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Peer Observation as an Exploratory Task: A Model of Reflective Teaching for University Teachers

THESIS SUBTMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES IN CANDIDACY FOR THE DEGREE OF DOCTORATE IN APPLIED LINGUISTICS AND TEFL

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DEDICATIONS

In memory of my Dear parents

To my wife and to my sons and daughters

To my bother Azzedine

... and larger family

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Declaration

I declare that "Peer Observation as an Exploratory Task: A Model of Reflective Teaching for University Teachers" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

Mr A Semmoud

Teachinginvoles a search for meaning in the world.

Teaching is a life project,calling a vocation that is an organizing center of all other activities.

Teachingis past and future as well present, it is background as well foreground, it is depth as well surface.

Teaching is pain and humor, joy and anger, dreariness and epiphany.

Teaching is world building, it is architecture and design,

it is purpose and moral enterprise.

Teaching is a way of being in the world that breaks

throughthe boundaries of the traditional job

and in the process redefines all life

and teaching itself.

William Ayers

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LIST OF ACRONYMS AND BBREVIATION

P O   Peer Observation

P R   Peer Review

P D P Personal Development Plan

C B A   Competency Based Approach

P PP   Presentation Production Practice

T E D   Teacher Education Development

C P D   Continuous Professional Development

L T E   Language Teacher Education

E L T   English Language Teaching

T P Teacher Portfolio

L M D Licence Master Doctorat

E F L English as a Foreign Language

F L L Foreign Language Learners

T E F L Teaching English as a Foreign Language

B A Bachelor of Arts

Abreviations:

INSET In-service Training

PRESET Pre-service Training

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Abstract

Teaching is sometimes taken for granted and not a means for growing pedagogically in the field. EFL and ESL teachers, most definitely, bring to class personal styles, personal beliefs and even personal assumptions of how to undertake their teaching practices with a top-down process which is fuelled by an instructional methodology dish out by managers. Teacher education as an alternative blueprint; however, attempts to bring about pedagogical development through enhancing teachers' ability to observe, reflect upon and refine their own instructional methodology. As evidence indicates, this research is to highlight the necessity for novice as well experienced teachers to visualise through different eyes the picture of classroom environment and practices. Hereby, this awareness develops professional growth, which allows those teachers to make appropriate judgments and decisions. In this line of thought, peer observation as an investigative procedure, if sustained by the bases and principles of an approach of teaching, can trigger a more predictable and comprehensive formulation and enactment of teaching practices that can be undertaken by a teacher as a reflective practitioner. In down-to-earth terms, when the target of an observation, is viewed as an exploratory task meant for professional development, the observer who is a newbie or a veteran teacher can broaden, or shape new ways of teaching which would enable him to reset and to refine emphatically his teaching practices and his principles of tackling the job of teaching with more commitment, diligence and devotion. Henceforth, the present work is underlined by the recommendation of peer review model which stands as a key to an on-going professional development for teachers of the Department of English. The investigation was carried out by a questionnaire to teachers followed by two semi-structured interviews which were respectively conducted with Master'sII students and the Dean of the Faculty of Arts and Languages. A classroom observation was also added to systematise the triangulation of investigation. The present work was underpinned by some elements of theory and practice taken from the researcher's Magister dissertation.

GeneralIntroduction

Teaching is counted among the crucial wonderful activities of a civilized society. It is a life project, a calling, a vocation that is an organizing centre of all other activities. In their classrooms teachers have the opportunity to give students new ideas and new knowledge that help them in their careers and their intellectual lives in a world that has created many new incentives for them to become lifelong learners. Teaching a language requires the teacher to have access to basic information about language, to get a deep understanding of its systemic aspects and develops awareness that permits him to make a vision building on the pedagogical axes which sustain his/her teaching to make it that of satisfaction and improvement. Bearing in mind reflection as a critical skill, teachers, most definitely, can close knit pedagogical practices which in the utmost sense meet the needs of their learners. However, if the concept of reflection is taken formally with peers attending meetings where they discuss what they do, how they do using feedback as a purposeful platform towards change and betterment, it can then give rise to an undeniable improvement of teaching quality. Thus, to reflect does not only mean realizing what the strengths and weaknesses are but involving analyses of a searched area and a plan of subsequent actions. Most teachers learn to work on their professional development during the training and continue along their teaching careers. Engaging in the advent of reflection can help them to become more confident and gradually competent teachers.

Therefore, professional education should include two aspects of knowledge: systemic aspect which embodies the knowledge of the language where the trainee gains the theoretical base of subject of his/her studies, and experiential knowledge, that is known as the knowledge of pedagogy which enables him/her to develop knowledge-in-action through practice and give them the opportunity to reflect on it.

Today, the teacher's only preoccupation is to perform good teaching. But most novice teachers are not effectively prepared to meet the needs of their students and that can be utterly considered to have started from the outset of initial training which is mainly held in the university. Tenured and veteran teachers also make no exception, because simply never can they be subject of any in-service training. Alongside, and

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distinctively viewed experienced teachers have to adapt to new principles so as to deepen their knowledge on a determined set of practical framework which is belief driven. These beliefs appear to play an influential role in lecturing. The importance, therefore, lays on the fact these teachers need to improve their skills throughout their careers. Alas, in the Algerian universities the need for quality professional development for those in the teaching profession all often goes unmet. Thereby, this research takes a thorough critical reflective and developmental look. It; however, attempts to unveil the real state of teacher pedagogic preparation and to analyse teachers' professional development which include pre-service training (at the level of university for would-be teachers) and in-service training (for working teachers).

The analysis also extends to the probable application by teachers of some of the exploratory tasks that enhance reflective teaching, which, in turn, entails the critical examination of experiences, knowledge and values, and understanding of the consequences teachers' teaching. The main focus which fuels this dissertation is peer observation and which is considered as the most powerful source of insight. Nevertheless, what is unfortunate, in our country, is that in the system in higher education nothing is accredited to tailor a well-rounded professional development to grow pedagogically proficient. Therefore, jobs still continue to be filled by under prepared, or even unprepared teachers. And when there is a pedagogic preparation, it is often striking, that it is neither coordinated nor structured. As a result, this has given birth to a chaotic situation from which arises many enquiries about the real causes that have led to deficiencies of teachers' preparation to methodology and pedagogy and, hence, to the poor achievement of learners in official examinations.

The present work is, therefore, fuelled by the following research questions:

- Are teachers pedagogically prepared to tackle the job of teaching at the university?
- What do teachers, novice or experienced, need to know in order to change their perceptions and assumptions about teaching practices?
- What kind of reflective activities/investigative procedures are most likely to be conducive to improvement in the teacher's professional development?
- Is peer review the concept with which teachers can grow better in their teaching and successfully reach the learning outcomes?

In a nutshell, the present research has the objective to investigate the situation in which teaching, in the university, is either underpinned or undermined by external and internal factors which shape it and determine the approaches and methods to be adopted. Whether they are or not reflective practitioners university teachers need to think to alter their assumptions and perceptions in order to reformulate their teaching for better. To give light to this, a model of peer review is suggested so as to help teachers to become life-long learners in an on-going professional development which, hopefully, would foster change and betterment. As a consequence, the action research through this dissertation will provide evidence and arguments for the following research hypotheses:

- The shortcomings in the processes of teaching and the poor achievement levels of learners reflect the lack of professional development.
- The programmes of pre-service trainings at the university are devoid of concepts of teacher education development.

- Teachers, at the level of the university, have no knowledge of the exploratory tasks that enhance reflective teaching, through which they can change for better their teaching practices.
- Peer review has never been experienced by academics at the department of English.

What is to be reconsidered in the pedagogic preparation of teachers is an overall restructuring of initial and in-service trainings for teachers with a large scale involvement within the new trend of teacher education development. This can be very helpful when we set to teachers more adequate ways with which they are enabled to merge into an on-going process of learning teaching. Yet, this can be attained by viewing relevant theory and conducting an investigative study which will reveal the core problem, and accordingly propose suggestions that would sweep away its bad consequences on the teaching/learning process. Thus, the issue of teacher professional development will be dealt in this work into four interrelated chapters.

Chapter one attempts to present a broad theoretical description of the teaching process. Moreover, it tends to bring into knowledge the different teaching aspects, styles and approaches which happen in many different ways according to the educational framework and, of course, to the social circumstances that prevail. Furthermore, this chapter highlights the new conception of teacher education development with its characteristics, perspectives and implications on the teaching practices. It also clears up the different exploratory tasks that enhance reflection namely peer observation which is considered as a method used to disseminate good practice and teachers be less blind followers of instructional methodology and, at the same time, build up a new vision with which they take on new responsibilities relying on a bottom-up rather than a top-down process of applying their pedagogical skills and knowledge of the topic.

Chapter two aims at relating the frame of the theoretical data to the situation that prevails in the context of the Algerian higher education system. Moreover, it

draws a clear picture of the professional development of teachers at both levels (in the university, and while teaching) of teachers' career. In the former, the analysis seeks how the preparation initiates the prospective teacher into the basics of professional activity. This includes the acquisition of practical methods of teaching the skills, classroom management and the use of routine procedures for organising class activity. Whereas in the latter, the analysis seeks the extent teachers are acquainted by new teaching methodologies, techniques of approaching newly implemented approaches. Besides, this chapter sets a division between teacher training and teacher development, the new pedagogic concept that permit teachers to refine their teaching practices. On another stand, it also states the numerous advantages for teachers when they undertake a programme of professional development of teachers.

Chapter three deals therefore with the triangulated investigation based on the data collected through quantitative and qualitative procedures. This empirical phase is carried out through different analytical tools. First a questionnaire containing twenty two questions is administered to teachers of the department of English. The second tool is the interview conducted with the students of master two, and finally the classroom observation as the third research methodology is organized with two teachers teaching in the department of English. As evidence indicates, these procedures enlighten a great number of findings about teachers' pre-service and in-service training, about the content of training programmes and about reflective practices.

Chapter four, however, sets a series of recommendations with a special focus on peer review as a concept of professional development to be undertaken by teachers every now and then along their teaching career. Yet, it regarded by educationalists as one of the efficacious strategies to better one's teaching practices. Another more or less important element is about the developing teacher and how this teacher can improve steadily to overcome the constraints that prevent him from taking on new responsibilities and make him resist change and innovation.

To this view, educators, teacher trainers and university officials should give a concerted attention to teachers' professional development and try to instigate the new concept of teacher education development within training workshops. Only in this way, can there be an educational change. More importantly, the process of English Language Teaching will score promising results in the university.

CHAPTER ONE
Theory of Teacher's Pedagogical Preparation Sustainability

1.1. Introduction

Peer observation of teaching or, as it is sometimes referred to, peer review is defined as the process of observation in which a university teacher sits in on a teaching session with the express intention of offering feedback as a critical friend. When officially implemented in a faculty or department, the constant objective this research work is to engage a maximum number of teachers in raising their awareness to the processes, as well as, the content of teaching. The intent of this chapter which is devoted to literature is to clear up; hopefully, the opaque elements of the concept of peer observation of teaching and ultimately relate it discretely to the practical and logical aspects of the teaching/learning process. Furthermore, we try to set a broad description of the principles, characteristics, and assumptions underlying the new perspectives of teacher education development which have the potential to contribute to the improvement of standards of ELT in the Algerian university and the empowerment of language teachers, who are viewed as life-long learners, researchers and methodologists.

In fact the first phase of this chapter highlights the distinctive strategies and perspectives of teaching and learning and how they clearly interact with the current processes. The second phase interferes intensively with the perspectives of reflection and inquiry laying an emphasis on the exploratory tasks as their key components. The third phase openly discloses the concept of peer observation as an investigative procedure to teaching practices and closes up by the byways, the strategies and the advocacies of the peer review model.

1.2. Defining Teaching

Teaching, as cited in most of dictionaries, is defined concisely as follow:

- The activities of educating or instructing; activities that impart knowledge or skill.
- The profession of a teacher.
- A doctrine that is taught.

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According to Merriam Webster Encyclopaedia, teaching is the Profession of those who give instruction, especially in an elementary or secondary school or a university.

The teaching profession is a relatively new one, but sometime ago it occurred only in people's homes where children were given morals by their parents and eldershow to behave and what to think in different life's situation. The mosque, the church and other religious settings were used by sages to teach children as well as adults how to behave and what to believe. In the 19th century, as society became more industrialized, the concept of schooling became more universal. In industrialized nations today, most teachers are university graduates. Teacher-training programmes usually include both general and specialized academic, cultural, or vocational courses; the study of educational principles; and a series of professional courses combined with practical experience in a typical school setting. Most countries also require professional certification following formal training.

According to Edmund Amidon (1969:98) "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity." In the same vein of thought Brubacher says," Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so." However, Skinner says "Teaching is the arrangement of contingencies of reinforcement."

Ryans says "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others."

At last according to the Cambridge International Dictionary of English, teaching is defined as "the process of giving knowledge, instruction or training to someone". Generally speaking, teaching is frequently defined as the process of arranging conditions under which the learner changes his ways consciously in the direction of his own goals. It is often regarded as an art rather than a science.

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1.2.1 Characteristics of Good Teaching

Actually the prerequisites a teacher should have before tackling the job of teaching are, most definitely, warmth, humour and the ability to care about people. Added to this is the planning of lectures, hard work and self-discipline. What has increasingly become important, on a worthier side, is that teachers should imperatively have a minimum professional knowledge of instruction and pedagogy in order to articulate the most important standards of the teaching job and substantively update and refine their own assumptions and beliefs about teaching. What is more, research has identified that teachers must have a thorough catch up in many areas of professional knowledge.   Actually, t need to know about the curriculum materials and programmes appropriate for their subject so as to teach certain learners some particular concepts, the characteristics and cultural backgrounds of learners, and most of all, the goals and the purposes of teaching. In this regard Brown and McInryre(cited in Williams and Burden 2000) reported that a good teacher should :

• Create a relaxed and enjoyable atmosphere in the classroom

• Retain control in the classroom

• Present work in an interesting and motivating way

• Provide conditions so that learners understand the work

• Make clear what learners are to do and achieve

• Judge what can be expected of a learner

• Help learners with difficulties

• Encourage learners to raise their expectations of themselves

• Develop personal mature relationship with learners

• Demonstrate personal talent or knowledge

1.3 Defining Learning

Learning is the noun from the verb to learn/learnt, learned/ learnt, Learned. It is defined in the Sage's English dictionary and Thesaurus as follow:

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- The cognitive process of acquiring skill or knowledge.

- Getting to know or becoming aware of, usually accidentally.

- Committing to memory; learning by heart.

- Profound scholarly knowledge.

- modification of a behavioural tendency by experience (as exposure to conditioning)

Learning is the acquisition of new words, syntactic structures and new concepts. It is essential to humans in order to become literate, well-educatedbehaving with moral values and leading to an ethical form of life in their communities. All human and some animals have got the ability to learn.Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we previously acquired. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning is based on experience. In the past, learning was seen as an observable and measurable change in behaviour that is the result of an experience, but can it be successful unless it is undergone by valid not vapid teaching strategies.

1.3.1. The Current Learning Process

It is now, widely known, that new learning is based over the foundation of our own earlier learning. New things become clear and understandable to us if we use appropriately the already acquired knowledge and experience. Furthermore, evidence indicates that teaching has become an active thinking and decision-making process in which the teacher is constantly assessing what the learners already know, what they need to know, and how to provide for successful learning. In the same line of thought Kolb defines learning as the process whereby knowledge is created through the transformation of knowledge (1984:38) He underlies four characteristics of experiential learning :

• Learning is conceived as a process, not as a series of outcomes.

• This process is continuous, and grounded on the learner's own experience.

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• It involves bringing out the learner's existing beliefs and theories, testing them against new experiences and insights, and reintegrating the new, more refined ideas that evolve through this process of examination and reflection.

• It is a process of ongoing adaptation to an environment which is constantly changing. (ibid)

Besides, and above all, the current process of learning often involves five steps: doing something, recalling what happened, reflecting on that, drawing conclusions to inform and preparing for future practical experience. This is, in fact, a cycle which goes around as the learning process evolves and traces out the way of giving learners opportunities to do things themselves. However, a teacher may attain significant results if he worries less about teaching techniques and tries to make the enabling of learning his/her main concern. Hereby, In such learning process, because learners are intelligent, fully functioning humans, not simply receptacles for passed-on knowledge, it is acceptable for them to make mistakes, to try things out and get things wrong and learn from that. This learning process also requires teachers who have been trained to set up the development of learner centred classes. These teachers have distinct teaching qualities as opposed to those of the traditional learning process

1.3.2 Lecture

The method of the lecture has been, for so long, the strategy with which teachers in schools and universities dispensed knowledge using in their classrooms, the strategies, techniques and instructions of the adopted and advocated approach. Though nowadays many strategies have proliferated and are put into practice and examined in different teaching settings all around the world, the lecture still remains the mostly used important way to vehicle knowledge. It is then undeniable and true that it is still represented as having plenty of advantages in the sense it provides a way to communicate a large amount of knowledge to a big number of learners. But the least that can be said, in terms of drawbacks, is that not all learners get involved in the process. Moreover, what is assumed to turn to be negative is the fact that learners' feedback cannot be counted on by teachers to reflect on their classroom

practices because simply within a lecture most of the learners(important ratio) get disengaged and therefore quickly forget the elements that make out the lecture. Paradoxically, when used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. .

1.3.3. Active Learning

Active Learning means that the learner actively takes part in the process of lecture delivering rather than sitting and listening to the instructor without having a role to fulfil. Research shows that active learning helps the learner to reach higher spheres of knowledge and increaseshis content acquisition and mastery of information that tend to make him develop higher order cognitive skills such as problem solving and critical thinking.

One among the outstanding ways of active learning is collaborative or Cooperative Learning. The principles of cooperative and collaborative learning are to set learners to work together in small groups to perform tasks, with specific inputs leading to a learning situation and having a common learning goal. This quite often helps learners to launch in special discussions which help them broaden their knowledge in learning and motivate them to hear their own voices when developing their own views about various topics. Another area of learning which has become a buzz word is critical thinking,which is a collection of mental activities that include the ability to intuit, clarify, and judge. Actually critical thinking has become significant in academics due to being significant in learning. Good teachers put in practice critical thinking at every stage of the learning process of application. The key is that the teachers who foster critical thinking foster reflectiveness in learners by asking questions that stimulate thinking essential to the construction of knowledge. According to Beyer(1995) Critical thinking means   making clear, reasoned judgments. While in the process of critical thinking, your thought should be reasoned and well thought out and judged.

In the same stand of critical thinking experiential Learning as a consolidating process to critical thinking is an undeniably important learning strategy which has currently evoked the assumption that people learn more by doing things themselves

rather than being told about them(Knowles & Swason, 2005). Hence, it is also important to recognize learner's experience and integrate this experience into group learning situations, so learners learn from each other. New learning is, therefore, constructed over the foundations of our own earlier learning.

As soon as you begin to engage in the kind of reflective process the teacher will notice that there are aspects of his teaching that he would like to change, and alternative courses of action that are open to him. D.A. Kolb, who has studied the theory and origins of experimental learning, believes that this pattern of examining and modifying your existing beliefs and habits leads to the most effective learning. Kolb defines experimental learning as 'the process whereby knowledge is created through the transformation of experience' (Kolb 1984:38). Key characteristics are:

- Learning is conceived as a process, not as a series of outcomes.
- This process is continuous, and grounded in the learner's own experience.
- It involves bringing out the learner's existing beliefs and theories, testing them against new experiences and insights, and reintegrating the new, more refined ideas that evolve through this process of examination and reflection.

It is a process of ongoing adaptation to an environment which is constantly We make use of whatever knowledge and experience we already have in order to help us learn and understand new things. In this line of thought, Jim Scriviner(1998:4) highlights that: " Students may bring pen and paper to the lesson. But they also bring a whole range of other less visible things to class: their needs, their wishes,their life experience, their memories, their worries, their fears, their moods, etc."(ibid)

Hereby, giving learners opportunities to do things themselves maybe of a great importance and of course, in this way, the enabling of learning can pave out the road to better teaching if the teacher worries less about teaching techniques. As for the teacher again, it is incessantly important to help the learners to become more

aware about how they are learning, to reflect on this and to explore what procedures, materials, techniques or approaches would help them learn more effectively. This actually and evidently traces out the premises of learner development in processing various and valid areas in a well-rounded pedagogical foreign language learning setting. Meaningfully, evidence indicates that in a growing recognition of this concept, learners are allowed to make mistakes, to try things out, get things wrong, and learn from that. What the teacher should know is that the more he does himself, the less space there will be for the learners to do things.

Another strategy of learning is teaching with Cases - Case studies present learners with real-life problems and enable them to apply what they have learned in the classroom to real life situations. This seldom gives rise to a continuous interaction with the social life's issues. Cases also encourage students to develop logical problem solving skills. However, thanks to this, they define problems, analyse possible alternative actions and provide solutions with a rationale for their choices. In most cases, all members are present during each class and can provide different styles of interaction as well as different viewpoints depending on the prevailing teaching styles which stand on specific inputs of specific approaches.

1.4. Teaching styles

Just as people have individual learning styles teachers have teaching styles that work best for them. It is important to be aware of one's preferences when preparing and presenting a lesson. While observing a teacher, his lesson is characterised either by being a teacher-centred course or a learner-centred one.

1.4.1. Teacher-centred class

Teachers centred of teachers fronted are those teachers who have a formal authority; they teach with the style that tends to focus on content. In this style the teacher is the only responsible for providing and controlling the flow of the content

and the student is expected to receive it and neither special role nor a strategy is required from him/her in the learning process, which goes beyond their will or their concern.

In this traditional style, the teacher stands at the front of the room teaching, and the learners sit on rows listening. In this teaching style the teacher is the knower and has the task to transmit knowledge to the students. This is mainly done by long explanations with a passive participation of learners and it is only by the end of the lesson that the learners are generally doing some assessment activities. What also characterises the teacher fronted class style is that during the whole lesson timing, the teacher keeps control of the subject matter and supervises the flow of the course and decides what the students do. In such classrooms, the teacher is by far the most active person, but by assumption not all the learners are completely involved. Some of the learners turn off because of long dull explanations, while others do not understand at all and would rather do something different. It can be noticed that this way of teaching, on the whole, is not deprived from the ill-effects which is on the top of teacher centeredness. One type of statement made by an instructor with this teaching style is "I am the flashlight for my students; I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline."

In Algeria, however, this style has prevailed for long years, because the successive adopted classical approaches required the teacher to be at the centre of any teaching /learning situation. Now with the newly implemented approach, CBA (Competency Based Approach), teaching in our schools is taking new dimensions in which the learner is at the core of the teaching/learning process. What is also, worth noting, is that in teacher centred classes, the recurring teaching is based on doing what someone else has suggested or decided, using the lesson material or technique as given without adapting it in any way . In this way, the effectiveness of a teacher depends largely on his pedagogic skills, and his knowledge of the topic he is teaching, and on all the associated methodology. Consequently, this teacher is only as good as the techniques or materials that he employs, and improves by learning

more about them. Worthy to note then that this style has been incessantly practiced in the Algerian universities since the teachers have never been subjects of any training that prescribe the good effects of learner centeredness nor have they been acquainted with a special programme of professional development which help them grow within an experience that gives rise to the mastery of pedagogy and therefore to the knowledge of the subject matter.(see chapter 2) Above all, and what turns to be negative when compared to the new approaches of learning, these teachers, even more, do not want to build relationships with their students nor is it as important that their students form relationships with other students.

This type of teacher doesn't usually require much student participation in class. It is referred to as "Sage on the stage" model .Zeichner and Liston maintain that "these teachers are considered only as conduits for implementing programs and ideas formulated elsewhere."(1996:4) Paris, also highlights this fact saying that: "Teachers have been considered to be consumers of curriculum knowledge, but are not assumed to have the requisite skills to create or critique that knowledge." (1993:149). Arguably, this teaching pattern puts the teacher on the track of a dependence routine which prevents him to examine and modifies his beliefs and habits. Conversely, nowadays most interests are expressed on the importance of the whole person in the learner.

1.4.2. Learner Centeredness Perspective

Learner-centred approach is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitators and delegators student learning. Recent development in language teaching has emphasized a learner- centered approach with awareness of the learner as an individual and focus on learner autonomy. This has led to the development of the notion of autonomous learning. To enlighten this, one may assume that being a teacher does not necessarily mean gripping over the whole learning that may take

place. A teacher cannot learn for his students. What a teacher can do is to help and create the conditions conducive to successful learning. He should set up a continuous attention of self-awareness and self-development in the learners. This operation consists of involving them, by enabling them to work at speed, by avoiding long explanations, by encouraging them to participate, talk, chat, interact, do things, etc. Scrivener explains all these as follows:"the teacher is teaching but it is unclear how much learning is taking place. It is quite possible for a teacher to be putting great effort into his/her teaching and for no learning to be taking place; similarly a teacher could apparently be doing nothing, but the students be learning a great deal"(1994:2)

In this kind of teaching/learning situation, the teacher, as mentioned above, is not the transmitter of knowledge, but it is the learner's performance which is more active. Another more or less important factor is the physical setting which differs greatly from traditional ordinary classes because learners sit down in circles within which it is sometimes hard to guess which person guides the learning process .Henceforth, the tasks and the speaking is done by everyone within the circle rather than by just one person standing before learners .However, this does not prevent the teacher to interfere from time to time, in order to motivate, instructor explain something to all the learners.

Nunan defines the learner centred approach as: "information by and from the learner is used in planning, implementing and evaluating language programmes" (1989:19). This means that learners are substantially involved in the process and even determine most aspects of learning that may take place. On the other hand, the teacher is less involved and becomes a guide, an organiser a counsellor or a resource of information when needed. These teacher roles are basically considered as the requisites for the current learning process.

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1.4.3. Kinds of Learner Teachers

In the new trend of learner centred classes teachers are categorized according to their personality, methodology (knowledge and skills) and language (knowledge and use). In fact, relatively to the already mentioned criteria Scrivener (1998:6) classified teachers into three categories: the explainer, the involver and the enabler.

1.4.3.1. The Explainer

He is the one who knows little of teaching methodology, i.e. does not have his own views on learning and teaching, does not possess available materials and at last does not reflect his teaching techniques to enhance development. His lectures are based mainly on explanations as a way of transferring knowledge rather than analysing and synthesising his/her teaching. This may be performed enthusiastically with great entertainment.

Whereas the learners just listen, taking notes from time to time and occasionally answering, but are not personally involved or challenged. Teachers who act as explainers are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own groups. Likewise Harmer (2001:58) asserts: "that controllers1 take the roll, tell the students things, organize drills, read aloud, and in various ways exemplify the qualities of a teacher – fronted classroom". This means that these teachers view their job as the transmission of knowledge from themselves to their students and inspired them through this knowledge and charisma.

1.4.3.2. The Involver

The involver as a teacher, on the other hand, has better knowledge of teaching methodology. In terms of knowledge this teacher has different views on methodology and skills. He gives great importance to lesson planning and to action research. He is able to use appropriate teaching and organisational procedures and techniques to help the learners learn about the subject matter. Furthermore, students with clear learning goals and a responsible attitude to their learning can potentially

become involved in most levels of decisions-making with the guide of an involver teacher. Tudor (1996:279)quoted in Hedge &Whitney poses that: "real involvement requires course planning, which is, according to him, a very complex process, one to which different types of students can contribute to varying degrees". He, therefore, proposes a course planning that includes the following points: Course structure (e.g. the mix of in-class, self-access, and independent study components);

•   Goal-setting;

•   Choice of methodology;

•   Activity selection and organization;

•   Linguistic syllabus (e.g. will the teacher decide on the language points to be covered, or will this arise out of students' observed performance in communicative tasks?);

•   Choice of materials (e.g. can students provide materials directly relevant to their learning goals?);

•   Topic selection;

•   Evaluation;

•   Independent study.(ibid:279)

In this way, the teacher sets his learners in a gradual involvement process within which they start to think critically about what their teacher proposes to them.

1.4.3.3. The Enabler

This teacher possesses a close relation of feelings with his learners. Hence, he has the ability to stir in the learner's mind to sort out new aptitudes and attitudes towards learning a foreign language. Since he has a complete mastery of his subject matter, this teacher can create the right conditions and atmosphere that enable the learners to learn for themselves. Added to his personal qualities are attitude towards change, development, diversity, co-operation and authority. Also the enabler has a good knowledge of methodology. Having acquired his own views on learning and teaching with consistent and available materials, he originally plans and teaches according to the implication of theory. Hence, he encourages highly autonomous learning by being, from time to time, a guide or a counsellor or resource of

information when needed. Equally, for example, when learners get at a loss, while performing a task, the enabler nudges them forward in a discreet and supportive way. Harmer (2001:60) posits: In such situations we want to help but we do not want, at that stage, to take charge because we are keen to encourage the students to think creatively rather than have them hang on every word. This assures that teachers when they enable their learners do it with sensitivity, encouragement and, most of all, with great discretion.

In a nutshell, this categorization can be very helpful for teachers to reflect on what kind of teaching one has mostly experienced in his life, and help them to determine the kind of teacher one sees as being now or in the future. The future means a change towards making out new decisions that will lead to effective learning and creating the best learning atmosphere by initiating a rapport with learners that would bring success and satisfaction.

1.5. The Need for Change

It is widely known that dispensing knowledge is not enough, i.e. what is taught is not always learnt. The positivist view enhanced the maintenance of traditional classroom where teachers are the sole source of knowledge. Accordingly, the P.P.P. (Presentation Production Practice) lesson loomed largely in the language classrooms where an illusion of mastery was and (still some teachers refuse the change) still prevailing.

This view is congruent with positivism (as opposed to constructivism) which counter runs the teacher development. A shift of classroom setting from traditional to modern classroom is enhanced through the notion that knowledge is not taught but learnt or constructed by learners. Henceforth, the role of the teachers turns out from a passed- on knowledge to the one of a mediator, a guide or even a facilitator. As stated by Nunan& Lamb. The competent teacher is the one who creates a positive pedagogical environment in the classroom and is able to make professional decisions to ensure that learning is taking place effectively. (1996:69)

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To this extent, teachers while attending in-service training, seminars and the like can be acquainted by the occurring changes, to cope with them at the same time taking into consideration learner's individual differences. More importantly, teachers can be released to set themselves free from the practice-based profession i.e. the slavish application of programmes, syllabuses, textbooks, methods and to take on new responsibilities by investigating, exploring, and reflecting on their experience in order to gain self-confidence and awareness.

In addition to this, they must be ready to be professionally observed in an individual presentation and willing to observe other teachers' presentation to share experiences with them. It is rightly conceived that observation leads to constructivism in which teachers are provided with feedback and criticism on one's teaching. In this way, and only by taking new responsibilities, they launch in a new conceptual teaching of reformulation, reconstruction, reconsideration and refinement, which is likely to bring satisfaction and betterment. This new conception of teaching is Teacher Education Development.

1.5.1. Teacher Education Development

Teacher Education Development (henceforth TED) in its broad scope is totally distinguished from Training as the former is mainly something that is articulated using one's own capacities(bottom up) and for oneself; whereas, the latter is definitely and admittedly presented or prepared by others(top down) Lange, in this particular context, highlights this blueprint by a concise definition " a term used…to describe of continual intellectual, experiential and attitudinal growth of teachers…the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft" (1990:250) The concept of teacher education is seen by Lange, hereby, as an on-going process of change in the teaching practices which tacitly and emphatically represents a professional development of these teachers.

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The conception of TED as a reflective process is the one in which every aspect and stage of teacher education experience becomes open to critical examination and reconsideration. It asks teachers to observe themselves, collect data about their own classrooms and their roles, and to use the data as a basis for self-evaluation, and for change. In other words, TED encourages teachers to benefit from the procedures of classroom research and self-reflection to understand better themselves and what is happening in their own sclassrooms in order to gain a renewed sense of purpose and direction (Ourghi :2002).

Teachers who find it hard to carry on their routinised ways of teaching and would like to change thoroughly their teaching practices, by trying new ideas or changing the ways they use old ones, not only they improve their own performance, but also they learn more about teaching and about themselves. The concept of teacher education development can be introduced while teachers attend in-service training to both prospective and experienced teachers. Ely suggests that while in teacher training,

Teachers learn clearly defined skills and behaviours appropriate to second language instruction…teacher development is concerned with preparing teachers for the exigencies of unforeseen future teaching situation. It attempts to bring about pedagogical development through heightening teachers' ability to observe, reflect upon, and modify their own instructional patterns. Teacher development seeks organic, attitudinal, holistic development along lines suited to the individuals themselves. It attempts not to mold teachers, but rather to empower them to show them alternative approaches and choose among them. (Ely 1994:336)

Ely discusses the new language teaching/ learning paradigm in which teachers whether prospective or experienced can be involved and which entice them to change their assumptions and their attitudes of teaching for better and for improvement.

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1.5.2. Development for Prospective and Experienced Teachers

Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises. Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it.

The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Henceforth, it is the role of teacher educators to design and implement teacher education programmes both at pre-service and in-service levels. Pennington argues: viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start[1] to adopt a development perspective. (Pennington 1990: 134)

This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge. More importantly, to impel teachers to develop their own pedagogical belief system for both novice teachers at the level of university and, of course, for tenured and experienced teachers, who have worked for a given period of time as fulltime teachers at the level of a secondary school. Thus, teacher preparation moves beyond training in the narrow sense to enabling a teacher to reflect upon any situation rather than training for a specification.

1.5.3. Teacher Development Defined

The word Development is definitely related to the widely known term "training"; and both are complementary in the sense of achieving an efficient and

effective level of skills and knowledge in the teaching of a language. Development means, "the empowerment of the teacher, in the sense of endowing him with the status of an autonomous professional" (Benmoussat 2003:258) This implies that conception of Teacher Education Development is not one-off, but goes along and extend to the entire career of a teacher.

Development is a movement towards change and growth. It is also the process of becoming the best kind of teacher that a teacher can be (Underhill: 1986). Going through this process requires special motivation questions from the teacher such as:

- How can I become a better teacher?

- How can I enjoy my teaching more?

- How can I feel that I am helping learning?

Development, henceforth, has to be bottom-up, i.e. it is to be generated by the himself not dished out by managers according to their own view of what development teachers need. A professional development wherein teachers' decisions are primarily directed by impulse or by convention without coming to a conscious decision that they are the right things to do or, they are doing things that they have consciously decided they want to be doing, would probably lead to a routinised way of teaching. Contrariwise teacher education development is an important way for teachers of acknowledging their own inner needs and desires and of making their experiences more worthwhile. It is, in fact, about the inner world of responses that teachers make to the outer-world of the classroom. Underhill, quoted in Head and Taylor (1997:05) defines TED as:

"a process of becoming increasingly aware of the quality of the learning atmosphere we create, and as a result becoming more able to make creative moment by moment choices about how we are affecting our learners through our personal behaviour". (1991:02)

Likewise, Benmoussat (2003) argues that development is shaped as a distinct concept in the teacher's thinking about learning. It is a helpful and insightful

approach to explore the process involved in the teaching / learning mechanism in order to develop and improve the teacher's professional competence. (Benmoussat 2003:229).

TED is also defined as a way of learning which complementary to training, and which is motivated by teacher's own questionings of who they are and what they do, rather than by any external training agenda. Head and Taylor posit that:

"Teacher development draws on the teacher's own inner resource for change. It is centred on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have not been developmental helps identify opportunities for change in the present and the future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are known of other people's responses to you. It is a self-reflective process because it is through questioning old habit that alternative ways of being and doing are able to emerge". Head and Taylor (1997:2).

Current definitions of teacher education development also highlight that it is a process whereby teachers refine and develop knowledge of their subject, enhance their skills in teaching it, and evolve a positive teaching style which is able to adapt as they judge changing circumstances and situations throughout their teaching career. (Tricia Hedge 1996).

Teacher development impels teachers to stir their competences such as skills, experience, knowledge and get from them an impetus that would change their views on teaching. This change is based upon past experiences and aims at developing and improving their professional competence.

1.5.4. Background Factors Leading to TED

In general terms, teacher development is considered as a post method era. Many teachers around the world sought for an impetus that would help turn the page of methods (imposed / dished out) over and to start a new process of teaching.

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Henceforth, they found out that personal self-awareness and reflective practices were the key to professional growth. In this context, Rod Bolitho in Head and Taylor identified a number of background factors that gave rise to TED.

•   The huge expansion of the language teaching industry, bringing large numbers of teachers into the profession, and the lack of a career structure offering opportunities for variety and promotion.

•   Monotony and boredom felt by many teachers after taking up a routinised way for long years of teaching.

•   Teachers are underpaid and suffer from poor conditions of service. This leads to degrading feelings of low morale, low self esteem and the like…

•   An increasing preoccupation with qualifications. British ELT needed to professionalize itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for, and there are no guarantees of a permanent job at the end of their.

•   The influence of humanistic views of language teaching, while from a more academic base studies of second language acquisition were also beginning to focus on the learning process, spawning new ideas of a more learner-centred approach to teaching. (Rod Bolitho cited in Head and Taylor 1997:8)

1.5.5. Core Characteristics of Teacher Development

As teachers launch themselves in development, many of their beliefs, feelings and assumption on teaching change and new findings emerge accordingly and most of which are almost the same for all these teachers. Rossner asked a group of teachers from different parts of the world about the beliefs they hold about teacher development. Their responses focussed mainly on the following key characteristics:

-       Teacher development is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.

-       Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on

new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.

- Teacher development is not just to do with language teaching: it is also about language development (particularly for teachers whose native language is not English), counselling skills, assertiveness training 1, confidence building, computing, meditation, cultural broadening- almost anything in fact.

- Teacher development, in most teachers' opinions, has to be bottom-up not dished out by managers according to their own view of what development teachers need. This does not mean to say that managers have no role in it nor does it mean that managers should stop organizing in-service or other training courses. (Rosner1992:4).

Owing to the great number of opportunities that teacher development can offer to non-native speakers of English, it is then crucial for teachers to take on new responsibilities and challenges so as not to miss its outstanding professional, cultural and may be social benefits and assumptions.

1.5.6. Assumptions about Teacher Development

Teaching entails more than pedagogical dimensions, it is said to be a complex task because it happens in many different ways. A teacher, who has a wide range of knowledge with a deep awareness about teaching components, is capable of making appropriate judgements and changes his views according to the requirements of classroom practices. Richards & Lockhart (1994) pointed out to five assumptions about teacher development.

• An informed teacher has an extensive knowledge base about teaching

• Much can be learned about teaching through self-inquiry

• Much of what happens in teaching is unknown to the teacher

• Experience is insufficient as a basis for development

• Critical reflection can trigger a deeper understanding of teaching

   (Richard and Lockhart 1994:3)

An experienced teacher can never take on new teachings unless he gets rid of the rut he may be caught in. The rut is a set of routines and strategies with which the

teacher handles the recurring dimensions of teaching. Though experience is considered as an important key of professional growth, it must have another facet of critical reflection which can trigger an understanding of teaching which brings about betterment and improvement of the teacher's practices with his learners. In the same line of thought, Underhill argues: Development means…keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring. (Underhill 1988:4)

Self-inquiry, equally, can be a resourceful capacity to manage change and from which much can be learnt. For many teachers, classroom visits by supervisors are the main source of feedback and self-inquiry on their teaching because the comments made by the supervisor could give rise to a new source of information and therefore a new starting that is generated by an external source of knowledge. Teacher development, likewise, enhances teachers to collect information about their teaching either individually or collaboratively through a colleague, making decisions about their teaching, and deciding if initiatives need to be taken, and selecting strategies to carry them out.

1.6. The Developing Teacher

Admittedly, many teachers, regardless of their life-time experience, strive to develop and bring sCobuild Dictionary suggests three definitions. These, respectively, are:

• The gradual growth of something.

• The process that results from gradually transforming a basic design from simple to more advanced.

• Any event that has occurred recently and is likely to influence a present situation.

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Having highlighted the dictionary entries of the term "development", the next step is to address these definitions in relation to English language teaching.In simpler terms, how the term is used in an ELT context.

1.6.1. Development as the process of growth

Under this definition, development is regarded as a process that is likely to occur throughout time. In the field of education, teachers develop and grow as a result of the experience they gain year after year. In this very specific context, Perkins(1998:20) posits that "if we are doing something we enjoy, then continuous Professional Development is a natural component of our daily work life.It is an attitude."

Stated differently, development, in this sense, is inevitably a gradual process that may be influenced by the teacher's own conscious efforts, those of the institution ,or it might simply occur due to the very natural result of performing the job,i.e. teaching.

The teacher can be the direct source of things and can also react to those things that emerge while doing his job. Events and circumstances such as the introduction of a new government policy or working within new colleagues might well change and /or shape the way s/he changes as a teacher. Similarly, the decisions the teacher takes about improving his /her teaching, the courses s/he attends and the pedagogical materials s/he reads are factors of equal weight in shaping new ways of teaching.

1.6.2. Development as making the basic advanced

The nitty- gritty of development within this view is "to make things better". It refers to the individual efforts by the teacher to improve him/herself or by the institution to promote teacher improvement. All too often, training organisations offer development courses and schools and universities discuss and sometimes advertise their teacher development programmes. In this vein, Edge(2002: 15)writes

that "training is what other people do to you. Development is what you do to yourself."

Yet, in ELT the distinction above is not always clear. The training courses the institution provides to improve teaching usually take the form of what is generally referred to as "supervised self-development». Edge(1992) has, himself, invoked "cooperative development" to refer to the collaboration among teachers themselves to attain development. He rightly posits that "I need someone to work with, but I don't need someone who wants to change me and make me more like the way they think I ought to be. I need someone who will help me see myself clearly.'' (Edge,1992:38)

1.6.3. Development as a result of recent events

Under this last definition, development is intimately associated with the impact of some recent events and incidents conducive to a change in modelling ways of teaching. These events and incidents do not happen deliberately; they are not chosen. They generally come from external sources; for instance, complaints coming from the institution about the students' little progress, or the introduction of a new technology in the classroom (interactive whiteboards).

To sum then, we have shed light on three possible definitions of the term development and applied them in relation to ELT. We have come up with the conclusion that the teacher can change or develop in the following ways:

• Unconscious change (to change without noticing change)

• Deliberate change (to make things change)

• Change as a result of recent happenings.

• Teacher development: a Necessity in Education

By and large, professional development in any domain is crucial as it helps learn and apply newly acquired knowledge and skills which, in turn, will improve one's performance at work. What is more, development is seen as an on-going learning that is not only approved by the profession, but rather a requirement for keeping the job.

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In the field of education, research has evidenced that teaching quality and school leadership are the most important factors in enhancing student achievement. For teachers to be as effective as possible they have to "continually" expand their knowledge and skills in order to put into practice the best pedagogical strategies. Also, teachers learn how to help students learn at the highest levels and how to better cope with their needs and weaknesses.

Regretfully, many teachers may not be well aware of most efficient methods for improving their own teaching on the one side and their students learning strategies on the other side. Besides, many misunderstandings do exist among teachers about the notion of development; its purpose and function. Teacher development seems to be one of the most needed strategy educational institutions have to strengthen and support at a time when quality education accounts too much. In a nutshell then, teacher professional development is undisputedly the gateway to attain better teaching and learning as well.

1.6.4. Models of Language Teacher Education

Concerning teacher education models, Wallace (1991) classified these models into three main professional categories, namely, the craft model, the applied science model, and the reflective model. The craft model is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by observing a master teacher at work. The place of training for the apprentice also considered as a would-be teacher, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences. In the applied science model the trainee is required to choose an approach that has scientific validity, such as Communicative Language Teaching and then base the lesson on that approach, leaving no room for change or unpredictability. Finally, in the reflective model, the role of the teachers is to develop new perspectives by which they must constantly reflect on their practices. With much concern on the teacher as a reflective practitioner, Schon (1987) pointed out that a teacher's ability to see a problem from

different angles can be improved by creative problem-solving, which involves reflection not just after an event, but also conscious thinking and acting while the situation is still at hand.

Laying an emphasis on reflection, teachers can understand their own perceptions and behaviours, relate new learning to their prior practices and beliefs, and become the teachers they want to be. Likewise, Myers quoted in Simpson (1999) believes that if teaching is conceptualised as a life-long process encompassing self-inquiry, "it becomes a professional intellectual investigation that includes constant personal construction of new professional knowledge, constant personal development of refined professional skills, and constant sorting out of professional value perspectives" (Myers 1994:4)

1.7. Teacher Inquiry

Being distinct but not distant from reflection, inquiry is viewed as an academic issue to which need to be sought a set of questions. These range mainly from the platform of pedagogical traditions to the approaches put in to be used moving along to syllabuses elaboration. On a further stand, teacher inquiry is supposed to be the capstone that can be used by teachers to alleviate the complexities that happen in the profession.

Another perspective of inquiry articulated by Cohen and Manion (1994) consists of isolating an area and asking questions about it (see questionnaire chaptthree). Likewise, teacher inquiry is clearly identified by a teacher's investigation of a new paradigm of learning that can definitely lead to educational renewal and radical change.

To put it another way, when in the state of a newbie, tenured, or mentor teacher, the teacher who recognizes that his professional practice should be problematized, can effectively be committed to simultaneous renewal and reform of the teaching profession and teacher education). Around this thought, Smith and Lyttle cited that "in any classroom where teacher inquiry is occurring, there is quiet

kind of educational reform in process radical, but (1993:101) That clears up the fact that any individual engagement in teacher inquiry can be tremendous outlook and contribution to larger educational reform; more importantly, a reformulation of the teaching profession which is usually portrayed as a highly complex, context specific and interactive activity. To this is linked the critical importance of the differences across classrooms and schools.

1.7.1. Characteristics of Teacher Inquiry

Teacher inquiry stretches to an infinite number of components or characteristics which make the platform over which change towards curricular reforms can be achieved. All these components need to be articulated by teachers themselves, as being detached members from the administrative staff, by building the structure of the process of teaching as well as of learning. Teachers, with regard to this, should be real agents of change without expecting others to bring for them changes towards which they might behave sceptically and reticently, and in a later stage, their assumptions and perceptions about the changes would turn to a downright dismay and so would become their teaching. The characteritics of inquiry teachers must be imbued with may range from

1.7.2. Engagement and Devotion

It is obviously known that within collaborative inquiry that teacher integrate new approaches to reset new dimensional teaching instructions all along their teaching continuous professional development. This fitting process serves teachers to re-enact their personal knowledge base about what is meant to be a teacher. Thus inquiry constructs understanding of the classroom encounter where instruction, curriculum, and students' actions intersect (Moore 2004).

In confined terms, teacher inquiry when collaboratively articulated, teachers accordingly inquire about their students' learning and engagement. Common sense seems to highlight that collaborative is learning that can provide new insights unavailable in inquiry processes that are done individually.

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Subsequently, one of the most crucial objectives of inquiry is that any instructional methodology must thoroughly meets the needs of learners, acquainting them by rich personally relevant learning. Worthier can it be, inquiry is the cornerstone of the learning process where the students learning grows gradually close knit to this process and gets embodied in a never-ending quest of generating new knowledge and insights that may have both immediate and longer-term consequences for teaching and learning.

1.7.3. Reflection and Repetition

Reflection is important and critical to good teaching. It, in this regard, happens many times, that teachers make decisions to change their classroom practices. With this intention, they reflect on their learners' engagement and learning resulting from their past decisions (Schon 1983). On the other side, the fact reflection, which is considered as a major component of inquiry, cycles back within this process; it grows more and more powerful and offers opportunity to teachers to progress in thinking. Also within iterative collaborative inquiry, teachers can identify frequently emerging themes, questions, reason and probe ideas in order to push thinking of the group further. Such ,iterative reflective work is facililtated by regular and consistent analysis of what is being learned and how.

1.7.4. Investigation and Adaptation

It is fully understood that among the questions that teachers pose every now and then, are those which require an on-going adaptation of the pedagogical approaches, and a fairly balanced reformulation of their teaching practices, through regular data collection, in response to their work in classroom. These collected classroom data enhance teachers to investigate new engaging and relevant questions that are mainly grounded on how learners receipt, at best, the capacities to reach proficiency in knowledge acquisition. By the same token, inquiry is emphatically called as a concept in which teachers engage in what others have discovered about a giving teaching area. (Coburn & Stein, 2010) In this vein, Harste (2001) cited that

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"Education as inquiry provides an opportunity to explore collaboratively topics of personal and social interest using the perspectives offered by others as well as various knowledge domains." Harste (2001:47)

1.7.5. Inquiry vs. Reflection

Reflection is known to be, for many researchers in the area, as an in-ward-looking form of inquiry. It is not intentional as inquiry could ever be. It is important and critical to good teaching (Zeichner& Liston 1996). It is also a key component of teacher inquiry. Nonetheless, teacher inquiry is different from reflection in time and pace in and on practice. Teacher inquiry is a fronted approach to the professional growth of teachers because its process requires teachers questioning the goals of their teaching, systematically studying their own practices, and ultimately changing these practices. This reveals a reversed image of traditional professional development for teachers which focuses on the knowledge of a top-down instructional methodology being shared with groups of teachers, which in turn, when disseminated never brings about classroom changes as inquiry does.

To get back to the point, it is quite significant to distinguish reflection from inquiry by pointing out to the fact that reflection seldom occurs intentionally in the busy complex process of teaching. In other words, teachers while reflecting on their practices, many of them do that in an unplanned way and in different settings that could be held inside or outside the university walls, either individually or collaboratively.

This is just to raise the fact that reflection is consciously planned; thereby, only very few teachers think of making it neat and cautious the way it should ever be. Conversely, teacher inquiry invites intentional, planned reflection based upon problem posing of the variables the teaching complexities embody. Regarding this statement, when teachers launch themselves in inquiry, their thoughts and assumptions about teaching are made public for discussion, sharing, debating and

academic conversation. Such a rising of inquiry is commonly identified, by some experts, as a teacher research.

1.7.6. Teachers as Researchers

Teacher research was cleared up by Lori Brown as " a method of gaining insight from hindsight. It is a way of formalizing the questioning and reflecting we, as teachers, engage in everyday in an attempt to improve student learning (Lori Brown 1999). Similarly, Cochran Smith & Lytle went on citing that "Teacher research is systematic, intentional inquiry by teachers about their own school and classroom work." Cochran Smith &lyttle, 1993:24)

All along their career as teachers inquire about their practices and need to alter from them what is awkward and badly designed, they first need to embark in such an inquiry holding it by a positive attitude which lays its basis on its principles. Ultimately, it is further agreed that the second paradigm is a worthwhile critical reflection on and in the teacher's own teaching practices laying a special emphasis on the most important exploratory tasks namely and mainly, and most definitely, peer observation which is considered as a change-based procedure and thought-provoking activity.

1.8. Reflection as a key Component to Professional Development

Teachers, who launch themselves in the trend of reflection, become aware of their behavioural ways of teaching. This will help them to connect their actions to their learners' by collecting data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices, for self-evaluation and for change. By doing this, they can move beyond routinised responses to classroom situations and can also attain a higher level of awareness.

In this respect, the process of reflection denotes by assertion that teachers who get involved in this trend become aware of their jobs' ends and purposes relatively to the changes they generate in their teaching practices. This means that

this can be considered as the process of understanding and improving one's own teaching experience. It can be also stated that this process of learning to teach continues throughout a teacher's entire career and whatever the implemented approach is, teachers learn how to formulate the purposes and ends of their work, examine their values and assumptions and therefore generate new knowledge about teaching. Writing in the same context Webb pointed out that: "If we are to become more effective teachers, we need to become more reflective teachers. To be reflective we need to articulate out theories of learning, critically examine and them replace those parts which we suspect or, better still, can show do not work". (1996:30)

When teachers are engaged in reflection on teaching they become monitors of their teaching practices which they can alter whenever the change appears to be profitable for their learners. This involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which, in turn, generally lead to achievable objectives. Likewise, Pennington posits that "the term reflective teaching has come to signify a movement in teacher education, in which students teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends." (1992:48) She goes on writing "The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing" (ibid). Further, this approach is teacher initiated and directed, rather than imposed from elsewhere because it involves instructors observing themselves, collecting data for self-evaluation and for change and for professional growth.

When teachers develop a reflective practice over a long period of time at different levels of action, observation, analysis and planning, they would be able to articulate their own practical theories, critically examine them, compare them with alternative theories and revise them. Griffiths and Tann(1992). However, what is worth noting, is that reflection can be exerted either during the performance of a

lesson in the classroom setting, or outside of it. Hereby, many writers have emphatically theorised two distinctive temporal dimensions of reflection.

1.8.1. Necessary Attitudes for Reflection

Reflective action is the one which is enhanced by active persistent and careful consideration of any belief or practice. Reflection also involves intuition, emotion, and passion; it is not something than can be neatly packaged as a set of techniques for teachers to use (Greene, 1986).

When teachers reflect about students in their classrooms, they need to listen to and accept many sources of understanding. They need to use their heads and their hearts, their reasoning capacities and their emotional insights. In reflective action, in contrast to routine action, reason and emotion are engaged. Dewey (1938) pointed out to three attitudes that are integral to reflective action: Open mindedness, responsibility, and wholeheartedness.

1.8.1.1. The Open-Minded Teacher

An open-minded teacher should have a deep desire to listen to different preoccupations, to give importance to alternative possibilities and to be apt to accept correction from error making and even of beliefs that are dearest to him. Moreover, this teacher continually lays an emphasis on the rationales that underlie what is taken as natural and right. Zeichner& Liston, maintain that "an individual who is open-minded does not attempt to hold the banner for one and only one perspective, and s/he does not look to other perspectives with argumentative delight. Instead an open-minded individual listens to and accepts the strengths and weakness of his / her own and other's perspectives". (Zeichner and Liston 1991:10)

1.8.1.2 The Responsible

The attitude of responsibility, involves a close study and a careful consideration of the consequences to which an action leads. Teachers who are responsible continually wonder if they are doing their job in the right way. In this

way, they consider the ways in which it is working, why it is working and for whom it is working. The attitude of responsibility involves thinking about at least three kinds of consequences of one's teaching.

Firstly, personal consequences include the effects of one's teaching on student self-concepts. Secondly, the academic consequences are the effects of one's teaching on student's intellectual development. Thirdly, the social and political consequences are the projected of one's teaching on the life chances of various pupils. (Pollard &Tann, 1993).

These elements for the teacher as a reflective practitioner and as responsible are to be examined every now and then so as to fulfil the teaching objectives. It can be stressed that the attitude of responsibility has to involve reflection about the unexpected outcomes of teaching because teaching, even under the best of constitutions, always involves unexpected as well as expected outcome.

1.8.1.3. The Whole- Hearted

The attitude of whole heartedness denotes for teachers, who wear it for reflection, a regular examination of their assumption and beliefs and the results of their actions and come near all situations with the intention to learn something new. Wholehearted teachers continually make efforts to understand their teaching the way it influences their learners and see situations from different perspectives.

Teacher who have these three attitudes of open-mindedness, responsibility, and wholeheartedness with a good knowledge of skills of inquiry such observation and analysis, are really reflective.

In fact, these attitudes are dispositions that push one toward a critical and supportive examination of one's teaching. As defined by Dewey "reflection emancipates us from merely impulsive and routine activity…enables us to direct our actions with foresight and to plan according to ends in view of purposes of which

we are aware. It enables us to know what we are about when we act". (Dewey, 1933:17).

1.8.2. Reflection-in-action

Teachers who have attained a technical expertise in shaping and refining their practices, are mainly the ones who can reflect immediately and automatically while they are acting .Their actions are spontaneous, intuitive reactions to problems that may arise while a lesson is in progress. What they do, in fact, is to combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

"There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which he surfaces, criticizes, restructures, and embodies in further action. It is this entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict." (1983:50)

According to Schon reflection in action questions the assumptions underlying the routine that has been disrupted: 'we think critically about the thinking that got us into this fix or this opportunity; and we may in the process, restructure strategies of action, understandings of phenomena or ways of framing problems' (Schon1987:28)   This is to say that with the rising of the problem, the teacher recalls his past experience so as to set up alternative practices which can easily give way to a better involvement of learners.

1.8.3. Reflection on action

It is called mirroring experience. (UR1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-

considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses. Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. Schon explains this by saying " *we reflect on action, thinking back on what we have done in order to discover how knowing-in action may have contributed to an unexpected outcome*" (Schon 1983). This implies that this reflective dimension can happen at any time during or after the teacher's work day, as a result, the existing plans may be reformulated or eventually, completely modified.

1.9. Investigative Procedures in Classroom Practice

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take a responsibility for their own professional development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching / learning process. To attain this level of education, Liston and Zeichner laid an emphasis on three key features of reflective teaching:

• A reflective teacher takes responsibility for his own professional development.
• A reflective teacher is aware of and questions the assumptions and values s/he brings to teaching.
• A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice.
(Liston &Zeichner, 1991:36)

The third key feature of reflective teaching is the one which consists of adapting developmental insights and translating them into practical developmental tools, making decision on the practice of each. These are, in fact, investigative

procedures which the reflective teacher implements relying on himself feedback and on learner's feedback so as to solve the dilemmas of classroom practice. These procedures can be undertaken by teachers either individually or collaboratively. In Algeria, university teachers can easily use these developmental activities to achieve a change and a professional growth. These include teaching journals, lesson reports, surveys and questionnaires, peer observation and action research. Advocators and pedagogues insist on investigative procedures to be inserted in teaching practices and the opportunities for critical reflection to improve their teaching. Their works include a variety of checklists and self-analysis sheets that allow teachers to observe their teaching in retrospect and make continuous progress. These pedagogues are: Nunan (1988, 1990), Allright and Bailey (1990, 1994); Richard and Lockhart (1996), Freeman and Richard (1996), and Head & Taylor (1997).

Teachers who set off embracing the ongoing process of reflection start by identifying and exploring their own practices and underlying beliefs. To manage this, they should consider the following questions:

- How can I manage to surprise all what happens in my classroom?
- How can I collect data about my own teaching?
- How can I put these data in a checklist?
- What should learners be doing in an EFL classroom?
- What strategies may I hold to conduct an effective language teaching?
- What are the different views of learners on learning the world's prime language?
- What would my teaching be like after self-evaluation?
- What would be the learners' attitudes towards the change?

1.9.1. Keeping a Diary

Teachers collect all the events which occur within the classroom practices and mention them in a diary. The gathered events will serve the teacher to make reflection upon what change in classroom practices will appear. Keeping a journal

helps the teachers achieve a better classroom management and brings in a deeper understanding of the teaching / learning process. Putting a journal can also be of great importance in collaborative teaching in the sense that it helps teachers meet, discuss and exchange ideas when they use one another journals. Tice defines it as " the easiest way to begin a process of reflection since it is purely personal" (Tice 2004). On another side, (Bailey 1990) forwarded the goals of the journals as follows:

- To provide a record of the significant learning experiences that have taken place

- To help the participants come in touch and keep in touch with self-development

- To provide the participants with an opportunity to express in a personal and dynamic way their self-development

- To foster a creative interaction between the participant and other participants who are also in the process of self-development. (Bailey 1990)

The advantages of collaborative journal are varied. It can provide access to covert variables influencing the customary ways of teaching, and it also helps to generate questions and hypotheses for eventual action.

1.9.2. Lesson Report

The main aspects of the lesson are generally gathered in the lesson report. It is, in fact, a structured inventory wherein the teacher describes all the features of his lesson. The aim of lesson report is to provide the teacher with the procedure which he will adopt in order to organize the features of the lesson for a later practice. Timing is an important aspect since the teacher mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view. Contrariwise, a lesson plan gives a full description of each part of the lesson, the teacher will come across and wherein expected learners abilities are stated.

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1.9.3. Teacher's Portfolios

In education, taking teaching portfolio as a developmental activity, necessary means launching in an on-going process of self-evaluation and reflection. The notion of portfolio must be induced mainly to pre-service and in-service E.L.T teachers. The T.P is generally defined as a selected collection of documents and materials that exemplifies the teacher's theories, development and achievements as a result of a continuous process of reflection and self-evaluation. The collection of documents in a portfolio is not one-off, but it is to be a representation of the representative material over time .For a developing teacher, it is important to consult frequently their port folio in order to revise, add to, to substitute, edit or just get rid of needless teaching material. Murray defines the portfolio as:

"A teaching portfolio is a collection of documents that represents the best of one's teaching and provides one with the occasion to reflect on his or her teaching with the same intensity devoted to scholarship or research".(Muray:1994,25)

The TP likewise, provides the teacher with an opportunity to become reflective practitioners. In Algeria, many teachers have never taken up this investigative procedure and therefore have never felt reward of becoming a reflective teacher.

1.9.4. Peer Observation

As an explorative and investigative procedure, peer observation is regarded as the most powerful source of insight. It is also, on a broader sense, viewed as a collaborative non-evaluative process consisting of two or more peers who mutually take profit from the exchanges held in dialogues. It is within these dialogues that arise questions which intend to stimulate reflection and discussion meaning to provide each other with feedback. Yet, peer observation, in this view, tends to bring teachers together and provides them the chance to interact and share their ideas and expertise of teaching. Observation gives to teachers a new outlook built on the way the other teachers teach and much more it creates collegiality in any educational

setting. Within this perspective (Gosling 2000) set out the most important objectives that peer observation must stand on in whichever department.

- To assist departments in providing a high quality educational experience for its students

- To enhance the importance attached to quality of teaching

- To encourage all staff to reflect on the effectiveness of their own teaching and identify their development needs

- To foster discussion and dissemination of best practice

- To increase staff awareness of the whole student experience

- To identify any weaknesses and put in place an action plan to remedy them

Peer observation is often, on a worthier side, used as part of a training course for prospective teachers, or as part of professional development process of individual, tenured to experienced teachers or the whole department. More importantly it does the clearing of the site of teaching from awkwardness and clumsy practices by guiding the teacher to new possibilities of refining and reformulating his teaching practices using his colleague's feedback as a tool to conduct a new vision building. When it happens that the teacher being observed accepts the comments of the observer, this can be an effective source of learning experience (Gosling 2005)

In its full sense, while organized in the whole department, the impact of POT is undeniable and extends to the whole staff and compel teachers of different status and ranks to share understanding, standards of pedagogy and mutual willingness to use peer observation so that their learning on teaching would grow steadily and more importantly would get rid of those feelings of jadedness that accumulated over static years of work. Within this thought, it is of high importance for a successful peer observation, that staff must be regarded as authentic peers, in which there need to be mutuality and respect for each of the teachers who take part in the observation scheme proposed to be implemented in their department. Afar from this context, it is increasingly recognized that many a teacher are sensitive to criticism, that they show a kind of aversion and disobedience and stand against the consensus of

observation. As a matter of facts it is primordial to set it out with great care, respect and sympathy. When it comes to be undertaken with these requirements, the benefits grow many and diverse. They are mainly numbered as: increased teacher confidence, greater collegiality, encouragement of debate, dissemination of best practice and, most of all, outstanding improvement of teacher interactions with students (Marshall 2004, Bell and Mladenovic 2008). It has grown pervasive, on another hand, that peer observation offers novice teachers the opportunity to benefit from the good performance of teaching of experienced teachers and help them to decode, with effective strategies, what has been for them for so long a complexity to overcome.

In a like manner, these teachers include in their practices and strategies what they have never tried before. Thereby for the observed teacher, the observer can set into sight an objective, a vision building of the lesson and, on a worthier side, can collect data about the lesson that the teacher who performs the lesson might not be able to gather, or even had never thought of before in his earlier teaching. But what tends to be negative when speaking about peer observation, is that not all teachers see it as being rather substantial and necessary to better one's teaching, but the majority implicitly articulate a kind of aversion in their behaviour and feel apprehension especially when they are told that their teaching which has been always private will suddenly be made public. Such an anxiety was described as a hurdle to overcome when implementing peer observation:

…it appears that fear is the most compelling reasons to forestall the implementation of peer review. How ironic that disciplines that pride themselves on the peer review of their research…can let peer review of teaching be so immobilizing! (Atwood et al., 2000)

In fact, it is a total rejection of the concept of peer observation since when it comes to their minds that they are to be evaluated they consider it as a threat. Observation is therefore seen as being closely related to supervisory and evaluation;

consequently, it is often regarded as a threatening experience. Williams (1989) summed some of the negatives of the traditional classroom observations:

- The teachers did not. Like it. It was threatening, frightening, and regarded as an ordeal.
- It was prescriptive.
- The checklist focused on too much at once.
- The teachers had no responsibility for the assessment. It was teacher-centred.

Nowadays in higher education, it is increasingly recognised that peer observation receives far more importance and interest than any other form of professional development courses.It is, in fact, the method which offers the academic staff the possibility to evaluate the effectiveness of teaching of all teachers of the department by enhancing them to undertake reflective practice which in turn can be used as a method that offers formative feedback and therefore provides the evidence to substantiate student evaluation (Hammersley-Fletcher &Orsmond 2004). The evaluative form of observation is not thereby the only model with which is sought teaching effectiveness, but there exist other models which underpin change and betterment in the teaching profession (Gosling 2002).

1.10.Models of Peer Observation

The models of observation of teaching are many and diverse; they depend on how the pairs or the groups of teachers are arranged and which of the evaluative, the developmental, or the peer review model is put into application (Gosling 2002). These models also differ in terms of the number of observers whether they are two, three or groups of teachers. The distinction is also made upon which objective to set the observation forth. The evaluative or the craft model (Wallace 1991) is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by watching a master teacher at work or senior faculty member who while teaching they tend to dive with the newbie teacher deep insight into pedagogy and provide him with the feedback that entails high quality teaching.The developmental model,

on the other hand, functions as the model that is run by experienced teachers and which is meant for development. The observer in this model is the teacher who attained a technical expertise in teaching and is an educational developer. This kind of teachers is appointed by officials to assure a continuous professional development. In Algeria, the developmental model is mainly standardised and practised in secondary schools where instructions are set by inspectors to previously appointed teachers who occasionally observe the prospective teaching staff whenever it is necessary.The principles of this model are not those of an important distinction from the peer review model.

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Characteristic	Evaluation model	Development model	Peer review model
Who does & to whom?	Senior staff observe other staff	Educational developers observer practitioners; or expert teachers observe others in department	Teachers observe each other
Purpose	Identify under-performance, confirm probation, appraisal, promotion, quality, assurance, assessment	Demonstrate competency/improve teaching competencies; assessment	Engagement in discussion about teaching; self and mutual reflection
Outcome	Report/judgement	Report/action plan; pass/fail PGCert	Analysis, discussion wider experience of teaching methods
Status of evidence	Authority	Expert diagnosis	Peer shared perception
Relationship of observer to observed	Power	Expertise	Equality/mutuality
Confidentiality	Between manager, observer and staff observed	Between observer and the observed, examiner	Between observer and the observed-shared within learning set
Inclusion	Selected staff	Selected/ sample	All
Judgement	Pass/fail, score, quality assessment, worthy/unworthy	How to improve; pass/fail	Non-judgemental, constructive feedback
What is observed?	Teaching performance	Teaching performance, class, learning materials	Teaching performance, class, learning materials
Who benefits?	Institution	The observed	Mutual between peers
Condition for success	Embedded management processes	Effective central unit	teaching is valued discussed
Risks	Alienation, lack of cooperation, opposition	No shared ownership, lack of impact	Complacency, conservatism, unfocused

Models of peer Observation of Teaching (Gosling, 2002)

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1.10.1. The Peer Review Model

The peer review model or the non-evaluative[2] model is pointed out as a lucid model fostered by transparency and mutual comprehension among the academics who find it eloquent and unthreatening when being observed. Many a teacher stands to relinquish the idea of being observed and having his/her teaching practice being made public, but when it comes to peer review all teachers, roughly speaking, accept to undertake the concept once its main byways are clearly explained and set into instructions.

This agreement lays on the fact that they are neither judged nor evaluated, and what is interesting, by far, is that all this happens with no special existence of significant power relationships (Ewens& Orr 2002).Experts have incessantly maintained that peer review must in, no way, be unidirectional and authoritative and that it shouldbe the process of collaboration where all members should be trusty and respectful to one another. In this particular context (Richards,1998) approved that peer review is seen as a non-threatening process and is primarily welcomed by teachers who accepted it as a means of development. He, therefore, stated the following comments of the concerned teachers(Teachers who accepted to be observed).

- It revealed more detailed information on student performance during specific aspects of the lesson than I could have generated on my own.
- It revealed unexpected information about interaction between students during a lesson.
- It helped me develop a better working relationship with a colleague.
- It has taught me how much I can learn from my colleagues.
- It made me more aware of the limited range of teaching strategies that I have been using.
- I realized that I need to develop better time management strategies.
- I have learned the value of evaluating myself. I know more about my strengths as a teacher as well

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The teachers who undertake peer observation as an investigative procedure have all of them understand that it had enabled them simply to be better in teaching by exploring their instructional materials and course design through classroom observation. (Shortland, 2007). The usefulness of peer observation is also anticipated when it comes to the teacher's self-assessment and improvement of teaching skills. Now it is quite clear that peer observation is of paramount importance because its positive effect goes straightforwardly to the student who ultimately gains much benefit from it. This, hereby, means that peer observation is closely related to student learning in a well-rounded developmental model. In the same token, it offers teachers feedback, support and assistance from their colleagues allowing them to view their teaching from the students' perspective. Hence in the special area, (Webb, 1996) posited:

" The more we as teachers can share a common form of life and common experience with others in our institutions, the greater is the possibility that we will be able to extend our horizons to encompass a fuller understanding" (Webb, 1996:34)

Many a teacher has felt enthusiastic after having launched in the process of peer observation. Evidence indicates that teachers regain enthusiasm once they seek teaching and learning quality through experiencing collaborative peer observation. They, in fact, build better collegial relations

However, while choosing the observer the academic rank should not stand as an obstacle and hinders the process. This necessarily means that a good rapport must exist between the colleagues either of the same department, or colleagues coming to observe from other departments, since any awkward behaviour or unintentional remark would literally cause the crumbling of the process. By the same token, as it is widely conceived, observation is laid out of three phases: pre-observation; observation and post-observation. In the pre-observation phase, what is gained and discussed is mainly a thorough understanding of the session to be observed and a detailed identification of the focus of the course. The second phase

is the actual observation of learning and teaching with the used instruments which stand for the criteria and methods. The third step is the time allotted to the debriefing and more particularly to reflections that are enhanced by the feedback provided by the instructor or the observer. It is of high premium; therefore, to explain what needs the observation consists of as for the determination of the roles of the observer and the observed teacher.

When the agreement suits each of the teachers this can give rise to alleviation in the evaluation process of the observation, but even so, if both teachers do not feel complacent while observing or being observed they may not fulfil the needs of the experience of observation. Be that as it may, the teaching quality is only attained by an effective peer review which is dependent on setting collegial trust and respect which causes to make the process of observation into performance management and promotion(Harris, et all.,2008).

Above all this, what should be also noted is that prior to the observation the teacher should familiarise himself with the lecture by reviewing the learning outcomes, type and content of learning resources and the number of students in the course (Goody 2005). By the time the teacher opens up the lecture the identification of all these elements must be pertained to the whole teaching learning process. More important practical advocacies should be made inclusive in a teacher's observation experience.

1.10.2. Practical Advocacies of Peer Review.

To observe or to be observed, it is ultimately important that while carrying out comprehensive observation, teachers in question should bear in mind those practical and conventional advocacies that have been highlighted here and there by experts, and subsequently have engendered a better understanding of the concept of peer observation (Gosling 2005). In this line of thought, Hutchings (1996) puts forward four of these advocacies for a teacher to be engaged in peer observation of teaching:

- Students' evaluations of teaching, though essential, are not enough; there are substantive aspects of teaching with which only faculty can judge and assist each other.

- Teaching entails learning from experience, a process that is difficult to pursue alone. Collaboration among faculty is essential to educational improvement.

- The regard of one's peers is highly valued in academia; teaching will be considered a worthy scholarly endeavour one to which large numbers of faculty will devote time and energy only when it is reviewed by peers.

- Peer review puts faculty in charge of the quality of their work as teachers; as such it is an urgently needed alternative to more bureaucratic forms of accountability that otherwise will be imposed from outside academia.
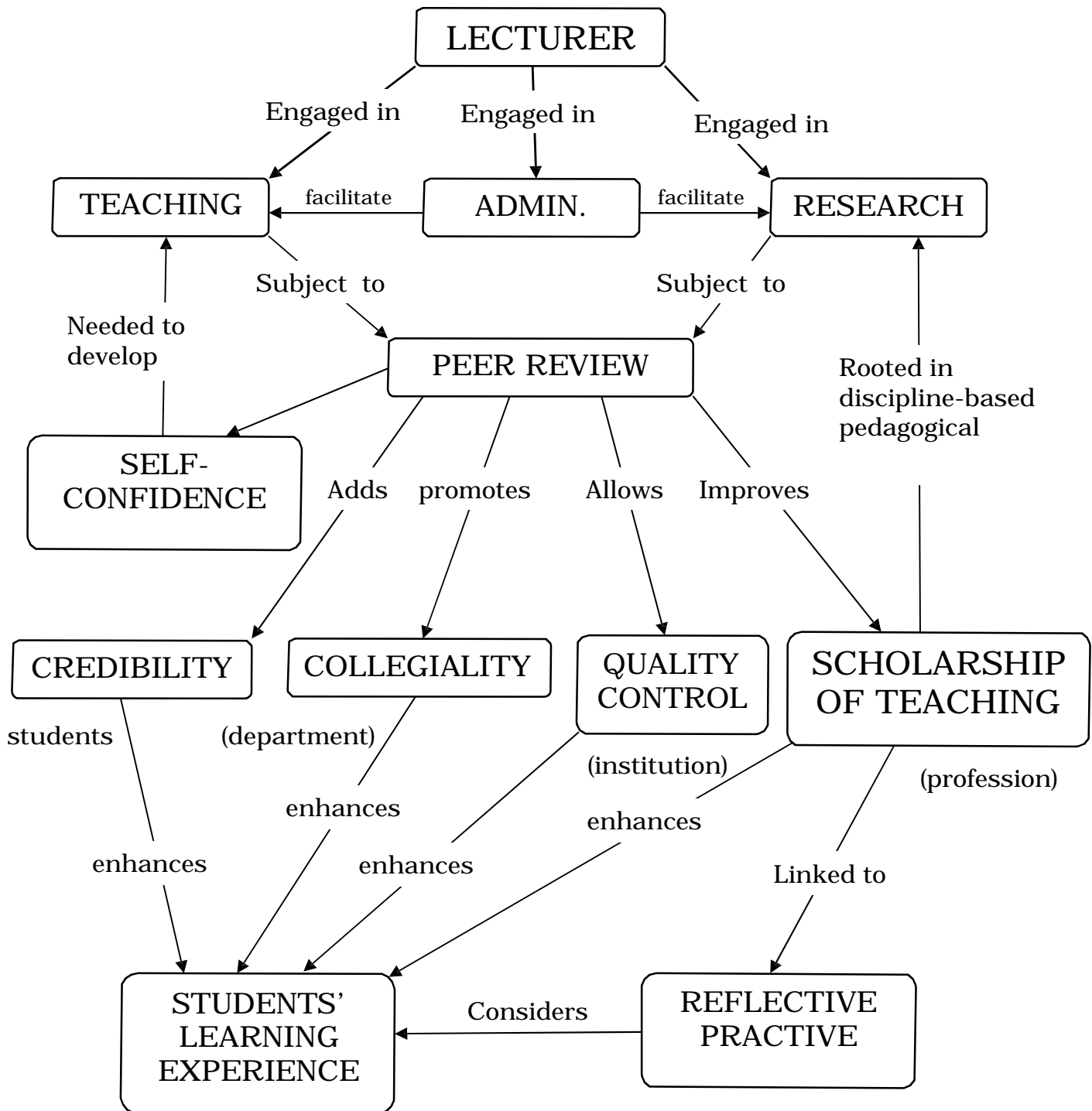
Figure 1.1 : The Central Role of Peer Review

Still with the essence of effective peer observation, one of these advocacies is the inclusion of students as a substantive tip. As a matter of fact, the observer may cause anxiety among students especially when the group happens to be small, so it is important, in order not to hinder their natural role as learners, to inform them beforehand that an observer will be present and he will not be there to evaluate them but his presence is only part of a professional development of the academic staff.

Likewise, considering the students' aspect it is also worthy for the observer to pay a concerted attention on the learners' affective side and see whether they feel at ease and most definitely show enthusiasm while performing their tasks individually, in pairs, or in groups(Bell 2005). Another more or less significant area of observation is that some of the teachers get somehow embarrassed by the fact that their teaching style appears to be different from the one of the observed; therefore, they need just to concentrate on the teaching style and the occurring interaction and never intervene whilst observing. An observer may sometimes notice a misconception, a gap in the knowledge, or even awkwardness in the target of the observation; in these cases he must not intervene.

If it happens that an observer intervenes, a bad situation may arise. This can reduce the credibility of the observed teacher in the student' view and gives rise to a rejection of peer observation. In this special context, (Slade 2002) cited that it is harder to observe than to be observed. The frequency of observation varies in terms of time and pace, but most departments carry out observations of teaching (in USA, UK, or Australia) once a year for each colleague.

1.11. Conclusion

It is increasingly recognized that there is a real need for research about language teaching and learning and about the pedagogical preparation of teachers so that to ensure a profession that provides a motivation that fosters a continuous career growth. And that also determines, within another view, what type of feedback is appropriate in different situations, since there are myriad and distinct

perspectives on teaching. Language has been rightly cited as a principal tool for learning when the language of education is not the mother tongue, the role of the teacher as a facilitator of these learning demands that the teacher possesses specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education. However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest for quality.

Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives. The professional meetings of teachers, such as conferences seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent. In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly. These facts can engender a significant diversion to peer observation the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices.

In addition to this, the enhancement can be towards developing attitudes that would lead to open doors of a variety of teaching perspectives. This chapter which is; however, devoted to literature review underlined all of the processes of teaching and learning laying emphases on strategies, styles, techniques, assumptions and assignments of the teaching process. The next manifest concern was to underlie the possibility of teachers of reflecting on experience, exploring the options of change, deciding what can be achieved through personal effort, and setting appropriate

objectives for their teaching using peer review as an exploratory task which is considered as the most powerful source of insight.

In order to be most effective, teachers must know their students and be able to select from a broad repertoire of effective practices in order to design lessons that will meet their students' needs. In order to do this, teachers work together and use a variety of strategies to understand their students' strengths and challenges. Once firmly grounded in a deep knowledge of their students, collaboration provides a space for teachers to be active learners. They are able to examine and refine their practice continually by reading professional articles, observing their peers, discussing important questions of equity, and using evidence of student learning to reflect on the effectiveness of their instruction.

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Notes to Chapter one

1. Martha Pennington(1990) cites that " the concept of reflective teaching should be disclosed to students teachers right from the start or outset" the outset is referred to as the pre-practicum or pre-service training. The outset phase in the LMD system is known as master two. Students in this phase are identified as would-be teachers. Would-be university teachers are students preparing a PhD. Special programs on reflective teaching should be included within the syllabus of both phases' students.

2. A non-evaluative observation is far more distinctive from a 'clinical supervision' which most of the time unexpectedly occurs. It is referred to as unidirectional, authoritative and judgmental. Clinical supervisions mainly happen in high schools where teachers are requested to expect an out of the blue observation at any time during the academic year. Feedback in such observations is often given by inspectors in a scornful language.

Chapter Two
Professional Development: Situation Analysis and Accountability

2.1. Introduction

Generally, teaching is evaluated by the professional development teachers have been subjected to. It is in fact the process that plays an essential role in successful education, in which teachers work under supervision to learn how best to adjust their teaching to the learning needs of their students. Professional development is also considered as a bridge between would be teachers and experienced ones having the same objective which is guiding learners in achieving high standards of learning and development. In this chapter we attempt to give a systemic description of the linguistic as well of the teaching situation in the department of English relatively to the Algerian regulations with the accredited grounds. The next floor is an interpretive and critical overview of teacher education and teacher training and how can they be uphold with hybrid perspectives by the Algerian university teachers all along their career of teaching. As for the former, it is a must to teachers to acquire effective strategies and subordinate methodologies with which they start designing their teaching practices, and much more for the latter, which brings about change of refinement and assertive success of their acquired practices. Next, we will step to the principles of professional development, objectives, principles, programmes and methodologies. Besides, we will also try to give an outlook of in-service trainings within which are inclusive seminars and study days, i.e. trainings that are held while teachers are doing their jobs, stating their programmes, objectives, structures and finalities.

One outstanding element in the professional development, which needs to be underlined, is the of teachers which is one of the greatest challenges of programme management and is the one which either motivate or demotivate teachers to trace out the way of effective teaching, and why not to take on new responsibilities by changing their conceptual views on teaching. This implies that, imperatively, this conceptual and pedagogic diversion must, substantially, stand on the basis of a prior enlightened and ultimately teacher training education which would help teachers achieve proficiency, efficiency and success in their teaching of the English language in Algeria.

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2.2. ELT Situation in Algeria

The issue, we will address in this chapter is that of how the profession of teaching at the level of the university will contribute to or fit in the definition of the features of our society in the future within the new international order which is being imposed on us. In other words, for the discussion of the perspectives of the issue at stake to be meaningful, it needs to focus on how we, as a group of professionals can contribute to the promotion of factors that are recognized as key elements in the making of an ideal future about which ELT has been developed. Whatever the role or the function as a profession, it will, therefore, have to be determined within a global and general vision and through a comprehensive theory for the understanding and analysis of the actual status of teacher development.

We will recall some ideas we had suggested during my magister studies concerning the difficulty of identifying and/or anticipating foreign language needs in general and teacher development in particular.

The English language has imposed itself as a major means of access to anything that happens around the world and is every field: scientific, technological, political...etc. It is no longer the property of the United Kingdom and the United States of America alone; it has become a sort of universal language. It is the national language of many countries on the five continents. Even in the ones where it is not a national language, it is the first foreign language taught in schools and colleges. Algeria, just like others round the world has had to comply with the situation and to bring it into her Educational system. In the National Charter (1976) Algeria considers English and other foreign languages as "a means to facilitate a constant communication with the world, to have access to modern sciences, modern technologies and to encourage creativity in its universal dimensions".

That is why the teaching of English is now part of the curriculum in all schools throughout the country. In accordance with the general objectives set to the teaching and learning of foreign languages in Algeria which state that the learner should achieve communication in its various forms, aspects, and dimensions, four main categories of objectives can be mentioned:

- Socio-cultural objective

- Humanistic objectives

- Educational objectives

- Academic objectives

2.2.1. Department of English at Tlemcen University

The situation of English at University is different from other levels. At the faculty of literature and languages, it is taught for general purposes for the learners who intend to become specialized in this language in order to get a license degree and become future teachers of English as a foreign language. In this ease the focus is on the use of general English.

The University of Tlemcen was established in 1974. The Foreign language especially French and English started to be taught in 1988 within the institute of Arabic. In 1991, the institute of foreign language was established. The department of foreign language including the section of French and English, was separated from this institute in 1997. The section of English stayed under the supervision of this department until 2008 when it became autonomous establishment. The number of permanent teachers is 54. The students have to study a number of modules that aim at making them master the target language and have a specific knowledge concerning the countries whose first language is English. (Table LMD programmes of modules +timing)

2.3. ELT and English Language Status

The language needs of individuals as well as those of groups of individuals are neither stable nor constant nor static. They change in relation to several factors such as global issues which have to be potent enough to distinguish market tendencies, International trade evolution as well as the advent of technological innovations and fluctuations of human desire, attitudes and preferences over long periods of time.

In short, the needs of a user of a foreign language in Algeria are not stable throughout one's career life. We will give a few examples. The career of a person who

enters the public administration in the Ministry of Finance, for example, will have language needs that will most probably include knowledge of the English language. His need in English will take different shapes depending on the functions he will be called upon to fulfil. In other words, the use of the English language which an individual may have recourse to during his career in the administration will vary according to and following the position she/he occupies in the system. This variability may range from an initial need in reading technical documents in the English language in order to react to them in writing either in Arabic or French either orally or in some written form to needs to attend meetings conducted essentially in the English language spoken by consultants who are not necessarily native speakers of English and who may have extremely strong accents and/or regionalisms.

The need to act in written English is extremely rare in the Algerian administration for top executives and technicians. It may be said that it is limited to researchers who prefer, for historical or political reasons, to remain attached to US related centres of printing scientific information.

2.3.1. Reconsideration of English

As a foreign language, English is the most widely taught in Algeria. It mirrors the situation of a target language which is not the mother tongue of any group with the country where it is being learned and, to a large extent, has no internal function either (Miliani, 2001). The aim of teaching that foreign language in Algeria is to increase ease of contact with foreign language speakers inside and/or outside the country. For, it is undoubtedly known that wherever one goes, using English, his/her message gets across (Crystal, 1997). This quote certifies that the English language has imposed itself as the most widely spread means of communication and most importantly the language of the entire world. However, foreign language teaching needs to cater for wider social interests too. Increasingly, the expansion of overseas trade is provided by the necessary conditions of foreign language teaching. It is a justification indeed .This provision of an adequate number of foreign language speakers constitutes a must for any country's economy. Rivers (1981) puts forward other individual dimensions, beyond the ones already mentioned, in what follows: The

learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact (Rivers 1981:09). It becomes clear from that that the recent economic and business contacts between different nations of the world call for such a provision of foreign language policies to facilitate the process of exchange.

English, over the last forty years, has known a remarkable global spread. As a matter of fact, it has successfully attained the status of "lingua-franca" worldwide. In this respect, Harmer defines the given concept as follows: A language widely adopted for communication between speakers whose native languages are different from each other's and where one or both speakers are using it as a second language (Harmer 2001:01). This quotation reflects clearly and explicitly that the English language has already fulfilled such requirements at the world level.

Admittedly, with the technical, scientific and technological dominance came the beginning of overall linguistic dominance first in Europe and then globally, as stated by David Crystal: There has never been a language so widely spread or spoken by so many people as English (Crystal 1997: 127). This explains plainly the fact that English has become, by excellence, the medium of international communication.

Graduate EFL learners, in the present globalised world, feel the necessity of reaching effective English communication in the four skills. This is felt as a sine qua non condition. The kind of proficiency required in nowadays' context seems to defy the non-native English speaking students. Therefore, mastery of the four major skills is unbalanced due to linguistic and other paralinguistic factors. According to Kramsch (1998), motivation, attitude and interest are those (other) psychological and mental factors that can enhance or impede the learning of English. However, knowledge of syntax, rich vocabulary stock and practice are the pure pedagogical elements favourable for getting the learner to the front of language mastery. Communication across global issues (mainly through international companies and multinationals) requires personnel effort and training in naturally integrated skills (see 1.6.). Such requirements can be illustrated through the different practices such as: negotiating meaning (listening and speaking), team work (listening, speaking and note-taking), oral presentations (reading and speaking) report writing (writing and encoding) and

daily language use. According to Crystal (1997), English is at present the dominant of official languages in over one hundred (100) countries and is represented in each of the five continents (1997: 3). As a point in case, almost all technological inventions and developments, such as: telephone, fax, electronic mail, internet, mobile network…have made communication between people or world citizens easier. Then, the language that is likely to be used is English and many devices are mainly channelled in English. As cited again by Crystal, most of the scientific, technological and academic information stored in electronic retrieval systems is in English (1997: 6).

Departing from the idea that English is not the property of only a few countries and, most importantly, considering the importance, utility and universality of English, Algeria has implemented it in the curriculum as the second foreign language. Besides, English as a world-wide language represents a variety of needs to be worked out by EFL learners, mainly at Higher education. The consideration of English as a foreign language in Algeria is, typically, significant where English supersedes the other (Spanish, German, Italian, Russian…) languages in the course of FLL.

However, its inclusion within the educational system stands for primary importance because of a number of reasons. In this context, Rivers (1985) mentions a number of frequently cited arguments in favour of foreign language teaching. These are summarised in what follows:

- To develop the student's intellectual power through the study of another language

- To aid their cultural development by bringing them into contact with the literature   written in other languages

- To increase their understanding of how language functions and bring them through   the study of another language to greater awareness of their own language.

- To teach the students how to read another language with comprehension so that to keep abreast with modern writing, research and information.

- To give them the experience to express themselves with another framework linguistically, kinetically and culturally.

- Enriching students' personality by bringing them into contact with other norms and ways of thinking, i.e. to bring them to a greater understanding of people across national barriers and linguistic boundaries.

- Finally, providing them with the skills needed to communicate orally and to a certain extent in writing to speakers of other languages. (Rivers, 1985: 8-9)

Consequently, the learning of foreign languages has been given massive considerations from the policy makers in education. This reflects the will of successive different governments to enhance the teaching of foreign languages, mainly: French and English. However, despite its importance and necessity, English has, unfortunately, no social or communicative value in Algeria. It is of no use outside the classroom either by the teacher or the learners except for some fixed expressions like: 'good morning', 'yes', 'good bye', 'weekend' etc.   In fact, this restricted use of English and the total absence of a supportive environment tend to impinge heavily on learners' motivation and attitudes towards this language, even for the university students. Such circumstances, urged policy makers to opt for a new strategic educational system-LMD- which induces any learner to crop for his own profile and interest so as to engage completely and voluntarily in the field of study he is appointed to or the one he has chosen.

What is remarkable from the above scheduled modules is the inclusion of the modules of 'literature' and 'civilization' from the first year of the graduate studies. Such early introduction is meant to establish a beforehand orientation and a logical profile choice from the beginning so as to allow students take one of the options in their future studies: 'language studies' or 'literature and civilization'.

From that early specific-orientation, the module of literature is presented as an asset from which EFL learners are supposed to gain linguistic profit and reach certain proficiency at the level of lexis and comprehension.

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2.4.1. Innovation Perspectives

For the rationale of this study, innovation in the field of TEFL may be defined as the process by which knowledge, information and teacher experience are integrated in the acquisition, assimilation, production, and control of new systems of organization in dispensing lectures, methods and strategies that would yield efficient teaching. In fact, innovation may consist solely in the reorganization and recombination of available data and knowledge like in the case of the development of a new teaching or evaluation methodology based on already available research findings. Another example could simply be the rearrangement of files, lessons and materials within the different syllabuses. It is therefore more the capacity to control present and future trends of the use of teaching practices than knowledge itself that makes innovation in the afore-mentioned field .This definition that categorizes the EFL Algerian teacher, simple as it seems, raises a number of issues and considerations that the researcher wishes to unveil, throughout this dissertation, and by the same token, this wish would come true with the expected implications. One of these implications suggests, for example, that innovation can be based on the scores of findings which have been achieved by many university researchers and which still lie in countless rigid unpublished theses.

.   This situation informs of a failure of university teaching as a whole, and the ELT profession as well, to meet one criterion of innovation, which is, cooperation within the diverse members of the same system and among them and members of cousin or sibling systems. In other words, a barrier for innovation is the quantity of walls between institutions, departments, and individuals within them. This type of barriers, which may be institutional and/or attitudinal, cripples the creative ability of university teachers. Likewise, the system of teaching at the Algerian universities falls one criterion short of teacher's innovation as it maintains its various structures looking inward and does not promote looking outward.

Other problems include resistance to change which militates against enhancement of teacher development,   research efforts and search of new teaching

strategies. This resistance turns the university enterprise into a closed system and holds practitioners in a low cultural and socio- economic status which denies them the competence of initiating experiments, of formulating alternative courses of action and of looking forward and seeking renewal of established structures and working methods. When practitioners are excluded from the effort of creating new models and approaches to the management of a system, innovation is impaired and hindered and that what characterizes the perennial situation that overwhelms the Algerian university.

Teacher's efforts deployment towards improvement, in the Algerian university is impaired for many other reasons that the researcher wants to superficially describe as for the lack of time and the research limits. The first of these reasons is the administration. The administrative system in the Algerian university is structured mainly by teachers who abandon, in most of the cases, their classes and spend their time in their offices giving care to different administrative issues but to pedagogy. Those who head over the administration are most of the time newbies or inexperienced teachers in terms of pedagogy and have never been subjects of any administrative training. The heavy result is the glaring lack of precision in the definition of competencies and authorities, the imprecision of objectives and goals, and the deficit in communication traditions, channels, and strategies. What is also hurtful to cite is that these administrators are at constant loggerheads with the teachers and especially with those who have proved to be diligent ones. The next reason is lack of incentives and motivating policies for innovation to which may be added absence of enforcing university regulations. The lack of such factors makes the emergence of disseminating clumsy teachings that can make teachers disheartened and remain in stony silence to their professional issues.

These constraints, change will remain handicapped unless the community of practice in the university takes upon itself to defend its interests which are actual1y but those of the nation as a whole.

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2.4.1. Novelty of Pedagogy in Higher Education

This new approach to teacher development that the researcher wants to set up in the Algerian university is of great need that may contribute in the enhancement of valorization of higher education intents. This conceptual novelty may announce other types of innovation that the researcher advises for further pedagogical investigations.

New technologies such as overhead projectors, data show and on-line assistance that are considered as components of quality teaching are currently and increasingly displacing and replacing traditional methods. We hear more and more of on-line lecturing, that are posted to respond to students' needs and desires. We also hear of information made available at request that is of articles written specifically for one reader or a specific group of readers. We would like to invite you to think about your teaching practices and consider how reflective it can be, taking peer review(see Chapt 1) into account. At what speed does the local ELT teacher respond, produce knowledge, integrate already available tutoring in its daily practice and to what extent does it engage in search of answers to authentic questions?

The barriers and the constraints crippling the thriving of innovation in a professional and/or academic community such as the Algerian case that have been mentioned earlier although basic and fundamental ones are not the only ones. There are other barriers of another category

There is what might be called the crisis in the imaginative capacity of our ELT community. We should not be ashamed of this, as even in cases of long standing communities, with a long history of high imagination, the risk of falling in a state of imaginative lethargy is always present. We should, however, be aware of what is happening to us, analyze the situation and take corrective action immediately.

The educational system is incriminated in this condition. But it is not the only factor to be incriminated. The whole social, political, economic and cultural system in Algeria has for a long time been such that any innovation was regarded or mistaken for unwarranted subversive action.

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The traditionalism of our educational culture and its conservatism reflect a desire to freeze time and express the degree to which our community refuses to change and to transform itself qualitatively. It also means that this community apprehends alternative ways of managing itself, which also means other ways of distributing and sharing everything that has to be shared including wealth, authority, power, knowledge, information, the future and the past.

To recapitulate, innovation may be considered as the intellectual added value to knowledge, be it new or already available. As such, adequate investments have to be made to promote it, urgent institutional adjustments and administrative measures have to be consented to favour it.

2.4.2. Fundamental Questions Innovation

Innovation is always seen placed as the golden stone that whenever comes into effect, teachers handle it with apprehension and scepticism because it dissuades teachers not to ignore it as the process by which knowledge, information and experience are integrated in the acquisition, assimilation, production, and control of new systems of organization, dissemination of ideas, , methods, strategies, and, in short, all kinds of didactics sets.

2.4.2.1. Competitiveness

Measuring the performance of the tertiary system in the field of the teaching learning process in the absolute is of no value unless this measurement stands in relation to that of universal university teaching systems. Thereby the concept of competitiveness with a high relevance to the analysis of university teaching system must be prominently seen as the incontestable component inductive to launching internal as well external challenges that promote change and betterment in the industry of teaching. What happens in the minds of Algerian teachers goes utterly out of the range of competitiveness as discussed above. It is ultimately a concept that revolves all around the globe especially in tertiary education, but in Algeria. Internally i.e., within the department and externally out of the university walls nobody cares to set up a

competition with other organisms having similar targets, which may bring about eventually changes in teaching practices and therefore positive learning outcomes.

The performance of the English Department at Tlemcen University, for example, is not to be assessed against internal criteria but to the performance of other 1ocal universities such as Sidi Bel Abbes or Oran and foreign such as Morrocan or Tunisian Universities . In like manner, the performance of the ELT component of the Algerian university teaching system should be compared to that of other countries competing with her for the same place on a globalised world.

Likewise and on a micro comparison the performance of a class will be compared not only to that of other classes in different schools, in different delegations or different universities in Algeria but to the performance of other classes in other parts of the world.

The problem, however, is that in Algeria, performance of universities and of classes is not always a criterion for competition. The Algerian university system does not therefore favour competition nor does it foster excellence.

Another area in which the advantages of competitiveness for quality services are impaired is that of researches of different field works that are performed here and there but which remained drawn up in libraries in dark dusty corners with no external or even internal echoes. This also falls upon published doctorate dissertations whose findings and recommendations which could ever bring about changes for better applications of pedagogical practices, and from which many teachers could have taken great profit to change their classrooms' practices, have remained wedged and therefore vain may it be claimed by a mere fanatical law.

2.4.2.2. The ELT Professionals and Practitioners

These teachers are being heard more and more as they kept silent for so long about the legitimacy of a practice which, in their minds, inhibits proficiency. They maintain that it responds more to prestige than to real need or at best to a limited need that does not justify the investment of the teaching of English in the educational

system as well as in tertiary education. Examples of cooperation programs which have financed English language programs to prepare participants to short term visits to English language speaking countries are not rare. Last year a convention of a ten year cooperation between Algeria and Great Britain was held to host in the British universities more than twenty doctorate students each year. What is unfortunately striking is that, in many cases, the investment in teaching/learning English was not motivated by a purely technical need. Likewise, examples of people who have invested a lot of energy, time and money in learning English or teaching it to their students and who fail to quantify the return of such investment on their productivity or competitiveness are extremely frequent.

It is therefore of utmost importance to conduct studies which would quantify the comparative returns of investments in English language learning and teaching and investments in other languages and/or subject matters for different sectors or branches of nowadays Algerian economic endeavour .Likewise, questions related to when to invest in the teaching of English, at which educational level, in which areas and who should do it, the public institution or the private sector, which are questions of more political dimensions than pedagogical ones, are still open to debate. When, where and to whom is teaching English most efficient? Should proficiency in English be assimilated to that of other educational objectives of the system like mathematics, computer science, or to other academic issues. The case of science and math students who undergo an English language program at the lycee and who after four or five years at university find out that they hardly remember any English from the lycee that they could use is, I think, a good example of an investment made at the wrong time.

The discourse we have generated for the last decade, except perhaps from some few contributions, seemed to have taken for granted the necessity of making of English a key component of any economic and technological development. Most often, the discourse also seemed to have been rooted in a conflicting situation between French and English; a conflict which exists only in the minds of those who are, for reasons that are not the object of our discussion here, in charge of the spread of given languages, cultures and commodities. But for us, any language that is not

national deserves to be studied, learned and appreciated cither for some instrumental or functional purposes or for aesthetic and scientific reasons none of which include a desire to spread it.

The competitiveness of English language teaching in Algeria can be analysed only in relation to the overall competitiveness of the teaching of English in tertiary education system as a whole. This is to say that, as yet, the Algerian system which still practices the selection of students on the basis of availability of seats and not of performance cannot be analysed in terms of competitiveness. In fact, how can this concept operate at a world dimension while extremely high percentages of the learner population are ejected out of the system because seats could not be made available to them?

In other words, the international competitiveness of the Algerian system is impaired from the start as opportunity is denied to an important number of the officials as well as to students themselves. On a worthier side and more clearly, the system will remain out of international competition as long as opportunity is not available on the basis of individual performance.

2.4.2.3. The Quality Dimension

Concerning quality of teaching in the university systems, here are some criteria that if given an utmost importance can make the platform over which change towards betterment can be attained in investing effective English language teaching at different levels in Algeria. May they be of teacher development, systemic assessment, management strategy or teaching methodology, if one criterion is missing, teaching quality will be impaired. What is else to note is that some of these need to be adopted within the university walls, but others outside of them.

2.4.2.3.1. Teaching Quality Criteria

- Participative management;

- Clarity and achievability of objectives;

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- Responsibility and accountability;

- Systematic and participative evaluation;

- Accessibility (ease of contact, approach);

- Communication flow efficiency;

- Civility (politeness, consideration);

- Competence of all;

- Reliability (constancy of service performance);

- Timeliness and responsiveness;

- Security (freedom of risk & doubt);

- Tangible (evidence of quality of service);

- Knowledge of the consumer;

- Vehicles change;

- Critique of the status-quo;

- Customer focused values;

- Rigorous and effective implementation;

- Analyses systems;

- Establishes causes;

- Generates adequate remedies;

- Tests remedies under operating conditions;

- Monitors the chosen remedy;

- Reports on improvement;

- Decisions are data-based;

- Favours added-value;

- Recognition and reward;

- Long range planning;

- Process performance measurement;

- Stimulates Innovation;

- Commitment of the leadership;

- Focus on facts;

- Focus on customers and employees;

- Frequency of internal audits;

- Awareness of obstacles and constraints;

- Readiness to break with traditional practices;

- Continuous human resource development;

- Precise need for each product;

- Team work.

It is undeniably and widely admitted that most of these teaching quality criteria are quasi-absent in the Algerian university teaching enterprise. Needless to justify anything but that is the crucial cause of the shameful rank, whether at a global or at only the Arab world level. What is hurtful and striking is that this perennial situation still persists with a stony silence from the part of students, academics, administrators and, most definitely, from officials. Thoughtless as may appear the situation, now it has turned to be a tradition to accept pedagogically unprepared, incompetent, non-linguistically-proficient and most of all fake teachers to be recruited at the level of the

Algerian university. What also worse to cite is the endless complaints of students about some teachers whose teaching is not that of satisfaction and who make deadly mistakes in terms of form, content and the ways they dispense their lectures. Most of the time these are supposed to be experienced teachers, but alas, they never try to be complaisant, nor do they inquire about the troublesome happenings they cause.

Thornier, the situation grows when these incompetent teachers are appointed to run the administration of the Department; make sure then that unfairness in every single academic issue occurs. So what hope would one expect from such bewilderment in width and in depth that strike the Algerian university. Distinctively and by all accounts, one cannot deny that very competent and diligent teachers who have pedagogically grown professionals and have mostly attained technical expertise in teaching are now seen as the blaze of hope of the Algerian university. These teachers are deploying tremendous efforts and all of them have turned to be inquirers; so, may their efforts and inquiries added to new laws to be promulgated on the account of teachers' continuous professional development bring about the change; the radical change with which the Algerian university will gain an honourable position among the outstanding nations.

2.5. The Teaching Situation

The teaching process in Algeria has witnessed different changes from the independence period till now. What really matters, then, is the recent introduction of a new system peculiar to 'tertiary education-LMD (a new world educational system). However, this new direction is implemented at all levels of graduate and post-graduate studies in all fields, including the teaching of foreign languages.

2.5.1. LMD Implementation in the Algerian University

In the course of 2002/2003, Algeria placed forward the setting of a new (world) system at the tertiary level of education. The LMD system which stands literally as "Bachelor-Master-Doctorate" deriving from the French "Licence-Master Doctorat", for BMP standing in return for "Bachelor of Arts- Master- Philosophia Doctor". Both acronyms (LMD and BMP) are two faces of the same coin and represent two systems

globally and respectively used by the Francophone and Anglophone. The globalisation process, actually, facilitated the implementation of the LMD system. It has been replicated to the Anglo-American higher education system in search for modernizing and bringing into line the Algerian tertiary education with international standards. The principle, then, fixed the harmonisation of degree structures and quality assurance procedures to be gained by 2010 (Ministry of Higher Education, 2002).

Beyond the European context, objectives of sharing experiences were traced. Hence, partnership with North African countries and the Mediterranean region were carried out later. This was introduced under the label of 'co-operation', 'partnership' and 'exchange' to produce academic interaction at graduate level and, practically, to endorse Europe as a target for higher brilliant students and scholars. At its early beginning, LMD system was detained in doubt and looked at suspiciously as to avoid the track of the old-wagon fashion. In vein, the wagon was tracked on its rails and the LMD system began effectively to be implemented for the logic perspective of keeping abreast with the world novelties and to align with international standards (Ministry of Higher Education, 2004). The promotion led at that time was that any grade or prerequisite diploma will be rejected if not structured by and through the LMD system. More than that, any job requirements in the future will demand forcibly the accomplishment of a curriculum through the LMD system of education; and so, the many reservations among students and teachers alike have undergone future career pressures and fears.

At the tertiary level, the comparison and harmonisation of European qualifications started to be felt as a must. For this reason, the Algerian government had no choice, but just to rally the rest of the world at the education level by implementing the LMD system. It is clearly declared (Ministry of Higher Education, 2004) that this adjoining of systems of education will encourage students motivation. What is stated more for encouraging the implementation of the LMD system is that on job market transparency of qualification is improved and legal competition among individuals will loom largely, hence, requiring more attuned programmes of study to be assigned (ibid: 2004).

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One of the foundation contributions in the implementation of new curricula is ELT. In this vein, Abbad (2007) in his introduction of the LMD system stated what follows: ELT is no more a process of administering general knowledge of the language but a finely-specialised training coping with different needs making use of the language, i.e., English language uses are varied, hence, the necessity to cater for specific purposes in the variety of domains, such as: ESP, Journalism, Politics, Literary works, etc. This culminating point shows a clear-cut distinction between the old system's general objectives of teaching English and the new-specific orientation in the language learning. Therefore, bridging the gap between university formations, training and theoretical qualifications and the outer, practical and professional world of work and labour has been put as the rationale. However, after ten years or so, to use Abbad's (2007) words, the pros and cons still stand in paradoxical, differing and diverging views as about success or failure of the new system. For some, the LMD system, if set on solid scientific bases and if given the required human, material and pedagogical conditions, will certainly represent the so awaited solution for the Algerian university and the country as a whole. This is meant to guarantee a quality formation that would gain appreciation and value not only among the local educated elite, but also throughout the world as well. Besides, advocators of this educational reform reveal the possibility of the new system to face the challenges at the tertiary level and the ventures encountered due to globalisation and the rapid technological advances. In other words, the LMD system is a tool that would permit to keep abreast with the international norms.

On the other side, some opponents censure the total malfunction of a "blindly-borrowed" system because of the breakdown of the administration and of an unprincipled conduct in the scientific construction. Nonetheless, for whatever newly-implanted programmes or curricula there should be some needs analysis procedure to establish the profile of the targeted population or community as a whole. This is true in the sense that matching the specificities of the context with the proposed policy is a sine qua non condition for successful planning. According to those critics, adaptation with the needs and pre-requisites of the Algerian society are placed backward vis à vis the inevitability of fusing the two ends for a successful economic-university

connection. Briefly exposed, the local situation is neglected; the agents of action and change (educators and teachers) remain unaware of the requirements of the system. What is really visible is the modifications in the form of examination, in time allotment for the teaching sessions and the new mathematical- credit system for accounting the mark and average.

This proves that a change has occurred at the level of the layout and form of the educational system; but when it comes to basic content and programme, a steady syllabus remains with some stretching and slimming-down here and there and new conceptualisation of old terms as it is the case in many departments and sections, the English one included. Actually, the English department has recently implemented the LMD system in the academic year of 2009. Therefore, away from the potential success or failure of the new LMD system in the Algerian university in general and at the departments of English in particular, some light should be shed on the states of the arts of the English teaching programme proposed for the graduation studies (preparation of the BA degree) in the light of LMD.

2.5.2. The LMD in the English Department

At the level of the University of Tlemcen, in the faculty of letters and foreign languages, the English Section stands apparently as one of the four other sections (Arabic, French, Spanish and Translation). The English studies offer, at first, a degree in graduation: a Bachelor of Arts (BA) which is roughly the equivalent of the term or diploma of "Licence". The new perspectives of the new graduation studies within the LMD system stipulate a specialisation in either 'Language Studies' or 'Literature and Civilisation'. However, just few years ago, the ending of a four-year study was brought about a general 'Licence' in the English language. Abbad (2007) clarifies the discrepancy between the two systems in the following points:

The LMD English 'Licence' offers a basic formation in the field of Anglophone literatures and civilisations. Its primary objective is to enhance the linguistic aptitudes that would permit students express themselves clearly and easily using the English language orally and in its written form. The LMD English language 'Licence' seeks to consolidate strategies of learning that put forward learner autonomy on the one hand

and the collaborative spirit of working in pairs and groups on the other hand. The other objective is, however, giving the opportunity to students to choose between two options that determine two distinct profiles: 'Language Studies' or 'Literature & Civilisation'.

These broad objectives, still theoretically inclined, are specifically meant to provide qualifications that fit the requirements of job-market demands where, in an unprecedented manner, English is gaining ground. Besides it guarantees adequate pedagogic formation safeguarding students' capacity and savoir-faire to transmit knowledge for future generations. Additionally, it is meant to bridge the gaps and fill in the branches where English lacks in certain domains, namely: Tourism, Intercultural issues, International business, Politics, and whatever global issue that necessitates the use of English as a means of information. Finally, this system is mainly directed to establish concordances between the Algerian university systems of studies with the present international/global system of Tertiary Education. The main objective behind is to launch openings to the world of scientific research and the easy integration of our students to other world-wide universities sharing the same system.

Some competencies are proposed in the run of LMD pattern. Actually, these reflect students' profile in search for reaching language proficiency at the level of the four skills. This is meant to inculcate in the students the capacity to attain, sufficiently, discourse comprehension. To a more practical level these, will likely, enable students reach an acceptable level of the oral and written production. likewise, it has become necessary to master that language during the graduate studies (B .A formation) in the very first years, since English has, by large, acquired the status of the international language (EIL).

In this sense too, the time of achievement of the B.A. is essentially registered in the formation of learners that permits them not only to write essays, articles and official letters, but still being able to understand, in parallel ways, the other cultures and civilizations of those Anglophone countries where English is primarily used to fulfil every days' interactions and communication. As it is stated in the Canevas (2009), this kind of comparable studies of other cultures may help in the appearance of

certain savoir-faire aspects. In return, this may guide the students to embrace critical minds where, on purely linguistic grounds, a logical scientific analysis of such socio-cultural phenomena will be set once faced up to a different civilization or culture.

On another ground of probable employment opportunities, the LMD formation deals with different domains of job supply. In his article, Abbad (2007) stresses that the main priority is given to the teaching profession, however. In other words the field of education absorbs a large number of 'Licence' or B.A. holders at the level of 'Middle and Secondary' schools. Abbad (2007) goes on delineating the other domains gaining profit from LMD formation. After teaching, the other domain is journalism where mastery of more than one language is a necessity, especially if the other language is English. Tourism is another flourishing sector requiring good potentials at the level of language production, mainly the English language as a means of international communication and common-ground of understanding. The formation in the English language in general (language studies and Literatures and civilizations) can bridge to other domains as interpreting and translation. LMD system, still, as its acronym stipulates, is not only a graduation study for 'Licence' but for 'Master' and 'Doctorate' a post-graduate studies concerned mainly with university/scientific research and teaching in higher education level.

For the sake of providing necessary tools of documentation, the Canevas of (2009) proposes different teaching units to constitute sources of documentation of readership. These sources are:

- Linguistics

- Literature

- Civilization

- Didactics (TEFL: Teaching English as a Foreign Language)

- Practical drills and activities

- General Culture

- Informatics (ICT: Information Communication Technology)

Biannual Teaching Organisational Sheet for LMD

(Fiche d'organisation semestrielle d'Enseignement- Canevas: 2009)

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Below is a recapulative list of teaching modules by semester, whereby, B.A. formation includes globally 6 semesters. The main focus is relatedly linked to the research objective for semesters 1 and 2. The two semesters predominantly entail the 1st year LMD programme.

So, within the first semester (hence, S1) we find two types of teaching units: "Fundamental" and "transversal" units. The 'Fundamental' teaching units or simply, these modules include the basic descriptive and competence-based modules such as: Grammar, phonetics, Linguistics; and Oral and written production techniques and discourse Comprehension of written as well as Oral scripts. These fundamental units are meant to constitute the basic teaching modules enabling students in 1st year acquire the necessary language components to reach certain linguistic proficiency. The Descriptive modules (grammar, phonetic and linguistics) are meant to back up students' knowledge and raise their awareness of pertinent rules and defining concepts governing the English Language.

However, the competence-based modules, in turn, are basically directed towards the process of perception and production where students will be facing situations of decoding messages of oral or written aspects so as to comprehend linguistic messages grammatically structured and phonologically shaped through listening or reading either. What is clearly observable within the basics of the language teaching is the absence of a separate teaching-time of the listening comprehension as a separate module like reading, written or oral expression. In the other side of the Teaching Units, we find the 'Transverse Units' which are set to encircle the formation in English Studies by providing a literary and civilizational profile including some methodological clues, informatics as a tool of well-shaping the research and a general cultural background asset to round up the 1st year formation.

The other "Transverse Units" constitute a completely new linguistic jargon to first-year EFL learners where new concepts related to literary analyses and civilizational prospects will be the concern of mastery and comprehension. The New jargon is also present in modules like phonetics and linguistics which are filled up with specific terminology and concepts far beyond the reach of understanding of students knowing mainly general English. So, this kind of modules presenting a specific new

jargon to first-year students make up half of the input provided in class especially in Literature, Anglo-Saxon Civilisation, or in Linguistics and Phonetics. This is why these modules should, at maximum, be taught with flexibility and easiness at the level of the introduction of the new terms or terminology. To back up the hypothesis set in the beginning, any input should be comprehensible so as to help understanding and comprehension. The new 'Jargon' should by no means constitute an impediment towards developing comprehension of texts be it written or spoken but a stage of mastery to reach proficiency in language studies as a whole. To recapitulate, below is a list of the different teaching units (Fundamental and Transverse) with time allotment (week and semester) and coefficient as portrayed in the organizational sheet for graduate formation.

2.5.3. The Current Ranking of the Algerian University

Some months ago, the Algerian Higher Education Ministry and Scientific Research spoke with great indignation about the deplorable situation of the Algerian university which is ranked among the world universities the very last globally. The classification made by the prestigious international institutions, put the ministry officials in an uncomfortable situation as it created thorny constraints that stand high as obstacles to prevent the Algerian students to further their studies in foreign universities. The problem is said to be of conformity with European and Asian universities. It is mentioned then that the Algerian universities are far in the black back because of the very poor teaching quality and most definitely the total absence of developing processes.

The three major institutions that made the classification standards did not include any Algerian university among the 500 best worldwide. Meanwhile, Times magazine ranked the Saudi "Fahd" University at the 338th position and Cairo University at the 407th position. More subjectively, "Biometrix" index has ranked the University of Tlemcen, western Algeria, at the 23rd position at the African level and 4132 at the world level. A Spanish classification of the world best universities carried out over the year 2011 indicated that the Algerian universities are the worst in the Arab world. Algiers University comes at the 80th position in the Arab world and 6275

at the world level (Elchoroukonline.com, 2014). The perennial and deplorable situation of the Algerian universities has indeed bowled over many Algerian university teachers who really wish to probe their teaching, with their high creative abilities, so as to raise its quality to the unlimited. But alas most of them have gone to great length, albeit unsuccessfully. What in fact they need, with regard to this, is an on-going effective professional development.

2.6. Investing Where Investment is most Efficient

The argument we are suggesting throughout this dissertation, is that high standard alternatives could be made inclusive to investigate thoroughly in EFL development. These arguments do exist for several purposes. As for teacher development perspectives in the Algerian university may be negotiated and more efficient opportunities have to be sought and seized.

Why do EFL Algerian students have to pay for the shortcomings of existing incoherent teaching? The student is the corner stone of teaching/learning process, if he is deliberately versed in any language studies, he would like that the teacher fully respects his own requirements.

2.6.4. Mastery of language among Algerian Teachers

As concerns the impact of mastery of a language or of some aspects of a language on career advancement, of teachers in the Algerian university is of a high premium. Ample evidence exists that language proficiency plays a more important role in initial recruitment. It can however be argued, by the researcher, on the basis of the analysis of teachers experience acquisition in the teaching sector, that language proficiency in general, and English mastery in particular, have seldom determined the requirements of being appointed as a university teacher. This perennial situation has given birth to an overwhelming situation in a worthwhile institution which is the university.

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In fact, teacher competence, which includes in the researcher's definition of it, proficiency in imparting rules and norms of a given language, has been on several cases the researcher have analysed instrumental in associating a teacher in the process of teaching thus, making decisions and thereby bringing the learner in closer contact with a well rounded educational linguistic situation increasing the chances of attaining the high level of eloquence. Nevertheless, on the one hand, language proficiency functions as a promotion factor in a wide range of jobs available in universities in general and the Algerian university in particular. On the other hand, in initial recruitment, language proficiency may be decisive, a requirement or desirable for a number of top teaching responsibilities and multi-dimensional researches. However, like in the case of any promotion, initial recruitment, especially in the Algerian university, will favour candidates with higher language proficiency profiles. The researcher's claim; however, is oriented towards a quest of a hybrid combination of pedagogy and language proficiency in the case of second language teachers that needs to be orchestrated respectively to their distinctive premises.

2.7. Pedagogy vs. English Language Proficiency

For a long time in the career of the teacher, it is increasingly recognised that pedagogy and language proficiency must be emphatic pre-requisites constituents of a competent teacher. It may be interesting to mention that the majority of the nowadays Algerian teachers who did study English say that most of the English they had learnt was learned at the lycee and that whatever they learned at the university was forgotten. In other words, much of the investment in the English language in the Algerian educational system is wasted. In here, the researcher's diagnosis of the above-mentioned situation reveals that the crucial reason behind the emergence of non-competent teachers is an absolute lack of knowledge of pedagogy that not only should be mastered, but rooted in his/her classroom in-action reflections as well.

Accordingly, we suggest that any teacher to become competent should be equipped with the crafts of pedagogy and the thorough mastery of the nuts and bolts of the language. Likewise we assume that pedagogy and language proficiency are

complementary distributed. What is required then in the Algerian tertiary education is the induction of worthwhile factors which help the combination of pedagogy and language proficiency to be true.

2.8. Principles of Effective Professional Development

Any teacher career encompasses a long process of professional development in which the teacher must learn serial of stratagems that help him to be in convenient position of applying appropriate methodologies of teaching. Professional development lays on the ground of setting objectives and principles that enhance teachers to match their teaching goals with their learners needs and to help them develop proficiency in the target language. In order to fulfil the purpose in view, the professional development must be up to date with the teacher's career development. According to Huberman (1989), teacher's careers are characterised by cycles of conflict/resolution that lead to growth and development. His research describes five stages in the professional lives of teachers: exploration and stabilisation, commitment, diversification and crisis, serenity and distancing, and conservatism and regret. While getting involved in teaching career, teachers need to identify their specific needs at each stage. Hereby, so as to level up and excel the potential of teachers, high-quality development should adequately incorporate the following principles which have the mission of supporting teachers to help all learners achieve to standards of learning and development. Professional Development:

- focuses on teachers as central to students learning;
- focuses on individual, collegial and organisational improvement;
- respects and nurtures the intellectual and leadership capacity of teachers;
- reflects best available research and practice in teaching/learning;
- enables teachers to develop further expertise in subject content, teaching strategies, use of technologies, and other essential elements in teaching to high standards;
- promotes continuous inquiry and improvement embedded in the daily life of schools;
- requires substantial time and other resources;

- is driven by a coherent long-term plan;

- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

What can be asserted to this extreme is that building an on-going professional development, is not an easy task for educators and teacher trainers who want to undertake a change in education, worthy to be raised is how to create a kind of compatibility between teacher training and teacher development and, accordingly, adopt feasible ways to ascertain how much change is needed by evaluating the current teaching situation in the university and that is set up mainly by a close study that would enlighten the university teachers' conceptions and beliefs of their own teaching. Hence, the change that drives the professional development may be liable to bring about the change in perceptions of classroom practices.

2.8.1. The Conceptions and Beliefs of University Teachers

In the field of teaching, many researches have noticed and asserted that university teaching and students' behaviour, in the process of learning, is mainly related to adapted theories of teaching which drive the beliefs and assumptions of these teachers about their own teaching (Marland, 1998). This is what really happens to Algerian university teachers who have never benefitted of any professional development and that is mainly due to an absence of an official status which requires from teachers to evolve in a continuous professional development by certification or contractual agreements, that serves to bridge the gap between prospective and experienced teachers, and also serves teachers to take on models and strategies that enhance efficiency in teaching and effectiveness in reaching the learning outcomes.

To get back to the point, these beliefs are shaped to offer insights to teachers and to form their conceptions of teaching across the educational settings. What is worthy to note, also and in another context, is that these beliefs have an undeniable impact on the judgements of the teacher about the relevance of knowledge in particular situation (Pajares, 1992). To be brief, this necessarily means that there is a relationship between the teacher's beliefs and his conceptions of teaching. In a like manner, Schommer (1994) thinks that these beliefs vary from naïve to sophisticate. A teacher

who holds naïve beliefs generally sees knowledge as simple, clear and specific, and then, the learning ability is innate and fixed and can be directly transmitted to the learners. Contrariwise, the teacher whose beliefs are sophisticated regards knowledge as being complex and uncertain, and can only be gradually fuelled to the learner (Purcel, 2000). As a matter of fact, it is conceived that Algerian university teachers may be ranged among the naïve teachers according to Schommer (1994) and Purcel (2000). Alternatively, Hashweh (1996) in his research on naïve and sophisticated beliefs, found that teachers who had sophisticated views were more likely to undertake the approach of facilitating lectures dispensing; whereas, those who held naïve beliefs viewed utterly teaching as only transmitting knowledge. Both views are, therefore, distinguished in the sense that, the former stands for a learner-centred approach; whereas, the latter, tends to direct his teaching to a teacher-fronted approach.

To this specific end, Varnava-Marouchou (2007) pointed out that the learner becomes dependant when the teacher thinks he is the only one who knows the subject and accurately transmits it, so this conception is referred to as 'lecturer-dependant'. A student-centred conception, on the other hand, is one where high quality learning which is viewed by Watkins (1998) as "requiring active construction of meaning and the possibility of conceptual change on the part of the learners".(Watkins, 1998:20) From this pedagogical alternative, the teacher runs implicitly the lecture by facilitating and encouraging the learner to become responsible of his/her knowledge acquisition. Being that, this conception is referred as 'student-dependant'. (Varnava-Marouchou, 2007).

2.6.2. The current State of Professional Development

The needs of educationalists and academic officials throughout the world are to identify the learners' needs and to improve them, to enhance teaching efficiency, to increase the use of information and communications technologies and to raise awareness of the impact of globalisation on academic life (Nicoll and Harisson, 2003) These needs definitely represent the main objectives the Algerian university officials wish to reach in order to ensure with the academic staff the promotion of quality teaching and perfection in education. Nevertheless, quality teaching requires teachers

to change their classroom practices and sometimes radically (James, 2005), but this cannot be achieved unless the teacher is in a position to seek a never-ending quest of training or development. In other words, it is imperative for university teachers to learn how to teach before and whilst teaching (pre-service and in-service training). Henceforth, teacher learning, as a process which has become increasingly important to ensure teachers to be successful in matching their teaching goals with their students' learning needs, is a necessary condition for student learning. Professional development is also needed for teachers to enable their students develop proficiency in the target language and understanding of the cultures associated with that language.

Regarding this, it is currently believed, that it is no logic to speak about all these in the Algerian university, since teachers have never been subjects of special and official accredited training courses, nor have they been launched in an on-going bottom-up teacher education development, which allow them to improve teaching quality and student learning. Ample evidence; however, is provided by educationalists stating that training can indeed improve various aspects of teaching especially when this is evaluated by the learners themselves. Thus university teachers who received training can by all means gain insights and effective strategies to improve their students learning. In this special context, Trowler and Bamber (2005) highlighted: " Train higher education teachers to teach, they will do a better job than the untrained ones" (Trowler and Bamber, 2005:80)

This indubitably clears up the idea that on-going development is essential in the teaching field to such an extent that teachers who do not inquire about developing to become   real teachers are to possess everything but the potential to teaching effectively. In our department of English no single teacher has been subject of any training and so are newbie as well as experienced teachers. It is claimed on another ground that all teachers, whether prospective, tenured, experienced, or even professionals are liable to make awkward practices but this awkwardness is hidden away from these teachers because it is involved in a ritual behaviour (Underhill, 1985). What goes well in a classroom goes unnoticed and what goes badly goes unnoticed, too. The point is that the perennial situation in which language teaching prevails in our universities due to the absence of training and development in our department, has

given rise to non-conformity of the teaching profession. Thereby the problem is that the Algerian officials tend, in their official speeches, to ignore the situation and focus on just one expressed will to 'improve'. There is increasing evidence with this attendant view that university teachers need emphatically to attend special training courses for their professional growth, otherwise, their teaching will not bring satisfaction and success and this what really happens in the department of English of Tlemcen university . In this line of thought (Edge,2002) cited that:

"Teachers teach at their best in different ways. For this reason and out of a sense of professional respect for colleagues whose development will take different paths than my own, and lead to different outcomes, I feel that I need to offer them the same sense of empowerment that I claim for myself: if you are making the kind of commitment to continuing professional growth that I have been talking about, I believe that you deserve respect for your teaching" (Edge, 2002:51).

Edge's quotation urges teachers to be engaged in a professional development since it is crucial and has the power to substantiate the whole process of teaching and learning. What is more important, teachers undertaking the path of development, would change their beliefs which in turn would lead to an important expansion of their knowledge and skills, contribute to their growth and enhance their effectiveness with their learners. Henceforth, they become more respected than any other teacher among academics could ever be, and so would grow their teaching.

2.8.3. Teachers as Inquirers in the University

In a narrowed scope, teacher inquiry is identified as being public, intentional and systematic. It is said to be public because it could happen in a more or less collaborative way where teachers meet and discuss their wonderings on their pedagogical practices. Such are the results of collecting data from their classes, from which they gain insights. In this line of thought, (Patricia Stiles, 1999) cites that:

"A teacher inquirer is someone who searches for questions as well as answers. I am learning that saying, "I don't know" is not an admittance to failure, but a precursor

of positive change. I have become comfortable with the expressions: "I wonder…", "I think…," and "what if…?" (Patricia Stiles, 1999)

Teachers, whose classroom role is to generate knowledge, usually stand as researches. It is generally, in educational settings, a tradition that focuses on the concerns of teachers, along their pedagogical growth, and helps them to be engaged in designing, data collecting and interpreting of these data around their questions. Hereby Donald Schon (1987) portrays teacher professional practice as a cognitive process of posing and exploring problems and dilemmas identified by the teachers themselves. Hence, those teachers who participate in such a process are emphatically those who get involved in the area of research action and become capable of re-examining and generating their professional growth and who are pro-active rather than reactive. In down to earth terms, all these assignments and principles of inquiry have never been reflections in the Algerian university and more particularly in the department of English of Tlemcen University.

What admittedly constitutes an asserted failure is that teachers rarely inquire about the goals of their teaching and neither do they intentionally proclaim a re-enactment of the content of the syllabuses. This is to assert also and solely that, in the present state of knowledge, university teachers in our department do not make clear and probe further their wonderings, do not reformulate and modify their questions and do not enlighten their perceptions and their conceptions of teaching, though it is widely known among the whole academic staff that inquiry is a powerful and dynamic stimulus which has the potential to transform the educational profession as well as the teacher's research. It is claimed therefore that inquiry is not compulsory and neither consciously nor tacitly articulated by academics in the Algerian universities.

Even more, argued by Schon (1983,1987) action research is seen as an on-going process in which teachers generate, in an effective method, an autonomous professional development which incessantly entails reflections on their own professional practice and help them maintain and increase their effectiveness as teachers. This ultimately sustains the idea that being an inquirer professional development means definitely a self-initiated growth. It is very much like a do-it-

yourself activity with maintained morale, sustained vigour and increased personal effectiveness. In this specific context, Richard (1999) argues that: "The process of change occurs when teachers articulate to themselves and others what they want to change and why, when they identify the factors that inhibit change, and when they develop strategies to implement change over time."   (Richard, 1999:143)

Taking on reformulated conceptions of teaching, teachers learn together as a professional community within which they collaborate on different projects set goals and make plans by organizing academic events by sharing resources of pedagogy to explore different learning contexts. Miranda (2012)

2.9. Teacher Training Vs. Teacher Development

Recently, a distinction between 'teacher training', 'teacher education' and 'teacher development' (Wallace 1991) has been made in teacher education programmes. Initial teacher education (ITE) programmes are often associated with teacher training, practice that Ellis (1990) regards the result of convenience and tradition than principled decision making; and in-service teacher education and training (INSET) programmes with teacher education and development.

According to Freeman (1990) the impact of INSET is therefore teacher development, a strategy whose goal is to foster independent teachers who know the purpose and the reason of their doings. What, then, does teacher educator involve and how does it differ as concept from teacher training?

The distinction between education and training can be formulated in the following way: Training is a process of preparation towards the achievement of a range of outcomes which are specified in advance. Widdowson (1990), argues:

"Training then involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited. Training, in this view, is directed at

providing solutions to a set of predictable problems and sets a premium on reflecting expertise**."** (Widdowson 1990:62)

Teacher education on the other hand is not predicted on predictability. In this way, it is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher. Its vitality is centred in the power; it gives teachers to make real choices. Widdowson (1990) also asserts, in the respect of teacher education, that it provides for situations which cannot be accommodated into preconceived patterns of response but which require a reformation of ideas and the modification of established formulae. It focuses, therefore, not on the application of ready-made problem-solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice. It is; therefore, to be stressed that teacher education is gaining and will, by all means, gain more ground in the process of language teaching since it offers betterments and successful teaching.

The shift in emphasis from teacher training to teacher education and development has also led to notions about a shift from university- based training to school-based practices. England (1998) sees school-based teacher theory education as helping to eradicate the divide between theory and practice, or between academic and professional preparation so that course work combined with practical real-world experiences become the norm in many programmes. Wallace (1994:16) is cautious that the observation of "master teachers" need not imply imitation by the trainee (behaviourist orientation) but a way of providing 'another kind of experience to be analyzed and reflected on and then related to the trainee's own practice. The following table shows the clear division between training and development principles. (Benmoussat 2003:262)

Teacher Training	Teacher Development
Imposed from "above"	Initiated by self
Competency based	Holistic
Short term	Long term
One-off	On-going
Temporary	Continual
Input from experts	Input from both participants and external sources
External agenda	Internal agenda
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empowers individual teacher
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Table 2.1 Adapted from Paul Davis. Difference between teacher training and teacher development

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2.9.1. Models of Language Teacher Education

As for teacher education models, Wallace (1991) classified these models into three main professional categories, namely, the craft model, the applied science model, and the reflective model. The craft model is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by observing a master teacher at work. The setting of training for the apprentice, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences. This model can alternatively respond to the requirements of an initial or pre-service training at the level of our department. But what really takes place also proves to be interesting and promising, but need to be underpinned by setting the students teachers free to specify the lesson aims for themselves as well for the learners. Besides, they need to receive feedback from their mates as well as from themselves.

Another distinction has been made between teacher training and teacher development with respect to their conceptual framework and implementation. Teacher development is viewed as a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher (Sithamparam and Dlanotharam 1992). Teacher training involves giving novices and experienced teachers alike "ready made answers" as opposed to allowing them to discover their own alternatives (Lucas 1988).

The following table is made up according to the distinctive features of training and development set by Davis and Plumb (1988:40)

Training	Development
Entails a pre planned agenda set by the work place or syllabus	Impromptu flexible agenda
Needs of workplace	Personal needs
Qualifications	Career development
Leader and experts	Peer group
Standardization	Innovation

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Table 2.2 Distinctive features of training and development

Training is seen as a concept where the trainee passively undergoes a period of conditioning during which the dos and the don'ts of classroom practice are inculcated. Only after this basic training, the teacher trainer becomes concerned on empowering trainees to become agents in their own development. It is useless then to argue about in-service training at the level of the university, since the training sessions that almost all teachers benefit take place abroad in foreign universities in a given period of time, but whose objectives are ambiguous or sometimes unknown. All in all this is not the way INSETS should be viewed and undertaken. What in fact experts advocate is different from what is articulated in the Algerian universities. Hereby, Freeman defines training as a strategy for direct intervention by the collaboration in the teacher's teaching. He posits that:

> "the intervention is focused on specific outcomes achieved through a sequence of steps, within a specific period of time…it is based on the assumption that through mastery of discrete skills, teachers will be effective in the classroom" (1989:39).

Freeman considers development as a strategy of influence and indirect intervention that comes with complex, integrated aspects of teaching. These parts are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting his/her awareness. The questions that motivate the teacher to go on learning come from the sense that s/he has the potential within him/herself to become a better teacher through deepening his/her own understanding and awareness of him/herself and of his/her learners .

2.9.2. Teacher Training and Teacher Development Complementary

In order to capture understanding and awareness of himself and of his learners the right effectiveness of English language teaching, an educated teacher should not be in quest of innovation and reject conventional practices out of hand. Hence, teacher

education development, on its own, is not a very sufficient means for bringing about innovation and change (Benmoussat: 2003). It is much better then, to consider training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques. With these in mind, many teachers can, indeed, attain a myriad of educational objectives; whereas, teacher development is concerned with the learning atmosphere which is created through the effect of teacher on the learners, and their result on the teacher.

All too often, Teacher Education Development becomes compulsory whenever the training courses have proved to be inadequate and unable to foster dynamism and teaching effectiveness among teachers while doing their job. Any training course, either pre-service or in-service can be subject to critics due to their shortcomings. Therefore, along with teacher training, teacher development is a vital component in teacher education development fills the gap in training by giving teachers the possibility to reflect on classroom practices, gain insights into teaching experiences, view education as a long- term process, and deal with change and divergence.

The conclusion that can be drawn from what has been said is if both processes are undertaken interchangeably, they will give birth to effectual and achievable aims. In this way, the teacher is guided to the path of a successful, comprehensive and intelligible educational development from the outset i.e. at the level of the university.

2.9.3. Types of In-Service Training Programme

In-service programmes are mainly scheduled for new entrants to teaching, as well as for experienced teachers, they primarily set up various files which embody the articulation of theories, strategies, and instructional approaches and methodologies to be included in their teaching practices. Teachers who are concerned with these INSET programs must imperatively attend the training since it is accredited in some countries. As a matter of fact, this is not the case in Algeria especially in higher education, where the teachers undergo neither a pre-service, nor an in-service training. According to Brumfit and Roberts (1983) INSET programmes are fitted into evenings, weekends,

holidays… Within these periods, teachers from different schools and universities can attend internally or externally arrayed courses. In this area (Bude & Greenland, 1993) identified three types of training over which teachers can gain experience and more importantly refinement in their pedagogical practices.

2.9.3.1. Initial In-Service Training

The programmes of initial training, or (preset) pre-service training are set for novice teachers. It is the role of the administration staff to make up a list of novice teachers who have never been subjects to any training. It is in the initial training that methodology is enhanced to be strictly adopted in language teaching classrooms. The programmes also include training in teaching basic skills. Initial in-service training offers cooperation oriented model of training with a focus on partnership and teamwork in all aspects of training.

2.9.3.2. In-Service Training for Refresher Purposes:

These teacher training courses are characterised by addressing a specific objective that has been identified followed by demonstration of a range of classroom techniques as ready-made answers to the problem. All kinds of teachers (prospective, tenured or experienced) attend the training courses; and the demonstration class is mainly performed by an experienced teacher. This does not exist in the Algerian context and no imprints of refresher purposes' INSETs that have been mentioned here or there especially at the level of universities.

2.9.3.3. In-Service Training for Curriculum Reorientation

The programmes of such Insets are set up to core study the curriculum advents and make decisions about what to teach according to the needs of the nation. (Bude and Greenland, 1993) noted that following the political changes at independence, many new states reviewed their education systems to bring them in line with new national aspirations.(Bude and Greenland, 1993:31). During these Insets teachers are acquainted with new instructions about the new curriculum and its new principles that are to be adapted on their teaching material, teaching approaches towards related teaching styles. That was the case in Algeria at the level of the educational system with the newly implemented Competency-Based Approach. It is primordial now to assert

that at the level tertiary education the curricula have never been systematized or shaped to the LMD system. This necessary means that the syllabuses designed for the classical system are those adapted to the LMD one. Hereby trainings of this genre have never been scheduled to Algerian university teachers.

2.9.4. Pre-Service Training: the University

This is the initial stage where teacher education programmes are intended for entrants or would-be teachers who have not started working in the classroom. These would-be teachers, apart from the taught theoretical module wherein they learn the main teaching objectives of a variety of approaches, methods, techniques, they complete their degree in English language with no teaching experience. Moreover, the programmes at this level are devoid of both entry and exit profiles, which can guide teacher trainers to set up objectives of each training course that must be achieved by the end of the in-service training. Therefore, many of the would-be teachers are sent to the Secondary schools with no experience in the teaching of English as a Foreign Language.

What is worthy to highlight is that there is no partnership between the university and secondary schools and university trainers and teachers who are assumed to play a key role in shaping the would-be teacher's attitudes and beliefs. University teachers who are in charge of teaching theoretical methodology continue to teach as before, focusing on the transmission of declarative knowledge about teaching, the way they learned to teach when themselves were university students. This is emphatically due to the absence of an official curriculum which includes the notions that define the nature of pre-service training and offer various visions of the core knowledge that teachers must possess and the way they must learn it. Likewise, these concepts of curriculum define what future teachers must learn and know in order to teach and in what way they must learn and know it.

Practically, teachers at the level of university must set up a model of pre-service training in which university ensures the theoretical knowledge, methods and skills, while the schools provides settings in which future teachers apply that knowledge and integrate all its elements in the way it needs to be done. Further, at the level of the university, the other disciplines are often taught unreliably to practice since they can

contribute greatly in the acquisition of practical teaching. Relatively, these disciplines provide future teachers with tools in the form of theoretical, cultural and critical knowledge that would be truly useful to them in classroom situations. As a matter of facts, many novice teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. As a result many teaching jobs are filled by under prepared or even unprepared teachers, and many of them lack confidence in teaching methodology. This is because of their undergraduate courses which are often based on linguistics, civilization and literature and deal very little with teaching practice. Generally, teachers with a deep lack of methodology, because of a non-structured and a non-coordinated teacher preparation, will never have the chance to get on more knowledge in in-service training that is after graduation. Academic programmes, mostly MA TESOL and certificate programmes, do a good job of developing knowledge, skills, and habits in teachers. (Freeman 1982).Prospective teachers are expected to arrive on their first day of class ready in ways that are effective, efficient, and appropriate to the learner's needs.

2.10. Continuous Professional Development

When newly recruited and appointed as trainee, a novice teacher may find it strange and peculiar to dispense lectures with only theoretical principles of the adopted approaches he acquired within his graduation TEFL courses. For the first two years in the job, when growing tenured, getting used to the module's input practices, teaching methods, organization, university regulations, as well as the students, can give birth to a feeling of jadedness. The enthusiasm he/she may start with may decrease when the teacher realises he can't make every lecture closing up with success and satisfaction.

As time goes on he/she becomes experienced and is able only to use old teaching ideas again, then things grow worse and become boring. If he/she does this, twenty years of teaching can be like two years repeated again and again. Then he is pointed out as an incompetent teacher failing to do his/her job successfully and diligently, disturbing the process of learning of his/her students and demotivating them. Within this thought, (Maxwell, 2002) stated that:

Chapter Two
Professional Development: Situation Analysis and Accountability

"I also know that there also exist extremely incompetent, unimaginative, and ineffective foreign language teachers who are not failing to meet students' learning goals, but destroying any interest the student might have in learning a language. I have met and observed them too, in numbers and in places that I find disturbing" (Maxwell, 2002)

The first important step towards becoming a better teacher involves a better knowledge of what is the scheme of the teacher's input practices he/she performs teaching with, and, most definitely, needs to be prepared to any eventual change. If his/her regards are of improvement and change his/her teaching he/she has to have a clear idea about his/her teaching now.

What happens in your classes? What are you like as a teacher? Why do you do the things you do? What else could you do?

We can teach, or we can teach and learn. This kind of 'learning teaching' is a way to say '*I don't know everything and I need to keep on trying to improve what I do*'. 'Learning teaching' is a wish to move forward and to learn from what happens in every teacher's classroom it impels newbie teachers to ask others for information, and for us to think about our teaching ourselves. It involves trying exciting new things that challenge us. Learning teaching is a belief that creativity and understanding continue to grow through your changing life. (Scrivener, 1998: 195/6)

2.10.1. Main Perspectives of CPD

Continuous professional development is regarded as a must for all teachers of whatever rank, since it is incessantly viewed as an enhancer to better teaching and therefore the concept that boost successful achievements of learning outcomes (Gusky 2002). It is, by the same token, conceived that these achievements can be of great prominence when approached by good observation and evaluation practice. Yet, it is essential for teachers to exchange their techniques, ideas and tips of teaching especially in the context of observation where various issues can be raised and congruently argued. Talking to students can intensively reveal myriad of hidden areas of whether the process of learning is effective or defective and that might be obtained by the teacher beyond any external intervention. The fact that the teacher questions the

strategies he adopts in his classroom and how much his students acquire knowledge by administering a questionnaire, or just taking notes during the lecture, can help him greatly gaining new insights which allow him better his teaching. Continuing professional development lets undeniably the teacher find new interests within his teaching and remains interested in his teaching.

If a teacher is interested in what he does, he will continue to become better in it (J Scrivener, 1998). Another corner, to which a teacher must set a high premium, is the regular meeting with the other academic staff to discuss the possibilities, the alternatives, the key notes of successful learning as well as the in-depth understanding of pedagogical practices which lead to positive learning outcomes. Within the group all teachers should grow and change with openness to self and to others. This grow should, definitely, be endeavoured by risk-taking, working, caring and sharing…the members of the group gather in and review the fruit of their learning.(Heron, 1989) Last but not least, as a major concern to continuous professional development is the close knit relation between teacher and what happens inside the learner.

It is believed that self-awareness on the part of the teacher is an essential complement to understanding what is happening inside the learner, and that developing awareness lies at the heart of our development as teachers (Adrian Underhill, 1994). With the raise of awareness both cognitively and affectively, the teacher can greatly contribute to the level up of the student learning outcomes. However, it is incessantly believed that special in-service courses can offer the teacher the possibilities to cover myriad of pedagogical areas.

2.10.2. Seminars / Study days

Seminars and study days are considered as manifest scientific demonstrations. Most of them are programmed to help teachers broaden their knowledge in the areas of research being made inclusive within the programme. Admittedly many topics are generally disclosed within and are mainly essential in the teaching professional field in the sense that their principles and byways could represent the requisites of the teaching standards which might be unknown to the other teachers. In the plenary session, chiefly, the chairman or the chairwoman, who might be an experienced teacher,

officially opens up the seminar by setting, the broad perspectives of the programme with the allotted time and explains how it should be run. Afterwards, teachers start to present their work, some of them using the overhead projectors, and explaining; whereas, others just read. Because of long monotonous readings of some interveners, or during the presentation, teachers in the audience seem not to be involved and show boredom. In fact, what really happens is that some teachers attend seminars just for the sake to obtain a certificate of participation which is considered as a valuable document needed for the promotion of the teacher.

Conversely, it is highly likely that many other teachers attend these seminars with the emphatic scientific intent and wish to get, from the delivered presentations, the maximum amount of knowledge. In the workshops of these seminars, the disclosure of the concept of teacher professional development is likely to happen by devoting some time to discussions ways of developing or process reviews.

2.11. Teacher's Academic Ranks

In Algeria, at the outset, teachers are recruited in the university once they obtain a "Magister's degree, with the grade of Maitre Assistant, which is named Assistant Professor in many parts of the world. After submitting a doctorate thesis and a PhD title the teachers become Maitre de Conference, known as Associate Professor in Europe and America. After a period of time exceeding five years they are appointed with the grade of Professor.

Some educationalists claim that there exist a strong correlation between teacher's teaching and student's school success (Darling Hammond, 1988; Diaz-Maggioli 2004) that is to say the effective teaching would lead to satisfactory results. In the light of this statement it is highly believed that effective teaching is made possible only by those teachers who earn an advanced degree such as a PhD. With regard to this statement, only these teachers are required to teach master students and post-graduate students preparing a doctorate thesis because they are supposed to have learnt the newest academic trends which may allow post-graduate students to get profit from areas of specialisation of these teachers. What is also traditionally embedded in

the minds of most academics is that these teachers by holding their PhD, they hold the power of pedagogy.

Certainly not because this is just an allegation which hinders the process of dispensing knowledge by which the whole department counts on; moreover, what needs to be inculcated is that when a teacher holds a PhD, it is just an administrative promotion, and in no way can it be a pedagogical one. Pedagogy is, however, an orchestration of craft, science, alchemy and reflection. A teacher must have a mastery of all these components handled with a thorough understanding of the nuts and bolts of the language to move from a tenured to an experienced teacher and experience; hence, is seen by some pedagogues as the greatest teacher.

2.12. Observation the Ultimate Concept of Development in the University

In the present state of knowledge, other than the application of the craft model, which is carried out to start teacher training pointed by (Wallace 1991), nothing else is tackled. What is meant by craft model is that the responsible of either magister or doctorate would-be university teachers send them to watch experienced ones at work, and to get inspired by their methodology and strategies by which the process of teaching / learning is conceived. After having observed the experienced teacher twice or thrice, the would-be teacher is taught to produce and elaborate, a lecture, which he/she usually abandons as useless and time consuming once he/she leaves school. Prior to the observation, there is no meeting between the observer and the would-be teacher.

Moreover, there is a non-structured, post observation meeting and where this exists; data collected during the lesson may touch on everything the observer could see. The feedback is often unidirectional in which the observer is the expert who tells the would-be teacher what s/he did well and what s/he did poorly. Within some observations, often the teacher who observes, takes delight in dishing out observation data in a devastating language with negative judgemental feedback that only discourages the student teacher. Moreover, the trainer observer usually pops in and pops out of the classroom at will; s/he seldom observes a full lesson. If it happens that he fully attends and observes a lesson, he may interrupt ongoing lessons at will

without any prior agreement with the student teacher concerned as to when and how he may intervene.

Generally, feedback in training is judgmental, firm and directive. That is why some prospective teachers prefer to accumulate and get knowledge and experience by relying on their own potential and savoir faire, instead of being inhibited and never achieve the desired results. This really happens in the Algerian universities.

2.12.1. Conferences and Seminars on Teacher Education

Many local and international conferences on teacher education development were held in different parts throughout Algeria. The issues, upon which these conferences were demonstrated, were all laid on the ground of reflective teaching and its implications and eventual applications in the context of ELT in Algeria. The interveners were all teachers from Algerian universities and from abroad. Reflective Teaching happened to be many times a buzz concept; then it was in workshops that this concept was disclosed and instigated to teachers who have never been acquainted with.

In 2001 a five-day seminar on teacher education development was held in Adrar. Admittedly, it was supervised by experts from England, and more precisely, from King's College London1. They were respectively, Dermot Murphy; an author of secondary-level textbooks and who has published on teacher development and change in education. He has extensive experience of language education development projects, most of which were to do with secondary English, and a specialist interest in evaluation. He taught English in Morocco, and at the University of Algiers. He was the coordinator of the seminar. The second expert was Nick Andon, the staff teacher in the seminar who taught on a wide range of general English, EAP, and ESP courses as well as for teachers, teacher trainees and textbook writers. At last, Anne Fraenkel, a teacher who has a particular interest in the development of teacher's reflective skills

The seminar's programme that was established constituted of many parameters which straightforwardly dealt with change and innovation in secondary as well as higher education . Its aim was to outline the key points to consider when undertaking

change in education and ways that change may be managed to produce satisfactory outcomes. In the plenary session, inspectors and senior teachers were, thereby, introduced by the main points the seminar dealt with. The first concern was to bring them to the knowledge of how to manage change and the conditions to consider in change. The next focus was on the management approaches which were on systems, bureaucratic, scientific, problem-solving, diffusionist and charismatic. Out of these management approaches, a plan was drawn in accordance with the Algerian educational system. The last point of the plan was the involvement of the individual in change. Later, and within the remaining days of the seminar, four main headings were tackled:

- Professional development and personal change
- The context of teacher development
- Supporting professional development
- Tasks and materials for teacher development

Inspectors and senior teachers who attended the seminar got profit from the myriad concepts of teacher education development with all its implications and applications in the professional development. What is also worthy to state, is that each concept was followed by a set of questions to which teachers had to give answers relating their own pedagogy, methodologies of teacher training, teaching materials and so on. By the end of the seminar teachers were given samples of teaching practices (investigative procedures) that would lead to sweep away the routinised way of teaching and that would give birth to self confidence and to better outcomes. Unfortunately, what one can ensure is that Adrar's seminar remained vain, with no echo and has proved to be a failure, because the inspectors who attended it never had the opportunity to talk about teacher education development once again.

2.13. Conclusion

Professional development of teachers is certainly the corner stone of any educational system in which it is compulsory for teachers to be acquainted with the variables of the teaching learning process that might emerge here and there according to situational pedagogic circumstances. It is, therefore, the task of academic officials to

lay a substantial emphasis on how to regain the teacher's confidence in the classroom, take measures that give rise to effective teaching practices by founding a broad consensus between the administration and the whole academic staff on teaching regulations and teaching assignments that must be upheld by every single teacher. Moreover, the importance that stands now in our university is the responsibility which must be placed on the professional development which imperatively must be viewed, by official deciders, as a mandatory component of being a teacher so as to transform the process of language teacher preparation into a never-ending quest for quality. It was on this special ground that this chapter was laid down; it, in fact, entailed a broad analysis of the linguistic as well as the teaching situation in the Algerian universities in general. Then a worthwhile floor underpinned by the enlightened concepts to teacher training and teacher development was set to clarity and practicability. From the close study of these concepts was forwarded a distinctive situational analysis on the teacher inside and outside the department. The wound up was mainly set to clear up some of the areas of professional development such as seminars, conferences, teachers' ranks…which shape the teacher, in the department of English, as one-off developing teacher. Intentionally, these are the most important items which are to be investigated as bases of each research instrument in the empirical phase of the research.

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3.1. Introduction

If a teacher never questions the goals and the values that guide his work, or never examines his assumptions within the context in which he is involved, then it is believed that this individual is not engaged in reflective teaching. Viewing teachers as reflective practitioners assumes that teachers can both pose and solve problems related to their teaching practice. Lection denotes by assertion that teachers should be aware of their jobs' ends and purposes they have to thoroughly examine. It is in fact, the process of understanding and improving one's own teaching experience. It can be also stated that this process of learning to teach continues throughout a teacher's entire career, a recognition that no matter how good a teacher education programme is, at best, it can only prepare teachers to begin their respective profession.

Henceforth, in this chapter, we lay the ground for an empirical investigation whose objective is to analyse the EFL teaching practices, and through which we see to what extent, these practices are reformulated and reconsidered so that the change brings satisfaction and betterment among both teachers and learners. Accordingly, in this dissertation, both qualitative and quantitative methods have been used to collect the opinions and attitudes of the informants of this case-study, mainly on issues related to their on their pedagogical preparation.

Another worthy focus, in this chapter, has been the disclosure of the conception of peer observation of teachers in a well-defined teaching context underlying the importance of this exploratory task, since it is considered as the major procedure to reflective teaching, for short the key-concept of TED. We wind up this chapter by talking about teaching constraints that take place from inside and outside university walls. These are, in fact, non-pedagogical aspects, but we believe that they can have undeniable impacts on creating negative attitudes among teachers.

3.2. Multiple Approach Analysis

In order to check the accuracy of informants' responses, a combination of different analytical devices (viz. a questionnaire, unstructured interviews and classroom observation) are used in this research work. Bogdan&Bicklen (1998:100)

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observed that "***many sources of data were better in a study than a single source because multiple sources led to a fuller understanding of the phenomenon you were studying.***" The questionnaire, however, is chosen as an eligible and effectual research instrument, since it offers the possibility to alter a great amount of reliable data from anonymous informants over a period of time, with some informants exceeding one academic year. Yet, the researcher purposefully let these informants take their time to fill the questionnaire so as to put forward reliable and relevant data and at the same time to make alterations whenever these might occur in their daily teaching practices. As with concern of the research, the questionnaire aims at hypothesis testing and refinement of a quantitative and qualitative research approaches which are adopted in order to fulfil the purpose in view.

The instrument with which we wish to cross check and validate the data and, most of all, was complementary to the questionnaire was the classroom observation which is pointed out as a complementary research tool which will provide us with extra empirical data of teachers' practices. To clear the site from ambiguities and to strengthen data delivery and validation, the observation, which represented an outstanding pole in the research, was carried out with two teachers from the Department of English over a period of two academic years. Hereby, in order to make the link with the two introspective tools, the researcher conducted two interviews, since they are considered as a source of a rich description of respondents' attitudes and aptitudes towards peer observation which is considered as continuous professional development. Above all, it is a crucial triangulation component of this research. The first semi-structured interview was targeted to Master's II students, whereas, the second which was a structured one was held with the Dean of the Faculty, as he represents the educational institution and said to be empowering a big potential of a long teaching experience in tertiary education.

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3.2.1. Teachers' Questionnaire

First of all, what can be stated about the questionnaire is that the inclusive questions whether close-ended; open-ended, introspective, retrospective or combined are hopefully expressing the hypotheses proposed in the onset of the problematic. The rationale, on the other hand, behind administering the questionnaire to EFL teachers in our Department was for the researcher a way of collecting a maximum amount of data about teachers' knowledge on peer observation as a standardised concept which can conduct the teacher's own professional development. Experiencing a blueprint would remove from teachers the puzzling and disappointed teaching situations. This was a crucial focus within the questionnaire in the sense most of the questions were oriented to emphasise on the fact that teachers accept to be observed in order to put away what can make their teaching tiresome and jaded.

By the same token, given that the research tends to be quantitative and qualitative, the researcher asked questions that reveal the perceptions and beliefs of teachers about their teaching and whether they feel ready to undertake some of the investigative procedures by which they can alter those perceptions and beliefs that have led for so long to poor quality of teaching and substitute them by others. Another concern of the questionnaire was about the learning outcomes which stand to be the corner stone of the whole process of observation. The question was about the special impact would peer observation exert on the academics and what if it is officially organised in the Department as part of a training course for new lecturers or as part of a development process. When the teaching practices of any teacher become public, teaching in the Department turns to be discussible and issued as a collective responsibility and no teacher can be blamed for any problem which rises here or there. Hereby all teachers are compelled to reflect collaboratively and adopt a scholarly approach that help them break the barriers and behave with trust, flexibility and tactfulness. With regard to this, some questions were posed so as to draw from teachers the data needed to investigate in the area of collaborative reflection and its advantages to level up the teaching process and the learning outcomes. The next part of the questionnaire was devoted to the pedagogical preparation of teachers with close

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relation to the actual teaching situation. Indeed the respondents, thirty in number were of distinct and distant bio data and years of experience. Actually, they were ranked as follows: ten Maitres Assistants B, ten Maîtres Assistants A, and ten Maitres de Conference A and B. All in all, the included questions were all intended hopefully to get from teachers, the maximum amount of data that concern their pedagogical preparations and their teaching practices with close reference to the implications of teacher education development.

More importantly, concerning the investigative procedures that enhance reflective teaching, teachers had to answer the questions after having skimmed through a concise and precise definition of the investigative procedures. In fact, questions were found to conveniently explore the experiences surrounding the English Language development of respondents since their initial training (this includes the impact of university experience on their command of English and language teaching) and the perception of their competence in English and ELT.

Furthermore, the questionnaire sought the awareness of respondents as being reflective practionners and whether they apply in their teaching some of the exploratory tasks they were briefed about. Then, with the remaining questions, the scope was narrowed down to "peer review", as previously explained in chapter two. Hence, all the questions had the objective to gather data that are related to observation. The last question strove to shed light on the real constraints that prevent teachers from taking on new responsibilities by which they can change their beliefs and attitudes about teaching.

3.3. Aim of the Research.

In order to cope with the unexpected, nowadays, for fear not to be caught in an on-going ritual behaviour of routinized practices, the profession of teaching requires from teachers to look at their teaching and classroom behaviour so as to transmit knowledge to students in a reliable and efficient way by undertaking training courses or by being involved in a continuous professional development programme. Currently, in the Algerian context, however, there is no special evidence for professional training requirement for higher education teachers. Indeed teachers have never been subject of

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any provisional training course, nor have they been taking any professional development programmes which ensure them to acquire the necessary attitudes, beliefs and conceptions to enable themselves to become effective and competent teachers. On a further stand, and of considerable prominence, these teachers need an ideal professional development which provides them with the necessary skills and knowledge to design, deliver and evaluate tertiary educational programmes.

In point of fact, what can make a significant alternative is peer review as a key concept of teacher education development and as a major component of reflective teaching. If the concept of peer review is to be implemented and accredited within the Department over a long period of time, the whole academic staff will benefit from it as if they embark on an on-going professional development and turn to be life-long teaching learners. To this end, the researcher selected and adapted a peer review model in view to be adopted to the Algerian context and more particularly to the Department of English at Tlemcen University and whose objective is to centre on the development and improvement of student competencies.

The empirical research would be forwarded with the following procedure: the first investigative phase will be laid on the treatment of the questionnaire with concise analysis of each question. Next the floor is given to classroom observation with analyses and commentaries relatively implied to validate and cross check the data analysed in the questionnaire. Then the semi-structured interview with the students of master two will be another ground which will nevertheless add more strength and reliability to the research.

3.4. Analysis of the Questionnaire

Based on a qualitative approach to investigation, the present research is hypothesis-generating oriented. This is to say that the key issues that were focused in the research literature are to be confirmed within the empirical phase(Browse and Mayher,1991). On another side, the administered questionnaire is viewed as a consultation of the state of the art of this research field work since it fosters a data quantification that allows the research to shed light on the invisible issues of teachers

and their pedagogical practices in their classrooms. The resulting fact would help the researcher to suggest a solution that will hopefully fit, if applied, across the Department of English in Tlemcen's University or even across the whole university if disseminated and made pervasive.

3.5. Teachers Bio-data and Qualifications

With the present question, the researcher intends to draw the necessary bio- data from his informants because they offer important and significant information that can be helpful to the research in terms of interpretation of data. In fact, gender and number can make striking differences in the process of teaching and to teachers of being diligent or not. Moreover, gender added to years of experience can also show to what extent teachers can build a collaborative vision. Whether they are prospective or experienced and whatever their rank is, teachers, in sum, cannot display the same potential in doing their job. As evidence indicates, the informants of a total number of thirty differ in terms of years of age. Half of them are less than thirty and, of course, they represent those ranked as MaitresAssisstants and Maitres de Conference, the remaining ones are mainly ranked as Maitre de Conference and are more than forty of age. Three Professors are among the respondents and are pointed as the most experienced teachers of the Department and are around sixty years of age.

3.5.1. Training as a Pre-requisite Item for Teaching.

Teachers who have never been subject to any training start their job with great bewilderment and tend to be caught in a rut of awkward teaching practices. Twenty-seven out of the researcher's informants declared that they have never benefitted of any in-service training, nor have they started the profession of teaching relying on the bases recorded in the provision of a pedagogical preparation programmed in a pre-service training. Two of the remaining teachers said they had the opportunity to have some training sessions within once they were enrolled in Master's studies in England as they received a grant or a scholarship from the Algerian government to pursue their studies over there.

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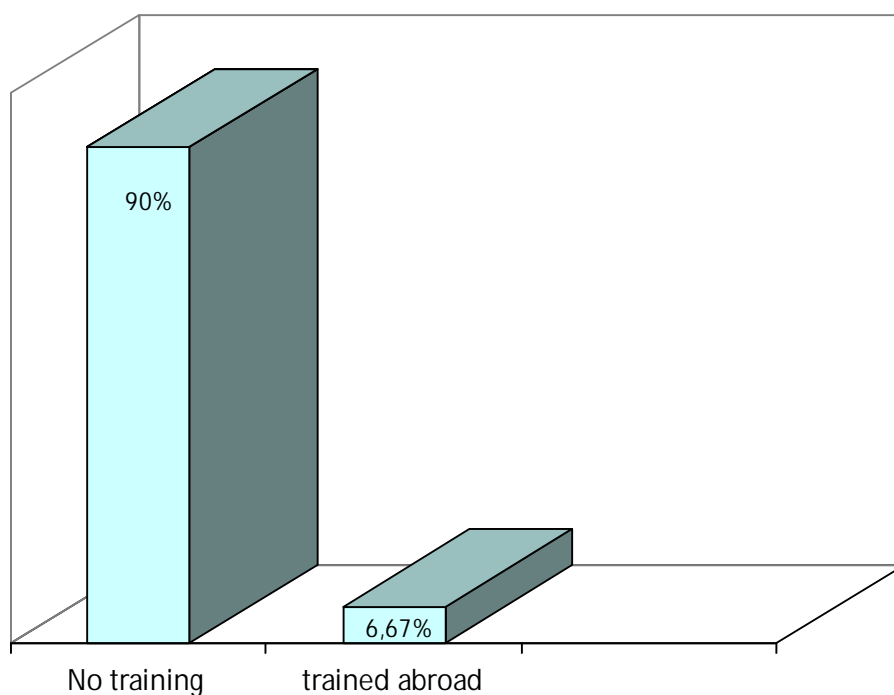
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3.1: Training Pre-requisites

3.5.2. Teachers' Knowledge about Professional Development.

When being briefed about professional development for teacher in higher education, twenty-two of the respondents said that it is useless to sit for a programme of professional development and maintained that they can get better teachers by the time they reach ten years of experience. About five teachers claimed that professional development should have been introduced in a special programme during the theoretical year as an integral part of the pre-service training aiming at giving training courses to would-be teachers before applying for a job in tertiary education. Two of the teachers said that they perfectly know that professional development of teachers is crucial to any teacher in profession and that teaching need to be underpinned by such development to ensure better quality teaching and successful learning outcomes. They also added that they acquired a fairly good potential in pedagogy at the level of the lycée since they were former secondary school teachers. One teacher, however, said that he got the knowledge of the importance of on-going professional development

from the net and he could manage to get empowered with the main principles by just getting involved in with on-line programmes.
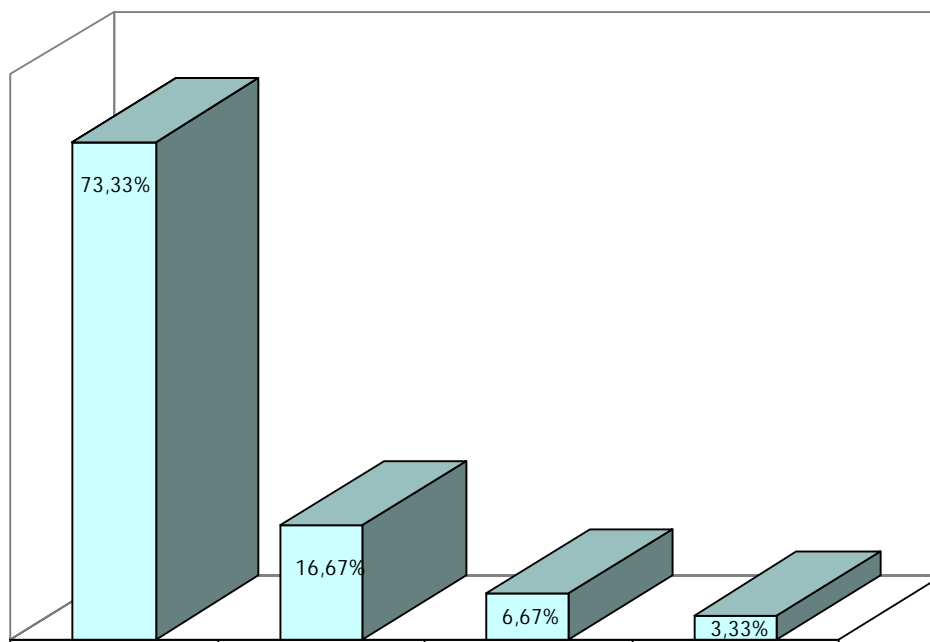
Graph 3.2: Teachers Knowledge

3.5.3.Teaching is Growing Cynical and Inertial.

The lack of vigour and will from teachers to change have made teaching taking a form of cynism and inertia. The present question, as a matter of fact, aimed at two different focuses. The researcher wanted from the first to be certain that teachers really think that teaching appears now to be cynical and inertial. Within the second half, on the other hand, the researcher wanted to know if the teachers confirmed that and whether they are doing something in order to sweep away cynism and inertia from teaching. In fact about fourteen teachers insisted on the fact that teaching is not that of satisfaction. The same teachers describe it as being that because of diverse reasons from inside the university walls and from outside. The remaining informants who were about sixteen insisted that everything is alright and that their teaching does not need any change nor any outside interferences.

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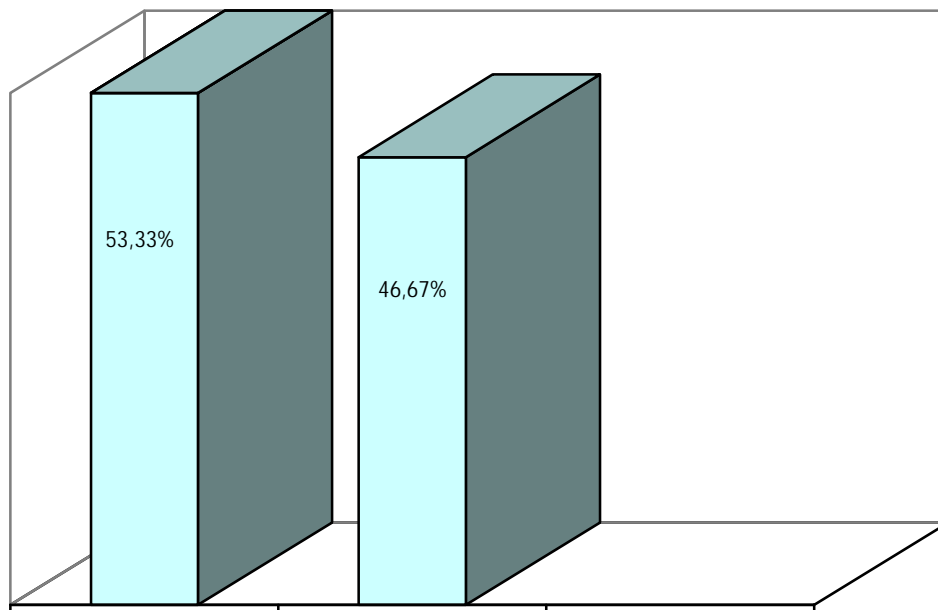
Graph 3.3: Cynical and Inertial Teaching

3.5.5. Epistemological Beliefs of Teachers on Teaching.

Teachers in tertiary education hold different views and distinctive assumptions about their teaching and about their learners' knowledge acquisition. These teachers, according to Schommer (1994) hold either naive or sophisticated beliefs they are referred to as epistemological beliefs (see chapter two). They are naive when they think highly that knowledge is simple, clear and specific and can easily be transmitted to the learners. What is striking is that twenty-four teachers responded positively and added that anyone can teach anything. Six out of thirty teachers think differently and posed that not any knowledge can easily be transmitted unless it is initiated by strategies and methods that alleviate its intricacies.

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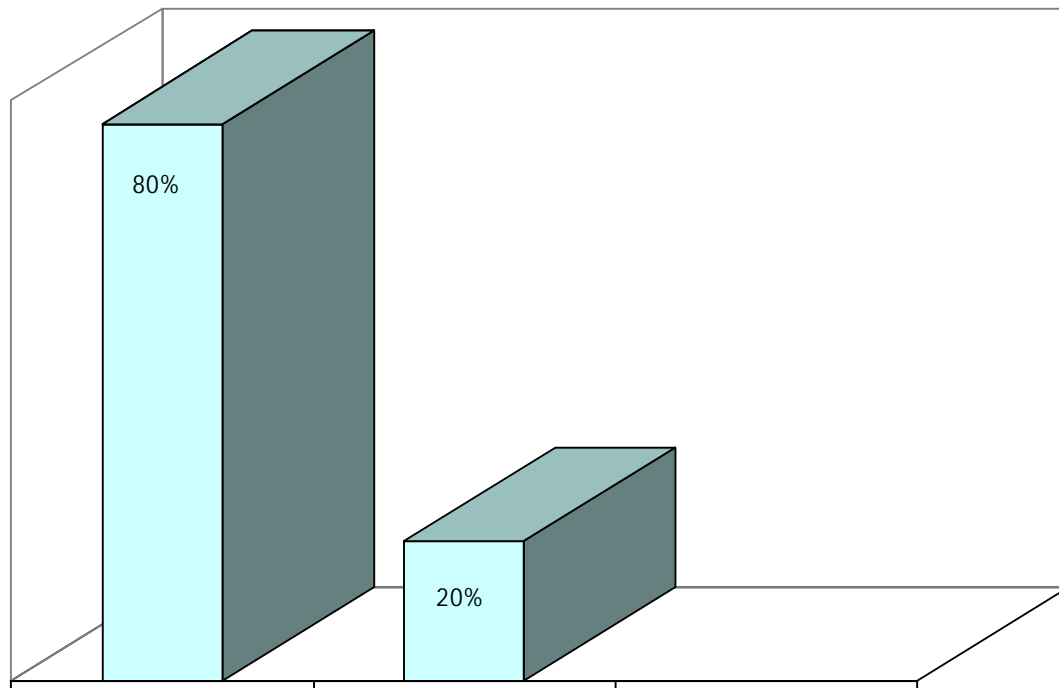
Graph 3.4: Epistemological Beliefs

3.5.6. Some Teachers Do their Job Better than Others

With such assertion, the researcher wanted to know whether teachers evidently believe that not all teachers teach in the same way and that there exist teachers who do their job better than others. Those who are better have primarily learnt from experience or they have taken some training courses in a given period along their career of teaching. About twenty teachers said that teaching is learnable and can be improved especially when one learns from more experienced teachers the strategies that make a teacher improve his learners' outcomes. Ten of the teachers asserted that the notion of good or competent teacher does not exist; therefore, they claim that all teachers are good at some practices and can be less good in others. However, it would be advisable not to rely utterly on what the others do for fear not to take and apply in one's teaching what turns to be awkward in theirs.

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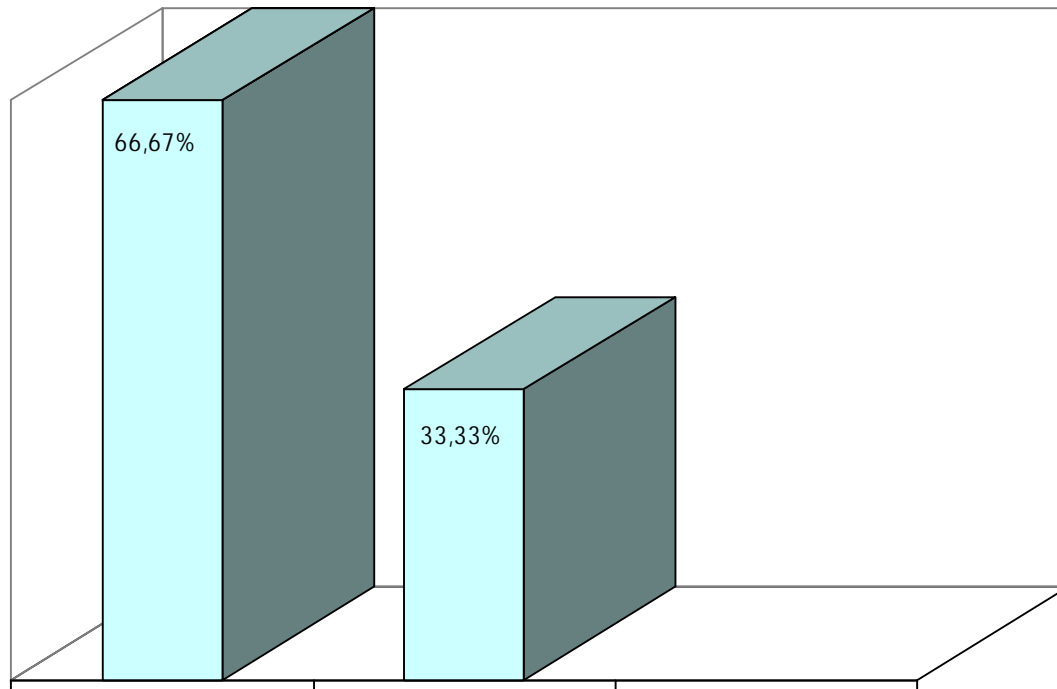
Graph 3.5: Difference in Teaching Practices

3.5.7. Inquiries about other Teachers' ways of dispensing Lectures

It is reasonable that a teacher turns to be inquisitive and curious about how other teachers dispense their lectures. These teachers, thereby, have more opportunities to level up, at a very large scale, their potential of teaching; moreover, they can incessantly make grow their power though they all agreed on the fact that it may bring about the change of beliefs and attitudes emphatically better classroom activities and, of course, improved students' outcomes. This negative attitude stands on the fact that it can be inhibiting especially when the teacher is backed by a refusal.

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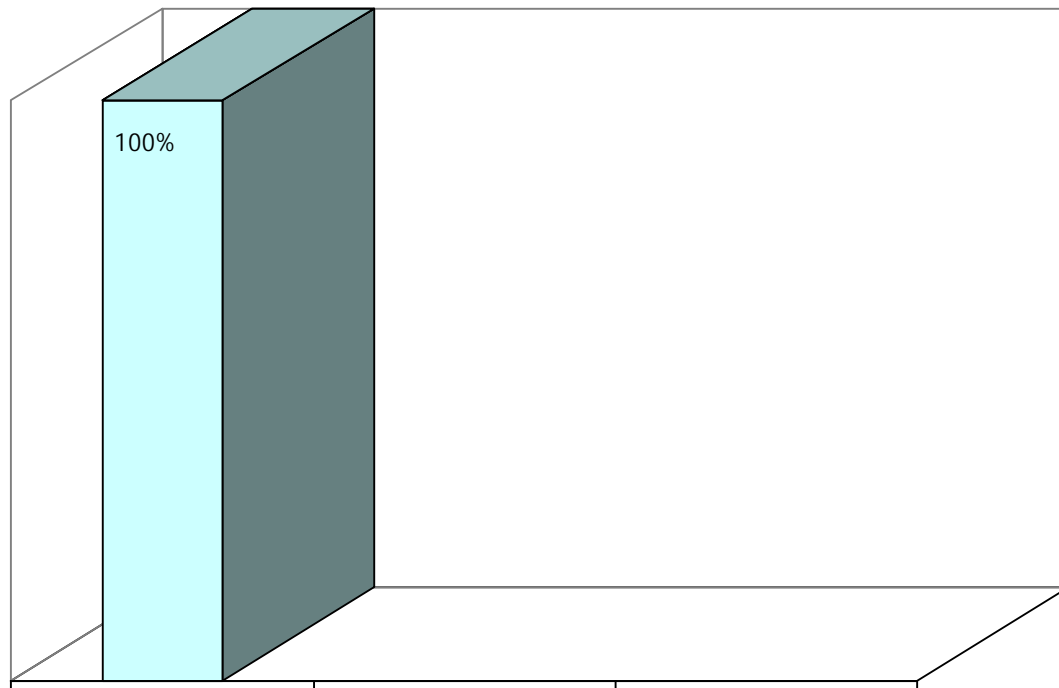
Graph 3.6: Teaching Inquires

3.5.8. Teachers' Participation in Professional Development Programmes.

When teachers are trained they do their job better than the untrained ones (Trowler and Bamber,2005). In the light of this statement, the researcher strove to determine the compelling reasons behind the conspicuous absence of both training and development at the level of our Department. Actually, what one needs to know before forwarding any investigation, is whether the respondents have at least benefitted from any of the developmental options put alternatively within the posed question. What draws the attention is that twenty-eight of the informants declared solely that they have never been undertaking any form or programme of professional development, except the occasional meetings with local or international, mainly, participators in conferences and seminars that were held in workshops and whose influence was not that of subtlety.

Likewise, the discussions and debates that were held in workshops with the foreign, teachers, they generally meet in the international conferences, remained vain and never can they be counted on to help shape one's teaching. We had no answer

from the two remaining teachers. The next related question seemed to appear not quite logical as for the teachers it is to be trivialised because it is nonsense to speak about the importance of something which has no single trace in the Department. Indeed, all the respondents pointed out to what truly happens in the Algerian university in general which is the absence of professional development opportunities that can be offered to teachers.
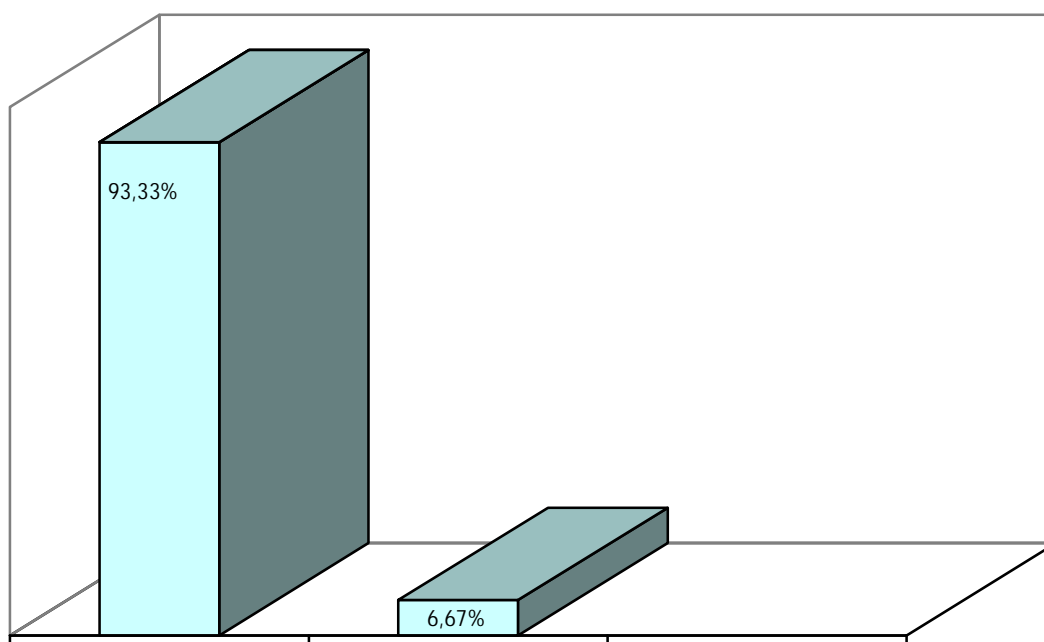
Graph 3.7: Teacher's P.D.P

3.5.9. Change in the Teaching Practices

When teachers eventually strive to change their teaching practices, they emphatically create outstripping transformations in the whole teaching/learning process. These change events range mainly from perceptions and beliefs of teaching to students involvement and engagement to successfully reach promising learning outcomes. Twenty-six teachers claim that they change their teaching practices when it comes to be necessary, but most of the time they stick to those which provide understanding and satisfaction. One of the informants said that she never stops changing reshapes her teaching. Three of the informants highlighted that they never make alterations since everything is alright. The subsequent question, which is closely related to this, was designed to know whether teachers' thoughts about what they are

doing in their classes are those of positive regards, or simply misconceived. In fact, all the teachers replied that they think that they do the right things in their classrooms and that their teaching is believed to be successful to the utmost.
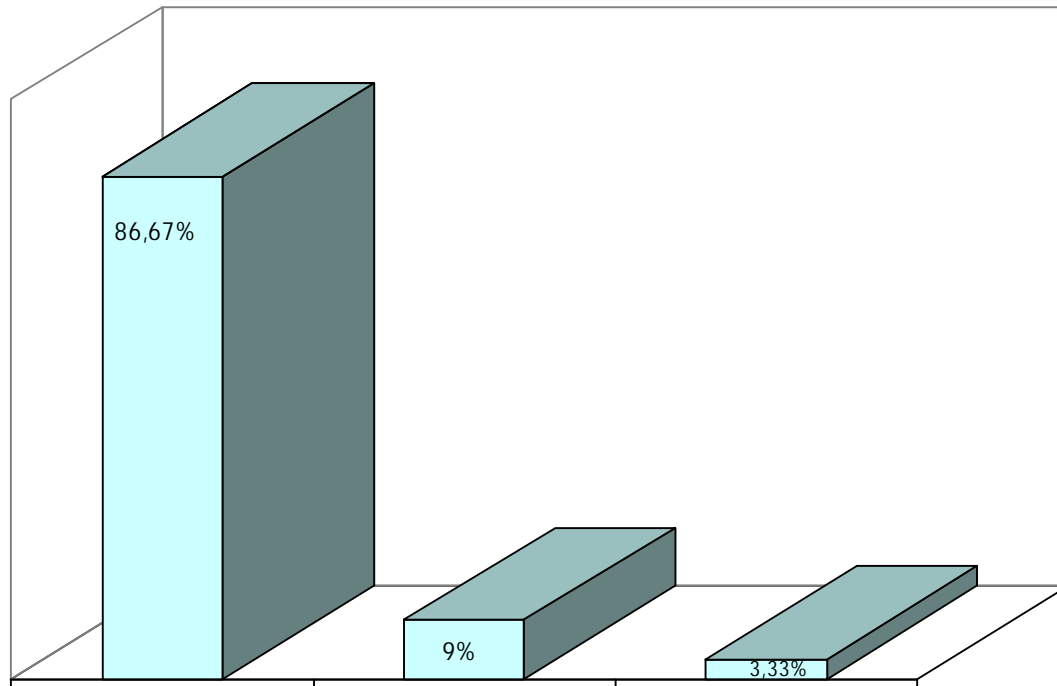
Graph 3.8:Changes in Practices

3.5.10.Teachers' Educational and Institutional Inquiry.

Sometimes it is quite urgent for teachers to question the bases and principles that guide tuition at the university. All too often, many a teacher dares to speak about the assignments and rules which govern the curriculum which is designed by officials from outside the classroom. Actually, teachers who assume that the things that turn to be negative and need to be altered are definitely those who wish to make teaching and learning change for the better. Having not quite caught the concept of inquiry, twenty-eight teachers responded by saying that they cannot do anything to make in-depth changes; they added that it is not of their business to create accurate methods that can boost the students' progress of learning content. The two remaining informants consider themselves as inquirers since they have contributed in the designing of the

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Master's syllabuses and that they made informed changes and took adequate measures which enhance students' better learning.
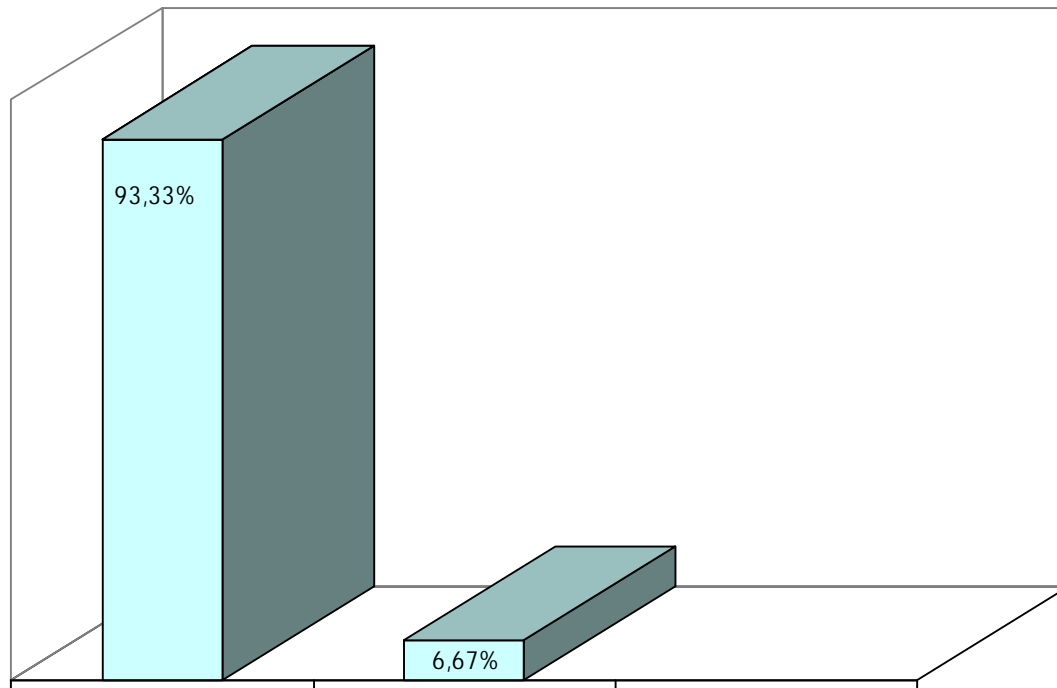
Graph 3.9: Education al Inquiry

3.5.11. Collaborative Teaching in the University

Collaborative teaching as evidenced by educationalists offer tremendous opportunities which reflect a broad spectrum of successful teaching activities. When teachers work collaboratively, they ensure the attainment of high standards in students' learning outcomes. The researcher, however, purposefully posed such a question and that so as to draw the attention of informants about the possibilities of pedagogical growth and the enhancement of collaborative reflection which can be very beneficial to efficient teaching. All of the informants, therefore, stated that they work collaboratively with their peers so as to fulfil the teaching of the same programme with a definite progression which is mainly suggested by the teacher who is appointed as responsible of the module.

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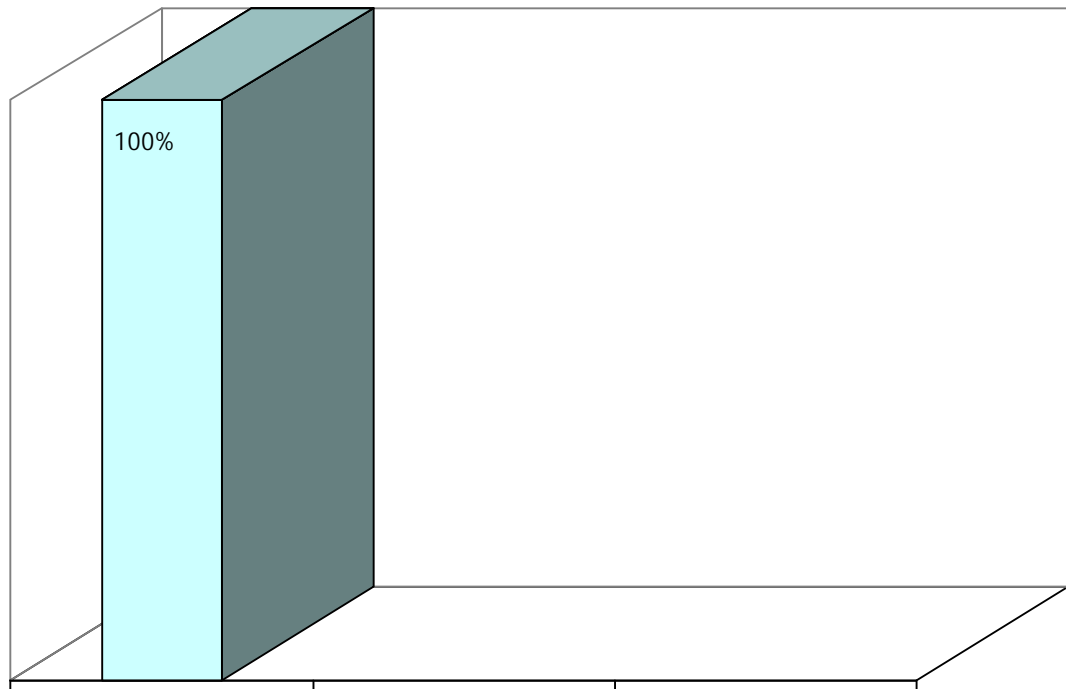
Graph 3.10:Collaborative Teaching

3.5.12. University's Impact on the Command of English

Out of this assertion, the researcher wanted to collect information about the impact of the university on the teacher's command of the English language, because a teacher who, effectively uses the language thoroughly in its systemic as well as its schematic forms, has the ability to develop a serious commitment to the achievement of teaching objectives. As was to be expected, the totality agreed that university experience had affected their command of English for the better. As for the other informants we had no answers.

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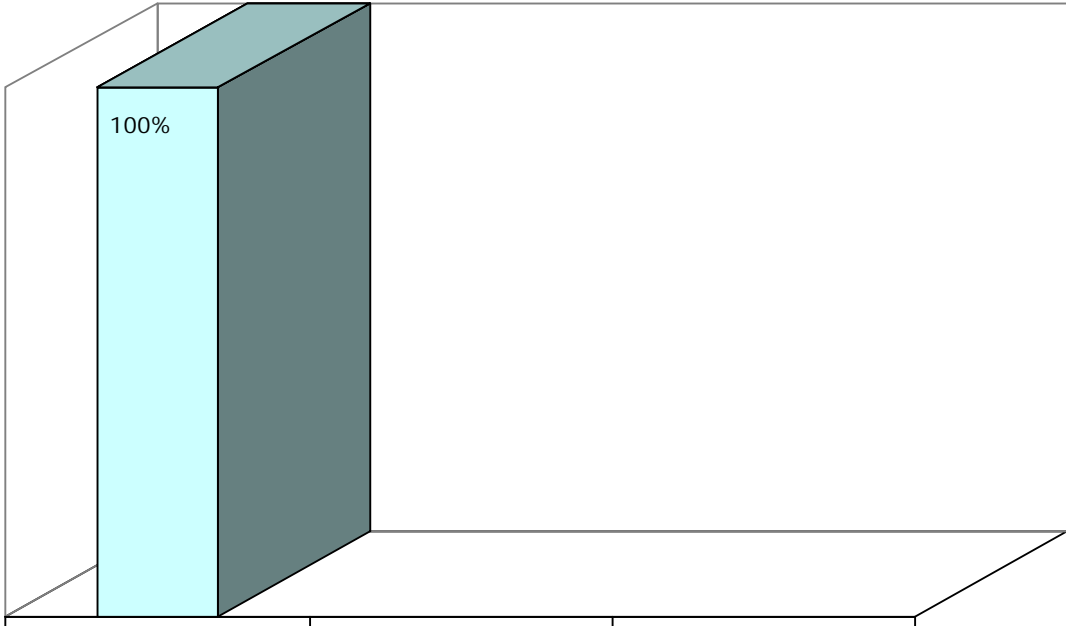
Graph 3.11: Command of English Language

3.5.13. Improvement from Experience

Regarding the acquisition of teaching experience, the quasi totality of respondents answered positively. The present question, of course, drives us to ensure the fact that teachers, by all means, acquire a certain teaching experience all along their teaching career
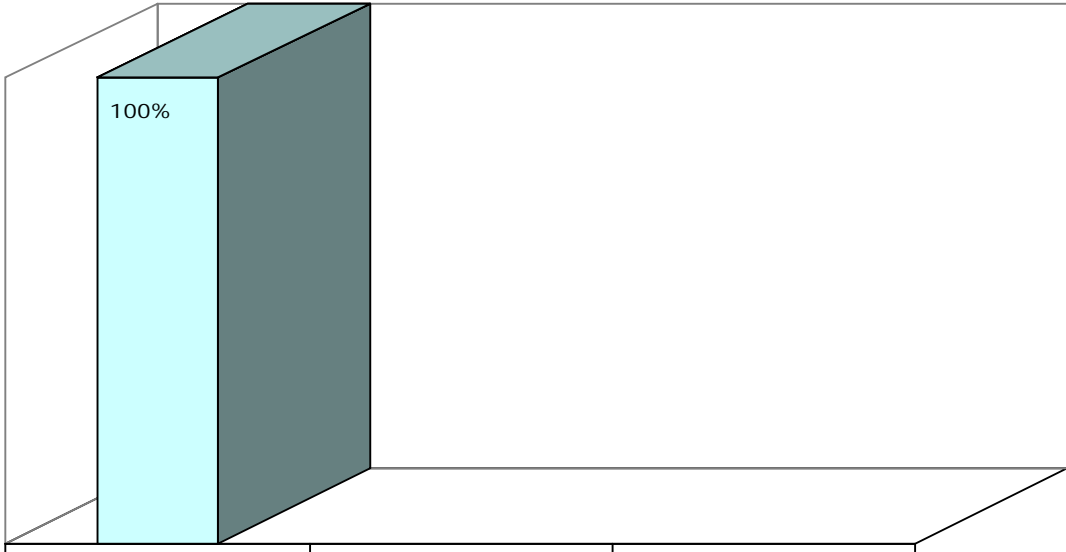
Graph 3.12: Improvement from Experience

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3.5.14. Collaborative Reflection

The objective of such an inquiry was to ensure that teachers are articulating their teaching practices, applying and adopting a reflective approach in their daily practices. What was not expected was that some teachers, about thirty percent really reported that there was a reflection which is shaped by contact with other teachers. However, about of respondents said that there was no reflection since the concept of TED is still unknown to them.
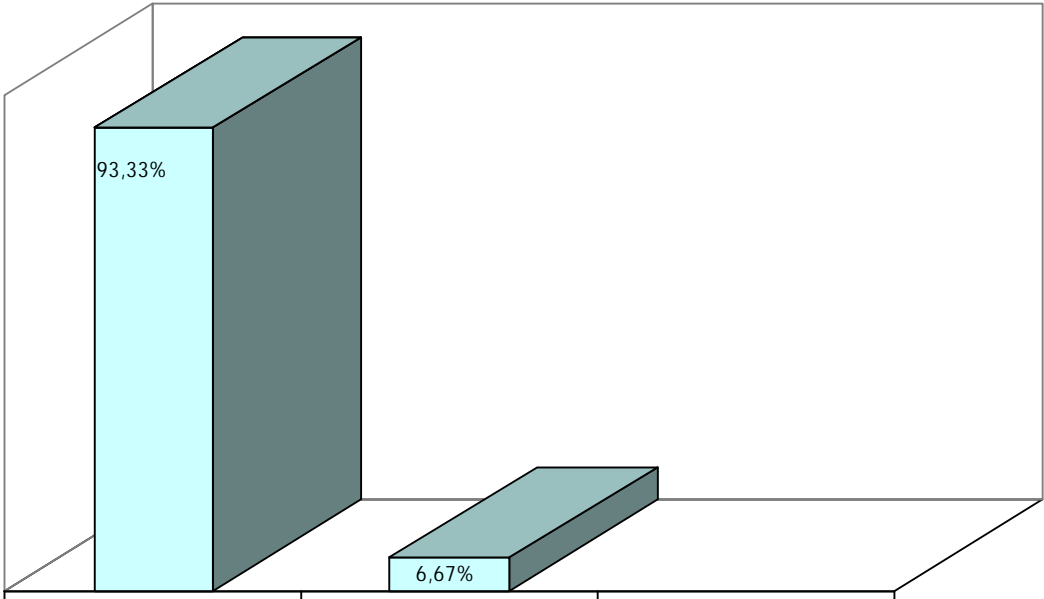
Graph 3.13: Collaborate Inquiry

3.5.15. Keeping Journal

Along with the investigation, the present question was meant to check whether teachers explore the option for change by using some of the investigative procedures, such as keeping journal which is a factual record of the teacher's teaching and a means of reminding the teacher of the highs and lows of his job. Hence, we recorded about half of the informants who confirmed using diaries where they recorded some of the teaching practices, and some of the experienced problems. On the other side, the second half of the respondents indicated that they had never kept a diary.
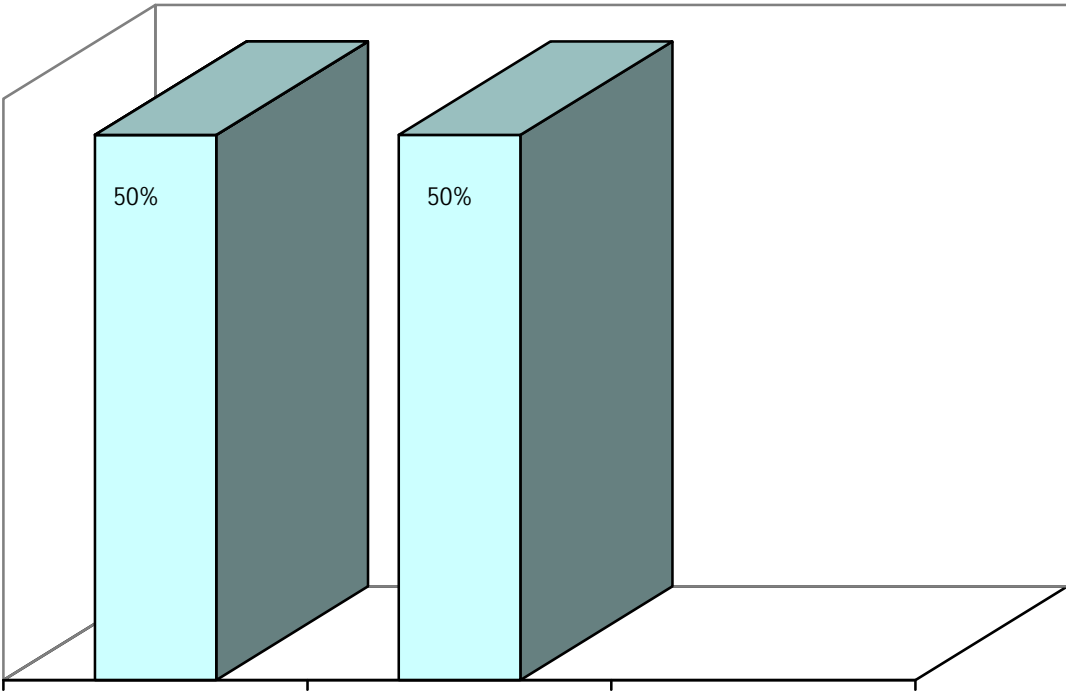
Graph 3.14: Keeping Journal

3.4.15.1. Nature of the Journal.

Through this question, we wanted to be assured whether the diary kept by teachers who answered positively, in the previous question, was the one whose content is the teacher personal reactions to things that happen in the classroom for future analysis. Most of the teachers, definitely, reported that within the diaries they listed down the steps of every day lessons as reminder to subsequent lectures. About five respondents stated that they kept diaries so as to make changes in their teaching practices whenever necessary
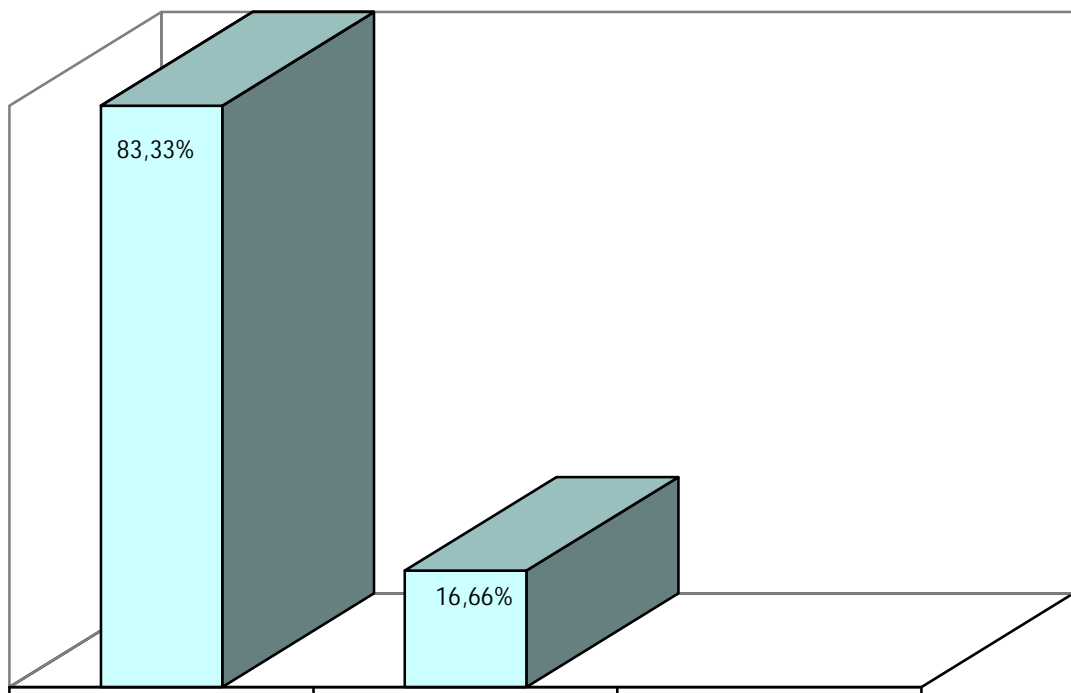
Graph 3.15: Nature of the Journal

3.5.16. Lesson Report

Similarly with this question, we intended to collect data about the adoption by teachers of lesson reports, which is considered as one of the most effective exploratory tasks for reflection, in the sense that it often serves as a useful record of many important features of the lesson and can, hence, be used to help monitor the teacher's teaching. About 80% of teachers, in this area of investigation, stated that they used lesson reports in their daily teaching, within which they mentioned the objectives and aims of their lessons' tasks and sometimes some extra activities for more practice and consolidation.

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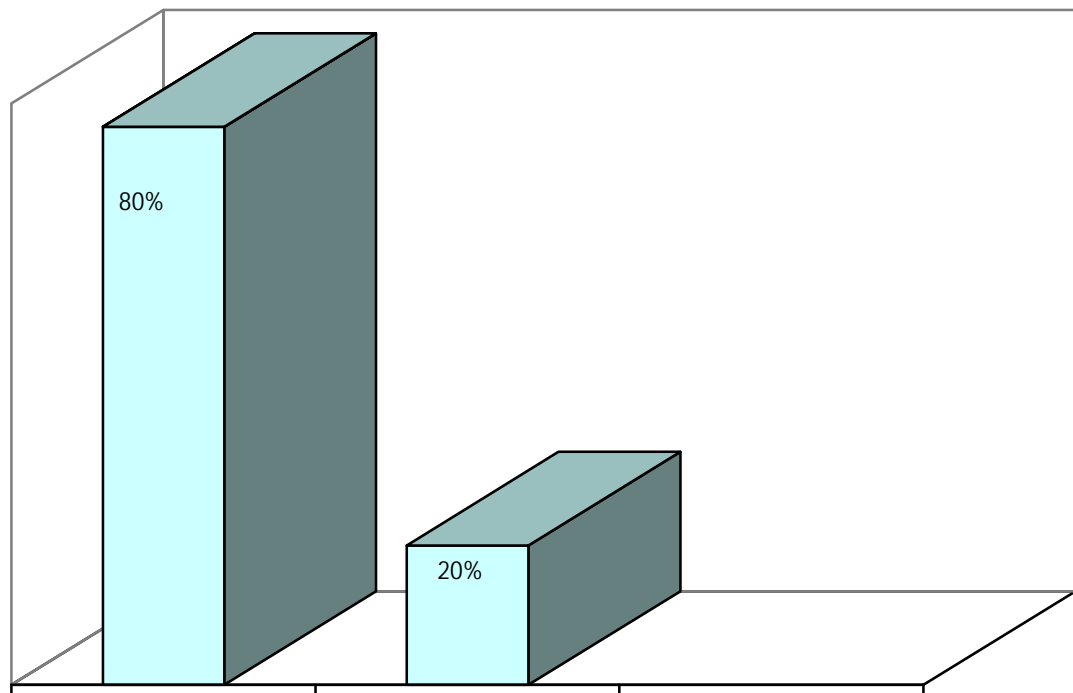
Graph 3.16: Lesson Report

3.5.17. Peer Observation as a Blueprint.

Peer observation tends to be a collegial deal especially when it happens to be held between prospective and experienced teachers in a non-supervisory or evaluative process. Admittedly, teachers who have just been appointed university teachers can gain deep and plain insight which make them on the track of an on-going process of professional development and, more importantly, life-long learners. The researcher; however, wanted to investigate in this area which has proved to be totally ignored. The informants at ninety percent showed a kind of refutation to the concept since they all declared that they have never experienced such a concept since it has never been evidenced by officials nor was it taught in TEFL lectures in the outset. One of the respondents pointed out to observation, as officially described and probably prescribed, as being threatening and regarded as an ordeal.

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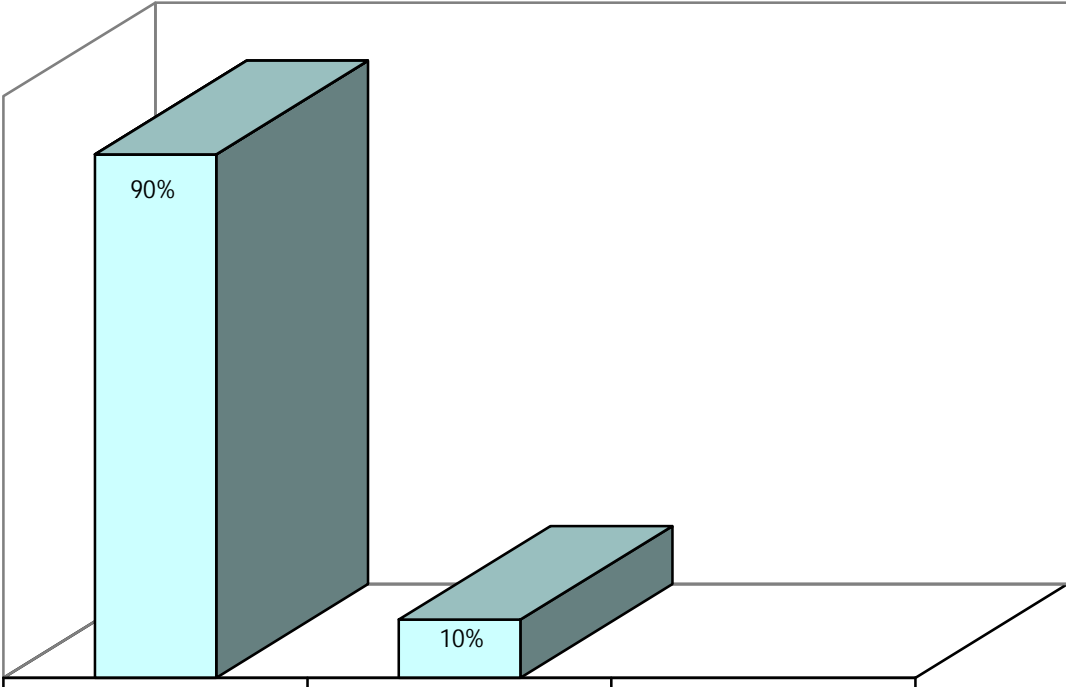
Graph 3.17: Peer Observation as a blueprint

3.5.18. The Debriefing Meeting

As post-observation meeting is a premium for feedback and therefore for reflection, the tendency for such question was to verify whether teachers meet after having observed or having been observed. The results of this question were diverse and divergent. It was about 45% of teachers who said that the post-observation meeting was mainly held in the staff room. Some 20% of other informants reported that, because it was considered as unofficial there was no special post meeting, but teachers only point out to some of the aspects of the performed lesson, or exchange ideas while getting out of the classroom. About 20% of other respondents stated that there is no post-observation at all. Distinctively 15% of the remaining teachers concluded that they generally meet outside the school and discuss all the teaching methodology practised by their peer for feedback and development.
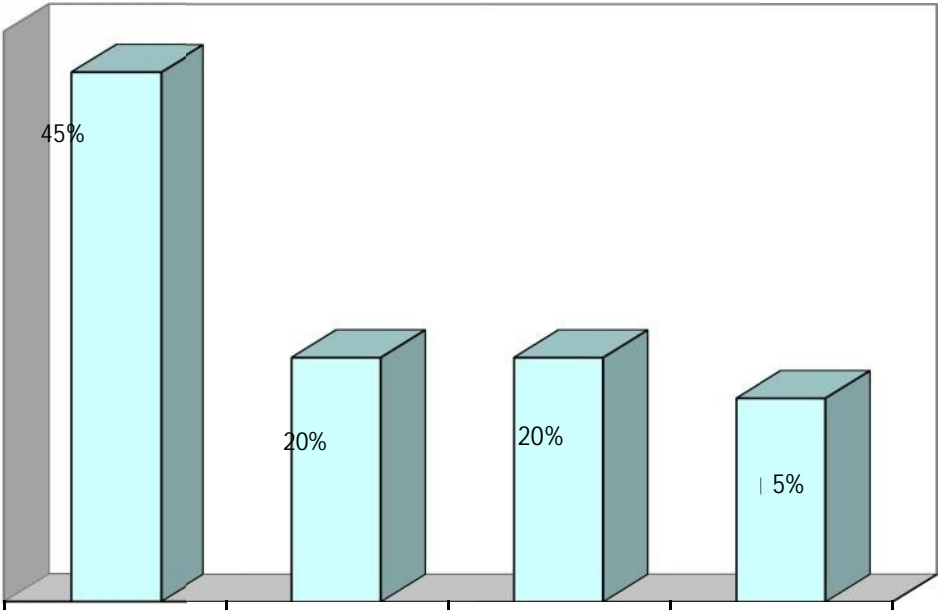
Graph 3.18: The Debriefing Meeting

3.5.19. Holistic Evaluation of the Peer's Performance.

With regard to focuses in a peer observation, 45% of the respondents claimed that their main focus was on the methodology and techniques used by the performer of the lesson while setting up the main objectives of the out put. About 45% of others reported that they, actually, told the observer to evaluate their pronunciation, intonation, speech facility etc. The rest of the informants mentioned down that they do not tell the observer to focus on any aspect of the lesson.

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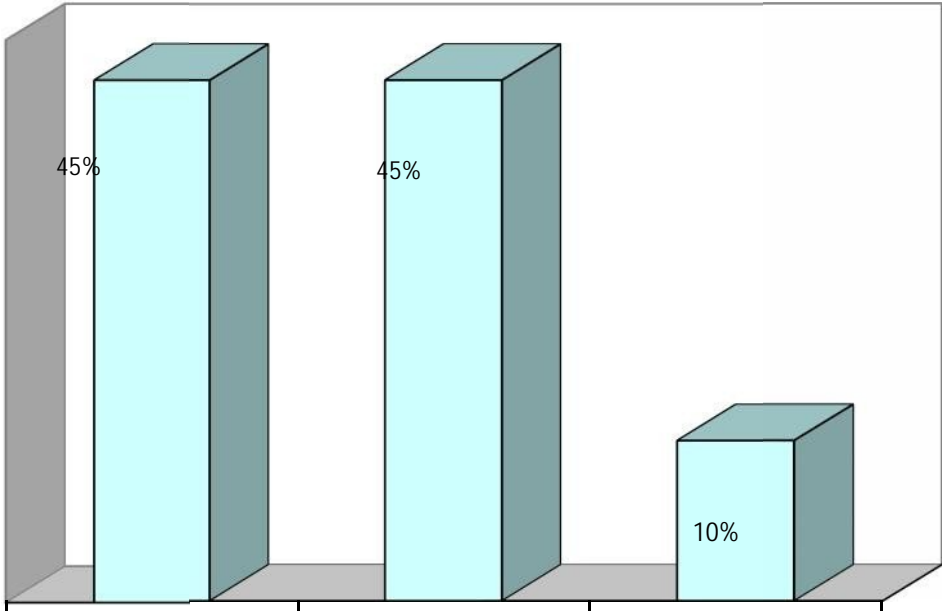
Graph 3.19: Holistic Evaluation of the Peer's Performance

3.5.20. Frequency of PO Arrangement

This question lays an emphasis on the frequency of peer observation occurrence. Thus teachers were requested to roughly indicate the number of times class observations occurred in their school. The result showed that 90% of informants reported that they have never experienced peer observation. What was not expected is that 5% of teachers considered the group they work with frequently arrange class observation not for gaining mutual insights, but meant for entertainment. Contrariwise, 5% of others admitted arranging class observation in order to exchange ideas.
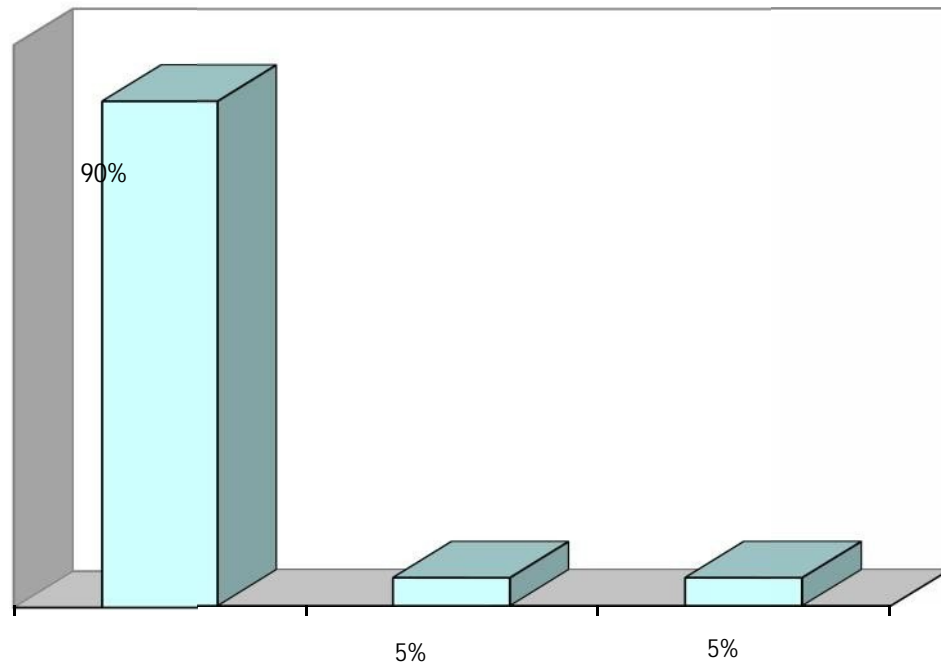
Graph 3.20: Frequency of PO Arrangement

3.5.21. Constraints Hindering Development

- High teacher-students ratios.
- Pressures of the administration.
- Long dull heavy programmes.
- Underpayment
- Misbehaviour problems.

Throughout this question the researcher intended to highlight the main acute constraints that stand high, as obstacles, before teachers and prevent them to keep on refining and changing for better their teaching practices. As a matter of facts, and as was to be expected the high teacher-student ratio was the constraint that was unanimously pointed out by teachers. Actually, 97% of respondents denigrated the teacher-student ratio. The second more or less important constraint was the fact that teachers have been under the pressure, for years on end, we reckoned, therefore, the

percentage of 90% respondents who thought that this constraint could be counted among the accumulative hindrances to better teaching.

The third outstanding recorded percentage (91%) fell upon school discipline problems which teachers had to face every now and then in order to ensure and to gain composure and betterment.

The fourth ranked constraints concerned the pressures of the administration. Yet, 85% of informants regarded these kind of pressures the cause of feelings of demotivation and low esteem among teachers who have the ability to take on new responsibilities.

The next ranked constraint that has proved to be destructive rather than constructive, according to 75% of teachers, was about the long dull heavy programmes, which make teachers only think to come about their completion by the end of the academic year.
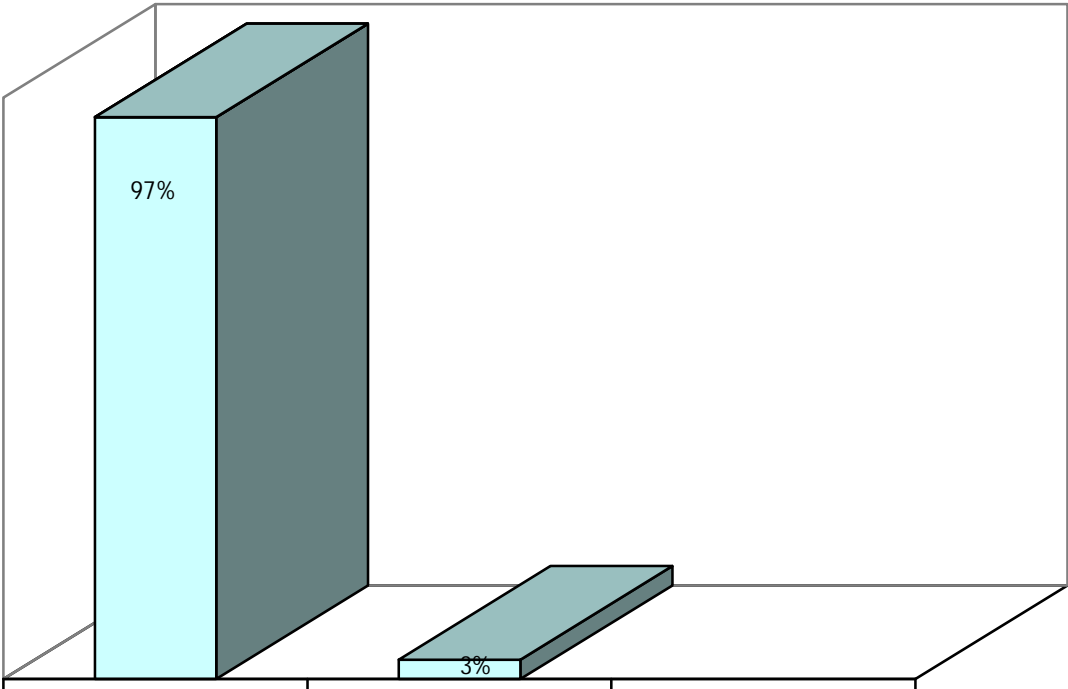
Graph 3.21: Constraints Hindering Development

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3.5.22. Language of Lectures Dispensing

- Reading English books and magazines
- Reading English literature
- Talking with colleagues who teach English
- Travelling to English speaking countries
- Corresponding with friends and acquaintances
- Chatting with natives on the net.
- Listening to radio and TV programmes.

The intention from this question was twofold. Firstly, respondents were asked to indicate those areas that they know to affect them; and secondly it was to complement the data gathered in the previous question, but in particular, it sought to what extent teachers practise the spoken form of English besides using it while talking to their students. Out of the analysis, we found out that all of the respondents are exposed to all forms of exposure to the English language except that this exposure excludes travel to English-speaking countries. Five of the teachers reported that apart from their classrooms they speak English in none of these areas.

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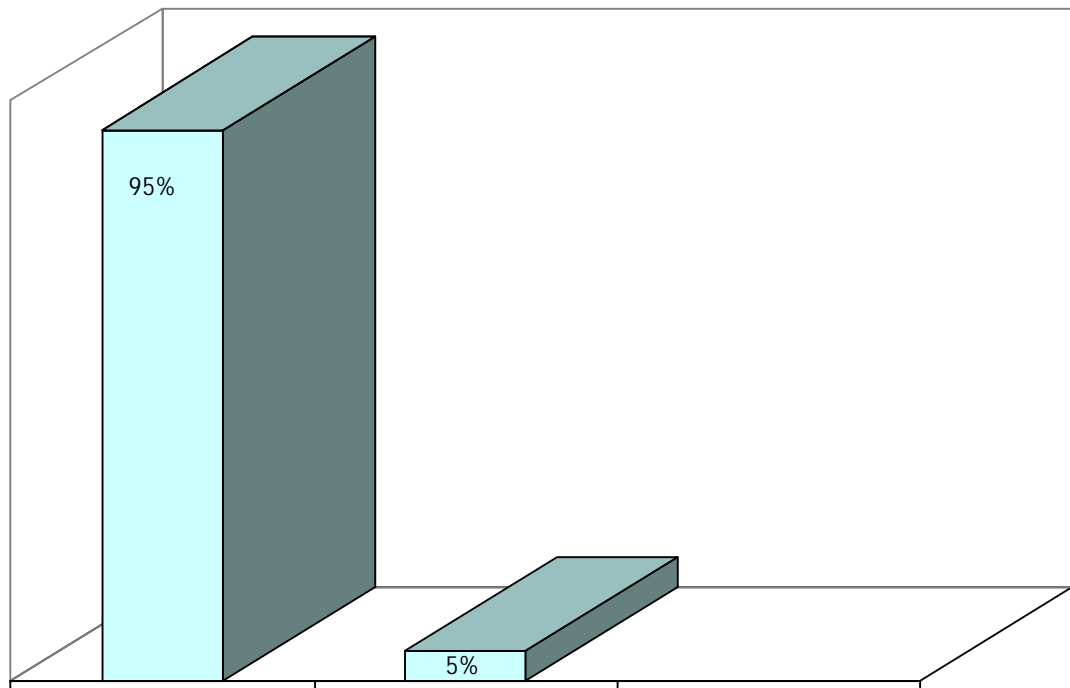
Graph 3.22: Language of Lectures Dispensing

3.5.23. Application of Training Strategies

- Pre-service training
- In-service training
- Personal teaching experience

With regard to what teachers are applying in their teaching, very few respondents 14% reported that they are doing in their teaching what they learnt in the university. About 20% of teachers indicated that their practices are shaped relatively to the in-service trainings they attended. Contrariwise, the majority of informants said that they did not take any profit from pre-service nor any experience in-service trainings but their practices were made out of a self-reliance process.

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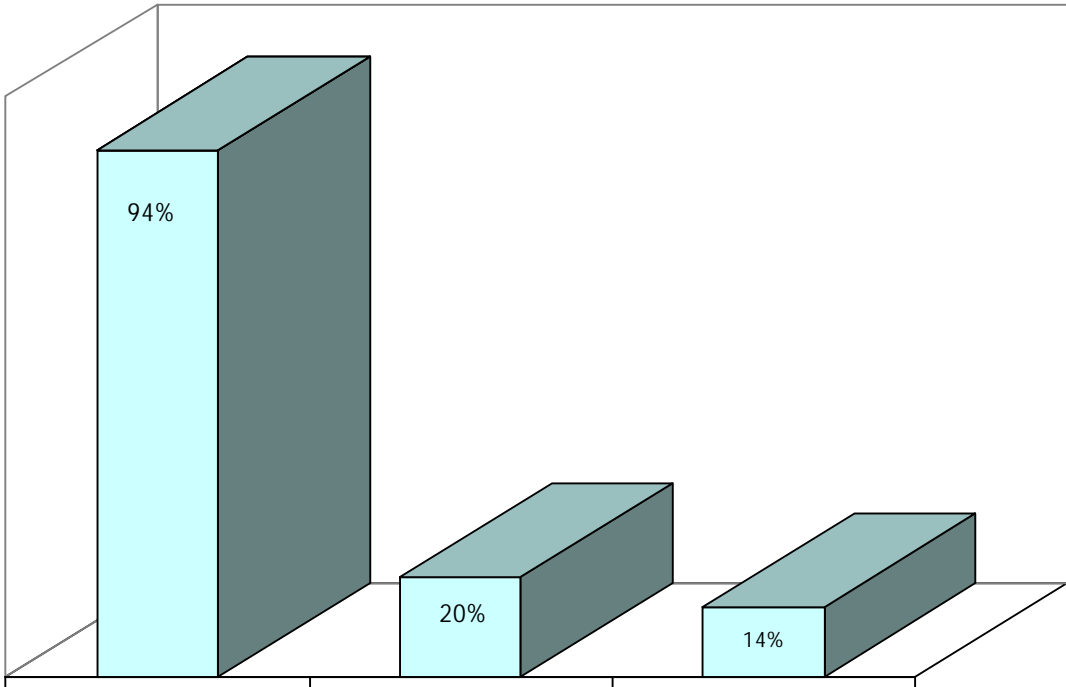
Graph 3.23: Application of Training Strategies

3.6. Classroom Practices under Research.

The researcher, hereby, puts forward classroom observation as another tool which hopefully can be conducive to evidence and logic and accurately describes the byways of observation when in the context of application. Classroom observation is also considered as an undeniable means with which we can check and validate all the data gathered in the research. On a worthier side, classroom observation offers the opportunity to deliver information in the real environmental teaching setting where the observed teacher can act out in a very natural and correlative students managing their practices as well.

3.6.1. Profile of the Observed Teachers

The researcher selected two teachers with whom he shares great collegial esteem and friendliness. One of the teachers is a Maitre assistant A, having an experience of eight years at the university but who taught at the level of a secondary school more than eighteen years. The second teacher is a Maitre de conference who holds an

experience of more than fifteen years at the university. Both teachers are said to be tenured and having great potential in teaching and pedagogical practices. What is also important and interesting to be cited about the two teachers is that both of them have participated in many local and international conferences on teacher education development. One of them has even taken in-service courses in a European country. In sum, the researcher adapted a method of observation taken from Gosling 2002 and Guskey (2002).

3.6.2. The Classroom Observation

This classroom observation lasted, in fact, two complete academic years. During this period, one of the teachers was teaching socio-linguistics in the first year of observation, but within the second the researcher observed him teaching oral expressions. As far as the second teacher was concerned, he taught didactics over the two academic years of observation. The observation of both teachers was carried out taking into account some practical pedagogical focuses upon which the field work is based. Besides, the rationale behind this classroom observation was to collect data from both teachers' teaching practices that give clear indications whether their professional practices are triggered with an on-going critical reflection sustained by considerable input reflections on their teaching.

This was viewed by the researcher in such a way, owing to the fact the questions on peer observation within the questionnaire indicated that all teachers at the level of the Department have never experienced a peer review process with its fully official principles as highlighted by Gosling (2002). Ample evidence guides us to think over about the remaining investigative or also called exploratory tasks which can undeniably bring insight as much as peer review can do.

These investigative procedures are: keeping journal, lesson report and teaching portfolio. The researcher started then the observation which was mainly based on exploratory tasks oriented investigation, i.e. to ascertain whether both teachers use the

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procedures to reflect on their teaching practices. The observation was scheduled on a regular basis and on an agreed time table with the teachers. In fact, the teaching practical elements to be observed were those which usually occur educational setting. Admittedly, the teachers were observed on the following elements which make constructive view of teaching and which are suggested by Brown and McInryre, (1992):

- Creating a relaxed and enjoyable atmosphere in the classroom
- Retaining control in the classroom
- Presenting work in an interesting and motivating way
- Providing conditions so learners understand the work
- Making clear what learners are to do and achieve
- Judging what can be expected for the learner
- Helping learners with difficulties
- Encouraging learners to raise their expectations of themselves
- Developing personal relationships with students
- Demonstrating personal talent or knowledge.

Teaching then entails the use of all these elements whilst the transmission of knowledge and how it can be turned out to guidelines for actions. What is worthy to note is that the essence of the observation is to ensure that both teachers are reflective practitioners and that they reflect on their practices and collect data from their classes in order to use them for change and for betterment. It is in this particular sense that the teacher's own experience becomes open to reconsideration, critical examination and to reflection (Ourghi, 2002). Owing to the perspectives of this view, critical reflection can be experienced by asking the following questions:

- What do my practices say about my assumptions, values and beliefs about teaching,
- Where did these ideas come from,
- What social practices are exposed in these ideas,

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- What views of power do they embody,

- Whose interest seems to be served by my practices,

- What is that acts to constraint my views of what is possible in teaching

Within the observation the elements of constructive teaching were utterly focused on and recorded by the researcher, but what is worthwhile to highlight is the fact that there were many shifts in focus to teachers reflecting on and, mainly reflecting in action. Making out all these, the researcher noticed that for both teachers the elements of constructive teaching appear well applied in their teaching. They had both of them the ability to retain control of their classes and, more importantly, they introduced their topics with great interest and motivation.

Even more, it happened for both them to make pauses as a strategy to look back at what was successfully being made evident to students. From time to time, the Maitre assistant teacher stopped to help students with their difficulties to grasp some of the elements of the lecture. The maître of de conference, on another side, frequently proves that he was a tactful and knowledgeable teacher especially when exemplifying and illustrating the elements of the lecture he dispenses. The students of both teachers feel confident and involved in each of the courses they attend and in the accomplishment of a particular goal of the lecture, or sometimes a task to be performed; they show their involvement by frequent hand rising to ask pertinent questions.

The researcher, in a later stage, tried to foster the investigation by wondering if both teachers were reflective practitioners. He therefore asked them if they refine and reconsider their practices once they get out of the university walls, or if it happens to them to inquire about the delivery and arrangement of some lessons critical steps with their peers inside the university walls. The maître assistant, held tight to the assumption that his teaching practices are closely related to the values and beliefs he holds for teaching; whereas, the maître de conference, responded that he never reflected on his practices once they are performed in a given class with a given group of students. He

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sometimes added that he is quite sure that his way of dispensing lectures is the right way and that nobody can do better than that.

3.7. Students' Interview

To validate the data collected within the questionnaire and the classroom observation, the researcher conducted a semi-structured interview with the students of Master II. The interview was stimulated by inquiries from the part of the researcher to get feedback from the students since it is considered to be much revealing and much consolidating. Before the interview takes place, the researcher explained the whole concept of reflective teaching and peer observation and then explained broadly the objectives of his research to the students.

The questions of the semi-structured interview ranged from teachers making decisions that can enhance learners' motivation to learn, the arrangement of the teaching practices, organisation of input tasks, the nature of tasks the learners are asked to do and whether these tasks are valuable and related to their interest and stimulate their curiosity. The questions also reported on the autonomy they are allowed in working, how they are recognised for their accomplishment, grouping practices, evaluation procedures and the scheduling of time in the classroom.

These are primarily the factors suggested by Ames (1992) that fuel a teacher's decision which underpins the motivation for students to learn. It is common belief then that students are completely aware of the teacher's classroom decisions especially when they happen to turn around the learning process. However, teachers need to seek to optimise the standards of their teaching in order to achieve better quality teaching. Around this particular area, the researcher wanted to get information from the students about their teachers. In reality, it was the focus in form and content to ask students of Master II if their teachers have changed, throughout the years of teaching they spent with them, in motivating their learners by engaging and involving them while using special cues in performing tasks.

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What is also worthwhile is from the part of teachers to make reformulations of their teaching activities or practices so as to alter those practices which turn to be negative for learners' integration in the process. Admittedly, students feel instantly the difference if ever a change in the teacher behaviour of their teacher occurs and perceive it as being positive for their engagement and involvement, or as being negative. The students also perceive when a teacher keeps on teaching in the same way and never changes over. It is in this set of teaching areas that the researcher aimed to shape the semi structured interview. The questions the researcher asked the students were as follows:

- Do you feel that your motivation to learn has reached the utmost?
- Do you think that your teachers are responsible for your learning and motivation?
- Do your teachers maintain their management system by keeping you engaged in productive learning activities?
- If yes, how do they achieve this?
- Have you had teachers teaching you from your first year in the university?
- Do you feel that these teachers got improved and changed their strategies of teaching?
- Do you feel that their teaching is much better now than it once used to be in terms of your motivation involvement and engagement in leaning?
- If you think that your teachers have never changed for better, what could be the reasons behind that?

3.7.1. Analysis of the Interview

The students reacted positively to the basic questions of the interview in the sense that most of them were motivated and interested in. It was for the researcher as to begin from scratch in searching for answers to this complicated area of investigation as the topic appears to be a taboo. Thereby, in order to be subdued, the students were briefed by the aim of the interview so as not to believe that it was a session of criticising teachers. The interview was organised in a way to give the opportunity to each student

to express his/her thoughts. As it was expected, roughly speaking all the students, who were about twenty-two in number, gave their points of view. Some of them even made comments and remarks about the issue. As for the teachers' efforts to motivate the student and to monitor activities to get them engaged in the process of learning, all of the interviewees agreed on the fact that the quasi totality of teachers except one or two deployed big efforts to increase students' awareness to get motivated and interested in the subject matter. The next area of investigation to be cleared up was the fact that students really believe that teachers are the first responsible for their motivation, interest and engagement in learning. Without doubt they all believe that they all count on teachers to put in practice psychological strategies to motivate them.

The question upon which more emphasis was laid on, was whether they had teachers who taught them from first year and whether these teachers changed all over the years their strategies of teaching, or in other words, if these teachers are different from what they used to be. The response was that some of their teachers, actually taught them from their first year, but what is evident is that, these teachers remained the same throughout the years. It necessarily means that they keep teaching using the same methods to maintain the same learning environment. They maintained that their teachers had not kept their ways of teaching, but counted always on students to make further research on the taught topic and what is clear is that they none of them has adopted a new approach to teaching. They say that these teachers have not made efforts to improve their experience in teaching that is why they did not get improved.

3.8. Results and Interpretive Investigation

There have been concerted efforts among universities to promote teaching quality with successful learning outcomes. What comes to be in the position of priority, is a quest of an ideal teachers' professional development and a provisional plan to adopt a new strategy that launch teachers as life-long searchers of better teaching. Actually, teacher education can effectively bring about the change which all academics are expecting to be set up or dished out by officials. It is in fact the concept which

ensures to set teachers acting as independent agents for change. Collecting data from their own classroom and using these data for change and betterment. Sometimes actions of change are articulated through investigative procedures that can be undertaken by teachers. The one which offers the most powerful source of insight, is peer observation which can be applied and implied systematically in the teaching process of higher education. Teacher are definitely aware that teaching at the level of the university should be reconsidered and new visions should be adopted for teachers to be better equipped to tackle the job which is now completely fraught with difficulties.

3.9. Teachers' Suggestions

The suggestions we collected from teachers on the issue of shortcomings of teacher training and teacher development, are many and diverse. First, and above all, teachers highlight the mismatch between teachers' pedagogical preparation, at both levels of pre-service and in-service trainings and what truly happens in the classroom. Teachers also insist on another mismatch which recently arose between modern ELT approaches and the language situation that prevails in the EFL context. Henceforth, in term of suggestions, many of the respondents proposed that teacher preparation and ELT practice should be reformulated and sustained by more enlightened educational decisions so that EFL teachers know what they need to know in order to start a change which can bring about effectual results.

Surprisingly, all teachers agreed on peer review to become accredited so as to all teachers can benefit from good practice of experienced teachers. As for teacher education development, teachers recommend that a new range of seminars and study days be organised on a regular basis and which bring the objectives of disclosing the concept of TED and to set up a steady strategy whose goal is to foster independent teachers who know what they are doing.

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As for the constraints, teachers suggested that the decision makers should immediately start resolving the many constraints that hinder professional development. If all these hardships are swept away from the ground of this honourable job, teachers will regain self confidence and high esteem. Only in this way, teachers, by the help, of trainers, inspectors and the like, will refine and re-enact their teaching and will show more compliance and great diligence in their school work.

3.10. Results Interpretation

Respondents were asked whether the pedagogical knowledge, they bring to their teaching has been learnt in formal training (preset or inset) or much of it accumulated from experience. Most of the respondents answer that they are applying in their teaching what they have learnt from their personal teaching experience. This conspicuously shows that nothing has been tackled in terms of completing professional development courses to prepare teachers to do their job of teaching with satisfaction, efficiency and consistency in a well-rounded language teaching education (LTE).

Besides, attention is to be drawn on the fact that respondents have been teaching for more than twenty-five years. Therefore, it can be inferred that these teachers felt quite diffident in the beginning of their career and even though many of them were devotees of teaching they feel less motivated as time flows. By these facts we come to the conclusion that these teachers take no experience from initial training nor any profit from the insets(workshops of conferences, study days seminars…) they took part in. Now, they assert they feel at ease because of an on-going self-reliance experience.

The remaining respondents, who have about an experience of less than fifteen 15 years, say that their "savoir faire" is grounded on the basic elements of language teaching they theoretically acquired only in presets. On the other hand, some teachers

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even commented that INSET courses offer little if anything new or worthwhile because they do not take into account practical considerations, but must lay on emphasis on the problems that arise in the classroom setting.

Roughly speaking, language teaching education in Algeria has proved to be hollow and not adequate in terms of the preparation of teachers' practical courses to tackle their work with determination and commitment.

Concerning teachers who analyse their own practices and consider alternative means for achieving their ends, it can be asserted that many a teacher has no knowledge of what reflective teaching is, maybe because the by-ways of reflection still remain ignored at the level of higher educational. This fact is indubitably the one which makes teachers still bewildered in applying the right techniques that can help them extricate from practices which are no longer in current use.

Furthermore, teachers now feel free to choose any programme they wish to teach provided that th other colleagues are doing the same thing. What is hurtful is that, these programmes are not really based on the systemic levels of the language that should meet the learners needs. This has awfully and remarkably turned out teachers to blind followers of the suggested programmes. Conversely, this must not prevent us to claim that there exist a great number of well- prepared, effective and caring teachers who are concerned about their work and have always examined their attitudes, beliefs, assumptions and teaching practices and use the resulting insights to improve their teaching. (Richard and Lockhart, 1994).

Most of these skilled teachers have attained a high degree of expertise and an advanced level in the on going process of conveying knowledge. Though provided by a broad explanation of each investigative procedure, some teachers answer positively in using lesson reports in their daily teaching. But what is contradictory is that they have added that the notes they take in their reports are all the same they mention in the lesson plans. Thus we come to the conclusion that these teachers misunderstood the

concept. What should be inclusive in a lesson plan, however, is the general objective of the lecture with the aim of each task .

Conversely many teachers answer negatively to the questions because they claim that they have never heard of such a pedagogic task. In a nutshell, one may perspicaciously say that lesson report as an exploratory procedure is almost absent in our teaching practices and has never been advocated by officials, nor was it made inclusive in TEFL programmes seeking the intention to disclose the concept of reflection in the outset.

Among questions about the investigative procedures which were briefly explained in the questionnaire, the respondents are to point out whether they kept a diary or a teaching portfolio. To this end, all teachers said that they have never kept anything that may be an effective tool with which they can explore their teaching. This is due essentially to the absence of practical programmes that embody reflective teaching in TEFL lectures.

3.11. The Interview with the Dean

The second pole of the investigation will be geared by a semi-structured interview which was held with the Dean of the Faculty. Hence, it needs to be stressed that our choice fell upon this research instrument since it has proved to be manifold, in the sense that it allowed us to gather a wide range of information that concern teachers with their pedagogical preparations .Furthermore, it is believed that the dean of the faculty is an expert in teaching and displays big potential in pedagogy and in teaching in general. Actually, within the interview the dean underlined the crucial facets of teacher pedagogical preparation which is considered as the corner stone of an on-going success of teaching as much indicated by educationalists.

More importantly, he represents the evident academic structure that relays the pedagogical decisions from the officials to the administrative staff seminars, study days and

the like. Yet, the semi-structured interview included four open questions with which we intended to highlight the prevalent types of Insets, their pedagogical objectives, besides, understanding and thinking of new methods of teaching on the part of teachers. Moreover, the attention was to be focussed on the possibilities for teachers to be inculcated by what can be learned, in workshops, about teaching through self-inquiry and critical reflection.

Do you inquire about teachers who are newly recruited in the university with no pedagogical preparation?

1. **Were university teachers in the remote past subject of any professional development?**
2. **What can be done to overcome poor quality teaching in the university?**
3. **What do you think of peer observation?**
4. **Do you agree if it is made official and accredited in the university?**

3.11.1. Results Interpretation of the Interview

It is high time we asserted that training courses in Algeria whether presets or insets can be criticized for a considerable number of shortcomings. Actually, many prospective teachers have become teachers without adequate preparation in TEFL methodology. Moreover, owing to the succeeding methods and approaches, many university teachers have barely benefited from training for the newly widely applied approaches to effective teaching.

However, this has led to a low quality of teaching English as a foreign language which prevails now at different levels in our universities. We can even say that the situation is now chaotic because of the total absence of presets as well as insets, randomly selected programmes that are not adapted to the real systemic[1] linguistic needs of the learners of different streams and levels and most of all no conformity of the teaching skills, etc. What is also growing worse is that official decisions have become undesirable, contradictory and liable to give rise to nebulous teaching situations.

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What the Dean claimed was fully interesting especially when he said that university teachers did not take any professional development programme at all because they did not require that, since they were considered as the elite within all the teaching institutions. Likewise, he maintained that he agrees on the fact that peer review should be accredited and optimised by the academic staff.

The need for teacher education development arises from the inadequacy of training courses which consist only of attending conferences, seminars and study days, which alone cannot fully enable teachers to be dynamic and competent in their job. But in the Algerian context we are diverting the counteraction with which we can lessen the difficulties encountered by both the teachers and the learners. Moreover, hopefully, along with peer review if implemented and accredited can be a vital component in teacher's education, it can fill the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process and deal with change and divergence.

Unfortunately nothing has been done, in this respect, to trace out for teachers a way of teaching full of determination and commitment. Henceforth, we ascertain that the hypothesised issues converge ideally with the present findings except for a slight divergence which concerns the two observed teachers who have proved to be reflective practitioners but that was tacitly articulated with no special conformity of the assigned principles of reflective teaching.

In addition, many teachers are so focused on the process of teaching that they do not have time to notice if their students are learning. The numerous hindrances of institutional constraints that increase the complexity of teacher's work, are mainly identified as: lack of time, high teacher-student ratios and pressures to cover a required defined curriculum. The problem of large classes of mixed ability learners is another acute pressure which prevents teachers to take on new ways of teaching. Research conducted by (French, 1993) has shown that the teacher's ability to display effective teaching behaviours and their ability to establish good interpersonal communication

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with their students are seriously compromised when the teacher is confronted by a crowded and mixed ability class.

In the university the average teacher student ratio is about 1:40. As a matter of facts, this emphatically worsens the situation and makes teaching less effective. Likewise, this ratio closes up paths for reflection and thought provoking actions. When the pressures overlap, teachers feel that they are doing their work with automation and reluctance and, therefore relinquish the idea to change their teaching practices. In addition to this, teachers have drawn a negative picture of officials who created the feelings, among teachers of inferiority and defensiveness and, therefore, see them as autocratic, awe-inspiring and even heartless. As a result, many teachers feel that this is an acute handicap which compels them to resist pedagogical innovations and teacher development.

3.12. Conclusion

Educators, teacher trainers and others must give a concerted attention to the dynamics of new ways of teaching so as to launch a well-prepared teaching work force. These new ways may offer the teachers the opportunity to integrate the passions, beliefs and judgements. Teachers, as it is known, cannot, on their own, solve the many educational issues confronting the school. Such a fact has tremendously contributed in giving rise to the reluctance among teachers to take on new responsibilities which can alter the overwhelming unsuccessful and more importantly ineffective teaching practices. The remedy of such shortcomings is believed to be possible only through reflective teaching. It is, then, assumed that the teacher who reflects on his teaching becomes more skilled, more capable, and in general a better teacher. Likewise, if teachers can demonstrate growth based on their own self-evaluation and the product of their investigative practices, they will be equipped to exercise control over their teaching, to critically question educational reforms to support teaching as a respectable task, and to demand the appropriate recognition in their society.

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Notes to ChapterThree

1. Systemic language is the language taught and learnt within the school walls. Widdowson refers to systemic language as the lexico-morpho-phonological-syntactic aspects of the standard language.

2. Schematic language is the language used with cultural loads. It is mainly acquired via programmes that are telecasted in English

Chapter Four
Suggestions and Recommendations A Model of Peer Review

4.1. Introduction

There is, undoubtedly, recognition among teachers and educationalists that tremendous efforts are to be deployed to raise the teachers 'awareness improve towards new developmental strategies to ensure better English language teaching. To this view, teachers must divert their attention to the building of a new vision which paves them out of the routinized methods of goes on in the teaching/learning process which consists of applying the pooling of ideas and practices suggested by many researchers in the field. Likewise, in this area of pedagogy, teachers should be encouraged to observe value and understand their own experience, and to evaluate and integrate relevant external practice and knowledge into their own evolving model of effective teaching and learning. Accordingly, in this chapter we try to set a diversity of practices that are laid out in models of peer observation. The model of reflection, upon which this modest work, lays is "Peer Observation or Peer Review", one of the most outstanding exploratory task with which teachers can effectively and efficiently better their teaching. We also pointed out to its strategies and advantages which ensure positive results, i.e. the setting up of teacher education development with advantages of its components to be instigated to the department academics. Collaborative and team teaching are also concepts that make all the process imperative and worthwhile, and complement it to help the teacher to become a reflective practitioner. The next tackled points, deal with how should Presets and Insets be programmed and what can be done to build an Algerian infrastructure which is likely to promote an ideal continuous professional development of university teachers.

4.2. Teacher Change in Professional Development

It is highly and strongly recommended for academic officials and policy makers to set up a programme of professional development to teachers of tertiary education, prior to any decision aiming at changing or implementing new approaches of teaching. Held, in times, by many researchers, an efficient professional development must

encompass a wide range of change in classroom practices of teachers, a change which needs to be brought about the teachers' beliefs and attitudes, which in turn, gives definitely birth to a change in the learning outcomes of students (Guskey, 2002). Despite the fact that many professional programmes have proved to be ineffective (Cohen & Hill, 1998, 2000), most of the teachers wish to be engaged in, because simply they want to become better teachers. In fact they consider professional development as the only road that takes to growth and success in the profession of teaching (Fullan, 1993). Furthermore, it is viewed by other teachers as a way to fight jadedness and alienation, but also as a pathway to growing proficiency and greater professional enthusiasm (Huberman, 1995). To resume all this it is, therefore, crucial to think of this threefold changes and relate them to peer observation as a prerequisite to reflection. In fact, what is suggested is that teachers should make all these changes before being embarked to peer observation.

4.2.1. Peer Observation as a Reflective Teaching Model

To try out fresh approaches, university teachers, should be involved in an on-going observational research which consists of observing or, being observed by a colleague while dispensing a lecture This classroom-oriented research is said, to provide a valuable resource for new teachers, and stimulate more experienced teachers to reflect upon their teaching and, therefore, teachers become aware of their images and assumptions about teaching. It is also advocated as a process that can be applicable to any department which seeks out new experiences that foster proficiency in teaching and learning. Herein (D.Gosling, 2005) sets out the main objectives of peer observation when it is to be adopted in a given department.

- To assist departments in providing a high quality educational experience for its students.
- To enhance the importance attached to quality of teaching
- To encourage all staff to reflect on the effectiveness of their own teaching and identify their developments needs
- To foster discussion and dissemination of best practice

- To increase staff awareness of the whole student experience
- To identify any weaknesses and put in place an action to remedy them.

(D.Gosling,2005:16)

In this respect, the following model can, hopefully, reformulate the observational research which would yield the achievements of major advances in the English Language Teaching (ELT) classroom in our department. The model is adapted from (Gosling 2005) (Benmoussat 2003)(Richards& Lockhart 1996), (Head & taylor 1997),(Peter Sheal 1989),(Sadia Ali English Teaching Forum 2007)and (Thomas Tenjho Okwen English Teaching Forum 1996).

- First of all, the teacher decides what aspect of teaching he would like to get feedback on from a supportive colleague. At this stage, the observed teacher wishes to find out more about how he teaches, so he /she invites into his/her classroom and asks him/her to collect data about a particular aspect of his/her teaching. For example, the way he/she uses questions, the spread of his/her attention through his/her class, his/her use of the board, or the patterns of interaction through his/her lesson. The observer, therefore, will, at an agreed time, observe his/her colleague in the classroom from the agreed perspective.

- The teacher arranges himself for a colleague to observe his lesson. The arrangement is meant, in this case, to avoid classroom observation conducted by administrators and whose Feedback is often unidirectional within unstructured post-observation meetings.

- The teacher prepares a lesson plan in which he states the final objective of the lesson, the intermediate objectives, and the aims of each task. These details can be considered as guidelines, for the observer, which increase the value of observation.

- The teacher meets with the observer before the lesson to discuss the lesson plan and tell the observer what he wants the focuses of the observation to be, because "suggestions made to the teacher just before they teach a lesson can undermine a teacher's confidence" Randall and Thornton (2001:58), and how he would like the data to be collected (e.g. using a checklist, or a diagram of the classroom, or in a form of a letter to the teacher. However, at this stage, the observer must not rely too heavily on the aims and sub-aims of the lesson plan because classroom interactions are extremely complex. The teacher and the observer also discuss the observation and evaluation criteria to help the observed teacher reflect on important issues and focus on what the observer will look for.

The teacher teaches the lesson. At this stage of the observation, the observer focuses strictly on the targets the observation must be based upon agreed aspects or issues of teaching. Hereby the teacher must identify a focus for the observation. The focuses are many and diverse, they are cited by Richard and Lockhart (1996:24-25-26) as follow:

4.2.2. Identification of an Observation's Focus

Organisation of the lesson: the entry, structuring, and closure of the lesson.
Teacher's time management: allotment of time to different activities during the lesson.

- Students' performance on tasks: the strategies, procedures, and interactions patterns employed by   students in completing a task.

- Time-on-task: the extent to which students were actively engaged during a task.

- Teacher questions and student responses: the types of questions teachers asked during a lesson and the way students responded.

- Student's performance during pair work: the way students completed a pair-work task, the responses they made during the task, and the type of language they used.

- Classroom interaction: teacher-student and student-student interaction patterns during a lesson.

- Group work: students' use of L1 versus L2 during group work, students' time-on-task during group work, and the dynamics of group work.

- Set at the pre-observation meeting and collects relevant data for the teacher's attention. The data thus collected constitute a vital part of the content of the observed teacher's teaching Profile. What is worthy to state is that, at this point, all of the previous steps merge to make the observation a collaborative, developmental, and non-judgemental endeavour.

- The teacher makes his own self—assessment of the lesson, for later discussion with the observer. Hereby, feedback Session can be either immediate or delayed. Many teacher educators vouch for delaying feedback because even one day gives observed teachers time to digest their lesson and come to a more complete self-evaluation Denman (1989)states that delayed feedback **"**gives the trainee the opportunity to come to a more mature, more balanced appraisal of the lesson" Likewise, positive feedback should be given to create a good climate for further discussion of the lesson, and to give the trainee or the observed teacher a sense of accomplishment. Still, the good points of the lesson should be pointed out to the teacher while the bad ones should be given in the form of suggestions for improvement. Whatever the approach of giving feedback adopted, the goal is to make the teacher an independent decision maker at all times.

4.2.3. Principles of peer observation

If ever the concept of peer observation is to be scheduled within workshops programmes, as recommended by Nunan (1991), teachers, at the level of our secondary schools, will have to respect the principles with which high standard teaching objectives can be attained. William (1989: 86-87) pointed out to the following principles.

- Development: The aim of the observation should be to develop the teacher's own judgements about what is going on in their own classrooms.

- Limited and focused content: Observers should not tackle too much in one visit but rather focus on one or two items, depending on the teacher's needs.

- Course-link: Observers should try to link the visits the course so that the teacher's attention in the is focused on items being discussed in the course.

- Teacher-centeredness: Observers should try to allow the teacher to make much of the responsibility for the observation. The purpose of the visits should be discussed with the teacher so that they are involved in the rationale behind them.

- Future development: Observers should try to leave the teacher with an instrument for self–development after the course.

- Positiveness: The visit should be helpful, not destructive. Observers should stress the positive aspects of the lesson, what went well and build on these.

- Flexibility:

Observers should be flexible and should respond to the teacher in the post-observation discussion.

All of these principles have the same objective which is professional development for both prospective and experienced teachers who need to reshape their teaching practices with the re-enacting of new teaching methodologies drawn from their peers' feedback through class observation.

However, feedback should be approached implicitly by the observer so as to help the teacher clarify his experience of the lesson, so that he can be open with himself, rather than to judge or evaluate the lesson or the teacher. So the observer should demonstrate a non-judgemental attitude as well as non-judgemental behaviour, because, simply, a judgemental behaviour can prove to be confusing and self-defeating. Hereby,

observers, while giving feedback, should avoid sarcastic behaviour and scornful language.

4.3. Peer Review: The Model

The model, we tend to suggest as being sustained with the confines of peer observation (non-threatening, non-authoritative, non-unidirectional and non-judgmental) , the process which can, hopefully, bring about the change towards betterment in teaching practices and therefore towards successful learning outcomes in our department of English, is pointed out as the peer review model, or the management model. Yet a sober analysis of this model reveals undeniably that it is the process of investigating one's   teaching by valorising the opportunities to alter the awkward practices enhanced by using feedback as a component by which effective teaching can be attained and then disseminated in the whole department.

The present model is selected and adapted by the researcher so that it fits the points amongst the academic staff of our department of English and to be applied and amplified over a given period of time. What can be ascertained is that best practice will not go unnoticed and so will bad practice. Many a teacher relinquishes the idea of being observed, as highlighted in the findings of the empirical phase, and that mainly because they do not want their teaching being made public as they fear to be reprimanded. As a matter of fact the recommended model can in no way be threatening nor can it be disdainful to any teacher because it can be run anonymously.

Characteristics	Peer Review Model
Who does it & to whom?	Teachers of different ranks observe each other, teaching the same module
Purpose	Engagement in discussion about teaching; self and mutual reflection
Outcome	Analysis, discussion, wider experience of teaching methods
Status of evidence	Peer shared perception, conception and beliefs
Relationship of observer to observed	Equality/mutuality
Confidentiality	Between the observer and the observed shared with learning set
Inclusion	All
Judgement	Non-judgemental, constructive feedback
What Is Observed	Teaching performance only.
Who benefits?	Mutual between peers
Conditions for success	Teaching is valued, discussed
risks	Complacency, conservatism, unfocussed

Table 4.1: Peer Review Model

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4.3.1. Overview of Models

There are three main models of POLT (Gosling, 2002). These are:

- Evaluation model where senior staff observe other staff, this model is sometimes known as a 'management model'

- Developmental model where educational developers/expert teachers/learning and teaching practitioners observe others

- Peer review model – teachers observe each other

Approach	*Strengths*	*Limitations/Issues*
Pairs within teams/subject groupings – self selected This is the most commonly used approach and has been widely adopted across many universities Staff usually select his/her partner and reciprocal observations take place.	• Easy to set up so less time consuming • Pre and post observation meetings convenient to work location • Perceived as less threatening • Dialogue encouraged locally • Common themes related to discipline/subject may be identified • Confidentiality easier to manage	• Dissemination opportunities limited • Could become "cosy" – opportunities for learning about range of teaching across subject areas restricted
Pairs within teams/subject groupings – selected by co-ordinator or other member of staff *A variation of the above, the member of staff with responsibility for co-ordinating peer review selects the pairs from within the team.*	• Still easy to set up • Pre and post observation meetings convenient to work location • Dialogue encouraged locally • Common themes • Range of teaching activities and settings could be covered through choices made • Opportunities for dissemination strengthened	• Staff could resent choices made and not feel part of process • Could be perceived as • disadvantageous to some staff if there were inequities in the allocation in terms of status and power • Dissemination possibly contained within team

Peer triads, sometimes known as clusters (could be fours) School/Faculty is divided into groups of threes/fours; they meet as a group to identify a common theme for review; each member is paired with another for 1:1 review within that theme; the group collectively discuss issues emerging and development of their theme; overall report is distilled from comments and discussion by reps and discussed/agreed in whole School/Faculty meeting. This is sometimes known as reflective practice groupings or learning sets.	• All staff subject to same system • Consistency • Easy system for new staff to fit into • Perhaps more inclusive for part-time staff, easier to join a group of three than a pair • Empowering for participants who can select a relevant theme • Wide range of teaching methods, contexts and disciplines likely to be observed • Opportunities for dissemination considerably enhanced across wide range of staff • Opportunities for strategic approach to staff development as common issues/themes will be identified.	• More time consuming initially • Confidentiality less easy to ensure but still possible
Teaching Process Recall (TPR) ***TPT was developed at the University of Northumbria and is a variant of Interpersonal Process Recall (IPR) devised by Norman Kagan (Kagan 1984).*** ***The process involves the lecturer in being video-recorded teaching a group of students, playing back the video to a group of colleagues***	• The video provides a recorded context for the feedback and would be very useful for staff development/dissemination purposes • Extended opportunities for individual and group feedback and reflection • Research indicates (Smith 2002) that observing is more useful than being observed, this would provide a wider context for this to take place	• Potentially very stressful • Students can be affected by having the video camera in the room (but this is also true when an observer joins them) • May be difficult/complex to organise • Resourcing implications, technical support would be required

and receiving active support from them in reflecting upon and evaluating practice.		
Scholarly Dialogue Model – based on an approach used at the University of Bristol *This model has four stages based on a model of reflective dialogue by Brockbank and McGill (1998).* i) *Personal reflection on teaching* ii) *Reflective dialogue with another colleague: telling the story* iii) *Reflective dialogue with another colleague: being part of the story* iv) *Reflective dialogue with other colleagues: enabling the development of reflection*	• Engagement in scholarly dialogue about teaching with peers on an equal basis • Provides potential opportunities for research particularly action research • Potential for changing culture of peer discussion about teaching and learning to one where critical discussion is an established part of practice • Current PG Cert LTHE observation process uses this model to some extent so "graduates" of the course would be familiar with it • Good model for dissemination • Sense of ownership with individual	• Considerable staff development required • Would need careful planning and management support • Time to set up and sustain

Table 4.2 Adapted by David Gosling Peer Review Model variations (2005)

4.3.2. Observation: Advantages

According to many researchers observing, or being observed by a peer hands over myriad of advantages in the trend of a well-defined academic, pedagogical, and professional development of teachers. Benmoussat (2003:257) highlighted the following positive effects of peer observation.

- For the teacher this may be an opportunity to get some informed feedback on his teaching in general or on some specific aspect of it. It may be to get feedback on the effectiveness of a particular lesson, technique, task or piece of material.

- It may be a chance to explore different ways of approaching what was done in the lesson.

- For the observer this kind of collaborative observation can be an important source of new ideas. The observer may also be able to focus on the performance of the class as a whole or on individual learners and to the teacher valuable feedback on this aspect of the lesson.

- If the lesson is a resounding success, the observer may wish to reflect on why things have worked so well, if, on the other hand, the lesson has not worked well, the observer, together with the teacher, may be able to explore the reasons for this and to put forward alternative suggestions.

4.3.3. Stages of feedback

Both of the observer and the observed teacher have to undertake feedback over different stages. Wallace and Woolger (1991) distinguished four stages of feedback.

- Establishing the facts: What happened?

  In this stage, the observer and the observed teacher go over each step of the lesson in detail. "In this way, each participant can be clear about how close together (or far apart) their interpretation of the events is, and also how far they agree on the

  Significance of the events" Wallace and Woolger (1991:322)

- Objectives and achievements

  The discussion then moves towards the objectives the teacher had in mind for the lesson. Achievement of the objectives is discussed along with what the student learned from the lesson and how the teacher evaluates the student learning outcome.

- Generating alternatives: What else could have been done?

  In this stage the observed teacher (often a trainee) is encouraged to think about the positive and the negative effects of teaching alternatives he or she might have used. Wallace and Woolger(1991) admit that this can be the most difficult stage because considering alternatives is a challenge for teachers."Somehow the trainees must be brought to the point where the discussion of alternatives strategies, procedures, and so on is not seen as

  A criticism (or even an implied criticism), but an essential element in their on-going professional development" Wallace and Woolger (1991:322)

- Self-evaluation: What have you learned?

In the last stage the observed teacher and the observer both reflect on what they have learned from the observation. When trainees discuss the interpretation of what they have learned, the observer should listen attentively because the discussion will indicate the trainee's ability to self-evaluate and the capacity for self-improvement.

The teacher decides what he will do next as a consequence of any new ideas that emerge for improving his teaching.

4.3.3.1. Feedback Language

Teachers who observe their peers should avoid evaluative and judgemental language about the way a lesson has been taught. In this sense, Tessa Woodward (1989:21) proposed a series of facilitative and supportive statements that can easily be substituted by unhelpful feedback messages and, hopefully, may serve for teachers to undertake new options of changing their beliefs and assumptions.

Observer says to teacher	Teacher says to himself
You should have…	I should have…
You shouldn't have…	I shouldn't have…
Why didn't you…?	I could have…
You could have	Where I went wrong was…
I wouldn't have…	I don't know why I…
I would've	It was terrible…
Where you went wrong was…	
Everything was okay until you…	
It wasn't terrible but you…	

Table 4.3 Samples of judgmental feedback. Tessa Woodward (1989)

By simply changing the way we use language, feedback can be made supportive and facilitative. Tessa Woodward (ibid) illustrates the kinds of openings which offer options and possibilities:

Observer says to teacher:	Teacher says to himself/herself:
I noticed that you...	I chose to ...
Another option available in	The advantage was ...
that situation is...	The disadvantage was...
The advantage there might be...	Another time I could...
The disadvantage there another	And if I did the good thing would
time could be...	
Another time you could choose to..	But a disadvantage would
be…so	
What do you feel was the advantage	I'll have to weigh it up
of taking that option?	

Table 4.4 Samples of supportive feedback.(ibid)

4.3.3.2. Handling Effective Feedback

Feedback as a major component of reflection can be considered, when substantially utilised, as the platform over which change towards improvement is achieved. Actually, when teachers observe each other they should be alert of commenting their colleagues' performance with cautious language, so that feedback can be delivered fairly enough and most of all effectively. Furthermore, as cited by Jim Scrivener (1998:200) teachers should not focus excessively on the "nitty gritty bitty atomistic side of the language, i.e., the verb endings and the prepositions, the schwas and the falling intonation patterns. But try to keep hold of the whole as well". Only in this way, feedback can be handled with sensitivity and judgement, and it is more effective if:

- It is descriptive rather than evaluative. Describing one's own reaction leaves the other individual free to use it as he sees fit. Avoiding evaluative language reduces the need for the other individual to react defensively.

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- It is specific rather than general. To be told that one is 'confusing' will probably not be as useful as to be told' when you ask us a question you seem to rephrase it so many times that we get confused'.

- It takes into account the needs of both the receiver and the giver of feedback. Feedback can be destructive when it serves only our needs and fails to consider the needs of the person on the receiving end.

- It is directed toward behaviour that the receiver can control. Frustration is increased when a person is reminded of some shortcoming over which he or she has no control.

- It is solicited, rather than imposed. Feedback is most useful when the receiver has asked for it and accepts it without argument.

- It is well timed. In general, feedback is most useful at the earliest opportunity after the given behaviour (depending ,of course, on the person's readiness to hear it, on support available from others, etc)

- It is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has

- Received to see if it corresponds with what the sender had in mind.

- When feedback is given in a group, both giver and receiver take the opportunity to check with others in the group on the accuracy of the feedback. Is this one person's impression or an impression shard with others?

4.4. Who is responsible for teacher development?

The question of who is responsible for teacher development is a two-fold issue.

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First, if development is regarded as a personal process that the teachers themselves have to initiate and willingly engage in, then responsibility is entirely placed on them. Edge (2002) thinks that there are at least three major reasons for what she referred to as "A do-it-yourself approach". These are :

- Favouring a "bottom-up" approaches to learning ,making teachers taking charge of their development individually or collectively, and therefore, reflect on the own needs areas of interest.

- Making teachers feel more ownership of the process and follow through with it.

- Responding to the institution's lack of attention to promoting teacher development.

Second, development initiated and supported by the institutions (schools/universities) to:

- Make it (development) successful and effective.

- Attract teachers to the institution as the best place to develop in.

- Foreground teachers as learners, whom, in turn, will model a learning culture to their students, which is likely to inculcate in them a positive attitude towards learning.

Without the support and active encouragement of the institution teachers may not realize both the importance and the need for their development .What is more, many of them may lack the necessary resources to take further steps in their development.

Yet, it seems quite unrealistic, for a committed teacher, to fully depend on the institution to shape his/her development. According to Edge(2002) development is achievable even within unpromising environment. In many cases, adds Edge, unfavourable environment might serve an incentive towards development. Ideally, it is of no use to shelve one's development by waiting others or blaming them.

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4.4.2. The Process of Teacher Development

The question that de facto comes into play when the notion of teacher development is evoked is how this development can be achieved on the grounds. Wealth of literature has been produced about this problematic issue. Freeman (1989) has suggested a descriptive model of the components of teaching are to be developed. According to Freeman, there are, at least, four areas teachers can develop. These are respectively:

- .Skills. i.e. the teacher learns to do something ,for instance giving instructions in a clear way.

- Knowledge .i.e. the teacher develops his /her cognitive knowledge. For example, to learn about how English sounds are produced.

- Awareness .i.e. learning to use senses, namely eyes and ears, to better find out and control what happens in the classroom while teaching.

- Attitude .i.e. an area of learning that lends itself to assumptions about teaching, the teacher him/herself, his/her culture, the students and their perception of the teaching strategies   being used by the teacher.

4.4.2. Models of Teacher development

The teacher's own development is strongly linked to the ways s/he grows and changes in the aforementioned areas. Hence, it would seem wiser to look at seven different ways (models) of development

4.4.2.1. The Deficit Model

Unsurprisingly, traditional models of teacher learning that originated in the 1960s and 1970s were strongly influenced by the behaviourist learning theories which were predominant at that time. To be a teacher, during that era necessitated appropriate training by experts starting from point zero. In other words, the novice or the newbie teacher, so to speak, was considered as "tabula rasa" to be filled with the adequate theories and necessary skills. This idea, however, is, to some extent, still prevailing in a good number of initial training courses, such as the TESOL courses. Teacher trainers in the mid-eighties favoured working with younger trainees rather than with older

trainees who used to come with baggage experience and ideas which have to be erased.

The "deficit model" is in essence identified with formal training that seeks to improve skills and instil better habits in younger teachers .Within this model, the teacher is looked at as being lacking in relation to an ideal. This was particularly true for non -native teachers who exhibited a language deficit compared to natives However, this model was down played by many experts, such Marland (1995:49) who reckons that:

"the explanations given by teachers for what they do are typically not derived from what they were taught in teacher education programs…Rather, the classroom actions of teachers are guided by internal frames or reference which are deeply rooted in personal experiences, especially in -school ones, and are based on interpretations of those experiences.''

4.4.2.2. The Science Model

The science model or else the science-research model states that teachers learn from the methods that research has suggested and/or proved as being effective. The Audio-Lingual Approach or the Neuro-Linguistic Programming (NLP) are examples that might be classified under this category. The teacher following this way of learning is supposed to take interest in up to date published research on methodology/he is urged to seek evidence beyond hid/her personal experience and intuition. The science research model, which encourages the teacher to keep pace with the latest in the field of language pedagogy, has been praised by Clara as she argues that "I enjoy knowing more and more about the world of TEFL and the English language and being able to employ this knowledge in the classroom." (Cited in Zahorik,1996:21)

This model is also helpful in taking decisions vis-à-vis teaching practices. For instance, the teacher reads that recent studies have evidenced the fact that the third personal 's' tends to be a problem for many EFL learners and ,in many cases , it is

acquired late; therefore, s/he decides to stop over correcting such a mistake immediately.

4.4.2.3. The theory philosophy model

This model of learning claims that teachers are bound to moral or political values. In other terms, teachers are guided by what should or ought to work. Communicative and humanistic approaches, for example, can be included under this category. The conception that foreign languages are successfully learned when the process is student-centred, with the teacher assuming the role of a facilitator, not that of an authoritarian, as s/he continuously helps students to better their learning and making them well aware of the sources of their weaknesses. This recent trend in language pedagogy has developed in line with the late 20th century western democracies. Hence, if the teachers seek to learn this way s/he is likely to fit his/her teaching to ideas and principles, not to hard facts and s/he will value those ideas to results of studies(Duncan Foord,2009). Put differently, a teacher holding this conception would prefer approaches over methods.

4.4.2.4. The art-craft Model

This model of development lays heavy emphasis on the inventive aspect of teaching. Considering teaching as invention and personalization, Richards and Farrell (2005:29) state that teachers "acquire a personal repertoire of specialized skills and techniques and that these may be unique to each teacher and hence in some sense unpredictable."

Art- craft teachers, so to speak, centre specific attention on developing their experiences; they strive to gather maximum benefit from the time they spend in the classroom with their students in the classroom. It is this way that they succeed in building rapport and understanding which, in turn, encourage them to uncover mysteries in learning and teaching , and most importantly, acquire the know -how to cope with them. Moreover, teachers adopting this model like to improvise as they take decisions intuitively focusing on what seems to work ,not what should work or what proved to work.

4.4.2.5. Reflective Teaching

It is a process that fundamentally seeks to urge teachers to think over their teaching practices analysing how things are carried out in the classroom and how they can be further improved in the future. Cruickshank and Applegate define the concept as being "the teacher thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims.' (Cited in Bartlett, 1990:13)

The definition above seems to concentrate on the pedagogical aspect per se as it lends itself to highlighting the importance of reflection in scrutinizing the teaching practice considering self-evaluation as a source for decision taking, planning and action. Yet, Bartlett has widen the concept of reflective teaching emphasizing its social dimension; he accordingly posits that

"Becoming a reflective teacher is intended to allow us (teachers) to develop ourselves individually or collectively to deal with contemporary events and structures and not to take these structures for granted." (Bartlett, 1990:15)

Schon (1983) draws a distinction between two kinds of reflection: (1) reflection- on- action and (2) reflection-in- action.

The former refers to the critical analysis the teacher undergoes before and after teaching while the latter refers to the reflections s/he make while teaching.

The teacher can proceed reflection alone or collectively with peers. Reflection can take different forms including brief thoughts and discussions on teaching, or a long –term activity that entails keeping teaching journals or collecting reflections over a long period of time.

The reflective model places paramount emphasis on learning taking the classroom teaching as the basis for analysing outcomes critically. Even though this seems to be common sense, it is not a common practice; the traditional transmissive models of learning which grew out from the blank slate-oriented thinking, usually lead teachers to seek authority from researchers and experts rather than from themselves

and their own teaching practice. Conversely, the reflective model hands an exclusive authority to teachers to be in charge of their development by learning teaching.

4.4.2.6. Teacher Learning as Personal Construction

The crux of this model is constructivism, the idea that knowledge is actively constructed, not passively received. Therefore, within this model, activities that help advance an autonomous development are considered very appropriate as they help learners fit new learning into their own personal frameworks. These include self-monitoring, reflective on experience .

Within a constructive approach to teacher observation, for instance, the observer ought to encourage the observed to set his/her own developmental agenda. The role of the observer is not to dictate what must be improved, but rather elicit with the observed what s/he thinks could be improved far away from any temptation to influence his/her response.

4.4.2.7. Using Role Models

Undeniably, teachers can learn a lot from imitating expert practitioners. In this context, Allwright and Bailey (1991: 78) succinctly summarise classroom research as being "all about gaining a better understanding of what good teachers (and learners) do instinctively as a matter of course, so that ultimately all can benefit."

The use of role models has recently gained more support from theories derived from NLP(Neuro-Linguistic Planning) which strongly advocate reference to models of excellence in learning. Within the course of this thought, mentoring and teacher observation can be used for this purpose.

However, the danger of using the role model is that the uncritical follower would fail to develop his/her personal teaching style in the sense that s/he would find himself/herself incorporate undesirable aspects to his/her teaching.

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4.5. Factors Hindering Teacher Development

Having highlighted the ways teachers may undertake to achieve development, it seems wiser now to examine some of the most commonly constraints, challenges and obstacles that prevent teachers from developing.

4.5.1. Attitudes

It is common knowledge that attitude involves beliefs, emotional reactions, fears, convictions and other behavioural tendencies. To put it another way, attitude is all too often reinforced by beliefs and arouses strong feelings which would lead to a particular behaviour. Within the scope of teacher development, Dewey (1933) opines that among many, three types of attitudes are necessary for teachers : (1) open-mindedness (2) responsibility and (3) whole heartedness. According to Dewey, teachers with these attitudes are placed in better position to achieve high degree of development than those with negative attitudes such as fear of change, laziness, reluctance and moaning. Yet, Dewey recognizes the fact that attitudes, having an evaluative aspect, are not fixed; they are subject to change under the influence of variables such as the activities we are engaged in and setting; however, the aggregate over time will determine the point our development, as teachers, will come up to.

4.5.2. Colleagues

Naturally, the teacher does not work in isolation; s/he works within a team. Colleagues, therefore, are a potential source of support, confidence, self –esteem and inspiration that, in turn, would boost teacher development. Colleagues, however, do not always create such ideal environment; they can also be a source of negative influence. Appel (1995) has coined the term "community of moaners" to refer to himself and his staffroom colleagues. He accordingly writes that "staffroom talk is brimming over with anger and aggression .It is a release of tension. It is irrational and it accentuate the negative …shared suffering is easily mistaken for a set of shared values, which of course does not exist.' (Appel,1995:73)

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Such an environment described by Appel is in no way conducive to effective development. In challenging teaching context, entrenched cynicism, especially if it comes from senior teachers can kill enthusiasm and motivation of beginning teachers.

4.5.3. Stress and anxiety

It is of no avail to dispute the fact that teaching, like many other professions that involve a lot of personal contact with people, is stress-generating . In this very specific context, Maslach(1982) used the term "burnout" to describe the stress and anxiety some contexts may generate among teachers. Maslach (1982:44) rightly posits that "burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment."

Teacher development is a double edged sword: it can serve a means of fighting burn out, otherwise the burnout can hamper development.

4.5.4. The Institution

Teachers' reluctance to and reservations about development are not always necessarily due to the resistance of change itself. Rather, they might depict distaste for an organized "top-down" shaped version of development promoted in schools and universities. Teachers sometimes find themselves compelled to follow dictated guidelines within which development is structured regardless of any background and/or contextual factors. In fact, well-intentioned schemes may enormously discourage development if they are ill-managed. Besides, the lack of attention to development in schools and universities is another obstacle that can seriously discourage teachers.

To sum up, the teacher, colleagues and the institution can all help or hinder development.

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4.6. The Five Circles of Development

For a better understanding of development in practical terms,(Duncan Foord, 2009:14) suggests a model which clearly represents the developmental activity in five (05) concentric circles.

Figure 4.1 : The Five Circles of Development

- -The first circle or else the inner circle. It directly involves the teacher working alone, reading teacher development materials or engaging in a process of reflection on a class s/he has taught. These are par excellence, examples of an individual activity.

- The second circle includes 'the teacher and his/her students'. Development here is a matter of getting feedback from students about the teacher's practice, or even trying out new materials with them.

- The third circle is 'the teacher and his/her colleagues'. The possible activities here might include peer observation sessions, team teaching and staffroom support.

- The fourth circle comprises 'the teacher and the school/university'. It is essentially about teachers' regular meetings, planning and carrying projects as well as the interaction with management and other members of the staff.

- The fifth circle is about 'the teacher and his /her profession'. This would include scholarly activities such as attending and/or presenting at conferences, joining professional communities and writing for publication.

According to Foord (2009) ,the classification above (the five circles) is useful for two major reasons .Firstly, it caters for the diversity of ELT, in the sense that some teachers would prefer to work in isolation opting for activities which do not require collaboration with their colleagues or institutions, while others would emphasize collaborative styles of development.

Secondly, it reflects the different challenges of development. In fact, a sound examination of the five circles clearly denotes that developmental activities tend to get more difficult and more complex the further we go from the centre.

4.6.1. Covey's Model for Development

Covey (1989) has suggested a three -tier model for teacher development. The models in question mirrors teachers' growth as human beings ranging from 'dependence' to 'independence' and finally to 'interdependence'.

According to Covey (1989), independence is a 'sine qua non' for interdependence. In teaching, it can be argued that when the teacher is confident, showing a high level of autonomy, s/he will be in a better position to usefully contribute to bring about change with his colleagues, in his/her institution and in his /profession.

Covey further argues that it is essential for teachers to, first; feel as much as comfortable and confident in themselves and in their own classrooms before becoming engaged with others. However, Coveys recognizes the fact that specific attention to each circle is not likely to be chronological due to many variables that would interfere in shaping teacher development.

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4.6.2. Steps to Development

A very efficient way to think of development is to consider this delicate process as having two potential sources:

- The type teachers seek, i.e. teacher as hunters
- The type imposed upon teachers, i.e. teachers as hunted.

The former source is basically a matter of choice: attending a conference or experimenting with new material are activities that the teacher willingly engages in. Conversely, the second source involves activities and events that do not stem from the teacher's own choice .For instance, being observed by an educational authority or being involved in interviews with dissatisfied students' parents; these are activities that necessitate reflection.

Teachers might assume the role of hunters as they can be hunted, and both types of scenario have, in one way or another, an impact on teacher professional development.

Another metaphor for this might be the result of the interplay between the pro-active and re-active aspects of development; a setting where both leading and following is the key factors in attaining a smooth and harmonious development.

The table below is a development continuum within which the impact of the steps the teacher takes is made clear.

The table above indicates that an experience- based development might well have more impact compared to an education-based development, especially when the education is not enforced with an effective formal assessment and does not contribute to shaping weighty relationships. This is, however, not to dismiss the role of education or to devalue it. A mix of education based, relationship based and experience- based activity would be the ideal way to ensure and maximize development.

Equally, the table pinpoints to a very interesting idea that deeply concerns development: developing through responsibility and accountability. Though this should be no surprise, developing through responsibility and accountability is the equivalent of the students' success and higher achievement.

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4.6.2.1. The Flow of Development

Parallel to teachers who strive to integrate communicative tasks in their classroom so as to develop their students' communicative skills, the developing teachers have to incorporate a developmental twist into their work to allow them develop effectively. Hence, development, in this sense, is not only a matter of activity but also about attitude. Therefore, the question that is worth being asked here is how does this attitude look or feel? Answering this questions, Csikszentmihalyi (1975) has identified and defined what he refers to as "flow" or else "satisfaction" which is, according to Csikszentmihalyi, an optimal state of affairs where both challenge and skill are matched.

Csikszentmihalyi(1975) argues that low challenge combined with high skill is very likely to lead to frustration and reluctance (flight).On the other hand, high challenge with limited or low skill will result in stress and anxiety(fight).

Adopting this idea,Csikszentmihalyi outlined what he termed "developmental flow''The diagram below provides insightful data about the notion in question.

4.6.2.2. Developmental flow
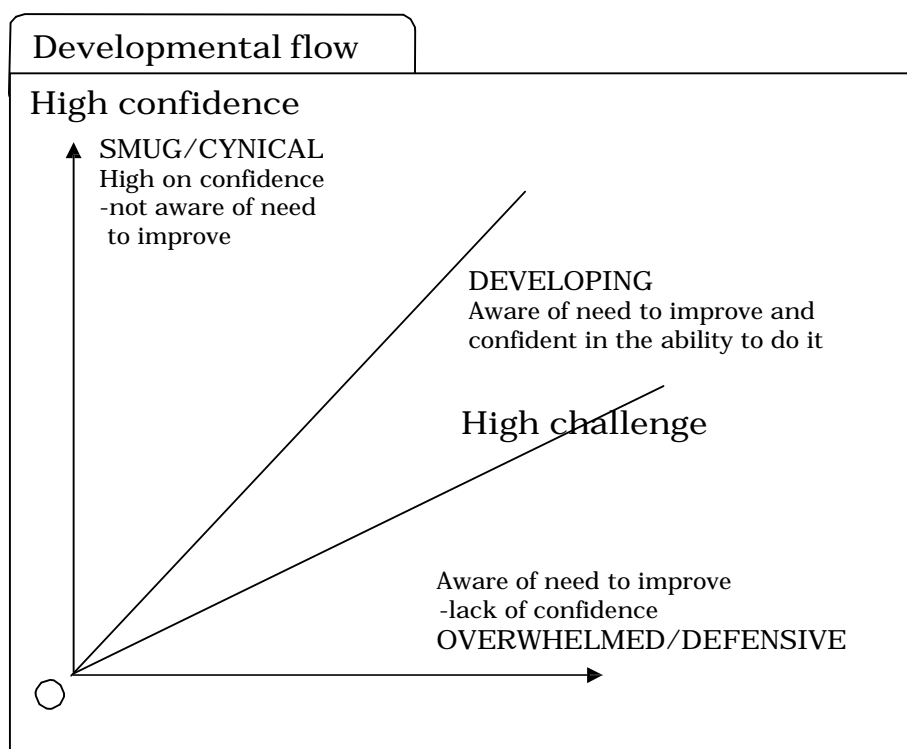
Diagram.4.1 Developmental flow of the teacher adapted from Csikszentmihalyi(1975)

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Ideally , the primary objective of teachers is to spend as much time as possible in the middle section "Developing" and to be well aware that whenever they feel that they are outside this sector, they ought to boost their confidence and/or give themselves a challenge to join back the developing field.

4.6.2.3. Teacher development: Stepping forward

After this brief overview of the most predominant theories and models of teacher learning in ,at least ,the last fifty years, it is now enlightening to pinpoint to the fact that the recent trends in this field has remarkably shifted from the exclusive focus on a "transmission –style model of learning" to a more "experience- based approach". As a matter of fact, formal professional qualifications themselves ,nowadays, have developed to incorporate more reflective and classroom-based activity lessening knowledge transmission to the point that training in the field of teaching has become labelled as "supervised development''

Yet, it is worthwhile bearing in mind that the language teacher similar to the language learner learns in various ways and can benefit from a variety of experiences. Arguably, there is no right and wrong way to develop: teachers worldwide might well support and/or paly down ideas about how to learn. However, an effective development is said to be so when it is activity-oriented .This orientation is in turn underpinned by four pivotal principles. In what follows is a discussion of these principles.

4.6.2.4. Developing by doing

It is an undisputable fact that learning by doing is the most efficient way to carry out things thanks to the experience we gain over time. This is the case in development though this assertion is not to be misinterpreted to the extent that theory is excluded from the scene. Reading, understanding and reflecting on theory constitute an integral part of and a powerful instrument for development. Nothing is proved to be practical unless it is founded on a good theory (Lewis, 1997).Notwithstanding;

reflection without action is like making a shopping list without having money, to put it in a metaphorical way.

4.6.2.5. Management and Organization

The developing teacher is the one who exhibits a high level of organization in prioritizing things. Reading a particular methodology book, for instance, is the easiest task. What is really challenging actually is affording time to enjoy lengthy readings that would deepen your thinking and understanding. The teacher then needs to handle with care issues such as time management, personal organization and motivational aspects to make things happen on the ground.

4.6.2.6. Matching Teacher Development to self-Development

All too often, students' response in the classroom basically depends, first and foremost, on whom the teacher is as well as what s/he does with them. This implies that, for a developing teacher, redressing the balance between work and other aspects of his/her personal life is more than necessary for a fruitful teaching.

4.6.3. Collaborative Development

Teachers need one another to accomplish their tasks and to better their teaching practices. Small-scale collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like. On a larger scale, it consists of the ability to work in organisations that form cross-institutional partner-ships such as school districts, university and school-community and business agency alliances, as well as global relationships with individuals and organisations from other cultures Fullan in Head and Taylor (1997).

When it happens to be individually no collaborative development standards are known in the Algerian university. But what is academically new is that the administration staff tries to arrange coordination of teachers teaching the same module two or three times per year. These sessions or meetings generally help teachers to collaborate by discussing the practical teaching issues they have in common. The

orders of the day of these meetings are mainly embodied in setting agreements about teaching the same programmes and the allotted time for each unit. A teacher is generally responsible for each module and he/she is assumed to run the group by sending e-mails to instruct teachers about any new to the teachers of the same module, but they do not speak about how to refine or to re-enact their teaching practices accordingly to prior data collection of their classes and use the feedback obtained for change and betterment.

Within or outside school walls, any teacher's meeting where teachers talk about what happens to them in their classrooms may have an undeniable impact on their beliefs and feelings and later on designing their teaching practice. Likewise Edge in Harmer (2001) argues that much we have reflected on our own experiences and practice, most of us find discussing our situation with others helps us to sort things out in our mind. Harmer (2001:347).

Eventually while teachers engage in collaborative development, they first wish to change the belief of independent teaching practices which usually have a ceiling effect, and verse themselves in answering parallel or complementary questions about the curriculum, materials, assessment, or teaching strategies which affect learners that they share with their peers.

At this dimension, Benmoussat argues: "that collaborative development is necessary to keep the process of reflection open to critical comments and to improve teaching effectiveness, and that teachers who work together can come up with many more ideas than any trainer, and the ideas are more relevant to their context". (Benmoussat 2003:236).This implies that teachers need to come together to discuss procedural issues and take decisions that will guide to the process of development and improvement. Working with colleagues provides the power to accomplish things and to convert one's vision into reality.(Ourghi 2002) Within such a framework of developmental activities and the establishment of action research workshop, teachers

can collectively decide what they should do how and why in their on-going professional development.

4.6.3.1. Team Teaching and Collaboration

Teaching parallel or co-teaching is an organisational arrangement within the same classroom which can offer an on-going means of developing both the knowledge and skills for integrated instruction which, in fact, can be broadened globally. Team teaching requires teachers to share, cooperate, on methods of instruction and, most definitely, leads to new teaching functions that foster great opportunities for collaborative learning. When this is achieved, these teachers must agree about materials, discipline, evaluation, supervision of classroom aides, and other matters.

The team, not any individual or written set of rules, owns authority, i.e. all the teachers work collaboratively to achieve the pedagogical objectives they are set beforehand. Hereby the process of working together on curriculum and materials development provides on-going professional development and deepens the understanding of what is involved in integrated instruction. Even the collaboration is limited to two or more teachers engaged in addressing common concerns the opportunities of introspection, reflection, and impact on one practice can be profound. When prospective teachers are involved in the collaboration, the impact can be broadened.

There are also many advantages to teamwork that are not apparent until they have been experienced. Teams can share responsibility, solve problems more effectively, work more diligently, and become devotee to teaching. There is a natural expansion of ideas because team members bring new ideas to the group for consideration, and different members can assume responsibility for different aspects.

The team must be responsible for planning, implementing, managing, and evaluating its activities. The promise is that teamwork will be exciting and rewarding if colleagues supports each other in learning, risk-taking, innovation, and change. Noli (1980) suggests that team teaching is one of the strategies for managing large classes.

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As for the university level, this can be applied when a single teacher teaches two or three sections.

This might involve two teachers pooling classes and talents to organise different teaching activities. On a worthier side, action research, a major component of critical thinking, when conducted collaboratively, can lead teachers to collect and analyse data from a variety of sources that both describes what happens in classes and helps improve practice. Analysis of student writings, audio- or video taping of classes, dialogue journal writing with students or other teachers are all possible means of addressing and analysing instructional questions. Thus action research can be undertaken collaboratively by several teachers to answer parallel or complementary questions about the curriculum, materials, assessment, or teaching strategies. This indicates that teachers when launching in this concept, start looking at what problems learners have at different levels of English language proficiency and what strategies are most helpful for each.

Collaborative teaching is also of high premium and can offer myriad of advantages when it is set as a circuit through which flow successful teaching strategies. Small-scale collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like.

On a larger scale, it consists of the ability to work in organisations that form cross-institutional partnerships such as school-community and business agency alliances, as well as global relationships with individuals and organisations from other cultures. Fullan (1997). Within or outside the university premises, any teacher's meeting where teachers talk about what happens to them in their may have an undeniable impact on their beliefs and bring about change in teaching assumptions and classrooms enthusiasm. More importantly, while teachers engage in collaborative teaching, they change the belief of independent teaching practices which usually have a ceiling effect, or teaching strategies which affect learners that they share with their peers.

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At this dimension, Benmoussat (2003) argues that "collaborative development is necessary to keep the process of reflection open to critical comments and to improve teaching effectiveness, and that teachers who work together can come up with many more ideas than any trainer, and the ideas are more relevant to their context." Therefore, in terms of logicality, clarity and practicability, this implies that teachers need to come together to discuss procedural issues, view input strategies towards which improvement of their learners can be attained and take decisions that would guide them to reformulate, refine, and re-enact their teaching practices. Working with colleagues, would also provide the power to accomplish things and to convert one's vision into reality. Within such a framework of developmental activities and the establishment of action research workshop, teachers can collectively decide what they should do how and why in their ongoing professional development.

To illustrate all this, a team can function at a short-term run as well as a long-term run, but what is worthwhile, is that the teamwork is involved for the primary purpose of serving students with disabilities and the teachers who provide for them in classrooms. Moreover, what is to be highlighted is that there must be a mutual respect and trust between all team members. A team member is asked to not just share knowledge and skill, but also ignorance and mistakes. It takes trust to be able to observe each other's work, accept criticism, and admit to weaknesses. If such trust is established, however, team members can address problems openly for the purpose of learning and improvement, rather than fear of being discovered.

Along with its applications and implications, the concept of team teaching may reveal many shortcomings, such as conflicts and paradoxes between teachers of the same team. In order to avoid and resolve conflict, clear policies, guidelines, and supervision may be adopted to reduce conflict among team teachers. The university administration staff, in such cases, must interfere in laying specificity in prescribing roles so that a bureaucratic book is not created. Conflict is certain to happen, and the administration should reduce the acuteness by specifying and defining clearly the

grading procedures, expectations for conduct of the classroom, and handling of students problems and misbehaviour.

The most important factor in making collaboration succeed is the ability of personnel (teachers and members of the administration) to work together (teamwork) but our educational system is not prepared to foster cooperation among teachers and therefore provide significant help and instruction to students with disabilities. Furthermore, higher education has not prepared officials and teachers to understand and accept new roles based on cooperation. In fact, our universities are strictly organised around traditions of the bureaucracy, so it is difficult to implement changes based on principles of teamwork they do not, themselves, practice nor understand.

4.7. Implications and suggestions of TED

The following suggestions concern the applications and implications of teacher education development and can be quite relevant in the Algerian context.(Ourghi,2002)

From deficit based to competency based, approaches in which teachers' knowledge, skills, and experiences are considered assets: teachers will be able To shift away from dependency on external sources for the solution to their problems and towards professional growth and self-reliance in instructional decision making. Classroom research action and well designed case studies of learning to teach will allow prospective teachers to learn from and value the experiences of others (Smylie and Conyers 1991)

From replication to critical reflection, in which practising teachers focus less on the transfer of knowledge and more analytical and selective learning: reflection will sharpen teachers' skills in problem solving, determining students' needs, and conducting action research that designed to develop new knowledge and skills related specifically to teaching contexts and classrooms. Good-quality teaching involves an extensive knowledge base and informed, resourceful teacher. A with extensive

knowledge base and a deeper understanding of the complex nature of teaching can make appropriate judgements and decisions in teaching (Richard and Lockhart 1996).

From external assessment to self-enquiry, in which teachers themselves learn about their own teaching: through reflection, teachers can effectively examine and assess their reaching practices by collecting classroom data, proposing initiatives, and selecting strategies to achieve them. Developmental activities, especially, journals and portfolios, allow teachers to understand their own teaching strengths and weaknesses and to examine their beliefs, knowledge, and experience over time.

From learning separately to learning together, in which practising teachers are Jointly responsible for their work in classrooms, and their experiences are perceived as professional resources: learning/teaching contexts should be reorganised to be places for teachers to learn as well as to teach. This paradigm shift solves one of the most pervasive conditions of classroom teachers-isolation, or the inability to learn and to communicate with colleagues in the same institution. Only through reflective practices like peer observation, peer feedback, and creating opportunities to exchange pedagogical knowledge and ideas, could teachers ensure their professional growth, make classroom teaching visible, and avoid isolation.

From theoretical recommendation to practical collaboration, in which caring outstanding experienced teachers explain effective practices, share procedures and materials, and help solve problems with less experienced or novice teachers: Given their long experiences and wisdom, such senior teachers can promote reflection and foster the norms of collaboration and shared inquiry within an institution or across a set of institutions.

From Centralisation to decentralisation, in which programmes and curriculum goals are determined by the specific learning/teaching institution: Such a shift makes room for more convenient tailored programmes and professional development activities according to needs assessment in the institution itself.

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From emergency reaction to a vision-oriented education, in which the core educational values are clarified, a sense of purpose and mission is specified, new strategies and new ways of thinking and doing are introduced in order to define the way forward.

4.7.1. Effective Language Teaching

The notion of effective language teaching focuses on the development of teachers of English and how intervention programmes such as pre-service and in-service training can make the process of effective teaching more successful. According to Husen and Postlethwaite (2004:5930) teacher professional development is marked by four types of growth: growth in knowledge, growth in skills, growth in judgement, and growth in the contributions teachers make to a professional community.

A holistic approach, on another side, includes concepts such as teacher knowledge, the skills and knowledge which a teacher needs to have in order to teach his learning area effectively. Likewise, Brown believes that: "the challenge in second /foreign language education is to promote inspired teaching through professionalism". (1993:12). This holds the idea that effective teaching does not originate from a set of acquired language principles or from approach to language instruction, but it is an on-going process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. One crucial step in attaining 'the highest standards of teaching' is the placement of a high value on the teaching role, including in the tenure and promotion process, or in rewarding teaching through salary increment and prizes.

Acquiring effectiveness in teaching requires an evolving process of professional self-disclosure, reflection, and growth that yields the best results when sustained by practice and when focused on job- embedded responsibilities. Contrariwise, teachers may become passive technicians when they practise their methodology of teaching

into a single approach and do not make an in-depth use of their professional knowledge which can emphatically foster effectiveness and alacrity.

4.7.2. Teacher's Professional Knowledge

Many a pedagogue has considered teacher's knowledge of basic skills, and general pedagogical skills as of the most prominent prerequisites of professional knowledge teaching. Others, however, just view teachers as obedient civil servants, i.e. they work in their classes as blind-syllabus followers who consume programmes that are provided to them with a limited imagination and a quasi-absence of critical thinking. Shulman suggests that 'while characterizations of effective teachers exist, most of these dwell on the teacher's management of the classroom' rather than 'the management of ideas within classroom discourse' (1987:1). On another side Myers describes professional knowledge as follows:

• The professional knowledge, skills and values of teachers are considered by teachers themselves rather than absorbed from elsewhere.

• Teachers construct and develop their knowledge, skills, and values in the context of how they use that new knowledge and those new skills and values.

• The value of any set of professional knowledge, skills, and value perspectives is determined by its utility in helping individual teachers teach rather by its esoteric origin.

The places that teachers turn to as sources of knowledge, skills and values are not all external to themselves and their classrooms. Teachers also generate their own educational theories from their personal teaching, reflection on that teaching, and self-analysis. (1997:5). Met quoted in Simpson Norris (1999) suggests that 'there is a configuration of skills and knowledge that all teachers of foreign languages should acquire'.

She goes on to say that this knowledge includes, a well-rounded background in the liberal arts and sciences; personal characteristics such as commitment to learning, leadership and communication skills; professional knowledge such as

theories of learning, human development, educational psychology, and so on. (Met 1989:177) Herein Met argues that teacher knowledge is directly involved in foreign language education and that teachers all along their career should be inquisitive and acquire a diversity of knowledge that would permeate them to tackle their job efficiently and effectively. Besides, knowledge of the content is important because it deals with the teaching process including the most useful forms of representing and communicating content and how learners best acquire the specific concepts and topics of a subject. It is therefore imperative for beginning teachers to work with issues of pedagogical content (knowledge) as well as general pedagogy(or generic teaching principles.)

4.7.2.1. The Professional Teacher

The teacher is regarded as professional when he/she maintains and develops the empowerment of his teaching practices, on which he/she must be responsible and authoritative, rather than subordinate to an outside authority or expertise. The professional teacher, within another view, is distinguished by his particular skills, knowledge, language and ethical principles. In this respect, Ur assures that the professional teacher is the one who has the virtue of superior knowledge, consistent self-development and a serious commitment to the achievement of teaching objectives.(1997:5).

Furthermore, (Ur 1997) sets a clarification of the concept of the professional teacher by contrasting it with the technician and the academic teacher .Contrasting it with the former, the professional teacher possesses an underlying understanding of the principles of his/her practice, not just a collection of technical skills. This enables these teachers to make appropriate real-time decisions in practice when different principles appear to conflict. More importantly, it equips them with the ability and authority to criticize input from other professionals or academics and evaluate its appropriateness and acceptability in principle or for specific contexts. Contrasted with the latter, the professional teacher is primarily engaged in real-time action and is motivated by the desire to bring about real world change seen as valuable or desirable.

4.7.3. Qualities of an effective teacher:

Undoubtedly, teaching is a demanding occupation and its effectiveness heavily depends on a host of variables. The teacher's effectiveness determines, to a larger extent, students' achievement. Some specific characteristics of teacher responsibilities that contribute directly or indirectly to an effective teaching are, to this day, subject of heated debates among educationalists. It seems wiser then to examine some of these qualities.

4.7.3.1. An effective teacher is devoted to his profession:

A very basic quality conducive to an effective teaching is the love of and the passion for the job. All too often, teachers who do not love what they do are likely to fail in their professional careers, in the sense that they find it extremely difficult to establish a supportive learning environment in their classrooms. Owing to this, many problems are likely to arise, not least students' low achievement, in this regard Derrick Meador, an American expert in teaching, sets the primordial requirements as well as objective and subjective qualities, of devotion and diligence, a teacher should hold when tackling the job of teaching.(Derrick Meador, 2015)

2.7.3.2. An effective teacher is proactive, not only reactive

This has a close relationship with a very sensitive aspect in teaching: planning, which underlines some typical organizational procedures that are likely to ease the burden of conveying content to the students on the one hand and to cope with the unexpected on the other hand.In plainer terms, being a proactive teacher entails showing a kind of readiness to encounter and resolve issues that might hamper successful learning. Teaching proactively, in short, leaves no room for surprise in the process of learning; it rather helps lessen students' anxiety.

4.7.3.3. An Effective Teacher Seeks Perfection

Aiming at improving his/her performance, an effective teacher strives to keep pace with the latest in the field of pedagogy. S/he has to show an endless

inquisitiveness about the most efficient teaching strategies regardless of his/her experience. S/he is always eager to do better, seeking out professional development, implementing new educational tools and making a place for advanced technologies in the classroom. In brief, an effective teacher must assume the role of an agent of change challenging old routinized practices.

4.7.3.4. A teacher is a Good Communicator

An effective teacher is an effective communicator. Effective communication, however, is not reduced to the fact that the teacher ought to be a skilled communicator to his students, though this is a must. The teacher must equally be an efficient communicator with students' parents as well as with the school administration. A teacher with communication difficulties is likely to limit his/her overall effectiveness.

4.7.3.5. Knowledge and methodology

An effective teacher knows well how to put things together. Therefore, s/he has to show not only the mastery of the bits of what to be taught, but also to opt for the most adequate methodology to impart knowledge and ultimately maximize his/her students' achievement.

4.7.3.6. Catering For Students' Learning Styles

Unquestionably, one of the major reasons that make teaching a complex task is that students' learn differently. That is why the teacher, as a needs analyst, has to find and utilize different strategies that would reach every student. In fact, what might work with a group of students, would not work with another group. In such circumstances, an effective teacher finds himself/herself willingly involved in creating and /or adapting input so as give all students equal opportunities for success

4.7.3.7. Generating Interest/Motivator

Another prominent characteristic feature of an effective teacher is interest-generating, which ,in turn, strongly depends on promoting a positive learning atmosphere in the classroom. To this end, the teacher is invited to raise students'

interest in learning, encouraging their efforts and more importantly assisting them overcoming reluctance and passivity.

4.7.3.8. Encouraging Autonomy

Despite the fact that it is popularly acknowledged that the teacher is a pivotal agent in learning, this does not forcibly mean that s/he is the custodian of knowledge who teaches talks and explains all the way. Rather, an effective teacher is the one strives to remove his domination in the classroom by devolving the responsibility to the students to look after their learning. Stated differently, s/he should enable them to become autonomous and self-directed. This, in turn, would increase their motivation and heighten their interest in learning.

4.7.3.9. Strategies for Better Classroom Management

Classroom management is closely associated with those decisions that teachers take to create and maintain an orderly learning environment in the classroom. Such decisions include planning and preparation of materials, organization the establishment and enforcement of routines and rules.

Undeniably, behaviour management poses a big challenge for teachers. Some of them try to be firm and consistent in establishing rules and procedures from the early contact with students. Others, however, due to a number of reasons may find this a bewildering task.

Much literature has been written about the different strategies that teachers can implement to establish positive behaviour in the classroom, and therefore, create the desired atmosphere which, in turn, would maximize learning. Below are some of these strategies.

4.7.3.10. Firmness

Once rules and expectations are being made explicit for the students, the teacher must hold them accountable if they violate either a rule or an expectation. This,

however, is not to be interpreted as arrogance from the teacher's side, but rather it should be regarded as a sign of demonstrating confidence and charisma in encouraging and establishing positive behaviour. Teachers who fail to do so are likely devote much more time and energy to deal with indiscipline problems instead of teaching.

4.7.3.11. Consistency and Fairness

It is of no avail to dispute the fact that fairness is a cornerstone of ethical teaching. It is labelled by many educationalists as being one of universally top quality an effective teacher has to have. Therefore, the teacher has to be cautious with this extremely sensitive issue because fairness is a conception which is fundamentally based on the interpretation of behaviour, not in terms of intentions. This is also the reason why many teachers might inadvertently engage in what some students perceive as unfairness. In a deeper sense, fairness   concerns the nature of the interaction between the teacher and student in addition to other related issues, notably grading. Being fair keeps the teacher far away from many classroom problems.

4.7.3.12. Learning from Other Teachers

When teachers work together they learn greatly from each other and can share their expertise for the benefit of their learners. There can be many effective teachers who work in isolation and, consequently, what they do well go unnoticed. Likewise, teachers who do things badly, they go uncorrected if they never develop the concept of collaborative teaching. To this view, Fullan and Hargreaves (1992:17-19) maintained that "interactive professionalism exposes problems of incompetence more naturally and gracefully. It makes individuals reassess their situation as a continuing commitment". One can infer from this, that many teachers are competent but could improve considerably if they were in a more collaborative environment.

Chapter Four
Suggestions and Recommendations A Model of Peer Review

4.8. Conclusion

Now undoubtedly it runs to be urgent and imperative to come up with a thorough instigation of the concept of peer observation meaning to enhance better teaching of English in our department. It is plainly essential; however, to lay an emphasis on the compelling reasons that drive teachers of different ranks to look back at their conceptions, attitudes and assumptions of their teaching instructional methodologies which they have formed throughout their career and which have not proved to be those of satisfaction with regard to the hollow level of students' level of skills mastery. Owing to this unwanted prevailing and perennial situation, It is worthwhile to substantiate the concept of peer review in the teachers 'minds so as to get them involved in the process and invite them to move away from a top down approach to the planning, implementation, and evaluation of teaching programmes, and to take a new route of teaching methodology. Within this chapter, we tried to provide a summary of the various principles that highlight a bottom up process whereby, teachers refine and develop knowledge of their subject, enhance their skills in teaching and improve themselves throughout their career. As an outstanding blaze among the recommendations in this chapter, is the peer review model which, hopefully, to be implemented with specific professional development courses.

We also pointed out to the advantages of teacher education development the concept that helps teachers extricate the teaching practices that turn to be negative and hinders literally the whole teaching/learning process. Far enough from controversies, officials of higher education must, fairly give an undivided attention to this constant preoccupation. A waiting for decisions to be made these alternatives can, easily, be adapted in higher education. To wind up, it is worthy to be stressed that something need to be done from which teachers realise that they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and of their learners

General Conclusion

Now that the process of globalisation has become complex and competitive, our country must gain a decent place in the world of economy and business to emerge and ensure progress, stability and continuity. As the unquestionable world's language, English will, by all means, contribute to the integration of Algeria in the world establishment order and enhance economic opportunities with a variety of partners. To these enumerable facts, the university teaching system should embark on the bases of new assumptions of teachers' continuous professional develement, whose objectives should be to ascertain high standards of pedagogical preparation of teachers. Admittedly, it is conceived that any successful teaching could not be achieved with *a priori* a fundamental teacher professional develement that is wedged, in the mind of the researcher, by peer review: The ultimate substitute of teacher training, the concept which is totally absent and ignored by academics as well as by officials, but considered by experts as the most efficacious on-going teacher professional development that ensures in a long-term run, an out-going effective teaching. Since teachers are the corner stone of any educational policy and if peer review is made accredited and dessiminated in the wlole university in the ways and forms congruent with target objectives, the teacher cannot stand at this level, unconscious about what is changing socially, economically and most of all pedagogically.

It is increasingly recognized that there is a real need for research about language teaching and learning and about the pedagogical preparation of teachers so that to ensure a profession that provides a motivation that fosters a continuous career growth. And that also determines, within another view, what type of feedback is appropriate in different situations, since there are myriad and distinct perspectives on teaching. Language, as one component of these perspectives, has been rightly cited as a principal tool for learning when the language of education is not the mother tongue.The role of the teacher as a facilitator of these learning demands that the teacher needs to possess specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education.

However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest for quality. Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives. These statements have been argued by the researcher in the hypotheses put forward in the General Introduction clearly argue the evidence.   The professional meetings of teachers, such as conferences seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent. In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills in different modules) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly. These facts can engender a significant diversion to peer review, the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices. In addition to this, the enhancement can be towards developing attitudes that would lead to open doors to a variety of teaching perspectives. Within the literature, the researcher has underlined all of the processes of teaching and learning laying emphases on strategies, styles, techniques, assumptions and assignments of the teaching process. We next have insisted on underlying the possibility of teachers to reflect on their teaching experience, exploring their teaching practices, visualising options of change, deciding what can be achieved through personal effort, and setting appropriate objectives for their teaching using peer review as an exploratory task which is widely viewed as the most powerful source of insight and more importantly as a propeller of pedagogical improvement.

Professional development of teachers is certainly the corner stone of any educational system in which it is compulsory for teachers to be acquainted with the variables of the teaching learning process that might emerge here and there according

to situational pedagogic circumstances. It is, therefore, the task of academic officials to lay a substantial emphasis on how to regain the teacher's confidence in the classroom, take measures conducive to effective teaching practices by founding a broad consensus between the administration and the whole academic staff on teaching regulations and teaching assignments that must be upheld by every single teacher. Thereby ELT in Algerian universities would be saved from a long and lasting terrible suffocation and malaise. When teachers turn to be reflective practitioners, they tend to change their moods and minds towards their job, broaden their language repertoire, make a new vision building of their teaching and most definitely stick up new teaching practices which will ensure positive learning outcomes. Moreover, the importance that stands now in our university is the responsibility which must be placed on the professional development which imperatively must be viewed, by official deciders, as a mandatory component of being a teacher so as to transform the process of language teacher preparation into an endless quest for quality underpinned by the development of a spirit of local as well as external competitiveness which 'willy nilly' enable them extricate all signs of bad teaching and never be sceptical to innovation. However, it has been noteworthy to mention that teachers, who are the reason of being of any training and for whom training is destined, are never asked their opinion about the contents of a specific lecture or teaching practice or about their own objectives and whether how they are teaching matches or not those objectives. Such operation, that is, investigating the teachers' reactions, will provide a tool for the teacher to self-develop if he takes into consideration what is new in terms of teaching re-enactment and never resists change. But this change needs to be utterly articulated by all teachers in the department because simply the changes in pedagogic practices might have a practical impact only if they are supported by the whole academic staff. It has also been mentioned that the established practices of peers can be a powerful influence on what teachers do an individual teacher finds it virtually impossible to maintain a radically new form of teaching while colleagues around them in the same school remain untouched by the innovation. It has been then worthy to assert that this situation is predominant in the Algerian university and that what the researcher has mentioned in the analysis of ELT situation in Algeria in general and in Tlemcen University's

Department of English in particular. Accordingly, the researcher has highlighted all the above-mentioned facts underlining all the facets of ELT in the Algerian university and what constitutes a negative and non-supportive teaching environment.

In a like manner, officials must give a concerted attention to the dynamics of new ways of teaching so as to launch a well-prepared teaching work force. These new ways may offer the teachers the opportunity to integrate the passions, beliefs and judgments. Teachers, as it is known, cannot, on their own, solve the many higher educational issues confronting the university. Such a fact has tremendously contributed in giving rise to the reluctance among teachers to take on new responsibilities which can alter the overwhelming unsuccessful and more importantly ineffective teaching practices. These have been the findings emerged from the research's empirical phase which thoroughly unveiled the pedagogic situation of the Department of English in Tlemcen university.

The next concern then has been for the researcher to provide a summary of the various principles that highlight a bottom up process whereby, teachers refine and develop knowledge of their subject, enhance their skills in teaching and improve themselves throughout their career.We have also pointed out to the advantages of teacher education development the concept that helps teachers extricate the teaching practices that turn to be negative and hinder literally the whole teaching/learning process. We have next stated that it is worthy to be stressed that something need to be done from which teachers realise that they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and of their learners. In this line of thought, the researcher has selectively suggested the advantages of peer review and how it can change teachers to be effective agents of change and be able to select from a broad repertoire of effective practices in order to design lectures that will meet their students' needs. When working together, they can use a variety of strategies to understand their students' strengths and challenges, concerns and worries. When this stands to come true, it provides a space for teachers to be active learners;they become able to examine and refine their practice continually by reading professional articles, observing their peers, discussing important questions

of equity, and using evidence of student learning to reflect on the effectiveness of their instruction.

At last, it is tremendously important to assert that one cannot speak only negatively about every inch of ELT in Tlemcen University's Department of English, by all accounts, one cannot deny that very competent and diligent teachers who have pedagogically grown professionals and have mostly attained technical expertise in teaching are now seen as the blaze of hope of the Algerian University. These teachers are deploying significant efforts and all of them have turned to be inquirers; so, may their efforts and inquiries added to new laws to be promulgated on the account of teachers' continuous professional development bring about the change; the radical change with which the Algerian University will hopefully gain an honourable position among the outstanding nations.

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Appendices

Questionnaire

This questionnaire aims at describing peer observation as an enhancer to professional development of teachers in higher education. It would be then be very kind of you if you fill it in a reliable way.

Bio-data

Age:

Sex:

Rank:

Experience in teaching:

Diplomas and qualifications:

1. Have you ever been subject of any training before you started teaching?

2. Could you briefly explain what is meant by teacher professional development?

3. Don't you think that teaching nowadays has taken a form of cynism and inertia?

4. Have you ever taken part in any of the following professional development activities' (A)? If yes, what was the influence on you (B)?

Please mark one choice in each row

	A Participation		B Influence			
	Yes	No	No Influence	Small Influence	Moderate Influence	Large Influence
1/ Conferences/study days (in workshops where teachers discuss pedagogical issues)						
2/ Courses on teaching practices and or strategies						
3/ Participation in a network of teachers for professional development						
4/ Mentoring and/or peer observation formally organized by your department						
5/ Individual or collaborative research of interest on professional development						

5. What are the **reasons among these** you believe can prevent teachers taking part in a professional development programme?

   ☐ There have been no professional development opportunities offered

   ☐ Lack of will from the officials to set up a professional development programme

   ☐ Professional development can be time consuming.

   ☐ Other (please specify) _____

6. Have you ever asked e teacher to provide you with his ready made plans?

7. Who might these teachers be?

- More experienced than you
- Having the same experience
- Less experienced than you
- Professionals
- Experts
- Others

8. Do you think what you are doing with your students is the right way, most definitely. If yes, how do you justify that?

9. Do you think that knowledge is simple, clear and specific and can easily be transmitted?

10. Do you think that change in the classroom practices of teachers can give birth to change in the students learning outcomes? Explain briefly

11. Have you ever thought to change your beliefs and attitudes?

12. Do you inquire as a teacher in educational research by investigating your teaching problems?

13. What does collaborative teaching mean to you? Justify your choice

   a) You collaborate with peers to find solutions to your teaching problems

   b) You collaborate by teaching the same programme

   c) You collaborate to enhance reflection on your practices

14. Have you ever asked a peer to observe you while teaching? If yes, did you sit for a pre-observation meeting? If yes, did you discuss the focuses of the observation? If yes, what are these focuses?

15. Did you arrange with the observer a post-observation meeting?

16. What was the post observation meeting for?

17. Do you generally use feedback obtained from peers to better your teaching?

18. Have you ever kept a diary? If yes, what do you record in it?

19. Do you visualise the observation with a holistic or atomistic scope?

20. What are according to you the constraints that mostly hinder development?

21. Where did you get your teaching strategies from?
   - Pre-service Training
   - In-service Training
   - Personal Teaching Experience
   -

22. Do you dispense your lectures using only the English language?

Appendix two

GRAD 8102: PRE-OBSERVATION FORM

Name: _____

Observation Date: _____ Observation Time: _____

Location: _____ Class: _____

<u>NOTES FOR PRE-OBSERVATION MEETING:</u>

Description of Room:

Description of Students:

Class topic: _____

Goal(s) for the session?

    1._____

    2._____

Objective for the session? (What will the students be able to do/know by the end of the session?):

    1._____

    2._____

Teaching Strategies? (What strategies/methods will you use to help the learners to reach this objective?):

    1._____

    2._____

    3._____

Assessment Tool(s) (How will the students show that they know and can do what you expected of them?):

Instructor Concerns/Focus (What would you like the observer to pay special attention to?):

<u>Post</u>**-Observation Conference: Date:** _____

                               Time: _____

                               Location: _____

Appendix three

CLASSROOM PEEROBSERVATION

Instructor: _____   Date: _____

Course/Institution: _____   O bserver: _____

Directions:Belowisalistofeffectiveteachingbehaviors that mayoccurduringaclass. Thisform istobeused asaguide,not alistofteachingrequirements. Werecommendthattheinstructorandobserver usethislist priortotheobservationasabasistodiscuss/highlightselectedareasonwhichtofocus.

*Boldindicatesresearch-basedeffectiveteacher characteristics.

ORGANIZATION	**Not Observed 1**	**More Emphasis 2**	**Shown VeryWell 3**	**Comments**
❏Arrives earlytoclass(may chat with learnersbefore class):				
❏**Beginsclassontimeinan organizedmanner:**				
❏Arranges materials/information before class:				
❏Sharessessionagenda/outlinewith class:				
❏Clearlystatessessionobjective andsignificanceof objective/activities(&periodically overallcourseobjective)with class:				
❏Reviewspriorclassmaterial to prepareclassfor				
❏Clearlydemonstratestransition from onetopic/activity tothenext:				
❏Periodicallysummarizes material addressed duringclasssession:				
❏Adapts smoothlytoback-up plan whennecessary (usesboardetc., if overhead malfunctions,addresses misunderstandings,probidesfurther applicationactivities,ifneeded):				
❏Endsclassontime:				
❏Remindsstudentsofassignments, tests,projectsetc.:				
❏Summarizes mainpoints attheend ofclass:				
❏Appears well-preparedforclass (hasmaterials/equipment available andorganized):				
❏Organizeslecture/strategies so studentscaneasilytakenotes:				
❏Frequentlychecksstudentun derstanding:				

CLARITY	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Providesexamplesofeach concept:				
❑Usesconcreteexamplestoexplain:				
❑Concretelydefines/explains difficultorunfamiliar terms (or directionsorproceduresetc.):				
❑Clearlyexplainsrelationships amongtopics/facts/theories,etc.:				
❑Repeatschallenging/unfamiliar info:				
❑Remainsfocused whenanswering questions(stickstomaintopic):				
❑Clearlyandlegibly writes on board/OH:				
❑Relatesusefulness ofcontentto realworld:				
❑Repeatsquestionsfrom student(s) soallhear:				
❑Describes terms/concepts/theoriesetc. in morethanoneway:				
❑Emphasizesimportant points by pausing,raisingvoice,or speaking slowly, etc.				
❑Usesvisualswith explanations:				
❑Pointsout practicaluseof content:				
❑Answers questionscompletely:				
❑Sharestips tolearningdifficult info:				
❑Shareskeyterms visually(board, OH, handout):				
❑**Explainsinfoineasy-to-understandterms/language:**				
❑Providessampletestquestions:				
❑Sharestips with students regarding taking exams,mastering content,etc.:				
❑Clearlyexplainswhat isexpected ontestsandassignments:				

ENTHUSIASM	Not Observed 1	More Emphasis	Shown VeryWell 3	Comments
❑Speaksinexpressive manner: ❑Smileswhileteaching: ❑Showsrespectfulfacial expressions: ❑**Showsappropriate senseof humor:** ❑Movesaroundroomwhite speaking (does notstay behindpodium): ❑**Gestureswitharms,hands,head orbody:** ❑Appears relaxedwith class: ❑Doesnot readcontinuallyfrom notes ❑Answers questionscompletely: ❑Distracting mannerisms/habits (specify):				

CONTENT	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Usesseveralvisualsduringclass: ❑Uses appropriateexamples: ❑Relatescontent toprevious knowledge: ❑Relatesinformationtofuture, practical(realworld) application: ❑Shares/encouragesdiverse/more thanonepoint(s)ofview: ❑Sharesthought-provokinginfo: ❑Sharesup-to-dateinfoinfield: ❑Relatesassignmentstocourseor sessionobjective: ❑Distinguishesbetweenfact and opinion:				

INTERACTION	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑**Praisesstudent answers/uses probingquestionstobuildon answers:** ❑Usesavarietyofstrategiesin class: ❑Encouragesstudentparticipation: ❑Asksquestions toentire class: ❑Answers questionsclearlyand directly: ❑Refrainsfrom answering own questions: ❑Encouragesstudentstoanswer eachother'squestions: ❑Encouragesstudenttoanswer difficultquestionsbyprovidingcues: ❑Constuctivelyadmits erroror insufficientknowledge (I.e.,suggests optionstofinding correctinfo): ❑Respects/encouragesdifferent points ofvies: ❑Integratesstudents'ideasinto class: ❑Guidesstudentwhens/he errs: ❑Providesampledemostrations: ❑**Providesfrequent feedback (correctivefeedbackwhen needed):** ❑Showsrespect/sensitivityto diverselearners: ❑Promotes active learning/student participation: ❑Encourages/facilitatesrelevant student-leddiscussion: ❑Asksquestionsofvariouslevels (i.e.,Bloom'sTaxonomy):				

PACING	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Students were not rushed: **❑Asked/checked understanding before moving to next topic:** **❑Covers an appropriate (not too little or too much) amount of material during class:** **❑Does not engage unrelated issues/conent during class (does not go off on tangents):** ❑Students have enough time to finish tasks:				

SPEAKING	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Speaks in an acceptable tone/volume: ❑Speaks clearly (does <u>not</u> stutter, slur, mumble words, or say "uh"/um"): ❑Speaks at an appropriate pace (not too fast or slow): ❑Speaks with expressive manner (not monotone): ❑Uses appropriate (non-distracting) gestures: **❑Maintains eye contact with students (i.e., does not talk to board, windows/walls):** ❑Speaks in respectful, easy-to-understand language: ❑Speaks slowly and clearly when covering difficult terms/ideas/content:				

RAPPORT	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Encouragesstudentfeedback: ❑Encouragesstudentthoughtand participation: ❑Respondsconstructivelyto studentopinions/contributions: ❑Encourages(andmaypresent) diversepoints ofview: **❑Warmclassroomclimate (studentsspeakfreely, relatesto students aspeople,appropriate humor):** ❑Respondstostudent misunderstandingorconfusion respectfully: ❑Treats students/classequitably: ❑Listens effectively/closelyto student comments/concerns/questions: ❑Triestoreachmanykindsof studentswhenteaching: ❑Encouragesmutual respect, honesty,andintegrityamongclass members: ❑Respondstodistractions effectively: ❑Encouragesconstructivecriticism: ❑Admitserrors with honesty/integrity: ❑Providesconstructivefeedback: ❑Respondstostudentsbyname(in classesof30orless): ❑Informallytalkswith students before and/orafterclass: ❑Accessible tostudentsoutside of class(i.e.,officehours):				

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TEACHING STRATEGIES	Not Observed 1	More Emphasis 2	Shown VeryWell 3	Comments
❑Encouragesstudentparticipation: ❑Explainsdifficultcontentinmore thanoneway: **❑Uses avariety ofactivities in class:**				
❑Providesdemonstration/examples ofgivencontent,information, issues ortheories:				
❑Usesvariousmediainclass:				
❑Holdsattentionandrespectof students:				
❑Adapts toanychangesinstudent attention(i.e.,increasesstudent participation,changesstrategy, activity,changespacing,etc.):				
❑Demonstratessincere interest/excitementabout the coursecontent/session:				
❑Demonstrateseffectiveteaching strategyforgivencontent:				
❑Demonstratesexecllentcontent competence:				
❑Providesopportunitiesfor studentstoapplycontent(i.e., problems, casestudy, generate examples,etc.):				
❑Connects new ideas/theories/contentetc. to familiar ideas/theories/content:				
❑Usestextcontentinclasssession:				
❑Connects content toprevious and upcoming classsession:				
❑Sharescurrentdevelopmentsin thefield:				
❑Connects contenttoassigmments:				
❑Asksquestionstogainattention:				
❑Uses"wait-time"whenasking questionstoclass:				
❑Teachescontentthatisnot too difficult(beyondcoursedescription) ortoo easy:				
❑Studentsarecontinuallyengaged (listening,taking notes, oron-task discussion, activity,etc.):				
❑Decreasesdistractions constructively:				

Appendix four

Faculty Observed Rank_____Date of
Observation Course Observed_____

Classroom Teaching Observation
Rating scale (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

CONTENT

Main ideas are clear and specific	1	2	3	4	5 (Excellent)
Sufficient variety in supporting information	1	2	3	4	5
Relevancy of main ideas was clear	1	2	3	4	5
Higher order thinking was required	1	2	3	4	5
Instructor related ideas to prior knowledge	1	2	3	4	5
Definitions were given for vocabulary	1	2	3	4	5

ORGANIZATION

Introduction captured attention	1	2	3	4	5 (Excellent)
Introduction stated organization of lecture	1	2	3	4	5
Effective transitions (clear w/summaries)	1	2	3	4	5
Clearorganizational plan	1	2	3	4	5
Concluded by summarizing main ideas	1	2	3	4	5
Reviewed by connecting to previous classes	1	2	3	4	5
Previewed by connecting to future classes	1	2	3	4	5

INTERACTION

Instructor questions at different levels	1	2	3	4	5	NA
Sufficientwait time	1	2	3	4	5	NA
Studentsasked questions	1	2	3	4	5	NA
Instructor feedback was informative	1	2	3	4	5	NA
Instructorincorporatedstudentresponses	1	2	3	4	5	NA
Good rapport withstudents	1	2	3	4	5	NA

VERBAL/NON-VERBAL

Languagewasunderstandable	1	2	3	4	5 (Excellent)	
Articulation and pronunciationclear	1	2	3	4	5	
Absence of verbalized pauses (er, ah, etc.)	1	2	3	4	5	
Instructorspokeextemporaneously	1	2	3	4	5	
Accent was not distracting	1	2	3	4	5	NA
Effective voicequality	1	2	3	4	5	
Volume sufficient to be heard	1	2	3	4	5	
Rate of delivery was appropriate	1	2	3	4	5	
Effective body movement and gestures	1	2	3	4	5	
Eye contact withstudents	1	2	3	4	5	
Confident &enthusiastic	1	2	3	4	5	

USE OF MEDIA

Overheads/chalkboard content clear &wellorganized	1	2	3	4	5	NA
Visual aids can be easily read	1	2	3	4	5	NA
Instructor provided an outline/handouts	1	2	3	4	5	NA
Computerized instruction effective	1	2	3	4	5	NA

SPECIAL CLASSIFICATION NOTES:
STRENGTHS:(e.g. metacurriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)

WEAKNESSES:(e.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)

OVERALL EFFECTIVENESS RATING1   2   3   4   5

Dateof ConferenceObserver
Signature_____

Appendix five

UNIVERSITYOF MINNESOTA

ALTERNATIVETYPES OF FEEDBACK

OPINION	DESCRIPTION
"Inoticedthatmost of yourquestionscalledfor factual responses."	"Thesearesomeof thequestionsyouasked. Whatwereyoutryingtoachieveby asking thesequestions?Do youthinkthequestions accomplishedyourobjective?"
"You presentedtheassignmentinaconfusingway."	"Inoticedthatthestudentshadalotof questionsabout…Whatdoyouthinkthe problemwas?"
"You giveniceexamples."	"Theseexamples(list)helpedmeto understand theconcept youwereexplaining."
"Onlyafewstudents participatedinthediscussionyouled. Why doyouthinkthat is?"	"Thiswassuchawonderfulsequenceof questionsthatyouasked,thatI'd like to exploresomewaystogetmorestudents involvedintheconversationand thinking abouttheissuesyouraised."
"Notmanypeopleresponded."	"Fourpeoplerespondedtoquestionsinthis section.Themaninthegreen sweaterinthe frontrow respondedto5questions,half of alltheresponding."
"You'vemadealotof progresssincellastobservedyour class.Welldone!"	"InoticedthatcomparedtothelasttimeI observedyourclass,youhavedecidedtotry towaitlongerafteraskingathought-provokingquestion.Itseemedtomethe studentshaverespondedtothisandyour classdiscussionsarelessfocusedon youas the'all-knowinginstructor'.Welldone! How doyoufeelaboutthischange?"
"Inmy class,lhavedone…"	lknowsomeone whotried…"
"Idon'tthinkyourconcernabout(concern)isimportant."	"Ihearyousayingyouareconcernedabout (concern).Why isthat?How doyouseethat issueaffectingtheclass?"
"Whyhaven'tyoutried…?"	"Haveyouconsidered trying…?How doyou thinkthat wouldworkinthisclass?"
"Yes,we allhavethatproblem.There'snotmuchyoucan do."[In responsetohearingthementeeciteaconstraint suchastimeor pre-determined curriculumaspreventing themfromtryingadifferentteaching style]	"Lackof timeisacommonproblem.lagree withyouthatitwouldbeworthwhileto tryto incorporatethismethod.Let'sbrainstormwaysto workaroundthisconstraint…"

Appendix six

AMade-to-OrderFormforInstructionalObservation
(PeerVersion)

ORGANIZATION

Begins class on time in an orderly, organized fashion

Previews lecture/discussion content

Clearly states the goal or objective for the period

Reviews prior class material to prepare students for the content to be covered

Provides internal summaries and transitions Does not

digress often from the main topic Summarizes and

distills main points at the end of class Appears well-

prepared for class

PRESENTATION

Incorporates various instructional supports like slides, films, diagrams, etc.

Uses instructional support effectively

Responds to changes n student attentiveness

Uses a variety of spaces in the classroom from which to present material (i.e., does not
"hide" behind the podium)

Blackboard writing is large and legible

Speech fillers, (for example, "OK, ahm") are not distracting

Speaks audibly and clearly

Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures
tend to do the latter)

Communicates a sense of enthusiasm and excitement toward the content

Use of humor is positive and appropriate

Presentation style facilitates note-taking

Speech is neither too formal not too casual

Establishes and maintains eye contact with students

Talks to the students, not the board or windows

Varies the pace to keep students alert

Selects teaching methods appropriate for the content

RAPPORT

Praises students for contributions that deserve commendation

Solicits student feedback

Requires student thought and participation

Responds constructively to student opinions

Knows and uses student names

Does not deprecate student ignorance or misunderstanding

Responds to students as individuals

Treats class members equitably

Listens carefully to student comments and questions

Tailors the course to help many kinds of students

Recognizes when students do not understand

Encourages mutual respect among students

Credibility and control

Responds to distractions effectively yet constructively

Uses authority in classroom to create an environment conducive to learning

Speaks about course content with confidence and authority

Is able to admit error and/or insufficient knowledge

Respects constructive criticism

CONTENT

Includes illustrations

Selects examples relevant to student experiences and course content

Integrates text material into class presentations

Relates current course content to what's gone before and will come after

Relates current course content to students' general education

Makes course content relevant with references to "real world" applications

Presents views other than own when appropriate

Seeks to apply theory to problem-solving

Explicitly states relationships among various topics and facts/theory

Explains difficult terms, concepts, or problems in more than one way

Presents background of ideas and concepts

Presents pertinent facts and concepts from related fields

Presents up-to-date developments in the field

Relates assignments to course content

Clearly organizes assignments

Carefully explains assignments

INTERACTION

Encourages student questions, involvement, and debate

Answers student questions clearly and directly Uses

rhetorical questions to gain student attention Gives

students enough time to respond to questions

Refrains from answering own questions

Responds to wrong answers constructively

Allows ample time for questions

Encourages students to respond to each other's questions

Encourages students to answer difficult questions be providing cues and encouragement

Allows relevant student discussion to proceed uninterrupted

Presents challenging questions to stimulate discussion

Respects diverse points of view

ACTIVELEARNING(LABS,PEACTIVITIES,ETC.)

Clearly explains directions or procedures

Clearly explains the goal of the activity

Has readily available materials and equipment necessary to complete the activity

Allows opportunity for individual expression

Provides practice time

Gives prompt attention to individual problems

Provides individuals constructive verbal feedback

Careful safety supervision is obvious

Allows sufficient time for completion

Provides enough demonstrations

Demonstrations are clearly visible to all students

If the discovery method is employed, schedules time for discussion of results

Required skills are not beyond reasonable expectations for the course and/or students

Provides opportunities for dialogue about the activity with peers and/or the instructor

Allocates sufficient clean-up time within the class session

Appendix seven

ClassroomObservationReport

Instructor evaluated _____

Observer(s) _____

Number of students present Course _____

Date_____

Instructions. Several days prior to the classroom visit, the instructor should provide the observer(s) with a copy of the course syllabus containing course objectives, content, and organization.

Procedure. The observer(s) should meet with the instructor several days**in advance** of the visit to learn the instructor's classroom objectives as well as the teaching methods to be used. Within several days **after**the visit, the observer(s) should meet with the instructor to discuss observations and conclusions.

Please feel free to use the reverse side of this page to elaborate on your comments

1. Describe the instructor's content mastery, breadth, and depth.

2. Describe the method(s) of instruction.

3. How clear and well organized is the presentation?

4. Describe the form and extent of student participation.

5. What specific suggestions would you make to improve this instructor's teaching?

Appendix eight

ClassroomObservationReport

Instructor evaluated _____

Course Number of students present_____

Date _____

Evaluator(s) _____

Purpose. The purpose of this classroom observation is (1) to provide a database for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

Instructions. Please consider each item carefully and assign the highest scores only for unusually effective performance. Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items. Each instructor being evaluated is encouraged to add his or her own items. Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period. If is suggested that the observer(s) arrange both pre- and post-visit meetings with the instructor.

Highest		Satisfactory		Lowest	Not Applicable
5	4	3	2	1	NA

1. Defines objectives for the class presentation.

_____ 2. Effectively organizes learning situations to meet the objectives of the class presentation.

_____ 3. Uses instructional methods encouraging relevant student participation in the learning process.

4. Uses class time effectively.

5. Demonstrates enthusiasm for the subject matter.

6. Communicates clearly and effectively to the level of the students.

7. Explains important ideas simply and clearly.

8. Demonstrates command of subject matter.

9. Responds appropriately to student questions and comments.

10. Encourages critical thinking and analysis.

_____11. Considering the previous items, how would you rate this instructor in comparison to others in the department?

12.

13.

14. Overall rating

Would you recommend this instructor to students you are advising?
(Please explain.)

What specific suggestions would you make concerning how this particular class could have been improved?

Did you have a pre-visit conference? _____

A post-visit conference? _____

Appendix nine

ClassroomObservationWorksheet

InstructorCourse_____

DateObserver_____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

Not observed	*More emphasis recommended*	*Accomplished verywell*
1	2	3

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

Content Organization	*Not observed*	*More emphasis*	*Accomplished very well*
1. Made clear statement of the purpose of the lesson	1	2	3
2. Defined relationship or this lesson to previous lessons	1	2	3
3. Presented overview of the lesson	1	2	3
4. Presented topics with a logical sequence	1	2	3
5. Pacedlessonappropriately			
6. Summarized major points of lesson	1	2	3
7. Responded to problems raised during lesson	1	2	3
8. Related today's lesson to future lessons	1	2	3

Comments:

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Presentation	Not observed	More emphasis	Accomplished very well
9. Projected voice so easily heard	1	2	3
10. Used intonation to vary emphasis	1	2	3
11. Explainedideas withclarity	1	2	3
12. Maintainedeye contact withstudents	1	2	3
13. Listened to student &comments	1	2	3 questions
14. Projectednonverbal consistent with intentions	1	2	3 gestures
15. Definedunfamiliarterms, concepts, and principles	1	2	3
16. Presentedexamples to clarify points	1	2	3
17. Related new ideas to familiar concepts	1	2	3
18. Restated important ideas atappropriate times	1	2	3
19. Variedexplanations for complex and difficultmaterial	1	2	3
20. Used humor appropriately to strengthen retention & interest	1	2	3
21. Limited use of repetitive phrases & hanging articles	1	2	3

Comments:

Instructor-Student	*Not observed*	*More emphasis*	*Accomplished very well*
Interactions			
22. Encouraged student questions	1	2	3
23. Encouraged student discussion	1	2	3
24. Maintained student attention	1	2	3
25. Asked questions to monitor students' progress	1	2	3
26. Gave satisfactory answers to student questions	1	2	3
27. Responded to nonverbal cues of confusion, boredom, & curiosity	1	2	3
28. Paced lesson to allow time for note taking	1	2	3
29. Encouraged students answer difficult questions	1	2	3 to
30. Asked probing probing questions when student answer was incomplete	1	2	3
31. Restated questions and answers when necessary	1	2	3
32. Suggested questions of limited interest to be handled outside of class	1	2	3

Comments:

Instructional Materials and Environment	Not observed	More emphasis	Accomplished very well
33. Maintained adequate classroom facilities	1	2	3
34. Prepared students for the lesson with appropriate assigned readings	1	2	3
35. Supported lesson with useful classroom discussions and exercises	1	2	3
36. Presented helpful audio-visual materials to support lesson organization & major points	1	2	3
37. Provided relevant written assignments	1	2	3

Comments:

Content Knowledge and Relevance	*Not observed*	*More emphasis*	*Accomplished very well*
38. Presentedmaterial worthknowing	1	2	3
39. Presentedmaterial appropriate to student knowledge& background	1	2	3
40. Citedauthorities to 3 support statements	1	2	
41. Presented material 3 appropriate to stated purpose of the course	1	2	
42. Made distinctions between fact & opinion	1	2	3
43. Presented divergent view-points when appropriate	1	2	3
44. Demonstrated command of subject matter	1	2	3

Comments:

45. What overall impressions do you think students left this lesson with in terms of content or style?

46. What were the instructor's major strengths as demonstrated in this observation?

47. What suggestions do you have for improving upon this instructor's skills?

Appendix ten:

How groups can help

There are a number of reasons why groups can be more effective than individuals, both in initiating change for themselves and in managing change imposed from outside.

Firstly, other people's views are a primary resource for enabling individuals to increase their self-awareness. In a caring and supportive environment, learning from other people how they see you as a colleague and teacher can also be an important way of building up self-esteem and feeling positive about the possibilities for development.

Secondly, a group of people who meet together regularly and are free to decide their own agenda tend to develop strong interpersonal bonds which can support an individual member in any decision that they might be making about their own development. You may be thinking about applying for another job, undertaking some farther academic study of practical training, taking on a project such as learning another language or doing some research into your learners' backgrounds, or trying your hand at a new skill such as writing for publication or using a new piece of equipment. Perhaps you have an idea for changing something in your school, or perhaps change is happening anyway and you need to find ways of coping. The group provides a safe environment in which to explore your thoughts and feelings about development issues like these.

Thirdly, a group of people with similar ideas and objectives can exert a powerful collective influence on the culture of institutions. In the context of organizational change, people do well to combine their efforts in managing the change process, and to make it their business to get the best they can for themselves.

<u>What kind of group?</u>

There are various models for the kind of teachers' group we have in mind. We have drawn for information and ideas on several sources from the 'feeder fields' of counselling and group work skills, as well as on personal accounts of successful teachers' groups. It goes without saying that some of the ideas we look at in relation to peer support groups also have relevance to groups of learner working together in the classroom. Some of our source material was in fact originally written with classroom and learning groups in mind.

Adrian Underhill, the founder of the IATEFL Teacher Development Group, explains why he believes that groups offer such a powerful way of working:

"My experience is that the psychological climate that facilitates teacher development is characterized by interpersonal caring, Understanding, and trust, along with a shared commitment to the process of intentional development. Such an atmosphere may help participants to feel secure enough to be more honest with themselves and with others. To have less need to pretend or play games in their responses, and to be willing to reciprocate in supporting the developmental efforts of others. This supportive and genuine atmosphere can help them to take the risks and make the efforts required in trying to extend and deepen their awareness and to do so with curiosity and excitement rather than with defensiveness and anxiety. This facilitative climate can assist the development of self-awareness through making it safer to be more open to learning from primary experience ('what I can tell myself'). And to be more open to secondary experience ('what others can tell me')

Reduction of judgement of others is one hallmark of such a group. And this in turn makes it easier to open up to one's real experience, and to accept what one finds...My personality, and how it affects my teaching, becomes visible to me through relating to others. Feedback from other colleagues offers me opportunities to experience myself."
Underhill 1992 pp77-8

Activity

Adrian Underhill describes the psychological climate that can characterize a teacher's group that is working well and in some depth on the issues that matter to its participants. The description can also apply to a learner group that has formed and is functioning well. One of the key variables seems to be the degree to which individuals feel the need to judge each other or themselves.

- Of the groups you have been a member of at any time in your life, which have had similar qualities to those described above?

- How does the atmosphere in a group affect your participation?

- What role do you typically take in a group? For example are you very active? Do you tend to be a leader? Do you like listening and observing the others? Are you the 'joker in the pack'?

Many people instinctively fear situation which may require them to reveal more of themselves then they are comfortable with. This is why it is so important, in any group, to respect the principle of self-direction and to allow each person to use the group in whatever way is safe and appropriate for them.

Starting a group

Starting a teacher development group involves identifying one or more other people who might be interested, talking through your ideas, fixing a time and place for a first meeting, and then issuing an invitation to other teachers to come and join in. Gaie Houston, who has long experience of facilitating groups, suggests that a subtle approach works best. The skill is to make other people think it was all their idea to start the group; if you do all the organizing yourself, people will see it as 'your' group and are likely to resist joining it.

In Zen there is a tradition of the Whispered Transmission. One explanation of this is that people will listen if they want to hear. If you tell someone receptive about the advantages of a small group, and then a little later have someone else ask you if you will join or run one, then the whispered transmission has worked. If you put out your message two or three times, and hear no more, then it is possible that nobody is interested, and you had better look elsewhere, or take up a different hobby.

Before you do any whispering, or any other kind of advertising, e sure that you know what the potential group is for. Begin...with several conversations about this, with people you hope with enrich your thinking.
Houston 1990 p12

EFL teachers Katie Plumb and Ian Jasper have successfully established teachers' groups in several countries where they have worked teachers. The groups consist of a core of individuals who meet to discuss and try out ideas on a very informal basis. It is taken for granted that everyone is a fully competent teacher who has a lot to offer other members of the group, and that by sharing ideas within the group, each member is able to grow personally and professionally. Katie suggests the following list of steps for teachers who are interested in trying to organize a development group.

1. Determine who is interested in exchanging ideas and information as well as sharing the socialization aspect of the group.

2. Arrange a suitable time.

3. Start the first meeting by introducing a new game or light activity to 'break the ice'.

4. Encourage the group to think of new ideas and issues they'd like to discuss or something they'd like to learn about. Begin with the most popular suggestion.

5. Choose a group member for starting the next meeting with discussion or a game.

6. End each meeting on a position note with a fun activity.

7. When enough time has been spent on one topic, agree on the nest topic and determine who will be responsible for getting that discussion started. This could simply mean photocopying an article for the group members.

8. After a few sessions decide what the next area of discussion will be.

9. The group will vary in size from meeting, and change its focus and style. Don't give up during the less active periods.

10. It's important that more than one individual have responsibility for starting a session and contributing ideas in case of absence.

Plumb 1994 pp2-3

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Appendix eleven:

Guiding Principles For Teaching English In Algeria
And Teacher Competencies

ENGLISH LANGUAGE

#1 English facilitates two-way communication with the world

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

<u>Teacher competencies:</u>

a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing and listening
(e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to phone message)

b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.

c. The teacher introduces a variety of topics of interests to the learners that are related to other cultures , comparison of cultures and international issues.

#2 Communicative competence in the aim of language learning

Communicative competences in English involves interacting with others using receptive/interpretive skills (reading and listening) an productive skills (speaking and writing=, supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

<u>Teacher competencies:</u>

a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing and listening.

b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.

c. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.

d. The teacher introduces grammar, pronunciations and vocabulary in context with focus on communicating meaning.

e. The teacher teaches learners how to use language strategies to aid in their learning and communication.

#3 **Successful learning depends on supported and purposeful development**

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competences.

Teacher competencies:
   a. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.
   b. The teacher breaks down functions, genres and skills into smaller component/skills/parts in order to present realistic 'chunks' of the language for learners to process.
   c. The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.

#4 **Active learners and successful learners**

Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Teacher competencies:
   a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

   b. The teacher sets tasks that allow the learner to discover how the language works in its form, meaning and use.

   c. The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

   d. The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

   e. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

#5 **Meaningful activities and tasks support and encourage learning**
Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Teacher competencies:
   a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.
   b. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.
   c. The teacher contextualizes the activities and provides a purpose for them.

#6 Learning is an active, evolving process
   a. The teacher provides a balance of activities that focus on accuracy and fluency.
   b. The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication.
   c. The teacher plans activities in which learners use previously learned language and skills and incorporate new language and skills.
   d. The teacher gives learners opportunities to recognize errors and figure out how to correct them.

#7 Assessment of learning should be ongoing
Ongoing, or regular, assessment should take various forms and address the competences that have been learned in class, so that the assessment can provide useful information on individual progress and achievement, which teachers and learners can review to aid learning.
Teacher competencies:
   a. The teacher has realistic short and long term learning objectives for learners.
   b. The teacher regularly assesses learners learning using a variety of assessment activities.
   c. The teacher plans and uses assessment activities that assess not only what learners know, but also what learners are able to do as speakers, listeners, readers and writers.
   d. The teacher teaches learners to assess themselves and their peers so that they are aware of their progress.

TEACHERS AND TEACHING

#8 Teachers are facilitators of learning
Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learner interests and needs in mind; guiding and monitoring learner learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.
Teacher competencies:
   a. The teacher finds out the needs, interests, and language difficulties of the learners.
   b. The teacher selects and introduces activities and materials for language work that meet learner needs.
   c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.,);

d. The teacher organizes learners so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the lesson;
e. The teacher varies patters of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group;
f. The teacher ensures that the learners find their involvement sufficiently challenging;
g. The teacher teaches learners how to use language strategies to aid their learning and communication.

#8 **Teachers create a supportive learning environment and classroom management**
Teachers have a positive impact on leaner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.
<u>Teacher competencies:</u>
a. The teacher creates a friendly atmosphere (e.g. by sing learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material;)
b. The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self assessment and goal setting);
c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.,);
d. The teacher provides opportunities for learners to learn cooperatively and collaboratively
e. The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance).

Appendix twelve:

Classroom Observation Form
Open Ended – (Form A)
Faculty_____ **Date of Observation**_____
Peer Observer_____
This form, adapted from the Community College of Aurora's Mentor Program Handbook
and Staffordshire University's "Guidelines for the Observation of Teaching," provides
10 areas for observation. Each area includes prompts regarding what should be observed.

1. Development of learning objectives:
• Are objectives for the class given verbally, written, or not at all?
• Are specific instructional outcomes used?
• Are objectives discussed at the end of class?

2. Selection and use of instructional materials:
• Do films, websites, and other audiovisual materials have a clear purpose?
• Are handouts appropriate in number and subject?
• Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. Educational climate for learning:
• Are students AND teacher interested and enthusiastic?
• Does the instructor use student names?
• Is humor used appropriately?
• Does instructor not embarrass or belittle students in any way?
• Is the atmosphere of the classroom participative?
• Did the instructor have eye contact with students?

4. Variety of instructional activities:
• Does timing of classroom activities consider attention spans?
• Does instructor involve students in deciding what issues to discuss?

5. Preparation for class session:
• Provide examples that show preparation by instructor.
• Do students know what preparation (reading or other assignments) they should have completed prior to class?6. Instructional methods:
• List instructor activities.
• Did the opening gain the class's attention? Did it establish rapport?
• Did the opening outline the topic and purpose of the lecture?
• Is the delivery paced to students' needs?
• Does the instructor introduce topic, state goals, present material or activity effectively, summarize, and give assignment or suggest an idea to consider before the next class?
• Could the instructor be seen and heard?
• Were key points emphasized?
• Were explanations clear to students?
• Were examples, metaphors, and analogies appropriate?

• Was the lecture stimulating and thought provoking?

7. Opportunity for student participation:

• List students' activities.

• Does instructor encourage students to summarize and add to other' summaries?

• Does instructor help quieter students interact with others?

8. Individualization of instruction:

• Are the emotional, physical, and intellectual needs of students met?

• Does the instructor prompt awareness of students' prior learning and experiences?

• Does the instructor offer "real world" application?

• Is the instructor available before or after class?

• Does the instructor relate class to course goals, students' personal goals, or societal concerns?

9. Responsiveness to student feedback:

• Is the instructor paying attention to cues of boredom and confusion?

• Does the instructor encourage or discourage questions (dissension)?

• Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?

10. Learning difficulties:

• Does a student need assistance for a temporary or permanent disability?

• Are one or more students not motivated or unable to follow the class?

• Does the instructor show favoritism?

• Are students able to see visual aids?

• Does one group dominate discussion and hinder others' participation?

Abstract

Reflection is considered, by experts, as an inward-looking form of inquiry. It helps teachers build a new vision of their teaching by re-enacting, reformulating and reconsidering their teaching practices which will enhance proficiency and successful learning outcomes. Peer review as a reflective exploratory task if adopted by university teachers can put teachers on the track of an on-going teacher professional development that ensures in a long-term run, an out-going effective teaching. Since teachers are the corner stone of any educational policy and if peer review is made accredited and dessiminated in the wlole university in the ways and forms congruent with target objectives, the teacher cannot stand at this level, unconscious about what is changing socially, economically and most of all pedagogically.

Key words: peer observation/review- teaching- professional development- exploratory- investigation.

Résumé

Le reflet pédagogique est considéré, par des experts, comme une forme exploratrice des pratiques didactiques. Il aide les enseignants à construire une nouvelle vision de leur enseignement en recréant, reformulant et reconsidérant leurs pratiques pédagogiques qui permettront d'améliorer la compétence de celle-ci et par conséquent la réussite de l'apprentissage. L'observation collégiale est considérée comme une tâche exploratrice réfléchissante si elle est adoptée par les enseignants universitaires. Vu sous un autre angle , elle peut être l'outil incontestable qui peut mettre les enseignants sur la voie d'un développement professionnel continu qui assure à long terme un enseignement efficace . De surcroît si l'observation collégiale est accréditée et diffusée dans tout le département d'anglais avec toutes les formes congruentes des objectifs éducationnels et didactiques , l'enseignant ne peut pas rester à ce niveau, inconscient de ce qui se changer socialement, économiquement et surtout pédagogiquement.

Mots clés: l'observation collégiale / Review enquête exploratif- développement professionnelle enseignement-.

الملخص

يعتبر الانعكاس البيداغوجي، من قبل الخبر،ءا كشكل تربوي ير دابه تغيير جدير في التقنيات التعليمية و اكثر من هدا يساعد المدسر الجامعي على بناء ؤرية جديدة للتعليم من خلال إعاند تشريع، إعاند صياغة إوعاند النظر في الممارسات التعليمية اولتي من شأنها تعزيز الكفاءة ونتائج التعلم الناجحة. ملاحظات المدرسين فيما بينهم في الاقسام قد تعزز تكوين مستمر شانه تغير الممارسات البيداغوجية الى الاحسن.فهده الطريقة البيداغوجية تعتبر كمهمة استكشافية عاكسة اذإ اعتمدتها أساتذة الجامعات. و من ناحية اخرى يعتبر المدسر كالعمود الفقري الذي يعتمد عليه في كل المستويات البيداغوجية. اذإوتم إجرءا مراجعة سياسة تعليمية جديدة بمراجعة مرفوقة بالنظرءا المعتمدين المنسجمة مع الأهدفا ألمستهدفة فالمدسر الجامعي عندئذ لا يمكن نأ يقف عنده ذا المستو،ى فاقد الوعي حول ما هو تغيير اجتماعيا اوقتصاديا و الأهم من ذلك كله تربويا.

الكلمات المفتاحية: المد،سر البيداغوجيا، الانعكا،س تنمية مهنة التدريس، استكشاف التربوي

Résumé de la Thèse.

Teaching is in no way counted among the jobs obtained by no conviction, no determination, nor devotion. No one on earth can deny that it is one of the most honourable jobs that requires mindfulness, wholeheartedness and responsibility. So long as back as the history of man, teachers have always gained respect from people of all walks of life.

Actually the prerequisites a teacher should have before tackling the job of teaching are, most definitely, warmth, humour and the ability to care about people. Added to this is the planning of lectures, hard work and self-discipline. What has increasingly become important, on a worthier side, is that teachers should imperatively have a minimum professional knowledge of instruction and pedagogy in order to articulate the most important standards of the teaching job and substantively update and refine their own assumptions and beliefs about teaching. What is more, research has identified that teachers must have a thorough catch up in many areas of professional knowledge. Actually, t need to know about the curriculum materials and programmes appropriate for their subject so as to teach certain learners some particular concepts, the characteristics and cultural backgrounds of learners, and most of all, the goals and the purposes of teaching

Teaching is counted among the crucial wonderful activities of a civilized society. It is a life project, a calling, a vocation that is an organizing centre of all other activities. In their classrooms teachers have the opportunity to give students new ideas and new knowledge that help them in their careers and their intellectual lives in a world that has created many new incentives for them to become lifelong learners. Teaching a language requires the teacher to have access to basic information about language, to get a deep understanding of its systemic aspects and develops awareness that permits him to make a vision building on the pedagogical axes which sustain his/her teaching to make it that of satisfaction and improvement. Bearing in mind reflection as a critical skill, teachers, most definitely, can close knit pedagogical practices which in the utmost sense meet the needs of their learners. However, if the concept of reflection is taken formally with peers attending meetings where they

discuss what they do, how they do using feedback as a purposeful platform towards change and betterment, it can then give rise to an undeniable improvement of teaching quality. Thus, to reflect does not only mean realizing what the strengths and weaknesses are but involving analyses of a searched area and a plan of subsequent actions. Most teachers learn to work on their professional development during the training and continue along their teaching careers. Engaging in the advent of reflection can help them to become more confident and gradually competent teachers.

Therefore, professional education should include two aspects of knowledge: systemic aspect which embodies the knowledge of the language where the trainee gains the theoretical base of subject of his/her studies, and experiential knowledge, that is known as the knowledge of pedagogy which enables him/her to develop knowledge-in-action through practice and give them the opportunity to reflect on it.

Today, the teacher's only preoccupation is to perform good teaching. But most novice teachers are not effectively prepared to meet the needs of their students and that can be utterly considered to have started from the outset of initial training which is mainly held in the university. Tenured and veteran teachers also make no exception, because simply never can they be subject of any in-service training. Alongside, and distinctively viewed experienced teachers have to adapt to new principles so as to deepen their knowledge on a determined set of practical framework which is belief driven. These beliefs appear to play an influential role in lecturing. The importance, therefore, lays on the fact these teachers need to improve their skills throughout their careers. Alas, in the Algerian universities the need for quality professional development for those in the teaching profession all often goes unmet. Thereby, this research takes a thorough critical reflective and developmental look. It; however, attempts to unveil the real state of teacher pedagogic preparation and to analyse teachers' professional development which include pre-service training (at the level of university for would-be teachers) and in-service training (for working teachers).

The analysis also extends to the probable application by teachers of some of the exploratory tasks that enhance reflective teaching, which, in turn, entails the critical examination of experiences, knowledge and values, and understanding of the consequences teachers' teaching. The main focus which fuels this dissertation is peer observation and which is considered as the most powerful source of insight. Nevertheless, what is unfortunate, in our country, is that in the system in higher education nothing is accredited to tailor a well-rounded professional development to grow pedagogically proficient. Therefore, jobs still continue to be filled by under prepared, or even unprepared teachers. And when there is a pedagogic preparation, it is often striking, that it is neither coordinated nor structured. As a result, this has given birth to a chaotic situation from which arises many enquiries about the real causes that have led to deficiencies of teachers' preparation to methodology and pedagogy and, hence, to the poor achievement of learners in official examinations.

The present work is, therefore, fuelled by the following research questions:

- Are teachers pedagogically prepared to tackle the job of teaching at the university?
- What do teachers, novice or experienced, need to know in order to change their perceptions and assumptions about teaching practices?
- What kind of reflective activities/investigative procedures are most likely to be conducive to improvement in the teacher's professional development?
- Is peer review the concept with which teachers can grow better in their teaching and successfully reach the learning outcomes?

In a nutshell, the present research has the objective to investigate the situation in which teaching, in the university, is either underpinned or undermined by external and internal factors which shape it and determine the approaches and methods to be adopted. Whether they are or not reflective practitioners university teachers need to think to alter their assumptions and perceptions in order to reformulate their teaching

for better. To give light to this, a model of peer review is suggested so as to help teachers to become life-long learners in an on-going professional development which, hopefully, would foster change and betterment. As a consequence, the action research through this dissertation will provide evidence and arguments for the following research hypotheses:

- The shortcomings in the processes of teaching and the poor achievement levels of learners reflect the lack of professional development.

- The programmes of pre-service trainings at the university are devoid of concepts of teacher education development.

- Teachers, at the level of the university, have no knowledge of the exploratory tasks that enhance reflective teaching, through which they can change for better their teaching practices.

- Peer review has never been experienced by academics at the department of English.

What is to be reconsidered in the pedagogic preparation of teachers is an overall restructuring of initial and in-service trainings for teachers with a large scale involvement within the new trend of teacher education development. This can be very helpful when we set to teachers more adequate ways with which they are enabled to merge into an on-going process of learning teaching. Yet, this can be attained by viewing relevant theory and conducting an investigative study which will reveal the core problem, and accordingly propose suggestions that would sweep away its bad consequences on the teaching/learning process. Thus, the issue of teacher professional development will be dealt in this work into four interrelated chapters.

Chapter one attempts to present a broad theoretical description of the teaching process. Moreover, it tends to bring into knowledge the different teaching aspects, styles and approaches which happen in many different ways according to the educational framework and, of course, to the social circumstances that prevail. Furthermore, this chapter highlights the new conception of teacher education

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development with its characteristics, perspectives and implications on the teaching practices. It also clears up the different exploratory tasks that enhance reflection namely peer observation which is considered as a method used to disseminate good practice and teachers be less blind followers of instructional methodology and, at the same time, build up a new vision with which they take on new responsibilities relying on a bottom-up rather than a top-down process of applying their pedagogical skills and knowledge of the topic.

Chapter two aims at relating the frame of the theoretical data to the situation that prevails in the context of the Algerian higher education system. Moreover, it draws a clear picture of the professional development of teachers at both levels (in the university, and while teaching) of teachers' career. In the former, the analysis seeks how the preparation initiates the prospective teacher into the basics of professional activity. This includes the acquisition of practical methods of teaching the skills, classroom management and the use of routine procedures for organising class activity. Whereas in the latter, the analysis seeks the extent teachers are acquainted by new teaching methodologies, techniques of approaching newly implemented approaches. Besides, this chapter sets a division between teacher training and teacher development, the new pedagogic concept that permit teachers to refine their teaching practices. On another stand, it also states the numerous advantages for teachers when they undertake a programme of professional development of teachers.

Chapter three deals therefore with the triangulated investigation based on the data collected through quantitative and qualitative procedures. This empirical phase is carried out through different analytical tools. First a questionnaire containing twenty two questions is administered to teachers of the department of English. The second tool is the interview conducted with the students of master two, and finally the classroom observation as the third research methodology is organized with two teachers teaching in the department of English. As evidence indicates, these procedures enlighten a great number of findings about teachers' pre-service and in-

service training, about the content of training programmes and about reflective practices.

Chapter four, however, sets a series of recommendations with a special focus on peer review as a concept of professional development to be undertaken by teachers every now and then along their teaching career. Yet, it regarded by educationalists as one of the efficacious strategies to better one's teaching practices. Another more or less important element is about the developing teacher and how this teacher can improve steadily to overcome the constraints that prevent him from taking on new responsibilities and make him resist change and innovation.

To this view, educators, teacher trainers and university officials should give a concerted attention to teachers' professional development and try to instigate the new concept of teacher education development within training workshops. The conception of TED as a reflective process is the one in which every aspect and stage of teacher education experience becomes open to critical examination and reconsideration. It asks teachers to observe themselves, collect data about their own classrooms and their roles, and to use the data as a basis for self-evaluation, and for change. In other words, TED encourages teachers to benefit from the procedures of classroom research and self-reflection to understand better themselves and what is happening in their own classrooms in order to gain a renewed sense of purpose and direction.

Only in this way, can there be an educational change. More importantly, the process of English Language Teaching will score promising results in the university.

Now that the process of globalisation has become complex and competitive, our country must gain a decent place in the world of economy and business to emerge and ensure progress, stability and continuity. As the unquestionable world's language, English will, by all means, contribute to the integration of Algeria in the world establishment order and enhance economic opportunities with a variety of partners. To these enumerable facts, the university teaching system should embark on the bases of new assumptions of teachers' continuous professional develoment, whose objectives

should be to ascertain high standards of pedagogical preparation of teachers. Admittedly, it is conceived that any successful teaching could not be achieved with *a priori* a fundamental teacher professional develoment that is wedged, in the mind of the researcher, by peer review: Peer observation of teaching or, as it is sometimes referred to, peer review is defined as the process of observation in which a university teacher sits in on a teaching session with the express intention of offering feedback as a critical friend. When officially implemented in a faculty or department, the constant objective this research work is to engage a maximum number of teachers in raising their awareness to the processes, as well as, the content of teaching. It is also considered as the ultimate substitute of teacher training, the concept which is totally absent and ignored by academics as well as by officials, but considered by experts as the most efficacious on-going teacher professional development that ensures in a long-term run, an out-going effective teaching. Since teachers are the corner stone of any educational policy and if peer review is made accredited and dessiminated in the wlole university in the ways and forms congruent with target objectives, the teacher cannot stand at this level, unconscious about what is changing socially, economically and most of all pedagogically.

It is increasingly recognized that there is a real need for research about language teaching and learning and about the pedagogical preparation of teachers so that to ensure a profession that provides a motivation that fosters a continuous career growth. And that also determines, within another view, what type of feedback is appropriate in different situations, since there are myriad and distinct perspectives on teaching. Language, as one component of these perspectives, has been rightly cited as a principal tool for learning when the language of education is not the mother tongue. The role of the teacher as a facilitator of these learning demands that the teacher needs to possess specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education.

However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest

for quality. Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives. These statements have been argued by the researcher in the hypotheses put forward in the General Introduction clearly argue the evidence. The professional meetings of teachers, such as conferences seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent. In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills in different modules) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly. These facts can engender a significant diversion to peer review, the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices. In addition to this, the enhancement can be towards developing attitudes that would lead to open doors to a variety of teaching perspectives. Within the literature, the researcher has underlined all of the processes of teaching and learning laying emphases on strategies, styles, techniques, assumptions and assignments of the teaching process. We next have insisted on underlying the possibility of teachers to reflect on their teaching experience, exploring their teaching practices, visualising options of change, deciding what can be achieved through personal effort, and setting appropriate objectives for their teaching using peer review as an exploratory task which is widely viewed as the most powerful source of insight and more importantly as a propeller of pedagogical improvement.

Professional development of teachers is certainly the corner stone of any educational system in which it is compulsory for teachers to be acquainted with the variables of the teaching learning process that might emerge here and there according to situational pedagogic circumstances. It is, therefore, the task of academic officials to lay a substantial emphasis on how to regain the teacher's confidence in the classroom, take measures conducive to effective teaching practices by founding a broad consensus

between the administration and the whole academic staff on teaching regulations and teaching assignments that must be upheld by every single teacher. Thereby ELT in Algerian universities would be saved from a long and lasting terrible suffocation and malaise. When teachers turn to be reflective practitioners, they tend to change their moods and minds towards their job, broaden their language repertoire, make a new vision building of their teaching and most definitely stick up new teaching practices which will ensure positive learning outcomes. Moreover, the importance that stands now in our university is the responsibility which must be placed on the professional development which imperatively must be viewed, by official deciders, as a mandatory component of being a teacher so as to transform the process of language teacher preparation into an endless quest for quality underpinned by the development of a spirit of local as well as external competitiveness which 'willy nilly' enable them extricate all signs of bad teaching and never be sceptical to innovation. However, it has been noteworthy to mention that teachers, who are the reason of being of any training and for whom training is destined, are never asked their opinion about the contents of a specific lecture or teaching practice or about their own objectives and whether how they are teaching matches or not those objectives. Such operation, that is, investigating the teachers' reactions, will provide a tool for the teacher to self-develop if he takes into consideration what is new in terms of teaching re-enactment and never resists change. But this change needs to be utterly articulated by all teachers in the department because simply the changes in pedagogic practices might have a practical impact only if they are supported by the whole academic staff. It has also been mentioned that the established practices of peers can be a powerful influence on what teachers do an individual teacher finds it virtually impossible to maintain a radically new form of teaching while colleagues around them in the same school remain untouched by the innovation. It has been then worthy to assert that this situation is predominant in the Algerian university and that what the researcher has mentioned in the analysis of ELT situation in Algeria in general and in Tlemcen University's Department of English in particular. Accordingly, the researcher has highlighted all the above-mentioned facts underlining all the facets of ELT in the Algerian university and what constitutes a negative and non-supportive teaching environment.

In a like manner, officials must give a concerted attention to the dynamics of new ways of teaching so as to launch a well-prepared teaching work force. These new ways may offer the teachers the opportunity to integrate the passions, beliefs and judgments. Teachers, as it is known, cannot, on their own, solve the many higher educational issues confronting the university. Such a fact has tremendously contributed in giving rise to the reluctance among teachers to take on new responsibilities which can alter the overwhelming unsuccessful and more importantly ineffective teaching practices. These have been the findings emerged from the research's empirical phase which thoroughly unveiled the pedagogic situation of the Department of English in Tlemcen university.

The next concern then has been for the researcher to provide a summary of the various principles that highlight a bottom up process whereby, teachers refine and develop knowledge of their subject, enhance their skills in teaching and improve themselves throughout their career. We have also pointed out to the advantages of teacher education development the concept that helps teachers extricate the teaching practices that turn to be negative and hinder literally the whole teaching/learning process. We have next stated that it is worthy to be stressed that something need to be done from which teachers realise that they have the potential within themselves to become better teachers through deepening their own understanding and awareness of themselves and of their learners. In this line of thought, the researcher has selectively suggested the advantages of peer review and how it can change teachers to be effective agents of change and be able to select from a broad repertoire of effective practices in order to design lectures that will meet their students' needs. When working together, they can use a variety of strategies to understand their students' strengths and challenges, concerns and worries. When this stands to come true, it provides a space for teachers to be active learners; they become able to examine and refine their practice continually by reading professional articles, observing their peers, discussing important questions of equity, and using evidence of student learning to reflect on the effectiveness of their instruction.

At last, it is tremendously important to assert that one cannot speak only negatively about every inch of ELT in Tlemcen University's Department of English, by all accounts, one cannot deny that very competent and diligent teachers who have pedagogically grown professionals and have mostly attained technical expertise in teaching are now seen as the blaze of hope of the Algerian University. These teachers are deploying significant efforts and all of them have turned to be inquirers; so, may their efforts and inquiries added to new laws to be promulgated on the account of teachers' continuous professional development bring about the change; the radical change with which the Algerian University will hopefully gain an honourable position among the outstanding nations.

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Observation as a Reflective Model for Novice and Experienced Teachers to Enhance Effective Teaching

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Abstract:

Teaching is sometimes taken for granted and not a means for growing pedagogically in the field. EFL and ESL teachers, most definitely, bring to class personal styles, personal beliefs and even personal assumptions of how to undertake their teaching practices with a top-down process which is fuelled by an instructional methodology dish out by managers. Teacher education as an alternative blueprint; however, attempts to bring about pedagogical development through enhancing teachers' ability to observe, reflect upon and refine their own instructional methodology. As evidence indicates, this paper is to highlight the necessity for novice as well as experienced teachers to visualise through different eyes the picture of classroom environment and practices. Hereby, this awareness develops professional growth, which allows these teachers to make appropriate judgements and decisions. In this line of thought, peer observation as an investigative procedure, if sustained by the bases and principles of an approach of teaching, can trigger a more predictable and comprehensive formulation and enactment of teaching practices that can be undertaken by a teacher as a reflective practitioner. In down to earth terms, when the target of an observation, is viewed as an exploratory task meant for professional development, the observer who is a newly recruited teacher can broaden, or shape new ways of teaching which would enable him to reset and to refine emphatically his teaching practices and his principles of tackling the job of teaching with more commitment, diligence and devotion.

Key words: novice teachers, experienced teachers, observation as
reflective model, effective teaching

Teacher Education Development Defined

The conception of TED as a reflective process is the one in
which every aspect and stage of teacher education experience
becomes open to critical examination and reconsideration. It
asks teachers to observe themselves, collect data about their
own classrooms and their roles, and to use the data as a basis
for self-evaluation, and for change. In other words, TED
encourages teachers to benefit from the procedures of classroom
research and self-reflection to understand better themselves
and what is happening in their own classrooms in order to gain
a renewed sense of purpose and direction (Ourghi 2002).

Teachers who find it hard to carry on their routinised
ways of teaching and would like to change thoroughly their
teaching practices, by trying new ideas or changing the ways
they use old ones, not only they improve their own performance,
but also they learn more about teaching and about themselves.
The concept of teacher education development can be
introduced while teachers attend in-service training to both
prospective and experienced teachers. Ely suggests that while
in teacher training,

> Teachers learn clearly defined skills and behaviours
> appropriate to second language instruction…teacher
> development is concerned with preparing teachers for the
> exigencies of unforeseen future teaching situation. It attempts
> to bring about pedagogical development through heightening
> teachers' ability to observe, reflect upon, and modify their own
> instructional patterns. (Ely 1994, 336)

Ely discusses the new language teaching/ learning paradigm in
which teachers whether prospective or experienced can be
involved and which entice them to change their assumptions

and their attitudes of teaching for better and for improvement.
Development for Prospective and Experienced Teachers

Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises. Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it. The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Henceforth, it is the role of teacher educators to design and implement teacher education programmes both at pre-service and in-service levels. Pennington argues:

> viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective. (Pennington 1990, 134)

This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge. More importantly, to impel teachers to develop their own pedagogical belief system for both novice teachers at the level of university and, of course, for tenured and experienced teachers, who have worked for a given period of time as fulltime teachers at the level of a secondary school. Thus, teacher preparation moves beyond training in the narrow sense to enabling a teacher to reflect upon any situation rather than training for a specification.

Teacher Development Defined

The word Development is definitely related to the widely known term "training"; and both are complementary in the sense of achieving an efficient and effective level of skills and knowledge in the teaching of a language. Development means, "the empowerment of the teacher, in the sense of endowing him with the status of an autonomous professional" (Benmoussat 2003, 258) This implies that conception of Teacher Education Development is not one-off, but goes along and extend to the entire career of a teacher.

Development is a movement towards change and growth. It is also the process of becoming the best kind of teacher that a teacher can be (Underhill: 1986). Going through this process requires special motivation questions from the teacher such as:

- How can I become a better teacher?
- How can I enjoy my teaching more?
- How can I feel that I am helping learning?

Development, henceforth, has to be bottom-up, i.e. it is to be generated by the teacher himself not dished out by managers according to their own view of what development teachers need. A professional development wherein teachers' decisions are primarily directed by impulse or by convention without coming to a conscious decision that they are the right things to do or, they are doing things that they have consciously decided they want to be doing, would probably lead to a routinised way of teaching. Contrariwise teacher education development is an important way for teachers of acknowledging their own inner needs and desires and of making their experiences more worthwhile. It is, in fact, about the inner world of responses that teachers make to the outer-world of the classroom. Underhill, quoted in Head and Taylor (1997, 5) defines TED as:

> a process of becoming increasingly aware of the quality of the
> learning atmosphere we create, and as a result becoming more
> able to make creative moment by moment choices about how

we are affecting our learners through our personal behaviour.
1991, 2)

Likewise, Benmoussat (2003) argues

that development is shaped as a distinct concept in the
teacher's thinking about learning. It is a helpful and
insightful approach to explore the process involved in the
teaching / learning mechanism in order to develop and
improve the teacher's professional competence. (Benmoussat
2003, 229).

TED is also defined as a way of learning which complementary
to training, and which is motivated by teacher's own
questionings of who they are and what they do, rather than by
any external training agenda. Head and Taylor posit that:

Teacher development draws on the teacher's own inner
resource for change. It is centred on personal awareness of the
possibilities for change, and of what influences the change
process. It builds on the past, because recognizing how past
experiences have not been developmental helps identify
opportunities for change in the present and the future. It also
draws on the present, in encouraging a fuller awareness of the
kind of teacher you are known of other people's responses to
you. It is a self-reflective process because it is through
questioning old habit that alternative ways of being and doing
are able to emerge. Head and Taylor(1997, 2).

Current definitions of teacher education development also
highlight that it is a process whereby teachers refine and
develop knowledge of their subject, enhance their skills in
teaching it, and evolve a positive teaching style which is able to
adapt as they judge changing circumstances and situations
throughout their teaching career. (Tricia Hedge 1996).

Teacher development impels teachers to stir their
competences such as skills, experience, knowledge and get from
them an impetus that would change their views on teaching.
This change is based upon past experiences and aims at

developing and improving their professional competence.

Reflection the Key Concept of TED

Teachers, who launch themselves in the trend of reflection, become aware of their behavioural ways of teaching. This will help them to connect their actions to their learners' by collecting data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices, for self-evaluation and for change. By doing this, they can move beyond routinised responses to classroom situations and can also attain a higher level of awareness.

In this respect, the process of reflection denotes by assertion that teachers who get involved in this trend become aware of their jobs' ends and purposes relatively to the changes they generate in their teaching practices. This means that this can be considered as the process of understanding and improving one's own teaching experience. It can be also stated that this process of learning to teach continues throughout a teacher's entire career and whatever the implemented approach is, teachers learn how to formulate the purposes and ends of their work, examine their values and assumptions and therefore generate new knowledge about teaching. Writing in the same context Webb pointed out that:

> "If we are to become more effective teachers, we need to become more reflective teachers. To be reflective we need to articulate out theories of learning, critically examine and them replace those parts which we suspect or, better still, can show do not work". (1996, 30)

When teachers are engaged in reflection on teaching they become monitors of their teaching practices which they can alter whenever the change appears to be profitable for their learners. This involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which, in turn, generally lead to

achievable objectives. Likewise, Pennington posits that

> the term reflective teaching has come to signify a movement
> in teacher education, in which students teachers or working
> teachers analyze their own practice and its underlying basis,
> and then consider alternative means for achieving their ends.
> (1992, 48)

She goes on writing

> The use of the term reflection in the context of instruction can
> be interpreted in the sense of (1) thoughtful consideration, as
> well as in the sense of (2) mirroring, symbolizing or
> representing (ibid).

Further, this approach is teacher initiated and directed, rather
than imposed from elsewhere because it involves instructors
observing themselves, collecting data for self-evaluation and for
change and for professional growth. When teachers develop a
reflective practice over a long period of time at different levels
of action, observation, analysis and planning, they would be
able to articulate their own practical theories, critically
examine them, compare them with alternative theories and
revise them.   Griffiths and Tann (1992). However, what is
worth noting, is that reflection can be exerted either during the
performance of a lesson in the classroom setting, or outside of
it. Hereby, many writers have emphatically theorised two
distinctive temporal dimensions of reflection.

Reflection-in-action

Teachers who have attained a technical expertise in shaping
and refining their practices, are mainly the ones who can reflect
immediately and automatically while they are acting .Their
actions are spontaneous, intuitive reactions to problems that
may arise while a lesson is in progress. What they do, in fact, is
to combine the skill of making on-the-spot decision with a
reflective approach, to change the course of the lesson, to see

what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

> There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which he surfaces, criticizes, restructures, and embodies in further action. It is this entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict. (1983, 50)

According to Schon reflection in action questions the assumptions underlying the routine that has been disrupted: 'we think critically about the thinking that got us into this fix or this opportunity; and we may in the process, restructure strategies of action, understandings of phenomena or ways of framing problems' (Schon 1987, 28)   This is to say that with the rising of the problem, the teacher recalls his past experience so as to set up alternative practices which can easily give way to a better involvement of learners.

Reflection on action

It is called mirroring experience. (Ur 1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses. Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. This implies that this reflective dimension can happen at any time during or after the teacher's work day, as a

result, the existing plans may be reformulated or eventually, completely modified.

Investigative Procedures in Classroom Practice

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take a responsibility for their own professional development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching / learning process.

To attain this level of education, Liston and Zeichner laid an emphasis on three key features of reflective teaching:
- A reflective teacher takes responsibility for his own professional development.
- A reflective teacher is aware of and questions the assumptions and values s/he brings to teaching.
- A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice. (Liston & Zeichner 1991, 36)

The third key feature of reflective teaching is the one which consists of adapting developmental insights and translating them into practical developmental tools, making decision on the practice of each. These are, in fact, investigative procedures which the reflective teacher implements relying on himself feedback and on learner's feedback so as to solve the dilemmas of classroom practice. These procedures can be undertaken by teachers either individually or collaboratively. In Algeria, teachers at the level of secondary school can easily use these developmental activities to achieve a change and a professional growth. These include teaching journals, lesson reports, surveys and questionnaires, peer observation and action research.

Advocators and pedagogues insist on investigative procedures
to be inserted in teaching practices and the opportunities for
critical reflection to improve their teaching. Their works include
a variety of checklists and self analysis sheets that allow
teachers to observe their teaching in retrospect and make
continuous progress. These pedagogues are: Nunan (1988,
1990), Allright and Bailey (1990, 1994); Richard and Lockhart
(1996), Freeman and Richard (1996), and Head & Taylor (1997).
Teachers who set off embracing the ongoing process of reflection
start by identifying and exploring their own practices and
underlying beliefs. To manage this, they should consider the
following questions:

Journals Writing

Teachers collect all the events which occur within the classroom
practices and mention them in a diary. The gathered events
will serve the teacher to make reflection upon what change in
classroom practices will appear. Keeping a journal helps the
teachers achieve a better classroom management and brings in
a deeper understanding of the teaching / learning process.
Putting a journal can also be of great importance in
collaborative teaching in the sense that it helps teachers meet,
discuss and exchange ideas when they use one another
journals. The advantages of collaborative journal are varied. It
can provide access to covert variables influencing the customary
ways of teaching, and it also helps to generate questions and
hypotheses for eventual action.

Lesson Report

The main aspects of the lesson are generally gathered in the
lesson report. It is, in fact, a structured inventory wherein the
teacher describes all the features of his lesson. The aim of
lesson report is to provide the teacher with the procedure which
he will adopt in order to organize the features of the lesson for a
later practice. Timing is an important aspect since the teacher

mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view. Contrariwise, a lesson plan gives a full description of each part of the lesson, the teacher will come across and wherein expected learners abilities are stated.

Doing Peer Observation

Peer observation is viewed as a collaborative non-judgemental process involving two or more peers who mutually benefit from the dialogue that takes place. "Teaching" is used in its broadest sense to encompass the design of curricula and the planning of assessment as well as all activities that happen in the classroom. It also includes pedagogic activities that make use of the virtual learning environment. The variety of our pedagogic practice requires a flexible approach to its observation and review, as much learning (both staff and student) happens in different spaces other than the traditional classroom setting. It is anticipated that staff will work reciprocally in pairs when engaging in POLT. A reciprocal approach means that each person takes his or her turn in observing and subsequently facilitating a dialogue about the area of pedagogic practice identified for observation and review. The intention is that within this dialogue questions are asked to stimulate reflection and discussion, and where appropriate, to provide each other with feedback. It is important to remember it is not just a one way process, often those who are observing learn just as much as the staff member who is being observed. Our process does not exclude the role of a developmental model of peer supported review, particularly for staff new to teaching. In a developmental model peers work together, but one is more experienced than the other and the intention is to develop the lesser experienced individual's teaching practice. It is anticipated that staff will work reciprocally in pairs when engaging in POLT.

Observation should not be seen as a replacement to student evaluation. Students can reliably comment on a number of aspects of course delivery, not only because they are the intended participants in the teaching learning process but they also are involved in all sections of the paper. Nevertheless, with careful preparation, colleagues can provide an alternative perspective to that given by students. Unfortunately, poor planning and the involvement of uninformed peers can cause reliability problems.

These guidelines are designed to assist university teachers to obtain systematic feedback from

A common element in the peer review process is the observation of teaching. Peer their colleague on aspects of their teaching. Peer observation is likely to be of greatest benefit if the arrangement is a reciprocal one. A key principle of peer observation is that the person who asks for and receives the feedback must remain in control of the process of peer observation. Constructive feedback at all stages is therefore paramount. Below are some suggestions for setting up a peer observation agreement. In addition, an organising framework is provided to assist with the observation.

The Observation

The observer should sit in an unobtrusive position but where they have a good view of everything that takes place. If agreed, the lecturer should introduce the observer but avoid further comment which may alter the behaviour of the students. A range of techniques are available for note making (e.g. a holistic approach followed by a narrative report, an analytical approach that uses a checklist or rating form, videotaping etc).

Whatever technique you use it is important to remain descriptive rather than judgmental. The following example illustrates how a judgmental observation can be rephrased in a way that is both descriptive and specific.

The Follow-Up Meeting:

A 'debriefing' meeting should take place as soon as possible after the class session. Ideally, this should take place somewhere neutral. It is important that this session is both enjoyable and constructive and allows plenty of input from the teacher. You may wish to begin by allocating time for the teacher to reflect on how the class went before the observer comments or makes suggestions. Appendix D provides some suggested questions to stimulate reflection. Ensure that the feedback is constructive

Move beyond comments about the legibility, audibility or complaints about students to deal with broader issues. Allow time (either in the follow-up meeting or subsequently) to plan improvements.

When providing feedback to the teacher, it is important to follow the principles of constructive criticism. Constructive criticism is descriptive and specific; it focuses on the behavior rather than on the person and it is directed toward behaviour that a person can change. Constructive criticism also is affirming in the sense that achievements and efforts toward change should be acknowledged, and suggestions for chance should be made in a positive way. When giving constructive criticism one should always check to insure clear communication -- verify that the receiver understands exactly what you are talking about.

Peer observation form:

To increase the reliability of peer observations, observers must try to focus on the same elements of teaching. This form, based on generic dimensions of instruction, is intended to be used as a framework for the observation. The observers should discuss these categories prior to their classroom visits to insure that they are in agreement about the definitions and the meaning of the 'cue questions' under each category. This form is not intended to function as a checklist, but rather as an organizing

framework for the observation itself and the (jointly-written) report on the observation. The cueing questions are neither exhaustive nor prescriptive; depending upon the course and the teaching method, some questions may not apply or additional questions might be necessary. The observation team and the teacher being observed should decide if modifications are required. In practice, the observers should look for specific evidence of performance under each category, with the understanding that they may not be able to observe all of these elements in the two classes they visit. Some of these questions relate to course materials that the observations teams should obtain from the instructor.

In order to be most effective, teachers must know their students and be able to select from a broad repertoire of effective practices in order to design lessons that will meet their students' needs. In order to do this, teachers work together and use a variety of strategies to understand their students' strengths and challenges. Once firmly grounded in a deep knowledge of their students, collaboration provides a space for teachers to be active learners. They are able to examine and refine their practice continually by reading professional articles, observing their peers, discussing important questions of equity, and using evidence of student learning to reflect on the effectiveness of their instruction.

Effective teachers have a solid understanding of grade level standards and of literacy development–an understanding that includes a broader recognition of why and how these skills are important for all students. Based on this knowledge, teacher teams set clear goals for student learning and break those goals down into monthly and weekly objectives in order to ensure that every lesson and activity is connected to a larger purpose while still holding specific student outcomes in mind. They use a range of thoughtfully selected assessments to monitor student learning. In order to ensure that their high expectations are shared and concrete, teachers collectively

define a standard of rigor and work together to select or design common ways of checking to see whether students have mastered the skills and standards that they have taught. They then carefully examine those results in order to inform their own learning and use these results to guide long-term planning. In other words effective teaching is summarised in three points:

Look Back: Teachers examine student work and reflect on how their teaching helped or hindered students' mastery of a particular skill or standard.

Look Forward: Informed by their students' rate of progress toward goals, teachers look at what is coming up in their curriculum, adjust their long term plans, and select a focus for their work that week.

Plan: They work together to plan a lesson or series of lessons focused around a particular skill or standard, at times seeking to utilize key teaching strategies and practices that are the focus of the team's professional learning.

Conclusion

Language has been rightly cited as a principal tool for learning when the language of education is not the mother tongue, the role of the teacher as a facilitator of these learning demands that the teacher possesses specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education. However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest for quality. Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives.

The professional meetings of teachers, such as

seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent. In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly. These facts can engender a significant diversion to teacher education development; the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices. In addition to this, the enhancement can be towards developing attitudes that would lead to open doors of a variety of teaching perspectives.

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