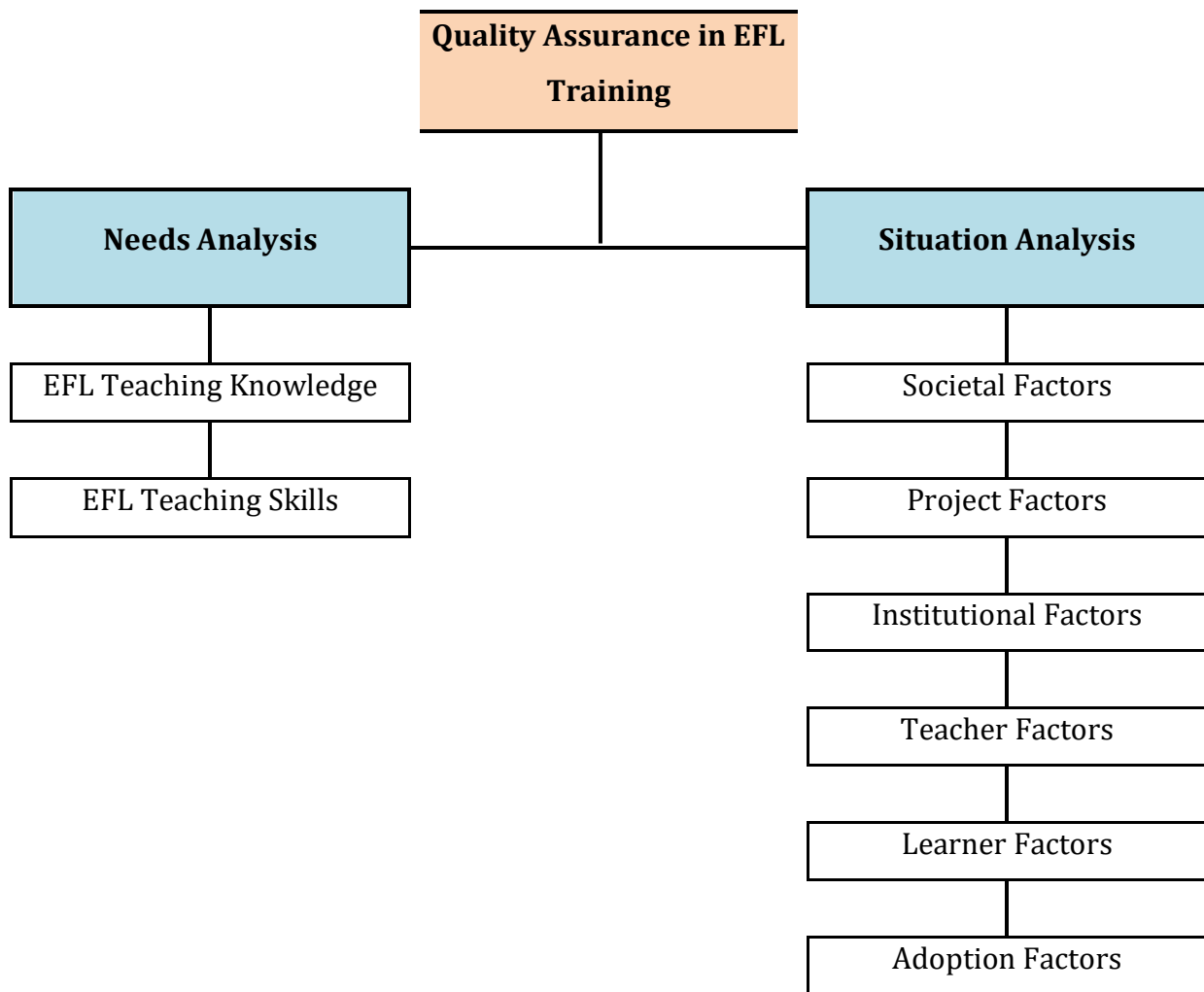


Figure 1.4: Needs and Situation Analyses in EFL Teacher Training

1.7.1. Societal Factors

Being considered as the world's global language, which is a necessity in all life fields, English gained extraordinary status in almost all countries. This fact can be easily noticed in the curricula adopted here and there; however, this status and prestige is different from one country to another regarding a significant number of circumstances. For instance the situation of TEFL in the Arab Gulf countries is by no means the same if compared with the rank of English in Algeria, where the French language has a more advantageous position. In the former countries, English enjoys a greater role in the curriculum and in the educational traditions in general. Therefore, it can be claimed that society stakeholders, be it

academic, political or public, have a strong impact on the process of FL planning and teaching (Richards, 2001; Commonwealth of Australia, 2001; ECS, 2003). These groups of the community may include:

- Policy makers in governments
- Education officials and executives
- Higher education officials and executives
- Educational organizations
- The business community
- Parents and citizens
- Students

1.7.2. Project Factors

The second set of factors that foster the success of FL teaching or FL teacher preparation programmes are the ones related to the project itself. Since curricula projects are undergone by a designed team under some specific circumstances that should be overcome from the beginning of the project. Concerning this point, Richards (2001: 95) claims: "Projects are completed under different constraints of time, resources, and personnel, and each of these variables can have a significant impact on the project". Therefore, for the best accomplishment of the project, the following points should be fixed and well-studied:

- Ample and well-planned frame of time
- Sufficient number of staff
- Wise selection of the team members, in terms of expertise and skills, with precise task distribution
- Provision of all the necessary resources in terms of material and funds
- Continuous reviewing and evaluation of the project progress

1.7.3. Institutional Factors

The institution is the setting where a language teaching programme is delivered and where the project actors communicate, interact and take decisions. Each institution has its specific environment and its own 'culture' regarding the commitment and professionalism of its staff, its goals, and the facilities and resources it provides for the personnel. All these variables are to influence, either positively or negatively, the quality of teaching or training introduced in the institution. In this vein, Richards (2001: 97) says:

A teaching institution is a collection of teachers, groups, and departments, sometimes functioning in unison, sometimes with different components functioning independently, or sometimes with components in a confrontational relationship. Within an institution there may be a strong and positive climate to support innovation, one where there is effective and positive leadership and where change is perceived positively. On the other hand, there may be a climate where teachers distrust one another and the administration and have no firm commitment to the school.

Therefore, a climate where there is less trust and collaboration among the teaching and the administrative staff, and where decisions about curricula and programmes are made randomly and/or exclusively, can by no means be considered professional. In addition to human resources, physical resources are to be also carefully prearranged. Classroom resources, ICT's, teacher reference rooms, teacher offices and meeting room ... are all to be well considered as vital variables to quality assurance.

1.7.4. Teacher Factors

As competent teachers are key factors in the success of the teaching or training programme, designing teachers in specific roles to achieve the institution goals is of paramount importance. There are a number of factors that make a difference between competent EFL teachers and inadequately trained ones (Richards, 2001: 99):

- Language proficiency
- Teaching experience
- Skills and Expertise
- Training and Qualifications
- Morale and motivation
- Teaching style
- Beliefs and principles

In addition to academic variables of each teacher, programme designers should take into account the socio-economic background of teachers. It should be borne in mind that there are always lots of teachers with extra responsibilities like students' supervision, novel teachers' mentoring and/or administration errands. There is also a portion of teachers with a heavier load of teaching; many of these teachers find themselves obliged to work extra hours to make the ends meet. All these variables influence the teachers' commitment and ability to lead to the success of the teaching/training programme, and also impact their perception towards change and innovation.

1.7.5. Learner Factors

As far as learners are concerned, they are considered as being key subjects in the teaching/training process, and consequently light should be shed on any related factors or variables. As information is necessary to be gathered about the learners'/ trainees' needs, data should be also collected about other factors that

deeply affect learning like the learners' past academic background, beliefs, expectations and wants, learning styles and socio-economic background. Strictly speaking, it will be a very harmful mistake if learners are considered as passive subjects in already prescribed curriculum, where their unique role is to receive instruction. Learners' ability to hinder the success of the project is never to be underestimated. This is why a more learner-centred approach to learning/training is always recommended, especially in TEFL where these trainees are going to become full actors in the near future. In the same train of thoughts, Nunan (1989: 176, cited in Richards, 2001: 101) claims:

The effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum... Learners have their own agendas in the language lessons they attend. These agendas, as much as the teacher's objectives, determine what learners take from any given teaching/learning encounter.

1.7.6. Adoption Factors

For an effective fusion of all the previous factors, the final element to not underplay, when studying the training situation requirements, is how to adopt the whole project. The adoption of a novel programme, syllabus or even a teaching material is perceived as a 'change' in the teaching/learning process. The problem that floats whenever 'change' is felt by the staff is whether this change is to be accepted, resisted or totally rejected (Galloway, 2017). This is why it is vital, first, to include all the direct and indirect stakeholders in the introduction of any new element because "feelings of being left out or uninformed create the adversary stance that representatives of such [stakeholders] often take with regard to new programs" (Rodgers, 1984:41, cited in Richards 2001: 105). Then, attempts of change in education should be done in a way that assures bringing advantages to both teachers and learners, not only a mere extra burden with no

clear offered benefits. In addition, many questions about the compatibility of the adoption procedure are to be asked as inquiries about the extent to which change conforms to already existing beliefs and practices among learners and teachers, and therefore about their readability and aptitude to adopt it. This is why, it is always recommended to test any change project draft before its full implementation, and prepare all the above mentioned factors (society, the institution, teachers, and learners) to be compatible and consistent with such novelties and innovations.

1.8. Guidelines for the Design of an Adequate EFL Training

As mentioned in the previous sections, teacher education is a hybrid area that requires different subjects to be carefully merged together. However, making altogether all these facets remains unsatisfactory since there is always a set of guidelines that should be considered when designing and developing as PS/ITT programme. Here is a summary of guidelines as pointed to by a number of specialists:

- *Students/Trainees' Autonomy*: Each time the subject of teacher training is tackled, the issue of student-teachers' autonomy is highlighted regarding its importance in shaping teacher identity and in building his confidence. Autonomy in teaching "is the final phase in PS training in which the teacher is apt to shoulder the responsibility of an EFL class" (Wallace, 1991). In the same vein, Kennedy (1993) warns sudden and arbitrary progression towards autonomy since this risk-taking may awfully harm the trainees' confidence. This is why, Bennett and Carré (2002) recommend the organization of ITT programmes in three terms:

- *Term 1 - School Experience:* it is one day a week for the first ten weeks of training.
- *Term 2 – Teaching Practice A:* in this second phase, trainees are required four days a week in a school and/or a training institution. Term 2 lasts for five weeks.
- *Term 3: Teaching Practice B:* this is the phase that prepares the trainees for total integration to schools. It is internship of five days for seven weeks.

In this way, trainees will increase gradually their confidence which enable them to control a whole EFL classroom, making judgments about tasks and course planning and to take risk trying new teaching techniques.

- *Student/Trainee Centeredness:* PS/ITT programmes should be student-centred. Blase (2009) claims that EFL training programmes which are based on a trainee-centred approach are more successful in developing competent teachers. In the same vein of thoughts, Ada (1986) points to a problem that inhibits trainees' creativity which lies in the trainers' practices. He claims that many trainers/mentors preach to student-teachers to be creative while they allow no space for creativity. This issue is mainly due to the fact that most training programmes are based on already prescribed curricula which cannot fit a trainee-centred approach (Newman and Hanauer, 2005). In a nutshell, successful PS training should focus more on the teaching candidate rather than the curriculum itself.
- *Trainers' Factors:* As far as trainers are concerned, they should not be dismissed when designing a PS/ITT programme since they, in their turn, have a number of requirements. Unless these requirements and conditions are handled with care, the success of the training programme will be under threat. To be extremely committed and devoted to train novice teachers,

many arrangements should be made for trainers – be it a mentor, a university teacher or school teacher, with whom the trainee is supervised (Dunne and Dunne, 2002):

- Reducing the teaching load.
 - Training activities are to be paid.
 - Attending meetings for practitioners and officials.
 - Being recognised officially by the ministry
-
- *University/School Partnership*: Finally, strong partnership between schools and universities remains a vital element in preparing competent teachers. For adequate training to happen at the level of universities, it should be linked to real circumstances of schools (curriculum, textbooks, nature of pupils...) (Hunzicker, 2010; Porter *et al.* 2003). The linkage of university-based training with schools will increase the success of the programme as it strengthens the student-teachers' commitment and enhances their motivation. On this point, Downes *et al.* (2003) says: "For school reform to work, higher education must be a full partner. For higher education to advance, schools must be stronger".

1.9. Challenges of Non-native EFL Teachers

Regardless of all the requirements and necessities of designing adequate EFL teacher development programmes, training teachers for whom English is not a native language remains more sensitive and demands further cautions (Galloway, 2017). It is claimed that native-speaker teachers have one more advantage in comparison with their non-native counterparts (Britten, 1988; Medgyes, 1994). Although all EFL teachers are supposed to master a number of ELT theories and skills in different areas, non-native teachers have an extra challenge which is the one of communication. For the sake of ensuring maximum exposure to English, they are required to use only English in the classroom with

pupils who share with them the same mother-tongue. In fact, convincing pupils to speak only in English is not always an easy task especially in situations of ordinary communication between the pupils themselves or even with the teacher. This is what Harmer (2001: 131) labels the “Please Speak English” issue. Therefore, non-native EFL teachers “must have an advanced command of the target language, [since] failure to grasp the subtleties of a target language by the teacher results in low achievement by students” (Téllez and Waxman, 2005: 22).

Lot of research was undergone to define the hurdles facing EFL teachers in many non-native English speaking countries, not least in the Arab world. For example, a study was realised by Fareh (2010), investigating the challenges of EFL teaching in Arab countries, resulted in the classification of a number of problems in the EFL teaching/learning process:

- Ineffective implementation of EFL teaching methodology in a different range of cases is primarily due to the inadequacy of teachers’ training. Fareh (2010:3602) argues: “... although many of these teachers are BA degree holders, most of them have no teaching certificates that qualify them for teaching”.
- EFL teaching is not learner-centred; it is rather based on a teacher-centred approach: a fact that will systematically lead to neglect many factors among learners which may inhibit good learning.
- Learners’ aptitude, commitment and motivation are other barriers facing EFL teachers in the Arab world. In this study, not few teachers claim that students are uneducable, impolite, unable to think, and incapacitated or not willing to learn.
- English is taught as isolated skills (grammar alone; reading and writing, the same) rather than as integrated skills representing a system of systems (for example, grammar in reading). Fareh (2010) calls this issue *Compartmentalization vs. Whole language approach*.

- Teaching English to Arab pupils, most of the time, lacks emphasis on developing skills. The best example is EFL assessment and evaluation processes are often based on rote learning without letting any room for learners' creativity such as critical thinking and problem solving.
- A lot of criticism is always raised against the teaching material in use, mainly textbooks: on the first hand, it is claimed that EFL textbooks are very large to be covered in one year, while their levels are advanced than the learners' level of achievement. Also, many books are said to be culturally inappropriate, with many irrelevant topics, which may influence learners' motivation.
- As an implication of many ineffective teaching practices, assessment is not appropriate since two crucial linguistic skills are not tested in most of the official exams in the Arab world, i.e. speaking and listening.
- Learners do not profit from ample exposure to English since the interference of Arabic is a frequent phenomenon in classes. Moreover, teachers' speaking time is always superior to students' speaking time.

1.10. Conclusion

The current literature review proved that EFL novice teacher development is a thorny issue including several requirements and different considerations to be taken into account. It is to this end that teacher preparation persists to be a dominant variable in all educational systems worldwide, without which any educational system will be boneless. PS and IT training can be said to be a hybrid discipline blending different linguistic and meta-linguistic areas such as language proficiency, educational psychology and pedagogy. Nevertheless, knowing all these areas remains useless if they are not approached in an applied linguistic way in which the trainee observe and practice teaching in real circumstances.

Above all this, many situation requirements should be assured in the settings of training to not inhibit the success of the programme.

As it was shown in this chapter, teacher development is a sensitive topic that is the concern of several stakeholders not least politicians. In a nutshell, the success of any PS/ITT programme is mortgaged to the presence of all the elements already listed and diminishing any threat and weakness that may yield from the absence of one of these requirements.

CHAPTER TWO

Research Design

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- 2.2. Research Design**
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 - 2.3.1.1. Sample Population
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 - 2.3.2. Trainees' School-based Questionnaire**
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 - 2.3.3.1. Sample Population
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- 2.4. The Study Proper and the Role of the Researcher**
- 2.5. Data Analysis**
 - 2.5.1. Quantitative Analysis**
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 - 2.5.1.2. Bivariate Analysis
 - 2.5.2. Qualitative Analysis**
- 2.6. Limitations of the Study**
- 2.7. Conclusion**

2.1. Introduction

Chapter 2 is meant to explain all the steps of the research process and illustrate the methodological issues related to it. On a first hand, this chapter describes the nature of the study and its specificities, and how this nature implies a number of methods and procedures to be followed. Consequently, a great part of this chapter is devoted to justify the choice and the design of the research instruments used in collecting data such as questionnaires and interviews. On a second hand, the current chapter provides a detailed exposure of the data analysis process in both its quantitative and qualitative dimensions. Finally, this chapter is concluded by stating some limitations that were encountered during the investigation stages.

2.2. Research Design

It was mentioned from the beginning of this work that the rationale behind the current research is to define the EFL student-teachers' needs in terms of PS and IT training. This aim can be obviously deduced through the three research questions:

1. What type of university-based pre-service training and school-based initial teaching training do EFL student-teachers receive?
2. What are the EFL student-teachers' needs in terms of professional quality, in both phases of training, and what is to be fostered to enhance this quality?
3. Is there any relationship or collaboration between these two phases of preparation to cover all the areas of novice EFL teacher education?

The process of gathering data about learners' needs and lacks in a specific area of knowledge and/or skill is known as 'needs analysis' or 'needs assessment'. Therefore, the current research can be categorised as a needs analysis that aims

to define the EFL student-teachers' needs to attain professional competence. The findings of such a research can provide valuable data for course designers and teacher-trainers to precisely determine the needs and wants that ensure the efficiency of training. Needs analyses processes should be the starting point of any syllabus or curriculum design; and also, it should be made at different periods of training/teaching to re-evaluate the existing curriculum (Nunan, 1988; Li, 2013).

Though there were some few references to needs analysis in the 1920's (White, 1988; West, 1997), this process became a famous trend in the 1960's as a consequence of the advent of ESP (Richards, 2001), and later it was adopted in EGP and applied linguistics. Till now the most referred to scholars in the field of needs analysis in TEFL are Munby (1978), Richterich and Chancerel (1980) and Brown (1995). For instance, the latter defines needs assessment as a process of gathering information to be provided to course designers in order to develop a curriculum that meets the exact needs of a specific group of learners. On the other hand, it is said that any teaching or training programme is designed aimlessly if it is not rooted in sound knowledge of students' entry profile and expected exit profile after the course completion. In this vein, Richards (2001: 51) claims that:

If providers of training programs wanted public or other sources of funding in order to provide different kinds of training programs, they were required to demonstrate that a proposed program was a response to a genuine need.

In the same vein of thoughts, Brindley (1984, qtd. in Richards, 2001) claims that the term 'need' does not always denote what it literally means: EFL student-teachers' needs in the area of teacher training could be also categorised as wants, desires, demands, expectations, motivations, lacks and requirements... This is due to the fact that there are many users of needs analysis who have different views and approaches such as teachers, learners themselves, and ministries officials.

This multiple sources of information in needs analysis processes always yield varied useful data about the target needs. This is why it is always recommended to assess needs both from an objective standpoint which represents the stakeholders' interpretation, and a subjective point of view as seen by the learners themselves (Dudley-Evans and St John, 1998). Richards (2001: 53) comments on this point as follows: "Needs analysis...includes the study of perceived and present needs as well as potential and unrecognised needs".

As it was pointed to in the review of literature, for better curriculum design, needs analyses processes are often coupled with situation analyses. Likewise, in the present work, we try to define any factor that may positively or negatively affect the training process in addition to the existing shortcomings. This is what is labelled also as SWOT analysis because it involves the determination of "a language program's internal *strengths* and *weaknesses* in addition to external *opportunities* and *threats* to the existence or successful operation of the language program" (Klinghammer 1997, 65). Therefore, Strictly speaking, this doctoral research can be categorised as a needs analysis and also a SWOT analysis.

As far as the categorisation of the current research is concerned, it can be classified under the umbrella of *applied research* for many reasons. The first of these is that needs and SWOT analyses undertaken in this research are meant for a specific *case study* which is the Department of English at Tlemcen University; case studies are always considered as applied research. Also, this study is an attempt to provide a report of findings and therefore recommendations that can be applied in enhancing the current situation of EFL teacher training, which is a common feature to applied research. In addition, in a considerable part of this research, there will be a spot that can be categorised as *explanatory research* where relationships and influence between some variables are investigated.

2.3. Instrumentation and Sample Population

As far as the research instruments used in developing a needs analysis process are concerned, careful decisions should be made first on the tools to be used to approach the variables in question, since many options are available for the sake of analysing needs such as questionnaires, self-ratings, interviews, meetings, observations and learners' language samples (Bryman, 2004). Bearing in mind that no tool among all these options is perfect, the researcher opted for a multi-method approach (Richards, 2001). This approach, which is broadly recognised as triangulation, is based on the use of more than one research instrument in exploring the same issue: a fact that increases the level of accuracy of the obtained results, and also validates them by cross-checking and confirming the overlapping ones.

In this research, we have highly considered the issue of triangulation in order to enhance the reliability and validity of the study. The researcher tries to assure the five types of triangulation as introduced by Denzin (1989). Consider the illustration of how triangulation was assured in this study in fig. 2.1 after the following explanation:

a. Method Triangulation

This is the most widely known facet of triangulation which is based on the use of more than one research instrument in order to compensate the weakness of one tool by the strength of its counterpart. For instance, in our study, we opted for a questionnaire and a group interview. Mixing methods in a single investigation permits the researcher to cover the issue in question by a rounded image that cannot be assured through a unique research instrument. In addition to this role of complementarity between instruments, method triangulation helps confirm and cross-check the data found in each tool.

b. Data Triangulation (Population)

This second type of triangulation mainly focuses on gathering data from diverse sampling. It is the approach of collecting data about the same issue from different contexts. Such type of triangulation not only confirms the data gathered if it is homogenous with other populations' responses, but also enhances the researcher's confidence on the accuracy and the reliability of the data obtained if it is overlapping with different samples and contexts. The sample population addressed in the current study will be discussed in details later in this chapter.

c. Environmental Triangulation

It is the fact of collecting data in a variety of environmental variables such as time and location. Data comparison and validity checking are the main advantages of time and space triangulation (Trochim and Donnelly, 2007). In this investigation, questionnaires were administered to student-teachers at the level of university, and then after one year of training at the level of schools where they were recruited.

d. Design Triangulation

Also known as theoretical triangulation or methodological pluralism, this dimension combines both quantitative and qualitative research methodologies. Mixing research instruments which address both qualitative and quantitative data will always yield different range of results that could not be expected by the researcher and that can target respondents' introspection and retrospection in the same study (Muijs, 2004).

e. Researcher Triangulation

As its name denotes, it is the fact of depending on two different researchers on following the same research strategies in the same study and context in order to diminish the researcher's bias and also confirm the obtained data validity and reliability. In the case of this doctoral research, it seems inconvenient to depend on another researcher to cross-check the design and the development of the research instruments. However, it can be said that this role was replaced by the supervisor continuous fellowship. The supervisor played the role of a second-rater who always revises, reconsiders or validates all the research steps. Consequently, this type of triangulation assures inter-rater reliability of the current study (Seliger and Shohamy, 2009).

	Method	Population	Space	Time	Design
	Triangulation	Triangulation	Triangulation	Triangulation	Triangulation
PS Questionnaire	Semi-structured Questionnaire	EFL Students	University	2014/2015	Quantitative & Qualitative
ITT Questionnaire	Semi-structured Questionnaire	Newly-recruited EFL Teachers	School	2015/2016	Quantitative & Qualitative
Experts' Forum	Semi-structured Group Interview	EFL Experts	University & School	2016	Qualitative

Figure 2.1: Types of Triangulation Followed in the Current Research

2.3.1. Students' University-Based Questionnaire

In the beginning of this investigation, a questionnaire was designed to approach EFL Master's students at the level of the Department of English. As EFL students are the core population of this needs analysis, their opinion is considered of paramount importance as they are apt to give an idea about their felt needs, wants and expectations (Bartel, 2005). Regarding their large number, we have decided that the most suitable tool to address students through is the questionnaire. The latter research instrument is, on the one hand, helpful for large scale population; and also, it provides an insider view about the issue as it addresses the introspective dimension in the respondents (Mc Donough and Mc Donough, 1997). For such kinds of studies, questionnaires proved to be commonly used since they are easy to tabulate and analyse, and feasible to administer in different locations. Questionnaires also give ample time for respondents to answer while always assuring the autonomy of the population (Wray and Bloomer, 2006).

As to the design of the university-based questionnaire, it was divided into three parts while each part was subdivided into a number of categories:

Part I: Demographic Information

The questionnaire addresses first the demographic information of the respondent students. It seeks to limit the population in terms of their gender and of their Master's specialty (Linguistic Studies or Literature and Civilization). These nominal variables will be used to see the influence of the variables of gender and specialty on the training process.

Part II: Items of PS/ITT EFL Training

This second part is considered as the core part of the questionnaire since it includes all the ordinal variables meant to be tested in order to answer the research questions. In its turn, this part is divided into four categories:

Category A: Theoretical Acquisition

This category was formed by a number of items in which the respondent is to score his knowledge about each of these items in a Likert Scale graded between the options: very low, low, moderate, high and very high. Category A was devoted to the theoretical knowledge about EFL teaching; the 26 items constituting this category were derived from the TEKS Model already introduced in the Literature Review. The items in question are as follows:

- The nature of language and basic concepts of language systems. (e.g. phonology, morphology, syntax, lexicon)
- Functions of language register in English. (e.g. formal vs. informal)
- The interrelatedness of listening, speaking, reading and writing
- The structure of the English language and conventions of written and spoken English.
- Models and examples of written and oral discourse.

- The historical, theoretical and policy foundations of EFL education in Algeria.
- Types of EFL programmes in Algerian education, their characteristics, their goals and research findings on their effectiveness.
- Research findings related to EFL education, including effective instructional and management practices in EFL programmes.
- Techniques to urge learners to use the target language (English) and to avoid using their L1 as much as possible.

- Theories, concepts and research related to L1 development.

- Theories, concepts and research related to FL development (English).
- The interrelatedness of first- and second- language acquisition and ways in which L1 may affect FL development.
- The importance of linguistic environment and conversational support in FL acquisition.
- Common difficulties (e.g. syntax, phonology...) experienced by EFL students in learning English and strategies for overcoming these difficulties.

- Factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and individual needs.
- A variety of methods and techniques appropriate for instruction in the EFL classroom.
- Strategies for fostering EFL students' communicative competence.
- The use of technological tools and resources to facilitate and enhance EFL instruction.
- Classroom management strategies for a variety of EFL environments and situations.
- Sharp awareness of the teaching methods actually in practice, in Algeria, and their differences from the ones experienced as learners.

- Factors that may affect EFL students' learning of academic content, language and culture (e.g. age, personality, academic background, socio-cultural background, home environment, attitude, exceptionalities ...)
- Affective variables which highly influence the students' success in learning of an FL (e.g. motivation, self-esteem, inhibition, risk taking, anxiety, empathy...)
- The nature of students' variation in the EFL classroom, including variation in developmental characteristics, academic strengths and needs, and preferred learning styles (e.g. visual, tactile, auditory...)

- Basic concepts, issues, and practices related to evaluation/assessment design, development and interpretation.
- Types of assessment used in the EFL classroom (formative, summative, recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.
- Standardised tests commonly used in EFL programmes (e.g. TOEFL, IELTS).

Category B: Students' Satisfaction with Theoretical Courses

After testing students' theoretical knowledge, the following category was designed to assess their satisfaction with the theoretical offerings they have received during their five years of instruction at University. Category B is based on a question if the student is satisfied about Category A, and where the respondents have to choose in another Likert Scale formed by the following options: strongly disagree, disagree, undecided, agree, and strongly agree.

Category C: Teaching Practice

In the same way, this category was meant to test the frequency of practising a number of activities as part of their teaching training. The ten items of this category were inspired from Britten's model of teaching practice that was already illustrated in Chapter 1. Students had to choose between three options: never, sometimes and always. These ten items are:

- Practical teaching training experience inside University
- Practical teaching training experience in real classrooms
- Classroom observation for other teachers practising their profession
- EFL skills training
- Evaluation of the teaching performance by the trainer
- Self-evaluation of the teaching practice

- Practice of the teaching methodologies in teaching
- Self-reliance in lesson planning and evaluation
- The opportunity to interact with native speakers
- Exposure to EFL professional books, mainly official textbooks, and journals

Category C: Students' Satisfaction with Teaching Practice

In an analogous way with Category B, students were again asked about their satisfaction with the practical side of their training at university following the same form of Likert Scale (varying from strongly disagree to strongly agree).

Part III: Additional Comments

The last part of the questionnaire was based on an open-ended question in which respondents comment, illustrate or add any kind of contribution that may help to clarify more the image of the current students' needs in terms of PS training. The aim behind adding an open question is to provide room for respondents to express any unexpected data that was not targeted in the close-ended options.

All these items and categories were organised in rubrics to facilitate the process of answering the questionnaire. For the last version of the university-based questionnaire, which was administered to the student-teachers, please consider Appendix A.

2.3.1.1. Sample Population

The university-based questionnaire was designed to address Master 2 students (also referred to student-teachers). The criterion which distinguishes these students is that they are in their final year of studies. The target students

can be said to have accomplished a full training at university, and consequently, they can provide the researcher with a complete image about the training programme they went through. This instrument was used at the end of the academic year 2014/2015. Divided between the options LS and LC, the number of EFL students enrolled in the University of Tlemcen was 198. As this number seemed reasonable and feasible to be tackled through a questionnaire, the researcher opted for a whole sampling procedure. At the end of the conduct of the questionnaire, 159 valid questionnaires were gathered which represented a high return rate of 80.30%. As a matter of fact, this high percentage of the questionnaire return was achieved after many consultations with the students, since each group of students was a least visited twice in order to gather some late returned questionnaires and absent students' ones.

2.3.1.2. Validity

Validity in research is the question whether a research instrument effectively measures what it was intended to measure (Joppe, 2000). Validity can be assured by including in the instrument a culmination of questions that are all rooted in already proved empirical conceptions such as: objective evidence, universal laws and reasonable deduction (Winter, 2000). Therefore, as far as validity of the instrument is concerned, we included in the design of the questionnaire only variables that are related to the requirements of an adequate PS/IT training (content validity). The questionnaire, as discussed above, was inspired from the TEKS model of theoretical requirements and on Britten's (1988) model for the practical dimension of training. Even the demographic information addressed in the beginning of the questionnaire was not included aimlessly, but rather to check their influence on training. These two models were proved to be comprehensive to cover all the essential areas of PS/IT in the literature review.

2.3.1.3. Reliability and Piloting

Reliability refers to the fact that the conduction of a valid instrument with several groups under different circumstances will lead to similar results (Punch, 2009; Mouton and Marrais, 1996). To check the present questionnaire consistency over time, a test-retest method was implemented for reliability assurance. The first draft of the questionnaire was given to 3 students twice in a period of one month to see whether it will lead to the same observations. In fact, results were homogenous regardless the period of one month between the two tests of the questionnaire.

However, after the first test, these students signalled the existence of some difficult words and ambiguity in understanding the rubrics of the questionnaire. Consequently, the researcher refined the questionnaire by making each rubric in a separate table, and rewording some questions in a way to be understood by all the population. It is of paramount importance to mention here that the 3 students who participated in the piloting of the instrument and in the test-retest were excluded in the final administration of the questionnaire.

2.3.2. Trainees' School-based Questionnaire

After the students' graduation and a number of them were recruited in the following year, the same questionnaire was replicated. In other words, this second questionnaire is meant for newly-recruited teachers after finishing a one-year period of training. The questions seek to test the same items of theoretical knowledge and practical skills (See section 2.3.1.) after the end of the ITT programme to see whether any area was complemented or approved (time and place triangulation). Consider Appendix B to consult the final draft of this second questionnaire.

2.3.2.1. Sample Population

One year after administering the university-based PS students' questionnaire, 10 new teachers were recruited by the Directorate of Education in the province of Tlemcen. At the end of the academic year of 2015/2016, these would-be teachers were about to finish their one-year internship before moving to work, which was regarded as the perfect time to administer this second questionnaire. It is worth to mention that the recruiting process did not exclude Master's specialty; the ten trainees formed a hybrid group of LS and LC Master's holders. However, the total number of the gathered questionnaire was 7, since 3 trainees quitted the programme for unknown reasons.

As to the issues of validity and the reliability of this instrument, they were already tackled in section 2.3.1.2 and 2.3.1.3, since the school-based ITT trainees' questionnaire was a replication of the first questionnaire.

2.3.3. EFL Experts' Group Interview

Interviews, in general, are useful tools to gather in-depth data by directly talking to the subjects. However, interviews are always seen by researchers as time-consuming and good-interviewing-skills-demanding (Wray and Bloomer, 2006). Furthermore, regarding the direct interaction between the investigator and the respondents, there is a considerable risk that answers will be influenced by the interviewer-interviewee relationship such as the *Halo Effect* and *Subject Expectancy* (Brown, 1988).

In the current research study, the researcher adopted a specific type of interview which is a group interview, or what is known in journalism as a forum, regarding the extra benefits expected to be added to the research. In addition to their rapidity and cost-effectiveness, group interviews are not only different in the number of participants but also in their specific interviewing guides, probing

techniques and data analysis (Wilkinson and Birmingham, 2003). According to Aube (1994: 02):

The focus group interview is a semi-structured discussion of a given topic by a homogeneous group of 6—10 individuals. The term “semi-structured” suggests that the discussion is not as rigidly controlled as an interview using a standardised questionnaire, but neither is it an unstructured conversation.

Concerning the further advantages of group interviews in comparison with individual ones, Grim *et al.* (2006) claim that there are five advantages specific to group interviews and which make them yield very useful data:

a) Shared Experience:

As it was stated before, the group interview is a tool which gathers homogenous respondents in terms of knowledge, experience, and/or level of achievement. Questioning such groups will stimulate each participant to share his own knowledge, belief and experience about the issue in question, which is a feature that cannot be assured through individual interviewing. This stimulus will always lead more data to emerge.

b) Topic Saturation

It is recommended that group interview methodology should attain redundancy or what is labelled ‘topic saturation’. The interviewer should be trained not to ask any further question till feeling that all the respondents have shared all their opinions about the current point of discussion, and participant stimulus is no more leading to new information. The aim behind this technique is to squeeze maximum data from the respondents: a procedure

that cannot be guaranteed through individual interviews. Also, in terms of analysis, the dissimilar opinions gathered from the respondents will lead to inter-method data checking.

c) Hypotheses

Focused group interviews are also considered as a very useful instrument for hypothesis testing in qualitative research analysis. They generally turn around a number of hypotheses grounded from theory, and aim to generalize the hypotheses testing results to a larger population. This is why issues of experimental design, sampling and generalizability should be handled with care before launching any group interview.

d) Question Route

Another advantage of inter-interviewee stimulus is that the shared discussion created by the group will help the interviewer to design a questioning route and imagine a map of follow-up questions during the conversation. This will ultimately lead to useful innovative data that all target the research objective. This type of information almost cannot be achieved through rigidly structured interviews.

e) Subjective Experience

As they spur shared experience to be mentioned, group interviews may lead also to the emergence of some interviewees' subjective experience in some areas. At many times, such individual contributions to the interview often yield useful data that enrich the study, especially if the group interviewed is formed by practitioners or experts like the case of the current research.

As to the design of the group interview in our research, this third research instrument aims first to define the student-teachers' needs from another standpoint than the questionnaires. It also invests in the participants' expertise in defining any extra-pedagogical issues surrounding teacher training either at university or at schools. In others words, it covers both needs analysis and situation analysis as seen by EFL experts in the field of EFL teaching and teacher training. This group interview was designed to discuss the following axes:

a) Needs Analysis

- What are the students' needs to become qualified teachers?
- What does it mean to be a qualified teacher?
- Are we meeting these needs?
- Are these needs taken into account when designing a course?
- Are these needs taken into account when introducing new Master's formations?

b) Societal Factors

- What is the aim behind forming students in the Department of English? What will be their role in society?
- What is the aim behind the different Master's projects introduced to our students? Do they have their appropriate projection in society?
- Is society, by all its components, consulted before designing a new programme?

c) Project Factors

- Who constitutes the project group (training staff) and how they are selected? (either university-based training or school-based training)
- How are goals and procedures determined?

d) Institutional Factors

- What problems do trainers face, and what is being done about them?
- Are there enough resources to succeed the training (classroom facilities, ICT's, library resources ...)?
- Do you feel that your institution (University or 'Academie') is committed to attain excellence?
- Is there any collaboration between the institutions (Education and Higher Education) having a share in the students' preparation?

e) Trainer Factors

- Don't you think that teachers need first to be trained (pre- and in-service training) to well serve students?

f) Learner Factors

- Are we taking into account the students' past language experiences, learning individual expectations and needs when designing any training programme (at the level of University or school)?

2.3.3.1. Sample Population

The last population included in this doctoral research was addressed through this focused-group interview in May 2016. It is a group of practitioners in EFL teaching and training. The researcher aimed in the beginning to get in touch with more than 10 experts and organize them into two groups when interviewing. However, a significant number of the invited experts apologised for not being able to attend the forum because of some personal constraints. Nevertheless, the researcher could gather 4 experts of high importance and valuable experience:

1. *The President of the Scientific Committee*: 20 years of experience as a teacher at the University of Tlemcen and 3 years on the top of the scientific committee of the Department of English.
2. *The Head of the Department of English*: In charge of this administrative responsibility for the last 5 years in addition to 10-year experience a lecturer.
3. *An EFL Practitioner*: This teacher was selected to be part of the group interview regarding his valuable hybrid experience since he worked as secondary school teacher for 18 years, then he shifted to teaching at University for the last 10 years. In addition, he is in charge of the Assurance Quality body in the faculty of Letters and Languages.
4. *An EFL Inspector/Trainer*: He retired in the same year of conducting the interview which means that he has more than a 30-year experience in training novice teachers and inspecting their development with the Directorate of Education of Tlemcen.

2.3.3.2. Validity

The focused group interview can be claimed to be valid in terms of content since all the axes included in it were inspired from Richards' model of situation required factors. Another feature that characterizes group interviews is that they enable the interviewer to cross-check the respondents' answers during the interview, and see if they complement each other: a fact that was assured in our group-interview and that can be considered as another variable to prove the validity of the instrument.

2.3.3.3. Reliability and Piloting

As to the piloting of this instrument, the researcher sent the forum axes to the supervisor and one of the interviewees one week before conducting the interview, and few refinements were suggested. Concerning the reliability of interviews, it is claimed that one of the effective techniques to test the consistency of an interview over time is by asking the same question after a period of time and see the homogeneity of the answers (Best and Kahn, 1989). This is why, as an interviewer, the researcher insisted on asking the same questions in several ways, in diverse occasions during the forum and for different respondents.

2.4. The Study Proper and the Role of the Researcher

Launching the current doctoral research was in 2013, when we spent the first year understanding the theme of the study and all the possible variables related to it. This year was concluded by deciding on the final research questions around which the study will be undertaken, and proposing hypotheses upon which the study will be tracked. Also, we invested this year in conceptualizing the important theories and keywords to deeply analyse the topic of PS and IT training after considerable readings and explorations.

Nevertheless, understanding the researcher is not less important than understanding the research itself. It is very common that the researcher's own beliefs and values would subjectively influence the procedures and results of the study if not carefully controlled (Bryman and Teevan, 2005). Since we had a recent similar experience with a Magister research (in 2012) in which we studied the adequacy of the EFL PS training within the Classical System adopted in the Algerian universities till 2008. Therefore, deep self-reflection to unpack all conclusions accumulated after the previous research experience was very vital for the success of the current study.

In the following academic year (2014/2015), we started collecting data by conducting the university-based questionnaire with Master 2 EFL students. After piloting and refining the instrument, we decided to administer the questionnaire directly before the first semester exam in February 2015. It should be mentioned here that Master 2 students have one semester only dedicated for courses, while the second semester is devoted to writing their extended essays. It is to this end that we chose this date to launch the questionnaire procedure. Being a teacher at the Department of English, we have benefited a lot from our relationships with colleagues who were in charge of Master 2 groups. Our colleagues highly facilitated our task by giving the last 20 minutes of their lectures to administer and collect the questionnaires. In order to guarantee a maximum return, we insisted on following the students answering the questionnaires till the end, while always providing help and explanation if ever required. The colleagues also did not forbid a second visit to consult any absent student, always for the goal to increase the return percentage.

While analysing the results of the first questionnaire, we were bound to wait for one academic year waiting for the results of the recruiting process, and the selected candidates' completion of their ITT internship. Administering the school-based questionnaire was delayed till the end of the academic year of 2015/2016 to let the trainees accumulate maximum possible knowledge and skills before evaluating the ITT programme they went through. Our task, this time, was to get in the training school and getting in touch with the trainees, which was not that easy. Investing on some personal strings enabled us to have an informal permission from one of the trainers to administer this questionnaire. However, the trainees were very helpful and faithful in filling in the questionnaires since they shared very valuable data about their internship experience, which reflected a high sense of responsibility towards their prospective professional duties.

In May 2016, all the circumstances were suitable to undertake the focused group interview which took place in the office of the Scientific Committee of the Department of English. This time, interviewing EFL experts required a more important role from the researcher in comparison with the two questionnaires. First, we were required to be well prepared to effectively play the role of the interviewer especially that group interviews demand more skills of probing and canalising discussions. Before opening the interview, we first piloted the recording device (a smart phone) to assure that it is positioned in a place that will ensure high quality sound recording for all the participants. Nevertheless, during the interview, the recording process did not prevent that we were continuously jotting down remarks mainly about respondents body gestures, as well as preparing and reformulating follow-up questions to test the reliability of previous answers. The group interview procedure lasted for more than one hour and a half, while the respondents were very helpful in answering and providing new data, and very interactive with the recording device. In many occasions, it was one of the respondents who asked questions to the others, not the researcher, since the discussion went very interesting for the entire group. The following researcher's role was to orthographically transcribe the forum corpus to be ready for consultation and analysis; the final draft of the transcribed group interview is attached in Appendix C. The following figure summarizes the whole data collection process:

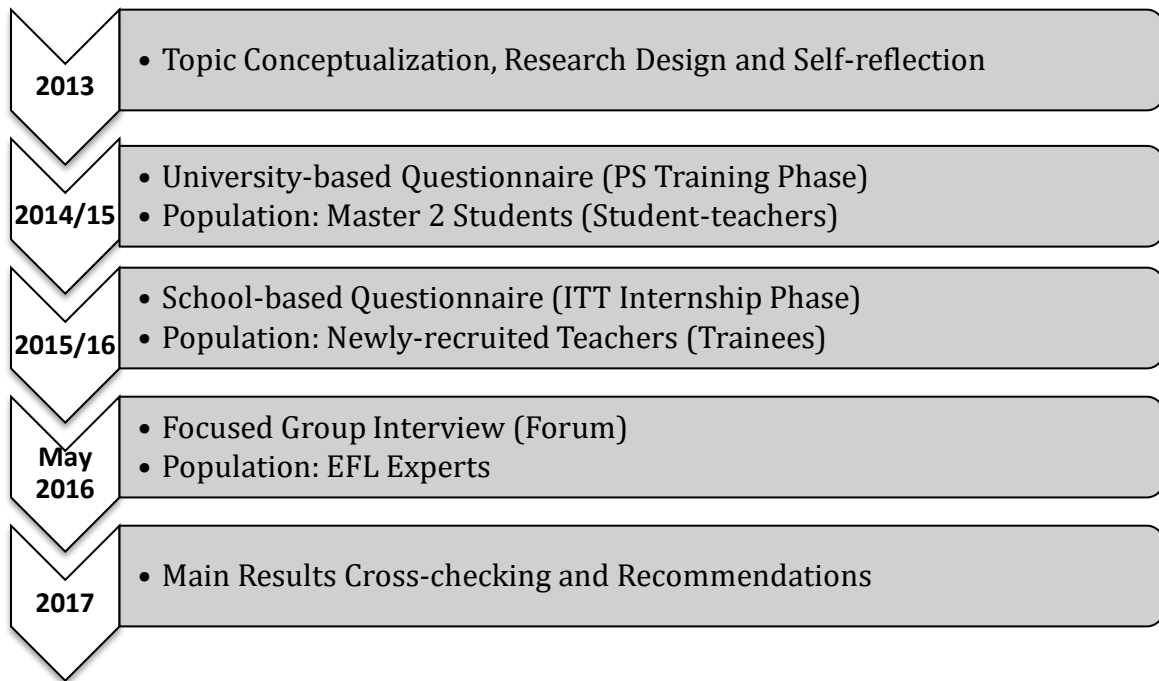


Figure 2.2: The Study Proper

2.5. Data Analysis

Following a triangular approach in data collection, which includes both open-ended and close-ended questions, will automatically lead to the adoption of a mixed-method data analysis process combining qualitative and quantitative procedures. Such a combination in mixed-methods designs not only enrich the study with useful data, but also offset the weakness of either approach. According to Driscoll *et al.* (2007: 26):

Mixed methods designs can provide pragmatic advantages when exploring complex research questions. The qualitative data provide a deep understanding of survey responses, and statistical analysis can provide detailed assessment of patterns of responses.

Mixed methods approaches can be realised through two designs: concurrent design and sequential design. The former is the employment of qualitative and quantitative methods in a parallel and simultaneous way. Concurrent mixed-method design is preferable to be undergone with the same population to obtain qualitative and quantitative data from the same source to be compared and crosschecked (Creswell and Plano Clark, 2007, cited in Driscoll *et al.*, 2007).

Concerning the sequential design, which was adopted in the design in the current study, it is an iterative process of data collection and analysis. One research method is undergone in a first phase, be it qualitative or quantitative, and then analysed at ease. In the next stage, the second method is implemented in a way that focuses on the results of the first tool for validating and crosschecking (Tashakkori and Teddlie, 2009). The sequential design of mixed research methods can be concluded by merging the data of both approaches: either by *quantitizing* qualitative data or *qualitizing* quantitative data (Tashakkori and Teddlie, 1998, cited in Driscoll *et al.*, 2007). However, in our research, we preferred to keep the same nature of data as it is more useful in such studies related to education and human behaviour in general (Roberts, 2000). Consider the following figure that illustrates the mixed-method sequential design followed in the present doctoral study:

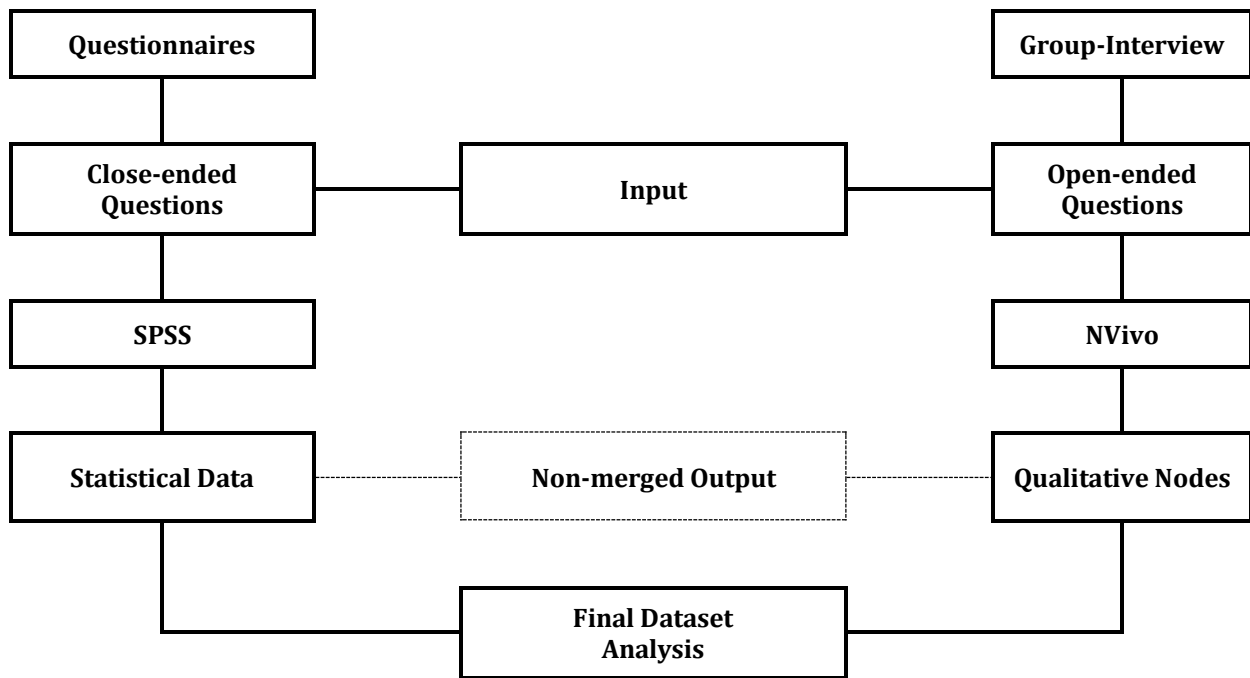


Figure 2.3: Sequential Design of the Mixed-method Approach

2.5.1. Quantitative Analysis

The first impression that comes to mind when mentioning quantitative analysis is that such a process is meant for numerical data which is generated from specifically-designed instruments. In the words of Aliaga and Gunderson (2002, qtd. in Muijs, 2004: 01):

[Quantitative research is] explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

As already illustrated under section 2.3, the two questionnaires were mainly built on a Likert Scale with five close ends which makes them subject to quantitative analysis. First, the questionnaires items were uploaded into the SPSS software programme (See Appendix A2 and B2). Then, the results were analysed on two stages: univariate and bivariate (Muijs, 2004).

2.5.1.1. Descriptive Statistical Analysis

On the first hand, the questionnaires were put under a univariate analysis where each item was analysed separately. The items of each rubric were analysed through descriptive statistics: Frequencies, Mean and Standard Deviation (SD).

- a. *Frequencies:* Both absolute frequencies and relative frequencies (percentages) were provided to know how many students answered on each option in the Likert Scale.
- b. *Mean:* It is the main value used to estimate the central tendency of answers. In other words, it shows where the majority of answers are clustered. It is also referred to as the average; it is calculated by summing up the values of all options divided on the number of options. It is worth mentioning that the mean cannot be calculated with nominal variables; this is why, the means of gender and option were not taken into account in the current study.
- c. *Standard Deviation:* On its turn, the SD is the main measure of spread or dispersion. It determines the extent to which the values are distributed in accordance to the mean. The smaller the SD is, the more results are clustered around the mean; this means that there is more agreement among the respondents about the item. Conversely, a large SD implies that the answers were dispersed on many options than the mean. The more the value of the SD is near to 1.000, the more it is considered as large.

2.5.1.2. Bivariate Analysis

In many research cases, it is very necessary to test the relationship between two or more variables to see if there is influence or correlation between them. In the university-based questionnaire, after a univariate analysis of each item, we opted for a cross tabulation study. The latter is a bivariate analysis process which was aimed to test the influence of the variables of gender and Master's specialty on the student-teachers' skills listed in the questionnaire. Researchers can notice such kind of correlation just through observation; however, this can be subject to sampling errors or chance factors (Muijs, 2004). Therefore, to claim that an influence between a set of variables is statistically significant, a Chi-square test is to be undergone in which the p-value is calculated to have an exact value of the level of significance. The influence of one variable on another is considered as significant, only if the p-value is inferior to 0.05. The latter is a default value that is adopted in human sciences (Cohen et al., 2000; Kothari, 2004). All these statistical endeavours were realised by means of the SPSS software programme in Chapter 3.

2.5.2. Qualitative Analysis

Data, that are conform to qualitative analysis, are often collected through unstructured research instruments and language records, such as observation and interviews. Unlike numerical quantitative data, qualitative corpus is usually in the form of written or oral language product (Seliger and Shohamy, 1989).

Qualitative analysis always requires specific techniques to be undergone (Mack *et al.*, 2005). In the current study, we opted for a technique which is widely used in social sciences and education, especially for doctoral dissertations, which is the grounded-theory method (Patton, 2002).

After being orthographically transcribed, the obtained script was uploaded to the NVivo software programme. The group interview was read and listened to many times. The Constructive version of the grounded-theory method entails that the researcher should benefit from the results of previous similar studies and literature (Bryant and Charmaz, 2007). It is to this end that we first created a number of categories, which were inspired from literature about EFL training and situation needs, to be used in the axial coding; These initial categories are labelled by the NVivo software as 'Nodes'. The qualitative analysis of the group interview, following a constructive grounded-theory method, went through the following steps: open coding, axial coding and selective coding (Strauss and Corbin, 1990).

1. *Open (Initial) Coding:* It is based on a line-by-line reading the corpus of the interview to examine key words or expressions that will help in answering the initial research questions. The NVivo programme stored these codes under the window of 'References'. Initial coding, after many readings, resulted in coding 76 references (See Appendix C2).
2. *Axial Coding:* As many coded references were interrelated, a second phase of coding is always recommended in the grounded-theory method. Axial coding is the process of determining relationships between the references already obtained. In the same manner, the 76 initial references, which were dispersed along the interview corpus, were clustered around the nodes created in the very beginning of the analysis. This process resulted in new groups of references classified according to a common area of interest (Also see Appendix C2). Nevertheless, there was a set of references that could not be classified under any of the nodes, as they were new and unexpected emerging data. This implies the creation of new nodes to group them under one heading (These procedures will be discussed in detail in Chapter 4).

3. *Selective Coding*: The last procedure of analysis in the grounded-theory method is investigating multi-dimensional references that might be classified under more than one category. In fact, there were many references that were double-coded under different nodes since they tackled more than one issue at the same time.

2.6. Limitations of the Study

The researcher's primary aim was always to assure as much as possible the validity of the study and generalizability of its results. However, there were a number of factors that could not be controlled and that the study was limited to. These limitations are summarised in the following points:

- *Access Limitation*: Access to people in the Directorate of Education was by no means an easy task. We tried many times to get in touch with more trainers and inspectors, but it was not feasible most of the time. This difficulty in access also yielded a struggle in obtaining official documents about the curriculum of the ITT programme. A qualitative analysis of the curricula would be very beneficial to the study if these documents were available.
- *Sampling Limitation*: We have already mentioned that it was not possible to gather more than 4 EFL experts in the group interview procedure; a fact that makes the results of this instrument limited to its population.
- *Generalizability*: Though the study covered the whole promotion of 2014/2015, it cannot be claimed that these results can be generalised on all the EFL graduates of the University of Tlemcen. In the same way, generalizing these results on the whole country cannot be guaranteed, although all the Algerian universities are following uniformed curricula

guidelines; there will always be dissimilar variables in different universities.

2.7. Conclusion

Chapter 2 has reported in detail the research design and procedures adopted in the current study. This work can be categorised under the umbrella of needs analysis and SWOT analysis. The rationale behind this study is not only defining the EFL student-teachers' needs in order to attain professional competence, but also describing the situation requirements of the environments surrounding training processes either at university or schools.

This specific type of studies requires specifically-designed instruments and skills from the researcher. This is why a triangular approach was adopted; it was fully described in terms of the design and the implementation of the three employed research instruments. We also shed light on the followed procedures to assure the validity and reliability of the instruments. These tools covered 159 university students, 7 novice teachers and 4 EFL experts.

This chapter also set forth the mixed-methods used in data analysis process which included both qualitative and quantitative analyses. Simultaneously, there was a continuous explanation of the software programmes used in the analysis (SPSS and NVivo).

Data gathered through these procedures will be presented, analysed, discussed and cross-checked in the following chapters. Chapter 4 will be devoted to the analysis of the university-based questionnaire (PS Students' Questionnaire), while the fifth chapter will deal with the analysis of the ITT trainee's questionnaire and the group interview.

CHAPTER THREE

Pre-service Students' Questionnaire Analysis

- 3.1. Introduction**
- 3.2. Data Analysis**
 - 3.2.1. PS Students' Questionnaire Analysis**
 - 3.2.1.1. Global Analysis**
 - 3.2.1.2. Cross Tabulation**
 - 3.2.2. Discussion of the Findings**
 - 3.2.2.1. Global Finding Discussion**
 - 3.2.2.2. Cross Tabulation Finding Discussion**
- 3.3. Conclusion**

3.1. Introduction

This chapter is meant to set forth the data analysis process of the questionnaire instrument. It aims to present and discuss the questionnaire findings and tries to link them to the research questions, hypotheses and to the review of literature. These results were always illustrated with reference to tables and/or figures.

For the overall questions of this survey, the mean, the standard deviation and frequencies were calculated to draw a plain image about the students' perceptions about their PS training to become EFL teachers. In addition, a Chi-square test was made to confirm whether the demographic variables would have different impacts on student-teachers' preparation. It is important to remind that a 0.05 level of significance was adopted in the analysis of the cross tabulation results.

It is worth noting that this questionnaire was administered to respondents in two different periods. First, it was addressed to EFL students before the completion of their academic career at the University; and then, it was given to the newly-recruited ones of them by the end of their training at the place of work. These procedures were followed by the researcher in order to assess the complementarity between University-based PS training and School-based ITT programmes. This chapter is devoted to the discussion of the first questionnaire that was delivered at university.

3.2. Data Analysis

As aforementioned, the data analysis and discussion process was dealt with in two phases as it was administered in two different periods of training. These two blocs of examination are entitled respectively: PS Students' Questionnaire (at the level of University, and ITT Trainees' Questionnaire. However, this chapter is devoted to the first phase only.

3.2.1. PS Students' Questionnaire Analysis

The Analysis of the questionnaire was organised, in its turn, in two different phases. The first of these, Global Analysis, deals with each datum of the questionnaire separately, and tries to shed light on each important feature. The second stage of analysis is called 'Cross Tabulation', in which the researcher tried to find any relevance and correspondence between different variables of the questionnaire.

3.2.1.1. Global Analysis

Part I: Demographic Information

At the end of the data collection procedure, the researcher accumulated 159 valid answered questionnaires. The first two questions were seeking demographic data about the respondents. This information about students' speciality and gender will be used in the analysis of findings in advanced stages of this study.

As table 3.1 and fig. 3.1 illustrate, 113 respondents out of 159 were female students: a number that represents 71.1% of the whole population. Male students represent the remaining 28.9%.

Table 3.1: Information about Students' Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	46	28,9	28,9	28,9
Valid Female	113	71,1	71,1	100,0
Total	159	100,0	100,0	

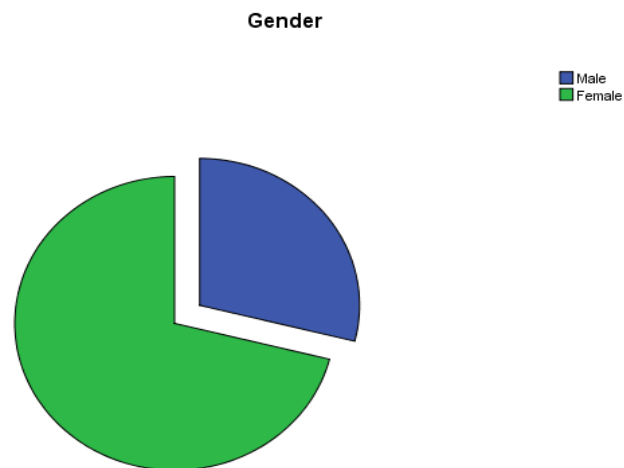


Figure 3.1: Information about Students' Gender

As to the distribution of students with regard to their option, or the speciality they followed in their Master's studies, 99 students out of 159 were enrolled in Linguistic Studies Master's (LS), while the remaining 60 respondents were preparing a Master's in Literature and Civilization (LC). These frequencies and percentages are shown in table 3.2 and fig. 3.2.

Table 3.2: Information about Students' Option

	Frequency	Percent	Valid Percent	Cumulative Percent
	LS	99	62,3	62,3
Valid	LC	60	37,7	100,0
	Total	159	100,0	

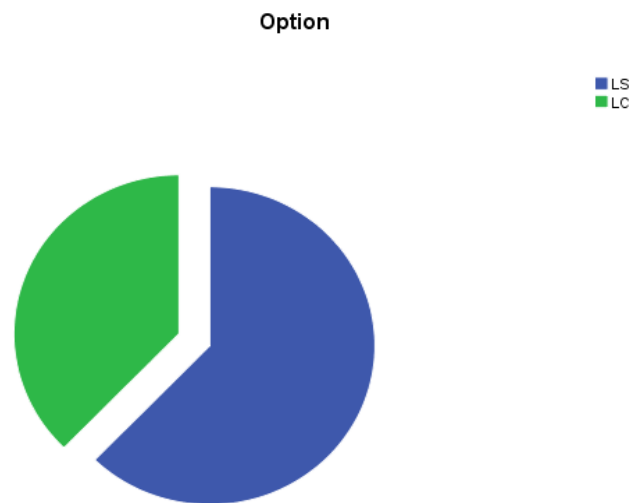


Figure 3.2: Information about Students' Option

Part II: Category A: Theoretical Acquisition

This category is organised in a number of rubrics dealing with the different conventional facets of EFL PS training. Each facet is composed of a number of items.

Rubric 1: The English Language

Item 1.1: The Nature of the English Language and Basic Concepts of Language System

The first question in Rubric 1 of the questionnaire was meant to assess future teachers' competence in the English Language. As shown in table 3.3, it carried a mean of 3.20 which indicates that the majority of answers were near the option 'moderate'. This result can be illustrated by the frequencies table (3.4) in which: 58.5% of the respondents claimed that their knowledge about the linguistic level is 'moderate'. The second majority group of responses clustered around the answer 'high' with a percentage of 28.3%. These results are supported

with an SD=0.727, that is not very high, which means that there was not a great spread of opinions, since the other responses were minimal in comparison with 'moderate' and 'high'.

Table 3.3: Mean and Standard Deviation Statistics of Item 1.1

		1.1 The nature of language and basic concepts of language systems.
N	Valid	159
	Missing	0
Mean		3.20
Std. Deviation		0.727

Table 3.4: Frequencies of the Nature of Language and Basic Concepts of Language Systems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	4	2.5	2.5
	low	13	8.2	10.7
	moderate	93	58.5	58.5
	high	45	28.3	28.3
	very high	4	2.5	2.5
	Total	159	100.0	100.0

Item 1.2: Functions of Language Register in English

As to the question related to students' knowledge about language register, the mean of answers was 3.46 with an SD of 0.785, which means that most of the respondents agree that their knowledge in this area is rather 'moderate' (see table 3.5). According to the frequencies, 45.9% of the respondents see their competence in this aspect as 'moderate', while 38.4% assess their competence as 'high', as presented in table 3.6.

Table 3.5: Mean and Standard Deviation Statistics of Item 1.2

1.2 Functions of language register in English.		
N	Valid	159
	Missing	0
	Mean	3.46
	Std. Deviation	0.785

Table 3.6: Frequencies of Functions of Language Register in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	2	1.3	1.3
	low	10	6.3	7.5
	moderate	73	45.9	45.9
	high	61	38.4	38.4
	very high	13	8.2	8.2
	Total	159	100.0	100.0

Item 1.3: The Interrelatedness of Listening, Speaking, Reading and Writing

In this question, students were asked to evaluate their competence in the four language skills. With a mean of 3.42, 45.3% of the answers were 'moderate', and 39.0% were 'high' (see tables 3.7 and 3.8). According to the SD of this item, which was equal to 0.766, there was a big cluster around the answers 'moderate' and 'high' respectively. In other words, there was a high agreement among students about their knowledge in the area of the four skills.

Table 3.7: Mean and Standard Deviation Statistics of Item 1.3

1.3 The interrelatedness of listening, speaking, reading and writing.		
N	Valid	159
	Missing	0
Mean		3.42
Std. Deviation		0.766

Table 3.8: Frequencies of the Interrelatedness of Listening, Speaking, Reading and Writing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	1	0.6	0.6
	low	14	8.8	9.4
	moderate	72	45.3	45.3
	high	62	39.0	39.0
	very high	10	6.3	6.3
	Total	159	100.0	100.0

Item 1.4: The Structure of the English Language and Conventions of Written and Spoken English

As the table of frequencies (table 3.10) clarifies, more than half of the respondents (52.8%) claim that their knowledge about the structure of the TL is 'moderate'. This percentage is supported by a mean equal to 3.27, and a low SD of 0.718: statistics which mean that there was a polarization of opinions around the option 'moderate' (see table 3.9). It is noteworthy, here, that the second largest relative frequency was 34.0% which represented the answer 'high'.

Table 3.9: Mean and Standard Deviation Statistics of Item 1.4

1.4 The structure of the English language and conventions of written and spoken English.		
N	Valid	159
	Missing	0
	Mean	3.27
	Std. Deviation	0.718

Table 3.10: Frequencies of the Structure of the English Language and Conventions of Written and Spoken English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	2	1.3	1.3
	low	15	9.4	10.7
	moderate	84	52.8	52.8
	high	54	34.0	97.5
	very high	4	2.5	2.5
	Total	159	100.0	100.0

Item 1.5: Models and Examples of Written and Oral Discourse

The last question of Rubric 1 was coined to test students' familiarity with models of language production. Though the mean attain a value of 3.17, which can be translated that most of the answers poured in the middle of the Likert Scale, the high SD, which was equal to 0.858, means that the students' answers were spread and dispersed on more than one opinion (see table 3.11). These facts can be better seen through the frequencies exposed in table 3.12, where 28.3% and 20.1% of the answers were in the options 'high' and 'low' respectively, in addition to the central answer 'moderate' which embodied a percentage of 44.7%.

Table 3.11: Mean and Standard Deviation Statistics of Item 1.5

		1.5 Models and examples of written and oral discourse.
N	Valid	159
	Missing	0
Mean		3.17
Std. Deviation		0.858

Table 3.12: Frequencies of Models and Examples of Written and Oral Discourse

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	2	1.3	1.3
	low	32	20.1	21.4
	moderate	71	44.7	44.7
	high	45	28.3	28.3
	very high	9	5.7	5.7
	Total	159	100.0	100.0

*Rubric 2: EFL Education**Item 2.1: The Historical, Theoretical and Policy Foundations of EFL Education in Algeria*

When asked about their knowledge about EFL Education in Algeria, 43.4% of students claimed that they acquired a 'moderate' knowledge in this area; however, 36.5% of them did not refute that their understanding of the same area is rather 'low' (see table 3.14 for more frequencies). As set forth in table 3.13, these percentages are fostered by a low mean of 2.52, and a high SD which is equal to 0.826.

Table 3.13: Mean and Standard Deviation Statistics of Item 2.1

2.1 The historical, theoretical and policy foundations of EFL education in Algeria.		
N	Valid	159
	Missing	0
Mean		2.52
Std. Deviation		0.826

Table 3.14: Frequencies of the Historical, Theoretical and Policy Foundations of EFL Education in Algeria

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	17	10.7	10.7
	low	58	36.5	47.2
	moderate	69	43.4	90.6
	high	14	8.8	99.4
	very high	1	0.6	100.0
	Total	159	100,0	100,0

Item 2.2: Types of EFL Programmes in Algerian Education

This item, which was meant to approach student-teachers' training about EFL programmes in the Algerian context, revealed that 42.8% of the respondents did not deny their 'low' knowledge about this facet of PS training. This number is supported by a low mean of 2.48. The other largest frequency was the one of 'moderate' option, representing 39.0% of the responses, as table 3.16 indicates. This spread of percentages of answers explains the high value of SD, which was 0.802, as shown in table 3.15.

Table 3.15: Mean and Standard Deviation Statistics of Item 2.2

2.2 Types of EFL programmes in Algerian Education.		
N	Valid	159
	Missing	0
Mean		2.48
Std. Deviation		0.802

Table 3.16: Frequencies of Types of EFL Programmes in Algerian Education

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	very low	15	9.4	9.4	
	low	68	42.8	52.2	
	moderate	62	39.0	39.0	91.2
	high	13	8.2	8.2	99.4
	very high	1	0.6	0.6	100.0
	Total	159	100.0	100.0	

Item 2.3: Research Findings Related to EFL Education

With a very low mean of 2.38, the majority of respondents representing 44.0% of the whole population referred their 'low' knowledge about the area in question, while 36.5% represented a group of students with 'moderate' level in this field (see table 3.18). Since the answers about EFL Education research findings were not polarised around one choice, the SD was high attaining 0.793, as displayed in table 3.17.

Table 3.17: Mean and Standard Deviation Statistics of Item 3.17

2.3 Research findings related to EFL education.		
N	Valid	159
	Missing	0
Mean		2.38
Std. Deviation		0.793

Table 3.18: Frequencies of Research Findings Related to EFL Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	20	12.6	12.6
	low	70	44.0	56.6
	moderate	58	36.5	93.1
	high	11	6.9	100.0
	Total	159	100.0	100.0

Item 2.4: Techniques Urging Learners to Use the TL

Question 2.4, in its turn, was coined to test students' awareness about techniques teachers use to encourage their learners to interact in English. The mean of students' answers about this PS training facet, which was 2.93, supported the frequency that the highest percentage of responses was 'moderate'. As demonstrated in table 3.20, the answer 'moderate' represented 48.4% of the total response rate. However, the high SD, which attained the value of 0.894, indicates that there was more than one important answer (see table 3.19). This fact can be clarified by the relative frequencies of the answers 'low' and 'high' which were 22.6% and 19.5% respectively.

Table 3.19: Mean and Standard Deviation Statistics of Item 2.4

		2.4 Techniques to urge learners to use English and to avoid using their L1.
N	Valid	159
	Missing	0
Mean		2.93
Std. Deviation		0.894

Table 3.20: Frequencies of Techniques to Urge Learners to Use English and to Avoid Using their L1.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	9	5.7	5.7	5.7
	low	36	22.6	22.6	28.3
	moderate	77	48.4	48.4	76.7
	high	31	19.5	19.5	96.2
	very high	6	3.8	3.8	100.0
	Total	159	100.0	100.0	

*Rubric 3: L1 and FL Acquisition Processes**Item 3.1: Theories, Concepts and Researches Related to L1 Development*

The mean of the present item was 2.99, which implies that the majority of answers were under average. This datum is supported by the percentages obtained, since 42.1% and 22.0% of the responses were in the columns 'moderate' and 'low' respectively. The answer 'high' scored 25.2% of the total responses (Consider table 3.22 for all frequencies). This dispersion of opinions among students is, in its turn, sustained by a high SD that was equivalent to 0.951, as shown in the following table 3.21.

Table 3.21: Mean and Standard Deviation Statistics of Item 3.1

3.1 Theories, concepts and research findings related to L1 development.		
N	Valid	159
	Missing	0
	Mean	2.99
	Std. Deviation	0.951

Table 3.22: Frequencies of Theories, Concepts and Research Findings Related to L1 Development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	10	6.3	6.3
	low	35	22.0	28.3
	moderate	67	42.1	42.1
	high	40	25.2	25.2
	very high	7	4.4	4.4
	Total	159	100.0	100.0

Item 3.2: Theories, Concepts and Research Related to FL Development

As to the understanding of the process of FL development (English in the present case), as table 3.24 illustrates, most of the student-teachers' answers were on the option 'moderate' with a percentage of 48.4%. Both of the options 'low' and 'high' represented 23.9% of the responses for each. All these details resulted in a mean equal to 3.00, and an SD of 0.796, as exposed in the next table numbered 3.23.

Table 3.23: Mean and Standard Deviation Statistics of Item 3.2

3.2 Theories, concepts and research findings related to L2 development.		
N	Valid	159
	Missing	0
Mean		3.00
Std. Deviation		0.796

Table 3.24: Frequencies of Theories, Concepts and Research Findings Related to L2 Development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	3	1.9	1.9
	low	38	23.9	25.8
	moderate	77	48.4	74.2
	high	38	23.9	98.1
	very high	3	1.9	100.0
	Total	159	100.0	100.0

Item 3.3: The Interrelatedness of L1 and FL Processes

Like it is displayed in table 3.26, 45.9% of the students claimed that their understanding of the correspondence between L1 and FL processes is rather 'moderate'. The second majority was formed by the answer 'high' by 27.7%, while students evaluating their knowledge in this item as 'low' represented 18.2%. Since the answers were entirely spread, the SD achieved a high value of 0.875. The mean was equal to 3.16 (consider table 3.25).

Table 3.25: Mean and Standard Deviation Statistics of Item 3.3

3.3 The interrelatedness of L1 and L2 acquisition.		
N	Valid	159
	Missing	0
Mean		3.16
Std. Deviation		0.875

Table 3.26: Frequencies of the Interrelatedness of L1 and L2 Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	4	2.5	2.5
	low	29	18.2	20.8
	moderate	73	45.9	45.9
	high	44	27.7	27.7
	very high	9	5.7	5.7
	Total	159	100.0	100.0

Item 3.4: The Importance of Linguistic Environment and Conversational Support in FL Acquisition

The first observation on the frequency results of this EFL PS training aspect (table 3.28) unveiled that majority percentages of answers were not polarised on one unique choice. The highest percentage of 38.4% signified the response 'moderate', the answers 'low' and 'high' gathered important rate of responses, attaining 17.6% and 29.6% respectively. The dispersion of respondents' opinions of the like implies a high SD; as exposed in table 3.26, the SD equalised the value of 0.988. The complete answers resulted in a mean of 3.29.

Table 3.27: Mean and Standard Deviation Statistics of Item 3.4

3.4 The importance of linguistic environment and conversational support in FL acquisition.		
N	Valid	159
	Missing	0
	Mean	3.28
	Std. Deviation	0.988

Table 3.28: Frequencies of the Importance of Linguistic Environment and Conversational Support in FL Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	5	3.1	3.1
	low	28	17.6	20.8
	moderate	61	38.4	38.4
	high	47	29.6	88.7
	very high	18	11.3	100.0
	Total	159	100.0	100.0

Item 3.5: Common Difficulties Experienced by EFL Students in Learning and Strategies for Overcoming them

The results obtained after the question related to student-teachers' awareness about the difficulties that may encounter EFL students' learning, as classified in tables 3.29 and 3.30, revealed that 39.0% of the respondents have a 'moderate' level in this area, while 33.0% of them have a 'high' level in it. The mean of this item is 3.21, and the SD is 0.881.

Table 3.29: Mean and Standard Deviation Statistics of Item 3.5

3.5 Common difficulties experienced by EFL students in learning English.		
N	Valid	159
	Missing	0
Mean		3.21
Std. Deviation		0.881

Table 3.30: Frequencies of Common Difficulties Experienced by EFL Students in Learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	2	1.3	1.3
	low	33	20.8	22.0
	moderate	62	39.0	39.0
	high	53	33.3	94.3
	very high	9	5.7	5.7
	Total	159	100.0	100.0

*Rubric 4: EFL Teaching Methodology**Item 4.1: Factors and Procedures in Planning EFL Instruction*

When asked about their awareness about planning EFL instruction, the answer 'low' represented the highest portion of responses by 40.9%. Then, the option 'moderate' gathered 36.5% of the total responses (see table 3.32). These results were maintained by a low mean which was equal to 2.62, and this spread of opinions is described by an SD of 0.862, as exposed in the following table (3.31).

Table 3.31: Mean and Standard Deviation Statistics of Item 4.1

		4.1 Factors and procedures in planning EFL instruction.
N	Valid	159
	Missing	0
Mean		2.62
Std. Deviation		0.862

Table 3.32: Frequencies of Factors and Procedures in Planning EFL Instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	11	6.9	6.9
	low	65	40.9	47.8
	moderate	58	36.5	84.3
	high	23	14.5	98.7
	very high	2	1.3	100.0
	Total	159	100.0	100.0

Item 4.2: A Variety of Methods and Techniques Appropriate for Instruction in the EFL Classroom

The mean of answers about the present item was equal to 3.13: a number which denotes that the majority of responses were around the option 'moderate'. The latter answer embodied 43.4% of the whole responses, while the answers 'high' and 'low' represented 27.7% and 22.6% respectively (consider table 3.34 for more details). This dispersion of answers on the different options of the scale is explained by the high SD of 0.862.

Table 3.33: Mean and Standard Deviation Statistics of Item 4.2

4.2 A variety of methods and techniques appropriate for EFL instruction.		
N	Valid	159
	Missing	0
Mean		3.13
Std. Deviation		0.862

Table 3.34: Frequencies of a Variety of Methods and Techniques Appropriate for EFL Instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	2	1.3	1.3
	low	36	22.6	23.9
	moderate	69	43.4	43.4
	high	44	27.7	27.7
	very high	8	5.0	5.0
	Total	159	100.0	100.0

Item 4.3: Strategies for Fostering EFL Students' Communicative Competence

As to the element devoted to learners' communicative competence, the questionnaire revealed that 39.0% of respondents have a 'moderate' knowledge about this item. The other options also noticed important proportions of responses: the answers 'low' and 'high' gathered 28.9% and 23.9%, of the total percentage, respectively. As illustrated in tables 3.35 and 3.36, all these statistics are supported by a mean of 3.01, and a high SD equal to 0.928 regarding the noticeable depolarization of student-teachers' opinions.

Table 3.35: Mean and Standard Deviation Statistics of Item 4.3

4.3 Strategies for fostering EFL students' communicative competence.		
N	Valid	159
	Missing	0
Mean		3.01
Std. Deviation		0.928

Table 3.36: Frequencies of Strategies for Fostering EFL Students' Communicative Competence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	4	2.5	2.5
	low	46	28.9	28.9
	moderate	62	39.0	39.0
	high	38	23.9	23.9
	very high	9	5.7	5.7
	Total	159	100.0	100.0

Item 4.4: The Use of Technological Tools and Resources to Facilitate and Enhance EFL Instruction

As far as the use of ICT's is concerned in EFL teaching, the student-teachers' opinions about their competence in this aspect were dissimilar to a high extent. In numbers, 48 students out of 159, representing 30.2%, claimed that their knowledge about ICT's is 'high', while 46 students saw their competence in this item rather 'moderate'. In addition, respondents with a 'very high' level in ICT embodied a portion of 17.6%, and another percentage of 15.7% referred to the answer 'low' (see table 3.38 for further details). This crucial dispersal of opinions unveiled a significant disagreement among respondents about the extent of mastering this PS facet, which led to a very high SD of 1.164. The mean reached a value of 3.35.

Table 3.37: Mean and Standard Deviation Statistics of Item 4.4

4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.		
N	Valid	159
	Missing	0
Mean		3.35
Std. Deviation		1.164

Table 3.38: Frequencies about the Use of Technological Tools and Resources to Facilitate and Enhance EFL Instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	12	7.5	7.5
	low	25	15.7	23.3
	moderate	46	28.9	28.9
	high	48	30.2	30.2
	very high	28	17.6	17.6
	Total	159	100.0	100.0

Item 4.5: Classroom Management Strategies for a Variety of EFL Environments and Situations

Table 3.40 illustrates that the highest majority of 43.4%, representing 69 students out of 159, claimed to have a 'moderate' competence in how to manage an EFL classroom in different situations. Still, 23.3% and 22.6% stated that their knowledge in this EFL facet is 'high' and 'low' respectively. These frequencies are combined with a mean of 3.07 and a high SD of 0.942 (see table 3.39).

Table 3.39: Mean and Standard Deviation Statistics of Item 4.5

		4.5 Classroom management strategies for a variety of EFL environments and situations.
N	Valid	159
	Missing	0
Mean		3.07
Std. Deviation		0.942

Table 3.40: Frequencies of Classroom Management Strategies for a Variety of EFL Environments and Situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	6	3.8	3.8
	low	36	22.6	26.4
	moderate	69	43.4	43.4
	high	37	23.3	93.1
	very high	11	6.9	6.9
	Total	159	100.0	100.0

Item 4.6: Sharp Awareness of the Teaching Methods Currently in Practice in Algeria

The mean of the answers about this crucial element of EFL Methodology was equal to 2.28. This low mean indicates that the majority of responses were around or less than the middle answer 'moderate'. In fact, 39.6% of the answers were 'moderate', and 34.6% of them clustered around the answer 'low' (see table 3.42). The SD, regarding all this details, achieved 0.918, as the following table displays:

Table 3.41: Mean and Standard Deviation Statistics of Item 4.6

4.6 Sharp awareness of teaching methods currently in practice in Algeria.		
N	Valid	159
	Missing	0
	Mean	2.82
	Std. Deviation	0.918

Table 3.42: Frequencies of Sharp Awareness of Teaching Methods Currently in Practice in Algeria

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	7	4.4	4.4
	low	55	34.6	39.0
	moderate	63	39.6	39.6
	high	27	17.0	95.6
	very high	7	4.4	4.4
	Total	159	100.0	100.0

Rubric 5: EFL Learners' Individual Factors and Variables

Item 5.1: Factors that may Affect EFL Students' Learning of Academic Content, Language and Culture

This question was meant to assess the future EFL teachers' awareness about how each individual's learning may be affected by a number of personal factors. In fact, these student-teachers did not agree on their knowledge in this item: a point that explains the high SD obtained which was equal to 0.918 (see table 3.43). In frequencies, as shown in table 3.44, 38.4% and 36.5% of respondents respectively claimed that they were 'moderately' and 'highly' aware of these factors.

Table 3.43: Mean and Standard Deviation Statistics of Item 5.1

		5.1 Factors that may affect EFL students' learning of academic content, language and culture.
N	Valid	159
	Missing	0
Mean		3.37
Std. Deviation		0.918

Table 3.44: Frequencies of Factors that may Affect EFL Students' Learning of Academic Content, Language and Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	4	2.5	2.5	2.5
	low	21	13.2	13.2	15.7
	moderate	61	38.4	38.4	54.1
	high	58	36.5	36.5	90.6
	very high	15	9.4	9.4	100.0
	Total	159	100.0	100.0	

Item 5.2: Affective Variables Affecting Students' Learning an FL

The high mean characterizing the students' answers about EFL learners' affective variables, which reached a value of 3.55, entails that the majority of responses is around or above the option 'moderate'. Actually, as table 3.46 points to, the largest portion of answers was represented by the answer 'high' with a percentage of 42.1%. The second highest frequency of answers was 'moderate' which achieved 31.4%. The SD of this item was 0.898 (see table 3.45).

Table 3.45: Mean and Standard Deviation Statistics of Item 5.2

5.2 Affective variables which highly influence the students' success in the learning of an FL.		
N	Valid	159
	Missing	0
Mean		3.55
Std. Deviation		0.898

Table 3.46: Frequencies of Affective Variables which highly Influence the Students' Success in the Learning of an FL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	1	0.6	0.6
	low	20	12.6	13.2
	moderate	50	31.4	31.4
	high	67	42.1	42.1
	very high	21	13.2	13.2
	Total	159	100.0	100.0

Item 5.3: The Nature of Students' Variation in the EFL Classroom

As illustrated in table 3.47, the mean of students' answers, about their familiarity with EFL learners' variations in the classroom, was 3.17, and the SD was equal to 0.922. This SD value indicated that there was a dispersion of opinions among respondents: 42.8% of the answers were 'moderate' being the largest relative frequency, while responses 'high' and 'low' represented 27.0% and 20.1% respectively (see table 3.48).

Table 3.47: Mean and Standard Deviation Statistics of Item 5.3

5.3 The nature of students' variation in the EFL classroom.		
N	Valid	159
	Missing	0
Mean		3.17
Std. Deviation		0.922

Table 3.48: Frequencies of the Nature of Students' Variation in the EFL Classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	4	2.5	2.5
	low	32	20.1	22.6
	moderate	68	42.8	65.4
	high	43	27.0	92.5
	very high	12	7.5	100.0
	Total	159	100.0	100.0

*Rubric 6: EFL Assessment and Evaluation**Item 6.1: Assessment Design, Development and Interpretation*

This item approached the student-teachers to test whether they were aware of concepts and issues related to assessment and evaluation. The data analysis resulted in a mean of 2.69 and an SD of 0.805(see table 3.49). These statistics were more clarified through frequencies: 40.9% of the answers were in the column 'moderate', and 39.0% were 'low' (consider table 3.50 for more frequencies). This spread of opinions, mainly between 'moderate' and 'low', explicates the low mean and the high SD obtained.

Table 3.49: Mean and Standard Deviation Statistics of Item 6.1

6.1 Basic concepts, issues and practices related to test design, development and interpretation.		
N	Valid	159
	Missing	0
Mean		2.69
Std. Deviation		0.805

Table 3.50: Frequencies of Basic Concepts, Issues and Practices Related to Test Design, Development and Interpretation

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	very low	7	4.4	4.4	
	low	62	39.0	43.4	
	moderate	65	40.9	40.9	84.3
	high	24	15.1	15.1	99.4
	very high	1	0.6	0.6	100.0
	Total	159	100.0	100.0	

Item 6.2: Types of Assessments Used in EFL Classrooms

As to the different types of assessments used in EFL classrooms, the largest portion of respondents, forming 39.6% of the whole population, assessed their level in this element as 'low', while another group of 37.1% of the students declared that their knowledge about this item is rather 'moderate' (see table 3.52). This is what minimised the mean to be not more than 2.66, and resulted in a high SD equal to 0.906, as it is set forth in table 3.51.

Table 3.51: Mean and Standard Deviation Statistics of Item 6.2

6.2 Types of assessment used in EFL classroom.		
N	Valid	159
	Missing	0
Mean		2.66
Std. Deviation		0.906

Table 3.52: Frequencies of Types of Assessment used in EFL Classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	11	6.9	6.9
	low	63	39.6	46.5
	moderate	59	37.1	83.6
	high	21	13.2	96.9
	very high	5	3.1	100.0
	Total	159	100.0	100.0

Item 6.3: Standardised Tests Used in EFL Programmes

The observer of table 3.54 will notice as a first remark that equal number of students - 52 students representing 32.7% of the whole population - claimed that their knowledge about language tests like TOEFL and IELTS was 'low' or 'moderate'. Also, a group of 18.2% did not deny having a 'very low' understanding of the said facet; while, 12.6% of the respondents confirmed that they 'highly' master this aspect. Regarding this visible dispersal of the answers on the options scale, the SD attained a high value which was equivalent to 1.049. And since the majority of answers were biased to options 'moderate' and 'low', the mean reached a small number of 2.51 (see table 3.53).

Table 3.53: Mean and Standard Deviation Statistics of Item 6.3

6.3 Standardised tests commonly used in EFL programmes.		
N	Valid	159
	Missing	0
	Mean	2.51
	Std. Deviation	1.049

Table 3.54: Frequencies of Standardised Tests Commonly Used in EFL Programmes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	29	18.2	18.2
	low	52	32.7	50.9
	moderate	52	32.7	83.6
	high	20	12.6	96.2
	very high	6	3.8	100.0
	Total	159	100.0	100.0

Part II: Category B: Students' Satisfaction with Theoretical Courses

Students' opinions, when asked if they were satisfied with the theoretical courses they received during their years at University, were totally dissimilar: 40.3% of them 'agreed' that they are satisfied, while 28.9% 'disagreed'. Another respondents' cluster representing 17.0% of the population were 'undecided' whether they were satisfied or not (see table 3. 56). Due to this disagreement among student-teachers, the SD of this question was very high; it achieved 1.116 as shown in table 3.55. The mean of these results was equal to 3.09.

Table 3.55: Mean and Standard Deviation of Students' Satisfaction about Theoretical Courses

N	Valid	159
	Missing	0
Mean		3.09
Std. Deviation		1.116

Table 3.56: Frequencies of Students' Satisfaction about Theoretical Courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	7.5	7.5
	disagree	46	28.9	36.5
	undecided	27	17.0	53.5
	agree	64	40.3	93.7
	strongly agree	10	6.3	100.0
	Total	159	100.0	100.0

Part II: Category C: Teaching Practice

Rubric 7:

It is worth reminding, here, that the seventh rubric related to teaching practice was based on a three-option likert-style scale. The respondents had three answers to choose between: 'never', 'sometimes' or 'always'. These three options were represented by mean values of 1.0, 2.0 and 3.0 respectively.

Item 7.1: Practical Teaching Training Inside University

With a mean of 1.81, the majority of answers, formed by 72.3% of the response rate, were in the option 'sometimes', and 23.3% of the population declared that they have never experienced any intensive teaching training (see table 3.58). This clear polarization of answers is explained by the low SD obtained which was equal to 0.439, as table 3.57 displays:

Table 3.57: Mean and Standard Deviation Statistics of Item 7.1

7.1 Practical teaching training experience inside university.		
N	Valid	159
	Missing	0
	Mean	1.81
	Std. Deviation	0.493

Table 3.58: Frequencies of Practical Teaching Training Experience Inside University

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	37	23.3	23.3
	sometimes	115	72.3	95.6
	always	7	4.4	100.0
	Total	159	100.0	100.0

Item 7.2: Practical Teaching Training in Real Classrooms

In this case, as table 3.60 clarifies, 119 students out of 159, forming a majority of 74.8%, agreed that they have never practised teaching training experience in real classrooms. The remaining 25.8% of the population claimed that they have 'sometimes' experienced such activity of extensive teaching practice. This high polarization of opinions led to a low SD of 0.435. The mean of the whole answers was 1.25 (see table 3.59).

Table 3.59: Mean and Standard Deviation Statistics of Item 7.2

7.2 Practical teaching training experience in real classrooms.		
N	Valid	159
	Missing	0
	Mean	1.25
	Std. Deviation	0.435

Table 3.60: Frequencies of Practical Teaching Training Experience in Real Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	119	74.8	74.8	74.8
	sometimes	40	25.2	25.2	100.0
	Total	159	100.0	100.0	

Item 7.3: Classroom Observation

The mean of the answers, associated to the item of classroom observation, was 1.96, while the SD was equal to 0.655 (see table 3.61). These two statistical data denote that the answers were dispersed through the options of the scale, but with a slight advantage to the middle choice 'sometimes'. In frequencies, 57.2% of the responses were crossed in the column 'sometimes', and 23.3% of them revealed that they had never observed an EFL practitioner doing his profession (refer to table 3.62 for more details).

Table 3.61: Mean and Standard Deviation Statistics of Item 7.3

7.3 Classroom observation for other teachers practising their profession.		
N	Valid	159
	Missing	0
	Mean	1.96
	Std. Deviation	0.655

Table 3.62: Frequencies of Classroom Observation for Other Teachers Practising their Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	37	23.3	23.3	23.3
	sometimes	91	57.2	57.2	80.5
	always	31	19.5	19.5	100.0
	Total	159	100.0	100.0	

Item 7.4: EFL Skills Training

The aim of item 7.4 was to recognize whether future teachers were trained on EFL teaching skills. Like it is illustrated in tables 3.63 and 3.64, the SD of this item equalised a high value of 0.628, which implies that students' answers were distributed on different opinions: 57.2% in the option 'sometimes', 30.8% in 'never', and the remaining 11.9% of responses were 'always'. These frequencies resulted in a mean of 1.81.

Table 3.63: Mean and Standard Deviation Statistics of Item 7.4

7.4 EFL skills training.		
N	Valid	159
	Missing	0
Mean		1.81
Std. Deviation		0.628

Table 3.64: Frequencies of EFL skills Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	49	30.8	30.8	30.8
	sometimes	91	57.2	57.2	88.1
	always	19	11.9	11.9	100.0
	Total	159	100.0	100.0	

Item 7.5: Evaluation of the Teaching Performance by the Trainer

As to the evaluation of students' teaching training experiences by the trainer, the mean of responses was 1.71 and the SD was 0.669 (see table 3.65). A majority group of 75 students, making 47.2% of the whole population, confirmed that they were 'sometimes' evaluated by a trainer. Also, as shown in table 3.66, 40.9% of students asserted that they had 'never' been assessed by their trainer.

Table 3.65: Mean and Standard Deviation Statistics of Item 7.5

7.5 Evaluation of the teaching performance by the trainer.		
N	Valid	159
	Missing	0
Mean		1.71
Std. Deviation		0.669

Table 3.66: Frequencies of Evaluation of the Teaching Performance by the Trainer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	65	40.9	40.9	40.9
	sometimes	75	47.2	47.2	88.1
	always	19	11.9	11.9	100.0
	Total	159	100.0	100.0	

Item 7.6: Self-evaluation of the Teaching Practice

Similarly, when it came to trainee's self-evaluation of their teaching performance, the option 'sometimes' accumulated the majority of answers with 40.9%, while 32% of the population answered that they were 'never' given a chance to evaluate themselves. In addition, the response 'never' also represented an important percentage of 26.4%. Regarding these frequencies, which are illustrated in table 3.68, the mean of this item was equal to 1.94, and due to the clear divergence in respondents' opinions, the SD attained a high value of 0.769 (see also table 3.67).

Table 3.67: Mean and Standard Deviation Statistics of Item 7.6

		7.6 Self-evaluation of the teaching practice.
N	Valid	159
	Missing	0
Mean		1.94
Std. Deviation		0.769

Table 3.68: Frequencies of Self-evaluation of the Teaching Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	52	32.7	32.7	32.7
	sometimes	65	40.9	40.9	73.6
	always	42	26.4	26.4	100.0
	Total	159	100.0	100.0	

Item 7.7: Practice of Teaching Methods

According to 72 students out of 159, the use of EFL teaching methods was 'never' practised during the five years they spent at University. This majority of 45.3% is followed by a group of 37.1% who claimed they 'sometimes' practised this EFL facet (see table 3.70). These percentages yielded a mean of 1.72 and an SD of 0.746 as shown in the succeeding table 3.69.

Table 3.69: Mean and Standard Deviation Statistics of Item 7.7

7.7 Practice of the teaching methods.		
N	Valid	159
	Missing	0
Mean		1.72
Std. Deviation		0.746

Table 3.70: Frequencies of Practice of the Teaching Methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	72	45.3	45.3	45.3
	sometimes	59	37.1	37.1	82.4
	always	28	17.6	17.6	100.0
	Total	159	100.0	100.0	

Item 7.8: Self-reliance in Lesson Planning and Evaluation

In this question, as table 3.72 demonstrates, 48.4% of the students told that they had 'sometimes' experienced lesson planning and evaluation relying on themselves, while 29.6% of them did avowed they had 'never' planned their lessons. Nevertheless, 22% of the answers were 'always'. This obvious dissimilarity of students' answers clarifies why the SD reached a high value of 0.716, while the mean was 1.92 (see table 3.71).

Table 3.71: Mean and Standard Statistics of Item 7.8

7.8 Self-reliance in lesson planning and evaluation.		
N	Valid	159
	Missing	0
Mean		1.92
Std. Deviation		0.716

Table 3.72: Frequencies of Self-reliance in Lesson Planning and Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	47	29.6	29.6	29.6
	sometimes	77	48.4	48.4	78.0
	always	35	22.0	22.0	100.0
	Total	159	100.0	100.0	

Item 7.9: The Opportunity to Interact with Native Speakers

The mean which was equal to 1.84 indicates that most of the answers were in or beneath the middle option 'sometimes'. In fact, 43.4% and 36.5% were the percentages respectively representing the answers 'sometimes' and 'never'. The SD of this item was 0.737. Consider tables 3.73 and 3.74 for further statistics:

Table 3.73: Mean and Standard Deviation Statistics of Item 7.9

7.9The opportunity to interact with native speakers.		
N	Valid	159
	Missing	0
	Mean	1.84
	Std. Deviation	0.737

Table 3.74: Frequency of the Opportunity to Interact with Native Speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	58	36.5	36.5	36.5
	sometimes	69	43.4	43.4	79.9
	always	32	20.1	20.1	100.0
	Total	159	100.0	100.0	

Item 7.10: Exposure to EFL Professional Documents

As table 3.76 displays, a majority of 60.4% of the whole population were 'sometimes' making readings on EFL books and journals for teacher education purposes, while 15.1% claimed that they were 'always' exposed to this type of professional documents. Yet, 24.5 of the respondents had 'never' experienced this aspect. The mean of answers of this item was 1.91; The SD was 0.624 (see table 3.75).

Table 3.75: Mean and Standard Deviation Statistics of Item 7.10

7.10Exposure to EFL professional books, textbooks and journals.		
N	Valid	159
	Missing	0
Mean		1.91
Std. Deviation		0.624

Table 3.76: Frequencies of Exposure to EFL Professional Books, Textbooks and Journals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	39	24.5	24.5	24.5
	sometimes	96	60.4	60.4	84.9
	always	24	15.1	15.1	100.0
	Total	159	100.0	100.0	

Part II: Category D: Students' Satisfaction with Teaching Practice

First, it is of paramount importance to signal that this close-ended question has five options which implies mean values ranging between 1.0 and 5.0. In this question asking whether trainees were satisfied with their teaching experiences, though the largest portion of the answers (30.8%) poured in the box 'agree', the mean of 2.84 showed that the majority of students were either 'dissatisfied' or 'undecided' about the teaching practice they received. In frequencies, as shown in table 3.78, the cumulative percentage of the answers 'disagree' and 'strongly disagree' was equivalent to 42.1%; while, 23.3% of the respondents were 'undecided'. In other words, one can argue that students' answers were rather biased to dissatisfaction about practicum they were exposed to. All these numbers showing this spread of opinions were reinforced by a large SD of 1.113 (see table 3.77).

Table 3.77: Mean and Standard Deviation of Students' satisfaction about teaching training.

N	Valid	159
	Missing	0
	Mean	2.84
	Std. Deviation	1.113

Table 3.78: Frequencies of Students' Satisfaction about Teaching Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	12.6	12.6
	disagree	47	29.6	42.1
	undecided	37	23.3	65.4
	agree	49	30.8	96.2
	strongly agree	6	3.8	100.0
	Total	159	100.0	100.0

Part III: Open Question

The last part of this questionnaire was in the form of an open question in which respondents were given a free space to mention anything they thought they were still in need or wished to see during their years of EFL preparation. This space resulted in a number of needs and wants at several levels, which were categorised as follows (these categories are ordered according to their frequency of appearance):

- a) *Adequate Teaching Practice*: The students' claims about their need for an adequate teaching practice programme appeared 59 times. They argued first about the insufficient time devoted to teaching practice, since they had only one opportunity of presenting a lecture. Many of them claimed that these training sessions are dominated by the trainer, while little space is given for the trainees' creativity and innovation. In addition, this training programme is not related to EFL real settings: It is relevant neither to the theoretical modules studied like didactics, linguistics ... nor with the ELT textbooks and programmes followed in the Algerian School. Some respondents suggested making an extensive teaching training in the last six months instead of writing an extended essay, since it is more relevant to their future profession.
- b) *EFL-related Theoretical Courses*: The second frequently appearing needs called for by the respondents were related to the theoretical offerings of the programme. The first of these is that the lectures received, without denying their importance, were disassociated from real classroom and pupils. The student-teachers' concern was the absence of a real setting where to know how EFL methods and skills work. In addition, many of them could not understand the benefits of some modules, like Translation, Global Issues ..., in preparing an EFL teacher. Some students also summoned for the introduction of more lectures related to EFL assessment and evaluation. This category of requirements was mentioned in more than 30 questionnaires.

- c) *Linguistic Competence*: It was often mentioned by the respondents that they wished if areas related to their linguistic competence were better dealt with, since they claimed that the way Grammar, Writing and Oral Expression were taught were out-dated with no change or innovation. According to these respondents, the teaching of these modules was teacher-centred and based on non-autonomous traditional methods.
- d) *Communicative Competence*: According to the students, there was more than one way to enhance their communicative competence. They wished if they had more sessions devoted to listening and if they were provided with more linguistic environments. For example, they wondered why the Department did not invite native speakers to interact with students, or at least, it generalizes communicative programmes like the GVC for all students.
- e) *Psychological Support*: More than 20 respondents seemed to be upset because they lacked psychological support in the Department. They claimed that they were in a sharp need to be motivated, by teachers, and guided in many critical phases of their studying career. This is why they summoned for the opening of more teacher-student discussion and exchange channels.
- f) *Extensive Activities*: Many students called for the implementation of other activities related to the teaching profession like: guided books reading, more conferences and study-days about teaching, and exposure to research related to TEFL ...

3.2.1.2. Cross Tabulation

Finally, it was worthy to test the respondents' reflections about their PS training, more precisely, with regard to the two demographic variables: option and gender. The aim of this part of analysis is to see whether the said two qualitative variables have an influence on the quality of the PS training among

future EFL teachers. For the latter reason, a Chi-square test was made to determine parts of training which were influenced either by the speciality of the student (LS or LC) or his/her sex. After that, areas of correlation were analysed by comparing means and frequencies.

A. PS Training in Accordance with Option

In the same order of the questionnaire's rubrics, items were cross-tabulated with the respondents' options: LS or LC. Then, a Pearson Chi-square was made for each item to confirm or negate any relationship between the acquisition of the item in question and the students' options. After a closer investigation of the data gathered following this process, many items did not show any correspondence with the students' specialities: i.e. the results obtained in the global analysis, for these items, were not to change whether the respondent is an LC student or an LS one (The results of the crosstabs of these items are indexed in Appendix C1). Nevertheless, the following items, showing a positive sign towards the relationship with the option variable (sig. < 0.05), are concerned with analysis:

Item 1.1: Language Systems: Option-crossed

Table 3.79 indicates that sig. is inferior to 0.05, which implies the existence of a relationship between the students' option and their knowledge about the English language systems. Similarly, the important differences in frequencies of answers between LS and LC respondents, as shown in table 3.80, confirms the influence of the option on the students' acquisition of item 1.1. To see in which way this relation is oriented, a third table (3.81) is presented to compare the means of LS students' answers with LC students'. Table 3.81 demonstrates that LS students mean is 3.41: a value that is higher than the LC students' mean 2.85. In other words, regarding these statistics, the item of language systems is better acquired by LS students.

Table 3.79: Chi-Square Test of Item 1.1 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.181 ^a	4	0.000
N of Valid Cases	159		

Table 3.80: Crosstab of Item 1.1 with Option

		1.1 The nature of language and basic concepts of language systems.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	0	3	55	38	3	99
		% within Option	0.0%	3.0%	55.6%	38.4%	3.0%	100.0%
Option	LC	Count	4	10	38	7	1	60
		% within Option	6.7%	16.7%	63.3%	11.7%	1.7%	100.0%
Total		Count	4	13	93	45	4	159
		% within Option	2.5%	8.2%	58.5%	28.3%	2.5%	100.0%

Table 3.81: Means Comparison Report of Item 1.1 with Option

Option		1.1 The nature of language and basic concepts of language systems.
LS	Mean	3.41
	N	99
	Std. Deviation	0.606
LC	Mean	2.85
	N	60
	Std. Deviation	0.777
Total	Mean	3.20
	N	159
	Std. Deviation	0.727

Item 1.2: Language Register: Option-crossed

Following the same process as item 1.1, the Chi-square test revealed a sig. which is equal to 0.007 (inferior to 0.05): a value that indicates the presence of a correspondence between this item and the option variable (consider tables 3.82 and 3.83), and this is what pushed the researcher to compare the means of each group. The mean comparison report (table 3.84) shows again that Language Register is more known among LS students in comparison with LC ones. This was assumed from the fact that LS mean (3.60) is significantly higher than LC mean (3.23).

Table 3.82: Chi-Square Test of Item 1.2 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.081 ^a	4	0.007
N of Valid Cases	159		

Table 3.83: Crosstab of Item 1.2 with Option

		1.2 Functions of language register in English.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	1	1	45	42	10	99
		% within Option	1.0%	1.0%	45.5%	42.4%	10.1%	100.0%
Option	LC	Count	1	9	28	19	3	60
		% within Option	1.7%	15.0%	46.7%	31.7%	5.0%	100.0%
Total		Count	2	10	73	61	13	159
		% within Option	1.3%	6.3%	45.9%	38.4%	8.2%	100.0%

Table 3.84: Means Comparison Report of Item 1.2 with Option

Option		1.2 Functions of language register in English.
LS	Mean	3.60
	N	99
	Std. Deviation	0.727
LC	Mean	3.23
	N	60
	Std. Deviation	0.831
Total	Mean	3.46
	N	159
	Std. Deviation	0.785

Item 1.4: Language Structure: Option-crossed

The most attracting frequency in table 3.86 is that 46.7% of LC students claimed to have a high level in the English language structure, scoring an important difference in comparison with LS students: a datum which may imply the existence of a relation between this item and the option. In fact, as pointed to in table 3.85, the Chi-square test confirmed this point since sig. is inferior to 0.05 (sig. = 0.009). The comparison of means, this time, was in the favour of LC students who showed generally more mastering of item 1.4, since LC students mean was equal to 3.32 and LS students' mean was 3.24 (see table 3.87).

Table 3.85: Chi-Square Test of Item 1.4 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.430 ^a	4	0.009
N of Valid Cases	159		

Table 3.86: Crosstab of Item 1.4 with Option

		1.4 The structure of the English language and conventions of written and spoken English.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	0	8	62	26	3	99
		% within Option	0.0%	8.1%	62.6%	26.3%	3.0%	100.0%
LC		Count	2	7	22	28	1	60
		% within Option	3.3%	11.7%	36.7%	46.7%	1.7%	100.0%
Total		Count	2	15	84	54	4	159
		% within Option	1.3%	9.4%	52.8%	34.0%	2.5%	100.0%

Table 3.87: Means Comparison Report of Item 1.4 with Option

Option	1.4 The structure of the English language and conventions of written and spoken English.	
LS	Mean	3.24
	N	99
	Std. Deviation	0.640
LC	Mean	3.32
	N	60
	Std. Deviation	0.833
Total	Mean	3.27
	N	159
	Std. Deviation	0.718

Item 3.1: L1 Development: Option-crossed

Also, there was a correspondence between the students' option and their knowledge about L1 development process as sig. = 0.007 was inferior to 0.05 (see table 3.88). As the means of each group indicate, this area is more familiar to LS students in comparison with their LC counterparts. LS students' mean was 3.20, while LC students' was 2.65 (consider tables 3.89 and 3.90 for further details).

Table 3.88: Chi-Square Test of Item 3.1 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.981 ^a	4	0.007
N of Valid Cases	159		

Table 3.89: Crosstab of Item 3.1 with Option

		3.1 Theories, concepts and research findings related to L1 development.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	4	17	39	33	6	99
		% within Option	4.0%	17.2%	39.4%	33.3%	6.1%	100.0%
Option	LC	Count	6	18	28	7	1	60
		% within Option	10.0%	30.0%	46.7%	11.7%	1.7%	100.0%
Total		Count	10	35	67	40	7	159
		% within Option	6.3%	22.0%	42.1%	25.2%	4.4%	100.0%

Table 3.90: Means Comparison Report of Item 3.1 with Option

Option		3.1 Theories, concepts and research findings related to L1 development.
LS	Mean	3.20
	N	99
	Std. Deviation	0.937
LC	Mean	2.65
	N	60
	Std. Deviation	0.880
Total	Mean	2.99
	N	159
	Std. Deviation	0.951

Item 3.3: L1 and FL Development Interrelatedness: Option-crossed

All what was said about item 3.1 can be projected on this item of L1 and FL processes interrelatedness, with different statistics (consider tables 3.91, 3.92 and 3.93 for all the details related to the Chi-square test and means comparison). Strictly speaking, LS students seem to better grasp this EFL aspect, with a mean of answers of 3.33.

Table 3.91: Chi-Square Test of Item 3.3 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.935 ^a	4	0.018
N of Valid Cases	159		

Table 3.92: Crosstab of Item 3.3 with Option

		3.3 The interrelatedness of L1 and L2 acquisition.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	1	15	42	32	9	99
		% within Option	1.0%	15.2%	42.4%	32.3%	9.1%	100.0%
	LC	Count	3	14	31	12	0	60
		% within Option	5.0%	23.3%	51.7%	20.0%	0.0%	100.0%
Total	Count	4	29	73	44	9	159	
	% within Option	2.5%	18.2%	45.9%	27.7%	5.7%	100.0%	

Table 3.93: Means Comparison Report of Item 3.3 with Option

Option		3.3 The interrelatedness of L1 and L2 acquisition.
LS	Mean	3.33
	N	99
	Std. Deviation	0.881
LC	Mean	2.87
	N	60
	Std. Deviation	0.791
Total	Mean	3.16
	N	159
	Std. Deviation	0.875

Item 4.4: The Use of ICT's: Option-crossed

As far as ICT's in ELT are concerned, the Chi-square test indicated the presence of a relation between the respondents' competence in this area and their speciality. As table 3.94 exposes, Pearson Chi-square test showed a sig. equal to 0.010 (less than 0.05). The comparison of means and frequencies between the two options was in favour of the LS option, with a mean of 3.44, in comparison with LC students' mean which was equal to 3.18 (see tables 3.95 and 3.96).

Table 3.94: Chi-Square Test of Item 4.4 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.195 ^a	4	0.010
N of Valid Cases	159		

Table 3.95: Crosstab of Item 4.4 with Option

		4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	9	10	25	38	99	
		% within Option	9.1%	10.1%	25.3%	38.4%	17.2%	100.0%
Option	LC	Count	3	15	21	10	60	
		% within Option	5.0%	25.0%	35.0%	16.7%	18.3%	100.0%
Total		Count	12	25	46	48	28	159
		% within Option	7.5%	15.7%	28.9%	30.2%	17.6%	100.0%

Table 3.96: Means Comparison Report of Item 4.4 with Option

Option	4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.	
LS	Mean	3.44
	N	99
	Std. Deviation	1.163
LC	Mean	3.18
	N	60
	Std. Deviation	1.157
Total	Mean	3.35
	N	159
	Std. Deviation	1.164

Item 6.2: Types of Assessments: Option-crossed

Assessment represented another EFL PS training facet being variable in accordance with respondents' options, since the Chi-square test signalled a sig. equal to 0.47 which is lower than the confidence interval value 0.05 (see table 3.97). Though this area is ill-mastered by all students regardless their speciality, as table 3.98 shows, the comparison of means operation unveiled that this issue is more critical among LC students. LS students' mean was 2.72; LC students' was 2.57 (consider table 3.99).

Table 3.97: Chi-Square Test of Item 6.2 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.632 ^a	4	0.047
N of Valid Cases	159		

Table 3.98: Crosstab of Item 6.2 with Option

		6.2 Types of assessment used in EFL classroom.					Total	
		very low	low	moderate	high	very high		
Option	LS	Count	7	34	43	10	5	99
		% within Option	7.1%	34.3%	43.4%	10.1%	5.1%	100.0%
	LC	Count	4	29	16	11	0	60
		% within Option	6.7%	48.3%	26.7%	18.3%	0.0%	100.0%
Total	Count	11	63	59	21	5	159	
	% within Option	6.9%	39.6%	37.1%	13.2%	3.1%	100.0%	

Table 3.99: Means Comparison Report of Item 6.2 with Option

Option		6.2 Types of assessment used in EFL classroom.
LS	Mean	2.72
	N	99
	Std. Deviation	0.926
LC	Mean	2.57
	N	60
	Std. Deviation	0.871
Total	Mean	2.66
	N	159
	Std. Deviation	0.906

Students' Satisfaction about Theoretical Courses: Option-crossed

The cross tabulation process revealed that LS students are more satisfied, with a mean of 3.13, in comparison with their mates in the LC option, in terms of the theoretical courses and lectures during their five years of studying. For more details about the Chi-square, and frequencies and means comparison, consider the following three tables:

Table 3.100: Chi-Square Test of Students' Satisfaction about Theoretical Courses with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.648 ^a	4	0.009
N of Valid Cases	159		

Table 3.101: Crosstab of Students' Satisfaction about Theoretical Courses with Option

		Students' satisfaction about theoretical courses.					Total	
		strongly disagree	disagree	undecided	agree	strongly agree		
Option	LS	Count	10	26	10	47	6	99
		% within Option	10.1%	26.3%	10.1%	47.5%	6.1%	100.0%
Option	LC	Count	2	20	17	17	4	60
		% within Option	3.3%	33.3%	28.3%	28.3%	6.7%	100.0%
Total		Count	12	46	27	64	10	159
		% within Option	7.5%	28.9%	17.0%	40.3%	6.3%	100.0%

Table 3.102: Means Comparison Report of Students' satisfaction about Theoretical Courses with Option

Option	Mean	N	Std. Deviation
LS	3,13	99	1.175
LC	3,02	60	1.017
Total	3,09	159	1,116

Rubric 7:

In the last rubric devoted to assess the students' EFL practical side, two areas signalled a correspondence with the respondents' option after a Chi-square test was made. These two areas were: 'self-evaluation in teaching practice' and 'the opportunity to interact with native speakers. Nevertheless, the former did not indicate a very important significance, since sig. was equal to 0.44 (compared with 0.05). In this way, the aspect of self-evaluation could be dismissed from the means comparison operation.

Item 7.9: The opportunity to Interact with Native Speakers

As to this item, the Chi-square test expressed an important PS area-option relation with a sig. equal to 0.027 (see table 3.103). This time, LC students claimed to have more opportunities and experience with speakers whose mother-tongue is English, since their answers' mean attained a value of 2.03, which is higher than LS students' mean (consider tables 3.104 and 3.105).

Table 3.103: Chi-Square Test of Item 7.9 with Option

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.211 ^a	2	0.027
N of Valid Cases	159		

Table 3.104: Crosstab of Item 7.9 with Option

		7.9 The opportunity to interact with native speakers.			Total	
		never	sometimes	always		
Option	LS	Count	42	43	14	99
		% within Option	42.4%	43.4%	14.1%	100.0%
	LC	Count	16	26	18	60
		% within Option	26.7%	43.3%	30.0%	100.0%
Total		Count	58	69	32	159
		% within Option	36.5%	43.4%	20.1%	100.0%

Table 3.105: Means Comparison Report of Item 7.9 with Option

Option	7.9 The opportunity to interact with native speakers.	
LS	Mean	1.72
	N	99
	Std. Deviation	0.700
LC	Mean	2.03
	N	60
	Std. Deviation	0.758
Total	Mean	1.84
	N	159
	Std. Deviation	0.737

B. PS Training in Accordance with Gender

Following the same process of cross tabulation as completed with PS training items in correspondence with the variable of 'Option', a Chi-square test was done to assess any relation between the acquisition of these PS training facets by EFL future teachers and their gender. Whenever the Pearson Chi-square sig. was inferior to 0.05, the area was pointed to and said to be influenced by the respondents' gender. In fact, this process revealed five areas of correspondence as shown in the following part of analysis (the results of the non-concerned areas are in Appendix C2).

Item 4.5: Classroom Management: Gender-crossed

As illustrated in table 3.106, sig. is equal to 0.029: a sig. which is minor to 0.05 and means that the aspect of classroom management is consequential with the gender variable. After comparing the means between male respondents (Male mean = 3.24) and female mean (= 3.00), it became plain that male respondents claim to have more knowledge and competence in EFL classroom management strategies for diverse possible situations (see tables 3.107 and 3.108).

Table 3.106: Chi-Square Test of Item 4.5 with Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.831 ^a	4	0.029
N of Valid Cases	159		

Table 3.107: Crosstab of Item 4.5 with Gender

		4.5 Classroom management strategies for a variety of EFL environments and situations.					Total	
		very low	low	moderate	high	very high		
Gender	Male	Count	3	6	21	9	7	46
		% within Gender	6.5%	13.0%	45.7%	19.6%	15.2%	100.0%
	Female	Count	3	30	48	28	4	113
		% within Gender	2.7%	26.5%	42.5%	24.8%	3.5%	100.0%
Total	Count	6	36	69	37	11	159	
	% within Gender	3.8%	22.6%	43.4%	23.3%	6.9%	100.0%	

Table 3.108: Means Comparison Report of Item 4.5 with Gender

Gender		4.5 Classroom management strategies for a variety of EFL environments and situations.
Male	Mean	3.24
	N	46
	Std. Deviation	1.079
Female	Mean	3.00
	N	113
	Std. Deviation	0.876
Total	Mean	3.07
	N	159
	Std. Deviation	0.942

Item 6.1: Assessment Basic Concepts: Gender-crossed and Item 6.3: Standardised Tests: Gender-crossed

In these two major areas related to EFL assessment and evaluation, an area-gender correspondence was noticed. This is due to the statistics that displayed that the sig. of both areas was lesser than 0.05; it was 0.41 and 0.14 for 'Assessment Basic Concept' and 'Standardised Tests' respectively, as shown in tables 3.109 and 3.110. Equally, comparing the frequencies and the means of the two aspects reports were biased to male respondents on the expense of female ones: male future teachers were more certain about their knowledge in these two aspects of assessment (see tables 3.111-3.113).

Table 3.109: Chi-Square Test of Item 6.1 with Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.964 ^a	4	0.041
N of Valid Cases	159		

Table 3.110: Chi-Square Test of Item 6.3 with Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.361 ^a	4	0.118
N of Valid Cases	159		

Table 3.111: Crosstab of Item 6.1 with Gender

		6.1 Basic concepts, issues and practices related to test design, development and interpretation.					Total	
		very low	low	moderate	high	very high		
Gender	Male	Count	0	14	20	11	1	46
		% within Gender	0.0%	30.4%	43.5%	23.9%	2.2%	100.0%
	Female	Count	7	48	45	13	0	113
		% within Gender	6.2%	42.5%	39.8%	11.5%	0.0%	100.0%
Total		Count	7	62	65	24	1	159
		% within Gender	4.4%	39.0%	40.9%	15.1%	0.6%	100.0%

Table 3.112: Crosstab of Item 6.3 with Gender

		6.3 Standardised tests commonly used in EFL programmes.					Total	
		very low	low	moderate	high	very high		
Gender	Male	Count	3	12	19	8	4	46
		% within Gender	6.5%	26.1%	41.3%	17.4%	8.7%	100.0%
	Female	Count	26	40	33	12	2	113
		% within Gender	23.0%	35.4%	29.2%	10.6%	1.8%	100.0%
Total		Count	29	52	52	20	6	159
		% within Gender	18.2%	32.7%	32.7%	12.6%	3.8%	100.0%

Table 3.113: Means Comparison Report of Items 6.1 and 6.3 with Gender

Gender		6.1 Basic concepts, issues and practices related to test design, development and interpretation.	6.3 Standardised tests commonly used in EFL programmes.
Male	Mean	2.98	2.96
	N	46	46
	Std. Deviation	0.802	1.032
Female	Mean	2.57	2.33
	N	113	113
	Std. Deviation	0.778	1.004
Total	Mean	2.69	2.51
	N	159	159
	Std. Deviation	0.805	1.049

Item 7.4: EFL Skills Training: Gender-crossed and Item 7.9: Interaction with Native Speakers: Gender-crossed

Among the ten aspects of teaching practice in EFL PS training, the two areas of 'EFL Skills Training' and 'Interaction with Native Speakers' represented areas of relation with gender, regarding their sig. which were inferior to 0.05 (see tables 3.114 and 3.115). Again, comparing the means and frequencies of each group showed that male respondents were more familiar with the mentioned two areas, since male students' frequencies and means were superior to their female colleagues'.

Table 3.114: Chi-Square Test of Item 7.4 with Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.814 ^a	2	0.012
N of Valid Cases	159		

Table 3.115: Chi-Square Test of Item 7.9 with Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.633 ^a	2	0.036
N of Valid Cases	159		

Table 3.116: Crosstab of Item 7.4 with Gender

		7.4. EFL skills training.			Total	
		never	sometimes	always		
Gender	Male	Count	12	23	11	46
		% within Gender	26.1%	50.0%	23.9%	100.0%
	Female	Count	37	68	8	113
		% within Gender	32.7%	60.2%	7.1%	100.0%
Total		Count	49	91	19	159
		% within Gender	30.8%	57.2%	11.9%	100.0%

Table 3.117: Crosstab of Item 7.9 with Gender

		7.9. The opportunity to interact with native speakers.			Total	
		never	sometimes	always		
Gender	Male	Count	10	23	13	46
		% within Gender	21.7%	50.0%	28.3%	100.0%
	Female	Count	48	46	19	113
		% within Gender	42.5%	40.7%	16.8%	100.0%
Total		Count	58	69	32	159
		% within Gender	36.5%	43.4%	20.1%	100.0%

Table 3.118: Means Comparison Report of Items 7.4 and 7.9 with Gender

Gender		7.4. EFL skills training.	7.9. The opportunity to interact with native speakers.
Male	Mean	1.98	2.07
	N	46	46
	Std. Deviation	0.715	0.712
Female	Mean	1.74	1.74
	N	113	113
	Std. Deviation	0.579	0.729
Total	Mean	1.81	1.84
	N	159	159
	Std. Deviation	0.628	0.737

3.2.2. Discussion of the Findings

The questionnaire was designed to have a view about EFL teacher training from the LMD students themselves. It was meant to determine the lacks in the current PS training programme and whether it is adequate to meet student-teachers' needs from an introspective standpoint. In fact, the questionnaire drew a clear picture of students' perceptions about their preparation at university as it will be exposed in the following discussion. Results were discussed rubric by

rubric, in the same order as they were analysed; but, sometimes it was necessary to deal with them item by item.

3.2.2.1. Global Findings Discussion

Part I: Demographic Information

Briefly speaking, the demographic corpus of the Department is female-dominated, while the general and main orientation of the Department is towards Linguistic Studies which aim at the preparation of EFL teachers.

Part II: Category A: Theoretical Acquisition

Rubric 1: The English Language

In the beginning of this research, it was hypothesised that the current PS training programme needs more interest to be given to its practical side. As shown in the analysed data of item 1.1 (*The Nature of the English Language and Basic Concepts of Language System*), future EFL teachers think that they have generally a moderate level in the language systems (phonology, morpho-syntax and semantics) though they have to present linguistic models for their future learners (Borman et al, 2009; Bennet and Carré, 2002). Being a linguistic model is one of the requirements of a competent EFL teacher which is lacking, to a certain extent, in the current programme outcomes.

As to the *Functions of Language Register in English*, the mean of students' answers about their knowledge about register in English indicates that the majority of them know this area to a 'good' extent. According to these respondents, the theoretical courses offered to them in this aspect were sufficient to make them know and understand register functions in language and language teaching, which is in its turn an important area in any EFL PS training (Attardo and Brown, 2005; O'Donoghue and Hales, 2002; Murray, 2002).

Similarly, through the results analysed previously, it can be argued that the current programme introduces a moderate-to-high preparation in the four language skills and their interrelatedness in language use (*item 1.3*).

However, the findings related to items 1.4 and 1.5 showed that more work is needed in the area of '*The Structure of the English Language and Conventions of Written and Spoken English*' as well as in what concerns '*Models and Examples of Written and Oral Discourse*'. These two EFL facets can be also determined to be other deficiencies in the current PS training programme.

Rubric 2: EFL Education

The data analysis process illustrated that all the areas related to training in EFL education programmes, either the common universal ones or the ones meant for the Algerian context, are not well mastered by the respondents. Future EFL teachers, from the University of Tlemcen, except few, did not deny that their level in this area is 'low', or 'moderate' in best cases. Apparently, this crucial facet of EFL teacher training (Fillmore and Snow, 2000) needs to be fostered or reconsidered in terms of syllabus design or the way of teaching. It can be believed that this area is dealt without any tie to the Algerian context, in which these student-teachers will practise their future profession. This fact was pointed to in Hypotheses H1 and H2.

Rubric 3: L1 and FL Acquisition Processes

Knowledge about processes of L1 and foreign languages acquisition and their interrelatedness in TEFL is a must area to be dealt with when preparing future teachers (Fradd and Lee, 1998). According to the respondents, the courses offered to the Department students enabled them to develop a level in the area that can be assessed to be 'moderate' to 'high'. Due to this fact, as a good sign, one

may say that this area does have its share in the current PS programme; however, there is nothing that confirms that this EFL aspect is approached in a practical dimension. This point is to be tackled in further steps of this investigation and when crosschecking results of other research instruments.

Rubric 4: EFL Teaching Methods

Since this rubric has large diverse items, its results are discussed item by item.

Item 4.1: Factors and Procedures in Planning EFL Instruction

Regarding student-teachers' knowledge about EFL planning and design, it can be argued that this component of PS training is almost neglected in the present offered courses. As far as teaching design is concerned, it can be claimed that lack of adequate training in this area is one of the shortcomings of the current PS programme to form competent EFL teachers. There is no room to neglect instruction design, or at least mistreat it, in an adequate and well-oriented PS training programme (Larsen-Freeman, 2000).

Item 4.2: A Variety of Methods and Techniques Appropriate for Instruction in the EFL Classroom

Following the data analysis outcomes, there is no clear idea if the lectures of EFL methodology students received were sufficient to develop an acceptable level in the area or not. This fact can be explained by the obvious disagreement among respondents about their level in this aspect. This very crucial aspect of PS training is still open for more discussion and further investigation in other research instruments to decide whether the future teachers are well-prepared in the area, or it is essential to reconsider the way it is introduced to students.

Item 4.3: Strategies for Fostering EFL Students' Communicative Competence

The researcher, in the beginning of this study, claimed in his hypotheses that the PS training programme under investigation is theory-oriented, while practicum is almost abandoned in the majority of central areas. This claim can be projected on the present aspect of communicative competence, in which the majority of the respondents asserted to have a low-to-moderate level. As each time, the current study revealed that when it comes to aspects that need to be seen in real situations, not only to be taught theoretically, students show their weakness in the area, or at least show disagreement and uncertainty about their capacities in the aspect in question.

Item 4.4: The Use of Technological Tools and Resources to Facilitate and Enhance EFL Instruction

The use of technological tools and resources in instruction is considered vital in preparing future teachers, not least EFL teachers (Downes *et al.*, 2001). Unexpectedly, the questionnaire respondents affirmed a significant mastery of the use of ICT's in teaching, since the majority of them claimed to have a level determined in a moderate-very high interval. However, the question which remains aroused is whether ICT's are taught in specific lectures to student-teachers, or this mastery of ICT's is rather due to the fact that the actual generation of students are always exposed to all kinds of technologies? The researcher will investigate all these inquiries in advanced stages of this research. Nevertheless, it is smart to invest the student-teachers' abilities in ICT in preparing them for adequate and up-to-date instruction.

Item 4.5: Classroom Management Strategies for a Variety of EFL Environments and Situations

Data analysed previously unveiled that EFL student-teachers at the University of Tlemcen had not acquired sufficient knowledge about the nature of the classroom and how to manage it. The spread of students' opinions about their level in this component, which is a *sin qua non* for any EFL teacher (Davies, 2002; The National Comprehensive Center for Teacher Quality, 2007), left no room to deny that classroom management represents another need for the competency of these student-teachers.

Item 4.6: Sharp Awareness of the Teaching Methods Currently in Practice in Algeria

If a group of 55 respondents and another of 63 respondents, like already pointed to in the analysis, asserted to have respectively a 'low' and a 'moderate' knowledge about EFL methods used in the Algerian school, there is one and unique explanation which is that the way EFL teaching methodology is introduced in the Department is totally dismissing the Algerian EFL context. It is to be again considered as a disadvantage if EFL methodologies are taught without the slightest accordance to the real context where student-teachers will practise their competencies and see the relevance of their knowledge.

Rubric 5: EFL Learners' Individual Factors and Variables

All the results gathered, which are related to the student-teachers' awareness about EFL learners' individual factors, illuminated the fact that student-teachers were able to accumulate an acceptable knowledge about how academic content, in terms of both language and culture, may affect EFL learning. This knowledge helped student-trainees especially to define what are the affective factors and differences among EFL learners like styles and strategies of

learning... These claims were deduced due to the fact that the majority of answers about the area were between 'moderate' and 'high'. Then, regarding specialists' claims about the importance of this PS area (Ministry of Education of Québec, 2001), it can be said that this is one facet which is assured to a certain significant extent in the current PS programme, at least in terms of theory.

Rubric 6: EFL Assessment and Evaluation

The last rubric in theoretical courses offerings was devoted to test whether assessment in EFL instruction is well acquired by student-teachers, since there is no specialist who tackles the issue of EFL PS training without dealing with assessment and evaluation. Strictly speaking, assessment is one of the sound fundamental roles of any competent EFL teachers (Remesal, 2011). The latter facts enabled the investigator to judge the current programme as inadequate since the largest majority of respondents could not veil their 'low' level, or 'moderate' in best cases, in designing and interpreting different types of assessments and evaluations, and their ignorance about common standardised tests like TOFEL, IELTS ... The culture of assessment seemed to be dismissed, to a high extent, by the Department course designers, and consequently totally discounted by student-teachers. Assessment is another PS training facet that needs to be reconsidered.

Students' Satisfaction with Theoretical Courses

To conclude the part of the questionnaire devoted to the evaluation of the theoretical courses introduced in the Department of English, students were asked if they were satisfied about the knowledge they accumulated during their five years at University. In fact, there was a great disagreement among respondents, but with more bias to satisfaction, while many could not decide how to judge their overall theoretical preparation.

Rubric 7: Teaching Practice

This rubric also required to be discussed in separate items.

Item 7.1: Practical Teaching Training Inside University

In fact, teaching practice is adopted as a module in Licence year 3 with one or two sessions a week. Regarding the large number of students, very few teaching opportunities are given to EFL student-teachers to practise their future profession. Actually, in top cases, students are given one unique chance to face Licence year 1 students, and give them a course in one of the basic modules. These facts may show an image on how intensive teaching practice in the Department is in a critical situation.

Item 7.2: Practical Teaching Training in Real Classrooms

The previous analysis denotes that almost no student had practised teaching in real EFL classrooms outside: a reality that means that there is no relationship or collaboration between University, as a source of teachers, and school, as a place of work, though no one can dismiss the importance of extensive teaching experience in real place of work for novice teachers (Bartels, 2005; Ramsey, 2000). In other words, there are no ties between University-based PS training and school-based ITT: a fact that goes hand in hand with hypotheses H1 and H2. Therefore, if students are given this very slight volume of time for teaching practice (both intensive and extensive), little space is let to discuss good practices in EFL teaching.

Item 7.3: Classroom Observation

It is true that most of the questionnaire respondents claimed that they 'sometimes' observe experienced teachers practising their profession. However,

it was not a matter of formal and oriented observation. If these student-teachers had no extensive teaching experience, as discussed in item 7.2, how can they observe real classroom EFL teachers? It is clear that the observation meant by this majority of respondents is when they observe their University teachers during lectures, which is not really suitable as an observation guided and designed for educating future EFL teachers (Wallace, 1991). Here again, the researcher can argue that the present PS training programme lacks another crucial facet which is classroom observation for other EFL practitioners.

Item 7.4: EFL Skills Training

As far as EFL skills are concerned in PS training programmes (Wright, 2002), respondents were dispersed between a group who had never practised EFL skills in training and another cluster who claimed to receive occasional training on them. In this case, the researcher doubted whether these students meant EFL skills courses (theory) or skills in their teaching practice sessions. Nevertheless, if we hypothesise that these skills were approached in a practical way, the question which arises itself is: is it possible to introduce all the important skills in teaching English in one session, if we consider the findings of item 7.1 were students asserted to have micro-teaching just one chance for each. Likewise, it can be claimed that EFL skills training represents another pitfall in the current teacher preparation.

Items 7.5 and 7.6: Training Evaluation

Evaluation of the teaching performed by the student-teachers was normally made by both the trainer and the trainee himself; however, many other respondents disagreed with this fact. All this divergence in opinions opened the door for many questions about the homogeneity of designing and interpreting

these teaching training sessions, if one reflects the fact that these teaching performances were evaluated by different teachers of the modules in which student-teachers presented their lectures, not only trainers devoted to the Teaching Practice module. All this happened with no common scale of evaluation.

Item 7.7: EFL Teaching Methods

EFL Methodology is another element which confirms what was hypothesised as the absence of many crucial practical elements of PS training, since the majority of the respondents never met this fact in their career, as it was revealed in the analysis. It is a serious problem of adequacy if a teaching practice programme is designed to not meet EFL teaching methods, not least the ones used in the actual contexts (Larsen-Freeman, 2000). In few words, this PS training programme has no link with real Algerian EFL context in terms of EFL methodologies, at least in its practical aspect.

Item 7.8: Lesson Planning and Evaluation

Since there was not sufficient time devoted to teaching practice, many trainees could not rely on themselves in planning lectures and evaluations for the students they faced. It was the case for most of the student-teachers who based their micro-teaching on the lessons already designed by teachers of the modules in which they exercised their training. Unfortunately, the current PS training programme proved to be poor in terms of teaching and evaluation planning in both theoretical and practical dimensions, regardless the importance of these facets in forming competent EFL teachers (Britten, 1988).

Item 7.9: Interaction with Native Speakers

Having a native linguistic model in learning is very important and fruitful for EFL learners and future teachers as well. However, the current PS training programme did not introduce any native linguistic model to students, either as a teacher or as a guest to interact with. The portion of students claiming to sometimes have opportunities to interact with native speakers may mean extensive occasions mainly when using internet social networks and other technological alternatives.

Item 7.10: Exposure to Professional EFL Documents

As was demonstrated in the data analysis, an important majority of students confirmed their access to different professional documents like EFL journal and books. It is beneficial for future teachers to form an image about the nature of the ELT profession from experienced practitioners' view (TESOL and NCATE, 2003). Still, there are many questions to be asked here: Are these readings curriculum-oriented, or just extensive readings? Are they meant to help in attaining professional teaching quality, or for other cultural purposes? ... And there are many similar inquiries.

Students' Satisfaction with Teaching Practice

As was expected after discussing the ten items related to the teaching practice introduced in the present PS programme, the majority of students were displeased with the content of their teaching experience. The researcher anticipates more dissatisfaction and disappointment among these future EFL teachers when they will face real classrooms in real contexts and find themselves equipped with a poor experience.

3.2.2.2. Cross Tabulation Findings Discussion

It is worth reminding that cross tabulation was a sub-part of data analysis that was devoted to test the relationships between the ordinal variables of the questionnaire (the items) and nominal variables (option and gender). In other words, it aimed to see whether students' knowledge and competence about each item was influenced by their gender and/or option.

In fact, this process revealed a number of items that were differently grasped when the respondent is an LS student not an LC one and vice versa. However, after a focused observation, the researcher noticed that most of the areas, in which LS students proved to be better trained in, were areas related to 'how to teach the language' or 'what you need to know in order to teach adequately', like knowledge about L1 and FL acquisition processes, the use of ICT's in EFL teaching, and knowledge about assessment and evaluation. Conversely, aspects more seized by LC students were the ones associated to the use of 'the language itself', such as knowledge about spoken and written English and being a part in interactions with native speakers. Regarding these inputs, one may say that the LS Master's programme is biased to the technical aspects of teaching language on the detriment of the subject-matter which is the English language per se, while the LC Master's seems to be short of several methodical and practical facets of teaching preparation, and to be more focused on the use of the language itself. These facts opened the door for many questions about the aim of each Master's programme in terms of academic purposes, and whether it is designed to meet students' needs and wants in the fields of work. These inquiries are made because the observer of the Algerian economic situation is surely going to notice the absence of work opportunities rather than the teaching profession. In other terms, it does not matter, in our country, if the EFL student is trained to be a teacher or to use the language for different purposes, in the majority of cases this student is going to apply for a job in the-only-available field of work which is 'Education'.

As to the areas which were consequential when the sex of the respondents changed, unexpectedly, male students claimed to have a better language in all of them like classroom management, assessment and communication with native speakers. As to the latter item, if we consider that the most accessible way to interact with native English speakers is through web social networks, the question we may ask is: is there any study that confirms that male students benefit more from using the internet in speaking in the target language? As to the former two aspects, is there any research revealing that men are better classroom-managers and better assessors? All these questions need specific research, which could be a hybrid between didactics, psychology, and sociology, to be answered. Meanwhile, it can be assumed in the current research that the variable of gender had no influence on the EFL training items.

3.3. Conclusion

As was pointed to in the beginning, Chapter 3 was devoted to the analysis of the first questionnaire that was administered to the students at the level of the University. This research instrument enabled the researcher to obtain accurate view on the EFL PS training held at the University of Tlemcen from the students' introspective standpoint.

The findings of this chapter highlighted a number of EFL training facets that were dealt with in an inadequate manner, which yielded majority dissatisfaction among students. Taken together, the areas of EFL Education, Teaching EFL Methodology, and L1 and L2 Acquisition Processes proved to be grasped in a satisfactory way. Worse still, the area of assessment and evaluation seemed to be a strange topic to the future teachers. In addition, this chapter supported the researcher's hypothesis that the university-based PS training is purely theoretical where no space is devoted for teaching practice. Furthermore, the cross tabulation analysis that was devised to see the relevance of these results in

accordance with the students' demographic information stressed the fact that some Master's programmes cannot be relied on to prepare EFL teachers; they are rather designed for other academic purposes.

Nevertheless, these results remain as evidence taken from one research tool addressed to students. To generalize these findings, they should be cross-checked with the other instruments' results that will come in Chapter 4.

CHAPTER FOUR

Trainees' Questionnaire and Experts' Group Interview Analysis

- 4.1. Introduction**
- 4.2. ITT Trainees' Questionnaire Analysis**
 - 4.2.1. Data Analysis**
 - 4.2.2. Discussion of the Findings**
- 4.3. Experts' Group-Interview Analysis**
 - 4.3.1. Data Analysis**
 - 4.3.2. Discussion of the Findings**
- 4.4. Conclusion**

4.1. Introduction

This fourth chapter is divided into two sections, while each section is devoted to a different research instrument. The first part is meant for the analysis of the school-based questionnaire that approached 10 newly-recruited teachers after their ITT. As to the second part of this chapter, it is designed to set forth and discuss the results of the forum that gathered a number of EFL experts to discuss the current situation of EFL teacher development.

4.2. ITT Trainees' Questionnaire Analysis

As aforementioned in section 2.3.2., the same form of questionnaire designed to address EFL students at the University was distributed to newly-recruited EFL teachers in the town of Tlemcen. In fact, the Ministry of Education recruited ten teachers in the year of 2016. These teachers have to attend a training programme which lasts for one academic year. It is worth mentioning that the researcher approached these student-teachers just some two weeks before the end of their training in order to see whether the ITT programme in use is well designed to complement the work done at university (PS training) and to meet novice teachers' needs before facing real classrooms and pupils. In the same way as the university-based questionnaire, the mean, the standard deviation and frequencies were analysed to define the remaining needs and shortcomings in the school-based ITT programme and to test its correspondence with the results of the previous chapter.

4.2.1. Data Analysis

Part I: Demographic Information

The first datum that attracts the observer of table 4.1 is that the number of collected questionnaires was seven. In fact, three trainees were absent during all the training sessions, but they were replaced by three other candidates one month before the end of the ITT programme only. The researcher did not take these last coming trainees into consideration seeing that they were not apt to evaluate the training programme after one month.

As shown in table 4.1 and fig 4.1, the group of trainees contains one male six were female.

Table 4.1: Information about Trainees' Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1	14.3	14.3	14.3
	Female	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

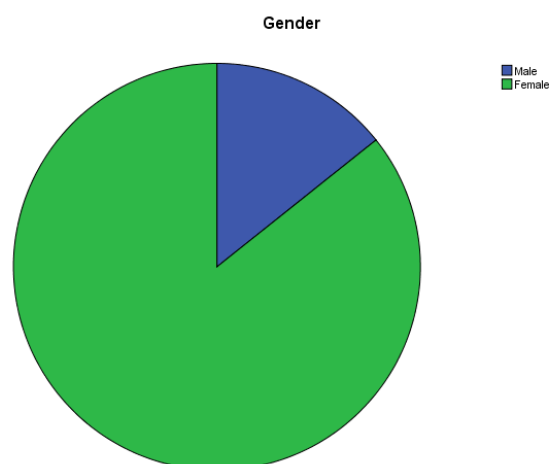


Figure 4.1: Information about Trainees' Gender

As to the trainees' learning background, 4 trainees were LS Master holders while the 3 others were LC students. These frequencies and their percentages are displayed in table 4.2 and fig. 4.2.

Table 4.2: Information about Trainees' Option

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LS	4	57.1	57.1	57.1
	LC	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

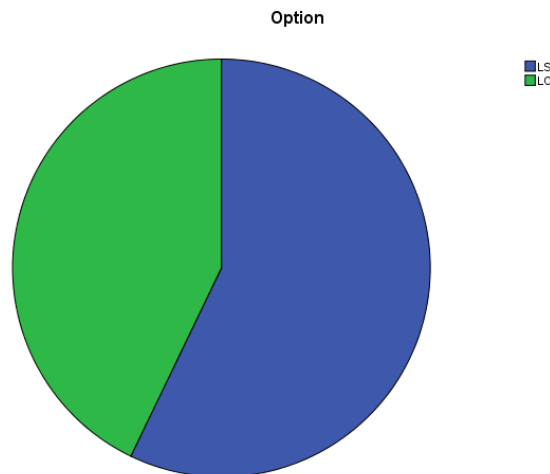


Figure 4.2: Information about Trainees' Option

Part II: Category A: Theoretical Acquisition

Rubric 1: The English Language

Item 1.1: The Nature of the English Language and Basic Concepts of Language System

When asked about their knowledge in the language; this time, all trainees declared that they have a high level. This unique answer to 100% resulted in a

mean of 4.00, and automatically since all the answers were homogenous, the SD was equal to 0.000 (Consider tables 4.3 and 4.4)

Table 4.3: Mean and Standard Deviation Statistics of Item 1.1

		1.1 The nature of language and basic concepts of language systems.
N	Valid	7
	Missing	0
Mean		4.00
Std. Deviation		0.000

Table 4.4: Frequencies of the Nature of Language and Basic Concepts of Language Systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	7	100.0	100.0	100.0

Item 1.2: Functions of Language Register in English

As to the item related to students' knowledge about language register, the mean achieved a high value of 4.43 which means that the majority of answers were around the options 'high' and 'very high'. In fact, 4 of the answers were in the box 'high' while the remaining responses were 'very high'. These frequencies resulted in an SD of 0.535 (For more details refer to tables 4.5 and 4.6).

Table 4.5: Mean and Standard Deviation Statistics of Item 1.2

		1.2 Functions of language register in English.
N	Valid	7
	Missing	0
Mean		4.43
Std. Deviation		0.535

Table 4.6: Frequencies of Functions of Language Register in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	4	57.1	57.1	57.1
	very high	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 1.3: The Interrelatedness of Listening, Speaking, Reading and Writing

In the same order of questions as the previous questionnaire, this third inquiry was meant to test the future teachers' awareness about the interrelatedness of the four language skills. With a mean of 3.43, the respondents' answers were distributed on two options of the scale: 'moderate' with 4 responses, and 'high' chosen in 3 occasions. This division in opinions is explained by the value of the SD which attained 0.535 as shown in the following tables 4.7 and 4.8.

Table 4.7: Mean and Standard Deviation Statistics of Item 1.3

		1.3 The interrelatedness of listening, speaking, reading and writing.
N	Valid	7
	Missing	0
Mean		3.43
Std. Deviation		0.535

Table 4.8: Frequencies of the Interrelatedness of Listening, Speaking, Reading and Writing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	4	57.1	57.1
	high	3	42.9	100.0
	Total	7	100.0	100.0

Item 1.4: The Structure of the English Language and Conventions of Written and Spoken English

Concerning the item related to the newly-recruited teachers' knowledge about the structure of the TL, as shown in table 4.10, two groups with the same of 3 students, for each, asserted that their knowledge in the area is respectively 'moderate' and 'high'. There was 1 respondent who claimed to have a 'low' level in this item. These frequencies are supported by a mean of 3.29 and a high SD of 0.756 regarding this spread of opinions (See table 4.09).

Table 4.9: Mean and Standard Deviation Statistics of Item 1.4

		1.4 The structure of the English language and conventions of written and spoken English.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.756

Table 4.10: Frequencies of the Structure of the English Language and Conventions of Written and Spoken English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3	14.3
	moderate	3	42.9	42.9	57.1
	high	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 1.5: Models and Examples of Written and Oral Discourse

The last question in the first rubric was meant to see whether newly-recruited teachers were apt to represent models and examples of written and oral discourse. By a mean of 3.14, 6 respondents, out of 7, claimed to have a 'moderate' level in this item (See table 4.12). As 85.7% of the responses were unique, the SD achieved a low value of 0.378.

Table 4.11: Mean and Standard Deviation Statistics of Item 1.5

		1.5 Models and examples of written and oral discourse.
N	Valid	7
	Missing	0
Mean		3.14
Std. Deviation		0.378

Table 4.12: Frequencies of Models and Examples of Written and Oral Discourse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	6	85.7	85.7	85.7
	high	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

*Rubric 2: EFL Education**Item 2.1: The Historical, Theoretical and Policy Foundations of EFL Education in Algeria*

In this second rubric, trainees were asked firstly to evaluate their knowledge about the historical, theoretical and policy foundations in the Algerian EFL education. Unexpectedly, all the seven trainees assess their knowledge in the area as 'moderate'. These homogenous answers resulted in a mean of 3.00 and an SD of 0.000 (See tables 4.13 and 4.14).

Table 4.13: Mean and Standard Deviation Statistics of Item 2.1

2.1 The historical, theoretical and policy foundations of EFL education in Algeria.		
N	Valid	7
	Missing	0
Mean		3.00
Std. Deviation		0.000

Table 4.14: Frequencies of the Historical, Theoretical and Policy Foundations of EFL Education in Algeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	7	100.0	100.0	100.0

Item 2.2: Types of EFL Programmes in Algerian Education

As to the question about their awareness about types of EFL programmes in Algeria, the respondents were divided into two groups: 4 trainees claiming to have a 'moderate' knowledge in the area, while the other 3 respondents assessed

their knowledge to be 'high', as shown in table 3.16. These frequencies are supported by a mean of 3.43 and an SD of 0.535, as displayed in table 4.16.

Table 4.15: Mean and Standard Deviation Statistics of Item 2.2

		2.2 Types of EFL programmes in Algerian Education.
N	Valid	7
	Missing	0
Mean		3.43
Std. Deviation		0.535

Table 4.16: Frequencies of Types of EFL Programmes in Algerian Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	4	57.1	57.1	57.1
	high	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 2.3: Research Findings Related to EFL Education

Resulting in a high SD of 0.756, the trainees' answers, about their knowledge about common research related to EFL education, were dispersed as follows: 3 answers in the option 'low', 3 other answers for 'moderate', and 1 response for 'high'. The mean of these frequencies was to 2.71 (Consider tables 4.17 and 4.18 for all details).

Table 4.17: Mean and Standard Deviation Statistics of Item 2.3

		2.3 Research findings related to EFL education.
N	Valid	7
	Missing	0
Mean		2.71
Std. Deviation		0.756

Table 4.18: Frequencies of Research Findings Related to EFL Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	3	42.9	42.9
	moderate	3	42.9	85.7
	high	1	14.3	100.0
	Total	7	100.0	100.0

Item 2.4: Techniques Urging Learners to Use the TL

As shown in table 4.20, the majority of respondents, 5 trainees, claimed that they 'moderately' master classroom techniques to encourage their learners to use English. The remaining 2 trainee's answers were in the option 'high'. These statistics are maintained by table 4.19 that reveals the values of the mean, which attains 3.29, and the SD of 0.488.

Table 4.19: Mean and Standard Deviation Statistics of Item 2.4

		2.4 Techniques to urge learners to use English and to avoid using their L1.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.488

Table 4.20: Frequencies of Techniques to Urge Learners to Use English and to Avoid Using their L1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	5	71.4	71.4	71.4
	high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Rubric 3: L1 and FL Acquisition Processes

Item 3.1: Theories, Concepts and Researches Related to L1 Development

As to the element devoted to evaluate the trainees' knowledge about L1 development, as presented in table 4.21, the first remarkable datum is that the SD attained a very high value of 1.000 as the responses were equally distributed on many options. In fact, 3 trainees answered to have a 'low' knowledge in this item, 3 others answered 'high', while 1 trainee chose the response 'moderate' (See table 4.22). These frequencies resulted in a mean of 3.00.

Table 4.21: Mean and Standard Deviation Statistics of Item 3.1

		3.1 Theories, concepts and research findings related to L1 development.
N	Valid	7
	Missing	0
Mean		3.00
Std. Deviation		1.000

Table 4.22: Frequencies of Theories, Concepts and Research Findings Related to L1 Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	3	42.9	42.9	42.9
	moderate	1	14.3	14.3	57.1
	high	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 3.2: Theories, Concepts and Research Related to FL Development

The trainees were, then, approached through the same question save for it was in this item about L2 development. The mean of this question reached a value of 3.43 and the SD was equal to 0.535 (See table 4.23). In this item, 4 trainees claimed to have a 'moderate' knowledge about the area, while the remaining 3 student-teachers evaluate their level to be high as illustrated in table 4.24.

Table 4.23: Mean and Standard Deviation Statistics of Item 3.2

		3.2 Theories, concepts and research findings related to L2 development.
N	Valid	7
	Missing	0
Mean		3.43
Std. Deviation		0.535

Table 4.24: Frequencies of Theories, Concepts and Research Findings Related to L2 Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	4	57.1	57.1	57.1
	high	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 3.3: The Interrelatedness of L1 and FL Processes

In the third item of this rubric, the trainees were asked about their awareness about the interrelatedness of L1 and L2 processes. The trainees' responses were spread on the options 'moderate', 'high', and 'very high' with 2 answers, 3 answers and 2 answers respectively. These frequencies yielded a mean of 4.00. Also, this dispersion of responses resulted in an SD of a high value of 0.816 (Consider tables 4.25 and 4.26).

Table 4.25: Mean and Standard Deviation Statistics of Item 3.3

		3.3 The interrelatedness of L1 and L2 acquisition.
N	Valid	7
	Missing	0
Mean		4.00
Std. Deviation		0.816

Table 4.26: Frequencies of the Interrelatedness of L1 and L2 Acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	2	28.6	28.6	28.6
	high	3	42.9	42.9	71.4
	very high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Item 3.4: The Importance of Linguistic Environment and Conversational Support in FL Acquisition

When questioned about their awareness about the importance of linguistic environments in supporting EFL learners, two groups of 3 respondents for each group answered by 'moderate' and 'high', while the remaining 1 trainee evaluated his knowledge in the area as 'very high'. This dispersion in opinions is explained

by the high SD of 0.756. Consider the following tables 4.27 and 4.28 for further statistical details.

Table 4.27: Mean and Standard Deviation Statistics of Item 3.4

		3.4 The importance of linguistic environment and conversational support in FL acquisition.
N	Valid	7
	Missing	0
Mean		3.71
Std. Deviation		0.756

Table 4.28: Frequencies of the Importance of Linguistic Environment and Conversational Support in FL Acquisition

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	moderate	3	42.9	42.9	
	high	3	42.9	85.7	
	very high	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Item 3.5: Common Difficulties Experienced by EFL Students in Learning and Strategies for Overcoming them

The last item was meant to see whether the student-teachers are aware of the common difficulties encountered by EFL learners. The majority of responses, representing 5 answers, were in the option 'moderate', while the remaining 2 trainees claimed to have a 'high' level in this area. The frequencies exposed in table 4.30 are supported by a mean of 3.29 and an SD of 0.488 as illustrated in table 4.29.

Table 4.29: Mean and Standard Deviation Statistics of Item 3.5

		3.5 Common difficulties experienced by EFL students in learning English.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.488

Table 4.30: Frequencies of Common Difficulties Experienced by EFL Students in Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	5	71.4	71.4	71.4
	high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Rubric 4: EFL Teaching Methodology

Item 4.1: Factors and Procedures in Planning EFL Instruction

The mean of students' answers, about their awareness about factors and procedures in planning EFL instruction, was equal to 3.00 as shown in table 4.31. The value of the mean denotes that the majority of answers were in the option 'moderate'; indeed, 5 respondents chose this option in the scale of answers. The SD of this item was equal to 0.577.

Table 4.31: Mean and Standard Deviation Statistics of Item 4.1

		4.1 Factors and procedures in planning EFL instruction.
N	Valid	7
	Missing	0
Mean		3.00
Std. Deviation		0.577

Table 4.32: Frequencies of Factors and Procedures in Planning EFL Instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3	14.3
	moderate	5	71.4	71.4	85.7
	high	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Item 4.2: A Variety of Methods and Techniques Appropriate for Instruction in the EFL Classroom

When asked about their knowledge about EFL methods and techniques, the trainees were divided into two groups (See table 4.34). One group of 4 trainees stated to have a 'high' knowledge in the area, and another group of 3 trainees evaluated their level in this item as 'moderate'. These absolute frequencies are maintained by a mean of 3.57 and an SD of 0.535 as exposed in the following table.

Table 4.33: Mean and Standard Deviation Statistics of Item 4.2

		4.2 A variety of methods and techniques appropriate for EFL instruction.
N	Valid	7
	Missing	0
Mean		3.57
Std. Deviation		0.535

Table 4.34: Frequencies of a Variety of Methods and Techniques Appropriate for EFL Instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	3	42.9	42.9	42.9
	high	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Item 4.3: Strategies for Fostering EFL Students' Communicative Competence

As to the third item meant to see whether EFL trainees are aware of strategies to foster learners' communicative competence, the same statistics were obtained as item 4.2. As displayed in table 4.36, 4 trainees claimed that they are 'highly' aware of these strategies, while 3 respondents assessed their level in the area as 'moderate'. The same values of the mean and the SD are also shown in table 4.35.

Table 4.35: Mean and Standard Deviation Statistics of Item 4.3

		4.3 Strategies for fostering EFL students' communicative competence.
N	Valid	7
	Missing	0
Mean		3.57
Std. Deviation		0.535

Table 4.36: Frequencies of Strategies for Fostering EFL Students' Communicative Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	3	42.9	42.9	42.9
	high	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Item 4.4: The Use of Technological Tools and Resources to Facilitate and Enhance EFL Instruction

In the present item, 5 trainees (out of 7) claimed that they 'highly' master the use of ICT's in EFL instruction. As exposed in table 4.38, this majority represented 71.4% of the whole population, and the remaining 2 students were divided between the options 'low' and 'moderate'. These frequencies are reinforced by a mean of 3.57 and an SD of 0.787.

Table 4.37: Mean and Standard Deviation Statistics of Item 4.4

		4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.
N	Valid	7
	Missing	0
Mean		3.57
Std. Deviation		0.787

Table 4.38: Frequencies of the Use of Technological Tools and Resources to Facilitate and Enhance EFL Instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3	14.3
	moderate	1	14.3	14.3	28.6
	high	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

Item 4.5: Classroom Management Strategies for a Variety of EFL Environments and Situations

As far as classroom management is concerned in EFL teaching, trainees' opinions about this item differed between 'low', 'moderate' and 'high'. However, 4 respondents claimed to have a 'moderate' knowledge about how to manage an EFL classroom: a number that is supported by a mean of 3.14. For more statistical details, consider tables 4.39 and 4.40.

Table 4.39: Mean and Standard Deviation Statistics of Item 4.5

		4.5 Classroom management strategies for a variety of EFL environments and situations.
N	Valid	7
	Missing	0
Mean		3.14
Std. Deviation		0.690

Table 4.40: Frequencies of Classroom Management Strategies for a Variety of EFL Environments and Situations

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	low	1	14.3	14.3	
	moderate	4	57.1	71.4	
	high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Item 4.6: Sharp Awareness of the Teaching Methods Currently in Practice in Algeria

At the end of the fourth rubric, the majority, formed by 5 trainees, confirmed that ITT programme they received enabled them to have a 'moderate' knowledge about the EFL teaching methods currently in practice in Algeria. As illustrated in table 4.42, the remaining 2 trainees assessed their knowledge in the

area in concern as 'high'. These frequencies resulted in a mean of 3.29 and an SD of 0.488 as table 4.41 indicates.

Table 4.41: Mean and Standard Deviation Statistics of Item 4.6

		4.6 Sharp awareness of teaching methods currently in practice in Algeria.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.488

Table 4.42: Frequencies of Sharp Awareness of Teaching Methods Currently in Practice in Algeria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	5	71.4	71.4	71.4
	high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Rubric 5: EFL Learners' Individual Factors and Variables

Item 5.1: Factors that may Affect EFL Students' Learning of Academic Content, Language and Culture

The high SD characterizing the students' answers about the factors affecting EFL learners indicates that there was a great disagreement among respondents; the SD attains a value of 0.976. In numbers, 3 trainees claimed to have a high level in the area, while 2 respondents evaluated their level as 'moderate'. The two remaining trainees answered by 'low' and 'very high' respectively (Consider tables 4.43 and 4.44).

Table 4.43: Mean and Standard Deviation Statistics of Item 5.1

		5.1 Factors that may affect EFL students' learning of academic content, language and culture.
N	Valid	7
	Missing	0
Mean		3.57
Std. Deviation		0.976

Table 4.44: Frequencies of Factors that may Affect EFL Students' Learning of Academic Content, Language and Culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3
	moderate	2	28.6	42.9
	high	3	42.9	85.7
	very high	1	14.3	100.0
	Total	7	100.0	100.0

Item 5.2: Affective Variables Affecting Students' Learning an FL

The second question of this rubric was devoted to assess the EFL trainees' awareness about the affective variables influencing EFL learners. The first remarkable statistic in table 4.45 is the value of the SD which was equal to 0.951: a number that implies the existence of a great dispersion of answers. In fact, 4 trainees evaluated their knowledge in this item as 'moderate'; the answers 'low', 'high' and 'very high' were crossed once for each. All these numbers resulted in a mean of 3.29.

Table 4.45: Mean and Standard Deviation Statistics of Item 5.2

		5.2 Affective variables which highly influence the students' success in the learning of an FL.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.951

Table 4.46: Frequencies of Affective Variables which Highly Influence the Students' Success in the Learning of an FL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3
	moderate	4	57.1	71.4
	high	1	14.3	85.7
	very high	1	14.3	100.0
	Total	7	100.0	100.0

Item 5.3: The Nature of Students' Variation in the EFL Classroom

As displayed in table 4.47, the mean of trainees' responses about their familiarity with EFL learners' variations in the classroom was equal to 3.57, and the SD attained a value of 0.787. The value of the mean indicates that the majority of answers were around the option 'moderate': a fact that is illustrated in tables 4.48 when 4 trainees answered by 'moderate', 2 trainees by 'high' and 1 respondent by 'very high'.

Table 4.47: Mean and Standard Deviation Statistics of Item 5.3

		5.3 The nature of students' variation in the EFL classroom.
N	Valid	7
	Missing	0
Mean		3.57
Std. Deviation		0.787

Table 4.48: Frequencies of the Nature of Students' Variation in the EFL Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	4	57.1	57.1	57.1
	high	2	28.6	28.6	85.7
	very high	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Rubric 6: EFL Assessment and Evaluation**Item 6.1: Assessment Design, Development and Interpretation**

As far as assessment is concerned, the trainees were asked, in this item, to evaluate their knowledge about test design, development and interpretation. As shown in table 4.50, a group of 4 students did not deny having a 'moderate' knowledge in the area, while the remaining 3 respondents claimed that they have a 'high' level in this item. These frequencies resulted in a mean of 3.29 and an SD of 0.488 as table 4.49 illustrates.

Table 4.49: Mean and Standard Deviation Statistics of Item

		6.1 Basic concepts, issues and practices related to test design, development and interpretation.
N	Valid	7
	Missing	0
Mean		3.29
Std. Deviation		0.488

Table 4.50: Frequencies of Basic Concepts, Issues and Practices Related to Test Design, Development and Interpretation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	moderate	5	71.4	71.4	71.4
	high	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Item 6.2: Types of Assessments Used in EFL Classrooms

In the second item of Rubric 6, trainees were approached to confirm whether they were aware of the different types of assessment used in TEFL. Actually, the trainees' opinions were dispersed on many options as clarified in table 4.52: 'moderate' with 4 answers, 'high' with 2 answers, and a unique answer for the option 'low'.

Table 4.51: Mean and Standard Deviation Statistics of Item 6.2

		6.2 Types of assessment used in EFL classroom.
N	Valid	7
	Missing	0
Mean		3.14
Std. Deviation		0.690

Table 4.52: Frequencies of Types of Assessment Used in EFL Classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3
	moderate	4	57.1	71.4
	high	2	28.6	100.0
	Total	7	100.0	100.0

Item 6.3: Standardised Tests Used in EFL Programmes

As to the question devoted to standardised tests, surprisingly, the trainees' answers were distributed in the same order as item 6.2 which yielded the same values of mean and SD (See table 4.53). As shown again in table 4.54, a group of 4 trainees claimed having a 'moderate' knowledge about this item and 2 other trainees answered with 'high', while the option 'low' was chosen once.

Table 4.53: Mean and Standard Deviation Statistics of Item 6.3

6.3 Standardised tests commonly used in EFL programmes.	
N	Valid Missing
	7 0
	Mean
	3.14
	Std. Deviation
	0.690

Table 4.54: Frequencies of Standardised Tests Commonly Used in EFL Programmes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	14.3	14.3
	moderate	4	57.1	71.4
	high	2	28.6	100.0
	Total	7	100.0	100.0

Part II: Category B: Trainees' Satisfaction with Theoretical Courses

After finishing all the items related to the theoretical offerings of the ITT programme received by the newly-recruited teachers, they were asked whether they were satisfied with their training from a theoretical point of view. The mean of the answers attained a low value of 2.43 (See table 4.55) which explains the fact that 5 student-teachers (out of 7) were not satisfied with the offered courses. There was only 1 trainee who showed his satisfaction, while the remaining 1 was undecided (Consider also table 4.56).

Table 4.55: Mean and Standard Deviation of Trainees' Satisfaction about Theoretical Courses

N	Valid	7
	Missing	0
	Mean	2.43
	Std. Deviation	0.787

Table 4.56: Frequencies of Trainees' Satisfaction about Theoretical Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	71.4	71.4	71.4
	undecided	1	14.3	14.3	85.7
	agree	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Part II: Category C: Teaching Practice

Rubric 7:

In the same way as in Rubric 7 of the previous questionnaire, the trainees had three answers to choose between: 'never', 'sometimes' or 'always'.

Item 7.1: Practical Teaching Training Inside University

In this first item of Rubric 7, the researcher wanted to confirm whether the subject trainees had any teaching experience when being university students. The results shown in table 4.58 revealed that 4 trainees had the opportunity to make peer teaching sessions, while the remaining 3 trainees did not deny that they never practised such an activity at university. This division of answers implied a mean of 1.57 and an SD of 0.535.

Table 4.57: Mean and Standard Deviation Statistics of Item 7.1

		7.1 Practical teaching training experience inside university.
N	Valid	7
	Missing	0
Mean		1.57
Std. Deviation		0.535

Table 4.58: Frequencies of Practical Teaching Training Experience Inside University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	42.9	42.9	42.9
	sometimes	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Item 7.2: Practical Teaching Training in Real Classrooms

As to the teaching training in real classroom, 4 trainees, who represent 57.1% of the whole population, asserted that they did not have any opportunity to meet real EFL learners in real classrooms during their school-based ITT. The remaining 3 respondents claimed that they have 'sometimes' practised intensive

teaching training (See table 4.60). Following these frequencies, the mean achieved a value of 1.43 and the SD was equal to 0.535 as demonstrated in table 4.59.

Table 4.59: Mean and Standard Deviation Statistics of Item 7.2

		7.2 Practical teaching training experience in real classrooms.
N	Valid	7
	Missing	0
Mean		1.43
Std. Deviation		0.535

Table 4.60: Frequencies of Practical Teaching Training Experience in Real Classrooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	4	57.1	57.1	57.1
	sometimes	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 7.3: Classroom Observation

By a mean equal to 2.00, the majority of trainees chose the answer 'sometimes' when asked about the frequency of practising classroom observation for other practitioners. In fact, as shown in table 5.62, 5 out of 7 trainees answered 'sometimes'. The SD of the answers of this item was equal to 0.577 (See table 5.61).

Table 4.61: Mean and Standard Deviation Statistics of Item 7.3

		7.3 Classroom observation for other teachers practising their profession.
N	Valid	7
	Missing	0
Mean		2.00
Std. Deviation		0.577

Table 4.62: Frequencies of Classroom Observation for Other Teachers Practising their Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	1	14.3	14.3	14.3
	sometimes	5	71.4	71.4	85.7
	always	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Item 7.4: EFL Skills Training

The mean of the answers, related to the practice of EFL skills in training, was equal to 1.57 and the SD attained a value of 0.535 (See table 5.63). As to the frequencies, as table 5.64 clarifies, 4 trainees claimed that they were 'sometimes' trained on EFL skills, while the other 3 trainees asserted that they were 'never' subject to such training.

Table 4.63: Mean and Standard Deviation Statistics of Item 7.4

		7.4 EFL skills training.
N	Valid	7
	Missing	0
Mean		1.57
Std. Deviation		0.535

Table 4.64: Frequencies of EFL Skills Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	42.9	42.9	42.9
	sometimes	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

Item 7.5: Evaluation of the Teaching Performance by the Trainer and;

Item 7.6: Self-evaluation of the Teaching Practice

Items 7.5 and 7.6 were devoted to the evaluation of the teaching practice by the trainer and by the trainees themselves respectively. These two items are analysed in one block since they yielded homogenous results as shown in tables 5.64-67. In frequencies, 5 trainees asserted they had 'never' been evaluated on their teaching practice by their trainees nor they were given a chance to evaluate themselves. This portion of respondents represented 71.4% of the whole population. The frequencies of the items, consequently, resulted in the same mean of 1.29 and the same SD of 0.488.

Table 4.65: Mean and Standard Deviation Statistics of Item 7.5

		7.5 Evaluation of the teaching performance by the trainer.
N	Valid	7
	Missing	0
Mean		1.29
Std. Deviation		0.488

Table 4.66: Frequencies of Evaluation of the Teaching Performance by the Trainer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	5	71.4	71.4	71.4
	sometimes	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Table 4.67: Mean and Standard Deviation Statistics of Item 7.6

7.6 Self-evaluation of the teaching practice.		
N	Valid	7
	Missing	0
Mean		1.29
Std. Deviation		0.488

Table 4.68: Frequencies of Self-evaluation of the Teaching Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	5	71.4	71.4	71.4
	sometimes	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Item 7.7: Practice of Teaching Methods

As to the practice of EFL methods in teaching, the answer 'sometimes' was chosen by a majority of 5 trainees. As shown in table 4.69, while the remaining 2 trainees claimed that they had never practised EFL methods. The mean of these answers was equal to 1.71 while the SD achieved a value of 0.488 (See table 4.68).

Table 4.69: Mean and Standard Deviation Statistics of Item 7.7

7.7 Practice of the teaching methods.		
N	Valid	7
	Missing	0
Mean		1.71
Std. Deviation		0.488

Table 4.70: Frequencies of Practice of the Teaching Methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	28.6	28.6	28.6
	sometimes	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

Item 7.8: Self-reliance in Lesson Planning and Evaluation

The first notable datum related to the question of trainees' self-reliance in lesson planning and evaluation is the high value of the SD. As illustrated in table 4.70, the SD attained 0.816. In fact, the answers were distributed on three options: 3 trainees claimed that they had 'sometimes' the opportunity to plan their lessons, 2 trainees asserted that they 'always' rely on themselves in planning lectures, while the remaining two trainees did not deny that they had 'never' practised such an activity (See table 4.71).

Table 4.71: Mean and Standard Deviation Statistics of Item 7.8

		7.8 Self-reliance in lesson planning and evaluation.
N	Valid	7
	Missing	0
Mean		2.00
Std. Deviation		0.816

Table 4.72: Frequencies of Self-reliance in Lesson Planning and Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	28.6	28.6	28.6
	sometimes	3	42.9	42.9	71.4
	always	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Item 7.9: The Opportunity to Interact with Native Speakers

The trainees were asked, then, if their ITT programme included any activity that permitted to them to interact with native speakers. With a mean of 1.43, the majority formed by 4 respondents asserted the absence of any kind of such an activity. The remaining 3 trainees claimed that they had 'sometimes' the chance to interact with native speakers of English (Consider tables 5.72 and 5.73).

Table 4.73: Mean and Standard Deviation Statistics of Item 7.9

		7.9 The opportunity to interact with native speakers.
N	Valid	7
	Missing	0
Mean		1.43
Std. Deviation		0.535

Table 4.74: Frequencies of the Opportunity to Interact with Native Speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	4	57.1	57.1	57.1
	sometimes	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Item 7.10: Exposure to EFL Professional Documents

According to 5 trainees (out of 7), the current school-based ITT gave 'sometimes' a share to deal with EFL professional documents, which represented 71.4% of the whole population as displayed in table 4.75. Nevertheless, the remaining 2 trainees answered that they were 'never' exposed to ELT professional books and journals. As shown in table 4.74, the mean behind these frequencies was 1.71 and the SD was equal to 0.488.

Table 4.75: Mean and Standard Deviation Statistics of Item 7.10

		7.10 Exposure to EFL professional books, textbooks and journals.
N	Valid	7
	Missing	0
Mean		1.71
Std. Deviation		0.488

Table 4.76: Frequencies of Exposure to EFL Professional Books, Textbooks and Journals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	28.6	28.6	28.6
	sometimes	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

Part II: Category D: Students' Satisfaction with Teaching Practice

At the end of the second part of the questionnaire, the trainees were asked whether they were satisfied with the practical facet of the school-based ITT before they move to real workplace. As illustrated in table 5.76, the very high value of the SD, which attained 1.134, implies the existence of a great disagreement among the respondents in terms of their satisfaction. In fact, the answers were dispersed between the options: 'agree', 'strongly disagree' and 'disagree'. The latter option represented the majority of answers with 4 responses. It is worth also to point to the cumulative percentage of the responses 'disagree' and 'strongly disagree' which was equal to 71.4% (See table 5.77).

Table 4.77: Mean and Standard Deviation of Trainees' Satisfaction about Teaching Training

N	Valid	7
	Missing	0
Mean		2.43
Std. Deviation		1.134

Table 4.78: Frequencies of Trainees' Satisfaction about Teaching Training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	14.3	14.3
	disagree	4	57.1	71.4
	agree	2	28.6	100.0
	Total	7	100.0	100.0

Part III: Open Question

In an analogous way with the university students' questionnaire, at the end of this instrument, the trainees were requested to add any remark or comment about the ITT programme they were subject to. Since it was a free space of discussion, 5 trainees answered this question while the remaining had nothing to share.

Ordered according to their frequency of appearance, the first notes to mention were that 4 out of 5 respondents claimed that the ITT programme they were subject to, during a whole academic year, was purely and merely theoretical. All of these four respondents wished if they received training inside real classrooms with real EFL learners. Also, one of the trainees showed his dissatisfaction regarding lack of communication between the trainers and the trainees. This student-teacher regretted that they were never asked or given a chance to express their different individual felt needs. Also, there was a claim about the organization of the training programme, since it was held in short periods of one or two weeks, which make them very accelerated and loaded in terms of theory. The last striking comment made by one of the respondents was that he/she described the ITT programme in use as a "waste of time"!

4.2.2. Discussion of the Findings

This questionnaire was replicated with the newly-recruited teachers, who spent one year training, in order to compare the final results with the answers of students at university.

Part I: Demographic Information

The first datum obtained from the results is the absence of three trainees during the entire training programme. Those three student-teachers were replaced by other candidates till the last month of training, and they set for the

final exam and were evaluated in the same way as their mates who attended all the training sessions. These facts aroused many questions about the reliability of the programme organization and evaluation.

As to the distribution of the ITT trainees in terms of gender, it is always female-dominated as the group of trainees included one male only. As far as the studies background of the trainees is concerned, the results showed that the EFL teachers are recruited regardless of the option of their diploma. LS and LC students have equal chances in getting a teaching job position, though the results of the previous questionnaire revealed that the LC Master's Programme was designed for other purposes rather than teaching. These facts confirm the researcher's claim that the 'unique' place where students have chances to get a job is rather in Education.

Part II: Category A: Theoretical Acquisition

Rubric 1: The English Language

As far as teachers' language proficiency is concerned, this time, trainees asserted that they were able to present linguistic models for their future learners as shown in the analysis of item 1.1 (*The Nature of the English Language and Basic Concepts of Language System*). This result can be explained either by the fact that the current ITT programme gave the trainees the opportunity to develop their linguistic competence, or the recruiting process succeeded in choosing only the competent students in terms of language.

The same thing can be said about item 2.1 where all the trainees answered by 'high' or 'very high' when describing their knowledge about *Functions of Language Register in English* which represented another positive factor about the future EFL teachers in question.

As to items 3, 4 and 5, the analysed results showed that the trainees had a moderate-to-high level in these ELT facets.

Rubric 2: EFL Education

As abovementioned in the analysis, the majority of the trainees' answers about the four items of Rubric 2 were in the option 'moderate' which means that the future EFL teachers could not acquire a better level in what concerns EFL education knowledge even after the ITT programme: a fact that arouses many questions about the absence of such a crucial facet of EFL teacher training (Fillmore and Snow, 2000) which is meant to enrich the teachers' knowledge about research findings and programmes about EFL education mainly in Algeria.

Rubric 3: L1 and FL Acquisition Processes

The results of the third rubric meant for L1 and FL development processes are dissimilar from one item to another. Except for item 3.1 (*Theories, Concepts and Researches Related to L1 Development*) in which many respondents answered to have a 'low' level, the majority of answers in the other items were between 'moderate' and 'high' and sometimes even 'very high'. For a second time, the field of L1 and FL Acquisition Processes proved to be dealt with in a good way or at least it is given a share in the current training.

Rubric 4: EFL Teaching Methods

Regarding the data analysis findings, which asserted that the majority of students' answers about Rubric 4 were in the case 'moderate', many inquiries are to be made here: This rubric which is devoted to EFL teaching methods contains a number of items that are very crucial to be known and mastered by future EFL teachers (Larsen-Freeman, 2000); however, following the findings, the ITT programme in use did not add lot of things to the trainees in terms of this field since their level remained 'moderate' in most cases. In fact, the researcher expected more practice and more importance to be given to such an area for the

student-teachers before going to real classrooms, and this is what was mentioned in hypothesis H2.

Rubric 5: EFL Learners' Individual Factors and Variables

Following all the results related to Rubric 5, the trainees evaluated their level in what concerns EFL learners' individual factors and variables between 'moderate' and 'high' in most of their answers. In fact, knowledge about learners' variation in terms of psychology and behaviour is a cornerstone in training EFL teachers (Ministry of Education of Québec, 2001).

Rubric 6: EFL Assessment and Evaluation

As far as assessment is concerned, specialists of EFL teacher development insist on its importance to prepare competent teachers as assessment and evaluation play a great role in teaching (Remesal, 2011). The previously analysed results showed that the present ITT did not really introduce a training of a high level in assessment, since the majority of answers were in the option 'moderate'. Normally, trainees who have only few months before starting their work in real environments should have a better training, rather than 'moderate', in such a very important facet of TEFL as assessment. The latter could be considered as another element to be reconsidered in the current training programmes.

Students' Satisfaction with Theoretical Courses

Though trainees' opinions about the ITT programme they were subject to were more satisfactory than their opinions when being students, they seemed always disappointed with the ITT theoretical offerings. According to these trainees, the current ITT programme enabled them to develop a 'moderate' knowledge in most of the items: a fact that did not satisfy the student-teachers' eagerness to learn many expected things before real job situations.

Rubric 7: Teaching Practice

Since it contains several items, this rubric was better to be discussed in independent items.

Item 7.1: Practical Teaching Training Inside University

The trainees were asked for a second time whether they practised any teaching training at university to cross-check the same question asked in the students' university-based questionnaire. The latter questionnaire revealed that students at university had only one chance to make a session of teaching in front of LMD1 students; nevertheless, there were many students who had not this opportunity regarding time and management constraints. In fact, this second questionnaire confirmed these findings since there were 3 trainees who had never faced a classroom during their university-based PS training. Worst still, these students had the chance to be chosen and recruited to be EFL teachers, which means that the recruiting process does not give any importance to the content of the training programme.

Item 7.2: Practical Teaching Training in Real Classrooms

As to the teaching practice in real classrooms, it is very astonishing and surprising that the majority of trainees claimed not having any practice in their ITT programme: a fact that does not go hand in hand with what was proposed in H1. It could be accepted, to a lesser extent, if a university-based PS training does not give much importance to practice, but when it comes to school-based ITT programmes for newly-recruited teachers, and who are going to face real pupils after few months, alarms are to be signalled (Bartels, 2005; Ramsey, 2000)! Many questions are to be asked here about the aim behind such an ITT programme: how and by whom was it designed ...? All these inquiries and others should be reconsidered in further steps of this research.

Item 7.3: Classroom Observation and Item 7.4: EFL Skills Training

Both activities of classroom observation for EFL practitioners doing their job and training on EFL skills scored a majority of answers in the option 'sometimes'. If we take into account the absence of any practical space for student-teachers, it will be understood why classroom observation and EFL skills training did not have a great share in the current ITT. It seems that the whole ITT programme in use, in its turn, is based on theory rather than practice.

Items 7.5 and 7.6: Training Evaluation

We have noticed that the majority of trainees asserted the absence of evaluation in the ITT programme, neither self-evaluation nor trainees' evaluation, which denotes the non-existence of a very crucial facet of teacher development which has many impacts on the development and evaluation of the training process. In fact, the absence of training evaluation is again another implication of the non-existence of real teaching practice. This is why trainees at the end of the ITT programme set for a written exam not a practical one!

Item 7.7: EFL Teaching Methods and Item 7.8: Lesson Planning and Evaluation

In fact, EFL teaching methods and lesson planning and evaluation represented other crucial elements in forming a competent EFL teacher (Larsen-Freeman, 2000; Britten, 1988) that are not given an deserved share in current ITT programme if one really considers their importance in TEFL. This questionnaire addressed to school-based trainees each time confirms the second hypothesis in which the researcher claimed the existence of a sharp need for a rather practical approach.

Item 7.9: Interaction with Native Speakers

In addition to the previous items which proved to be dismissed in the present ITT programme, the trainees' questionnaire also revealed the absence of any activity which provide professional contact between the trainees and native speakers not least EFL teachers: a fact that means that these trainees had no space for friction and discussion with their native counterparts which may generate good practices in teaching, innovation, and which help them to shape their teaching identity.

Item 7.10: Exposure to Professional EFL Documents

Unexpectedly, the trainees claimed that they did not deal with EFL professional textbooks, books and journals sufficiently (sometimes) which means that they did not master the content of ELT textbooks they are going to work with nor official documents they need in their career. Likewise, as was hypothesised in H2, they were not really equipped and informed about the latest findings and trends of the EFL profession. Many questions are to be asked here again about the seriousness of such a programme.

Students' Satisfaction with Teaching Practice

As was expected by the researcher, the majority of trainees finished their year of training without being satisfied in terms of their practical needs. In fact, normally no one of them is to be satisfied according to their answers about the absence of the majority of practical activities that qualify them to face real classrooms.

4.3. Experts' Group-Interview Analysis

It is worth mentioning that this research tool approached four experts in the sphere of education and higher education (The English Department Scientific Committee President, the Head of the Department, a practitioner teacher with a hybrid experience in secondary education and higher education, and a recently retired EFL inspector and teacher trainer with the Ministry of Education). As aforesaid, these forum data were analysed using the NVivo 8 software which enabled the researcher to classify the results in a specific number of nodes. Following a theory-based approach, these nodes were determined by the researcher prior to coding. Each node represented a facet of teacher training or of quality assurance in teacher training. However, the theoretical coding approach does not forbid the emergence of a number of unexpected ideas and beliefs which pushed the researcher to create new nodes that did not stem from the review of literature in the beginning of the analysis process.

4.3.1. Data Analysis

The NVivo software not only helped the researcher to categorize the participants' beliefs and opinions, but also it provided some important statistical data about how often nodes were mentioned or referred to in the transcribed forum script. These quantitative data about the content of the forum, how many times a node was mentioned, and how much it covered in the whole text are summarised in the following table:

Table 4.79: Statistics about the NVivo Nodes

Node	Number of References	Coverage
Students' Needs	18	18.65%
Societal Factors	05	08.04%
Project and Trainer Factors	15	13.03%
Institutional Factors	04	05.88%
Learner Factors	03	00.90%
<i>Training Content</i>	14	15.08%
<i>Ministries Collaboration</i>	14	14.64%
<i>Recommendations</i>	02	00.80%

N.B: The last three nodes in italics are the newly emerging nodes.

4.3.1.1. Beliefs' about Students' Needs

The participants in the forum tackled the issue of EFL students' needs to achieve professional competence in many occasions as pointed to in table 4.78. However, before referring to the specific needs in names, the participants insisted on the approaches to deal with these needs since, according to all of them, target situation needs are completely ignored. For instance, one of the respondents claimed:

In fact if we can speak about learners' needs (.) we have got to target two types of needs (.) learning needs (.) and target situation needs (.) what is targeted in fact in our project is only learning needs (.) the target situation needs are completely ignored

Another respondent shed light on the fact that our society is no more static and the groups of student-teachers are always heterogeneous in terms of abilities and needs. This fact requires giving share to both perceived needs and felt needs and

adopting a phenomenology of education approach which is based on an official curriculum while always giving room to real needs in the context of training. In this vein, the EFL inspector said:

When we talk about the students' needs well which needs? It is very confusing (.) why? Because according to experts in the sphere of education when they talk about the needs (.) perceived needs and felt needs (.) I did this sort of experiment facing a group of master students (.) newly appointed as teachers at the level of the lycée (.) I have the official programme if you like delivered by the ministry (.) when I asked them what do you expect from this two-week training all they said had nothing to do with the official documents stemming from the ministry (.)

In the same train of thoughts, another respondent claimed that students as they have needs, or lacks, they have also wants. All the participants agreed on the point that the final summative certificate or diploma means nothing in the real world of the EFL profession if the future teachers are not equipped to cope with new emerging and unexpected needs and a life-long learning approach.

During this discussion, many needs were sparking here and there, where the participants mentioned the different modules and areas which are necessary to establish the corner-stones of a sound EFL teacher development. Starting from the linguistic competence, moving to EFL methodology and educational psychology, no respondent denied the importance of any one of these facets; however, they all argued about the way they are introduced to the students. They all summoned for a more practical approach to these modules. Putting the student-teachers in real problem situations, not only theories, will enable them to be competent in other dimensions of EFL teaching like classroom management, education and behaviour problems which became spread in our schools, learning styles and strategies... Here is one of the passages, from one of the practitioners' interventions, which tackled these issues:

... Educational psychology is a would be and I think colleagues here present would agree with me (.) is a would be component for a teacher (.) because university students who are preparing their master now (.) and who are going to teach tomorrow kids in the middle school and the secondary school are going to face a different generation with new views with strange behaviour and so on and so forth (.) so if he is not prepared beforehand to how to face how to cope with such behaviours (.) he will find difficulties to teach even if his proficiency level in language is excellent (.) even he masters all the methods and approaches of teaching the languages (.) even he is a brilliant student (.) if he does not know how to cope with adolescents (.) he will have problems (.) if he don't know how to manage large classes (.) mixed ability classes and so on and so forth (.) he will have problems how to cope with his teaching situations (.) and of course we have got learning styles learning strategies ...

According the present experts, this practical approach should start at university to make a bridge to schools. Creating such a continuous practical learning cannot be established without the collaboration of the two ministries of Education and Higher Education.

Finally, one of the experts went to a broader horizon of students' needs, claiming that it is high-time that our institutions should take into account the factor of globalization. Nowadays, Algerian students, as their counterparts everywhere, look for opportunities to post-graduate and even work abroad. Therefore, it is necessary to find a recognised position by assuring quality that is approved worldwide.

4.3.1.2. Beliefs' about the Societal Factors

When asked whether programmes, especially Master's programmes, are conform to the socio-economic needs of the Algerian society, the forum participants (mainly university teachers) claimed that a great number of Master's

specialities could find no projection on the real Algerian context. One of the interesting explanations of this situation was made by the president of the scientific committee when she said:

... The university teacher is thinking about a master specialism which is far from the socio-economic situation (.) we should speak about (.) because these teachers have their own vision (.) normally these masters should emerge from a need (.) a societal need (.) or a socioeconomic need this is not what happen... This is why our masters specialism remain theoretical [yes] no practice...

All the other respondents agreed that these Master's projects are designed on an individual teacher stand-point, while the Ministry of Higher Education is not really compelling criteria that guide Master's proposals to hit a target situation need.

In addition, these projects remain theoretical; or in other terms as one of the respondents claimed, the current Master's programmes can be categorised as academic projects rather than professional ones. All these facts made Master's projects unobvious in terms of content and aims for students, which make them in trouble to choose a speciality to carry on Master's studies.

4.3.1.3. Beliefs' about the Project and Trainer Factors

While analysing the forum transcript, the researcher noticed that mentioning the project factors always implied talking about the trainers' variable and vice-versa. This observation urged the researcher to contain the two factors under the same node covering 13.03% of the whole forum (see table 4. 78).

On the first hand, the forum participants tackled the issue of the trainers in charge of the ITT in use in schools (at the level of Ministry of Education). According to the invited inspector, ITT trainers are teachers who are formed by

the British Council in separated stages of training. However, this population is not without its problems since they all claim that they have no official status from the Ministry of Education. In other words, these trainees are, at the same time, ordinary teachers and teacher-trainers with neither specific salary nor reduced working hour-volume. Having some modules in charge, EFL inspectors also play a role in the ITT, but their number is not sufficient to all trainees.

On the other hand, the participants agreed on many points that are characterizing the professional situation at the tertiary level. The first point that was tackled in this train of thoughts is the fact that many university teachers cannot be defined in terms of academic profile which may lead to not designing teachers in the right module. According to the head of the Department, many teachers are lost between their speciality and their desire of teaching some specific subjects. Also, the department enrolls a high number of students in comparison with the number of teachers and the variety of specialities.

Another issue which was undertaken in this vein is training newly-recruited university teachers (teacher-trainers training). Respondents claimed that newly-appointed teachers are facing students directly after a purely academic career with no background knowledge of the teaching system at university and its requirements. They suddenly find themselves teachers, assessors ... and even sometimes course and syllabus designers. Therefore, no one denied that all these facts will leave some negative seals on the preparation of EFL student-teachers. Nevertheless, the Committee president pointed that there are some individual attempts to self-development made by some novice teachers like classroom observation, but she at the same time claimed that these attempts were not sufficient unless they will be supported by official willingness from the Ministry of Higher Education providing all feasibility requirements to make such training successful. She claimed:

... Unless there is something official nothing will be done (.) because coming from personal initiative (.) it will not work unless it will be really official (.) for example I asked about these matter of training at British universities (.) at the university (.) new newly recruited teachers teaching at the same time receive a kind of training (.) and then by the end of the year they sit for an exam (.) and if they fail aaa they are not officially recruited at the university

4.3.1.4. Beliefs about the Institutional Factors

Since practices of teacher development inside institutions are not officialised from the top of the ministries, attempts to create a helpful atmosphere for teacher training remains individual and always encounter many obstacles. There is a very few logistic and human facilities devoted to such an activity. The respondents claimed that even some experienced teachers want, occasionally, to initiate some activities to help developing novice teachers, but these attempts proved to be not feasible because those teachers find themselves each time charged with other activities and responsibilities. They all agreed that the only remaining activity to integrate novice teachers is classroom observation (either in schools or University). Discussion about institutional factors covered 05.88% of the forum (table 4. 78).

4.3.1.5. Beliefs about Learner Factors

The issue of taking into account learners' factors in PS training and ITT was tackled in three occasions (see table 4.78). According to the participants' claims, learners' scientific and socio-economic background is not taken into account when designing curricula and syllabuses. The evidence of these assertions is that though the primary and the secondary school noticed lot of new practices and policies (like the implementation of CBA), though the recent generations are coming with different thoughts and views, programmes and approaches at

university remain static. In other words, the programmes in use were not elaborated to be adapted with the new input of students. This is why one of the respondents again recommended the adoption of phenomenology of education which means that focus should be made on learners as individuals who has specific needs rather than a homogeneous group: "... Nowadays in England in America they talk about phenomenology of education (.) it means the whole syllabus should originate from the phenomenology of education not training (.)"

4.3.1.6. New Emerging Data

As revealed in the introduction of the group-interview instrument, the participants opened a number of issues that were not expected by the researcher and which the latter found very interesting to answer the research questions and to enrich the findings. These points were classified as follows:

a. Training Content

From time to time during the forum recording, the researcher noticed that the participants shed light on current practices of training, be it PS or ITT. These references were very important to draw an image about the PS and the ITT programmes in use. Referred to 14 times, training content represented 14.64% of the whole transcript (see table 4.78).

As to the University-based PS training, all the participant teachers revealed that a slight investigation on the Master's projects content will unveil that there is no general vision at University that all students will become teachers, since many of them do not include teaching-related subject-matters like didactics and EFL methodology ... The paradox here is that the students with such kind of Master's preparation could find a position as an EFL teacher in schools regardless to their training background. However, the positive attitude among university practitioners is that they all approve the importance of teaching the four skills, though their approaches may differ. In addition, the researcher felt a general

agreement among participants that the knowledge introduced at University could not get out of its theoretical dimension. Lectures presented to the student-teachers in terms of teacher development have very few relevant strings to the real teaching context. In this trace, one of the university teachers present in the forum clarified how things are taking place at the level of PS training:

... We tried to find out another solution which was teacher training inside the university (.) and this of course had nothing to do with a real situation (.) in fact the students try to present a lesson in front of their classmates (.) try to develop a lecture or a lesson etc. (.) according to units and I think that though (.) it may give an idea to students about what is teaching but many components of real situations are lacking...

Then, as far as ITT is concerned, the present inspector confirmed that even school-based ITT programmes held at the level of schools cannot be considered as a practical approach to teaching. There are many constraints that oblige the teacher-trainers and EFL inspectors to hold theoretical courses mainly time and organization problems. He claimed that the ITT is organised in block periods mainly during holidays, in order to find rooms and teachers: periods when learners are absent; and consequently, there is no real EFL teaching context to immerse the trainees in. As to the content of the programme, there are neither clear recommendations from the Ministry of Education for the trainers to be guided in designing and developing the ITT programmes, nor evaluation of the adopted programmes in accordance with the new professional demands. The EFL inspector said:

... Why is the training or education or whatever still theoretical? no (.) firstly because they start immediately after the results (.) after they post those who succeeded (.) would-be teachers (.) right fine (.) the training sessions are held in July (3.0) there is no school [emmm] [no students] ...

b. Collaboration between the Ministries

Though this point was not planned by the interviewer, it seems very crucial since it could get a great share of discussion. It was referred to 14 times which covers 15.08% of the forum. The participants set forth a very critical situation that influences EFL teacher training in our country in depth, claiming that there is no collaboration between the ministries of Education and Higher Education in this context. In the recent years, student-teachers used to go to schools to spend a period of internship; while nowadays, the Ministry of Education is no more accepting trainees from university in schools for training purposes. According to the participants, the issue tackled a political dimension which is out of the reach of academicians. Therefore, officials at University thought about creating an alternative for teacher training, so peer teaching sessions were adopted at the level of the Department of English. However, this experience did not yield the expected results and benefits since it could not provide all the requirements of a real EFL context.

... [They] stopped this experience [of internships] though it was a fruitful experience (.) though teachers were there only for some four five six sessions (.) but they had to report their teaching experience (.) then the teacher mark them then etc. (.) in fact it was very fruitful (.) unfortunately they stopped during the 90's I think (.) and we tried to find out another solution which was teacher training inside the university (.) and this of course had nothing to do with a real situation (.)

c. Recommendations

While discussing the issues of the forum, the participants did not deny that every attempt to initiate any programme or 'better' practice is doomed to failure if it is not officialised by the top officials of the two ministries or their representatives. This is why, the interviewees always recommended for a high collaboration between the ministries of Education and Higher Education, their institutions and human resources for our learners' and teachers' benefits. Also, it

was highly recommended to invest in experienced (or even retired) practitioners in the development of new teachers.

4.3.2. Discussion of the Findings

The specialists' interview was aimed to see the issues in question from experienced angles which will first cross-check the results obtained from the previous research tools designed for student-teachers, and then provide in-depth analysis of the situation and circumstances surrounding EFL teacher training at the University of Tlemcen and the Education Directorate.

The first axis of the forum was devoted to identify student-teachers' needs as seen by trainers not students themselves. The participants' contributions all pointed to a number of common areas such as: linguistic competence, EFL methodology in the Algerian real context, educational psychology, learning strategies and styles, classroom management and assessment. However, they insisted on the detail that a practical approach as sharply needed since all these areas are more grasped and beneficial in real EFL context. The lack of a real practical context identifies the most important need according to what the researcher noticed during the interview, as it is highly recommended by many experts for a successful EFL training. The lack of internships inside schools, the only setting that provides all EFL training requirements, either in the university-based training phase or its school-based counterpart was an astonishing finding for the researcher who hypothesised in H1 that the ITT school-based programme is purely practical. Again, this fact represents a very critical lack in the current programmes. The forum also revealed the necessity for a phenomenology-of-education-based approach rather than a purely 'systemic' approach, which can meet heterogeneous trainees' lacks and wants. All these findings about students' needs confirmed the researcher's hypotheses H2 and H3.

Then, the second part of the interview was meant to discuss the content of Master's projects, how they are designed, and their usefulness for society. Actually, the results, set forth before, revealed a paradox that different Master's projects are designed for different purposes, while all holders of any Master's degree have the right to be a candidate for a teaching profession position. This situation resulted in many cases in which teachers were appointed in schools while their Master's specialities were designed for other purposes. The societal factor seems neglected in designing Master's projects which is a very significant variable in curriculum design. Master's programmes designers are not taking into account society needs in different areas which resulted in many useless specialities for the Algerian context. Also, the government, represented in the Ministry of Higher Education and Scientific Research, appears somehow absent in providing guidelines and defining society needs to the university. Conversely, the Ministry of Education takes the curriculum totally on its responsibility. Finally, it is worth pointing to the fact that no economic, business, nor any other domain employers, rather than education, are consulted when discussing the aims of programmes at university. Again, all these facts yielded from the discussion of the project factors confirmed what was proposed by the researcher in H3.

As far as trainers are concerned, as they are a corner-stone in the success of EFL teacher training programme, this factor also gives critical impression about both phases of training. At the school-based ITT, except few EFL inspectors, there are no special EFL teacher-trainers devoted to the development of novice teachers; however, they are rather ordinary EFL practitioners who are called to train newly appointed teachers in periodic occasions. With neither official status nor financial benefits, many teacher-trainers take in charge this central mission which could be another element influencing the results of the ITT. In a different way, the same problem is noticed at University where, in many cases, teachers are not designed in charge of modules in correspondence with their specialities. According to specialists in the field, this factor threatens the quality of teaching

and training to a high extent, as many crucial considerations of teachers are neglected as was pointed to in H2.

As to the institutions, the forum proved that our institutions are not equipped and organised for different kinds of activities. Though there are many teachers who try to make some innovative attempts to improve training, they remain personal endeavours which lack official authorisation. In fact, our institutions need to be more included in top-down communication, because though there may be a positive environment for improvement and innovation, if they are not allowed and officialised by the Ministry, they will remain impracticable. Nevertheless, the participants claimed also that as our educational institutions lack more leadership, they lack the know-how managing the available human and physical resources too. In a nutshell, many problems existing in developing competent EFL teachers, either at the primary education level or tertiary level, are beyond the institutions reach.

Though learners are considered as a vital factor of the teaching/learning process, this variable is neglected when designing training either in school (ITT) or in University (PS training). Learners with a CBA background anticipate tertiary teaching programmes that are suitable with what are used to, and of course with a content which relevant to their secondary-school syllabus. Worst still, students at University also are not informed about the goals of their teaching. The same claims can be commented on Master's students employed as new EFL teachers; in their turn, they need to practise and invest on what they have learned during their five years at university, and need to be treated as a part who can give an idea about their needs and wants from the training programme not as merely passive subjects. Specialists in this area insist on making some investigation on EFL learners' past education and future necessities as well prior to any teaching or training. All these deficiencies can be considered among the students' needs to have an ideal teacher training that were referred to in H2.

During the discussion of the forum axes, many points were interposed to clarify the current situation of EFL training. These pieces of information, though unexpected by the researcher, were very helpful in answering the research questions and testing the hypotheses. First, the researcher hypothesised in H1 that PS training at University is purely theoretical: a fact that was signalled in this part of data as there is no general agreement among the staff that all students will/can become teachers. In other words, goals of the courses offered are not really clarified for the staff as well as society which seem to be neglected too. These facts can be related to the societal and institutional factors already dealt with (Richards, 2001). As to the school-based ITT, the very astonishing emerging datum is that the ITT programme is to a high extent theoretical too, and this fact negated the second part of H1 in which the researcher thought that ITT is rather approached in a practical view. In its turn too, the ITT programme appears to be not well organised in terms of content, schedule and staff.

The reader of the forum data analysis will easily notice that the point of collaboration between the two concerned ministries covered a great share of discussion which reflects its prominence in the studied topic. It is of paramount importance because the ministries remain the source of every policy followed in the institutions nationwide, while any attempt to innovate, develop or propose any kind of activity should go through the cannons of the ministry to be permitted. In other terms, all practices in schools or at university to develop EFL PS training are condemned to failure if the current situation remains as it is. More collaboration and communication inter-ministries should be held, especially that the two ministries handle the same population, as well as more intra-ministry dialogue (between officials and practitioners) is recommended (Martinet, Raymond and Gauthier, 2001). Ministries of Education and Higher Education should be more open to all the parameters and bodies that are concerned with change and quality in education to avoid resistance to change and therefore assure the success of the teaching process (Richards, 2001).

4.4. Conclusion

In this fourth chapter, the researcher introduced the data analysis and discussion of two research instruments. The first research tool was a replication of the questionnaire introduced in Chapter 3, but at the level of schools where the newly-recruited teachers spent their first year as an internship. In fact, though the 10 trainees showed a better command of the English language in comparison with the results of the university-based questionnaire, only slight improvement was noticed in the other facets. The feeling of dissatisfaction was always noticed among the trainees who could not find what they expected from the ITT programme. The most astonishing result was that this programme included almost no teaching practice sessions or exposure to real pupils and teaching material currently in use. It is to this end that the trainees did not deny their moderate grasp of many practical dimensions of EFL teaching such as classroom management, learner factors and assessment.

As to the second section of this chapter, the EFL experts' forum yielded invaluable results and enlightened the researcher by many facts and realities regarding the experience of the respondents in the field of TEFL. In sum, the experts all agreed on the importance of all the requirements of an adequate EFL training programme already introduced in the literature. However, the forum shed light on the vitality of the situation requirements of a training programme. The main implication from this research tool was that no better results in training can be achieved if there is no collaboration between the two ministries of Education and Higher Education. On a second hand, many institutional and societal factors are neglected when designing training programmes which lead to the current situation of inadequacy of training.

CHAPTER FIVE

Conclusions and Recommendations

- 5.1. Introduction**
- 5.2. Discussion of the Main Results**
- 5.3. Recommendations for Effective PS/IT EFL Training**
 - 5.3.1. Policy Recommendations**
 - 5.3.2. Recommendations for Change in the Current Programmes Principles**
 - 5.3.3. Recommendations for Improving the Course Offerings**
 - 5.3.4. Suggestions for Organizing EFL Teaching Practice**
 - 5.3.5. Recommendations for Better University Reform Adoption**
- 5.4. The Implementation of Quality Assurance Evaluation System**
- 5.5. Conclusion**

5.1. Introduction

The already-detailed sequences of data collection and analysis unveiled the actual image of the PS and IT training programmes currently in use, and defined the pitfalls and shortcomings of each phase of EFL teacher training. Building on these results, this critical situation implies a number of corrective measures and practices to be suggested to enhance the student-teachers' knowledge and skills to attain EFL professional quality. Therefore, the last chapter of the present doctoral study is devoted to set forth the implications and recommendations that are assumed to improve the current situation of EFL novice teacher education.

First, this chapter begins with a recapitulation of the main results obtained through the data analysis process, and their discussion in accordance to the research questions. This discussion serves as the premise upon which suggestions for training improvement will be introduced. Then, since the scope of the current research includes both higher education-based PS training and school-based ITT, a separate set of recommendations is introduced to enhance the quality of each area of training. In addition, this chapter presents a number of proposals that are meant for teacher education policy change and reconsideration. These suggestions are meant for stronger collaboration between the Ministry of National Education and the Ministry of Higher Education and Scientific Research in designing EFL teacher training, and for better education reform. Finally, the current chapter is concluded by the introduction of a quality assurance referential model that is created to be used as a tool to test students' needs and situation analysis.

5.2. Discussion of the Main Results

This doctoral research was designed to determine EFL student-teachers' needs to achieve professional qualification. In other words, this investigation is an evaluation of the adequacy of the university-based PS training and school-based ITT programmes in attaining the desired quality in the preparation of new EFL teachers. The triangular research methodology devised by the researcher resulted in a variety of findings that facilitate drawing a clear picture of novice teachers' needs and wants. These results also enabled the researcher to answer the questions aroused in the beginning of this work and to test the validity of the hypotheses. The following will set forth the main conclusions obtained from the study in correspondence with the research questions.

Research Question 1: What type of university-based pre-service training and school-based initial teaching training do EFL student-teachers receive?

The first research question was coined to demonstrate the real image of the current PS and ITT programmes in use. In other terms, it is a way to determine the content of these two programmes from the students/trainees' and teachers/trainers' points of view, rather than checking abstract curricula and documents.

Concerning the university-based PS programme, the results revealed that this curriculum is purely theoretical. We have confirmed what was claimed in the beginning of Hypothesis 1 where it was suggested that the Department of English focuses on teaching the language (grammar, writing, speaking etc.) with few teaching objectives. Taken together, the findings attained through approaching the student-teachers and the group of EFL experts highlighted the fact that Master's holders could acquire a moderate linguistic competence. Though it was proved that they were able to accumulate a satisfactory knowledge about language registers and L1 and FL learning processes, the student-teachers

showed that they were still encountering many obstacles when producing the language both verbally or non-verbally. In addition, the findings ascertained their weakness in dealing with all subjects related to pedagogy. Despite the existence of a number of modules (in the LS speciality) devoted to subjects such as Didactics, EFL Methodology and Educational Psychology, we have discovered that the student-teachers could gain only a very basic knowledge in these areas. These facts can be noticed in the students' answers in the rubrics of EFL education history and EFL methods and techniques including the ones related to the Algerian context (section 3.2.1.). This shortcoming lies in the way such topics are approached: these topics which are purely practical and related to real teaching environments were dealt with in an isolated and fragmented manner far from real classrooms and EFL pupils. Add to all these deficiencies in the theoretical courses offerings, the current PS training programme includes no teaching practice course. The latter fact entails that the student-teachers were unequipped with skills related to classroom management, classroom communication and course design; and of course, they had no accurate idea about the EFL learners' individual factors and how they can inhibit learning. However, the most striking result was the one that unveiled the difference between the LS and LC specialities. Our investigations into this point showed that the LC speciality has nothing to do with pedagogical purposes. It was revealed that the smallest hints of Didactics, EFL Methodology or Educational Psychology were absent in the curriculum of this option. This specialty is rather designed for academic purposes in which the students are concerned with studying Anglo-Saxon literature and civilization with no link to teaching the language. These facts should urge push us to reflect on the aim behind designing such Master's specialities while the students are going to work as teachers in most cases. All these findings can be translated in the dissatisfaction noticed among the Master's holders who overtly expressed their feelings of disappointment about the way teaching competence was approached; According to them, it was an archaic, non-innovative and merely theoretical approach.

As far as the school-based ITT is concerned, the researcher approached this phase of training hoping to find it complementing what was done at university and covering its lacks. However, we did not expect that this programme had no room for teaching practice too. This serious fact disconfirms the second part of Hypothesis 1 in which we have claimed that the ITT programme is purely of a practical nature. The researcher thought that the school-based training held one year before the full immersion in the TEFL profession would be a kind of internship in which the trainees deal gradually with real classrooms and actual teaching syllabuses and materials. When the EFL experts were asked about this critical situation, they hanged this problem on the fact that there is no feasibility to train novice teachers with real EFL pupils. This builds on the fact that trainers who are in charge of the ITT programme are most of the time ordinary EFL practitioners who have loaded teaching duties: a fact that allows them to train novice teachers only when they are off during holidays. However, organizing training sessions only in holidays regarding the shortage in staff and space implies that there would be no possibility to work with pupils since they would be off too! All these limitations in the realization of the ITT programme systematically led to very few, or almost no improvement in the student-teachers' knowledge and skills in comparison with the level achieved after the end of the university-based PS programme. Save for the linguistic competence which seemed to be slightly improved as claimed by the trainees, all the other areas remained ill-treated in the same way that was highlighted in the tertiary phase. Furthermore, evaluation and assessment in EFL teaching was proved to be totally neglected in the two programmes of training. Except for few definitions and theoretical concepts dealt with at university, the trainees had no idea or skill about how tests and exams are designed and interpreted.

In a nutshell, following these conclusions, it can be claimed that Hypothesis 1 is partially validated when it tells that the university-based training is purely theoretical. However, the second part of the hypothesis where we suggested that the school-based ITT is rather of practical and authentic nature was disconfirmed.

Research Question 2: What are the EFL student-teachers' needs in terms of professional quality, in both phases of training, and what is to be fostered to enhance this quality?

Looking at the findings of the first research question dictates that the main facet which is lacking in the two phases of training is teaching practice. Teaching cannot happen in a vacuum; teaching is a set of skills that cannot be learned by heart. EFL teaching is dependent on a number of human actors who are required to get in touch to see the real nature of the profession. Therefore, the primary need that should be satisfied is the adoption of a practical realistic approach in dealing with pedagogical topics such as Didactics, Educational Psychology and EFL Methodology; and certainly, the implementation of a teaching practice programme bridging university with schools in a holistic approach rather than a fragmented one.

In addition, during the treatment of the various research tools, many needs among students emerged. These needs were categorised as felt needs rather than needs expected by training designers. Each time an area was tackled, the student-teachers expressed some needs and wants that were not expected by the trainers/teachers. Therefore, it can be said also that what is also lacking to design an adequate PS/ITT programme is to always let a margin to address the individual needs of each candidate.

Besides, this study showed also that in order to enhance the quality of training, many situation requirements were to be assured. The results obtained, mainly from the EFL experts' forum, showed how the absence of some factors could harm the training and teaching processes. Consequently, assuring all the required situation factors (societal, institutional, teacher, learner etc.) is considered as another set of needs that are necessary for the success of training, be it university- or school-based. Finally, it is worth mentioning that all the needs and requirements classified above go hand in hand with and confirm what the researcher suggested in Hypothesis 2.

Research Question 3: Is there any relationship or collaboration between these two phases of preparation to cover all the areas of novice EFL teacher education?

As to the third question, it was formulated to check whether the two phases of training in question complement each other or not. It cannot be said that there is an inadequacy in one of the programmes if the other provides the necessary supply. This is why the researcher insisted on cross-checking both phases of training and their interrelatedness. However, we have arrived at the conclusion that there is not a strong collaboration between schools and the university, as we have theorised in Hypothesis 3. Neither university is designing teacher training that conforms to school syllabi and requirements, nor are schools accepting or inviting trainees from university in internships. It is true that university is not supposed to create Masters' programmes only for ELT purposes, but its comprehensive role is to provide programmes for all society needs, be it academic or professional. However, it was unveiled in this research that students holding academic Masters are accepted in positions that require a purely professional training as the case of EFL teachers. All these facts were ascertained by the experts approached in this study; no one of them denied the total split between the two ministries of education (National Education and Higher Education).

5.3. Recommendations for Effective PS/IT EFL Training

In the light of the above-listed results and conclusions which revealed a number of gaps and shortcomings in the current PS and ITT programmes, the researcher offers a number of recommendations to meet these needs. The recommendations below are meant to enhance the quality of EFL novice teacher training at the University of Tlemcen and at the Education Directorate of Tlemcen with equal focus on both policies and practices.

Before setting them forth, it is worth highlighting that these recommendations are not ordered chronologically in a way that one should come after another, nor are they classified in an order of importance. However, recommendations for change in the policies governing novice teacher education in Algeria are made first because all the other recommendations are dependent to; this research unveiled that no change can be feasible if it does not root top-down. These recommendations are rather called for to be realised all together in one ideal programme that will engage all stakeholders in the tertiary and educational levels (ministerial officials, local administrators, teachers and students). It is true that an adequate EFL teacher training programme with such requirements will seem to cost more additional human efforts and resources in terms of time, budget and equipment. However, it should be borne in mind that inadequately trained teachers will cost more expensive for the society.

5.3.1. Policy Recommendations

Recommendation 1: Establish a strong partnership between the Ministry of Education and the Ministry of Higher Education in holding EFL teacher education.

The two ministries of National Education and Higher Education, respectively represented in schools and universities, should work in a collaborative and complementary approach when dealing with the subject of EFL teacher education. Each sector should consider the other counterpart as a main stakeholder and a full partner who have an equal share in designing, developing and evaluating novice teacher training process. For university to excel in producing EFL future teachers, it should receive from schools well educated and skilled students; and for schools to succeed in their mission, they should be provided by qualified and competent teachers (Consider fig. 5.1). Collaboration between the two sectors will generate a better organization of PS and ITT programmes investing all human and materialistic resources in many ways:

- It strengthens local institutions networks to share ideas, experience and material.
- It will open the doors for mutual exchange of staff for training purposes. For instance, experienced EFL teachers may be invited to university to organize training days, and experts from university can participate in PS and IS training sessions for school teachers.
- It will make the teaching personnel of each sector aware of the counterpart programmes and their goals, which will systematically lead to shaping practices in a way that will make the ends of each programme meet.
- Ministerial revisions of curricula and reforms in policies will be made in correspondence with the other sector actual components of education.

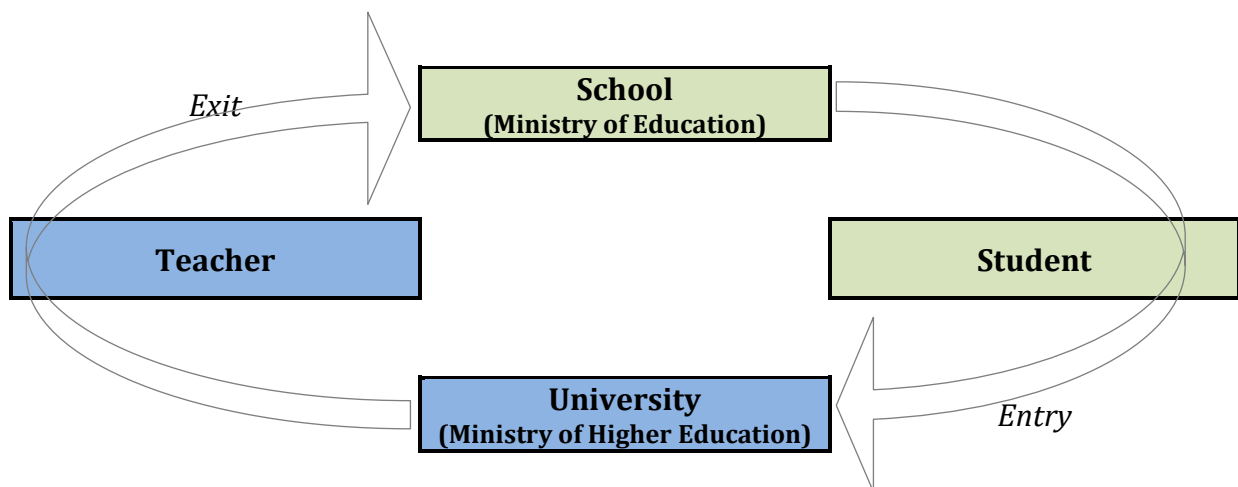


Figure 5.1: Interrelated Ministerial Involvement in Teacher Education

Recommendation 2: Design specific budget and material for EFL teacher training.

The staff who are in charge of PS and ITT training, either in university or schools, should be first officially recognised and have a status of teacher-trainer. They should be encouraged and rewarded. Teacher training should not be, by any means, seen as a mere additional burden for teachers without any benefit expected. When identifying costs, officials should consider the extra time and efforts devoted by teacher-trainers, and also make available all the equipment and material needed for the success of training. In other terms, training should be seen as a fundamental institutional activity that deserves all resources to be facilitated, and not be considered as an optional activity that is to be realised voluntarily.

Recommendation 3: Design Master's projects that are purely meant for teacher training purposes.

One of the procedures that are anticipated to lead to a better selection of future EFL teachers is the design of Master's specialities that are meant for the preparation of EFL teachers in primary and secondary levels. The programmes of such Master's projects should be related to the Algerian context with relevance to the syllabuses and EFL textbooks currently in use in the Algerian school. In addition, the content of such projects should be scientifically proved and approved in the two ministries of Education and Higher Education which will open the door for more opportunities for student-teachers to experience internships inside schools. However, it seems of paramount importance to recommend that the holders of Master's degrees that were designed for teacher training purposes should have the exclusivity in teaching job positions.

Recommendation 4: Establish a reliable strong needs and SWOT analyses system meant for the evaluation of the training processes in both schools and universities.

For the sake of quality assurance in training, evaluation systems should be established to identify the strengths, weaknesses, opportunities and threats that may facilitate or hinder the training process, be it university- or school-based. Collaboration and partnership, which were summoned in the first recommendation, may yield common projects such as the creation of needs analysis and SWOT analysis systems to follow in each sector. Evaluation systems, when approved, can be made in use internally by each institution, or may be adopted as an external evaluation tool by which experts from both sectors mutually approach the other partner to check the processing of the training goal in each step. Such evaluation practices will encourage administrators and practitioners in schools and universities to always create new resources and standards to improve training practices, and therefore to assure quality in training. Data obtained from such evaluation measures should be introduced to the teaching staff as a whole to provide them with the necessary feedback that will help in assessing progress and shaping future practice.

5.3.2. Recommendations for Change in the Current Programmes Principles

This research revealed in many occasions that every student-teacher approached could define his own area of weakness that was not tackled by the offered courses. This fact entails that an effectively designed training programme is the one which is not totally based on prescribed courses and activities. Still, one of the criteria of an adequate training programme is letting a margin to deal with any emerging individual needs. Likewise, it is claimed that the focus of the PS/ITT EFL training programme is to be made on the student-teacher rather than the curriculum. In a trainee-centred programme, the trainers are not required to track a PS EFL training programme slavishly, but they have to consider each trainee's felt needs (Messaoudi, 2012).

All the findings related to the design of an effective PS/ITT training programme that the researcher accumulated were classified through the canons of the principles summarised by Korthagen *et al.* (2006). These interrelated principles, that we have found very analogous with our findings, were constructed to recommend change in EFL teacher education in a way that makes it responsive to nowadays' needs.

Principle 1: Learning about teaching involves continuously conflicting and competing demands

As aforementioned, this study unveiled that the student-teachers were dissatisfied with the kind of course offerings they were subject to. They claimed that the training goals were designed 'for' them, while neglecting the fact that trainees themselves have their own wants and needs which were totally different from what was officially prescribed. The solution to overcome this inadequacy is to adopt PS/ITT programmes that are not dependent only on prescribed activities and also to give room to trainees' felt needs and newly emerging demands. In a nutshell, for more effective EFL training to happen, there should be the adoption of an eclectic approach that creates a balance between official received needs and student-teachers' felt needs.

Principle 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject

All the findings of this research let the impression that student-teachers were considered as passive subjects in the training process. Student-teachers were supposed to accumulate what was dictated by the training programme either at university or in the place of work. In other words, teaching was seen as an already created subject, and trainees were required just to follow and imitate with no room for innovation. However, for better training, teaching should be

seen as a subject to be created by the trainee through individual experience. Such an approach will guide trainees from the beginning of their career to learn how to reflect on their actions, and generate their own theories which will shape their professional identity.

Principle 3: Learning about teaching requires a shift in focus from the curriculum to the learner

The two first principles summoned for a shift of focus on prescribed theories and skills to the emphasis on felt needs and their experience. In an indirect manner, it is a suggestion that this experience-based approach required to be trainee-centred rather than curriculum-centred. Trainee-centeredness is very important for the student-teachers in a way that gives them a central role in the training process. Also, this learner-centred approach, which is also adopted in the Algerian school through the CBA, will familiarize the student-teachers with the method they will be required to follow in their professional future.

Principle 4: Learning about teaching is enhanced through (student) teacher research

All the previous recommendations for innovative approaches to teacher training also dictate on the community of student-teachers to be more responsible about their development. They are supposed to tackle their own needs and struggles in teaching through reading and research rather than depending on the trainer to solve all their varieties of problems. The trainers and teachers in charge of the PS/ITT programmes remain a source of guidance and modelling; this is another feature of trainee-centred approach that should be understood by the trainees. Making research about their own needs will be a very valuable source of data for both student-teachers and trainers. Such kind of

research will help to reshape the content of the training programmes in a way that assures that all the actual needs will be detected.

Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers

This fifth principle insists on the importance of peer-supported approach to PS/ITT training. This approach will enable the trainees to supervise and evaluate each other, and then to write reports about the needs emerging from their experiences to the trainer. Adopting such a method will diminish any threat towards the student-teachers' confidence and will guide them towards teaching autonomy with less risk taking, as they are evaluated by their own mates rather than real EFL students. Peer-supported approach will also allow the trainer to design the curriculum of PS/ITT training with less time consumed and especially with assertion that the trainees' real requirements will be addressed. Furthermore, supervision skills acquired from such an approach will also furnish these future teachers by many skills to supervise and manage their future learners in the classroom.

Principle 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers

As pointed to in policy recommendations, no change can be expected in the quality of EFL teacher training if the university-based PS training and school-based ITT programmes remain fragmented and independent. Teacher training includes three main perspectives which are: a) the EFL student-teacher, b) the university teacher-educator and c) the school teacher/mentor. In an adequate training programme, no one of these variables is to be dismissed in any step of training, or to act in a separate manner. The interrelatedness of these perspectives is illustrated in the following figure:

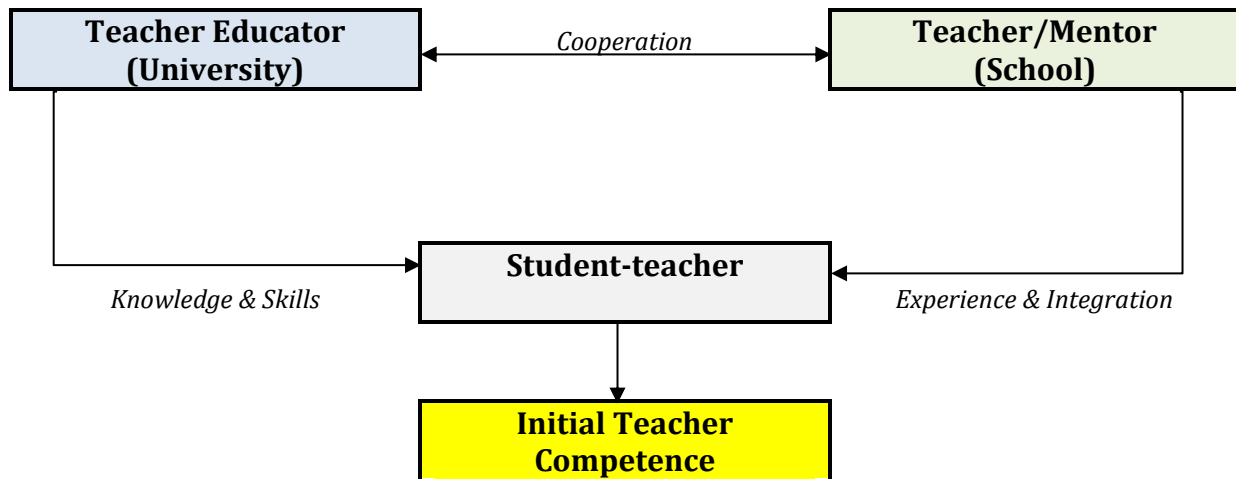


Figure 5.2: Relationships between University, School and Student-teachers

Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the programme are modelled by the teacher educators in their own practice

Even in a trainee-centred EFL training programme, the role of the teacher at university and the teacher/mentor at school remains vital and indispensable. Teacher educators are considered as a source of modelling without which student-teachers will be short of evidence of application and usefulness of the knowledge and skills acquired. Being provided by an ideal model, the student-teachers will understand how to transfer theory into practice and how to behave in front of different circumstances in real EFL classroom. For the success of any adopted PS/ITT training, we recommend that all educators involved in the programme should be first aware of these responsibilities, and also competent to behave as an ideal model for future teachers.

5.3.3. Recommendations for Improving the Course Offerings

As we have discussed at the beginning of this chapter, the main needs that were unveiled among the targeted EFL student-teachers were related either to pedagogy or to the language itself. It is needless to recall that the majority of EFL Master's holders had only a moderate competence in English, and that they had a poor teaching skills repertoire. Therefore, after suggesting change in ministerial policies and institutional measures, we advocate some recommendations that are meant to address the shortcomings noticed in the content of the current university-based courses. These shortcomings represented direct needs for the student-teachers that are recommended to be tackled in order to improve their linguistic competence and pedagogic knowledge.

a) Linguistic Competence

The question that was always in mind when dealing with the student-teachers' linguistic competence (Rubric 1 of the questionnaires) is: how much of linguistic competence is adequate for an EFL teacher? In the researcher's opinion, this is a very important question to answer before making any decision towards how the English language as a subject-matter should be introduced to EFL student-teachers. It is very crucial to define the exit standard of linguistic competence by the Department of English that all students should achieve before having their diplomas and being sent to schools. Unless such standard is determined, the approach in which English is dealt with as subject-matter will remain arbitrary. In this case, we suggest that the students' language skills should be tested with reference to international language assessment standards such as IELTS or TOEFL. Knowing the students' level in comparison with such accredited systems will provide the accurate feedbacks to define the hurdles facing the students in terms of the language, and then to interpret these findings in effective ways to overcome

the determined hurdles. Above all, such practices based on international standards will add more credibility to the Department.

Another point that was always highlighted by the respondents of this study is the absence of linguistic environments for EFL students to practise what they have learned. In such an instance, the researcher suggests that the first three years (Licence Degree) should focus on boosting the students' linguistic competence by assuring maximum exposure to, and production in English. In a country like Algeria where English is considered as a second FL and where few opportunities to use English are possible, boosting the language skills among EFL students cannot be assured only if supported by the creation of English linguistic environment at least at a virtual level using all technology available in the field. Hence, the department is encouraged to create its own website with a platform of effective discussion and interactive activities.

b) Pedagogy

According to the findings, the limited pedagogic repertoire noticed among EFL student-teachers can be returned to the fact that meagre volume of time is devoted to modules, such as Didactics, EFL Methodology and Education Psychology (or even the total neglecting of these modules in the LC option), and also to the theoretical approach in which these topics are taught. For all these circumstances, the researcher recommends the following:

- Increasing time allocated to modules of pedagogical nature in the last two years of the university-based training phase (Master's Degree).
- There should be a shift in dealing with pedagogical subjects from abstract theory instruction to practical transfer. Knowledge about pedagogy is suggested to be rather acquired through practicum starting from observation, simulation and then peer-teaching. It is also recommended here to adopt one of the teaching training models

introduced by Wallace (1991) that enhance student-teachers' observation, research and reflection (See section 1.6.3.).

- The organization of school days and internships to allow student-teachers to transfer their pedagogic knowledge and see its relevance in real EFL teaching settings with real teaching material.

5.3.4. Suggestions for Organizing EFL Teaching Practice

The finding that we have considered as the most striking was the absence of a teaching practice course in the current PS and ITT programmes. Regardless the reasons or hurdles that inhibited programme designers to organize teaching practice sessions in university and in school, introducing a training programme without practicum remains a fatal shortcoming on the future teachers' level detriment. Therefore, we highly recommend the implementation of an intensive and extensive programme that should be partnered between university and schools. This partnership will assure that teaching practice will be held in relevance to real teaching material currently in use and especially to real EFL students. In this way, the future teachers' shift from university to school will be facilitated. According to Brandt (2006), teaching practice should be well-organised, controlled and carefully graded to avoid any risk-taking that may be costly for the student-teachers' confidence and identity. This cautious leading of student-teachers towards autonomy requires ample time to discover and practice all the crucial areas of teaching (for future details see sections 1.6.1 and 1.6.2).

As far as the organization of a teaching practice programme is concerned, many models were advocated by experts that all have one common feature which is insisting on careful grading that was already discussed (For instance, Wallace, 1991; Kennedy, 1993 and Bennet and Carré, 2002, who were already referred to in section 1.8). Bearing in mind all these models and taking into account the Algerian context specificities, the researcher suggests the following organization:

Table 5.1: Suggestions for Organizing EFL Teaching Practice

Phase	Nature	Period	Target Activities	Remarks
Master 1 (University-based)	<i>Intensive</i>	Semester 1(6 weeks): 1 day/week	<ul style="list-style-type: none"> ○ Observation inside university ○ Discussion with the supervisor 	
		Semester 2 (4 weeks): 1 day/week	<ul style="list-style-type: none"> ○ Separated EFL Skills (exploration) 	<i>Remark 1</i>
		Semester 2 (4 weeks): 1 day/week	<ul style="list-style-type: none"> ○ Peer Teaching 	<i>Remark 1</i>
Master 2 (University-based)	<i>Intensive & Extensive</i>	Semester 1 (8 weeks) : 1 day/week (Serial School Experience A)	<ul style="list-style-type: none"> ○ Observation inside schools ○ Discussion with school mentors ○ Reflection with university supervisors 	<i>Remark 2</i>
		Semester 2 (6 weeks) : 2 days/week (Serial School Experience B)	<ul style="list-style-type: none"> ○ Separated EFL skills training ○ Introduction to official teaching material and EFL methods in use ○ Reflection with university supervisors 	<i>Remark 3</i>
		Semester 2 (8 weeks): 4 days/week (Block School Experience)	<ul style="list-style-type: none"> ○ Micro-teaching ○ Reflection with university educators 	<i>Remark 3</i>
		Semester 2 (remaining): TP Report	<ul style="list-style-type: none"> ○ Final report about the teaching experience to be evaluated by both school mentors and university supervisors 	
School-based ITT	<i>Extensive</i>	1 academic year: 5 days/week (Internship)	<ul style="list-style-type: none"> ○ Mastery of EFL methods and approaches in use ○ Gradual integration in EFL classroom ○ Classroom management and learners' nature ○ Training on assessment skills ○ Integration among the staff of colleagues ○ Introduction to administration and institutional policies 	<i>Remark 4</i>

Note: Regarding space constraints, the remarks are discussed in the following page

Remark 1: It is suggested that the separated skills training activities to be coupled with peer teaching programme. As it was recommended before, for better training results, EFL skills are to be created through practice rather than accumulated in theoretical courses only.

Remark 2: Observation inside schools should be by no way arbitrary in this phase of training. It must be instead guided and designed by the supervisors.

Remark 3: In the same manner and for the same reasons as remark 1, separated skills training is to be approached in parallel with micro-teaching.

Remark 4: The school-based ITT programme should be compulsory for all teaching candidates with a final examination that allow them to officially have an EFL teaching position. Before all, the selection of teachers in the recruitment process should be transparent and fair.

5.3.5. Recommendations for Better University Reform Adoption

As mentioned in different occasions in this thesis, the rationale behind the current research was to test the adequacy of EFL training programmes in preparing competent teachers in the light of the new reforms that the Algerian University went through since 2003. We also mentioned that we undertook a similar research in 2012 for the same purposes to assess the 'Classical' system adequacy in EFL teacher preparation before the reforms (See Messaoudi, 2012). Therefore, in order to investigate whether the LMD system brought any change and meets the previous shortcomings, this section is devoted to briefly compare the results of both studies. The aim behind this comparison is to highlight the adoption factors that should be taken into consideration before a new approach is implemented.

In a nutshell, the investigation undergone on the four-year Licence curriculum proved that this degree was more oriented towards preparing students for the EFL profession. This curriculum gave more importance to the fields of EFL Methodology, EFL education history and EFL students' factors in comparison with the current programme. The majority of the targeted students' answers about their knowledge about these areas varied between moderate and high (Messaoudi, 2012). Yet, it was unveiled in the current research that LMD student-teachers have a knowledge in these topics that was assessed between low and moderate. In addition, the facet of EFL assessment and evaluation proved to be neglected in both approaches (See section 3.2.1.1). As to the areas of students' linguistic abilities and knowledge about the L1 and FL learning processes, there was no significant difference between the two systems. Nevertheless, LMD students showed more familiarity with ICT's. However, as far as teaching practice is concerned, the four-year licence included classroom observation and peer teaching sessions, which proved again that this degree was meant mainly for preparing teachers.

Therefore, regarding this comparison it can be claimed that the LMD system reforms did not bring many changes to EFL teacher education. This fact might be referred to a number of reasons. The first of these is that teaching English under the LMD system is introduced in different Masters' specialities that are designed for several academic purposes rather than EFL teaching. The problem lies in the combination between the university and the economic sector since many of these academic Masters' holders are oriented towards teaching job positions regarding the Algerian economy necessities and particularities. Therefore, what is to be recommended here again is the creation of professional Masters' projects that are meant for EFL teacher preparation, and that are realised with strong partnership between the two ministries of National Education, and of Higher Education.

Besides, there are other factors that are to be always assured when launching a reform, a new programme or even a novel teaching material which were referred to as the Adoption factors (see 1.7.6.). Any change of the kind is to be well prepared for to be approved and not resisted. Richards (2001) recommends being cautious about the following questions when launching any type of innovation in education:

- *What advantages does the curriculum change offer? Is the innovation perceived to be more advantageous than the current practices?*

It cannot be claimed that the LMD system did not bring any advantages to the students and the institutions through the curriculum change it offered without any scientific and experimental evidence; however, at the level of EFL teacher training arena, few advantages were brought by these reforms as shown in the previous comparison. This is why it is recommended to orientate innovation first to foster the existing situation, and show how it will lead to better achievement among students.

- *How compatible is it? Is the use of the innovation consistent with the existing beliefs, attitudes, organization, and practices within a classroom or an institution?*

The implementation of the LMD system was a sudden top-down decision made by the Ministry of Higher Education with slight consideration of the already existing beliefs and practices inherited from the previous approach. It was also mentioned in section 4.3, devoted to the analysis of the EFL experts' group interview, that teachers at university did not receive any training before the implementation of the LMD system and they had to cope with it during the first year of implementation. It would be very beneficial for all staff to training periods about the concept of the reforms and organizing conferences throughout all the universities *before* the implementation.

- *Is the innovation very complicated and difficult to understand?*

In order to facilitate the implementation of any new variable in an educational system, and minimize resistance to it, it is advised to present these innovations in an easy way which will be understood by all concerned stakeholders. With their working load and thorny responsibilities, teachers are supposed to reject any innovation that is not easy to be realised, and they will consider it as a mere additional task.

- *Has it been used and tested out in some universities before all universities are expected to use it?*

It is recommended first to test new reforms in a limited number of institutions as a pilot version, to see the problems that may emerge and the ways to control them. Taking account of all these problems and shortcomings will yield a final version of the programme that is more compatible to realistic settings.

- *Have the features and benefits of the innovation been clearly communicated to teachers and institutions?*

Advertising for innovation before it is introduced plays a great role in facilitating a swift diffusion of the target reform. Communicating new projects with teachers and officials in educational institutions will spread a general feeling of partnership and interest rather than sensation that innovation is imposed and therefore resisted.

5.4. The Implementation of Quality Assurance Evaluation System

In the fourth policy recommendation, we have called for a quality assurance evaluation system in order to regularly generate an up-to-date report about the existing needs and SWOT's. As far as QA in education is concerned, it serves for two vital purposes: accountability and improvement (Woodhouse, 1999). As to accountability aims, QA procedures follow a summative approach to determine how the institution under evaluation performs and then render account to the concerned stakeholders and the public to have a clear idea about the current practices of the institution. Most of the time, summative evaluation is made by external bodies than the institution. Concerning improvement purposes which are mainly addressed by the institution itself (what is known as auto-evaluation), they are based on a QA system which focuses on enhancing future performance rather than making judgments on past actions. The aim behind this formative approach to QA is to foster conditions, motivations and level of achievement among learners by supplying the emerging needs and requirements (Billing, 2004; Thune, 1996).

For these sakes leading to teacher education quality improvement in our institutions, the researcher proposes the following *referential* that is meant to evaluate the quality of training in the Department of English and the Directorate of Education. This referential was established on the basis of recognised and reliable data that were inspired from the TEKS Model of EFL competent teacher's requirements and Richards (2001) Model of situation requirements. The EFL institutions in question are invited to design evaluation personnel to check whether all the requirements introduced in the referential are achieved (accountability). In case of existing shortcomings, QA assurance bodies are required to seek for solutions and measures to improve the practices and conditions that will lead to meeting the referential requirements (improvement).

A) EFL Teacher Requirements

Field	Reference	Evidence	Instrument *	Source of Information *
Field 1: The EFL teacher understands fundamental language concepts and knows the structure and conventions of the English language.	<i>Ref 1:</i> Knowledge of the nature of language and basic concepts of language systems (phonology, morphology, syntax, and lexicon).	<i>Proof 1:</i> Use of the knowledge of the nature of language and basic language concepts to facilitate student learning in the EFL classroom.		
	<i>Ref 2:</i> Knowledge of functions of language and registers of language (e.g., social versus academic language) in English.	<i>Proof 2:</i> Application of the knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote EFL students' English language proficiency.		
	<i>Ref 3:</i> Knowledge about the relationships among listening, speaking, reading, and writing	<i>Proof 3:</i> Use of the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency		
	<i>Ref 4:</i> Knowledge about the structure of the English language and conventions of written and spoken English	<i>Proof 4:</i> Modelling and provision of instruction in the structure and conventions of written and spoken English.		

Field	Reference	Evidence	Instrument *	Source of Information *
Field 2: The EEL teacher has knowledge of the foundations of EFL education and factors that contribute to an effective multicultural and multilingual learning environment	<i>Ref 1:</i> Knowledge about the historical, theoretical, and policy foundations of EFL education.	<i>Proof 1:</i> Application of the knowledge of historical, theoretical, and policy factors in EFL education to programme planning, implementation, and advocacy.		
	<i>Ref 2:</i> Knowledge of types of EFL programmes (e.g., self-contained, pull-out, newcomer centres, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.	<i>Proof 2:</i> Use of the knowledge of the types of EFL programme models to make appropriate instructional and management decisions.		
	<i>Ref 3:</i> Coverage of research findings related to EFL education, including effective instructional and management practices in EFL programmes.	<i>Proof 3:</i> Application research findings to assist in planning and implementing effective EFL programmes.		
	<i>Ref 4:</i> Knowledge how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for EFL students; and ways to address the affective, linguistic, and cognitive needs of EFL students.	<i>Proof 4:</i> The ability to create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of EFL students and that facilitates students' learning and language acquisition. <i>Proof 5:</i> Demonstration of sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.		

Field	Reference	Evidence	Instrument*	Source of Information*
Field 3: The EFL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.	<i>Ref 1:</i>	<i>Proof 1:</i>		
	Knowledge of theories, concepts, and research related to first-language (L1) development.	Application of the knowledge of theories, concepts, and research related to language learning to support students' language development in English.		
	<i>Ref 2:</i>	<i>Proof 2:</i>		
	Knowledge of theories, concepts, and research related to second-language (L2) development.	Skills to help students transfer language skills from L1 to L2.		
	<i>Ref 3:</i>	<i>Proof 3:</i>		
Understanding the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.	Use of the knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development			
<i>Ref 4:</i>	<i>Proof 4:</i>			
Understanding the role of the linguistic environment and conversational support in second- language acquisition.	Provision of a rich language/print environment with supported opportunities for communication in English.			
		<i>Proof 5:</i>		
		Provision of appropriate feedback in response to students' developing English language skills.		
<i>Ref 5:</i>	<i>Proof 6:</i>			
Awareness about the common difficulties (e.g., syntax, phonology, L1 interference) experienced by EFL students in learning English and strategies for overcoming these difficulties.	Application of effective strategies for helping EFL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.			

Field	Reference	Evidence	Instrument *	Source of Information *
Field 4: The EFL teacher understands EFL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate EFL instruction.	<i>Ref 1:</i> Awareness about factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and their individual needs.	<i>Proof 1:</i> Use of planning procedures to design effective, developmentally appropriate EFL instruction.		
	<i>Ref 2:</i> Knowledge of a variety of methods and techniques appropriate for instruction in the EFL classroom.	<i>Proof 2:</i> Selection of instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the EFL classroom.		
	<i>Ref 3:</i> Knowledge of strategies for fostering EFL students' communicative competence.	<i>Proof 3:</i> Infusion of technological tools and resources into the instructional process.		
	<i>Ref 4:</i> Knowledge about instructional practices, resources, and materials for content-based EFL instruction.	<i>Proof 4:</i> Use of strategies that foster EFL students' content-area learning.		
	<i>Ref 5:</i> Competence to use technological tools and resources to facilitate and enhance EFL instruction.	<i>Proof 5:</i> Skills to engage students in critical-thinking processes.		
	<i>Ref 6:</i> Knowledge about classroom management strategies for a variety of EFL environments and situations.	<i>Proof 6:</i> Application of principles of effective classroom management in a range of situations in the EFL classroom.		

Field	Reference	Evidence	Instrument *	Source of Information *
Field 5: The EFL teacher has knowledge of the factors that affect EFL students' learning of academic content, language, and culture.	<i>Ref 1:</i> Awareness about the factors that may affect EFL students' learning of academic content, language, and culture (e.g., age, personality, academic background, socio-cultural factors, home environment, attitude, exceptionalities)	<i>Proof 1:</i> Use of the knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture		
	<i>Ref 2:</i> Knowledge about the nature of student variation in the EFL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning...)	<i>Proof 2:</i> Provision of instruction and experiences that are responsive to diversity and individual student needs.		

Field	Reference	Evidence	Instrument *	Source of Information *
Field 6: The EFL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in EFL programmes and uses assessment results to plan and adapt instruction.	<i>Ref 1:</i> Knowledge of basic concepts, issues, and practices related to test design, development, and interpretation.	<i>Proof 1:</i> Selection, adaptation, or development of appropriate assessments for different purposes in the EFL programme (e.g., diagnosis, programme evaluation, proficiency).		
	<i>Ref 2:</i> Knowledge about types of assessment used in the EFL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.	<i>Proof 2:</i> Use of on-going assessments to plan and adjust instruction that addresses individual student needs and enables EFL students to achieve learning goals.		
	<i>Ref 3:</i> Knowledge about standardised tests commonly used in EFL programmes.	<i>Proof 3:</i> Interpretation of results of standardised tests commonly used in EFL programmes.		

Field	Reference	Evidence	Instrument*	Source of Information*
Field 7: The EFL teacher knows how to serve as an advocate for EFL students and facilitate family and community involvement in their education.	<i>Ref1:</i> Awareness about strategies for effective advocacy for EFL students.	<i>Proof 1:</i> Advocating for educational and social equity for EFL students.		
	<i>Ref2:</i> Awareness about the importance of family involvement in the education of EFL students and ways to bridge differences between the home and school environments.	<i>Proof 2:</i> Use of effective strategies to bridge gaps that may exist between the home and school environments. <i>Proof 3:</i> Effective communication and collaboration with students' parents. <i>Proof 4:</i> Facilitating parents involvement in their children's education and school activities		
	<i>Ref3:</i> Knowledge of ways in which community members and resources can positively affect student learning in the EFL programme	<i>Proof 5:</i> Ability to access community resources to enhance the education of EFL students.		

B) Situation Requirements

Field	Reference	Evidence	Instrument*	Source of Information*
<p><i>Field 1:</i></p> <p>SOCIETAL FACTORS</p>	<p><i>Ref 1:</i></p> <p>All society components that have a share in teacher training are included and consulted in the design of the programme.</p>	<p><i>Proof 1:</i></p> <p>The impact of the teaching/training project on society is studied and well-determined.</p> <p><i>Proof 2:</i></p> <p>The views of professionals such as academics and teacher-trainers are consulted before the implementation of the project.</p> <p><i>Proof 3:</i></p> <p>Students (and their parents) represent a full partner in the design of training (teaching) programmes.</p> <p><i>Proof 4:</i></p> <p>Channels of communication on the project are always open with professional organizations such as teacher unions.</p> <p><i>Proof 5:</i></p> <p>The views of employers are considered as a cornerstone in the design of the project.</p>		

Field	Reference	Evidence	Instrument *	Source of Information *
<i>Field 2:</i> PROJECT FACTORS	<p><i>Ref 1:</i></p> <p>All the facilities leading to the success of the project are provided while all the constraints are controlled.</p>	<p><i>Proof 1:</i></p> <p>Goals behind the projects are procedures leading to these goals are well-determined.</p> <p><i>Proof 2:</i></p> <p>A good selection and organization of the staff with shared responsibilities based on expertise and experience.</p> <p><i>Proof 3:</i></p> <p>All the necessary resources in terms of equipment and budget are available.</p> <p><i>Proof 4:</i></p> <p>Time devoted to all the project components is realistic and well-studied.</p>		

Field	Reference	Evidence	Instrument*	Source of Information*
<p><i>Field 3:</i></p> <p>INSTITUTIONAL FACTORS</p>	<p><i>Ref 1:</i></p> <p>The institution is fully apt to fulfil the project goals by the acquisition of the required human and physical resources.</p>	<p><i>Proof 1:</i></p> <p>The administration supports change and help teachers to support change with wide channels of communication.</p> <p><i>Proof 2:</i></p> <p>Healthy staff morale exists among teachers.</p> <p><i>Proof 3:</i></p> <p>A sense of commitment to excellence is shared between the teachers and the administration.</p> <p><i>Proof 4:</i></p> <p>The institution provides all the necessary physical facilities: classrooms, ICT's, library resources, restaurant, bathrooms ...</p>		

Field	Reference	Evidence	Instrument*	Source of Information*
<i>Field 4:</i> TEACHER FACTORS	<p><i>Ref 1:</i></p> <p>Teachers and trainers are adequately trained and appointed to assure good quality teaching/training.</p>	<p><i>Proof 1:</i></p> <p>Teachers are proficient in English and represent good linguistic models for the students.</p> <p><i>Proof 2:</i></p> <p>The teachers' skills, beliefs and background oriented for the fulfilment of the project.</p> <p><i>Proof 3:</i></p> <p>Teachers are open to change and have ample chances to be trained on change (in-service training).</p> <p><i>Proof 4:</i></p> <p>Teachers as well as trainers are motivated, well-paid and highly valued in the institution and society in general.</p>		

Field	Reference	Evidence	Instrument*	Source of Information*
Field 5: LEARNER FACTORS	<p><i>Ref 1:</i></p> <p>The institution is fully apt to fulfil the project goals by the acquisition of the required human and physical resources.</p>	<p><i>Proof 1:</i></p> <p>The student-teachers' language background and entry profile are strictly determined before the beginning of training.</p> <p><i>Proof 2:</i></p> <p>Student-teachers are highly motivated for the teaching profession and their expectations from the programme are defined.</p> <p><i>Proof 3:</i></p> <p>Student-teachers have a share in the design of the content and approach of training.</p> <p><i>Proof 4:</i></p> <p>Student-teachers are favoured with access to all the necessary resources: library, internet, ICT's, transportation, restaurant ...</p>		

**The choice of the instrument of research and the source of information depends on each specific field. Researchers using such referential quality assurance model have multiple choices of research instruments such as surveys, questionnaires, interviews, qualitative analysis of official documents and syllabi ... As to the sources of information, each field can be approached through different sample population like students, teachers, officials ...*

5.5. Conclusion

Taking into account the results of the current research, which provided an in-depth view of the EFL novice teacher training situation in Algeria, considering the University of Tlemcen as a case study, Chapter 5 first insists on the establishment of a strong and balanced partnership between the Ministry of National Education and its counterpart of Higher Education. This study proves that little improvement can be made to enhance the quality of EFL teacher education by practitioners if there is no official political will for reform and change. Also, this chapter recommends the adoption of professional Master's projects that are specifically meant for EFL teacher training, and that are supposed to include all the requirements to help the student-teachers attain professionalism. Collaboration between the ministries and the existence of EFL teacher training Master's programmes are supposed to help providing better theoretical course offerings and adequately organised teaching practice programme. As far as practicum is concerned, a comprehensive schedule of teaching practice including both university and school is introduced as a suggestion to correct the absence of any practical dimension in the current PS and ITT programmes. Finally, this last chapter is concluded by the introduction of a model of quality assurance to be followed in periodic needs and situation analysis that will lead to defining newly-emerging felt needs. Continuous needs and situation analysis mechanisms are assumed to lead to better practices and reform in education, be it in the tertiary level or in schools.

General Conclusion

Even in learner-centred approaches to teaching English, like the CBA implemented in Algerian schools, the teacher's role remains vital and indispensable for the success of the teaching and learning process. Therefore, the sharp need of well-prepared teachers will always be a life-long necessity for better achievement among EFL learners. It is to this end that we were interested in studying EFL teachers' PS development in the light of the reforms seen by the Algerian educational system in both the tertiary and primary levels. The rationale behind this doctoral research was to assess the adequacy of the EFL teacher training programmes adopted at universities and schools to guide prospective teachers attain professional competence. In other words, this study tried to investigate whether EFL teacher training practices were elaborated in accordance with the nature of these new reforms, or they were out-dated. In addition, the training programmes currently in use were also evaluated in comparison to international standards of EFL teacher development, regarding the specificity of the present era of globalisation which requires Algerian universities to fulfil a set of norms to have a recognised and accredited position among their counterparts in the world.

To achieve the aims of the study, a triangular approach to data collection was applied, including three research instruments to assure maximum data reliability and validity. Consequently, diverse sample populations were addressed to enrich the sources of data and take account of the most important stakeholders in the field of EFL teacher education. This comprised EFL students, newly-recruited EFL teachers and a number of EFL experts. A mixed qualitative-quantitative approach was followed in analysing the collected data. As to the qualitative analysis which was meant mainly for the focused group interview, the Grounded Theory was implemented using the NVivo software. Concerning the

quantitative investigation that was followed with the two questionnaires, it included statistical descriptions of the means, standard deviations and absolute and relative frequencies employing the SPSS programme. This software was also adopted in making the Chi-square test, which was meant of the cross tabulation between the EFL training items and the respondents' demographic information. These procedures yielded many results that lead to answering the research questions and testing the validity of the proposed hypotheses.

As to the outline of this work, all the above-mentioned processes and results were organised in five chapters. This thesis was initiated by a first chapter which was a collection of theoretical contributions made by different scholars and credited institutions in the arena of EFL teacher education. The second chapter illustrated all the steps that were undergone to fulfil this research. It included the design and the explanation of the processes of data collection, sampling and data analysis. As to the presentation and the discussion of the results, they were fully dealt with in chapters three and four. The last chapter accumulated the suggested recommendations and implications as a result of discussing and cross-checking the main findings of the study.

As a major result of these processes, it was unveiled that the current university-based PS training is purely theoretical giving very little space for teaching practice. The university-based Masters' curricula include a number of specialties, while no one of these options compromise a teaching practice programme. These Masters' projects were said to be academic and not to be primarily designed EFL professional purposes. However, the problem lies in the fact that even the holders of such academic diplomas are accepted in teaching job positions without any previous training or any alternative routes to compensate their weaknesses in teaching. These facts was predictable by the researcher in the first part of Hypothesis 1, in which we suggested that course offerings at the level of the Department of English are mainly based on introducing students to theory

related EFL teaching. This detail could be anticipated if we consider tertiary studies as an early stage of EFL training which should be rather theoretical. However, it was not expected to discover that even the school-based ITT internship has no authentic practical dimension as trainees were not served by any real-setting activity that explained to them the genuine nature of the EFL classroom and learners. In this advanced stage of training, all the respondents approached in this study insisted on their dissatisfaction with the absence of training sessions in real EFL classrooms using official teaching materials. This critical situation was due to the ill-organization of the ITT internship and the lack of teacher-trainers. These data partially disconfirmed the second part of Hypothesis 1 in which we suggested that the ITT training is purely practical.

Light was also shed on a number of EFL areas that were dismissed in the university-based training programme. In fact, student-teachers needed more knowledge and skills in Educational Psychology, Didactics and Assessment. The majority of the students' answers about their knowledge about these areas were either moderate or low. Also, many of them did not deny their uncertainty about their linguistic abilities when being in front of their prospective EFL learners, regarding the absence of a practical setting where these students can see the relevance of the TL, gain more confidence and be autonomous. In addition to the above-listed linguistic and pedagogical student-teachers' needs, the current study revealed the deep influence of the situation requirements on the EFL training process. As it was suggested in Hypothesis 2, many situation issues surrounding the EFL training environment including teacher, student and institutional factors hindered the improvement of training quality. Concerning this latter detail, we concluded that EFL teaching and training does not happen in vacuum, but rather in a hybrid environment that includes many human and physical variables. Therefore, the success of any EFL teaching or training programme is relative on controlling all these variables to employ them as means of enhancement rather than obstacles.

As mentioned above, this research also focused on the different Master's curricula adopted in the Department of English and their shortcomings in attaining the objectives of teacher competence, since many crucial EFL facets were either neglected or not adequately approached. This is why it was suggested to design professional Master's programmes that are specifically meant for EFL teacher education. The success of such EFL-purpose programmes requires more collaboration and strong partnership between the two ministries of National Education and Higher Education in the field of teacher training. These recommendations were built on the obtained data which unveiled that few strings are made between the two ministries to foster teacher education matters; these findings on their turn validated the third hypothesis.

As to the limitations of the study, one of the main restrictions that were encountered during the process of this doctoral research is the difficulty to gain access to officials and practitioners in the Directorate of Education. Although many attempts were made and a lot of strings were pulled to get in touch with many stakeholders representing the Ministry of Education in the *Wilaya* of Tlemcen, few were approved. This fact is reflected on the number of EFL inspectors who attended the focused group interview. It is worth to remind here that this forum included one inspector among the four invited EFL experts. Consequently, questions about the generalizability of the results of this research tool can be raised. In the same vein, the current doctoral research investigated the issue of EFL teacher training taking the University of Tlemcen as a case study. Therefore, it cannot be claimed that the findings of this study can be generalised on all the universities in Algeria. In other words, the results of this study reflect the training of EFL student-teachers graduation from Tlemcen University, but it cannot serve as a national report about the whole EFL teacher training situation.

As far as the significance of the research is concerned, the importance of the current doctoral study lies in the fact that it generated many contributions at different levels. This study does not only contribute to the literature on the topic of EFL teacher education in the Algerian context, but it can be also considered as a valuable account for university teachers and school trainers to have an in-depth view of the current situation of PS and IT training. On one hand, it will help EFL practitioners to re-shape their beliefs and adapt their practices according to the current students' needs and novel situation requirements. On another hand, it can serve as a very helpful reference for researchers who are interested in this field as it includes recent situation analysis taking into account the variables of the educational reforms seen by the Algerian university through the introduction of the LMD system.

This research is also a bottom-up report that may help education policy makers and curriculum developers have an insightful view of the EFL students' felt needs which proved many times to be disconnected from the perceived needs that are anticipated by the ministry. It also draws a clear SWOT picture of the circumstances surrounding the EFL teaching/training process that often hinders the progress and the quality of training.

The results of the present study reveal that teacher training is a thorny topic which is strongly tied to many other pedagogical and extra-pedagogical issues. This fact opens the door for further research to find explanations for many unanswered questions:

- a) Further research is recommended to study the issue of Master's project design. Master's curricula in the Algerian university are developed by the teachers themselves; while each teacher has his own philosophy and area of interest, many designed Master's programmes proved to be not conforming to the real needs of the Algerian society. Issues of curriculum

design and collaboration between the university and the economic sector can be a very important topic for investigation.

- b) It was also confirmed that one of the main issues that are impeding any improvement in the situation of EFL teacher training is the lack of collaboration between the Ministry of National Education and the Ministry of Higher Education in preparing novice teachers. It is to this end that studies on the influence of policy makers on education and on the ways these obstacles can be diminished can be very useful.

- c) We also suggest to shed light on the importance of the teacher-trainers' role in the process of teacher preparation. The mentors and supervisors play a vital role in this process that should be investigated and evaluated.

These suggestions can represent new directions and opportunities for future research that will serve the EFL Algerian context by valuable answers and implications for many existing issues.

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Appendices

Appendix A **University-based (PS) Students' Questionnaire**

Appendix A2 **University-based (PS) Students' Questionnaire
SPSS Data View**

Appendix B **School-based (ITT) Trainees' Questionnaire**

Appendix B2 **School-based (ITT) Trainees' Questionnaire
SPSS Data View**

Appendix C **EFL Experts' Group Interview Transcript**

Appendix C2 **EFL Experts' Group Interview NVivo Data View**

Students' Questionnaire

Part I: Demographic Information

Gender: Male Female

Option: Language Studies Literature and Civilization

Part II:

Category A: Theoretical Acquisition

Directions: Each item in this category contains a major factor in EFL teacher training. Choose the most appropriate answer which reflects your knowledge about each item on the scale (very low-low-moderate-high-very high).

To what extent do you know and understand the following?

	Very low	Low	Moderate	High	Very high
1.1 The nature of language and basic concepts of language systems. (e.g. phonology, morphology, syntax, lexicon)					
1.2 Functions of language register in English. (e.g. formal vs. informal)					
1.3 The interrelatedness of listening, speaking, reading and writing					
1.4 The structure of the English language and conventions of written and spoken English.					
1.5 Models and examples of written and oral discourse.					

	Very low	Low	Moderate	High	Very high
2.1 The historical, theoretical and policy foundations of EFL education in Algeria.					
2.2 Types of EFL programmes in Algerian education, their characteristics, their goals and research findings on their effectiveness.					
2.3 Research findings related to EFL education, including effective instructional and management practices in EFL programmes.					
2.4 Techniques to urge learners to use the target language (English) and to avoid using their L1 as much as possible.					

	Very low	Low	Moderate	High	Very high
3.1. Theories, concepts and research related to L1 development.					
3.2. Theories, concepts and research related to FL development (English).					
3.3. The interrelatedness of first- and second- language acquisition and ways in which L1 may affect FL development.					
3.4. The importance of linguistic environment and conversational support in FL acquisition.					
3.5. Common difficulties (e.g. syntax, phonology, L1 interference ...) experienced by EFL students in learning English and strategies for overcoming these difficulties.					

	Very low	Low	Moderate	High	Very high
4.1. Factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and individual needs.					
4.2. A variety of methods and techniques appropriate for instruction in the EFL classroom.					
4.3. Strategies for fostering EFL students' communicative competence.					
4.4. The use of technological tools and resources to facilitate and enhance EFL instruction.					
4.5. Classroom management strategies for a variety of EFL environments and situations.					
4.6. Sharp awareness of the teaching methods actually in practice, in Algeria, and their differences from the ones experienced as learners.					

	Very low	Low	Moderate	High	Very high
5.1. Factors that may affect EFL students' learning of academic content, language and culture (e.g. age, personality, academic background, socio-cultural background, home environment, attitude, exceptionalities ...)					
5.2. Affective variables which highly influence the students' success in learning of an FL (e.g. motivation, self-esteem, inhibition, risk taking, anxiety, empathy...)					
5.3. The nature of students' variation in the EFL classroom, including variation in developmental characteristics, academic strengths and needs, and preferred learning styles (e.g. visual, tactile, auditory, tactile, auditory...)					

	Very low	Low	Moderate	High	Very high
6.1. Basic concepts, issues, and practices related to evaluation/assessment design, development and interpretation.					
6.2. Types of assessment used in the EFL classroom (formative, summative, recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.					
6.3. Standardised tests commonly used in EFL programmes (e.g TOEFL, IELTS).					

Category B: Student's Satisfaction

Directions: Choose the most appropriate answer according to you on the scale between strongly disagree and strongly agree.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I am satisfied with the theoretical courses I have received, as a preparation to be a future EFL teacher, during my years at university.					

Category C: Teaching Practice

Directions: Choose the most appropriate answer according to you on the scale between never and always.

How often have you practised the following activities in your teaching studies?

	Never	Sometimes	Always
1. Practical teaching training experience inside University			
2. Practical teaching training experience in real classrooms			
3. Classroom observation for other teachers practising their profession			
4. EFL skills training			
5. Evaluation of the teaching performance by the trainer			
6. Self-evaluation of the teaching practice			
7. Practice of the teaching methodologies in teaching			
8. Self-reliance in lesson planning and evaluation			
9. The opportunity to interact with native speakers			
10. Exposure to EFL professional books, mainly official textbooks, and journals			

Category D: Student's Satisfaction

Directions: Choose the most appropriate answer according to you on the scale between strongly disagree and strongly agree.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I am satisfied with the practice I have received in Teaching Training at university					

Part III:

Do you have any other comments which might be helpful in giving an obvious idea about EFL students' needs, in their pre-service training, to achieve professional competence? If so, please write them here.

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Thank you ...

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	Gender	Numeric	8	0	Gender	{1, Male}...	None	8	Right	Nominal
2	Option	Numeric	8	0	Option	{1, LS}...	None	8	Right	Nominal
3	A1	Numeric	8	0	1.1 The nature of language and basic concepts of language systems.	{1, very low}...	None	8	Right	Ordinal
4	A2	Numeric	8	0	1.2 Functions of language register in English.	{1, very low}...	None	8	Right	Ordinal
5	A3	Numeric	8	0	1.3 The interrelatedness of listening, speaking, reading and writing.	{1, very low}...	None	8	Right	Ordinal
6	A4	Numeric	8	0	1.4 The structure of the English language and conventions of written and spoken English.	{1, very low}...	None	8	Right	Ordinal
7	A5	Numeric	8	0	1.5 Models and examples of written and oral discourse.	{1, very low}...	None	8	Right	Ordinal
8	B1	Numeric	8	0	2.1 The historical, theoretical and policy foundations of EFL education in Algeria.	{1, very low}...	None	8	Right	Ordinal
9	B2	Numeric	8	0	2.2 Types of EFL programmes in Algerian Education.	{1, very low}...	None	8	Right	Ordinal
10	B3	Numeric	8	0	2.3 Research findings related to EFL education.	{1, very low}...	None	8	Right	Ordinal
11	B4	Numeric	8	0	2.4 Techniques to urge learners to use English and to avoid using their L1.	{1, very low}...	None	8	Right	Ordinal
12	C1	Numeric	8	0	3.1 Theories, concepts and research findings related to L1 development.	{1, very low}...	None	8	Right	Ordinal
13	C2	Numeric	8	0	3.2 Theories, concepts and research findings related to L2 development.	{1, very low}...	None	8	Right	Ordinal
14	C3	Numeric	8	0	3.3 The interrelatedness of L1 and L2 acquisition.	{1, very low}...	None	8	Right	Ordinal
15	C4	Numeric	8	0	3.4 The importance of linguistic environment and conversational support in FL acquisition.	{1, very low}...	None	8	Right	Ordinal
16	C5	Numeric	8	0	3.5 Common difficulties experienced by EFL students in learning English.	{1, very low}...	None	8	Right	Ordinal
17	D1	Numeric	8	0	4.1 Factors and procedures in planning EFL instruction.	{1, very low}...	None	8	Right	Ordinal
18	D2	Numeric	8	0	4.2 A variety of methods and techniques appropriate for EFL instruction.	{1, very low}...	None	8	Right	Ordinal
19	D3	Numeric	8	0	4.3 Strategies for fostering EFL students' communicative competence.	{1, very low}...	None	8	Right	Ordinal
20	D4	Numeric	8	0	4.4 The use of technological tools and resources to facilitate and enhance EFL instruction.	{1, very low}...	None	8	Right	Ordinal
21	D5	Numeric	8	0	4.5 Classroom management strategies for a variety of EFL environments and situations.	{1, very low}...	None	8	Right	Ordinal
22	D6	Numeric	8	0	4.6 Sharp awareness of teaching methods currently in practice in Algeria.	{1, very low}...	None	8	Right	Ordinal
23	E1	Numeric	8	0	5.1 Factors that may affect EFL students' learning of academic content, language and culture.	{1, very low}...	None	8	Right	Ordinal
24	E2	Numeric	8	0	5.2 Affective variables which highly influence the students' success in the learning of an FL.	{1, very low}...	None	8	Right	Ordinal
25	E3	Numeric	8	0	5.3 The nature of students' variation in the EFL classroom.	{1, very low}...	None	8	Right	Ordinal
26	F1	Numeric	8	0	6.1 Basic concepts, issues and practices related to test design, development and interpretation.	{1, very low}...	None	8	Right	Ordinal

Students Questionnaire.sav [DataSet1] - SPSS Statistics Data Editor

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	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
26	F1	Numeric	8	0	6.1 Basic concepts, issues and practices related to test design, development and interpretation.	{1, very low}...	None	8	Right	Ordinal
27	F2	Numeric	8	0	6.2 Types of assessment used in EFL classroom.	{1, very low}...	None	8	Right	Ordinal
28	F3	Numeric	8	0	6.3 Standardised tests commonly used in EFL programmes.	{1, very low}...	None	8	Right	Ordinal
29	CategoryB	Numeric	8	0	Students' satisfaction about theoretical courses.	{1, strongly ...	None	8	Right	Ordinal
30	G1	Numeric	8	0	Practical teaching training experience inside university.	{1, never}...	None	8	Right	Ordinal
31	G2	Numeric	8	0	Practical teaching training experience in real classrooms.	{1, never}...	None	8	Right	Ordinal
32	G3	Numeric	8	0	Classroom observation for other teachers practising their profession.	{1, never}...	None	8	Right	Ordinal
33	G4	Numeric	8	0	EFL skills training.	{1, never}...	None	8	Right	Ordinal
34	G5	Numeric	8	0	Evaluation of the teaching performance by the trainer.	{1, never}...	None	8	Right	Ordinal
35	G6	Numeric	8	0	Self-evaluation of the teaching practice.	{1, never}...	None	8	Right	Ordinal
36	G7	Numeric	8	0	Practice of the teaching methodologies in teaching.	{1, never}...	None	8	Right	Ordinal
37	G8	Numeric	8	0	Self-reliance in lesson planning and evaluation.	{1, never}...	None	8	Right	Ordinal
38	G9	Numeric	8	0	The opportunity to interact with native speakers.	{1, never}...	None	8	Right	Ordinal
39	G10	Numeric	8	0	Exposure to EFL professional books, textbooks and journals.	{1, never}...	None	8	Right	Ordinal
40	CategoryD	Numeric	8	0	Students' satisfaction about teaching training.	{1, strongly ...	None	8	Right	Ordinal
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51										

Data View Variable View

Newly Recruited Teachers' Questionnaire

Part I: Demographic Information

Gender: Male Female

Degree Obtained: Licence Master

Option: Language Studies Literature and Civilization

Part II:

Category A: Theoretical Acquisition

Directions: Each item in this category contains a major factor in EFL teacher training. Choose the most appropriate answer which reflects your knowledge about each item on the scale (very low-low-moderate-high-very high).

To what extent do you know and understand the following?

	Very low	Low	Moderate	High	Very high
1.1 The nature of language and basic concepts of language systems. (e.g. phonology, morphology, syntax, lexicon)					
1.2 Functions of language register in English. (e.g. formal vs. informal)					
1.3 The interrelatedness of listening, speaking, reading and writing					
1.4 The structure of the English language and conventions of written and spoken English.					
1.5 Models and examples of written and oral discourse.					

	Very low	Low	Moderate	High	Very high
2.1 The historical, theoretical and policy foundations of EFL education in Algeria.					
2.2 Types of EFL programmes in Algerian education, their characteristics, their goals and research findings on their effectiveness.					
2.3 Research findings related to EFL education, including effective instructional and management practices in EFL programmes.					
2.4 Techniques to urge learners to use the target language (English) and to avoid using their L1 as much as possible.					

	Very low	Low	Moderate	High	Very high
3.1. Theories, concepts and research related to L1 development.					
3.2. Theories, concepts and research related to FL development (English).					
3.3. The interrelatedness of first- and second- language acquisition and ways in which L1 may affect FL development.					
3.4. The importance of linguistic environment and conversational support in FL acquisition.					
3.5. Common difficulties (e.g. syntax, phonology, L1 interference ...) experienced by EFL students in learning English and strategies for overcoming these difficulties.					

	Very low	Low	Moderate	High	Very high
4.1. Factors and procedures in planning EFL instruction, including consideration of students' developmental characteristics and individual needs.					
4.2. A variety of methods and techniques appropriate for instruction in the EFL classroom.					
4.3. Strategies for fostering EFL students' communicative competence.					
4.4. The use of technological tools and resources to facilitate and enhance EFL instruction.					
4.5. Classroom management strategies for a variety of EFL environments and situations.					
4.6. Sharp awareness of the teaching methods actually in practice, in Algeria, and their differences from the ones experienced as learners.					

	Very low	Low	Moderate	High	Very high
5.1. Factors that may affect EFL students' learning of academic content, language and culture (e.g. age, personality, academic background, socio-cultural background, home environment, attitude, exceptionalities ...)					
5.2. Affective variables which highly influence the students' success in learning of an FL (e.g. motivation, self-esteem, inhibition, risk taking, anxiety, empathy...)					
5.3. The nature of students' variation in the EFL classroom, including variation in developmental characteristics, academic strengths and needs, and preferred learning styles (e.g. visual, tactile, auditory, tactile, auditory...)					

	Very low	Low	Moderate	High	Very high
6.1. Basic concepts, issues, and practices related to evaluation/assessment design, development and interpretation.					
6.2. Types of assessment used in the EFL classroom (formative, summative, recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations.					
6.3. Standardised tests commonly used in EFL programmes (e.g TOEFL, IELTS).					

Category B: Student's Satisfaction

Directions: Choose the most appropriate answer according to you on the scale between strongly disagree and strongly agree.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I am satisfied with the <i>theoretical courses</i> I have received, as a preparation to be a future EFL teacher, during the sessions of the initial teaching training programme.					

Category C: Teaching Practice

Directions: Choose the most appropriate answer according to you on the scale between never and always.

How often have you practised the following activities in your initial teaching training?

	Never	Sometimes	Always
1. Practical teaching training experience within the programme			
2. Practical teaching training experience in real classrooms			
3. Classroom observation for other teachers practising their profession			
4. EFL skills training			
5. Evaluation of the teaching performance by the trainer			
6. Self-evaluation of the teaching practice			
7. Practice of the teaching methodologies in teaching			
8. Self-reliance in lesson planning and evaluation			
9. The opportunity to interact with native speakers			
10. Exposure to EFL professional books, mainly official textbooks, and journals			

Trainees' Questionnaire.sav [DataSet1] - SPSS Statistics Data Editor

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	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	Gender	Numeric	8	0	Gender	{1, Male}...	None	8	Right	Nominal
2	Option	Numeric	8	0	Option	{1, LS}...	None	8	Right	Nominal
3	A1	Numeric	8	0	1.1 The nature of language and basic concepts of language systems.	{1, very low}...	None	8	Right	Ordinal
4	A2	Numeric	8	0	1.2 Functions of language register in English.	{1, very low}...	None	8	Right	Ordinal
5	A3	Numeric	8	0	1.3 The interrelatedness of listening, speaking, reading and writing.	{1, very low}...	None	8	Right	Ordinal
6	A4	Numeric	8	0	1.4 The structure of the English language and conventions of written and spoken English.	{1, very low}...	None	8	Right	Ordinal
7	A5	Numeric	8	0	1.5 Models and examples of written and oral discourse.	{1, very low}...	None	8	Right	Ordinal
8	B1	Numeric	8	0	2.1 The historical, theoretical and policy foundations of EFL education in Algeria.	{1, very low}...	None	8	Right	Ordinal
9	B2	Numeric	8	0	2.2 Types of EFL programmes in Algerian Education.	{1, very low}...	None	8	Right	Ordinal
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11	B4	Numeric	8	0	2.4 Techniques to urge learners to use English and to avoid using their L1.	{1, very low}...	None	8	Right	Ordinal
12	C1	Numeric	8	0	3.1 Theories, concepts and research findings related to L1 development.	{1, very low}...	None	8	Right	Ordinal
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14	C3	Numeric	8	0	3.3 The interrelatedness of L1 and L2 acquisition.	{1, very low}...	None	8	Right	Ordinal
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16	C5	Numeric	8	0	3.5 Common difficulties experienced by EFL students in learning English.	{1, very low}...	None	8	Right	Ordinal
17	D1	Numeric	8	0	4.1 Factors and procedures in planning EFL instruction.	{1, very low}...	None	8	Right	Ordinal
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21	D5	Numeric	8	0	4.5 Classroom management strategies for a variety of EFL environments and situations.	{1, very low}...	None	8	Right	Ordinal
22	D6	Numeric	8	0	4.6 Sharp awareness of teaching methods currently in practice in Algeria.	{1, very low}...	None	8	Right	Ordinal
23	E1	Numeric	8	0	5.1 Factors that may affect EFL students' learning of academic content, language and culture.	{1, very low}...	None	8	Right	Ordinal
24	E2	Numeric	8	0	5.2 Affective variables which highly influence the students' success in the learning of an FL.	{1, very low}...	None	8	Right	Ordinal
25	E3	Numeric	8	0	5.3 The nature of students' variation in the EFL classroom.	{1, very low}...	None	8	Right	Ordinal
26	F1	Numeric	8	0	6.1 Basic concepts, issues and practices related to test design, development and interpretati...	{1, very low}...	None	8	Right	Ordinal

Data View Variable View

Trainees' Questionnaire.sav [DataSet1] - SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
26	F1	Numeric	8	0	6.1 Basic concepts, issues and practices related to test design, development and interpretati...	{1, very low}...	None	8	Right	Ordinal
27	F2	Numeric	8	0	6.2 Types of assessment used in EFL classroom.	{1, very low}...	None	8	Right	Ordinal
28	F3	Numeric	8	0	6.3 Standardised tests commonly used in EFL programmes.	{1, very low}...	None	8	Right	Ordinal
29	CategoryB	Numeric	8	0	Students' satisfaction about theoretical courses.	{1, strongly ...	None	8	Right	Ordinal
30	G1	Numeric	8	0	Practical teaching training experience inside university.	{1, never}...	None	8	Right	Ordinal
31	G2	Numeric	8	0	Practical teaching training experience in real classrooms.	{1, never}...	None	8	Right	Ordinal
32	G3	Numeric	8	0	Classroom observation for other teachers practising their profession.	{1, never}...	None	8	Right	Ordinal
33	G4	Numeric	8	0	EFL skills training.	{1, never}...	None	8	Right	Ordinal
34	G5	Numeric	8	0	Evaluation of the teaching performance by the trainer.	{1, never}...	None	8	Right	Ordinal
35	G6	Numeric	8	0	Self-evaluation of the teaching practice.	{1, never}...	None	8	Right	Ordinal
36	G7	Numeric	8	0	Practice of the teaching methodologies in teaching.	{1, never}...	None	8	Right	Ordinal
37	G8	Numeric	8	0	Self-reliance in lesson planning and evaluation.	{1, never}...	None	8	Right	Ordinal
38	G9	Numeric	8	0	The opportunity to interact with native speakers.	{1, never}...	None	8	Right	Ordinal
39	G10	Numeric	8	0	Exposure to EFL professional books, textbooks and journals.	{1, never}...	None	8	Right	Ordinal
40	CategoryD	Numeric	8	0	Students' satisfaction about teaching training.	{1, strongly ...	None	8	Right	Ordinal
41										
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Data View Variable View

Key to Group Interview Orthographic Transcription

(Wray and Bloomer, 2006)

<i>Symbol</i>	<i>Meaning</i>
?	Question
(.)	Normal stop in speech
(1.0), (2.0)...	Number of seconds, in long stop in speech
> <i>Speech</i> <	Quick speech
:	Long sounds, which makes speech slow
CAPITAL LETTERS	Loud speech
↑	High intonation
↓	Low intonation
[<i>Speech</i>]	Two speakers at the same time
=	To be continued
R	Researcher (interviewer)

<i>Speaker</i>	<i>Comments</i>
<i>Interviewer</i>	<p>This meeting or this forum is part of my work (.) I was able to do it as an interview to see each one aa alone as I did in my magister thesis (.) but since I have seen lot of works in great universities they are doing this form because when we meet like that we are going to enhance each other to give more ideas more opinions and this is from one side for my work (.) and also for the benefit of our students since we are talking about the crisis cells and so on so I tried to link everything to benefit myself for my work and why not to take some recommendations from this meeting for our students since we are forming students to be or to become future teachers (.) ok so (.) my work is about pre-service training we are forming students in order to have future teachers either in literature or in linguistics linguistic studies we: no one can deny that the economic (2.0) let's say situation in Algeria aaa doesn't give much opportunities for students yes we are forming in literature we are forming in I don' know many masters but most of the time ninety per cent students find themselves looking for a job in teaching because the economic situation let's say imposes this on students (.) so this is one I think we should take care each time about pedagogy and teaching and so on though the specialities are different so what I did in the last years (.) I followed a group</p>

of *LMD* students let's say the whole (2.0) students enrolling last year as master 2 (.) I've made with them an interview sorry a questionnaire to see whether they know a number of things in order to be competent teachers (.) I took a model of what is a good teacher and I asked them if they know these things if they have practised these things during their lectures during their five years here (.) it was a little bit subjective (.) they say something about their (.) how they let's say are they satisfied about their training here (.) then (.) this year after the recruiting of new teachers they were ten teachers *LMD* students so I've done with them after they have finished their training at school (.) with inspectors and so on I've done with them the same questionnaire to see whether the training programme at schools at the level of schools (.) let's say developed by the 'academie' education ministry of education (.) is it working hand in hand with what we are doing here? are we collaborating are we complementing each other or not? ok ? so I've found (.) I am going to give the most important findings (.) I've found that the majority of things we are doing at university they are theoretical yes they know many things in didactics (.) if you ask them about definitions they will give the best definitions (.) in grammar they have sometimes yes most of them they have a good level in

language and so on though they have sometimes they did not deny that sometimes they have some pronunciation problems some problems in writing especially (.) but in general what they need they need practice (.) yes I know how to speak English I know how to write but I don't have many let's say chance to do it (.) I know what is the direct method I know what is the communicative method as definitions but I've never seen its relation in real classrooms (.) I wished if they are doing this during their training but I've found that the same thing is done even in their training at schools or let's say before going to their job=

Head of Department by the end of the

Scientific Committee President and we call it in-service training

Inspector no it is not

Scientific Committee President it is still pre-service

Interviewer

it's still pre-service (.) yes I've seen that some scholars differentiate between pre-service (.) let's say university based pre-service training and school based initial training (.) it is called initial training (.) so we are nearly doing the same thing (.) I wished if we are doing some practice with teachers starting from observation of teachers (.) no they spent one academic year ok? just receiving lectures in the same way they were doing at university (.) so these were my findings (.) this is why I've invited Inspector as an inspector (.) professor Scientific Committee President as a teacher (.) first as the president of the scientific committee (.) and also a teacher of didactics (.) and Mrs Dr Head of the Department (.) also as the head of the Department I know that she is aware about the new master programmes (.) laws (.) [relations] (.) what the the ministry what what they look for in our universities and so on (.) and of course we tried also to invite Practitioner in order to (.) because he has a hybrid experience (.) 18 years as a secondary school teacher and some ten years or about as a university teacher and he is (.) ↑ YES he knows (.) yes what do we have in secondary schools in both sectors (.) he has this vision (.) this double vision (.) so this why I invited you to discuss these axes (.) and first these axes are divided into a number of rubrics (.) the first rubric is going to deal with needs analysis (.) yes

[Practitioner]

in terms of language what they need? before talking about the environment about the school about the university (.) in terms of language in terms of didactics in terms of aaa grammar in terms of (1.0) and so on (.) so you can see here (1.0) what are the students' needs to become qualified teachers (.) yes (.) I know that we are doing many things but according to aaa you what are these needs according to your experience and so on (.) so here I am going to take two visions university vision and let's say school vision a secondary school vision (.) so here I will say ladies first I will start with professor Scientific Committee President ok?

<i>Scientific Committee President</i>	no (.) here you should start with guests	<i>laughing</i>
<i>Interviewer</i>	why? because I am going to follow this chronological aaa [ok] university then we move to to the secondary school ok?	<i>laughing</i> <i>[Scientific Committee President]</i>
<i>Scientific Committee President</i>	so (.) now speaking about EFL students' needs and how do we determine theses needs at the university (.) in fact in the university we do not have the vision that all students will become teachers [yes] therefore we should prepare them for different types of carriers later (.) therefore we do not really focus on teaching though we are biased towards teaching (.) now in fact we (1.0) normally have the objective to develop their language skills the four language skills (.) we also	<i>[Interviewer]</i>

give them some theoretical aaa knowledge about
 (.) starting from linguistics and applied
 linguistics sociolinguistics moving to didactics
 moving to literature civilization (.) this is to have
 a broad knowledge about the language (.) its
 culture (.) its structure (.) therefore all these
 matters are theoretical (.) now speaking about
 teacher training (.) we tried in the past to have
 practical sessions in real schools (.) I mean in
 schools and secondary schools (.) we used to do
 that but I think that the 'academie' has aaaa=

Inspector

problem of budget (.) between the two
 ministries

*Scientific
 Committee
 President*

=yes (.) has stopped this experience though it
 was a fruitful experience (.) though teachers
 were there only for some four five six sessions (.)
 but they had to report their teaching experience
 (.) then the teacher mark them then etc. (.) in fact
 it was very fruitful (.) unfortunately they stopped
 during the 90's I think (.) and we tried to find out
 another solution which was teacher training
 inside the university (.) and this of course had
 nothing to do with a real situation (.) in fact the
 students try to present a lesson in front of their
 classmates (.) try to develop a lecture or a lesson
 etc. (.) according to units and I think that though
 (.) it may give an idea to students about what is
 teaching but many components of real situations

are lacking (.) such as classroom management (.)
such as aaaa I mean aaa I mean real students=

Interviewer

learner factors and

Scientific

yeah learner factors many many parameters are

Committee

President

Interviewer

yes evaluation you cannot evaluate yes

Scientific

=you cannot you cannot (.) that is (2.0) therefore

Committee

(.) in fact this situation was not very successful

President

(.) we cannot speak about successful results

(.) did not bring successful results (.) now (.) if I

speak about masters now (.) we have many

masters proposals (.) and then which became

effective now (.) but I should say that (1.0) the

teacher is thinking about (1.0) I mean the

university teacher is thinking about a master

specialism which is far from the socio-economic

situation (.) we should speak about (.) because

these teachers have their own vision (.) normally

these masters should emerge from a need (.) a

societal need (.) or a socioeconomic need this is

not what happen (.) what happens in fact is that

a teacher has got a university teacher has got a

vision about aaa one kind of training ok? and this

is transformed into masters proposal and then

this becomes aaaa well it is agreed on and then

(.) this is why we do not we want in fact these

masters proposals to be developed (.) I mean

according to the socioeconomic needs this is

what happens in developed countries (.) there is

a need and then of course the teacher is going to work with aa place managers (.) with those concerned with aaa that specific area to develop something workable (.) this is why our masters specialism remain theoretical [yes] no practice (.) there is fact two obstacles (.) the first on is that they are not I mean our students are not allowed to make any teaching practice in schools (.) and the second factor is that even the training received (.) for example got an *ELT* master specialism which is English language teaching (.) but it still remains theoretical (.) it has no practical side (.) and I think that the the the (.) well I think it is that

[Interviewer]

Interviewer

oh ok (.) yes let's link what (.) yes it really goes hand in hand with what I have found specially the practical side ok. it is lacking (.) and students were claiming about this (.) that when we face learners for the first time it was a new world (.) and we cannot find the relevance of what we have seen at school sorry at university in real school (.) because they have not seen it (.) this what we have found (2.0) which goes hand in hand you have mentioned now ok? so we try link this with yes (.) how inspectors receive our students (.) so what they wish what they expect and what they find when they work for the first time with newly recruited teachers?

Head of

Department

sorry can I interrupt?

<i>Interviewer</i>	yes	
<i>Head of Department</i>	I just want to make a link between what professor Scientific Committee President made [yes I] just want to explain just one thing about the masters before making the link=	<i>[Interviewer]</i>
<i>Interviewer</i>	nice ↑ I was letting this for you yes because I know you	
<i>Head of Department</i>	=so the point is that (4.0) the point is that (.) first of all I agree with what professor Scientific Committee President said (.) we have the task to train our students in the four skills (.) and then this is what they really need at the level of licence degree (.) and then when they move to master's degree (.) they are more or less lost at the beginning (.) so they do not know which master to choose and they select one and they start it and they find difficulties to get on well with the selected master (.) and then what you really need to know and to grasp is that the masters that we have can be classified in research masters and not in professionalizing masters [yes academic truly academic] yes so the masters that we offer at the level of our university and at the level of Algeria are not for students to become teachers (.) but they are for students to do research (2.0) that's why we do not have that practical side (.) so this is what I wanted to add	<i>[Scientific Committee President]</i>

Interviewer

nice (.) ok (.) I agree with you here and this is what make the situation critical in terms of pre-service training (.) here please since you are aware with about the administrative affairs and so on (.) the masters or the teachers who form masters here (.) do they have a margin in order to to innovate in order to add something ok? yes I know it is academic (.) but at the same time I know that society needs teachers and we don't have translators we don't have foreign companies and so on for example ok? we don't have many other opportunities like other universities or other countries (.) for example in Morocco they need students of languages for tourism (.) here we don't have (.) for example (.) ok? but normally or I ask you if they have a margin in order to let's say insert something of pedagogy something of aaa I don't know [that goes with teaching at the level of aaa] yes yes (.) or they have to be strict to something that are imposed from the top

*[Head of
Department]*

*Head of
Department*

so the answer is going to be aaa completely different from what are proposing (.) since the irony of the thing is that those who propose masters are not always professors and well learnt between inverted commas teachers (.) sometimes these propositions come very new teachers (.) and the problem is not at the level of the teacher who is proposing because he is not aware of all the needs (.) but the problem is at

the level of the ministry (.) so I really from what I have seen till now (.) I really believe that the ministry of higher education should state the several points that a teacher proposing masters should follow [yeah you mean they are free] yes (.) there is nothing they are free to propose whatever if even if ever you decide to do sport in your master it will be accepted (.) this is between inverted commas [yes yes] ok this is just an example (.) so here there is no regulation (.) no rules (.) no real proposition from the higher authorities in this field (.) and this should be done (.) because if decide to work on a master proposition I am not aware about the needs of the whole society even if I have few ideas but I don't know (.) so they should have this type of aaa let's say norms in order to regulate all the masters and not let it open just like that (.) for instance I have noticed that the masters of literature and civilization don't have didactics [yes] or a teaching practice module (.) and then they are going to teach (.) [or at least a theoretical module] yes nothing to do with that (.) why because they always turning around the same point (.) in order to do research in and get professionals in research in literature and or civilization (.) and not in that way

[Interviewer]

[Scientific
Committee
President]

Interviewer

here between brackets (.) the newly recruited teachers this year (.) they were four out of ten students who were LC students (.) and

the six others they were *LS* students (.) it means that it is nearly (.) yeah forty per cent of newly recruited teachers they were without any didactic background

*Head of
Department* yes experience

Interviewer ok? thank you so much we jumped directly to aaa

*Scientific
Committee
President* yeah (.) I would like to just add a point I mean regarding these masters proposals or masters projects ok? in fact if we can speak about learners' needs (.) we have got to target two types of needs (.) learning needs (.) and target situation needs (.) what is targeted in fact in our project is only learning needs (.) the target situation needs are completely ignored

*Head of
Department* yes put aside

Interviewer yes ok thank you

*Scientific
Committee
President* yes

Inspector I would like to add something else (.) when we talk about the students' needs (.) well which needs? it is very confusing (.) why? because according to experts in the sphere of education when they talk about the needs (.) perceived needs and felt needs (.) I did this sort of experiment facing a group of master students (.) newly appointed as teachers at the level of the lycée (.) I have the official programme if you like

delivered by the ministry (.) when I asked them what do you expect from this two-week training (.) all they said had nothing to do with the official documents stemming from the ministry (.) so if I asked them what I need (.) this is what I know theoretically [nice] if you ask me what they need [Interviewer] I will tell this this and this (.) but if you ask them (.) they had other needs (.) so perceived needs are needs of an expert supervising an audience (.) now if you ask them they have got the felt needs and according to experts worldwide they say if (1.0) the perceived needs run counter to felt needs ↑ trust the felt needs (.) [great] but [Interviewer] there is a problem now (.) there is politics in any syllabus (.) programme (.) curriculum (.) now if you ask them that's very fine (.) you can do something important (.) you think it's part of the needs of the students (.) if you do it it is very important (.) ↓ but if you do it it is not official (.) this the problem well this is this problem is wherever you go in England in Belgium in wherever (2.0) so when you say what are the students' needs to become qualified teachers (.) what do you mean by qualified teacher teachers? (2.0) certified?

Interviewer not in terms of certificate but in terms of let's say (1.0) quality yeah

Inspector I think that the English word is to obtain the qualifying reaching status (.) QTS this is very common in England

<i>Interviewer</i>	but here just a matter of making things let's say short and summarized so we say qualified teachers who let's say have all the requirements	
<i>Practitioner</i>	yes <i>QTS</i>	
<i>Interviewer</i>	or sometimes <i>KAL</i> some scholars they call it <i>KAL</i> knowledge about language in addition to other factors	
<i>Practitioner</i>	very briefly (.) Interviewer (.) if I may intervene (.) and I stick to the question (2.0) of what are the students' needs to become qualified teachers	
<i>Interviewer</i>	here I want to make the question more determined to you (.) since I try to link it with your experience ok?	
<i>Practitioner</i>	right	<i>nodding</i>
	and I let this question for you ok? you were a teacher at school (.) and now at university ok?[yeah] you have these two visions (.) may be I am sure that when you were a lycée teacher you were saying normally at university they should do this and this because you were seeing newly recruited teachers yes or no? [yes exactly] and now you are in the field (.) so you try to link this	<i>[Practitioner]</i> <i>[Practitioner]</i>
<i>Practitioner</i>	firstly and have to correct one information (.) it is I have had seventeen years of experience at schools high school (.) secondary school (.) and eight years at university	
<i>Interviewer</i>	eight ok I said eighteen ten	
<i>Practitioner</i>	according to me (.) concerning the needs of the students as Dr Scientific Committee President said (.) target needs necessities lacks and wants	

too [yes wants yes] and (.) first of all (.) there are [Practitioner]
some basis they have to know (.) actually they
have to know what the methods and approaches
of teaching the English language as a foreign
language are (.) or have been at least from those
which have been in practiced since 1962 until
today (.) in Algeria (.) they have to know them
and they have to at least (.) to practice them in
the classroom within the didactics module with
their teacher through presentations of lectures
and so on this is first on one hand (.) on the other
hand (.) they have to master the language it is
very important (.) mastering the language right?
is a very crucial element for would-be teachers
to face the students right? if a teacher does not
master the language he would be unable to face
the students to present a lecture (.) to explain to
involve the learners an so on and so forth
(.) there is another very important module which
called educational psychology (.) educational
psychology is a would be and I think colleagues
here present would agree with me (.) is a would
be component for a teacher (.) because
university students who are preparing their
master now (.) and who are going to teach
tomorrow kids in the middle school and the
secondary school are going to face a different
generation with new views with strange
behaviour and so on and so forth (.) so if he is
not prepared beforehand to how to face how to

cope with such behaviours (.) he will find difficulties to teach even if his proficiency level in language is excellent (.) even he masters all the methods and approaches of teaching the languages (.) even he is a brilliant student (.) if he does not know how to cope with adolescents (.) he will have problems (.) if he don't know how to manage large classes (.) mixed ability classes and so on and so forth (.) he will have problems how to cope with his teaching situations (.) and of course we have got learning styles learning strategies (.) he has to know all these

Interviewer

but do you always insist on practising these things (.) not only learning them as lectures and theories

Practitioner

exactly exactly (.) they should not be they should not stay theoretical [ok] didactics for example (.) *[Interviewer]* the didactics module should present to them these theories at the same time they have to practise them in classroom (.) you have to put these would-be teachers in situations where (.) in a problem situation that is likely to be met in middle school or in secondary school (.) right? this is in part what the needs of these would be teachers for me are

Interviewer

yes yes

Inspector

in the same train of thoughts aaa well here I think there is only the term training (.) nowadays in England in America they talk about phenomenology of education (.) it means

the whole syllabus should originate from the phenomenology of education not training (.) because when you talk about training this is positivism (.) and when you talk about positivism it's like you are training aa ballet dancers (.) circus acrobats (.) wherever the circus moves it's the same thing (.) alright? [yes yes] but with phenomenology of education (.) when (.) there is training at the very beginning (2.0) and then there is phenomenology after (.) they should follow immediately (.) this is what the British call the continuous professional development or may be even self-development

shaking head

[Interviewer]

Interviewer not also lifelong development sometimes learning?

Inspector yes yes (.) the core problem here is how to cope with the unexpected (.) even if the syllabus I did follow at the university with teacher trainers inspectors experts in the sphere of education is lacking [nice yes] how to be well equipped (.) because at the university (.) initial training (.) in-service training (.) pre-service training and development are not really sufficient (.) why? because there is the logic of academic knowledge at the university (.) with its practical side and so on (.) and there is the summative certification for the students master or licence (.) the pre-service (.) the in-service with a language or a teacher trainers (.) there a summative summative

[Interviewer]

certification (.) the *QTS* this is what I mean [yes
 yes] qualified (.) he she obtained the qualified
 teaching status (.) now in the real world it is
 something else (.) completely different (.) and
 now with phenomenology if we add this
 component of phenomenology of education
 (.) this student is well-equipped to stand up to
 certain problems that may occur within this

[Interviewer]

Interviewer

yes great (.) you know why I am smiling and I am
 happy? because the same things were claimed by
 students (.) they say yes (.) sometimes we have
 seen some many good things they did not deny
 this (.) at university (.) but they say sometimes
 (.) me myself in the questionnaire ok (.) me I was
 week in this not all the colleagues (.) it means
 that each time there is a margin for individual
 needs and wants (.) and something that is not
 expected as you said

Inspector

I remember just to go back to what I said a while
 ago (.) we had a meeting with some Americans
 and some people (.) the colleagues were talking
 about training (.) do you know what an American
 said from Pennsylvania? we train horses (.) we
 don't train human beings [yes yes it is] this
 training (.) why? because there was training
 even in Europe till the fifties sixties (.) and then
 they noticed that society (3.0) was a little bit
 Para-biological (.) not biological 100% so they
 need (.) the would-be teachers needed training
 till they retired (.) the society did not pace very

[Scientific
 Committee
 President]

quickly (.) nowadays (2.0) we need development
 [nice] phenomenology of education (.) so I would [Interviewer]
 like to go back to the needs (.) felt needs
 (.) perceived needs (.) and I try to elaborate (.) to
 design a syllabus in which there is both
 (.) training and development [great the official [Interviewer]
 and the unexpected] yes (.) yes of course
 (.) training and development at the same time (.)
 [great] otherwise [Interviewer]

Interviewer ok great (.) thank you so much (.) I think that
 indirectly we have answered the societal factors
 (.) what are the aim behind forming students
 (.) it was answered by Head of Department
 (.) and if they are have a role in society and
 different master projects aims

Inspector aa please again (.) the I repeat (.) I summarize
 what I said (.) the logic of academic knowledge at
 the university (.) even the very first years
 (.) what you called the pre-service training and
 even in-service (.) they are certified (.) good
 (.) but there is a problem of (2.0) the logic of the
 real market (.) the logic of use of the former
 academic knowledge (.) and here there is also a
 problem it is not very easy (.) I can design a
 whole syllabus closely related to the nee:ds
 (.) felt nee:ds (.) I may even go and step a little
 bit fo:rward (.) and talk about the felt needs (.) I
 will cheat (.) this is the official syllabus delivered
 by the ministry of national education in which it
 is imposed (.) this is official (.) as a teacher

trainer please respect this (.) this is (.) you may have (.) you may do something very important but it is not (.) but you belong to a system (.) this is the systemic approach (.) you got to bow to the system (.) even if you do something important (.) you don't have to do it (.) this is another problem (.) alright?

shaking head

Interviewer

yes yes

*Scientific
Committee
President*

so (.) do you mean as an inspector (.) you have to aaa though probably you are not convinced with the official syllabus (.) you have to (.) let's say not train but educate your trainees to [according to] yes (.) according to (.) and sorry (.) this is a question did you for example provide your trainees with for example (.) between brackets (.) I don't know probably your comments or aaa [yes of course yes] and your attitude toward a particular point in the syllabus

[Inspector]

[Inspector]

Inspector

yes (.) that's why I talked about not positivism in education (.) but rather phenomenology of education (.) I've got an official syllabus (.) delivered by the ministry of national education (.) but in between I can insert what is called phenomenology of education (.) I will tell you the ministry says (1.0) openly (1.0) explicitly (.) you should stick to this (.) why? [why?] because (.) theoretically there is an evaluation of the syllabus so please do not do anything important off the syllabus (.) so when we evaluate it (.) it is the ministry behind the design

[Interviewer]

of the syllabus (.) that's why they said no (.) you may do something very important (.) much more important than what is stated in the official syllabus (.) but stick to the syllabus though it is not important but it is official (.) stick to the official not important (.) but you can do it if you insert phenomenology of education alright?

Interviewer

yeah great (.) yes nice (.) so as I said (.) normally we had answered all the questions related to the societal factors ok? indirectly (.) and we have seen that normally we are forming academic masters and that between inverted commas that have nothing to do with what the society needs and so on ok? yes do you want to aaa ?

*Scientific
Committee
President raising
hand*

*Scientific
Committee
President*

sorry (.) yeah youcef (.) you are the one who asks questions (.) but there is a question which comes to my mind [yes yes why not] it is clear that at the university (.) the degree is academic (.) I mean the aaaa yes (.) the syllabus is rather academic (.) now the initial training is also theoretical and this is my question (.) why? to probably to Inspector (.) why is the training or education or whatever still theoretical?

[Interviewer]

Inspector

no (.) firstly because they start immediately after the results (.) after they post those who succeeded (.) would-be teachers (.) right fine (.) the training sessions are held in July (3.0) there is no school [emmm] [no students] this is what (.) but they do now we (.) we find certain problems (.) I don't know exactly what it

*[Scientific
Committee
President]
[Head of
Department]*

is now the difference between pre-service and in-service (.) the teacher is already there (.) is it pre- (.) initial or in-service? there is a whole confusion (.) a long time ago we had *L'ENS* (.) *les ITE* (.) a two year period(.) >they stay there the the the what you mention before earlier before< (.) they go to schools reports etc. (.) but nowadays no (.) university (.) there is an exam or call it whatever (.) you like and then immediately they go to school (.) is it initial or is it in-service? so there is a confusion here (.) *L'ENS* they have four year at *L'ENS* Kouba [yes

[*Scientific
Committee
President*]

yes *L'ENS*] teaching (.) specialized in the sphere of education (.) they went to schools (.) they taught (.) block teaching practices (.) nowadays no (.) so what is pre-service (.) initial? [there is a proposition for that] yes (.) what is initial and what is continuous professional development? we are a bit lost

[*Head of
Department*]

*Head of
Department*

definitely

Interviewer

yes sir (.) since the ministry of education is accepting students coming from university with this kind of formation (.) with this kind of training between inverted commas here (.) ok (.) they are accepting them yes (.) why they do not collaborate in order to make it suitable to what the education ministry of education needs? [ooh this is politics] [yes yes] we have seen the two ministers of education and higher education

[*Inspector
Scientific
Committee
President*]

(.) they were let's say in newspapers blaming each other [throwing stones on each other] why not to ok (.) why not to adjust what I have instead of going and forming a new (.) so if I form a new school as you said *L'ITE* as it is was ok? what I'm going to do with these students? [with these students for example yeah] ok? so this is a great problem

[Head of Department]
[Scientific Committee President]

Inspector well (.) I think *LITE* will open next year (.) I don't think if we called (.) to be called

Scientific Committee President *L'ENS* it is again *L'ENS*

Head of Department *L'ENS* there is a preposition for *L'ENS*

Interviewer so in order to move quickly (.) and to in our forum (.) let's move directly to the project factors I said since we have answered the societal factors (.) ok here two questions to (.) yes the first (.) the same question but here I said who constitutes the project group that is the training staff ok? yes here we know teachers (.) at university (.) ok? please (.) you as the head of the department ok? are we designing teachers in the right place?

Head of Department no (.) definitely not all the time *laughing*

Interviewer yesterday (.) yesterday I was talking with inspector Inspector (.) he has a great experience

in didactics (.) in training (.) with inspecting how many years ok? and when he was invited to teach (.) yes he was my teacher of British literature [yes yes] it is has nothing to do (.) yes we have learnt many things with his pronunciation (.) but [he was not doing his speciality] you as a head of department (.) do you have the authority for example (.) yes they are your colleagues (.) not the authority to impose (.) but at least to advise your colleagues to go and to have (.) yes I have many students (.) many teachers for example (.) I am a teacher of writing for example (.) yes sometimes you find some difficulties (.) yes except for professor Scientific Committee President who worked on writing (.) she always give us pieces of advice and how to constitute a programme and so on (.) but I know that there are many teachers who worked in their doctorate projects on writing and now they have nothing to do with writing (.) and they are teaching things else yes or no? [yes] so I don't know if how to manage (.) yes I am going to do it in my recommendations (.) aaa yes (.) but I have no idea about the staff that you work with (.) yes as inspectors (.) yes in the training or the initial training and so on (.) do you have only inspectors or teachers? in order to form the newly recruited teachers (.) who constitute the staff?

[Inspector]

[Head of
Department]

[Head of
Department]

Inspector

which staff?

<i>Interviewer</i>	of the training	
<i>Scientific Committee President</i>	the training staff	
<i>Interviewer</i>	yes (.) you are only inspectors or?	
<i>Inspector</i>	no ↑ there are (.) there are teacher-trainers (.) so in Algeria the thing is a little bit particular (.) why? because the British council trained teacher-trainers (.) so in Algeria you have got you have teacher-trainers (.) and you have inspectors	
<i>Interviewer</i>	nice	
<i>Scientific Committee President</i>	and who are these teacher-trainers?	
<i>Inspector</i>	they are teachers	
<i>Scientific Committee President</i>	they are teachers (.) experienced teachers?	
<i>Inspector</i>	that is it (2.0) who follow syllabi delivered by the British council (.) trained many a time at the level of the embassy (.) they are in charge of the training sessions (.) you inspectors please (1.0) stop it there (.) you give them certain ideas and let them work with their colleagues	
<i>Interviewer</i>	nice here I don't know if you	
<i>Inspector</i>	with Americans sorry to interrupt you (.) with Americans when you told them I am an inspector (.) what's an inspector? inspector of I don't know	<i>All the group laughing</i>

of concrete or whatever? they do not have the term inspector (.) but in England there is the term inspector (.) additional inspectors (.) there is the Ofsted (2.0) office for standard education (.) and there is the is (.) there are the additional inspectors (.) in English (.) geography and aa

Interviewer emm yeah (.) here I'm trying to link this with the following question (.) ok? are these training for the trainers (.) for the teacher-trainers (.) are things (.) let's say goals and procedures are they determined since they are made by the British council (.) are they determined in accordance with the Algerian context?

Inspector yes of course yes [yes ok] but there is a problem *[Interviewer]*
(.) they always complain (.) why? I am a teacher
(.) I am not an official teacher-trainer (.) I am classified like a teacher like the others

*Scientific
Committee
President* that is they have no official status?

Inspector no status

Interviewer are they paid for this job?

Inspector ↑ no no they are not

*Scientific
Committee
President* aaah ↑ THEY ARE NOT?

Practitioner they do have for the same salary

<i>Inspector</i>	they have asked even for a sort of reducing the number of hours (.) till now no answer
<i>Interviewer</i>	this is going to affect
<i>Head of Department</i>	this is going to kill their motivation
<i>Interviewer</i>	exactly yes
<i>Head of Department</i>	can I answer at the level of the university? [yes of <i>[interviewer]</i> course] so thank you Mr Inspector (.) concerning university level and the training staff (.) aaa being the head of the section for three years I think (.) and then the head of department (.) I saw many things many astonishing things (.) many incredible things (.) concerning teacher colleagues (.) so as you said there are teachers who had special training (.) or special degree in a certain field (.) be it linguistics sociolinguistics didactics literature or else (.) but this does not mean that they are going to teach what they have been trained for (.) then there are colleagues who are doing their PhD on something about literature (.) but they do not teach literature because they have no taste for that (.) because the matter of teaching civilization and literature and mainly literature is something rather complicated for most of colleagues (.) because it has to do with taste (.) whether you love it (.) you're are passionate with it so you can do it (.) and then as you said there are things that we just discover and we do not discover them

through teachers but we discover them through students (.) for instance there are teachers who ask for (.) who ask to teach oral production (.) so we give them the chance to do it but throughout the year we have complaints from students who say that this teacher does not know how to pronounce (.) this teacher does know who to deal with the lecture (.) this teacher does not manage to have a kind a lecture properly delivered in class in front of the students

Interviewer

here are trying for example if you have this kind of claims (.) are trying to for example (.) let's say I don't like to say impose ok? you know how the system is working [propose] are you trying yes to propose to advise the teacher to not take the module next year for example?

[Practitioner]

*Head of
Department*

yes yes (.) and I think most of the teachers who had this type of bad experience in a certain module (.) the following year they will not ask for it (.) it generally happens this way (.) so it suits us at the same time (.) we ask generally when we have lot of complaints we ask the teacher to come and tell him or her that this is the problem with the students in class (.) so next year they will not ask for it (.) so there is a real problem in defining the profile of the teacher at the level of university (.) even he or she has a profile academically speaking (.) in his own

research (.) but at the level of teaching he becomes another one (3.0) so if I select teachers and their teaching sessions according to their degrees (.) I would fall in that trap of having teachers hating what they deliver (.) and I don't like that (.) I prefer having teachers working with [willing to do what they are going to do] yes [Practitioner] willing to

Inspector but I think I am very sorry to

Head of Department yeah it's ok

Inspector in some universities in Belgium (.) they ask teachers about the modules but they never have the modules they ask (.) do you know why? I did ask MARK DE MOERS (.) who is behind all this (.) he said we avoid learner aa teacher centeredness (.) because if I have (.) I am in charge of the module I do master (.) I will talk most of the time

All group laughing

Practitioner most of the time yeah

Inspector and they tell teachers you are paid to work at home not in the class (.) you are paid to work at home

Practitioner what does it mean?

Inspector learner centeredness par excellence

Head of Department but at the same time (.) if we impose on teachers something that they do not master (.) they will

go to class take their papers and dictate (.) this is something

Interviewer this is something very important

Practitioner so if the teacher does not master the module (.) and ask the students to work at home when they come when they come (.) they can say anything he cannot [he will say ok] yes he cannot guide the discussion (.) shape the discussion and so on

[Head of Department, laughing]

Interviewer Practitioner (.) he said something very important he said the teacher is paid for what he did or what he does at home (.) [preparation] here maybe it is a matter of mentality if the teacher is working hard at home or not (.) ok? but in our case as you said

[Head of Department]

Practitioner yes it will be K.O

Inspector I noticed something else (.) I had a problem because I had some couples of years back (.) ago (.) the master students (.) those who succeeded to become would-be teachers *PES* 'professeur de l'enseignement secondaire' (2.0) >a part from the needs and the the< (.) when I I found only the contents of the programme (.) a syllabus (.) for a two week period that's all (.) but I was completely lost (.) important (.) not very important aaa right? and the problem there is no exit profile (.) this is very important (.) if there is no exit profile (.) it will cause real problems to the trainer or to the learners in general

- Interviewer* yes we are going to mention these things at the end I think of the aa this
-
- Inspector* and I would like to go also (.) back to (.) if designed a programme for these learners (.) would-be teachers as you said those who will obtain if you like the *QTS* [yes] fine good (.) what about the evaluation of that syllabus? how can we enrich that according to the new demands at the level? because they are elaborating a new: a new programme (.) at the level of the lycée (.) the level of aa
-
- Interviewer* yes yes new textbooks (.) new textbooks (.) this is another story of (.) yes to go to (.) let's say be up to date with each new thing
-
- Inspector* I had some (.) I had some students (.) one from *nodding* Tizi Ouzou (.) literature and civilization (.) he was appointed and he is working here in Tlemcen (.) literature and civilization (.) it was not the only student literature and civilization (.) he was completely lost (1.0) lo:st
-
- Interviewer* yes yes (.) this is what I was talking about (.) it was I said 40% of the newly recruited teachers were *LC* students (.) ok (.) so thank you so much ok (.) let's move to the institutional factors (.) I think that the first question was already aaa answered ok? now we are (.) we are trying to see if the institutions really have what the trainers (.) I mean teachers or trainers resources (.) aa Practitioner (.) we are in the institutional factors question number 2 (.) you were a teacher

at secondary school and you are also now you are a teacher at university (.) do you think that teachers (.) trainers have all the facilities have all the resources they need in order to do their job?

Interviewer

at the level of secondary school right? if I allow myself (.) because I had a secondary school teacher not middle school teacher (.) we have certain facilities like in the library right? unfortunately (.) the students do not have enough time (.) the learners do not have enough time to go those kinds of learning centres if I may call them (.) this is on one hand (.) we have also *ICT* facilities (.) classrooms where you find computers (.) they are linked to the internet (.) but you find fifteen computers (.) however as the classes the number of the classes the minimum is twenty five (.) thirty students [yes

[Interviewer]

class size problem] and they have the chance to go there only once a week (.) when they study *ICT* or 'informatique'

Interviewer

not inside the English lecture?

Practitioner

exactly yeah

Interviewer

here since you have mentioned the resources the library resources (.) yes it was let's say available for learners (.) but you as an English teacher have you the opportunity to find books that will enrich your practices for example in the secondary school?

Practitioner

yeah I I I (.) I took I (.) says that opportunity of having a library in the school (.) I remember to

send my students (.) we used to have group work sessions (.) do you remember? during the group work sessions right? I send the students to the library to bring pocket dictionary (.) those small dictionaries (.) to bring them from time to time (.) to bring them to the classroom so that we work using the dictionaries (.) I taught them how to find a word a meaning of words etc. and so on and so forth (.) so I used to use the library (.) I used to take them to the *ICT* room (.) but the problem of the internet (.) very very slow flow of the internet constitute a problem (.) the bad quality of computers (.) old fashioned computers

Scientific Committee President I think that what Youcef means is are there any facilities for teacher development?

Interviewer yeah

Scientific Committee President any aaa (.) yes that's it?

Interviewer yes this is what I am

Practitioner yes (.) the teacher the only way of teacher development within the school was teachers themselves (.) we used to do what we call (1.0) lesson demonstration [great (.) peer observation] yes peer observation (.) every week (.) once a week we used to attend a lecture with

[*Scientific Committee President*]

	a teacher	
<i>Scientific Committee President</i>	every week?	
<i>Practitioner</i>	yeah every week (.) but frankly speaking that was not done in an empirical way (.) I mean we used to go there (.) to seat there (.) to attend a lecture (.) we attend a lecture without knowing what we are observing	
<i>Scientific Committee President</i>	yeah now criteria (.) no grid	
<i>Practitioner</i>	yeah no criteria no etc.	<i>nodding</i>
<i>Interviewer</i>	it was not a guided observation	
<i>Practitioner</i>	can we call this a teacher development in this way? unfortunately we cannot call it	
<i>Scientific Committee President</i>	And there wa:s a discu:ssion which was held after that?	
<i>Practitioner</i>	yeah (.) there used to be a discussion there used to be a discussion (.) and there was a log book in which we mention that today we teachers of English have met and [purely administrative] yes purely administrative (.) so can we call this teacher development? continuous development? I am afraid not (.) since it was governed by rules (.) by grids for examples (.) today we are going to attend a lecture with Interviewer (.) we are going to observe only how he asks questions to the students (.) next time with Inspector (.) we are going to see how he involves the learners	<i>[Inspector]</i>

into participation and so on and so forth (.) and next time with Practitioner (.) we are going to see how he alleviate the anxiety of the students (.) what does he do to alleviate that anxiety? so there is no kinds of things that used to be done

Interviewer what about now what about university? let's take it from the other side what are the problem you are facing?

Practitioner unfortunately (.) I don't believe there is those kinds of means to teacher development at university (.) I believe even though at school (.) they are not well shaped they are not well guided (.) but still there is something (2.0) which is happening [I think that in university it is rather self-development] yeah exactly (.) and I (.) between brackets (.) in 1991 (.) I began my teaching career and fortunately (.) I had one teacher who was recruited with me at that time (.) and when I used to finish my lecture and had nothing to do (.) I used to go and attend the lecture with Inspector who is today with us (.) so for one year aa (.) that one year that I attended with Inspector as a colleague at that time was the equivalent of a whole life education

*[Scientific
Committee
President]*

Interviewer this is why many scholars they [I learnt a lot from him] they advise for classroom observation

[Practitioner]

*Scientific
Committee
President* in fact (.) actually I do have one teacher a newly recruited one who attends my writing lectures (.) aaa she attended the lectures during the

	whole year (.) and she found it so beneficial	
<i>Interviewer</i>	yes yes of course	
<i>Inspector</i>	did you attend her or his lecture?	
<i>Scientific Committee President</i>	never	
<i>Inspector</i>	so you should	<i>All group laughing</i>
<i>Scientific Committee President</i>	yeah yeah	<i>laughing</i>
<i>Practitioner</i>	to evaluate to evaluate	
<i>Inspector</i>	I asked you this question (.) why? because sometimes you've got a tutor	
<i>All the group</i>	yes yes	
<i>Inspector</i>	right (.) this is what they call nowadays in Algeria 'professeur formateur' (.) fine (.) but they are doing nothing (.) now if they see the weaknesses in every teacher (.) it is the same lesson (.) they ask teacher 'A' (.) you have to concentrate on classroom management because I know I'm very conscious that there is a lack in classroom management (.) right? teacher 'B' (.) you should concentrate on aa the sort of activities	
<i>Practitioner</i>	the use of the blackboard for example	
<i>Inspector</i>	yes yes (.) everyone it is the same lesson (.) but everyone is concentrating on his or her weaknesses (.) it is the same lesson	
<i>Scientific</i>	in fact we do this with new doctorate	

Committee President students (.) LMD students we have developed a grid of observation (.) they have attended during the first semester some lectures with different modules ok? then we held two discussions regarding their observation (.) we have discussed the positive negative points (.) and then during the second or third semester they are going to teach and we are going to observe them (.) and then discuss the same points and see what it aaa in fact this is part of their aaa

Interviewer normally (.) it is according to what I have between brackets read and during these years of my doctorate research ok? it's normally (.) it should be the first step (.) guided observation (.) ok? you should see practitioners how they are working and it should structure today as you said you should see this (.) classroom management today (.) normally you see this regarding the needs of the student-teachers

Head of Department concerning teachers at the level of university (.) as professor Scientific Committee President said it is rather a personal development (.) and let's say that between brackets (.) the university helps to provide this kind of personal development through trainings to (.) abroad (.) but we know what happens and then through the participations in conferences and congresses and things like that (.) this is also a kind of teacher development (.) but then concerning the first question what problems do trainers face

(.) for aaa (.) let's say at the level of university the newly recruited teachers they come out with a magister most of them (.) I know things are changing because we will have PhD recruited teachers (.) but teachers come out from nothing (.) they have been studying for two or three years their magister (.) most of them have no experience in teaching not like Practitioner or other colleagues that we have here (.) I'm talking about myself (.) for instance I started teaching without having a training but I did the same thing as Practitioner (.) for a whole year (.) when I finished my licence I went to the high to the secondary school where I have been a student (.) I contacted my own teacher (.) I told her I have nothing to do can I attend? and she said yes you are welcome (.) so at the beginning I was just sitting at the back doing nothing (.) and then from time to time I started to get in touch (.) and this is how I started but this [it was something personal why not to generalize these things] yes this is personal (.) so the teachers that we have the newly recruited ones face many problems (.) they do not know what is aaa what is this new system (.) I have problems personally administratively talking (.) I have problems with newly recruited teachers (.) they keep saying "in our time we were not like that (in Arabic)" (.) they keep saying we were students things were not like that (.) when we were students

[Interviewer]

when when (.) but you are not a student now
 (.) you are a teacher and the system has changed
 (.) so I think that at the level of university we
 need a constant training of the newly and less
 newly recruited teachers (.) so that they are
 updated with what is

*Scientific
 Committee
 President* yes teacher development at university

*Head of
 Department* yes

*Scientific
 Committee
 President* but there is nothing official in fact

*Head of
 Department* yes there's nothing official

Interviewer we are going to try to recommend why not
 something in at the end of

*Scientific
 Committee
 President* yeah like suggestions you may propose things

Interviewer since we have determined the situation and you
 have let's say drawn images about the two
 situations by Practitioner (.) ok? what we have
 in school and what we have in at university
 (.) yes Inspector (2.0) the last question here
 (.) and I know that you are the perfect one to
 answer this (.) is there any collaboration
 between the two institutions the two ministries?

<i>Inspector</i>	it is obvious there is no:	
<i>Scientific Committee President</i>	he told you they divorced in 1990's	<i>All group laughing</i>
<i>Inspector</i>	no university or 'direction de l'éducation'?	
<i>Interviewer</i>	ok (.) it means at the level of the town	
<i>Inspector</i>	because academy in English with 'y' at the end is a school that gets the budget directly (.) it is a lycée (.) a high school (.) high school of Norwich (.) but they say there is an academy but academy is not 'academie' (.) there is no: relationship between the university nowadays and the aaa [national education] (.) yes (.) 'direction de l'éducation'	<i>[Head of Department]</i>
<i>Scientific Committee President</i>	and are you aware of any aaa attempt to aaa?	
<i>Inspector</i>	↓ till now complete silence	
<i>Scientific Committee President</i>	complete silence	<i>nodding</i>
<i>Head of Department</i>	I think that there is a clear cut between the two sectors	
<i>Scientific Committee President</i>	and I know that and sure that they are well aware of this cut and that's harmful as a cut	
<i>Inspector</i>	according to (2.0) the minister of national education what they are thinking of is the <i>ITE</i> (.) that's all (2.0) and it has caused a real	

	problem at the level of the university
<i>Interviewer</i>	yes of course
<i>Inspector</i>	students aaa going on strike aaa yes
<i>Interviewer</i>	since the minister of education (.) she said once that she may stop recruiting students from university
<i>Inspector</i>	directly from the university yes
<i>Interviewer</i>	so I asked myself and said (.) why not to invest from this big buildings and teachers and budget and find something suitable to what aaa ? yes I was with Practitioner in Turkey (.) and we went to (.) we liked the department of Arabic (.) and we found them teaching students dialects (.) Syrian dialect ok? they said it is near to the the standard dialect (.) we said why? the teacher (.) I liked his answer he said (.) in some decades before we were teaching Arabic for some purposes (.) for Islamic purposes (.) to learn Koran (.) to learn Islamic sciences and so on (.) nowadays it is not the same case (.) nowadays (.) Turkey is a touristic country and students need to learn aaa Arabic and especially the dialects in order to have a job in touristic places (.) in hotels in in (.) so they are thinking about the society
<i>Scientific Committee President</i>	so here they have linked the learning situation to the target situation
<i>Interviewer</i>	here (.) since I know (.) yes I had the chance to

let's say to carry on my studies (.) but my colleagues they are still some of them they are still looking for a job in education (.) they have nothing to do outside we don't have companies or we don't have touristic places or institutions and so on (.) so you find yourself obliged to go to education (.) so why not to form something suitable to what we have in the economic situation?

Inspector this is what the British call the aim [yes] an aim *[Interviewer]*
 (.) but when you are in the classroom it's not an aim (.) it is an objective (.) a learning objective (.) we are not talking about the aims (.) aim is purely political (.) in England they don't talk about the aim (.) the aim is in the class (.) but they talk about the social skills objectives (.) if you go to Germany (.) it is the same (1.0) post educational objectives (.) they call them complex objectives and they mean by that (.) the real needs of the society

Interviewer so real needs of society (.) ok

Scientific Committee President but still all these countries include these kinds of needs in the training of teachers (.) and education of future teachers

Interviewer yes (.) why I included this question about collaboration (.) why? because I was thinking ok? today's pupil (.) I say pupil to refer to school pupils with baccalaureate degree or certificate is

going to be (.) to go to university ok? to become a teacher (.) then he is going to work to form another learner and then (.) yes we have this circle

Head of Department but the circle (.) or the clear cut that we were talking about starts at the level of baccalaureate (.) from the moment the student or the pupil has his baccalaureate certificate (.) he is going to another world (.) there is no continuity (.) and you can start from the language (.) they study in Arabic throughout their aa let's say primary middle and secondary schools (.) and then they find themselves thrown to university (.) with the majority of disciplines studying in French (.) yes are they completely lost

Interviewer or let's talk about our situation here (.) they they found something different in the department of English (.) they take a degree (.) I don't know master or licence then they move to school to become teachers (.) with nothing to do (2.0) yes (.) there are two clear cuts

Practitioner em em there is a gap between the formation and
aaa

Head of Department there are no transitions between different levels
neither from

Scientific Committee President no smooth transition

Practitioner there is one point (.) I would like to raise that we call curriculum ideology (.) and we know that

we've got many curriculum ideologies throughout the world (.) right? now if we go to Namibia (.) one of the objectives (.) as the aim as Inspector raised (.) behind teaching from the primary school until they are university students (.) is how fight aids right? and all the staff around (.) all the modules (.) all the lectures (.) they turn around this ideology (.) how to fight aids? now (.) in Algeria there is a curriculum ideology in a way that favours learner centeredness right? students should be (.) learning should be centred on the learners (.) since primary school until university (.) now at the level of university (.) we teachers right? we are not aware about these kind of ideologies (.) we are not aware about the fact that we have to form students who should be able to take their learning into their hands (.) right? so we are still aa spoon feeding them right? and then we have their master's degree and they go to teach at school (.) they on their turn spoon feed the learners (.) and there is a break (.) there is a cut in the ideology (.) we are not we are not (.) I mean we are not doing what should be done (.) so that to fit into the ideology which aimed by the government or which is traced by the government (.) so this is a point that I want you to raise

*Scientific
Committee
President*

I think self-independence is needed here

Inspector doing something wrong (.) this is globalization (.) most of the students if you ask them (.) they wish to teach abroad (.) aaa but how? right? and then they are talking about competences which type? 'ces' competences or 'cies'? (2.0) we concentrate at the level of the academic knowledge at the university (.) with teacher trainers inspectors we concentrate on competences with 'ces' (.) but it's too early to think about that (.) because when you talk about a competence (.) this is not the famous chomskyian aaa right? is the outcome of the job (.) performance (.) now if you talk competencies with 'cies' is the process giving birth to that outcome of job performance (.) this is what we tend to forget completely (.) it's running over the whole syllabus for a couple of years (.) and now we are really surprised (.) ooh we did something very wrong (.) you see this is another problem (.) we aim at the product only (.) but the problem we should take into account the competency with 'y' (.) not competence with 'ce' but "cy (.) the process that should necessarily lead to a competent worker (.) individual in the society

Interviewer yeah great (.) yes if there is nothing to add in this point let's move to the trainer factors ok? and here I go to the president of the committee ok? since I know that you you know (.) if the teachers (.) and you were talking about this since you propose (.) I know that you propose a training

for newly recruited teachers (.) what about in-service for university teachers? the question is here don't you think that teachers need first to be trained (.) yes to meet the students' needs and wants and so on? here it means here at the level of university (.) I am going to ask the same question for aa

*Scientific
Committee
President*

in reality (.) in any job you need continuous development (.) whatever the job you are performing (.) teaching is one of them and we need development and aaa continuous development now (.) speaking about the needs is that (.) now feasibility (.) the problem is feasibility (.) we have proposed many times to do such but you know that (.) with the huge number of students (.) with the aaa the schedule which is you know aaa because who i:s going to take in cha:rg e thi:s process is (2.0) probably the most experienced teachers at the department (.) and these ones are overwhelmed with work (.) we can structure something in the sense (.) but in fact we need aa probably more time (.) less work aaa (.) fewer students (.) you know they are many now (.) we're trying we are trying to (2.0) but till now I don't (.) I cannot tell you that it still remains within the hands of every teacher to self-develop

Interviewer

yeah I have understood that it is necessary to make training for the trainers themselves (.) but the environment does not allow and the there

	are many things to aaa	
<i>Head of Department</i>	yes does not help	
<i>Interviewer</i>	what about what about aa ?	
<i>Inspector</i>	I think at the university you need like outside university (.) you need an official document to do it [yeah yeah] otherwise you got the newspapers outside alright? waiting to them (3.0) yes?	<i>[All the group]</i>
<i>Interviewer</i>	yes yes (.) the same question for education	
<i>Inspector</i>	no (.) at the level of lycée and schools there is an official document [yeah yeah] you have got to do it (.) it is compulsory (.) you got to in terms of content and so on well there is a whole debate about that [yes it still exists] but you got to do it though it's not aa handled properly (.) but it is there	<i>[Practitioner]</i> <i>[Interviewer]</i>
<i>All the group</i>	yes yeah	
<i>Head of Department</i>	at the level of university they are doing (.) it but not at the level of departments (.) it's at the level of university for newly recruited teachers (.) for instance (.) this year our newly recruited teachers had each Thursday a training (.) yes (.) but what type of training I don't know	
<i>Practitioner</i>	but still teachers are complaining from this training (.) I mean the content is not appropriate	
<i>Head of Department</i>	yes it is only theory	

<i>Practitioner</i>	yes exactly
<i>Head of Department</i>	it remains on the level of theory (.) but they are doing it at the level of university not at the level of faculties or of departments
<i>Inspector</i>	there is no official texts (2.0) from higher education?
<i>Head of Department</i>	I don't think so
<i>Scientific Committee President</i>	not yet waiting for that
<i>Interviewer</i>	so this is why I've asked the president of the scientific committee because normally she is the first to receive such kinds of documents or the head of the department (.) but we don't have these things at the level of the university to form (.) or at least I said in-service training ok?
<i>Scientific Committee President</i>	I do agree with Inspector (.) unless there is something official nothing will be done (.) because coming from personal initiative (.) it will not work unless it will be really official (.) for example I asked about these matter of training at British universities (.) at the university (.) new newly recruited teachers teaching at the same time receive a kind of training (.) and then by the end of the year they sit for an exam (.) and if they fail aaa they are not officially recruited at the university
<i>Inspector</i>	even at the high schools there (.) you have to get

the *QTS* (.) what is the *QTS*? it is
 the *PGCE* postgraduate certificate in education
 (.) and maybe in the high
 school *PGDE* (.) postgraduate diploma in
 education (.) though you master the language
 then then then then (.) you are not allowed to
 teach very innocent little children alright? no
 [teaching skills you've got to yes] no (.) no (.) you
 can't

[Scientific
 Committee
 President]

Interviewer

ok (.) moving from the trainers' factors to the
 learner factors who also showed (.) or have a
 great share in aaa (.) also we should care about
 the learners experiences with the language ok?
 because as you said there is these gaps
 (.) learners ok? or teachers at university (.) are
 we taking the part of the pupils? what they have
 learnt as English students? ok? and we let's make
 the ends meet of each programme (.) and the
 same thing concerning you (.) at the level of the
 ministry of education when you receive newly
 recruited ok? are taking care about what they
 have seen as programmes in university
 (.) didactics and so on ok? and try to link them
 with your training ok? so the same thing you can

Inspector

no (.) even as inspectors (.) as teacher-trainers
 (.) we are surprised when we get the official
 syllabus though we are in education [yes yeah]
 sometimes we don't agree with the content of it
 (.) let alone the university alright?

<i>All the group</i>	yes	
<i>Scientific Committee President</i>	so it means that they have to follow an official syllabus and then	
<i>Head of Department</i>	so each time this problem occurs	
<i>Inspector</i>	and I did tell (.) I'm very sorry (.) I did tell even the master students newly recruited (2.0) [yes] I asked them about (.) did you: (.) well nowadays the problems of discipline (.) you know what happens at the level of the lycée? [yes yes] did you deal with something related? they said no (.) the problem of the discipline alright? and discipline I think is the core component of (1.0) the syllabus	<i>[Interviewer]</i> <i>[All the group]</i>
<i>Interviewer</i>	yes (.) ok so (.) I have understood here that each time the trainer or the teacher is let's say (2.0) should follow something official (.) let's say top-down programmes and curriculum	
<i>Inspector</i>	nevertheless (.) you add phenomenology of education (.) something important can be inserted somewhere (.) right?	
<i>Interviewer</i>	yes yes	
<i>Scientific Committee President</i>	well to conclude I think that aa teacher education in Algeria is fragmented (.) that is (.) it is not continuous process (.) fragment here (.) and then theory (.) a bit of theory here and there (.) no practice (.) and it still fragmented	

	(.) it should be a continuous process	
<i>Interviewer</i>	and there should have a collaboration between the two ministries	
<i>Scientific Committee President</i>	coherent process	
<i>Inspector</i>	I did put them into a problem solving situation (.) I told them you've got your terminal textbooks (.) open your books on page (.) they open (.) this is listening? fine (.) design an objective related to (2.0) all the group failed (.) ↓ all the group failed (.) but when you talk what is listening comprehension	
<i>Interviewer</i>	yeah yeah this is the problem	
<i>Head of Department</i>	I would like to add something concerning discipline sorry (.) and we are going to conclude (.) just to let you know that this year I've talked about programmes in master's degree and specialities (.) this year we have been imposed the module of ethics [yeah they spoke about it last year] so all masters must have the module of ethics at least for one semester	<i>[Scientific Committee President]</i>
<i>Inspector</i>	I hope it is not Herbert Spenser (.) otherwise it will be purely philosophical	<i>All group laughing</i>
<i>Head of Department</i>	I don't know they just asked us to put ethics	
<i>Inspector</i>	no (.) I suggest a theory (.) this is what the Americans do with their (.) ↑ ooh in America it is	

somehow like in Algeria ok? in schools (.) the theory of Eric Berne (.) it solves all the problems of discipline according to Americans (.)

[nice] yes Eric Berne

[All the group]

Interviewer

ok (.) so I will try (2.0) to conclude this ok? one last question (.) in your opinion (.) in one minute or thirty seconds (.) what do you suggest (.) what do you recommend to make the situation better in terms of teacher development or training?

Inspector

I think that the first thing that we should aim at least (.) a real collaboration between the ministry of national education and the ministry of higher education

*Scientific
Committee
President*

well (.) I do agree because the source is there (.) if there is an agreement (.) the staff (.) the two institutions will work together to produce something aaa which will be more fruitful and successful because it does not come from up (.) it will still be personal attempts and then doomed to failure etc. (.) so it should come up yes I do agree with

Interviewer

yes yes

Practitioner

aa nowadays I have some friends (.) some former colleagues who were been teaching for 25 years (.) 26 (.) 27 and who are going on retirement right? because they are tired right? I propose that these kind of people (.) this kind of teachers should not be given their right to go on retirement (.) but they should stay at school (.) get alleviated schedule (.) that is two or three

sessions a week (.) but at the same time they are there to train the other newly comers (.) the newly recruited teachers (.) stay there (.) we need you (.) you teach the newly comers [yeah yeah] yes so why waste them? why let them go to spend their times in cafés? while we need them in school (.) give them more money why not for motivation? and we take profit from them if you want

*[Scientific
Committee
President]*

Interviewer

yes great (.) so thank you very much indeed (.) for your time (.) and your invaluable comments (2.0) and information and for sharing your knowledge and experience

The screenshot displays the NVivo software interface for a project named "Doctorate Forum.nvp". The main window shows a list of "Free Nodes" with the following data:

Name	Sources	References	Created On	Created By	Modified On	Modified By
Institutional Factors	1	4	20/12/2016 09:43	Y.M.	20/12/2016 10:20	Y.M.
Learner Factors	1	3	21/12/2016 09:26	Y.M.	21/12/2016 09:44	Y.M.
Master Projects	1	5	20/12/2016 08:41	Y.M.	21/12/2016 09:20	Y.M.
Ministries Collaboration	1	14	20/12/2016 08:32	Y.M.	20/12/2016 10:20	Y.M.
Recommendations	1	2	20/12/2016 10:18	Y.M.	20/12/2016 10:19	Y.M.
Students' Needs	1	18	20/12/2016 08:52	Y.M.	20/12/2016 10:15	Y.M.
Trainers' Factors	1	16	20/12/2016 09:24	Y.M.	21/12/2016 09:57	Y.M.
Training Content	1	14	20/12/2016 08:21	Y.M.	20/12/2016 10:20	Y.M.

The interface includes a sidebar with navigation options: Free Nodes, Tree Nodes, Cases, Relationships, Matrices, Search Folders, and All Nodes. Below this are sections for Sources, Nodes (highlighted), Sets, Queries, Models, Links, Classifications, and Folders. The status bar at the bottom indicates the user "Y.M." has 8 items.

ملخص

يعد التكوين الذي يخضع له طلبة اللغة الإنجليزية كلغة أجنبية، سواء على مستوى الجامعة أو في مكان العمل، الورشة الأساسية التي تطور معارفهم و مهاراتهم و بالتالي التي تصقل شخصيتهم المهنية . نظرا للأهمية البالغة لمستوى الأستاذ في تحسين المستوى المعرفي للتلاميذ يهتم هذا البحث بتحديد النقائص و العثرات المثبطة لتكوين نوعي للأساتذة . يمكن القول أن هذا العمل هو بمثابة تقييم لبرنامج تكوين أساتذة اللغة الإنجليزية في ضوء الإصلاحات التي عرقتها الجامعة الجزائرية تحت مظلة نظام ل.م.د.

كلمات مفتاحية: تدريس اللغة الإنكليزية كلغة أجنبية، تكوين ما قبل المهني، تكوين المكونين، كفاءة مهنية، تحديد النقائص

Résumé

L'université et l'établissement scolaire constituent les principaux lieux d'apprentissages et de formation en langue anglaise pour les apprenants algériens où ces futurs enseignants acquièrent les connaissances et les compétences nécessaires qui façonnent leurs identités professionnelles. Les compétences acquises des futurs enseignants d'anglais en Algérie sont essentiels pour améliorer la qualité de la formation et d'augmenter le taux de réussite des élèves algériens. Ce travail de recherche tente de déterminer les lacunes qui entravent la qualité de la formation de nos futurs enseignants. En d'autres termes, cette recherche est une tentative d'évaluer la pertinence du programme de formation en anglais actuellement utilisé dans la préparation des enseignants, en tenant compte des réformes vues par l'université algérienne sous l'égide du système LMD.

Mots-clés: Enseignement d'Anglais comme langue étrangère, Formation préprofessionnelle, Formation des formateurs, Compétence professionnelle, Analyse des besoins.

Summary

The training programme EFL student-teachers receive, be it university-based or school-based, is considered as the primary workshop in which they acquire the necessary knowledge and skills, and shape their teaching professional identity. Regarding the paramount importance of EFL teacher competence for the pupils' achievement, the present research tries to determine any shortcomings or pitfalls that hinder the quality of teacher education. In other words, this research is an attempt to evaluate the adequacy of the EFL training programme currently in use in preparing competent EFL teachers, taking into account the reforms seen by the Algerian university under the umbrella of the LMD system.

Keywords: EFL Teaching, Pre-service Training, Teacher Development, Professional Competence, Needs Analysis.